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THE



ECLECTIC TUNE B

A SELECTION OF

STANDARD CHURCH TUNES:

WITH

NEW AND APPROPRIATE PIECES,

FOR THE

OPENING AND CLOSING OF PUBLIC WORSHIP.

EDITED BY WM. B. BRADBURY.

PHILADELPHIA:

PRESBYTERIAN PUBLICATION COMMITTEE, 1334 CHESTNUT STREET. NEW YORK: MASON BROTHERS, 5 & 7 MERCER STREET.

F P R E A C Ε.

has been to combine the most popular, effective and excellent itual sentiment embodied in the hymnology of the present tunes, old and new, now in use among the Churches. The day. These pieces, it is believed, will constitute a most selection has been based upon actual returns contained in more attractive feature of the book, and to these the attention of than five hundred lists of tunes furnished in response to a PASTORS and CHOIR-LEADERS is especially asked. Circular of inquiry sent to leading Churches in every section of the country. After a careful collation of these lists, com- cellent Collections widely used by the Churches, it is believed prising in the aggregate upwards of sixteen hundred distinct that this, the more thoroughly it is tested, will commend compositions, those were selected that were most generally itself as combining, both for the choir and the congregation, recommended. To these have been added a few new ones every element that is needed for the practical ends of devofurnished by leading Composers.

To meet a very general demand for OCCASIONAL PIECES to be sung by the Choir at the opening and close of service, there of the Church may attend its use by choir and congregation. have been introduced a somewhat new class of compositions, whose main idea consists in the adaptation of appropriate

THE aim of the present compilation, as its name indicates, | music to words freshly selected from the more effective spir-

Without instituting any comparison with the many extional singing. In this conviction, the book is sent forth to the Churches with the prayer, that the blessing of the great Head A large portion of the music in this volume is copyright property, and is used by permission of the proprietors.

ELECTROTYPED BY SMITH & MCDOUGAL, S4 Beekman St., N. Y

PRINTED BY C. A. ALVORD, 15 Vandewater SL, N Y.

LESSON I.

THE SCALE.

S L "THE SCALE" is a succession of EIGHT Musical Sounds or TONES.

Note.—The Teacher will sing or play the scale, slowly at first, allowing the pupils to count each tone as sung, from one to eight. After becoming familiar with its tones by listening, let them then sing it themselves many times, backwards and forwards, before calling their attention to its written form, either in the book or upon the blackboard.

NUMERALS OR NAMES OF THE SCALE.

\$ II. The scale is numbered or named from the lowest to the highest tone, thus:

ONE,	TWO,	THREE,	FOUR,	FIVE,	\$1X,	SEVEN,	EIGHT.	
1	2	3	4	5	6	7	8.	

SYLLABLES.

S III. "SYLLABLES" like the following are used to assist the beginner in reading music, i. e., producing the right tones. When all the sounds of the scale have been made familiar by practice, these "syllables," (which are mere helps to the beginner), may be partially or wholly dropped, and one syllable, (La,) or the words ordinarily set to the music, may be used instead.

SYLLABLES, as	Written.	Do,	RE,	Mr,	FA,	Sol,	LA,	S1,	Do.
SYLLABLES, as	Pronounced.	Do,	Ray,	Mee.	Fah,	Sole,	Lah,	See, -	Do.
NUMERALS, or	Names.	1	2	3	4	5	6	7	8.

REPRESENTATION OF THE SCALE, WITH SYLLABLES AND NUMERALS.

SING, ascending and descending.

Re, Mi, Fa, Re, Do. THE STAFF.

§ IV. Five horizontal lines with the spaces between them constitute the musical Staff.

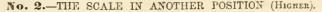
and upon this the characters representing the Scale and other musical exercises and tunes are written.

THE	STAFF.	

PRACTICAL EXERCISES.

Note.—In the following Exercises, the teacher will give the pitch generally, as indicated by the numeral 1, (supposing the clef and signature to be the e,) simply saying to the class, "Now bo(1) is on the lowest (or first) line." "Now between the first and second lines," &c. By thus frequently changing the position of the scale, the beginner learns from the first to regard the intervals in their changing the position of the scale, the beginner learns from the first to regard the intervals in their relative position, irrespective of any given space upon the staff. This we deem of nuch importance in teaching the art of reading music vocally. (In learning to play upon an instrument the case is different.) After getting some practical idea of what reading music is—by the preparatory exercises that follow—the pupil will easily understand and appreciate the importance of *fixed sounds*, as indi-cated by the letters and clefs. "One Thing AT A TIME," must be the successful teacher's motio.





Note .- The teacher will take the pitch a little higher, and sing the scale first, calling attention to the notes.



Praise God, from whom all blessings flow, Praise him, all creatures here be - low.

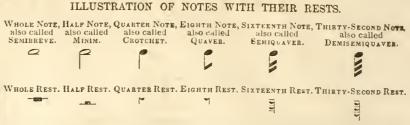
§ V. It will be seen from the foregoing exercises that the seale may be placed in any position upon the Staff, higher or lower, at the option of the writer. In the above a short line below the staff has been added, in order to begin the scale lower. This is usually called a LEGER LINE, or ADDED LINE.

NOTES AND RESTS.

§ VI. The relative length of musical tones is represented to the eye by characters called Nores.

The different forms of these notes represent the different lengths of musical sounds; while also by their position (higher or lower), they are made to represent the different tones or sounds of the scale.

SILENCE is indicated by characters called RESTS. Each Note has a corresponding REST.



Nore.—By practice the pupil becomes familiar with the different forms and shapes of the above notes and rests, and soon learns to govern the length of his tones entirely by them. This is called KEEPING TIME.

PRACTICAL EXERCISES.

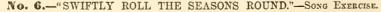
NO. 4 .- "LET US NOW BE UP AND DOING."-SCALE EXEBCISE.

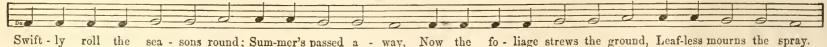


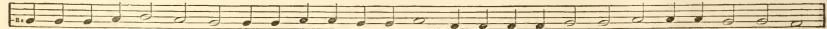
No. 5 .- "LET US, WITH A JOYFUL MIND."-TUNE.



1. Let us, with a joy - ful mind, Praise the Lord, for he is kind; For his mer-eies shall en-dure Ev - er faith-ful, ev - er sure. 2. He with all - com-mand-ing might Filled the new-made world with light; For his mer-eies shall en-dure Ev - er faith-ful, ev - er sure. 3. All things liv - ing he doth feed, His full hand sup-plies their need; For his mer-eies shall en-dure Ev - er faith-ful, ev - er sure.







From the sad and na - ked bower, From the bit - ter storms that lower, Far each feathered song - ster flies, Seek - ing mild - er skies.

LESSON II.

CLASSIFICATION OF ELEMENTARY CHARACTERS.

TO THE TEACHER .- Introduce Measures, beating Time, &c.

§ L. There are three departments in the elements of music, as follows: RHYTHMICS, treating of the length of tones,

MELODICS, treating of the pitch of tones. DYNAMICS, treating of the power of tones.

MEASURES.

§ II. Music is divided into small equal portions; these portions are called MEASURES. $\stackrel{2}{\sim}$ § IX. Measures are represe § III. Measures and parts of measures may be indicated, 1st, to the ear, by equally dividing lines are called Bars.

counting or telling over the parts, as one, two; one, two, &e.; and 2nd, to the eye, by motions of the hand, called BEATS, or BEATING TIME.

§ IV. A measure with two parts—having an accent on the first part—is called DourLE MEASURE; as one, two; one, two, &c.

§ V. A measure with three parts—having an accent on the first part—is called TRIPLE MEASURE; as one, two, three; one, two, three, &c.

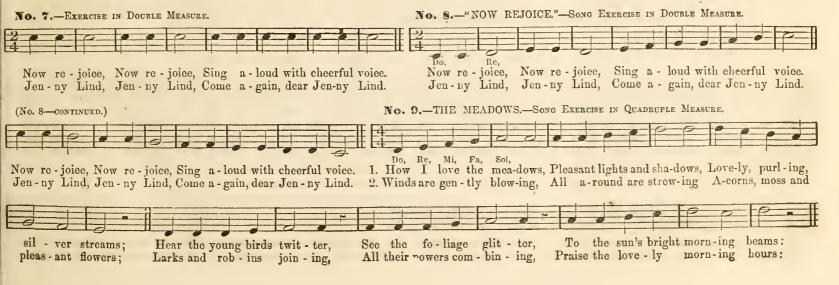
§ VI. A measure with four parts—having an accent on the first and third parts—is called QUADRUPLE MEASURE; as one, two, three, four, &c.

§ VII. A measure with six parts-accented on the first and fourth parts-is called SEXTUPLE MEASURE.

§ VIII. Large figures placed at the beginning of a piece of music denote the fractional proportion of the whole note, and thus show the number of parts in a measure; thus, for example, $\frac{4}{2}$ shows that four quarter notes, or an amount equivalent to them, are contained in a measure; $\frac{3}{2}$ shows that three quarters, or their equivalent, fill the measure; $\frac{3}{2}$, that TWO HALF NOTES fill the measure, &e., &e.

§ IX. Measures are represented to the eye by interspaces between vertical lines; the lividing lines are called Bans.

PRACTICAL EXERCISES IN RHYTHMICS AND MELODICS.



EXERCISES WITH SKIPS.

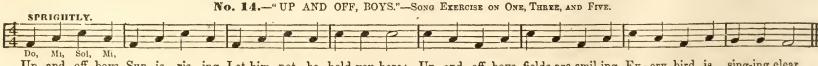
(Omitting or passing over certain tones of the scale.)

TO THE TEACHER.- Exercise the class on the skips of ONE, THREE, and FIVE, and explain the REPEAT and DA CAPO.



No. 13 .- "NOW THE GENTLE MAY."-Song Exercise on One, Three, and Five.





Up and off, boys, Sun is ris-ing, Let him not be-hold you here; Up and off, boys, fields are smilling, Ev-ery bird is sing-ing clear. Light-ly step-ping, gay-ly step-ping, Still our hap-py voic-es join; If the storm comes, we can bear it, If the sun shines, let it shine.

LESSON III.

ABSOLUTE PITCH-LETTERS-CLEFS.

TO THE TEACHER.-Introduce Absolute Pitch of Tones by letters. Explain Staff, Clef, &c.

§ I. The ABSOLUTE PITCH of Tones is indicated by the letters A, B, C, D, E, F, G. § II. Either of these may be taken as the basis of the series of sounds that we call

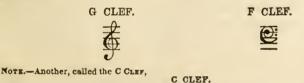
THE SCALE. § III. The scale takes its name from the letter upon which it is founded, as e. g: a scale beginning on C, is called The Scale of C, and C is taken as ONE (Do); A scale

beginning on D, is called THE SCALE OF D, and D is taken as ONE, &c. &c.

Nor.—The Teacher will explain further, and sing or play the sounds of the above letters, naming them, and especially drawing the attention of the pupils to the fact that musical sounds are distinguished from each other as to given pitch, or difference of pitch, by the letters, and not by syllables or numerals.

§ IV. In order to determine the position and pitch of the scale upon the staff, a character is used to represent one of the letters,* and is placed at the beginning of the staff. This is called a CLEF.

§ V. There are two clefs in general use, called the TREBLE or G CLEF, and the F or Base CLEF.



is used in many parts of Europe, but seldom in this country, the two above named being regarded

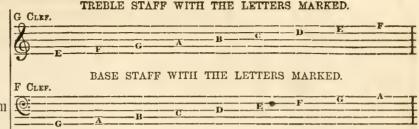
§ VI. The G clef is placed upon the second line, and represents the letter G upon that line.

§ VII. The F clef is placed upon the fourth line, and represents the letter F upon that line.

Each line and space of the staff is then named after the letters, as follows:

* A LETTER was originally used instead of what we now call the clef.

sufficient for all practical purposes.



Note.—The pupils should all sing occasionally from the Base staff. Frequently half the school may sing the Base, while the other half are singing the Treble parts.

ADDED LINES.

§ VIII. The compass of the staff may be extended below or above by additional short lines, called ADDED or LEGER LINES. These, with the spaces intervening, derive their names also from the letters in the same manner as the staff proper.

§ IX. The degrees of the staff are numbered from the lowest upward, the lowest being reckoned as the FIRST line.

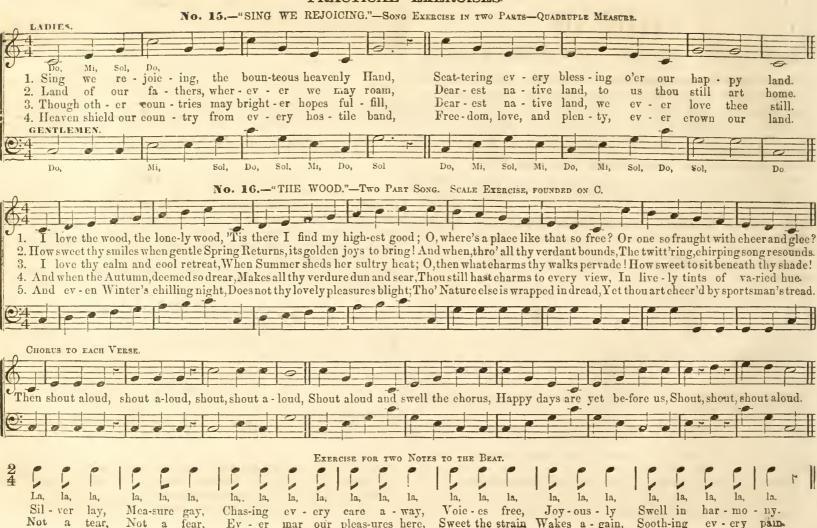
§ X. It is important to become familiar with the lines and spaces of the staves, by name, thus:



§ XI. Notes placed upon either degree of the staff receive their melodic name from the letter of the line or space on which they are placed. Thus, a note on the first line of the Treble staff is called E; on the first space, F, &c.

Practice reading tunes and exercises by the letters.

PRACTICAL EXERCISES.



LESSON IV.

RHYTHM.

§ I. In a former chapter we considered the length of sounds as indicated by the different forms of the notes, &c., but the time of a piece of music may be slower or faster without interfering with *relative* proportions.

§ II. When, for example, we apply four beats to the whole note, we must allow two beats to the half note, and one beat to the quarter-note, &c.; but when we apply only two beats to the whole note, we must allow but one beat to the half note, &c.

§ III. There may be various kinds of notes in the measure, but there must be an equal *amount* in every measure; that is, one measure must contain as much in the aggregate as another.

NOTE.-Examine, also, tunes in the body of the work. Question on the relative duration of the notes, &c.

Note.—To aid in computing time, Maelzel, the celebrated French mechanist, invented an instrument called a Metronome. It has a pendulum, which swings and ticks at regular intervals of time, like that of a clock. (The instrument is, in fact, a clock turned upside down, but without dial plate or hands.) If the weight be moved upwards, the pendulum will swing slower, if downwards, faster; but put the weight where you will, its motions will always be in equal time; never hurrying, never dragging.

In the performance of a piece of music, the time should be computed with the same accuracy and regularity as by a Metronome, or a clock.

VARIETIES OF TIME, AND MOTIONS OF THE HAND IN BEATING.

§ IV. There are in general use FOUR KINDS of Measures, and each kind has THRAE VARIETIES.

DOUBLE MEASURE

has two beats; the upper figure is 2. The varieties are $\frac{3}{2}$ $\frac{3}{4}$ $\frac{3}{5}$. The motions of the hand are *down*, up; accented on the first part.

TRIPLE MEASURE

has three beats; the upper figure is 3. The varieties are $\frac{3}{2}$, $\frac{3}{2}$, $\frac{3}{6}$. The motions of the hand are *down*, *left*, *up*; accented on the first and third parts.

QUADRUPLE MEASURE

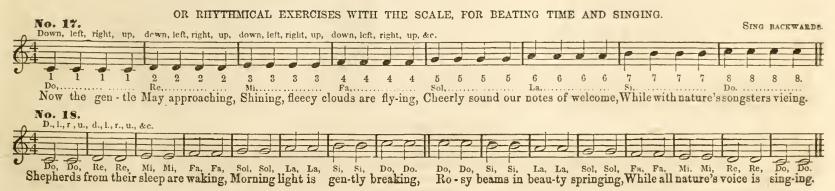
has four beats; the upper figure is 4. The varieties are $\frac{4}{2}$, $\frac{4}{4}$, $\frac{4}{4}$. The motions of the hand are down, left, right, up; accented on the first and third parts.

SEXTUPLE MEASURE

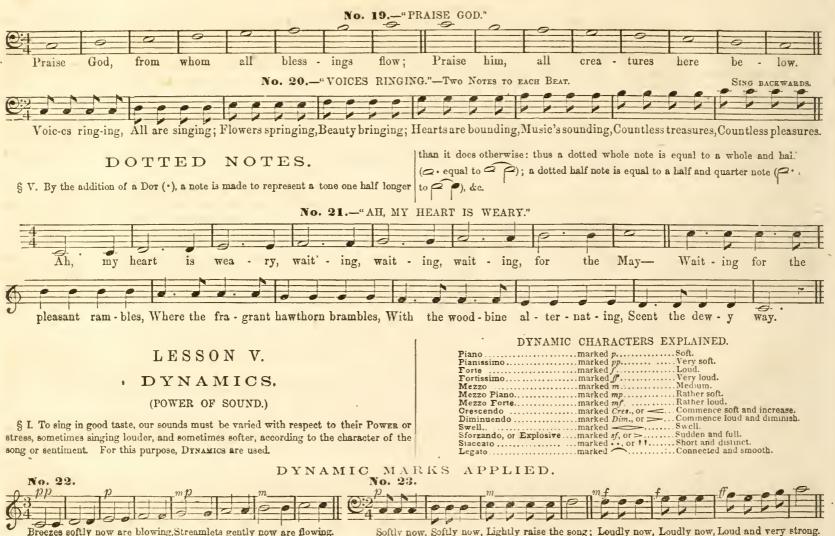
has six beats; the upper figure is 6. The varieties are (f_1, f_2, f_3) . The motions of the hand are down, down, left, right, up, up; accented on the first and fourth parts.

NOTE.—When the movement in Sextuple Measure is rapid, it may be beaten the same as Double Measure. When it is slow, beating may also be performed with three motions repeated, when this method is preferred.

SCALE SONGS.



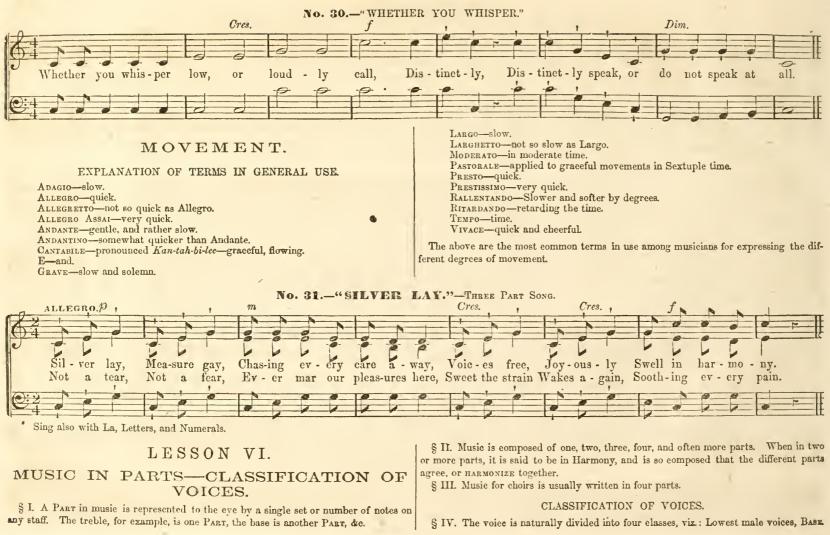




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SCALE SONGS-CONTINUED





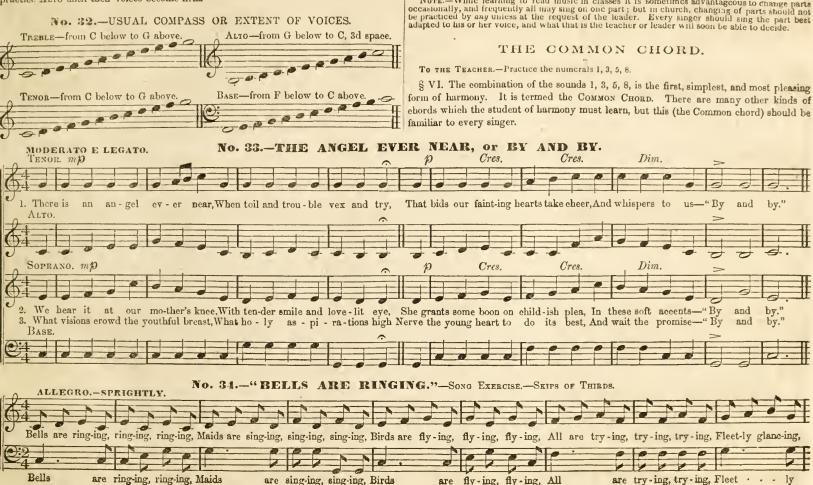
13

by."

by."

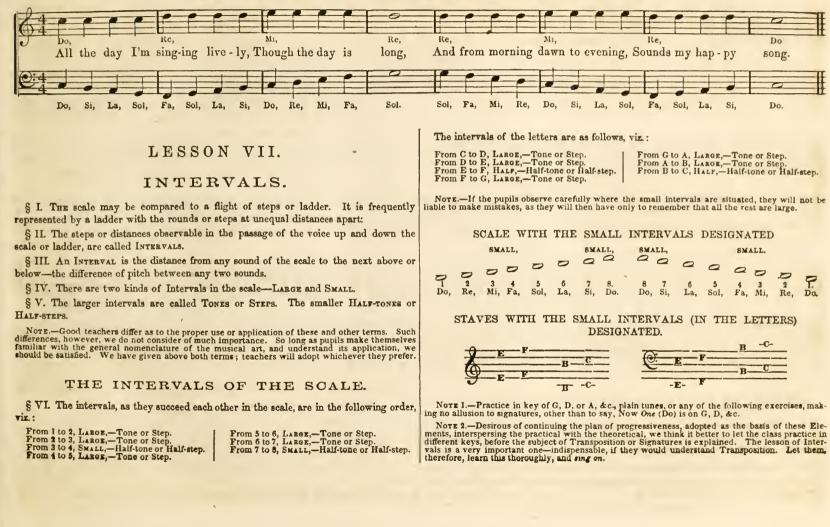
by."

Highest male voices, TENOR. Lowest female voices, ALTO. Highest female voices, | § V. Besides the above there is a BARITONE voice, between the Base and Tenor; and TREPLE or SOPRANO. Boys sing ALTO until their voices change. Young Misses should the MEZZO SOPRANO, between the Alto and Treble. practice ALTO until their voices become firm. Note .- While learning to read music in classes it is sometimes advantageous to change parts





No. 38 .- "ALL THE DAY I'M SINGING LIVELY."-EXTENDED SCALE.



THE NEW SINGING CLASS.



LESSON VIII.

MINOR SCALE.

§ I. IN addition to the Diatonic Scale as explained in Lesson VII, there is another diatonic scale, differing from that in respect to intervals, called the MINOR SCALE. The former scale is called MAJOR.

§ II. There are two forms of the MINOR SCALE in use. We distinguish them from each other by the terms FIRST FORM and SECOND FORM of the Minor Scale.

S III. In both forms of the Minor scale the intervals differ from those in the Major.

§ IV. The chief difference (to the ear) between the Major and Minor scales is in the THED; that of the Major being composed of two steps (two tones), while that of the Minor is only a step and half (tone and half). See Minor scale below.

Note.-Those who have made themselves familiar with the intervals of the Major seale will readily understand the difference between that and the Minor now to be presented.

§ V. In the first form of the Minor seale the intervals are not the same in descending as in ascending.

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MINOR SCALE-FIRST FORM.



Note.-Let pupils examine the above by intervals of letters, and then give the form or order of intervals, ascending and descending.



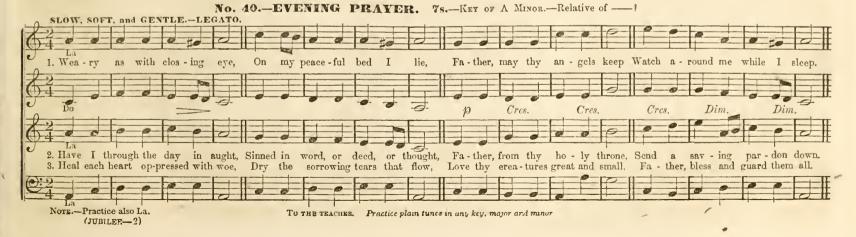
Note.—Pupils examine and name the order of intervals in second form of the Minor scale, Questions: Wherein do the two Minor scales differ from each other † What is the order of intervals in the first form ? Second form ? Wherein do the Minor scales differ from the Major?—Examine and compare.

§ VI. The MINOR scale commences on the numeral 6, cyllable La, of the Major. 6, (La), of the Major is taken as 1 of the Minor, but the syllable (La) is retained. See scales above.

§ VII. When the Major and Minor seales have the same signature, they are said to be Related. Thus the key of A Minor is the Relative Minor of C; and the key of C is the Relative Major of A Minor.

§ VIII. The "RELATIVE MINOR" to any Major key is found a sixth above, or a third below, the Major key mote.

§ IX. Every Major scale or key has its "RELATIVE MINOR," and, as above stated, both have the same signature.





LESSON IX. THE CHROMATIC SCALE.

Note.—The Chromatic Scale, being more difficult to sing that the Diatonic, and rot being much difficult to sing that the Diatonic, and rot being much difficult to sing that the Diatonic scale, and able to read with considerable facility. But we would urgently recommend the introduction of either a part or the whole of the Chromatic Scale, as an exercise for the voice and ear, just as soon as pupils can read plain inusie in the Diatonic Scale. So not attempt too much of this kind of study at any one time. One or two chromatic exercises at each lesson will generally this kind of study at any one time. One or two chromatic exercises at each lesson will generally and perhaps the most useful, is the sharp fourth. Next in order may follow the flat seventh ; then the sharp second, flat third, &c., then, from sharp one on, gradually introducing the whole Chromatic Scale. If you have an instrument, play the chromatic scale often, that they may become accustomet to its progression. See page 31, Song Exercise, for the study of Chromatic Intervals.

§ I. All the intervals of the seale that are a whole tone (step) distant from each other may be divided into half tones, (small steps), forming an entire seale of small intervals, (half tones), ealled the CHROMATIC SCALE.

NOTE 1.-CHROMATIC. From a Greek word, signifying color, the intermediate, or chromatic tones, six, &c. Read the letters thus-C, C sharp ; D, D sharp ; &c. &c.

having been formerly written with colored ink. The term may also have a figurative signification, as chromatics in music may be regarded as analogous to coloring in painting.

Note 2.—Let the pupils recall the intervals of the scale, and then name such only as must be divided in order to form the Chromatic Scale,

§ II. The division of the large intervals, (tones), is represented by the sharp, or flat. See Chromatic Scale below.

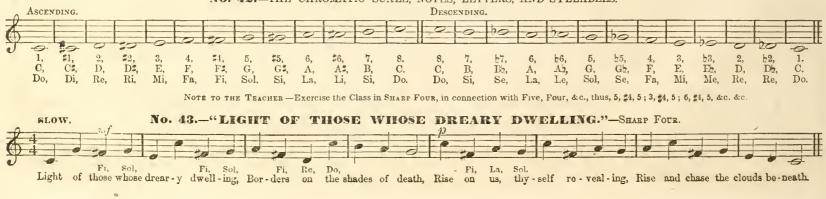
§ III. All the tones (steps) of the seale being thus divided, either by means of the sharp or flat, we shall have for our Chromatic Scale, thirteen intervals, of a half tone (small step) each.

