

TIME EXERCISES. Beat down and up pulse and sing *d* to down pulse, *d d* of equal duration to down pulse. Are all these three notes same length? The first is sung as long as the second and third together. Get class to repeat this till they can do it with ease. The second and third *d* together will occupy then an equal space on the paper as the first *d*. If the second and third notes are the same length each half a beat we put a dot between and write thus: *d d.* Sing *M* and *S* in same way. Next sing *d d.* *M M M s s s*.
taa tai taa.

The time names for two half beats are taa tai. Give the time names to the following:

D. C.
s d d d s d d d s M s M d d d
taa tai taa tai tai taa taa tai tai taa tai tai taa

D. C. means go back to the beginning. Sing this exercise all to *d*, then to *M* and next to *s*. Then sing first bar to *d*, second to *M*, third to *s*, fourth to *d*. Next sing the exercise as written.

The object is to present only one difficulty at a time: first master the difficulty of the time and then take also tune. Be careful that the pupils do not shorten the *d* a whole beat which they are apt to do. If this be done, or if otherwise there is difficulty in the time, the exercise may be treated at first as four-pulse measure, and beat down *s*, left *d*, right and up to next *d*. After it can be done easily and correctly beat two to each bar instead of four.

J. ANDERSON.

Musical Book, Part II, N. 8.

In the Primary School.

THE NOUN.

T. Some words in your reading lesson are names of things or of persons—names of something. Now, find some of these name-words in your lessons?

S. "Ran."

T. Did you see a "ran?" Is "ran" a thing?

S. No. John ran.

T. Which word is the name-word?

S. John.

T. Is "ran" the name of anything?

S. No. John ran.

T. "Ran" tells what John was doing, does it not?

S. Yes, it is a doing-word—tells what John was doing.

T. Very good. Find some more name-words.

S. School. Flowers. Sky. Rabbit.

T. Day—is that a name-word?

S. Yes. There is yester-day, fine day, rainy day. Day is a name-word.

T. Well, let us try to get a shorter word for name-word. The Latin people who made our letters said *nomen* for name. And some people who couldn't spell nor pronounce properly—old French people—shortened it to *nom* and pronounced it something like *no*. When old English people long ago heard this word they thought *noun* would be a pretty good way to spell it. And we must just take their old notion, because we are not allowed to change words now, and we call *name-word* for short, *noun*.

S. Noun, noun, noun, nomen. Were they not very great scholars when they changed the word so many times?

T. No. They changed them because they were such poor scholars.

S. And were very many words changed that way?

T. Yes. Nearly all our words. But we have schools to train people not to change words.

S. To change the spelling or the pronunciation of a word is a grammatical blunder then.

T. Correct. We must go by authority.

S. Is not that the same as saying to be grammatical we must copy exactly the grammatical blunders of the people before our time.

T. Well, yes. But we must do so, or else every person might be making changes to suit himself, so that in a very short time the English language might change in some places so that we could scarcely understand it.

S. Well, couldn't they make changes at headquarters—changed hard and long words to easy and shorter ones. We could write them twice as fast.

T. Well, probably they may when you are at headquarters; but there are no real headquarters at present. So let us see that we can all spell and pronounce *n-n-n-n*.

S. N-n-n-n.

T. This word is shorter and easier than name-word, is it not?

S. It is shorter.

T. Well make a list of all the nouns you can find in your lesson.

(They make a list).

T. Now, I am going to write them down in a column on the board, beginning at the first. (Teacher writes down first nouns. All who have this show hands. Any who missed hands.)

T. Very good. Now for the next. (Teacher goes on until a column of nouns is on the board, and all the nouns missed by any of the pupils have been noticed. The column of nouns is left on the board for the next lesson when *adjectives* will be placed before them).