

The subject of music composition and notation is interesting and involved. It includes the scale in various keys, syncopation, and a musical vocabulary as is shown in another book in the upper left of the title page photo. Two instruments helpful to the study of music are shown on the photograph. A tuning fork helps to determine the proper pitch. A metronome helps to determine an appropriate speed and to keep the beat of the singing regular. A movable weight on the pendulum permits setting it at various speeds from about 208 to 40 pulses per minute. As the pendulum swings back and forth, the metronome makes a sharp clicking sound to mark the beats. The ring device at the side is for winding the metronome.

The Christian school provides a wonderful opportunity to teach wholesome music. This unit of study in science can be a help to establish the principles that God has ordained and created for singing and harmony.

Searching for Truth: (63)

The Bible tells of the reading of the Law by Ezra and those who accompanied him in the work. "So they read in the book in the law of God distinctly, and gave the sense, and caused them to understand the reading" (Nehemiah 8:8). The verbal communication of truth was very important in Bible times and still is. Paul was trying to help the Corinthian church to evaluate speaking in an unknown tongue properly. The edification of the church by clearly understood speech is so important that Paul declared, "I had rather speak five words with my understanding, that by my voice I might teach others also, than ten thousand words in an unknown tongue" (1 Corinthians 14:19). While the students are studying this unit, it would be an appropriate time to give special practice in reading class on effective reading (especially of the Bible). This should include emphasis on sufficient volume, good enunciation, proper pronunciation, and appropriate expression.

Searching for Understanding: (63)

To introduce the wide range of sound sources, you may want to permit the students to demonstrate various methods of producing sound that they know of. Be careful to maintain good discipline to avoid a free-for-all noise-making time. Challenge the students with three questions. How are all sounds alike? In what way are sounds different? Why are sounds different?

Searching for Meaning: (63)

You may want to call attention to the difference in spelling and pronunciation between *refraction* in Unit One and *rarefaction* in this unit. Five of the