§ IV. The seale heretofore used, consisting of five tones (steps) and two half tones, (small steps), is called the DIATONIO SCALE.

NOTE 1.-DIATONIC. From two Greek words, signifying through the tones, or from tone to tone.

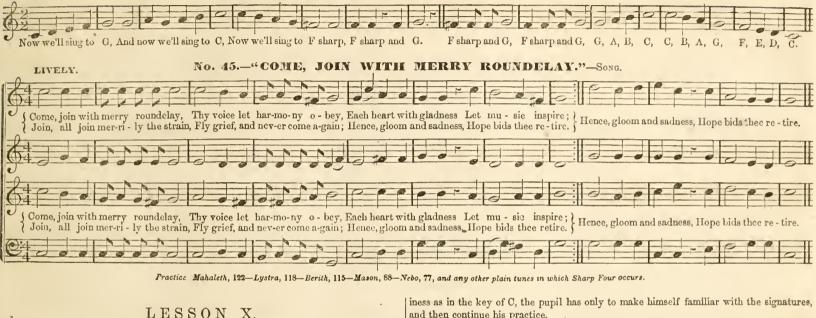
Note 2 — In singing the Chromatic Scale, or exercises, with syllables, use the vowel sound of $e \log_a a \sin mete$, for the sharps, (D) pronounced *Dee*, Ri *Ree*), and *a* long, as in *fate*, for the flats, (Se pronounced Say, Le Lay, &c.) By observing this rule, we are enabled to preserve uniformity in printing the syllables.

Note 3.—Read the numerals thus—ONE, sharp one; two, sharp two; seven, flat seven; six, flat six, &c. Read the letters thus—C, C sharp; D, D sharp; &c. &e.



No. 42 .- THE CHROMATIC SCALE, NOTES, LETTERS, AND SYLLABLES.

NO. 44 .- "NOW WE'LL SING TO G."-SHARP FOUR.



TRANSPOSITION.

S I. TRANSPOSITION is removing the scale from one place, or position upon the staff, to another, either higher, or lower.

§ II. The scale takes its name from the letter on which it commences; as for example, a scale commencing on C is said to be in the key of C, and is termed the SCALE OF C.

§ III. The seale may commence on any letter of the musical alphabet.

§ IV. The process of transposition will be explained in a future lesson.

§ V. SIGN OF THE SCALE OR SIGNATURE .- When music is written on any other scale than that of C, the signature or sign of the key is placed at the beginning of the piece of music. These signatures or signs are one or more SHARPS or FLATS. The reason for using these as the sign of the key will be apparent so soon as the process of transposition is (######). understood. In order to read music in other scales or keys with as much ease and read-

and then continue his practice.

§ VI. SIGNATURES TO ALL THE KEYS WITH SHARPS .- The signature to the key of G, (first transposition with sharps), is one sharp (\$).

§ VII. The signature to the key of D, (second transposition with sharps), is two sharps, (##).

§ VIII. The signature to the key of A, (third transposition by sharps), is three sharps, (###).

§ IX. The signature to the key of E, (fourth transposition by sharps), is four sharps, (####).

§ X. The signature to the key of B, (fifth transposition by sharps), is five sharps, (#####).

S XI. The signature to the key of F sharp, (sixth transposition by sharps), is six sharpe,

§ XIL The "RELATIVE MINORS" have the same signatures as above.





THE NEW SINGING CLASS.

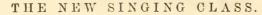








* For three voices, or in three parts.





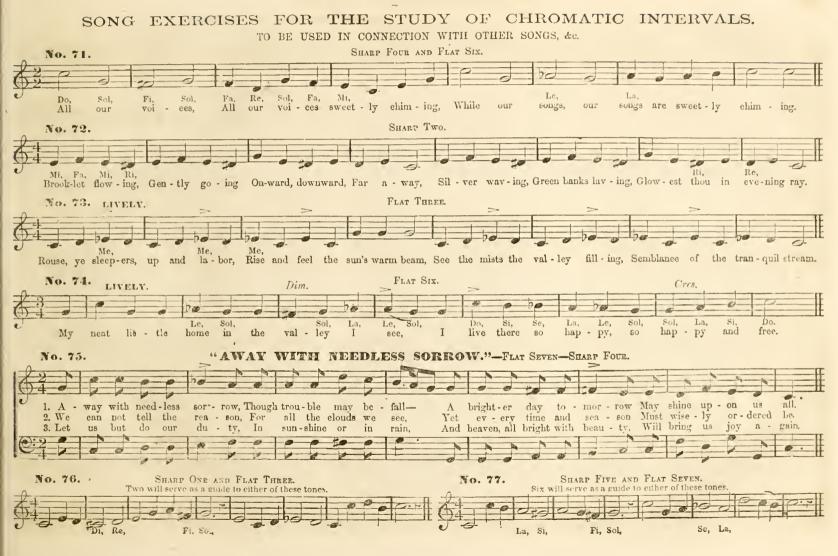






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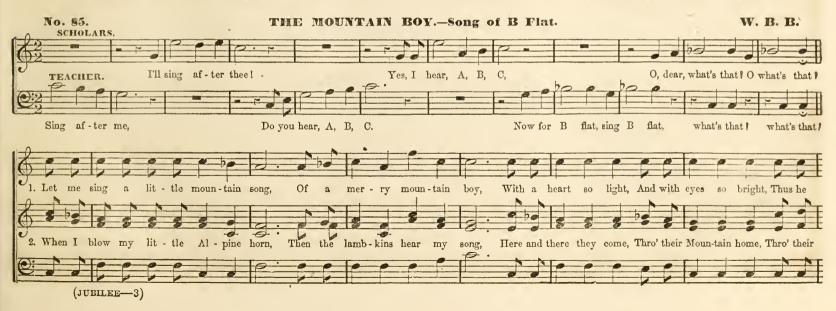




33



^{*} Exercise with syllables .- The above is an excellent study ; let it be practiced until all the tones are correctly and promptly given, as indicated by the dynamic marks.



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* Pronounced Uvallerah.

TRANSPOSITION.

ILLUSTRATED AND EXPLAINED.

§ I. In order to transpose or remove the scale to any position (any key) two things are necessary to be borne in mind, viz. :---

ject, INTERVALS, page 15.

2. That the sounds represented by LETTERS are permanent-they never change; the sound of C, for instance, is the same sound in one scale as in another, In different scales it simply bears a different relation to the other sounds; in one seale it may be the first or key-note, in another scale it may be the third, in another the fourth, &e., but it is ever the same sound. C.

35

§ II. By examining and comparing the intervals of the scales with those of the letters, 1. That the intervals of the scale must be the same as represented in Lesson VII-sub- it will be seen that when the scale commences on C, its intervals correspond with the intervals of the letters.

LLUSTBATION, N	0.	1 - S(CA	\mathbf{L}	E	0	N	С,	INTERVALS	BIGHT.
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1	1 9	3	E 🔒 step 3 Mi,	4	б		A step 6 La,	B 1 ste _l 7 Si,	8.
	ILLU	STRATION	, No. 2-	-SCA	LE ON	D, In	TEBVALS	WRONG.	
D 1 Do,	step I 2 R		F step 3 Mi,	4	5		B ½ step 6 La,	C step 7 Si,	D. 8, Do.

§ III. In the above it will be perceived that the half-steps occur between 2 and 3, and 6 and 7, (these now being E F, and B C,) instead of between 3 and 4, and 7 and 8, as they should. Here is a discrepancy for which a remedy must be provided. The intervals of the letters *must be made* to correspond with those of the scale, wherever we choose to place it. But before providing for the discrepancy here alluded to, let us see that the discrepancy itself is manifest.

Note.—The teacher can not be too particular about this, if he would have his pupils thoroughly understand the subject.

ILLUSTRATION, NO. 3-SCALE ON E, INTERVALS WRONG.

Eł	step F 2	step	G	step	A	step	Βł	step C	step	D	step	E.
1	$^{-2}$	-	3		4	-	5	6	-	7	-	8.
Do,	Re,		Mi,		Fa,		Sol,	La,		Si,		Do.

Note .- Pupils examine the above and point out the wrong intervals.

PROCESS.—From 1 to 2 there must be a large interval—step; but from E to F is a balf-step—*wrong*. From 3 to 4 must be a half-step, but from G to A is a step—*wrong*. From 7 to 8 must be a half-step, but from D to E is a step—*wrong*.

§ IV. It will be observed that in the above there are small intervals where there should be large, and vice versa. It will be seen also, we think, by all who have examined the subject, that we now need the signs of elevation and depression—sharps and flats—representing half-steps, by the use of which we may introduce larger or smaller intervals at pleasure, thus correcting all the faults above alluded to, as will be seen by the following:

PROCESS.—SCALE ON E.—E to F is a half-step. E is now one, F is two. Wrong, because from one to two a step is required. Insert *z* before F and the sound is no longer F, but F*z*, (F sharp) a sound a half-step higher than that of F. Now from E to F*z*, (one to zwo) is a step—right.

Again-from two to THERE must be a step, but from F# (which was taken in place of

F) to G is but a half-step. Question: "What shall be done?" Answer: Insert 5 before G, introducing G2, a half-step higher than G. From THEEE to FOUR a half-step is required, and from G3 (3) to A (4) is a half-step—right.

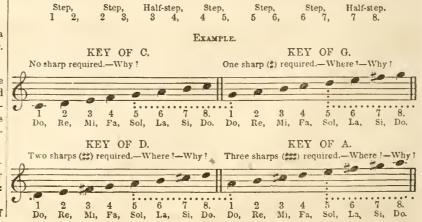


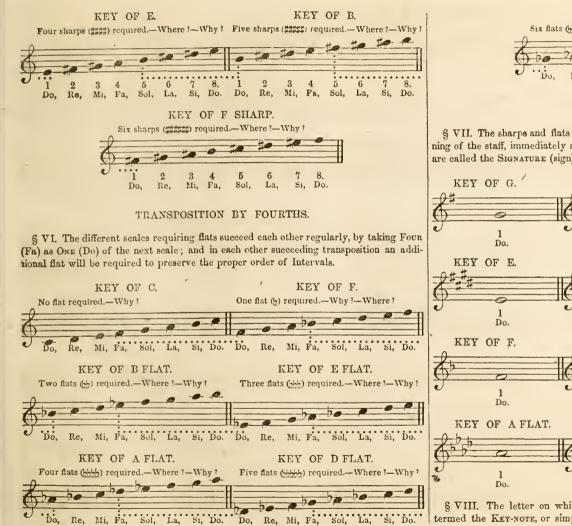
Note.—Let the pupils complete the transposition or construction of this scale, according to the principles given above, and transpose also into G, D, A, F, &c Music slates or music paper will be convenient for this purpose, while some will be willing to go to the black-board, (which should always be on hand for illustration,) and transpose the scale before the class. It will be well to let this study follow some half hour's practice in singing.

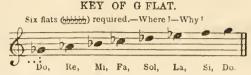
SUCCESSION OF KEYS.

TRANSPOSITION BY FIFTHS.

§ V. The different scales requiring sharps succeed each other regularly, by taking Five (Sol) as ONE (Do) of the next scale, and in each succeeding transposition an additional sharp will be required, to preserve the proper order of Intervals, (steps and half-steps,) viz:

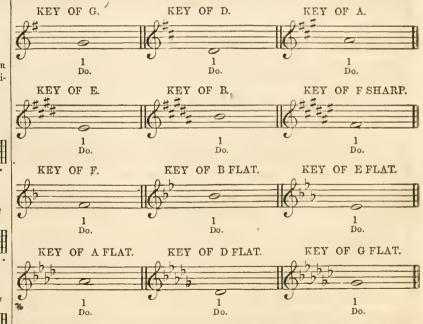






SIGNATURES.

§ VII. The sharps and flats required in these different scales are placed at the beginning of the staff, immediately after the clef, (instead of before each note, as above,) and are called the SIGNATURE (sign) of the key.



§ VIII. The letter on which the scale is formed (that which is taken as ONE) is termed the KEY-NOTE, or simply the KEY.



tripping, tripping, tripping,



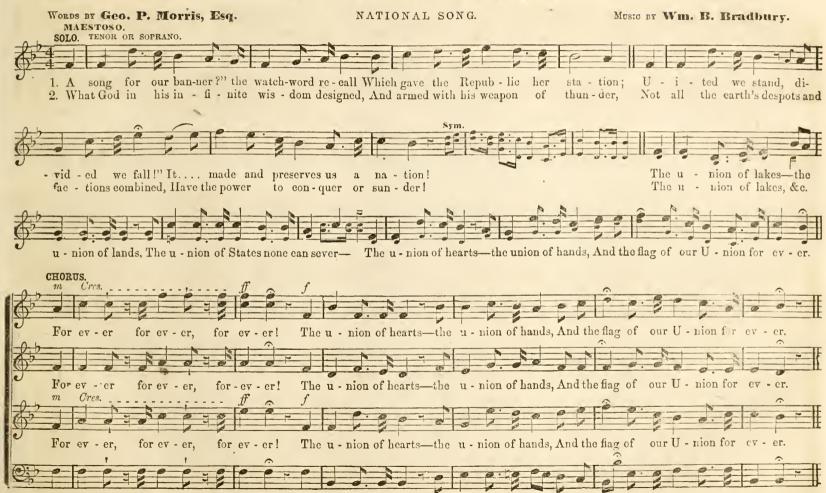






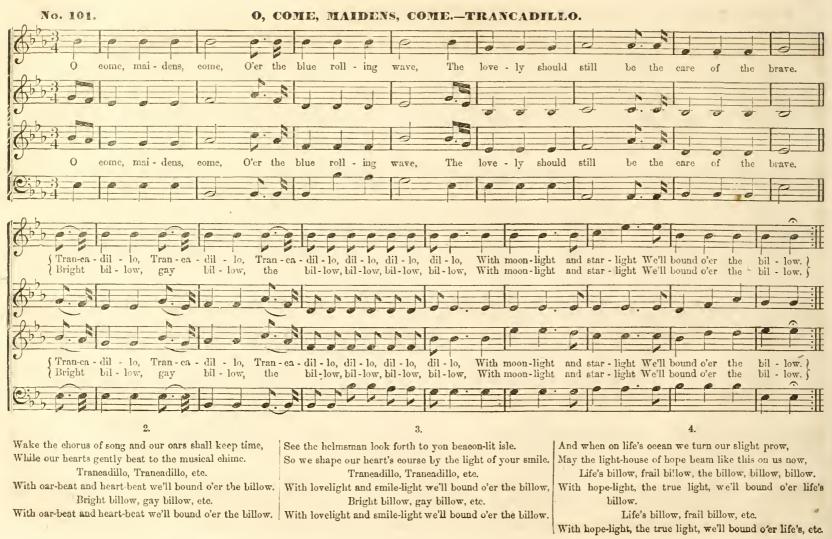


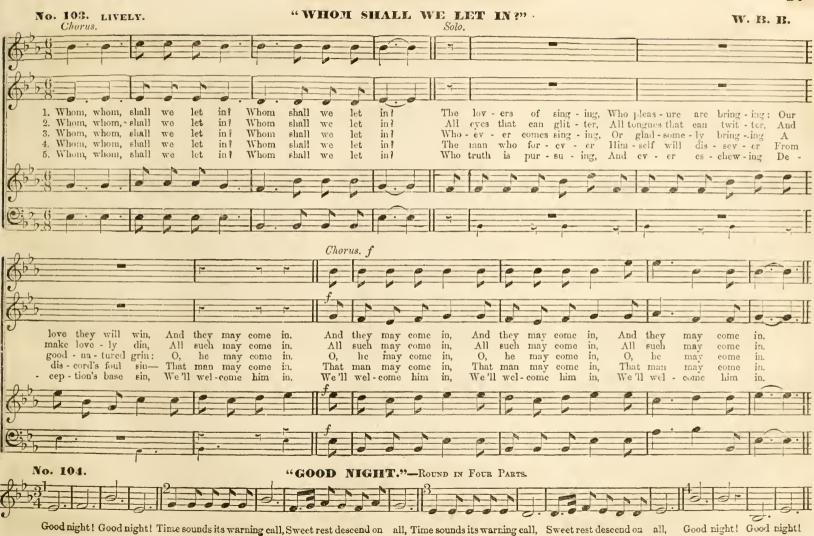
THE FLAG OF OUR UNION.















to lean, or to rest upon. Usually represented by notes of smaller size : considered, in respect to harmony, as not belonging to the chord in which they occur.



with the conjoint tone above it, at an interval of either a step or a half-step, is called a SHAKE or TRILL.

Norg .- The shake is a very brilliant musical embellishment. Its proper practice gives flexibility to the voice.



conjoint tones above and below it, so as to produce a winding or turning melodic motion or movement, is called a TURN. The turn has a variety of forms, a few of which may be illustrated, as follows:



PORTAMENTO. - When the voice is instantaneously conducted by a concrete passage, or graceful and almost imperceptible glide from one note to another, so as to produce a momentary previous recognition or anticipation of the coming tone, such a carriage or transition of the voice, or

PORTAMENTO.

Nore .- The portamento should only occur between tones of comparatively long duration, and in connection with words or tones expressive of decp emotion. This beautiful grace, which, when properly introduced, gives an inexpressible charm to singing, is sometimes, nay, often, most sadly misrepresented, caricatured, or counterfeited, and coarse slides, or vocal avalanches, are heard in its place. Ferrari, in his "Singing Method," has applied the very significant term "harsh shrieks" to these frightful lurchings of the voice ; but, by whatever name they may be called, they should be most watchfully and determinately eschewed.



THE STUDY OF SINGING. BY LABLACHE.

THE VOICE AND ITS FORMATION IN GENERAL.

WHAT is called the voice, is the sound which human beings have the faculty of producing with their own organs. The lungs and the larynx are the principal agents of n; but it is modified by the co-operation of the maxillary sinuses, the nasal cavities, and the frontal sinuses. The greater or less opening of the upper extremity of the larynx, called the glottis, produces sounds more or less grave. The purity of the voice depends upon the exact relation which there should be between the degree of opening of the glottis, and the degree of elevation of the sound which it is desired to produce.

What is called talent for a nging consists then principally in the aptness to seize this relation. and in the promptness with which this organ can articulate the sounds with which the mind has conceived.

ON THE REGISTERS OF THE VOICE.

Men have the faculty of forming two series of sounds, which arc called Registers of the Voice. The first scries commences with the lowest note of the voice and extends for the Base as far as

and is called the Chest-register. Above this sound would begin another series, which would be called the Head-register; but the base voice has such a force in its chest-register, that it is almost impossible to well unite or equalize these two qualities of sounds. Hence the use of sounds of the head-register has been discarded in this kind of voice.

Baritone and Tenor voices, which are softer and more flexible, can make use of the two registers ; and these are distributed in the following manner :



The female voice is divided into three series of sounds, or registers-the Chest, Medium, and Head registers.

The Contralto voice, which is the base of the female voice, rarely employs the head-register.* The Mezzo-Soprano and the Soprano divide their sounds in the following manner:



* This voice varies in its capacities with almost every individual; hence it is impossible to fix the limits of its register procisely.

OF THE MANNER OF EXERCISING THE VOICE.

Experience has shown that in order to form the voice and equalize it, the pupil should sing much on the yowel sound ä, and a little also, but at a later period, on the sound a. This is called vocal-IZING.

Vocalizing-by laying bare, so to speak, all the faults of the voice, which would be in part disguised by the employment of words-becomes for this reason the most efficacious means of eombating them.

The conditions of good vocalizing are 1st, to know how to hold the mouth well ; 2d, to breathe well: 3d, to form and send forth the sounds of the different registers ; 4th, to pass insensibly from the sounds of one register to those of another ; 5th, to attack and connect sounds for forming successions. We proceed to devote a special section to the analysis of each of these conditions.

ON THE POSITION OF THE MOUTH.

The mouth should be kept smiling, without distortion, and opened sufficiently to admit the end of the forefinger.

The laws should remain not always perpendicular one over the other, as has been wrongly said, but in the position which is most natural for the conformation of the pupil's mouth.

The tongue should be suspended, and placed in such a manner as to leave the greatest possible open space.

ON THE RESPIRATON.

A long and easy breathing is one of the most essential qualities for the singer. Hence we persuade the pupil to practice holding his breath for a long time, even without singing. In order to take in the breath, he should be careful to contract the abdomen, and to make the chest rise and swell as much as possible. Ile should remain in this position as long as he can, and then he should let the breath flow out very slowly, until his abdomen and his chest have regained their natural position. Afterwards he should begin again, observing that the mouth is moderately open. as well in drawing in the air, as in pressing it out again. By this exercise, lungs of a moderate capacity will become able to furnish a well-pitched sound which will last from 18 to 20 seconds.

TO FORM SOUNDS OF DIFFERENT REGISTERS.

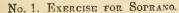
The sounds of the chest-register should be produced by sending forth the breath freely, and in such a manner as not to strike against any part of the mouth on its passage; the least rubbing against the glands destroys the vibrating quality of the tone. Females will obtain them more easily by keeping the mouth a little rounded.

The medium sounds are produced by directing the breath against the upper teeth. The head sounds are made by directing the breath entirely towards the frontal sinuses.*

Every sound ought to be uttered without feeling or groping about for it. Many persons when they are required to sound one, are disposed to strike six or seven and then lead the voice rapidly up to the required tone This occurs frequently in striking notes which are pretty high. It is a fault which must be carefully avoided.

* There are two faults to be avoided in the delivery of the voice-1st the guttural sound ; 2d, the nasal sound. The first proceeds almost always from this, that the tongue is too much pressed backwards and against the lower part of the mouth. It may be avoided by pushing the tongue forward a little, and keeping it suspended. The second fault proceeds from this, that the breath is forced into the cavities of the nose. With attention, beginners who may have a tendency to this, will be able to avoid it easily; but in order to eradicate it with persons with whom it is a habit of long standing there is no other means than that of making them vocalize at first upon the vowel O, then upon a and upon ā, holding the nose pinched in such a manner that the breath can not pass at all. This expedient is the only one the efficaciousness of which has been proved to us by experience; we point it out without fear of ridicule, pursuaded as we are, that when the pupil shall have become able to send forth his voice in this manner, the fault will have disappeared entirely. Observe only this, that one should not attempt to sing with words in this manner, it is quite impossible.

t We must also avoid commencing a sound by preceding it with a kind of preparation, which may be expressed by um.





The exercise should be performed by forming the sounds according to the principles given above, and breathing on each rest.

For Baritone and Mezzo-Soprano voices, this excreise should be commenced a third lower, and for Contralto and Baso voices, it should be transposed a fourth.

OF THE MANNER OF UNITING SOUNDS OF DIFFERENT REGISTERS.

The two registers of the male voice frequently afford unequal sounds, which would produce a very disagreeable effect. If the ability to unite them could not be attained by study. The highest tones of the chest are very strong, by the very effort which they require, while the first head-tones are very soft and often feeble. Hence it is necessary to apply one's self to strengthening the latter, and softening the former As our organs permit us to produce the extreme sounds of one register in the next register, the hest means of uniting the two kinds of sounds, is to begin by making a single sound pars from the chest-register to the head register, and vice versa.

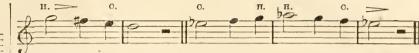
EXERCISES FOR UNITING THE CHEST-VOICE WITH THE HEAD-VOICE.

The letter C indicates the chest-voice, and the letter H indicates the head-voice. No. 2. FOR THE MALE VOICE.



*When one finishes a sound without having exhausted all the breath, it is necessary to use care to stop the remaining breath very gently, and not to fling it out with a kind of expiration very disagreeable to hear. We should equally avoid shutting the mouth as soon as the sound is finished.

t Men who have Tenor voices will do well to exercise themselves in singing the entire scale from the chest-voice.



Tenor voices can form a kind of sound which is called mixed, because it combines the vibrating quality of the chest sounds with the softness of the head sounds.

it is very difficult to fix the upward and downward limits of this kind of voice. We have heard **Ten**ors who, in descending scales, prolonged it even to the lower G. This added them admirably in making the difference of sound existing between the chest and head-register disappear.

Ilence we urge Tenor pupils to exercise this kind of voice in its whole extent. As for the means to be employed, they can only be pointed out by the verbal instruction of the professor. We shall merely recommend to them to guard themselves against the habit of the guttural sound, which is easily contracted in the use of the mixed-voice

No. 4. FOR THE MIXED VOICE.



Although female voices have in fact three registers in the compass of their voice, the passage from the Medium to the Head voice, offers but little difficulty to them. They should above all, direct their attention to the union of the chest-register and the medium-register. The difficulty to be overcome is the same which men experience, and the means to be employed are identical, namely, weakening the high sounds of the chest, and strengthening the first tones of the medium.



As the head-tones with females are stronger than the medium tones, in order to unite these two registers they must follow a process the reverse of the preceding; this is to say, they must strengthen as much as possible the last medium-tones, and soften the first head-tones.

These exercises ought to be sung very slowly at first, and in proportion as the pupil shall acquire facility in passing from one register to the other, he can accelerate the movement.

TO ATTACK AND CONNECT SOUNDS.

Sounds which should form connected successions, as diatonic and other scales, ought to be attacked boldly, and connected without sliding (save in the case of Portamento, of which we shall speak at a later period.)

• There are many female voices which experience almost no difficulty in changing the registerthese are generally those which have not great power. It is for the master to distinguish who need to perform these exoreises, and who can do without them. We should pass suddenly from one to the other, but without giving to each of them an impulse of the chest or of the throat, which would make the singing resemble the manner of playing on the piano of one who should strike all the keys successively with the same finger. The chin, the lps, and the tongue should be entirely motionless

The articulation of the sounds should be formed by the throat alone.

SWELLING SOUNDS.

To swell a sound is to strike it with firmness, but as softly as possible, augmenting the force gradually to the middle of its duration, and from this point to the end, insensibly diminishing to the decree of force with which it was commenced.

To succeed well with the exercise of the scale with the swell, it is necessary to take breath before each note, to remain a moment with the chest raised, before giving forth the voice, and then to strike the sound in the manner we have before suggested, taking care to make no movement either with the mouth or with the tongue while the sound lasts.

The practice of scales with a swell is the most useful exercise which can be performed for good singing. By this means one corrects the faults of the voice, gives firmness to it, increases its power, and acquires the flexibility which is indispensable for coloring the melody. Pupils who desire to speedily gain command of their vocal organs, should sing at least four scales with the swell, every day for two months.

OF THE MANNER OF CARRYING THE VOICE.

The true carrying of the voice, which the Italians call Portamento, occurs principally between two sounds pitched at the distance of at least one third, and in a rather slow inovement. It consists in quitting the first sound a little before the total expiration of its rhythnical value, in order to slide the voice upon the following sound, after the manner of the very slightly perceptible anticipation. This slide ought always to be made with augmenting the force when the voice is carried upon a higher sound, and diminishing it when carried upon a lower sound;* all this may be very nearly indicated. For Example see last "Illustration," p. 49.

 It is necessary to avoid with care leaning strongly upon the carriage of the voice in the descending. This would produce a kind of yawn, which would be very disagreeable.

ON PRONUNCIATION AND ON ARTICULATION.

Pronunciation in singing is subjected to the same rules as in speech. Good pronunciation consists in giving to each letter or to each syllable the sound which belongs to it; but as syllables have generally more force and duration when sung, and as defects become thus more striking, it is necessary that the pupil in singing should take still more care to follow the directions of the grammar, for the formation of each syllable. The rolling of the R, or the hissing of the S ought to be avoided; but it is necessary, above all, to apply one's self to giving to each of the vowel's the sound which is proper to it, but not to excess in the pronunciation of E and of U, which, to favor the emission of the voice, should be uttered with the mouth closed as little as possible.

The merit of a good pronunciation would disappear with the singer, if he did not add that of a good articulation, which consists in giving more or less force to the consonants.

We would advise pupils to articulate rather extravagantly in study; for then if in singing before people they lose a little of their precision, they will still have enough to do well.

CONCLUSION.

Having now set forth such rules as have been proved to us by experience to be useful, it remains for us to say a few words on the manner of governing the voice, and practicing.

The voice is the finest of instruments, and also the most delicate. 'A well regulated life is necessary to preserve it; all excess tends to destroy it. It is even necessary to abstain from singing too long at a time: for as it is indispensable to always sing with a full and sonorous voice, the organs would suffer by too long continued exercise. The singer should be careful to leave off singing a little while before being fatigued. It is impossible to fix a limit to the time of study; this depends on the strength of the individual. But we repeat that this study should mvariably be performed, not always with the entire fullness of the capacities of the voice, but always with an open and sonorous voice; nothing is more injurious, and nothing more retards the progress than the habit of singing through the teeth, or of practicing a mere humming tone. The chest is fatigued, the throat acquires not real facility, and the voice gains neither certainty nor development.

VOCALIZING EXERCISES.

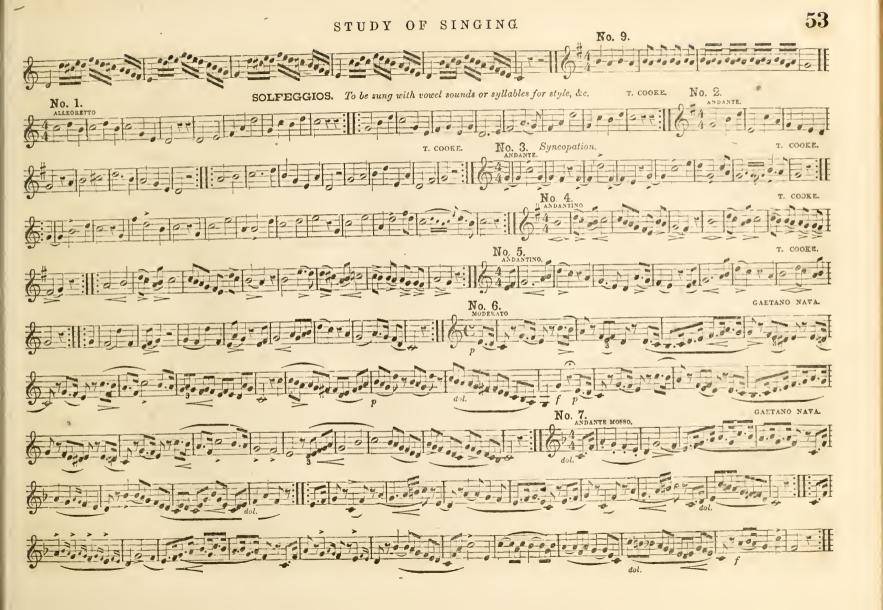
From MASON'S Vocalizing Exercises and Solfeggios.

To be sung with vowel sounds, (principally Ah,) for flexibility of voice, and with syllables for distinctness and facility in articulation. May be repeated several times before singing the last note. Not so fast as to be indistinct



Endravor to fill the lungs thoroughly, and unthout noise, however short the time for taking the breath. Sometimes loud, and sometimes soft, sometimes increasing, and sometimes diminishing. These less ins should sometimes be sung in G or A, to suit the lower voices Be careful not to force the voice upwards.





PRACTICAL EXERCISES IN ARTICULATION.

Partly from "RUSSEL'S ELEMENTS OF MUSICAL ARTICULATION."

SYLLABIC COMBINATIONS.

1.-Initial Syllables.

[The common faults in the enunciation of syllables, consist in a slack, obscure articulation of the single elements of which they are composed, and, in addition, the fault of negligently allowing a vowel sound to intervene between the consonants ; thus, "bala" for bla. It is undoubtedly one of the greatest faults of our language, that it abounds in unmusical collocations in the sounds of letters and syllables. But true taste will never allow this fact to excuse a slovenly style of articulation, but will always maintain a neat, clcar, and exact sound of every element, in whatever combination it may occur.]

Bl, cl, fl, gl, pl, sl, spl.

Blame, bleed, blithe, blow, blew, black, bled, bliss, blot, blood, blind, blest

Claim, clean, clime, close, clew, clap, cleft, clip, clot, clutch, cloy, cloud.

Flame, fice, fly, flow, flew, flat, flock, flit, flock, flute, flood, flower.

Glare, gleam, glide, glow, gloom, glad, glim, gloss, glut, glass, glimpse, glance.

Place, plea, ply, plow, plan, plat, plot, please. Slay, sleep, slide, slow, slack, slept, slip, slew. Spleen, display, splendor, explore.

Br, cr, dr, fr, gr, pr, spr, tr, str, shr.

The following words need attention to a clear, distinct enunciation of the hard r .- free, however, from prolongation.]

Brave, bread, brink, broke, brisk, brow, brook, brink.

Crave, creep, cried, croak, crest, crook, crop, crust.

Drain, drcam, dry, drove, drag, dred, drip, drop, draw, droop, drug, drown.

Frame, free, fro, fruit, fret, froth, frown, freeze. Grain, green, grind, groan, grand, grun, ground, graft. Pray, preach, pry, prone, pride, prove, proud, prow. Spray, spring, sprung, sprang. Trace, tree, try, trust, track, tread, trip, true. Stray, street, strife, strown, struck, stream, stress, strength Shrinc, shroud, shrub, shr.ek.

Sm. sn, sp, st. Small, smite, smoke, smooth, smile, smote, smear Snare, snear, show, snug. Space, speed, spike, spoke, spare, sped, split, spear Stay, steer, stile, store, stack, step, stick, stop.

2.-Final Syllables.

ld, lf, lk, lm, lp, ls, lt, lve.

Bold, hailed, called, held, filled, tolled, culled, pulled, howled, spoiled, hurted, world.

Elf, wolf, gulph, sylph. Milk, silk, bulk, hulk. Elm, helm, whelm, film. fleip, gulp, alp. scalp. Falls, tells, fills, hills feels, tools, howls, toils.

Fault, melt, holt, hilt.

Elve, delve, helve, selves, twelve, valve, devolve, revolve,

m'd, ms, nd, ns, nk, nce, nt.

Maimed, claimed, climbed, gloomed. Fleams, streams, slimes, stems, And, band, hand, land, lined, moaned, pained, crowned. Gains, dens, gleans, vines, groans, screens, wins, suns. Bank, dank, drink, link. Dance, glance, hence, whence, once, since, wincc, ounce. Ant, want, gaunt, Lault, sent, went, joint, point.

rb, rd, rk, rm, rn, rse, rs, r', ruc, rb'd, rk'd, rm'd, rn'd, rst, rs'd, ru'd.

Barb, erb, orb, curb, b: rb'd, orb'd, curb'd, disturb'd. Hard, herd, hir'd, board, lord, gourd, bar'd, barr'd. llark, lark, jerk, stork, work, mark'd, jerk'd, work'd. Arm, harm, farm, alarm, arm'd, harm'd, farm'd, alarm'd, confirm'd.

Earn, learn, scorn, 'horn, burn, turn, worn, shorn, earn'd, scorn'd, burn'd, turn'd.

llearse, verse, force, horse, dar'st, burst, first, worst, hears'd, vers'd, forc'd, hors'd.

Bars, bears, hears, wears, pairs, tarcs, snares, repairs. Mart, dart, start, hurt. Carve, curve, serve, starve, carv'd, curv'd, serv'd, starv'd.

sm, s'n, sp, st, ks, ct, k'd, ft, f'd, pt, p'd, p'n, k'n, d'n, v'n.

Chasm, schisim, prism. Reas'n,* seas'n, ris'n, chos'n. Asp, clasp, gasp, wasp, lisp, crisp. Past, mast, lest, nest, dust, lost, mist, wist. Makes, quakes, likes, strikes, looks, streaks, ricks, rocks. Quak'd, wak'd, lik'd, loo'd'd. rock'd, shock'd, reject, respect. Waft, quaff'd, laugh'd. oft, left, sift, soft, scoff'd. Pip'd, ripp'd, supp'd, slop'd. Op'n.* happ'n, weap'n. rip'n. Tak'n, wak'n, weak'n, tak'n. Sadd'n, gladd'n, lad'n, burd'n, hard'n, yard'n, wid'n, hidd'n. Ev'n, t heav'n, giv'n, driv'n, wov'n, grav'n, leav'n, ov'n.

lst, nst, rot, dst, rdst, rmdst, rndst.

[Many of the following combinations occur in the singing of hymns, and need much attention, from their difficulty in articulation.]

Call'st, heal'st, tell'st, fill'st, roll'st, pull'st, reveal'st, unveil'st. Canst, runn'st, gam'st, ram'st.

Durst, first, worst, erst, barr'st, car'st, hir'st, lur'st. Mid'st, call'dst, fill'dst roll'dst.

Heard'st, guard'st, reward'st, discard'st.

Arm'dst, harm'dst, charm'dst, form'dst. Learn'dst, scorn'dst, turn'dst, burn'dst.

 These words should always be read as if spelled without o or e, in the last syllable. In singing, the o or the e must be sounded, when the verse requires, but should never, through negligence, be made broad or full, in the faulty style of "o-pun," "ta-un," &c.

+ These words are usually to be sung, as well as read, without the sound of e after v, but never in the low style of "e-vun," "heav-un," &c.

ble, ple, dle, rl, brd, pl'd, rrd.

Able, feeble, bible, double, troubl'd, bubbl'd, babbl'd, doubl'd, Ample, steeple, triple, topple, tripl'd, toppl'd, dappl'd, crippl'd Cradle, saddle, idle, bridle. Marl, hurl, whirl, furl, world, hurl'd, whirl'd, furl'd.

ngs, ngst, ng'd.

Rings, wrongs, hangs, songs. Hang'st, sing'st, wrong'st, bring'st Wrong'd, hang'd, clang'd

DIFFICULT COMBINATIONS.

EXERCISES IN ARTICULATION.

By careful training on such difficult combinations as the following, one will soon acquire great command of the muscles of the face, (generally too rigid), and the tongue will move with fluency and precision.

Practice at first slowly, and then more rapidly.

THE TWISTER. (Tongue Exercise.)

When a twister, a twisting, will twist him a twist. For twisting his twist, he three twines doth intwist, But if one of the twincs of the twist do untwist, The twine that untwisteth untwisteth the twist

MUSCLE BREAKERS.

Thou waf'd'st the skiff over the mountain height cliffs, and saw'st the full orb'd moon, in whose offulgent light thou reef'd'st the haggled sails.

lle was unamiable, disrespectful, formidable, unmanageable, inextricable and pusillanimous.

Lip and Tongue Exercise.

Peter Prinkle Prandle picked three pecks of prickly pears from three prokly prangly pear trees; if then Peter Prickle Prandle picked three pecks of prickly, pranely pears, from three prickly, prangly pear trees, where are the three pecks of prickly pears that Peter Prickle Prandle picked from three prickly prangly pear trees : success to the successful prickly prangly pear picker.

R. (With one trill of the tongue only.)

The rough rock roars; round and round the rough rocks the ragged rascal ran.

THE THISTLE SIFTER.

Theopholis Thistle, the successful thistle sifter, in sifting a sieve full of unsified thistles, thrust three thousand thistles through the thick of his thumh; if then Theopholis Thistle, the successful thistle sifter, thrust three thousand thistles through the thick of his thumh, see that thou, in sifting a sieve full of unsifted thistles, dost not thrust three thousand thistles through the thick of thy thumb.

PRONUNCIATION.

The words The, By, My.

The, before a word beginning with a vowel, should be pronounced with the same sound of e as in relate; before a word beginning with a consonant, it should have the obseure sound, as in the second syllable of eternal; but never the sound of broad a.

By, in collequial, or very familiar language, may be pronounced short, with a sound of y, corresponding to that of t, in the word d, and not, as sometimes heard, to the e of me. But generally the y should be full.

My should always be pronounced with the short sound of *i*, mentioned above, unless, in emphatic expression, or in solemn style; and in the latter, only in phrases directly associated with solemnity, as in the following; "iny God." Familiar phrases, even in serious or solemn style, should retain the short y; thus, mỹ hand, mỹ heart, mỹ mouth,—not "my hand," nor "me hand,"

&c.—So also in phrases of address, mỹ lords, mỹ friends, mỹ countrymen, &c.—not my lords, &c. The word myself should never have the long g.

The termination ed.

In the reading of the Scriptures, the solemnity and antiquity of the style are supposed by some to require, or at least to authorize, the sounding of e in such words. 'this, however, is a matter of tuste merely, and should never be extended to other reading.—In chanting, the e should always be sounded: in singuig, the pronunciation is regulated by the verse, as retaining or omitting the sound of this letter.

The words Guide, Guard, Regard, Sky, Kind.

These, in cultivated usage, are pronounced with a slight sound of y, following g and k. The omission of this sound characterizes the local usage of Scotland and of New England. The local mode has, no doubt, the sanction of reason and system. But general

eustom is the only law of spoken language. Words are facts of speech, not logical deductions.

The words Amen, dec.

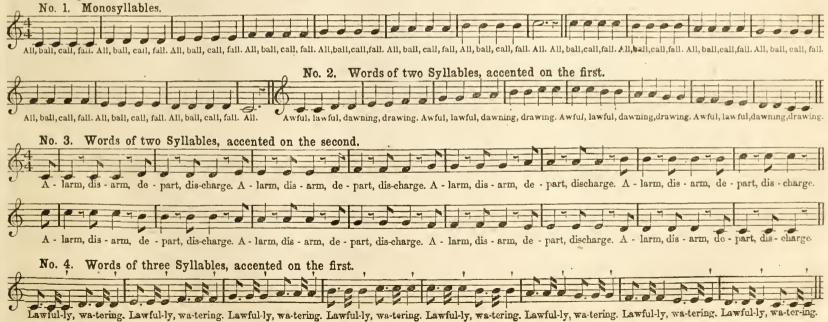
Vocal music, of a sacred character, is properly allowed the same hoerty which is conceded to the language of poetry, with regard to the use of a style of pronunciation which is obsolete, for common purposes, but appropriate in the expression of deep, solemn, grand, or lofty effects of emotion. Hence the just preference, in the singing of sacred music, for the pronunciation of the word *amen*, with a broad, as in *arm*.

The same remark may be applied to all instances of variable pronunciation in which the current modern sound of a vowel is flat and unmusical, and that of an older style is broad and inclodious.*

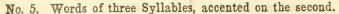
* Some vocalists extend this rule to the word my, giving it the long y in all devotional music.

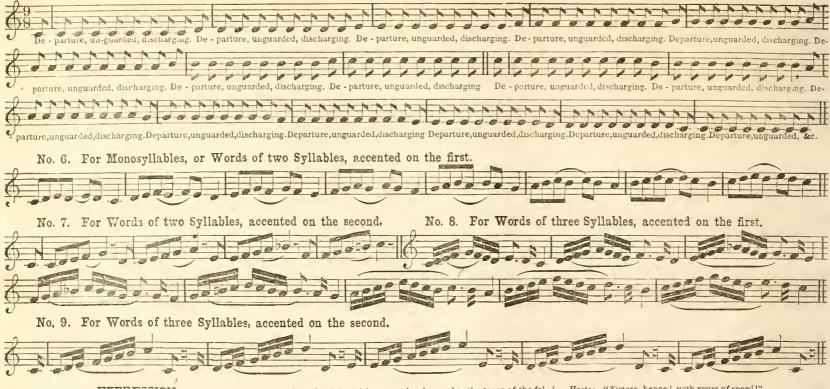
SINGING EXERCISES.

To be sung sometimes in Slow and sometimes in Quick time, sometimes Piano and sometimes Forte. The scale may be transposed to suit different voices.



PRACTICAL EXERCISES.





EXPRESSION.

The preceding exercises having been repeated, with strict regard to perfect purity of tone, and the gradations of force and movement, selections from them may be practiced for the purpose of accustoming the voice to maintain a perfectly distinct articulation along with the effects of fceling in expression.

The most important effects of expression which are common to vocal music and to elocution, are dependent on what Dr. Rhsh terms stress,-meaning by this designation the mode of applying force to a sound, as in a regularly increasing swell, in an abrupt and sudden explosion, or in a jerking and impatient style, which begins moderately, but ends forcibly and violently.

Median Stress.

Pathetic, tranquil, and solemn feeling, adopts a regular and grad-

ual swell and diminish, as may be observed in the tones of the following lines, which exemplify this mode of voice, termed, in elocution, median stress.

Pathos:-""Oh! I have lost you all, Parents, and home, and friends!"

Tranquility :-- "How sweet the moonlight sleeps upon this bank !" Solemnity :-- "How sweet and solemn is this midnight scene !" Repeat a selection from the musical examples, with the expression of median stress.

Radical Stress.

Anger, alarm, and haste, are distinguished by an abrupt burst of explosive sound, which strikes, with sudden force, on the opening, or radical, part of a note, as in the following examples :---

Anger :- "You shall die, base dog ! and that before yon cloud has passed over the sun !"

Alarm :- " To arms ! they come ! the Greek ! the Greek !"

Haste:-"Sisters, hence! with spurs of speed!" Animation and courage have the same species of stress, but without volence.

Animation:—" Come forth, O ye children of gladness, come !" Courage:—"Once more unto the breach, dear friends, once more!" Repeat examples from the musical exercises, with the expression of radical stress.

Vanishing Stress.

Impatient, indignant and revengeful feeling is indicated by vanishing stress,—the opposite to radical stress; as it begins moderately and ends violently, on the vanish, or last audible portion, of a sound.

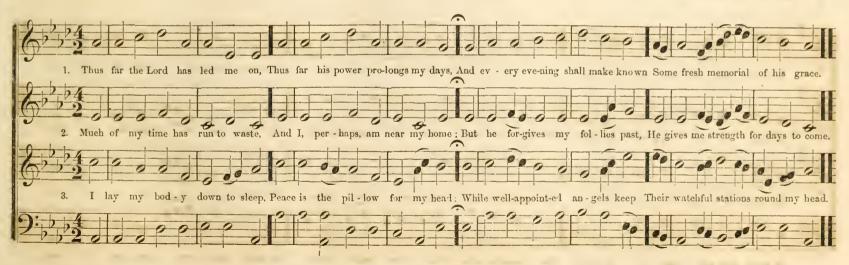
Example :-- "Away! away! I will not hear of aught but death or vengeance now !"

Repeat, with vanishing stress, a selection from the musical examples.

ECLECTIC TUNE BOOK.

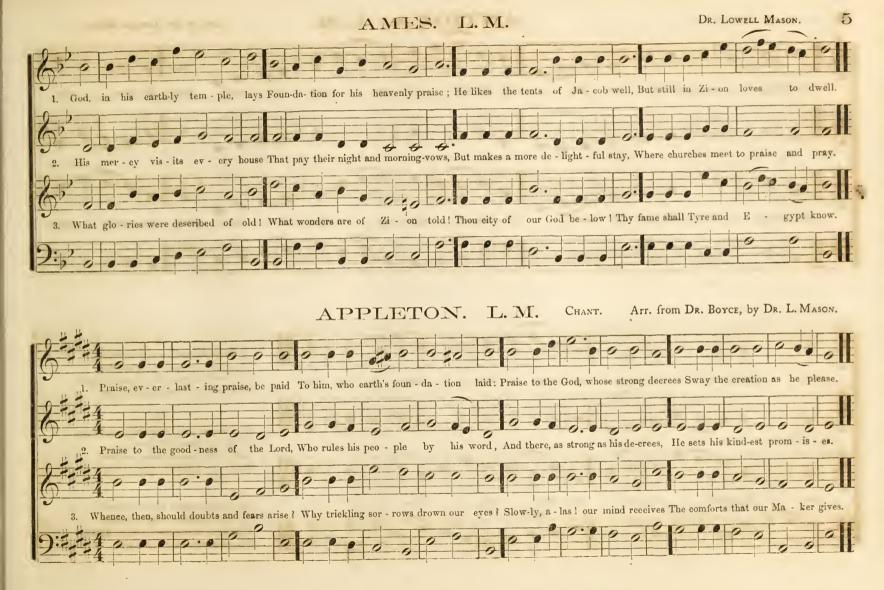
ADRA. L.M.

From the SHAWM.



ТНЕ









2.

At his right hand, our eyes behold, The queen, arrayed in purest gold; The world admires her heavenly dress, Her robe of joy and righteousness.

3.

Oh ! happy hour, when thou shalt rise. To his fair palace in the skies ; And all thy sous a numerous train, Each, like a prince, in glory reign.

4.

Let endless honors crown his head ; Let every age his praises spread ; While we, with cheerful songs approve The condescensions of his love.



^{*} Or 6 lines, by repeating the first two lines.







The flowery spring, at thy command, Embalms the air and paints the land; The summer-rays, with vigor, shine To raise the corn, and cheer the vine.

3.

4.

Thy hand, in autumn, richly pours, Through all our coasts, redundant stores; And winters, softened by thy eare, No more a face of horror wear.

15.

Seasons, and months, and weeks, and days, Demand successive songs of praise; Still be the cheerful homage paid, With morning-light and evening-shade.

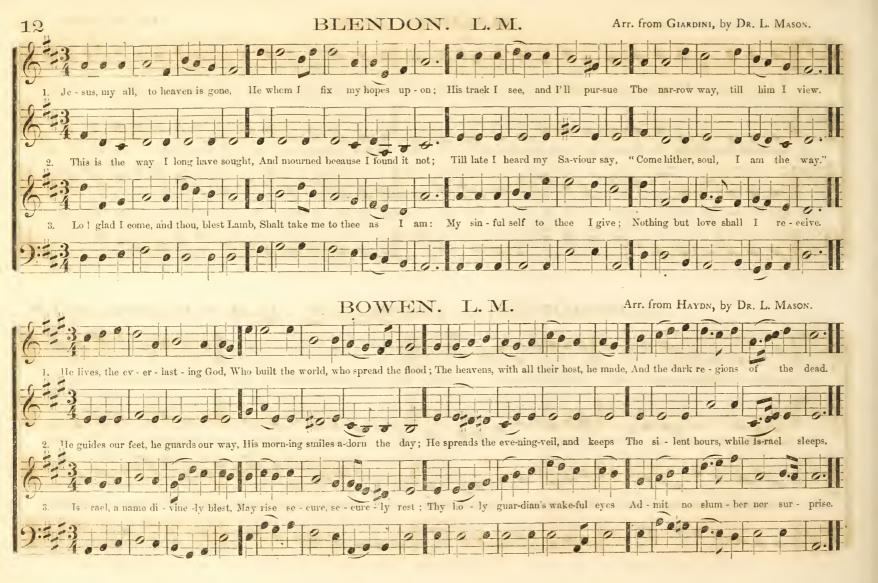


* This tune is found in the German Psalter, of 1552. It is also contained in Ainsworth's Psalms, and is therefore one of the tunes used by the Fathers of New England.

BADEN. L.M.

Dr. TH. HASTINGS. 11













CASTINE. L.M.





Sweet is the day of sacred rest, No mortal care shall scize my breast; Oh! may my heart in tune be found, Like David's harp of solemn sound.

9

My heart shall triumph in my Lord, And bless his works, and bless his word; Thy works of grace, —how bright they shine ! How deep thy counsels! how divine !

3

Lord! I shall share a glorious part, When grace hath well refined my heart, And fresh supplies of joy are shed, Like holy oil, to cheer my head.

5

Then shall I see, and hear, and know All I desired or wished below ; And every power find sweet employ. In that eternal world of joy. 17



^{*} Gf a gentle character; best adapted to stanzas which have a considerable pause at the end of the second line

CEPHAS. L.M. Double.





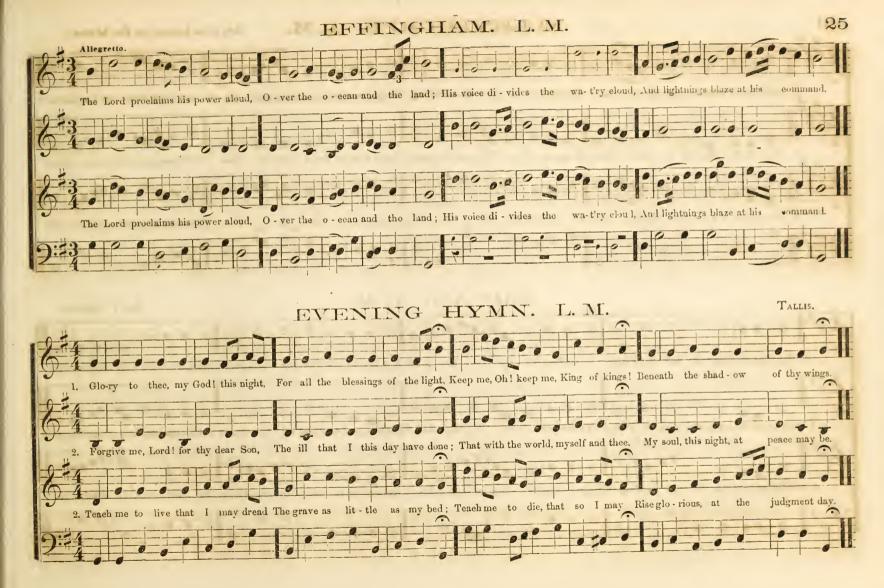
CYPRUS. L. M. From The JUBILLE. Arr. from ANTON GERSBACH. 21



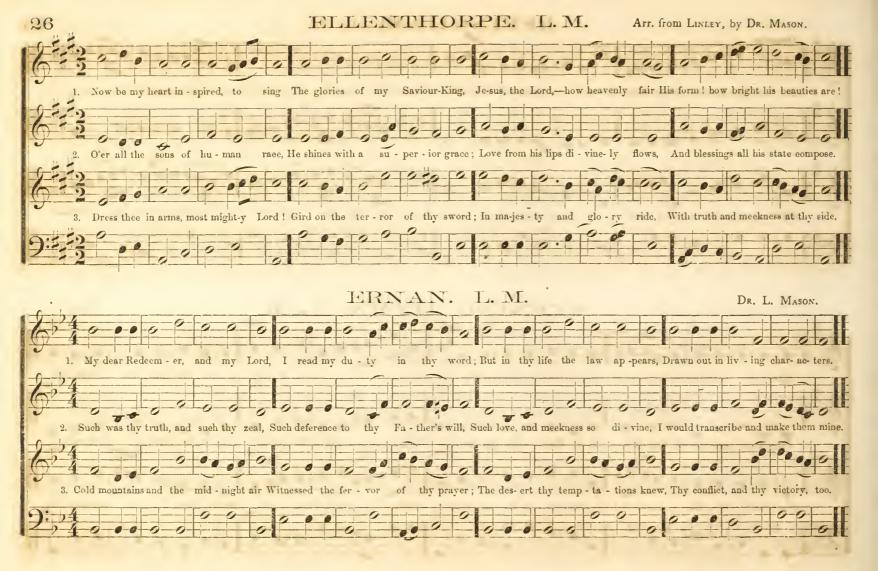








[.]



FEDERAL STREET. L.M.

H. K. OLIVER. 27

46





GARLAND. L.M.

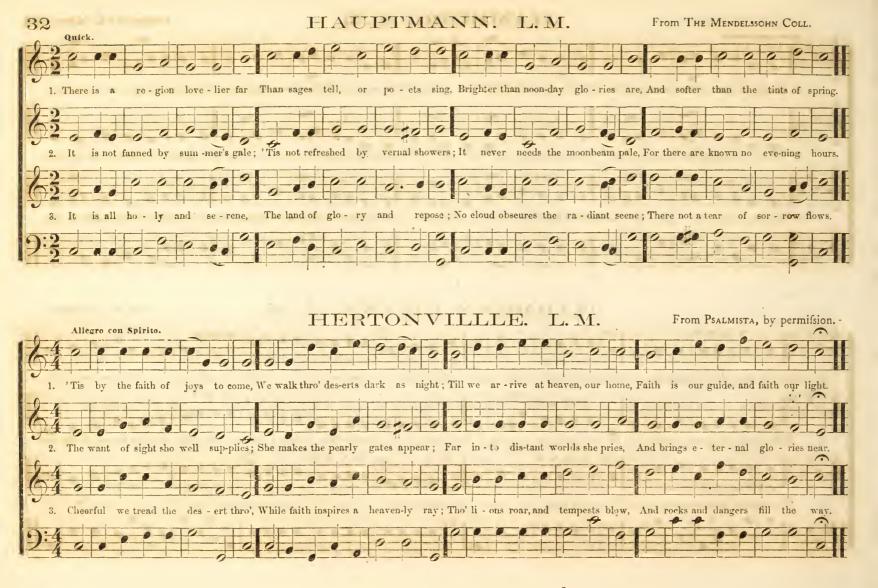
WM. B. BRADBURY. 29



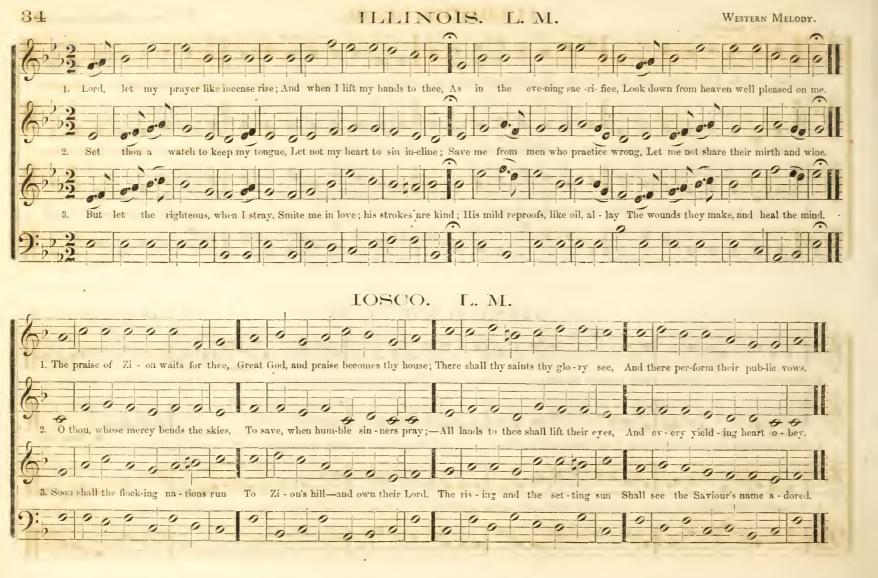
1. A. A.











JUDD. L.M.



35







When trouble, like a gloomy cloud, Has gathered thick, and thundered loud, He near my soul has always stood;— His loving-kindness,—Oh ! how good !

3

4.

Soon shall I pass the gloomy vale— Soon all my mortal powers shall fail; Oh! may my last expiring breath His loving-kindness sing in death.

5.

Then let me mount and soar away To the bright world of endless day; And sing, with rapture and surprise, His loving kindness in the skies.



~

MALVERN, L.M.



.

1-





• When there is no instrument the small notes in the base should be gently sung.



* Adapted to that hymn by repeating the last line, " Low in the ground."





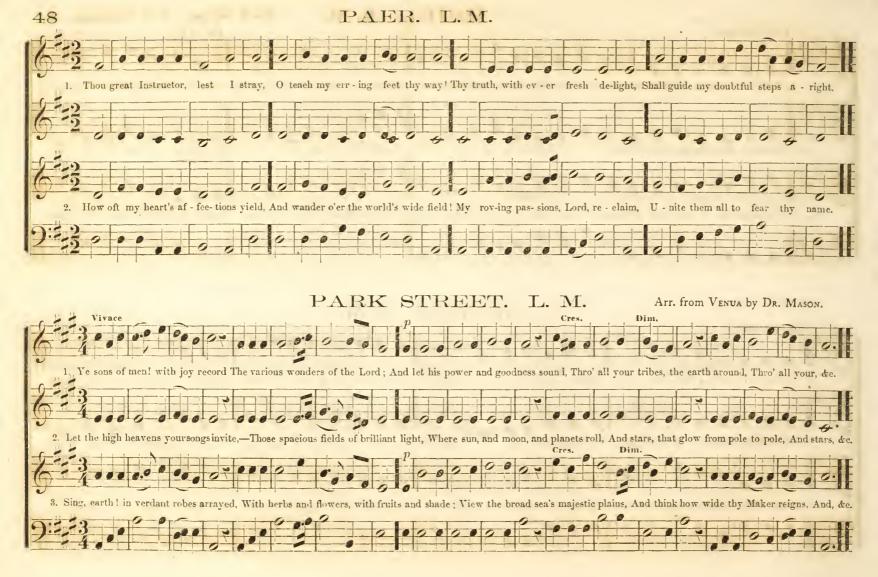






OPORTO. L.M.





"PEACE, TROUBLED SOUL." L. M. 6 lines. MAZZINCHI. 49





The first part may be sung as a Duct, or as a Quartet, or in Cherus.

4



PORTUGAL. L. M.

T. THORLEY. 51

















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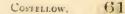
SHUSHAN. L.M.



59



SURREY. L. M.







No more fatigue, no more distress, Nor sin, nor death, shall reach this place; No groans shall mingle with the songs, That warble from immortal tongues.

- 2.

No rude alarms of raging focs, No cares to break the long repose, No midnight shade, no clouded sun, But sacred, high, eternal noon.

.

Soon shall that glorious day begin, Beyond this world of death and sin; Soon shall our voices join the song, Of the triumphant, holy throng.

^{3.}

^{4.}





· Or & lines he amittley the first parts



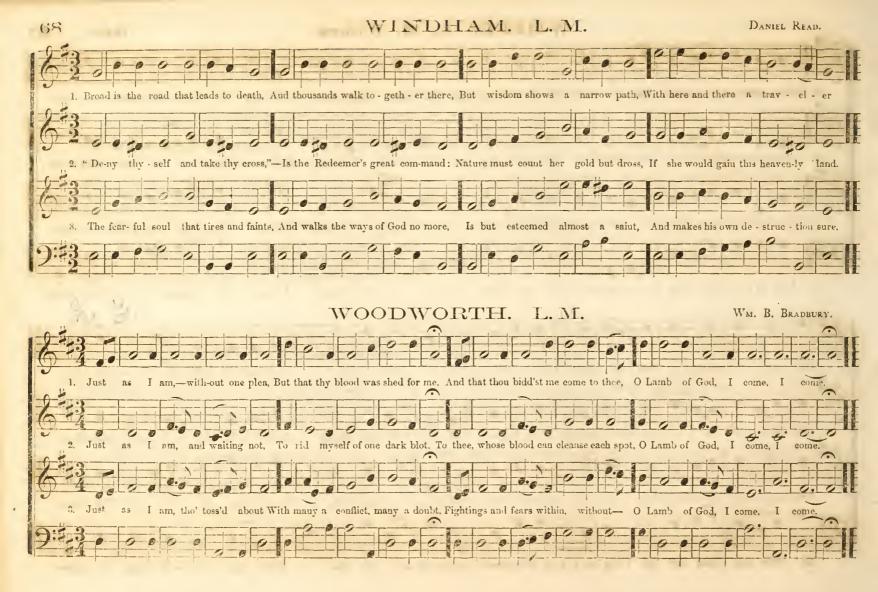
WARD. L. M.

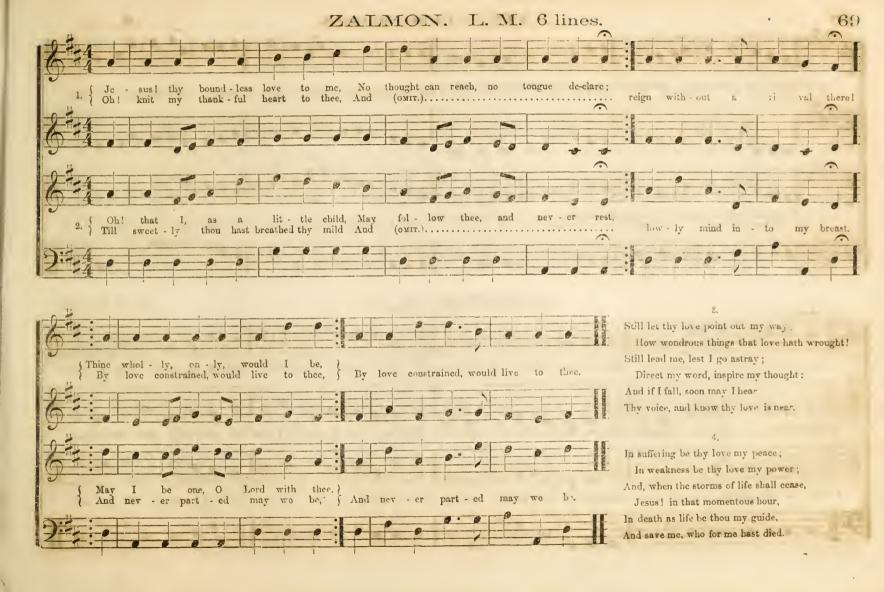
Arr. from a Scotch TUNE, by DR. L. MASON. 65







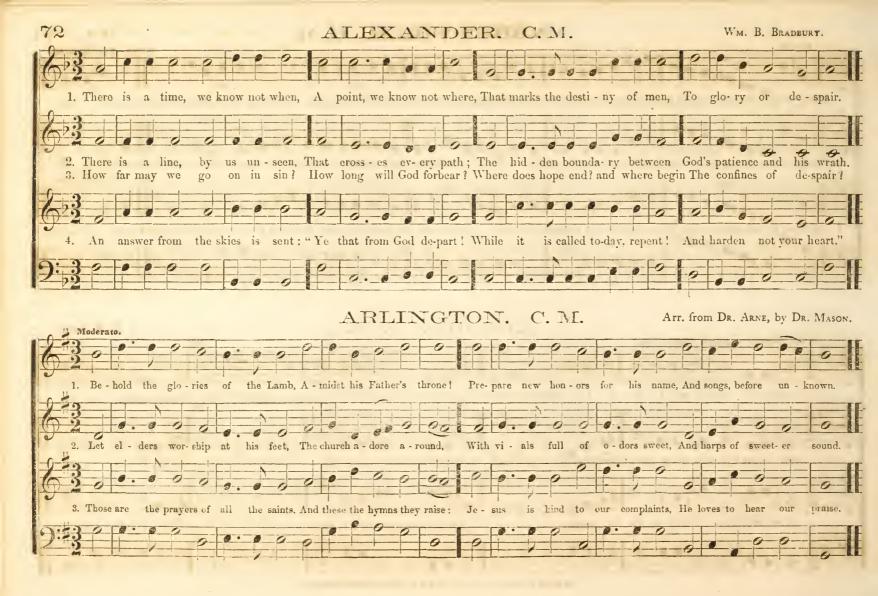








The Strain in small notes may be sung as a Dust, or omitted altogether.



ANTIOCH. C. M.

Arr. from HANDEL, by DR. MASON. 73





Joy to the earth,—the Saviour reigns; Let men their songs employ; While fields and floods, rocks, hills, and plains Repeat the sounding joy.

2.

3.

No more let sins and sorrows grow, Nor thorns infest the ground; He comes to make his blessings flow, Far as the curse is found.

· · · ·

4.

He rules the world with truth and grace, And makes the nations prove The glories of his righteousness, And wonders of his love.



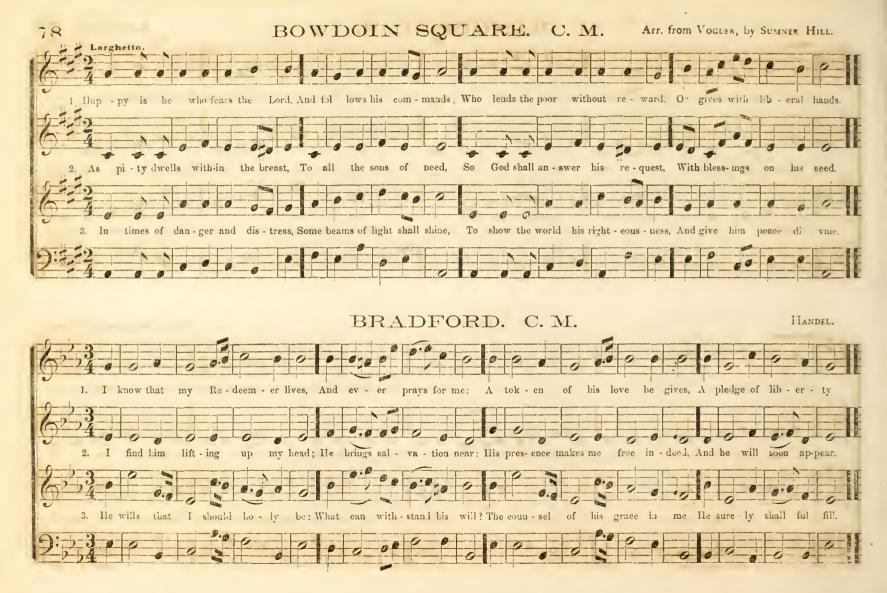


• The two tunes "Azvon" and "Aston," as will be observed, are both arranged from the same theme. In order that choirs and congregations may adopt which ever form best suits them, (both being extensively used.) we have inserted both. The "Azvon" form, as arranged by Dr. Mason, is, it seems to us, better adapted to the Church Service, while for Social Meetings the lighter sextuple form, as in "Aston," will, doubtless, be preferred by many.—Ed. Ec.

AZMON. L.M. Arr. from GLASER. Slow and Soft. 0 And smile to see Father there, Up - ou love. to the courts a - hove, a throne of our our joy - ful eves Come, let us lift Un-0 1 4 44 That calmed his frowning face,- That sprinkled o'er the burning throne, And turned the wrath to grace. Jc-sus' blood, Rich were the drops of 2. And venture near the Lord; No fie - ry cher - ub guards his seat, Nor dou - ble - flam - ing sword. Now we may bow be - fore his feet,











3. I love to think on mer - cies past, Anlfu - ture good im - plore; My cares and sorrows all to east On him whom I a - dore.

BURDER. C.M.

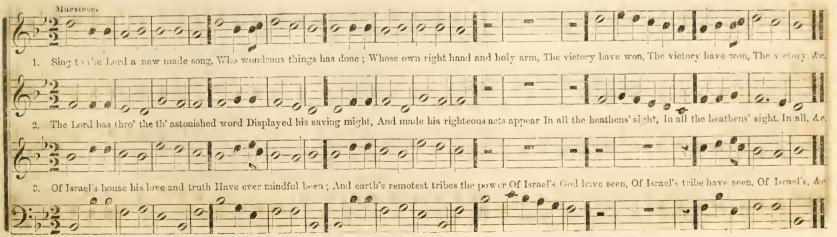






CAMBRIDGE. C. M.

DR. RANDALL.









CLIFFORD. C. M.

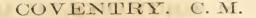




COLCHESTER. C. M.















2. Should earth against my soul engage, And hell's fierce darts be hurled, Then I can smile at Satan's rage, And face a frowning world.

S.

Let cares, like a wild deluge, come, And storms of sorrow fall; May I but safely reach my home, My God, my heaven, my all;

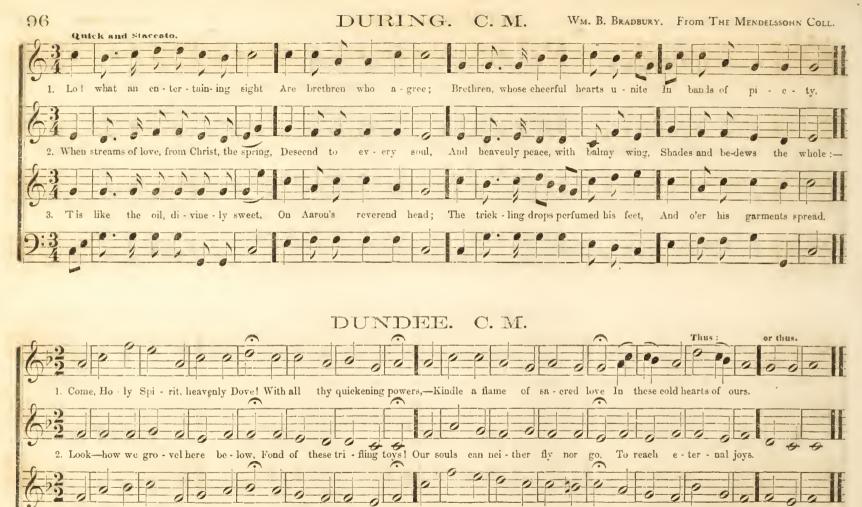
4.

There shall I bathe my weary soul In seas of heavenly rest; And not a wave of trouble roll Across my peaceful breast.



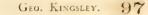






3. In vain we tune our for - mal songs, In vain we strive to rise; Ho - san - nas languish on our tongues, And our de - vo - tion dies.

ELIZABETHTOWN. C. M.







EVENING PSALM. C.M.











* Appropriate also to the hymn, " Let saints on earth their anthems raise."



2. The northern pole, and southern, rest On thy sup-port - ing hand; Darkness and day, from east to west, Move round at thy command. Move round at thy command.













JAZER. C.M.

WM. B. BRADBURY. 109









MARLOW. C. M.

Arr. by Dr. Lowell Mason. 1.13





MEAR. C. M.







MONSON. C. M.







* Or 6 lines, by omitting the repeat.

MORROW. C. M. Double.





NOTTING HILL. C. M. C. H. PURDAY. From THE SHAWM. 121







Come, then, with all your wants and wounds, Your every burden bring; Here love, unchanging love, abounds, A deep, celestial spring.

2.

3.

This spring with living waters flows, And heavenly joys imparts; Come, thirsty souls! your wants disclose, And drink, with thankful hearts.

4.

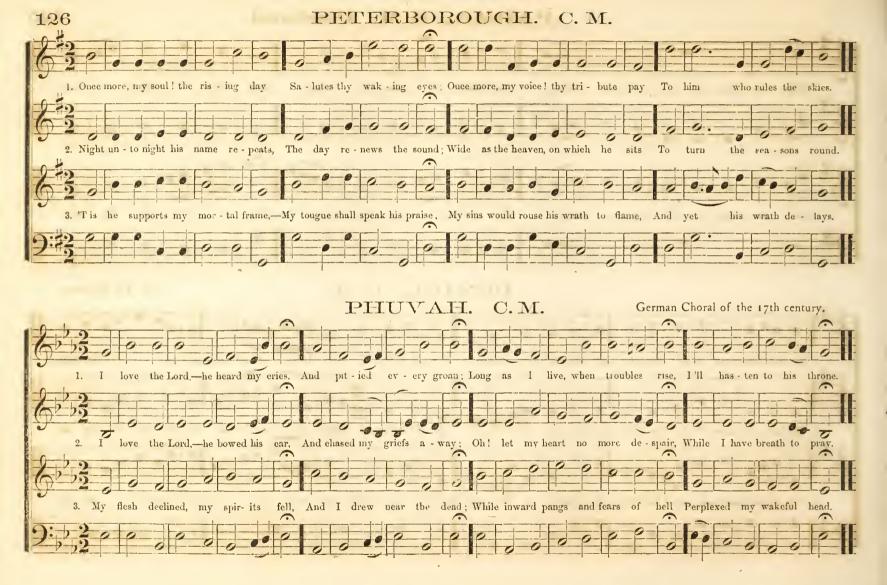
Millions of sinners, vile as you, Have here found life and peace; Come, then, and prove its virtues, too, And drink, adore, and bless.



3. Let heaven pro-claim the joy - ful day, Joy thro' the earth be seen; Let eit is shine in bright ar - ray, And fields in cheer ful green.

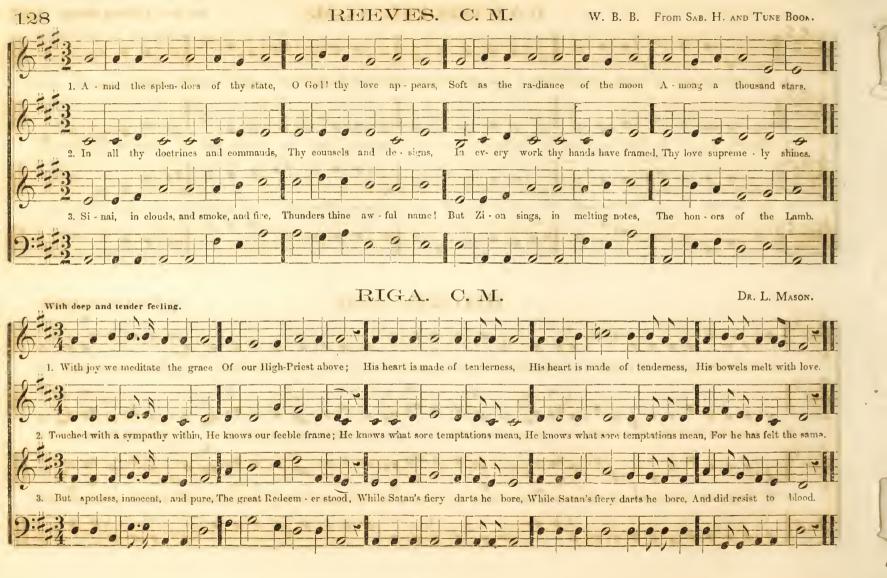




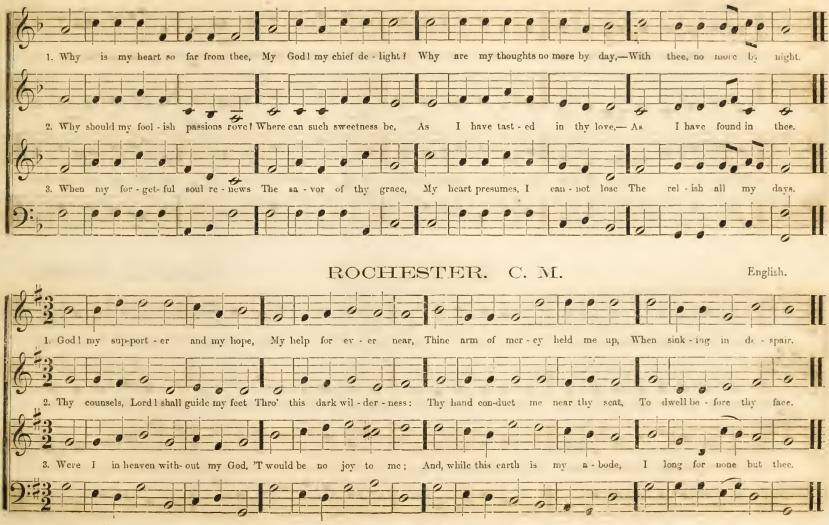


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RISSAH. C. M.





SILOAM. C. M.

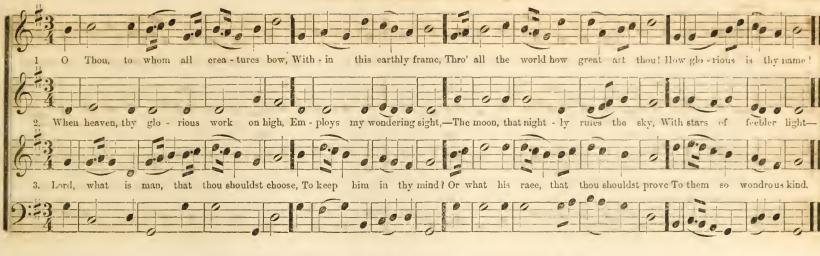
I. B. WOODBURY. 131

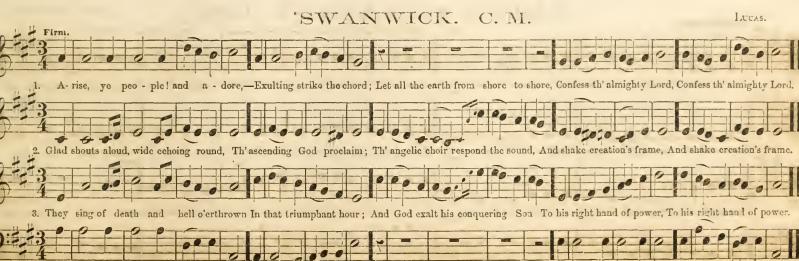




ST. MARTINS. C. M.

TANSUR. 133



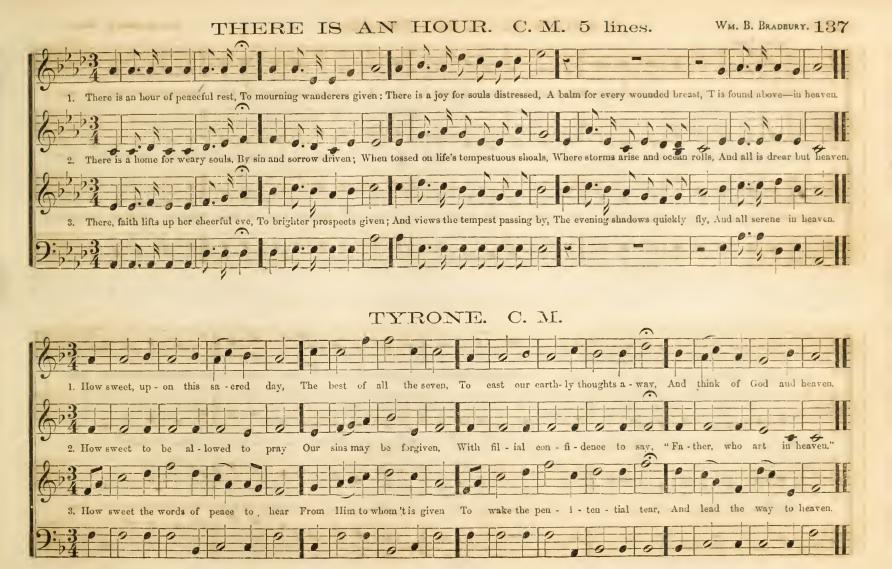




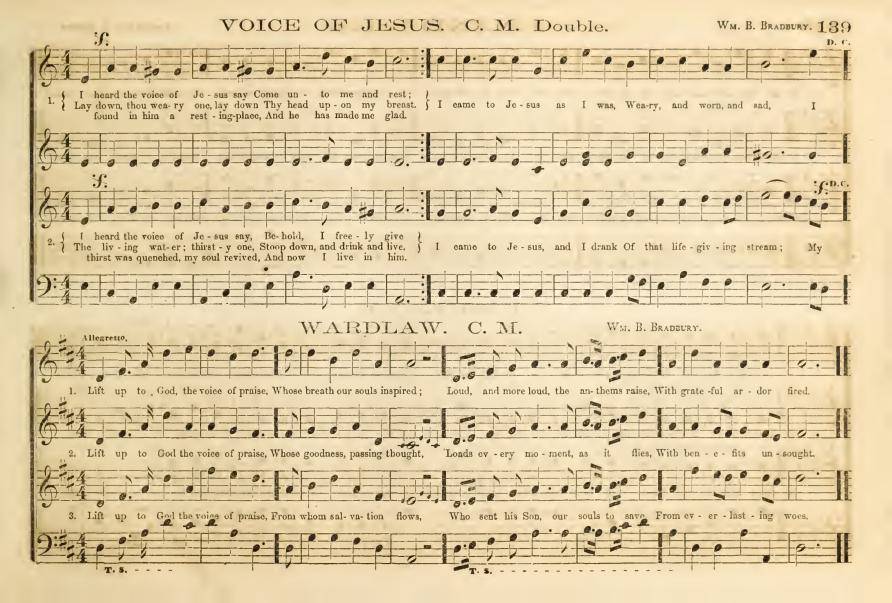
TALLIS CHANT. C. M. Arr. from Tallis by Dr. L. Mason. 135

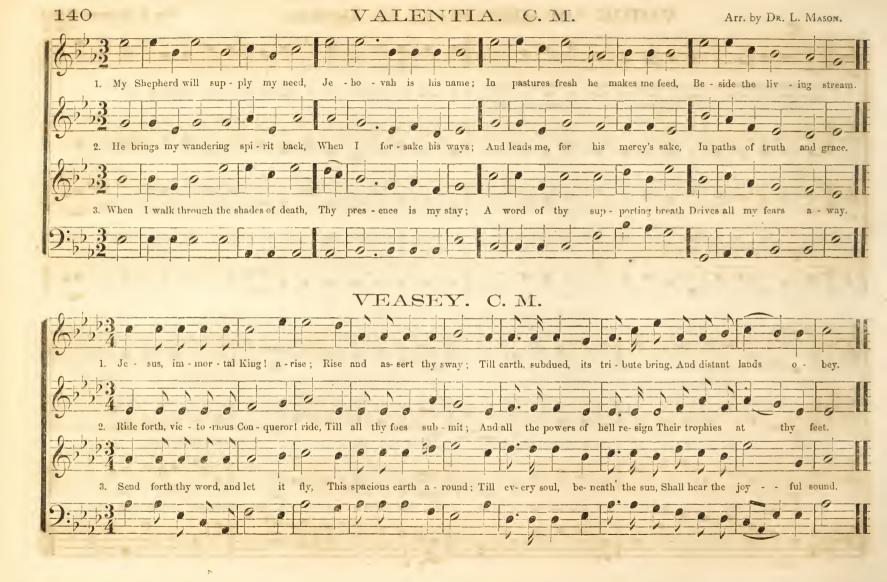












WAREHAM. C. M.

DR. ARNOLD. 141





2.

For this our truest interest is, Glad hymns of praise to sing; And with loud songs to bless his name, A most delightful thing.

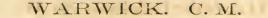
3.

That God is great, we often have By glad experience found; And seen how he, with wondrous power, Above all gods is crowned.

4.

Oh praise the Lord with one consent, And magnify his name; Let all the servants of the Lord His worthy praise proclaim.



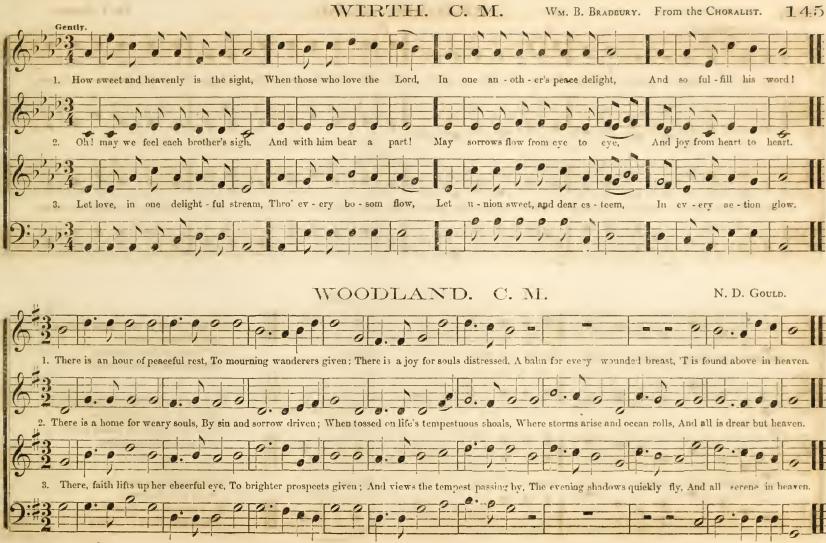






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His name shall be the Prince of Peace, For evermore adored; The Wonderful, the Counselor, The great and mighty Lord!

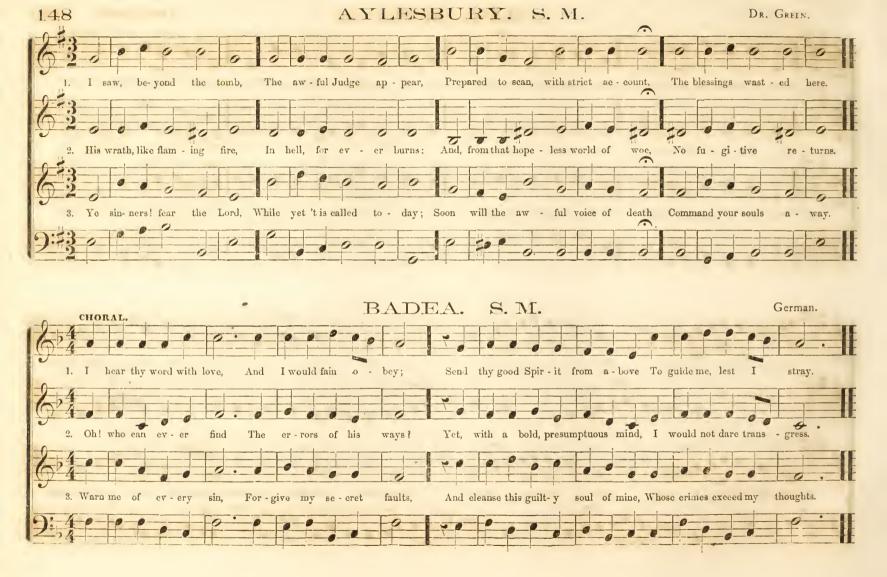
3.

His power, increasing still shall spread; His reigu no end shall know; Justice shall guard his throne above, And peace abound below.

To us a Child of hope is born. To us a Son is given; The Wonderful, the Counselor. The mighty Lord of heaven.

^{4.}





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BARON. S. M.

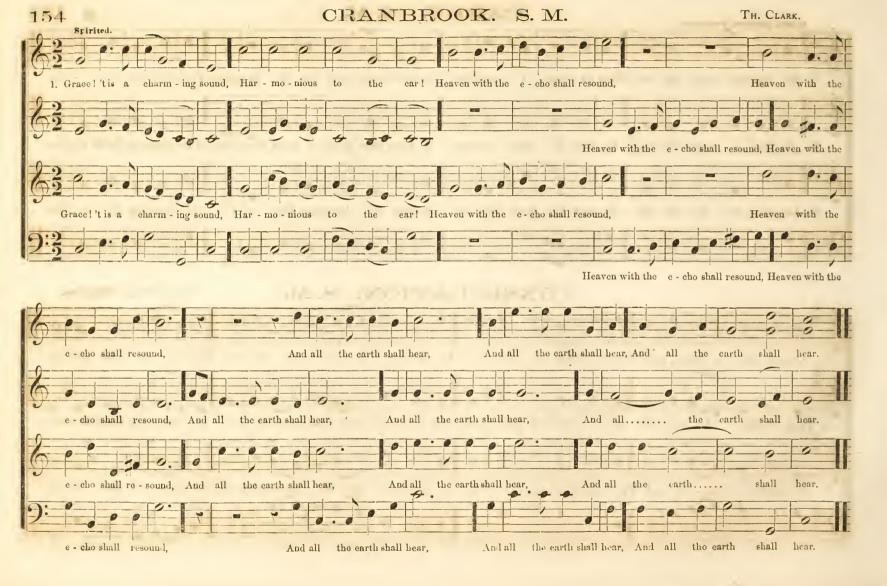














DOVER. S. M.



EVELAND. S. M.

























LUTHER. S. M.







OLNEY. S. M.

DR. LOWELL MASON. 171

























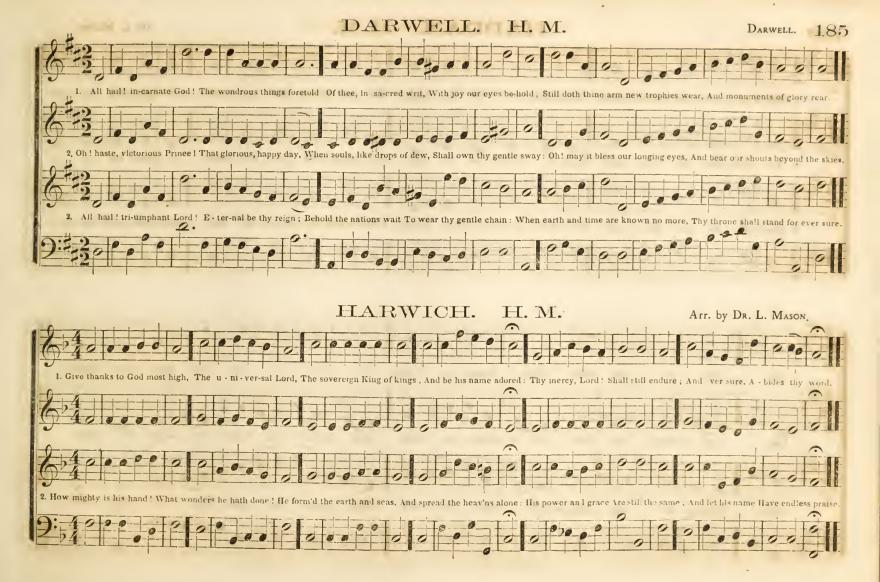


CLARKSVILLE. H.M.

W. B. B.



¹⁸⁴





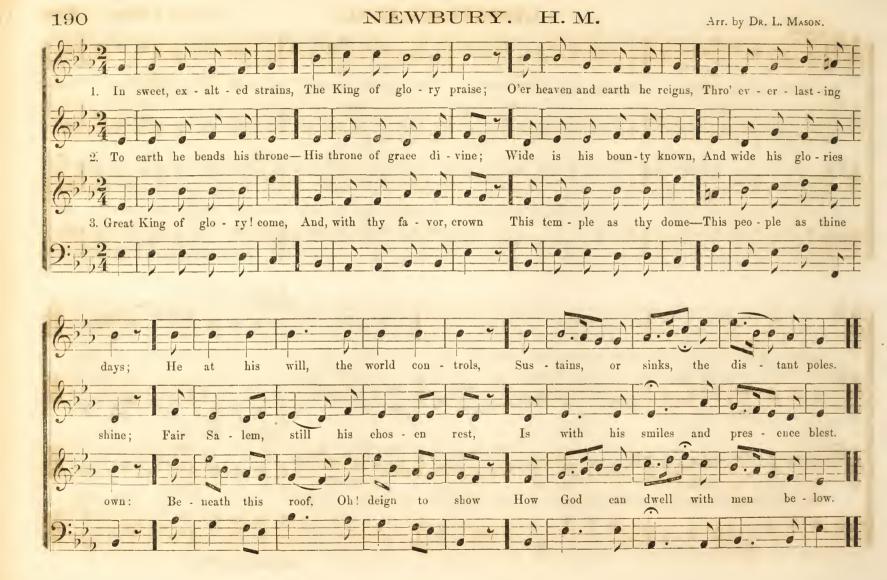
LENOX. H. M.









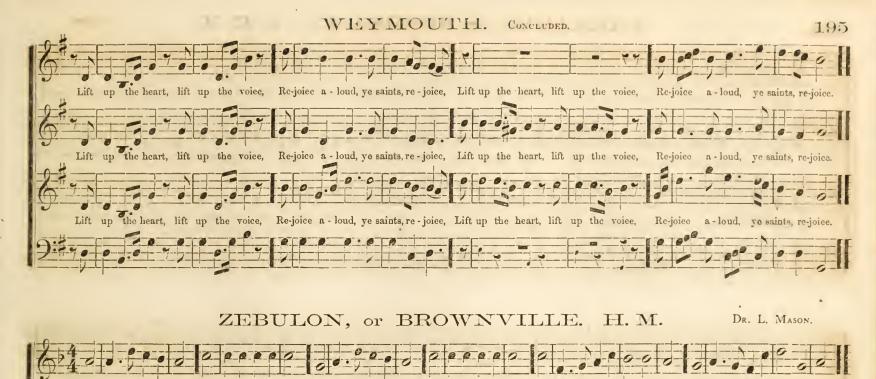


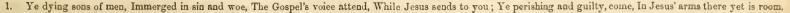














2. No longer now delay, Nor vain excuses frame : He bids you come to-day, Tho' poor, and blind, and lame. All things arc ready ; sinners, come ; For every trembling soul there's room.



3. Believe the heavenly word His messengers proclaim; He is a gracious Lord, And faithful is his name. Backsliding souls, return and come; Cast off despuir; there yet is room.

		T.L.
L	$\frac{2}{94} \xrightarrow{0} \xrightarrow{0} \xrightarrow{0} \xrightarrow{0} \xrightarrow{0} \xrightarrow{0} \xrightarrow{0} 0$	tt

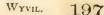
196

CREATION, or BROOKLYN. L.P.M.

HAYDN.

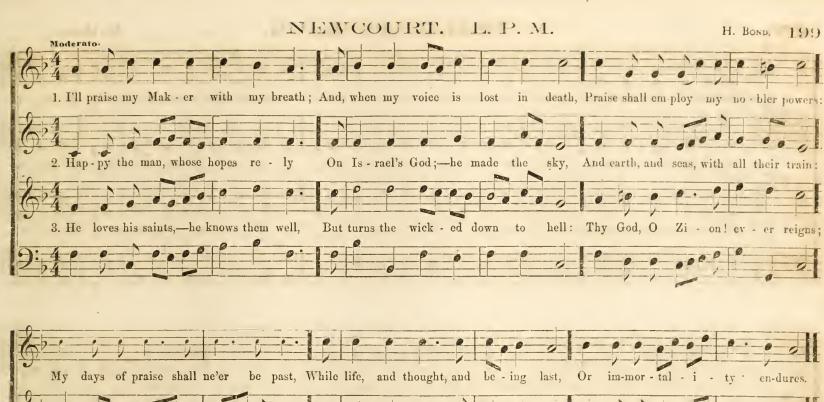


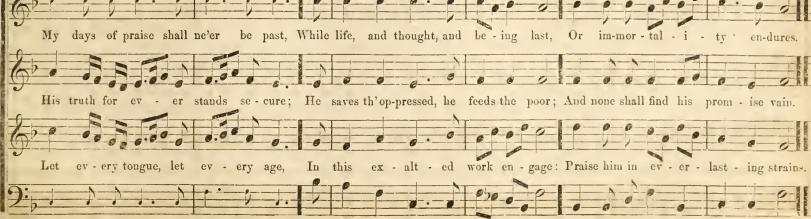
EATON. L.P.M.















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BREMEN. C.P.M. From the MANHATTAN COLL. 203 1. Oh ! could I speak the match- less worth, --Oh ! could I sound the glo - ries forth, Which in my Sa - viour shine; 2. I'd sing the char - ac - ters he bears, And all the forms of love he wears, Ex - alt - ed on his throne; 0000 00 3. Soon the de-light-ful day will come, When my dear Lord will bring me home, And I shall see his face; I'd soar and touch the heavenly strings, And vie with Ga-briel, while he sings, In notes al - most di - vine. In lof - tiest songs of sweet-est praise, I would, to ev - er - last - ing days, Make all his glo - ries known. Then, with my Sa - viour, bro - ther, friend, A blest e - ter - ni - ty I'll spend- Tri - umpli-ant in his grace.





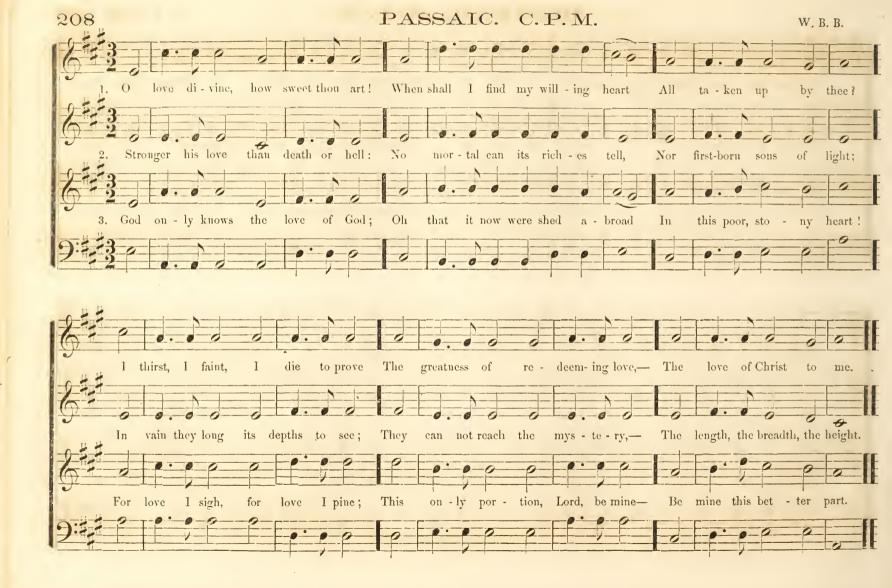


MERIBAH. C.P.M.

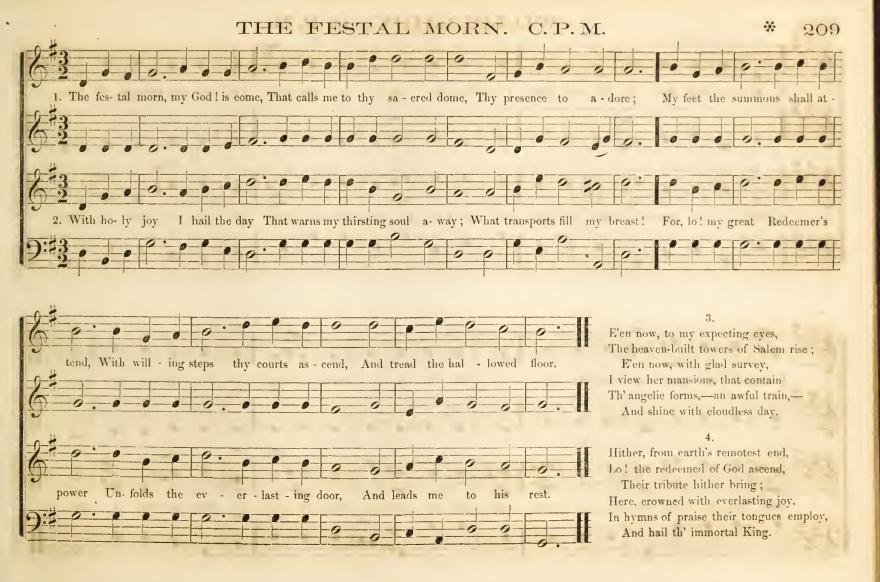
Dr. L. MASON. 207



* Or C. P. M. by singing the small notes.



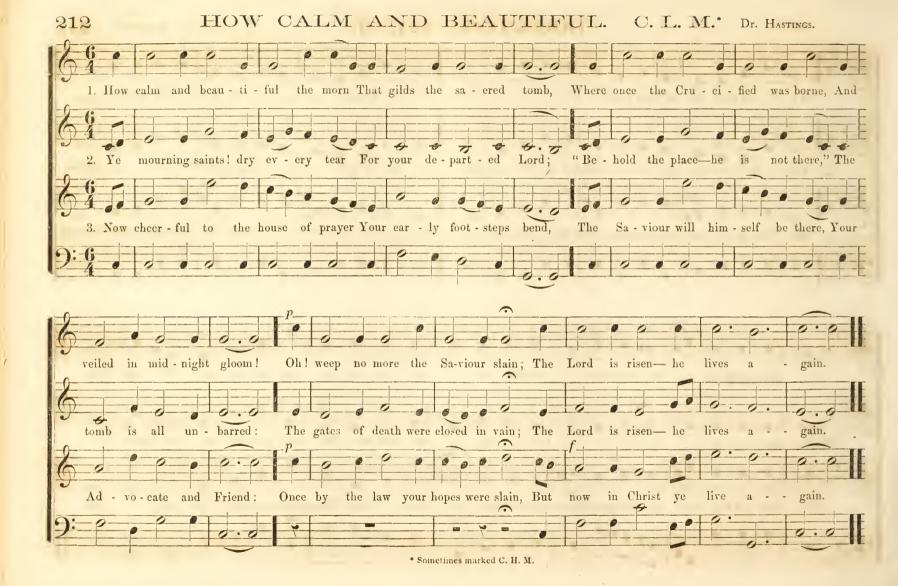
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BOONTON. C.L.M.







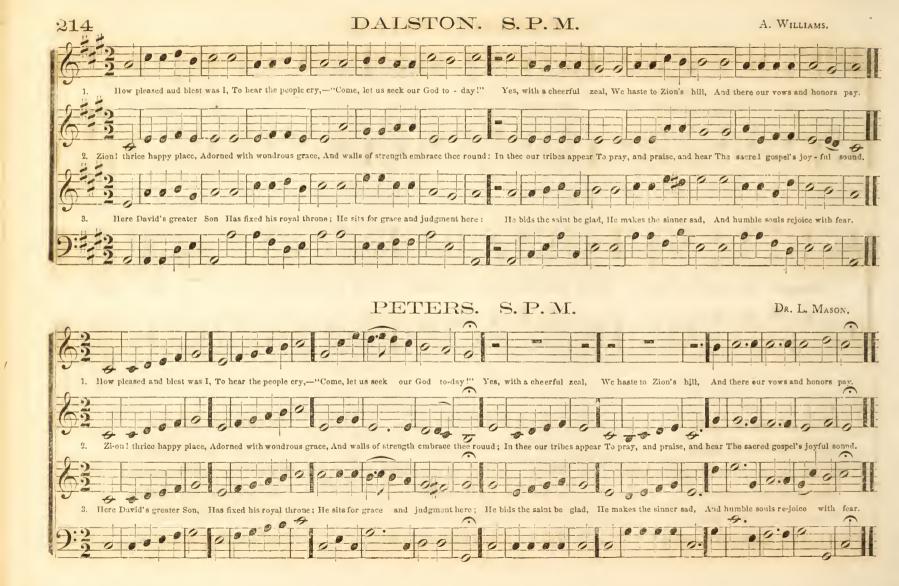
2.

Those, who against me rise, Are aliens from the skies; They hate thy ehurch and kingdom, Lord! They mock thy fearful name; They glory in their shame; Nor heed the wonders of thy word. But, O thou King divine ! My ehosen friends are thine; The men that still my soul sustain; Wilt thou my foes subdue, Create their hearts anew, And snateh them from eternal pain ?

3.

Eseaped from every woe, Oh! grant me, here below, To praise thy name with those I love; And when, beyond the skies, Our souls unbodied rise, Unite us in the realms above.

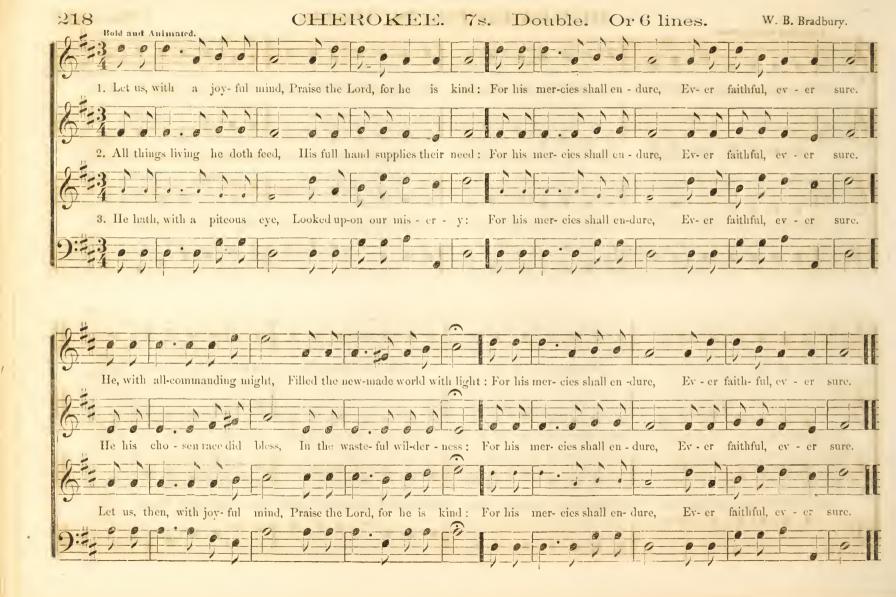
4.



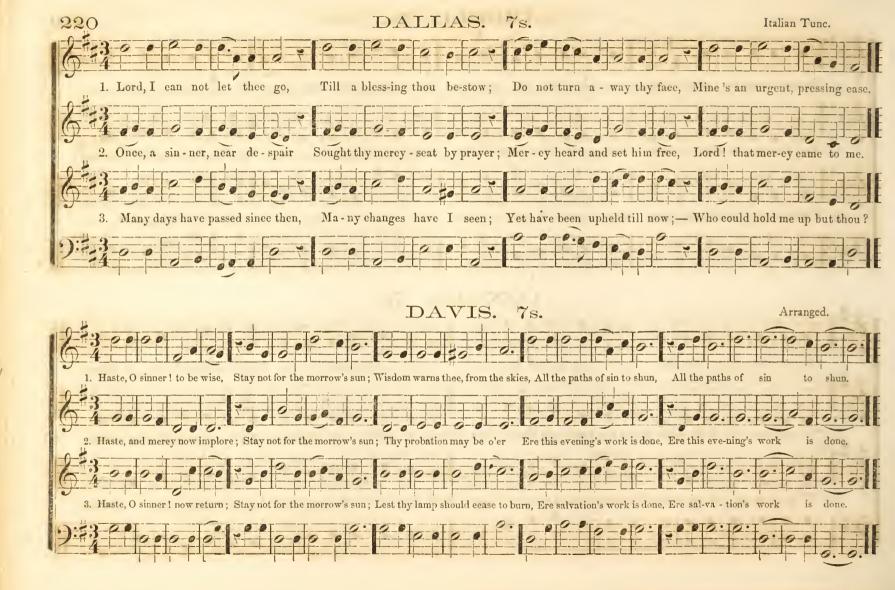




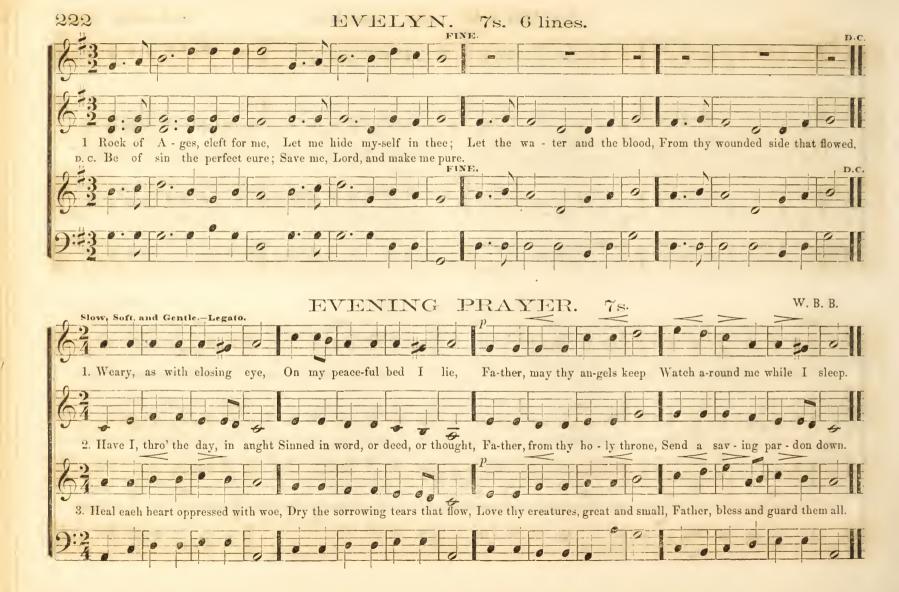














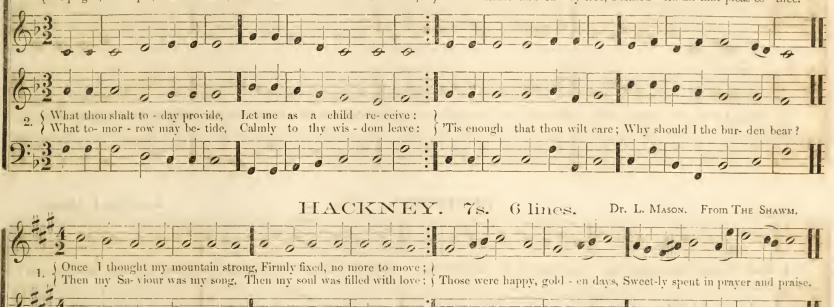


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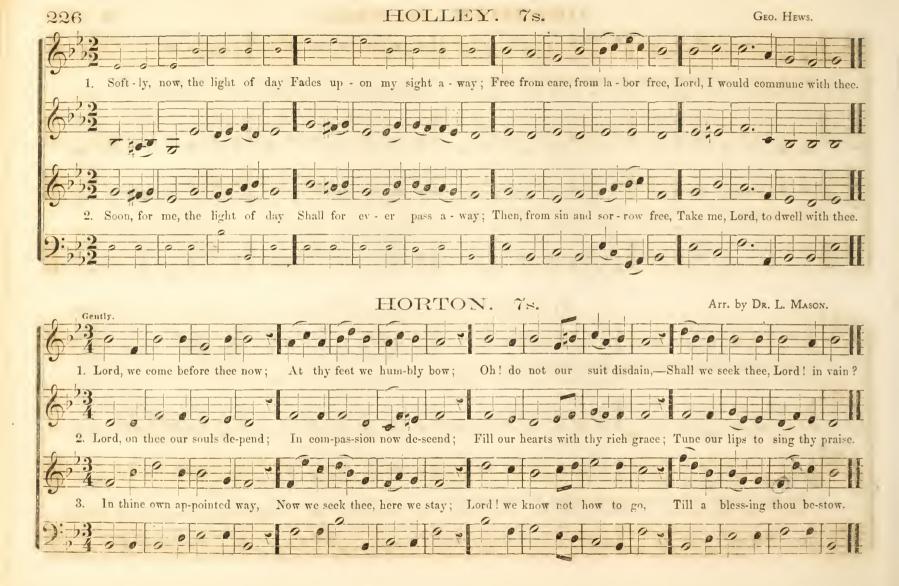
HEATHER. 7s. 6 lines.



225



Lit - tle, then, my- self I knew, Little thought of Satan's power;) Now I feel my sins re - new; Now I feel the stormy hour; Sin has put my joy to flight,-Sin has turned my day to night. 12



HOTHAM. 7s. Double.

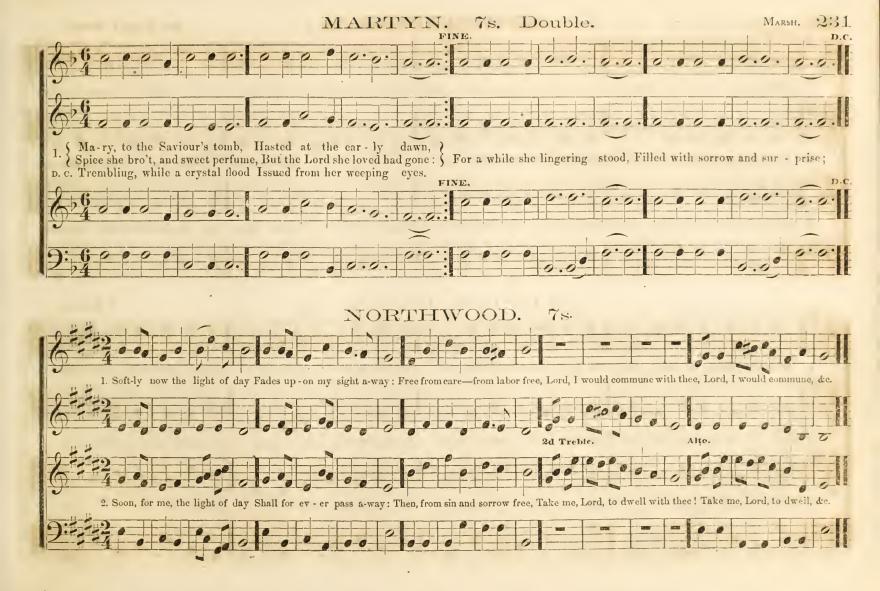
Madan. 227

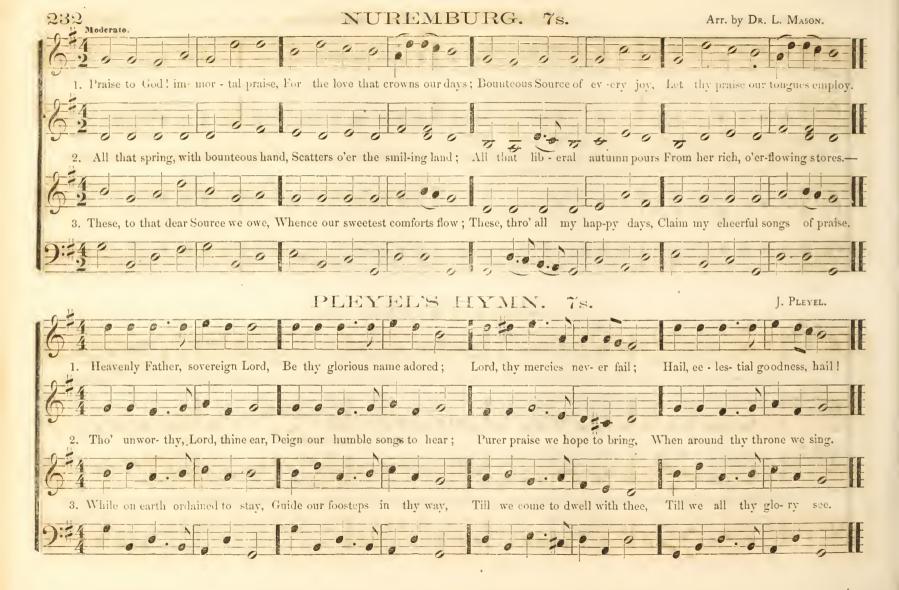






230 MOUNT CALVARY. 7s. 6 lines. Or P. M., by omitting ties. Tenderly. 1. Hearts of stone! re-lent, re-lent, Break, by Je-sus' eross sub-dued; See his bod - y, man-gled, rent, 00-0 0 10 0 0 Yes, thy sins have done the deed, Driven the nails that fixed him there, Crowned with thorns his sa - cred head, 2. -0 3. Wilt thou let him bleed in vain,— Still to death thy Lord pur - sue? O - pen all his wounds a - gain. 00 -0-0 Vi - tal spark of heavenly flame, Quit, O quit this mor - tal frame : P. M. Trembling, hop - ing, lingering, flying, Cov- ered with Sin - ful soul! what hast thou done? . Cru - ei - fied God's on - ly Son! of blood! a gore 0-Ó Pierced him with the blood - y spear, Made his a sac - ri - fice,-While soul for sin - ful man he dies. 0.0 -0.00 -0-No;-with all my sins I'll part, And the shame - ful eross re - new? Break, Oh! break, my bleed - ing heart! 0 0 0 G-0 the pain, the bliss of dving! Cease, fond na - ture, cease thy strife, And let me lan - guish in - to life.





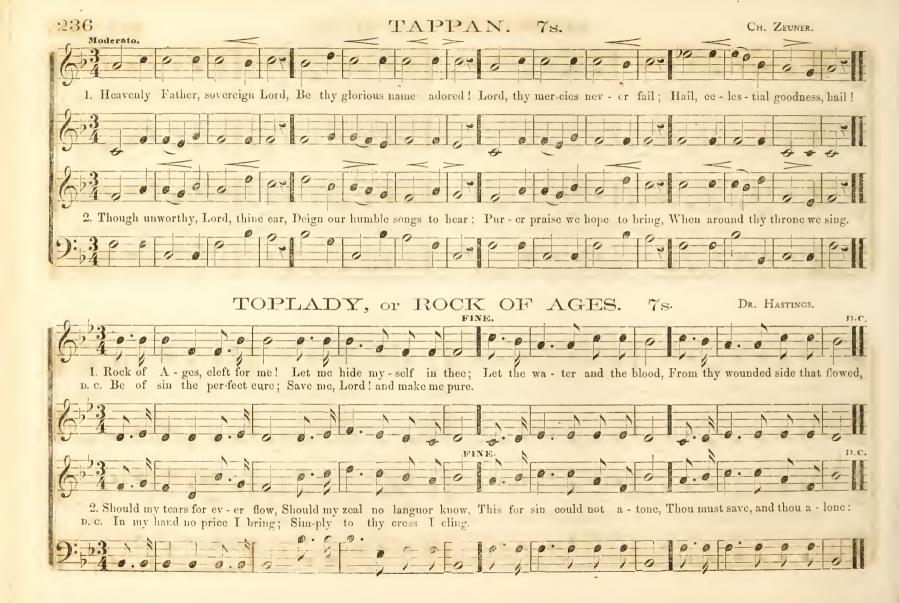


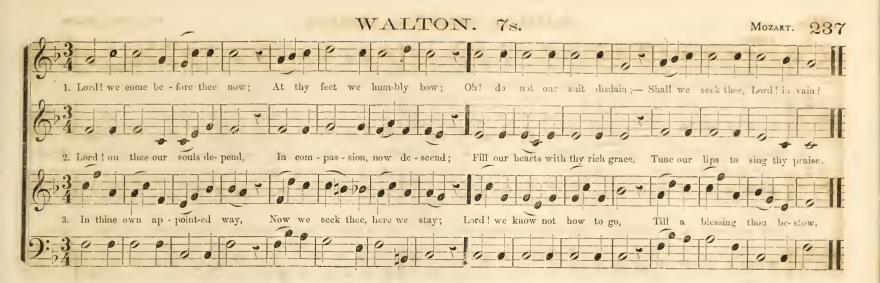


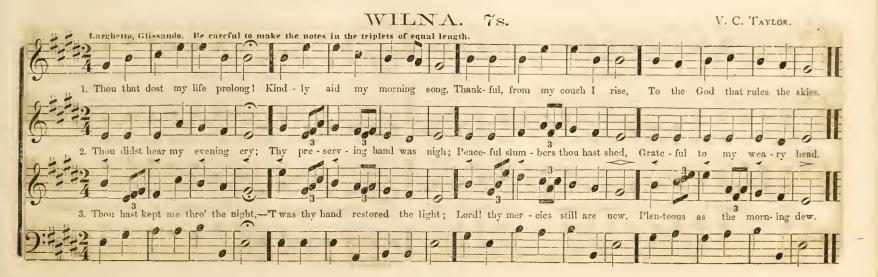
SIDMOUTH. 7s. Double.









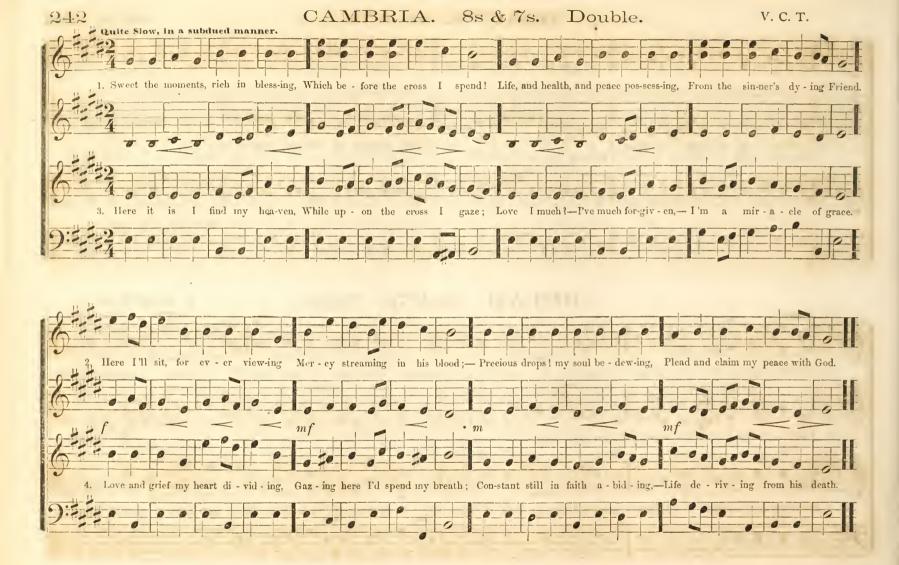












CESAREA. 8s & 7s. Double.

243

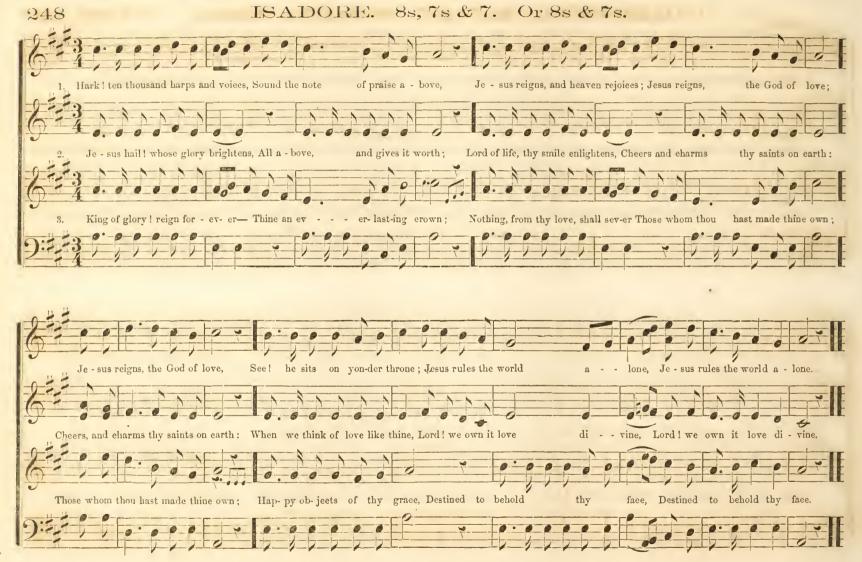


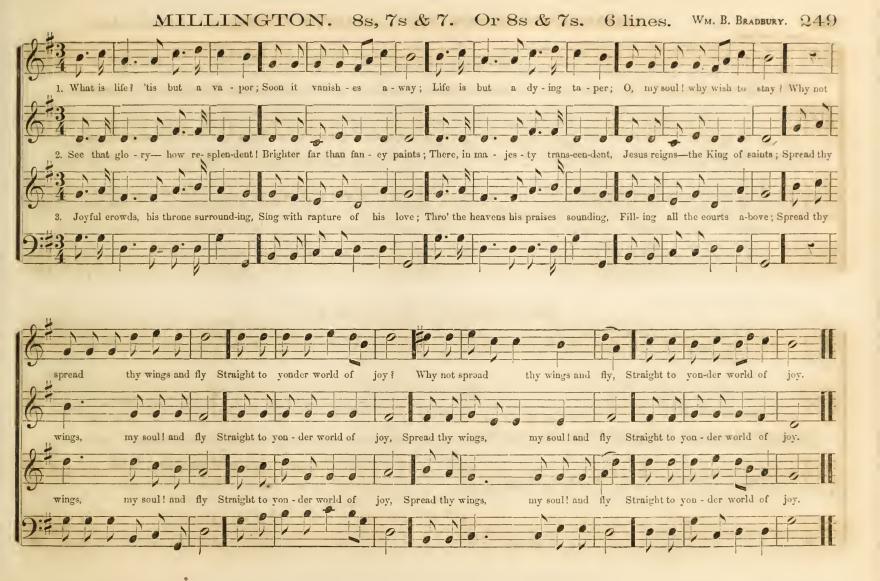




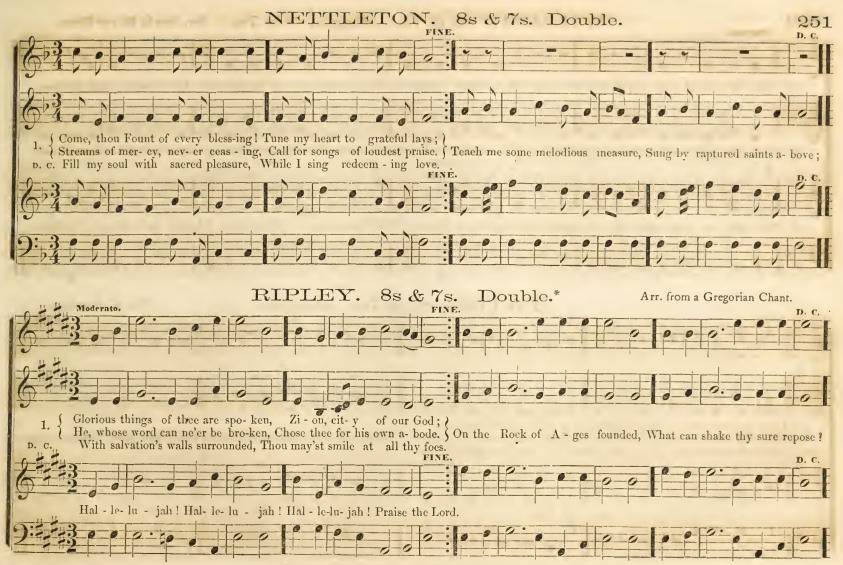












^{*} When sung to a single stanza, the Hallelujah may be added, to make out the tune.

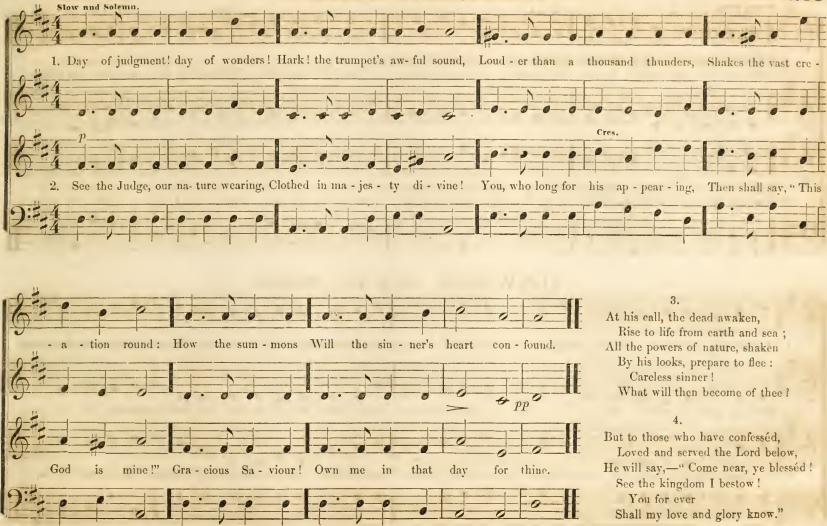








BREST. 88. 78 & 4.



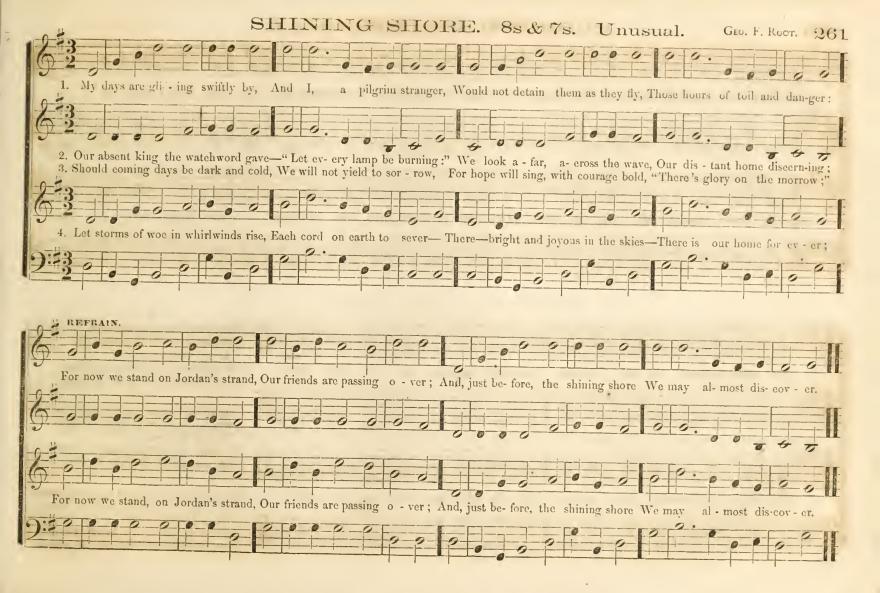


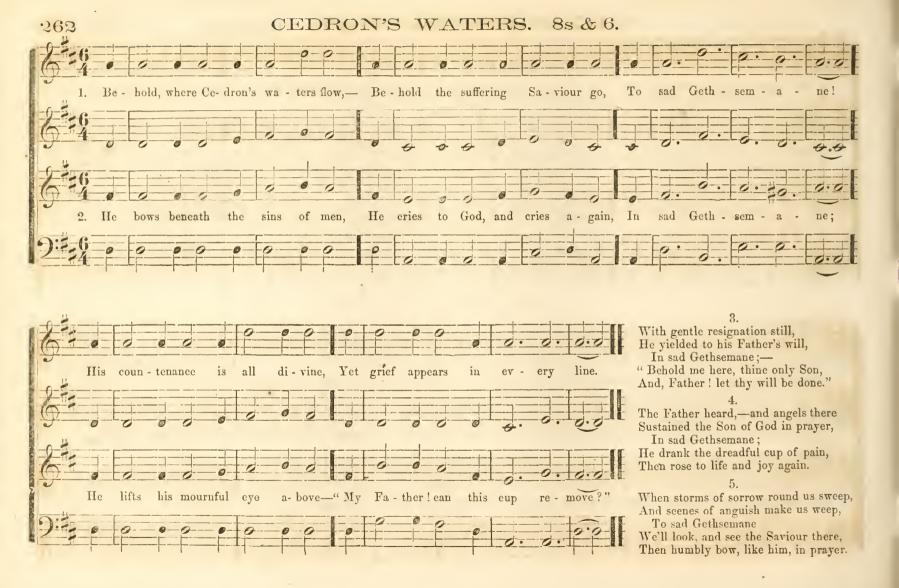
OLIPHANT. 8s. 7s & 4s. Arr. by Dr. L. MASON. 257 0 0 0 0 0 0 0 1. Guide me, O thou great Je - ho - vah! Pil-grim thro' this bar-ren land; I am weak, but thou art mighty; Hold me with thy 000 000 O - pen, Lord! the crys-tal foun-tain, Whenee the heal-ing wa - ters flow; Let the fi - cry, cloudy pil - lar Lead me all my 3. When I tread the verge of Jor-dan, Bid my anx-ious fears sub - side; Death of death, and hell's de-strue-tion ! Land me safe on 0000000 1 powerful hand: Bread of hea-ven! Bread of hea-ven! Feed me till I want no more, Feed me till I want no more. jour-ney thro': Strong De - liv-erer! Strong De - liv-erer! Be thou still my strength and shield, Be thou still my strength and shield. I will ev - er give to thee. Canaan's side: Songs of prais-es, Songs of prais-es, I will ev - er give to thee, . .







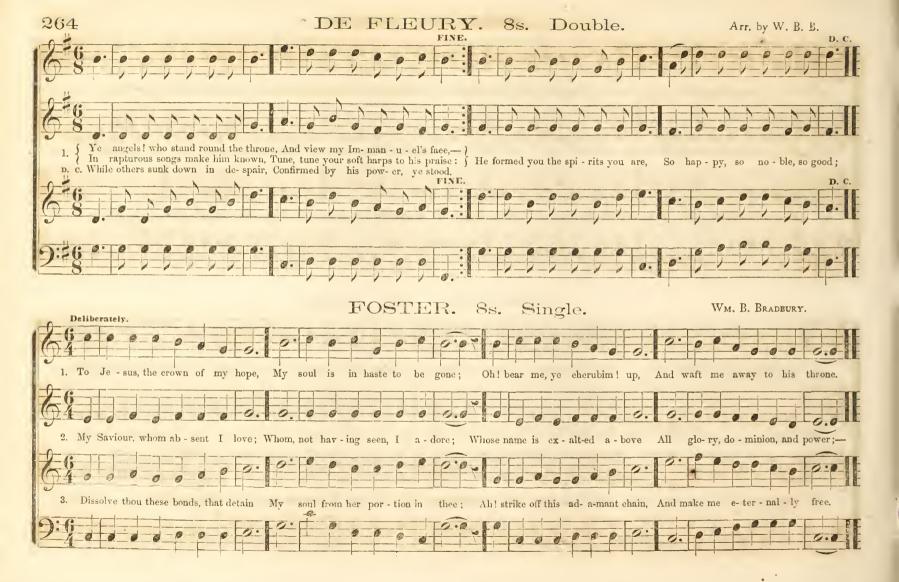




BRADY. 8s & 6s.



503

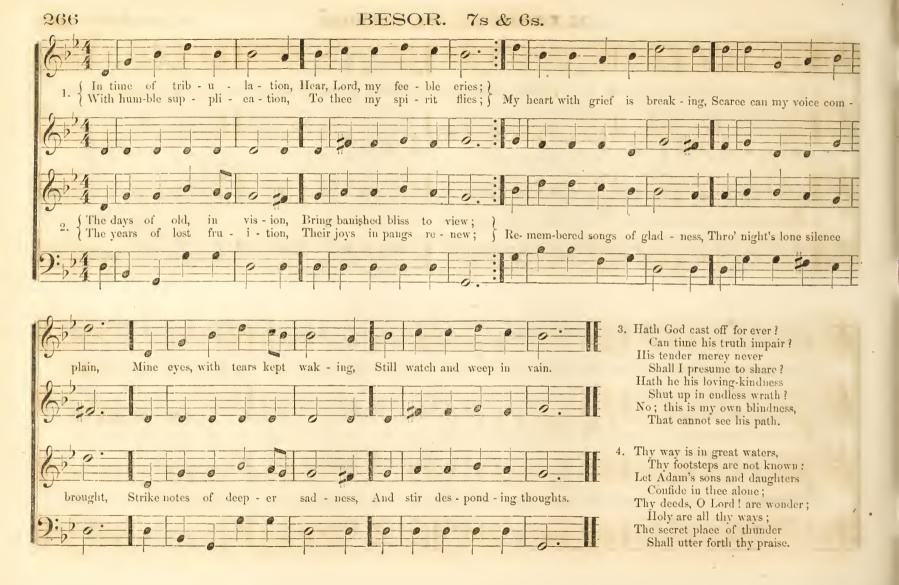


MADISON. 8s. Double.

Arr. from S. E. POND. 265



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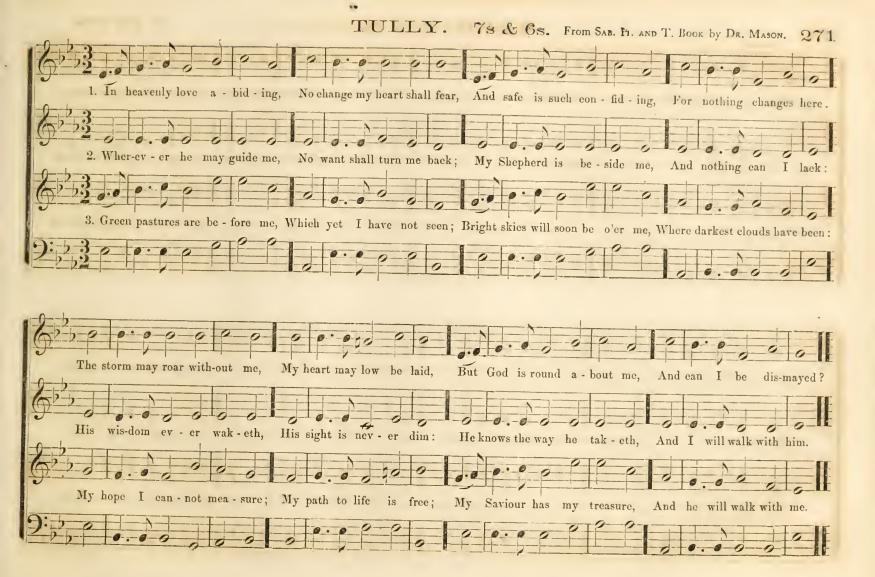


















OXFORD. 7s & 5s.



.275





3. Let music swell the breeze, And ring from all the trees Sweet freedom's song! Let mortal tongues awake; Let all that breathe partake; Let rocks their silence break,— The sound prolong!

Our fathers' God! to thee, Author of liberty, To thee we sing: Long may our land be bright With freedom's holy light; Protect us by thy might, Great God, our King!

^{4.}

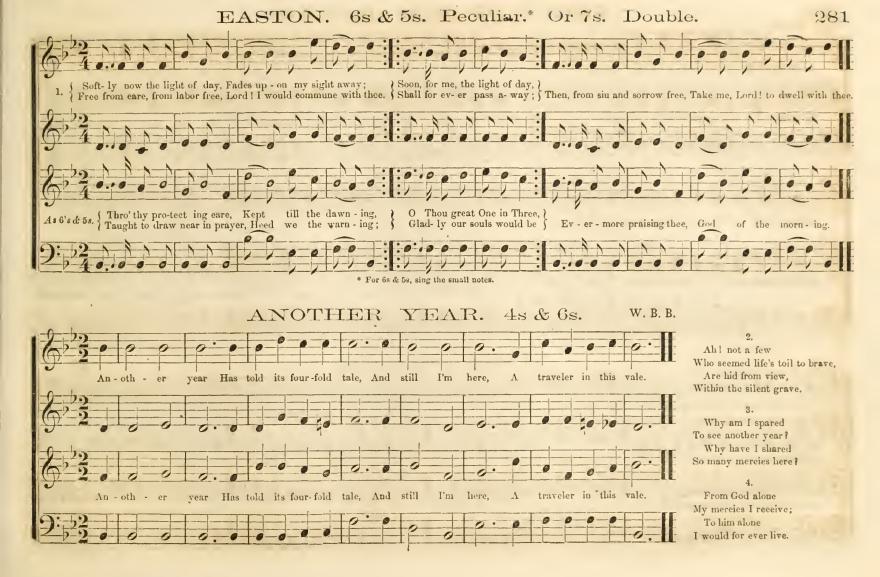






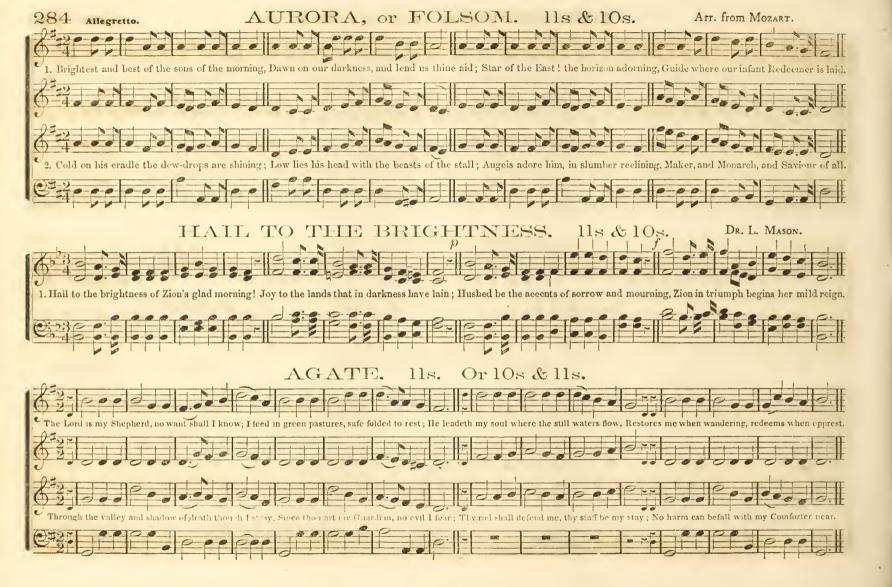


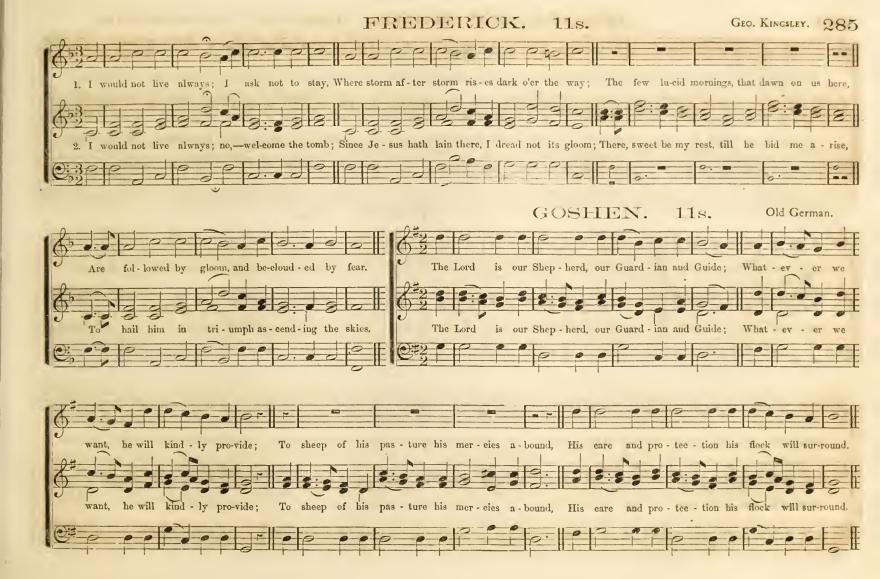
Norz-The hymns, " Rejoice in the Lord," "Come, let us ascend," "How happy are they," and others of similar meter may be sung to this tune.





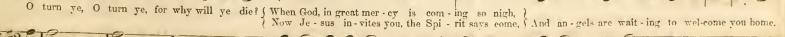


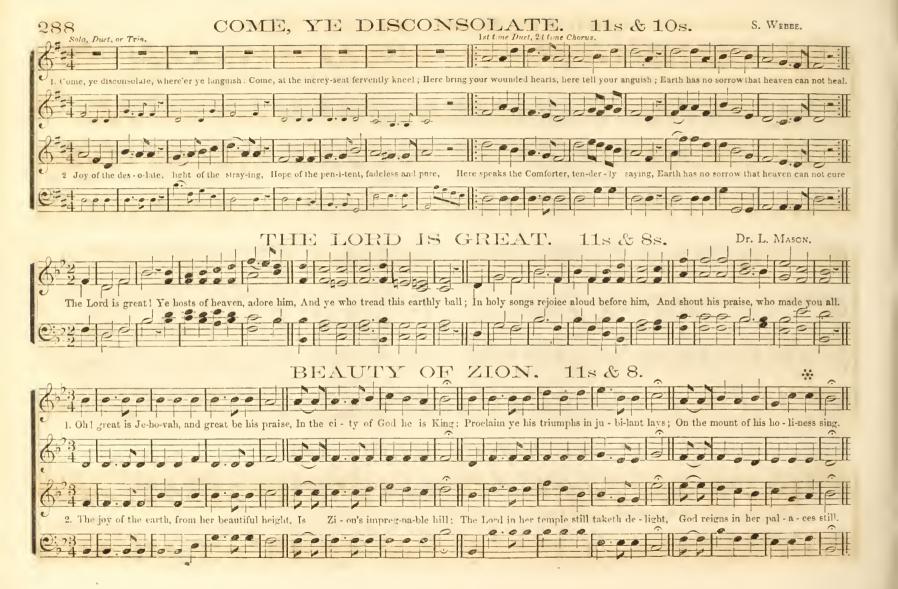


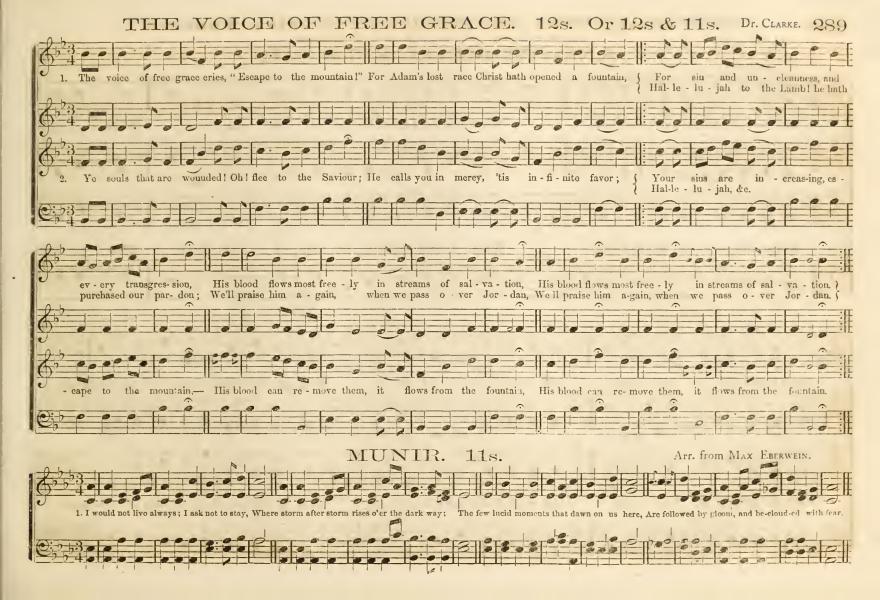












OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

AND YE SHALL SEEK ME.

and a set of the the the set of t



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



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OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP

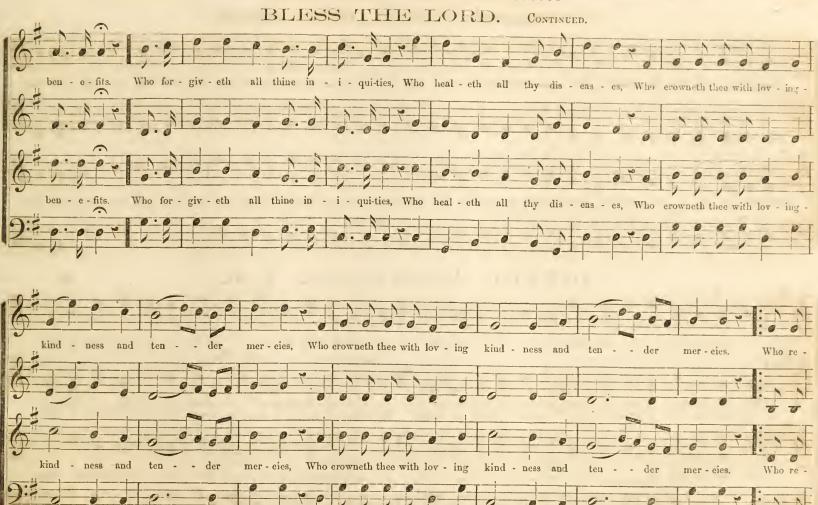


OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

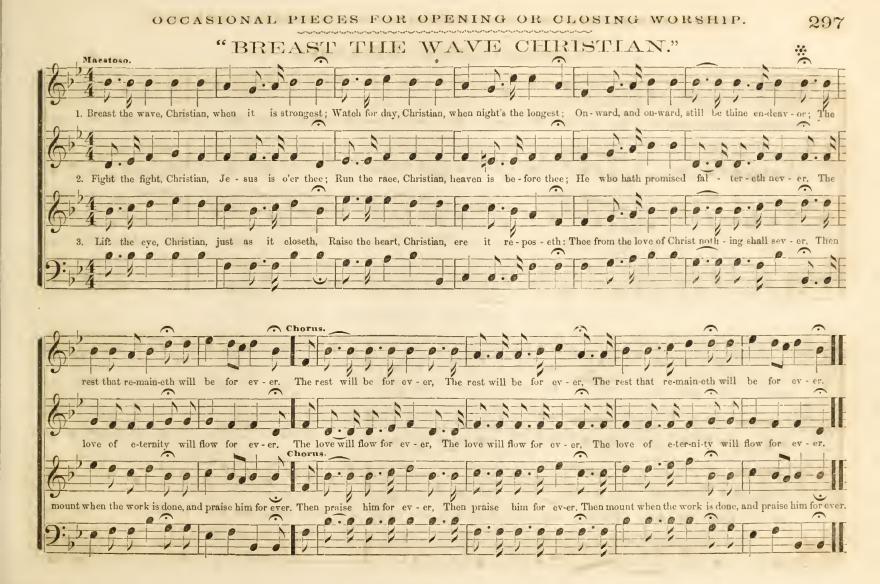
 $= \sum_{i=1}^{n} \sum_{j=1}^{n} \sum_{i=1}^{n} \sum_{j=1}^{n} \sum_{j=1}^{n} \sum_{j=1}^{n} \sum_{j=1}^{n} \sum_{j=1}^{n} \sum_{i=1}^{n} \sum_{j=1}^{n} \sum_$



295

OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP,







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OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



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OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

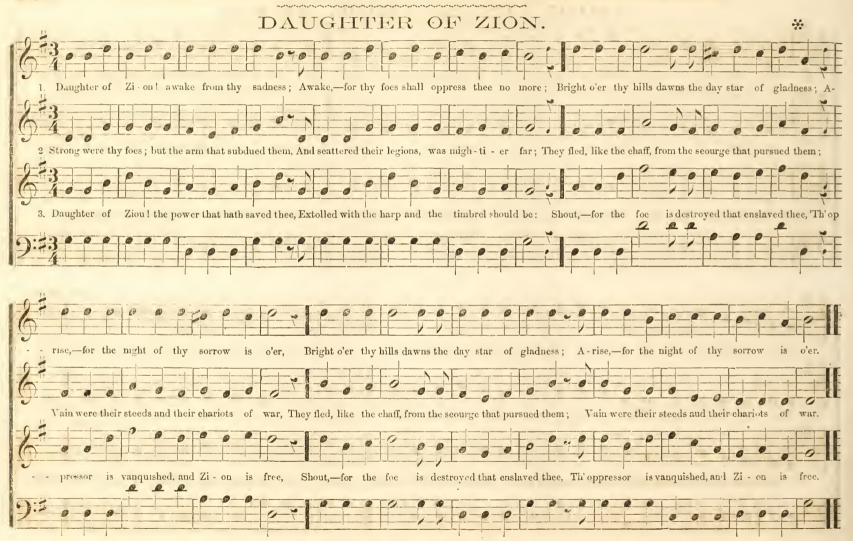
CALVARY'S MOUNTAIN.



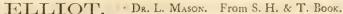
OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP. 301 _____ MY PEOPLE. Anthem and Chant. COMFORT YE W. B. B. CHORUS. -------2-15 Comfort ye my people, Comfort ye my peo-ple, Comfort ye my people, Saith your God. Comfort ye my people, Comfort ye my people, Comfort ye my people, Saith your God. Comfort ye my people, Saith your God. Comfort ye, Comfort ye, Comfort ye my peo-ple, Saith your God. Comfort ye, Comfort ye, CHANT. 1. Speak ye comfortably And cry unto her that her ... complished, Je - 1 - rusalem, war fare to is ae wilderness, Lord. 2. The voice of him that crieth in the Pre - - pare ve the way of the And every mountain and.... bill. shall 3. Every valley shall be ex -- alted, be made low: re - | · vealed, 4. And the glory of the Lord shall ... And all flesh shall to - | - gether: be see 2 2 20iquity For she hath received of the Lord's hand . ! double for That her in pardoned: all her sins. is straight God. Cho. "Comfort ye." in the high for Make desert A Way our plac - es And the erooked..... shall be made straight, rough plain. And the For the mouth of the .. | Lord hath spok it. Cho. "Comfort ye." hath spoken it, The mouth of the..... Lord - en 0 0

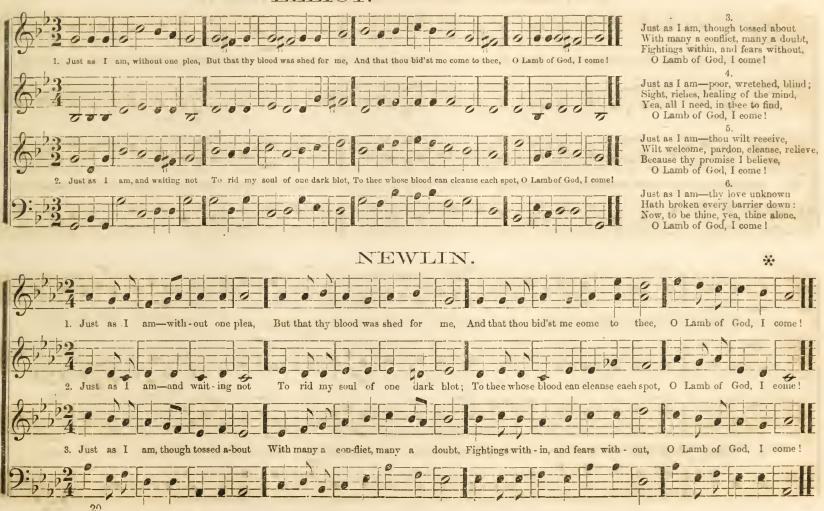






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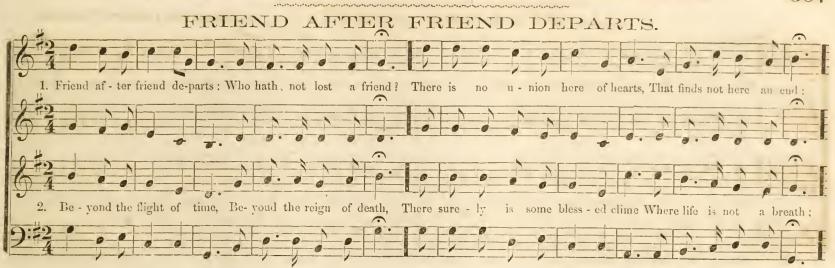


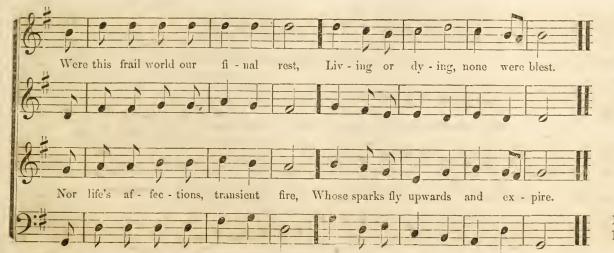
OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

EVENING OFFERING. 8s, 7s & 7s.

المريحين بالمريحين والمريحين والمريحين والمريحة ويتحمونا فوالا مريحة والممواد فوادي والمروحة والمريحة والمريحة





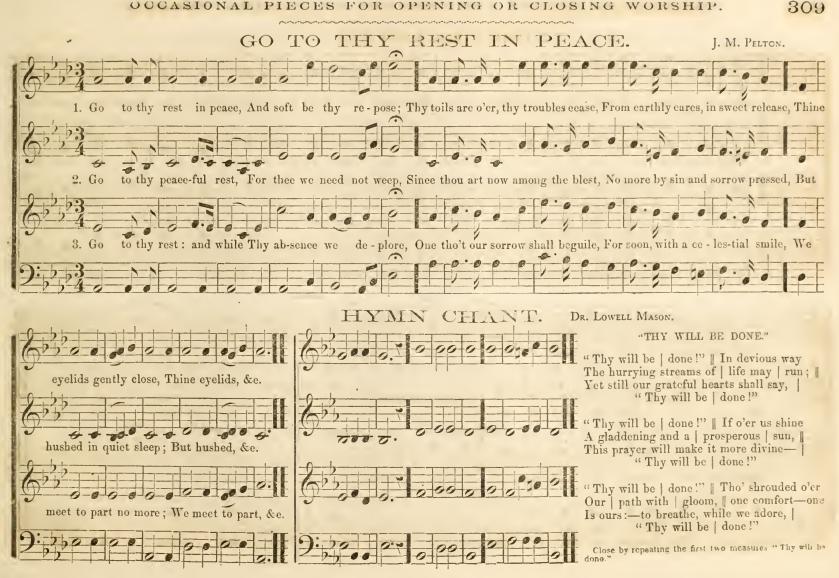


3. There is a world above, Where parting is unknown; A long eternity of love, Formed for the good alone; And faith beholds the dying here, Translated to that glorious sphere.

4.

Thus star by star declines, Till all have passed away; As morning high and higher shines, To pure and perfect day; Nor sink those stars in empty night, But hide themselves in heaven's ownlight.

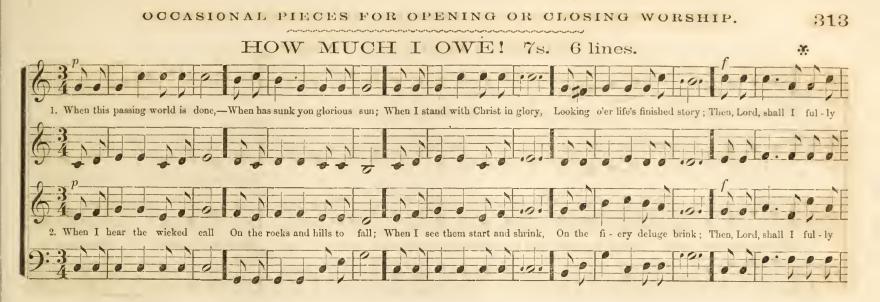






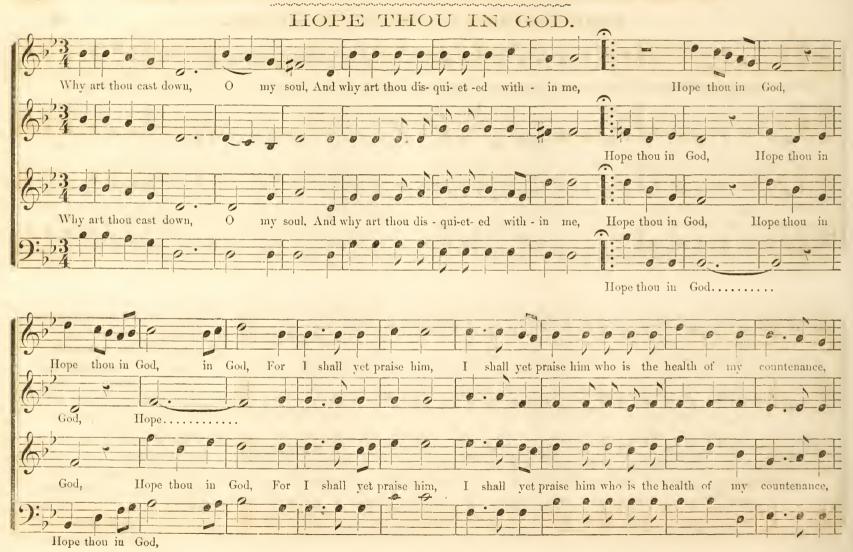








- 3. When I stand before the throne, Clothed in beauty not my own; When I see thee as thou art, Love thee with unsinning heart; Then, Lord, shall I fully know— Not till then—how much I owe!
- 4. When the praise of heaven I hear, Loud as thunders to the ear, Loud as many waters' noise, Sweet as harp's melodious voice, Then, Lord, shall I fully know— Not till then—how much I owe !



HOPE THOU IN GOD. Concluded.

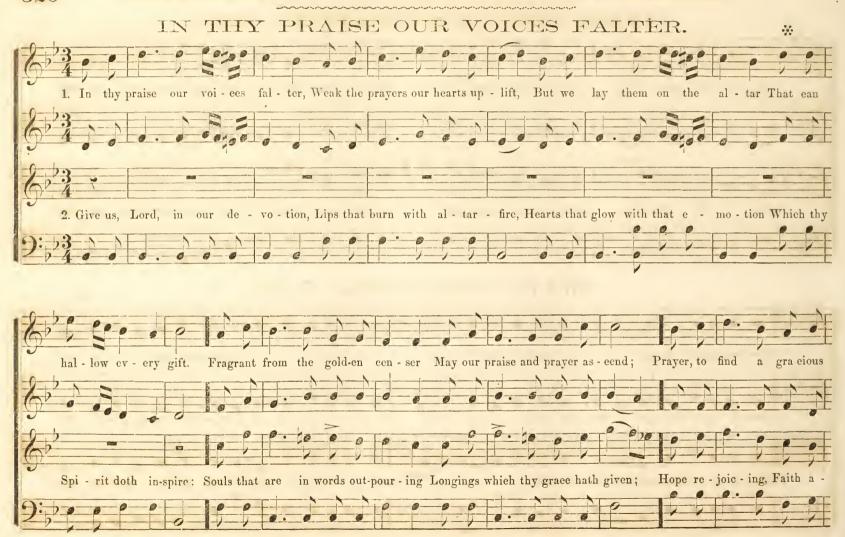










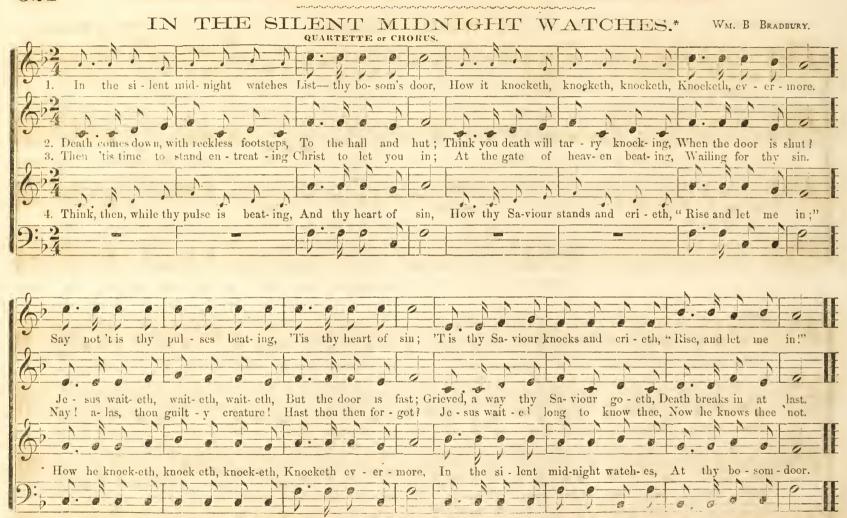




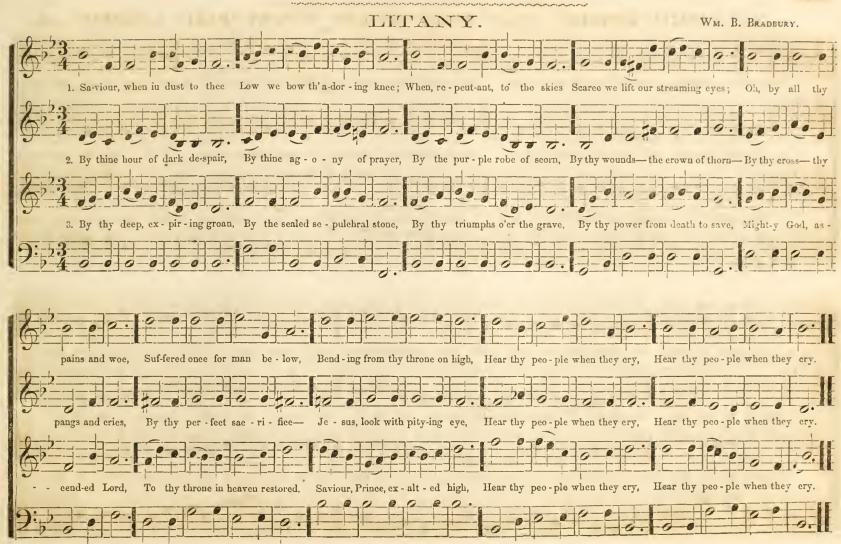


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* From ORIOLA, a new Hymn and Tune Book for Sabbath Schools.

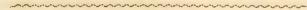


















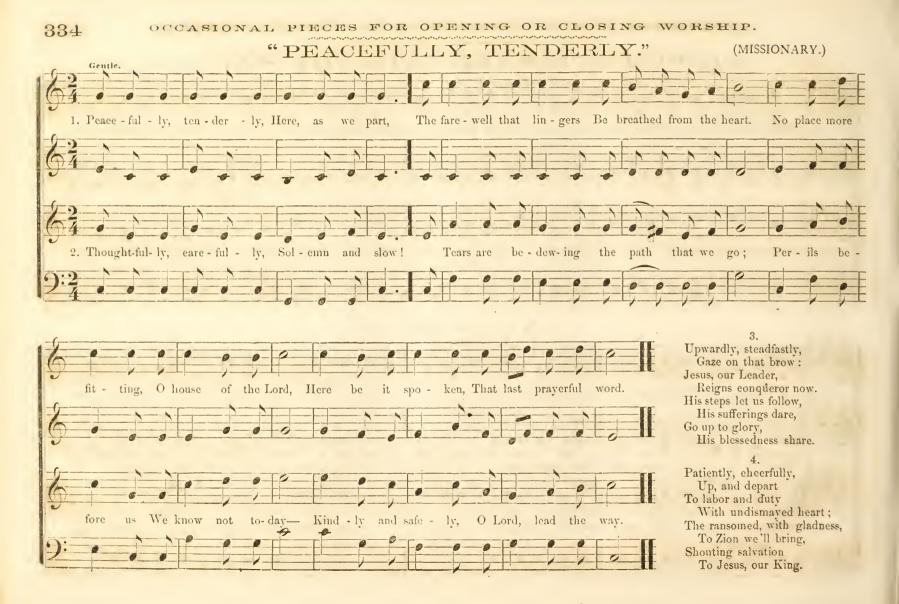
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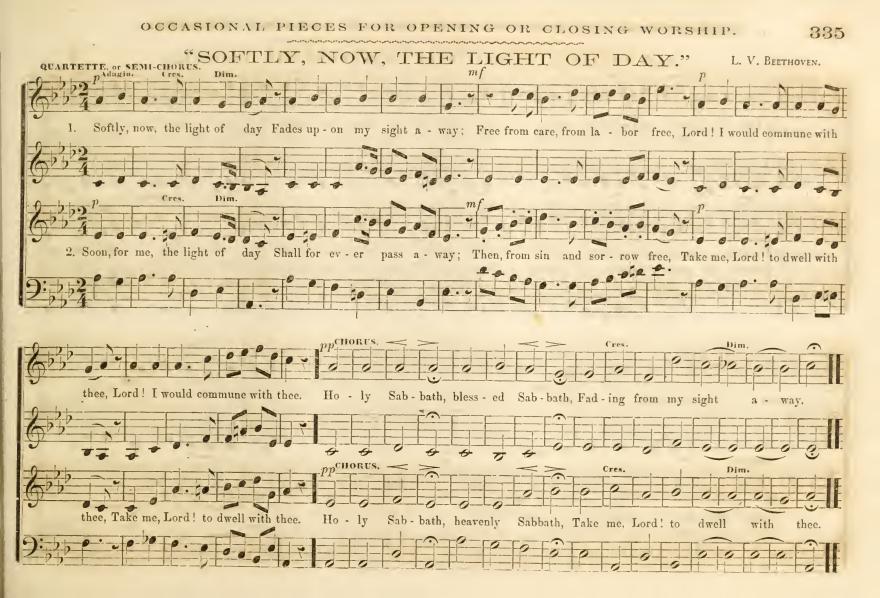


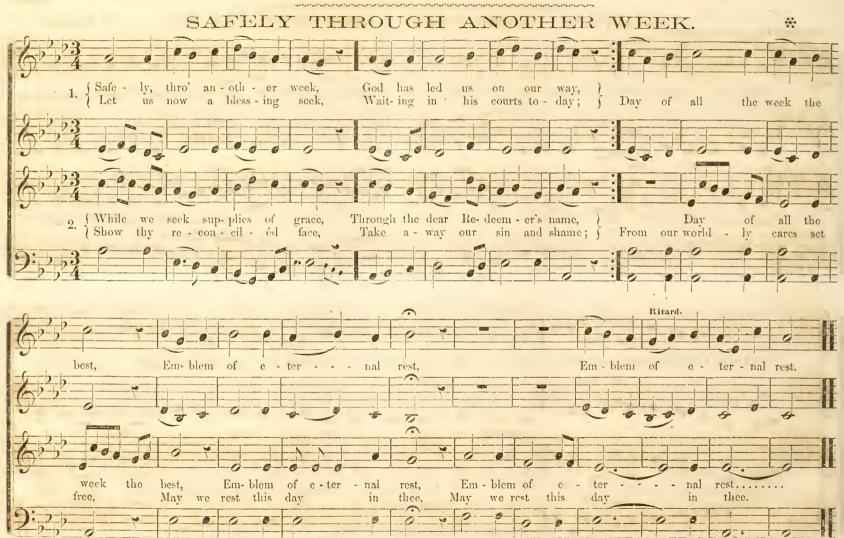


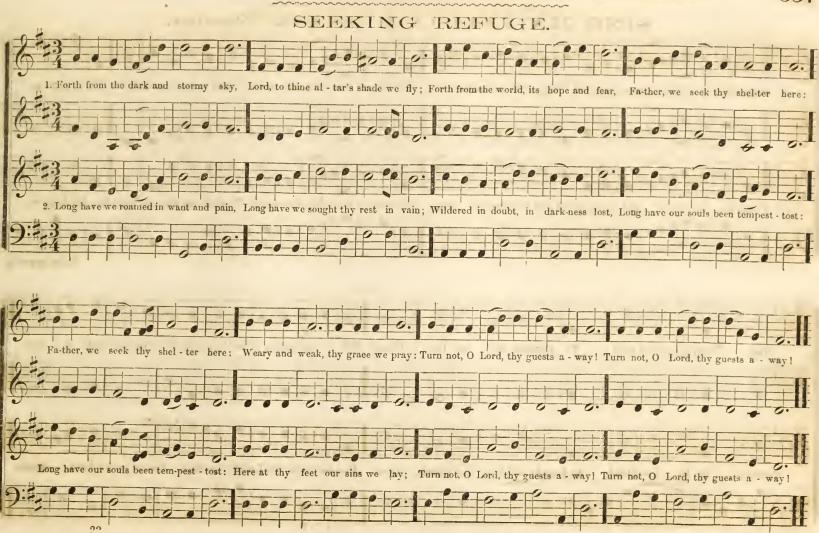
OCCASIONAL PIECES

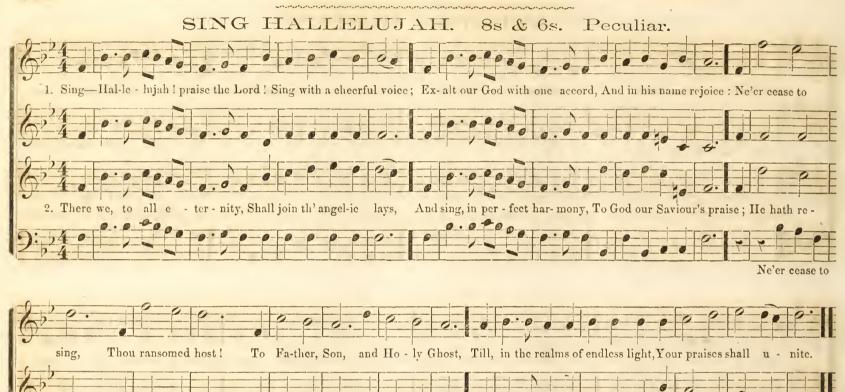
















* Dying charge of REV. DUDLET A. TYNG.



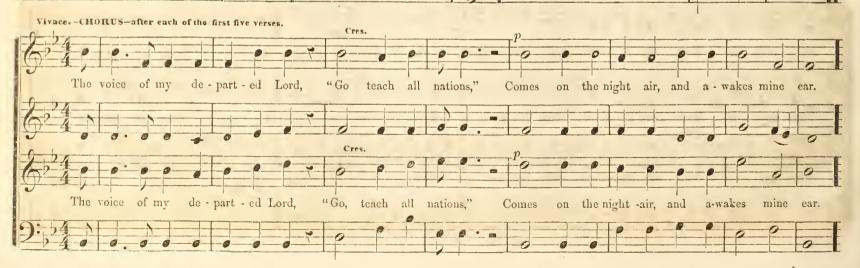
* Small notes to be used in 2d and 3d stanzas.

OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



THE MISSIONARY'S CALL.

Words Arranged from Rev. N	y Edward How	e, Jr.				
9	0		0	8	8 19	- 0
 My soul is not at rest. There comes a strange and scerct whisper to my? Why live I here? The vows of God are	on me go ! earthly lot last	<pre>} and I may not stop to play { } with shadows, or pluck earthly { } Units and indication in the state of the state of</pre>	flowers hopes, eup, shade,	that tells me I am on en till I my work have done, and and every tie that binds my heart to { I only pray, "God make me holy, } and my spirit nerve for the stern } it will be sweet that I have toiled for	rendered up ac- thee,my hourof other worlds {	eount. eount ry ! strife ! this.
9:	me,	should ever reach that blessed	shore,	O how this heart will glow with	grat - itude and	love







OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

PILGRIM PATH H F)



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

"THE SHADOW OF THY WINGS."

at had he what had had he what had he at he should be at he at he at he at



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP



OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.

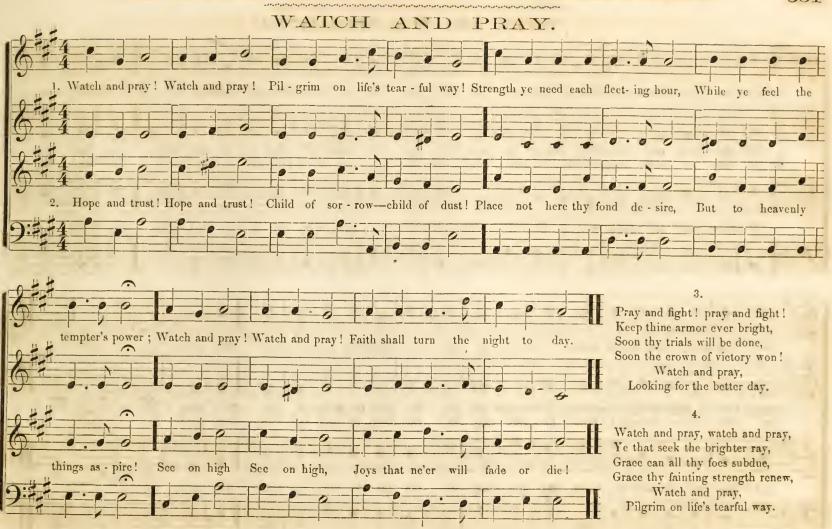


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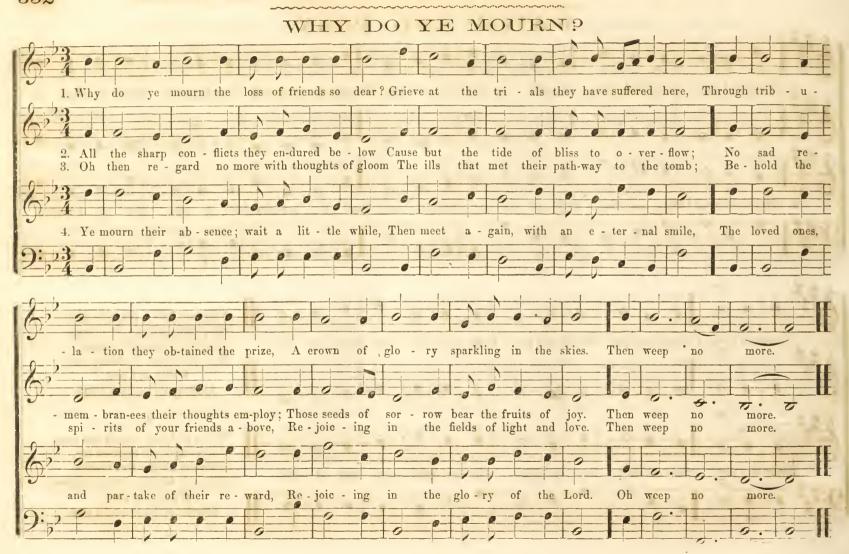




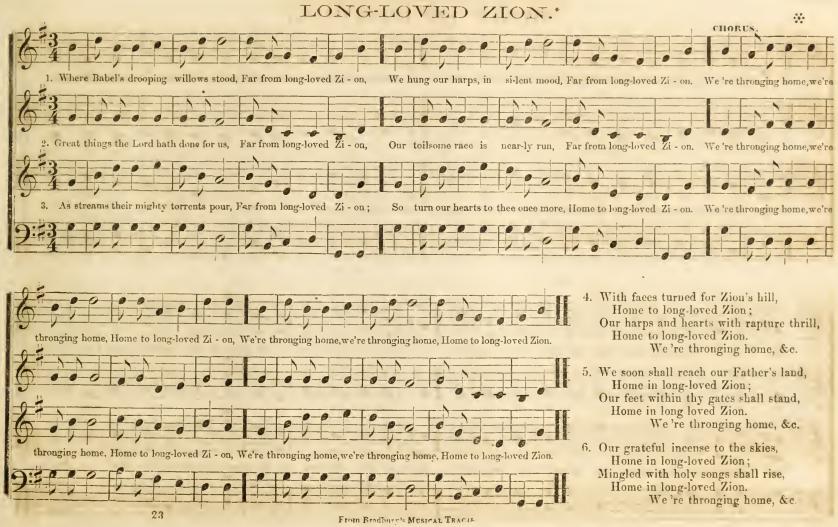
OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP.



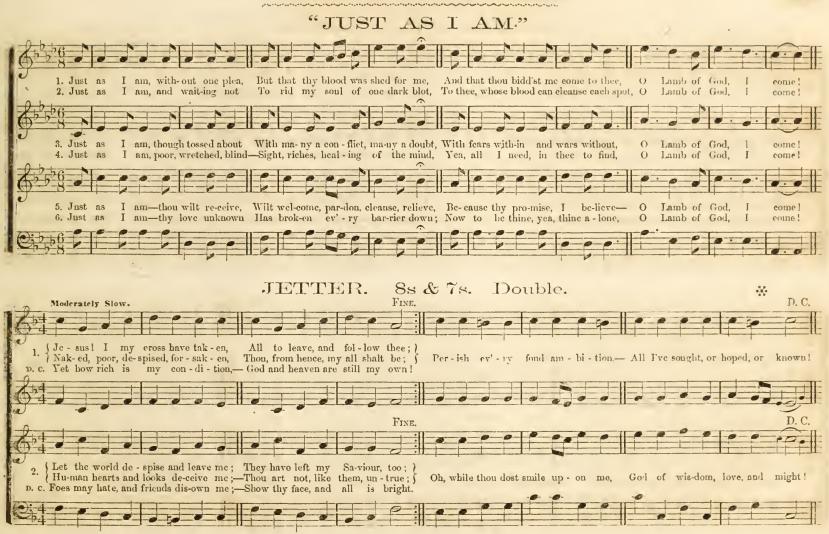
OCCASIONAL PIECES FOR OPENING OR CLOSING WORSHIP



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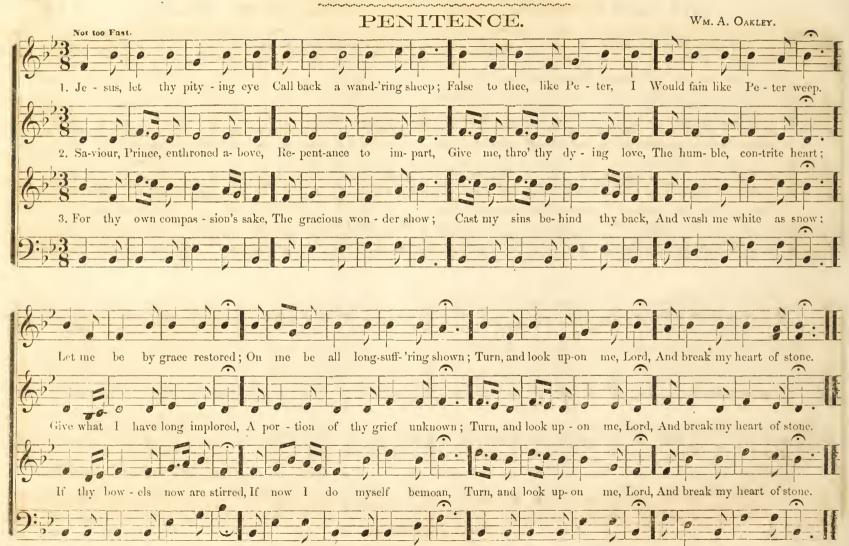


والمرجع والمرجع والمحمد فيحا والمحمد فيحافيه فيحافيه فيحافيه فيحافيه فيحافيه فيحافيه فيحم وفورا فيحمر فلوج والمرجع والاراح والاراح

LONELY TRAVELER.

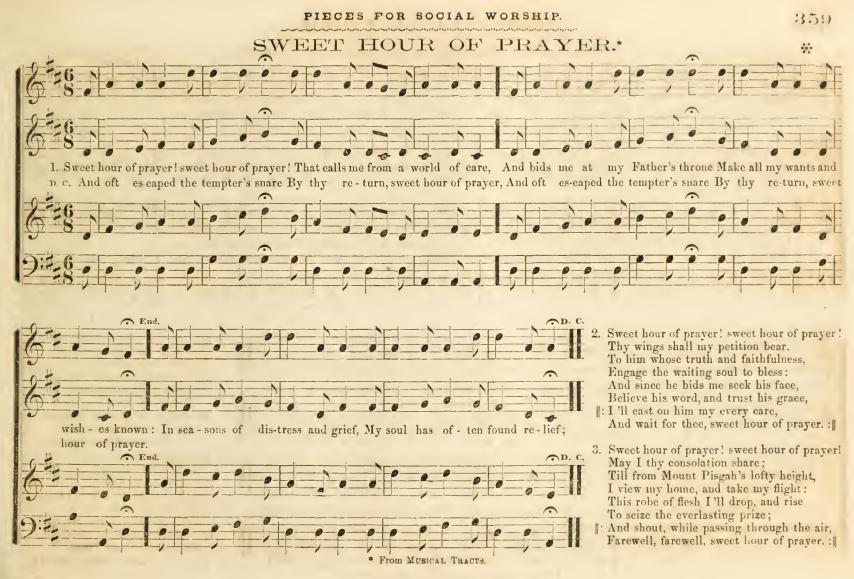






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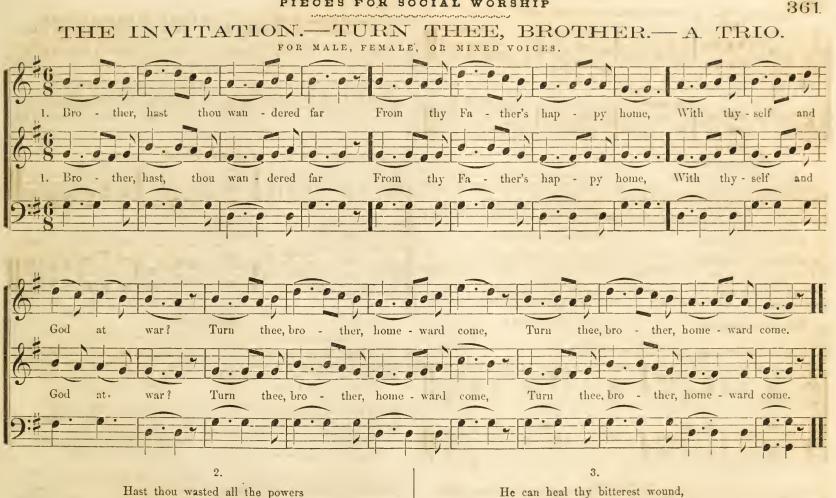
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^{*} From COTTAGE MELODIES and MUSICAL TRACTS.



God for noble uses gave? Squandered lifes' most golden hours? Turn thee, brother; God can save.

He thy gentlest prayer can hear; Seek him, for he may be found; Call upon him; he is near.







	Abba	238	Benevento	217	Cbristmas	88	Evan	97	Harwell.	247	Lenox	187	Newcourt.	1991	Pochestor	190
	A DDevyille.	- A E	Beulamin.	1:20	UITCIO.	2191	E.Vorta	208	linewich	185	1 OFOT	00	Marin Haman	6701	Deck of America	(100
	Achor	254	Besor	91515	Claremont	152	Evaland	157	Hastings	100	Tanlia	100	New Haven	440	ROCK OF AGes	230
	Adamla	71	Detel	0.41	(lamon Jour	001	134 61444	101	1140411130	104	Lieblic	104	NICHOIS	120		
	Adario	- 6.1	Betah	2-11	Clarendoll	001	Evelyn	222	Hauptmann	33	Life	167	Noel	45	Rolland	55
	Admah		Bethesda	180	Ularksville	184	Eve'g Expostulation.	329	Haverhill	160	Light	163	Northwood	931	Romaine	270
	Adra	3	Blendou	12	Claytonville	1550	Evening Psalm	99	Hawkes	955	Lintz	100	Votting Dill	101	Reachance	120
	Agate	180	Bloomfield Chant	13	Clifford	87	Evening Pressor	2010	Handu's Huma	OIK	1 1	100	Noteing mainteners	141	tomberg	130
-	A 2	1 47	Deenter	011	(laning Days	10	Evening Trayer	000	Hayda & Hymn	2.4.)	Lisbou	100	Nuremburg			
	A10	141	Boonton	211	Closing Day	18	Evening Ottering	300	Hazel Grove	104	Lischer	189			Rothwell	54
	Atthione	202	Boorman	151	Colchester	89	Evening Hymn	- 25	Ileath	105	Litchfield	112	Oak .	979	Rowlow	980
	Ajalon,	213	Bowdoin Square	75	Come, let us anew	303	Everest	98	Heather	225	Little Marlborough	100	Oatlanda	100	100 W ICJ	630
	Aletta	915	Bowen, (L. M.)	19:	Come ve disconsolate	288	Fynautulation	967	Honwoulw Home	1000	Later Starrootongo.	100	Oatlands	166		
	Alemandam	7.0	Dowen, (L. M	101	Come, ye disconsolate	200	Expositilation	431	Heavenry Home	230	Lottle	164	Oberlin	46	Sabbatb	234
	Alexander	12	Bowen, (H. M.)	191	Conger	219	Ezbon	99	Heber	105	Louvan	- 35	Old Hundred	45	Salome	56
	Alice	210	Boyle	152	Consecration	153			Hebron	33	Loving Kindness	37	Oliphant.	257	Saluda.	922
	AIvan	254	Boylston	152	Conway	89	Family Song	044	Helena	106	Lulu	169	Ollvet	972	Sanduck	174
	Alvord		Braden			-90	Family Song	244	Handon	99.1	Luthow	1.00	Olimia Davas	410	Saudabay	114
	Angenian	076	Bradford	73	()	91	Federal Street	27	AACIIGOIL	66.3	Luther	109	Onves Brow	40	Savannah	2953
	A 110110-06-00000000000000000000000000000	210		000	Coventry		Ferguson	158	Henry.	100	Luton	35	Olmutz	171	Schneider	174
	Ames	0	Brady	203	Cranbrook	124	Flora	100	Hereford, (C. M.)	107	Lyons	283	Olney	171	Scudo	130
	Amsterdam	273	Brainard	151	Creation	196	Folgom	001	Hereford, (S. M.)	161			Oporto	47	Seasons	8.7
	Anfield	216	Brattle Street	79	Cross and Crown	91	1018010	404	Hertonville	3.2	Madison	OCK	Orial	21	C-7-	175
	Another Year	281	Brayton	151	(Providen	nal		2%	11 mmb and	00	Madinula	200	Orlei	24	Self	115
	And and a collected and a set	HUL C	Draytou	101	Gioydon	32	Foster	264	Inngnam	33	Malone	200	Ortonville	121	Seymcur	57
	Antigua		Bremen		Cyprus	21	Fountain	100	Holhein	103	Malvern	- 39	Osgood	2:8	Shawmut	175
1	Antloch	73	Brentford	13			Freeland	101	Holley	226	Manepy	263	Otto	123	Shephard	5.8
	Anvern	7	Brest	255	Dallas	220	riceland	101	llome	254	Manly	1.00	()	170	oucprierd	170
	Appleton		Brewer			214	F rederick	255	II on a state of the	100		10.5	Owell	162	Snerman	140
			Del lassest	17	Dalstolloooooooo	48.4	Frey		rioneywen	102	Mano	114	Oxford	275	Shining Shore	261
	Arcadia	14	Bridgeport	15	Dan		Friburg	28	Hopkins	279	Manoah	- 39			Shirland	176
4	Arda	215	Brimley	14	Darling	66	Fulton	901	Horton	226	Mantua	279	D	40	Shoel	
1	Ariel	201	Brooklyn, (H. M.)	182	Darwell.	185	r unton	6 ÷ 1	Hotham	0.17	Marina	40	raer	48		
	Arlington	72	Brooklyn, (L. P. M.),	106	Davie	220			How calm and beau-		Manle-	40	Park Street	49	Shout of Joy	202
	1 === 0	077	Decompany (13. 2 , 14.),	130	Davib		Ganges	206							Shushan	59
	Arno		Broomsgrove	80	Dearborn	20		200	titul	212	Martyn.	231	Patmos	192	Sicily	253
			Brownell		Dedliam	93	Garland	29	llow much I owe	313	Mason's Chant.	113	D	140	Sldmonth	925
1	Asbur	- 8	Brown	80	De Fleury	264	Geneva	101	Howard	107	Mason's Chant Matthias	169	rassale	203	Clicem	101
1	Ashwell		Brownville		Delight	0.1	Gerar.	158	Hummal	100	Maysville	100	"Peace troubled			191
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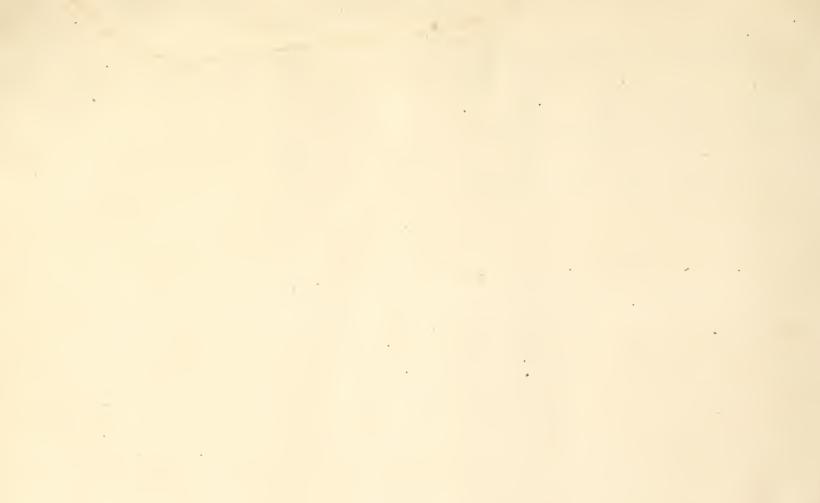
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