

## M U S I C

## FOR THE CHOIR, WE HOME CIRCLE, AND THE SINGING SCHOOL.

B Y I. B: W O B U R Y,
aUtedr of "the dulomier," "ctthara," "new lute of zioiv," " LIBER musicus," "SONG CROWN," "COTTAGE GLEES," "CUltivation oh the voice," etc.

REVISEDANDENLARGED
BY T. J. COOK.

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BOSTON: OLIVER DITSON \& CO. PHILADELPHIA: J. B. LIPPINCOTT \& CO. can not fail to comwithal adaptod to all The extensive and tins. While he thinks it quite as origimaram varneu author has endeavored to avoid monotony and common-pla to a pleasing simplicity-a style that seems particularly a odd hymns found hermerous hymn-books, deserve chorister. our Protestant churches. This important feature will be especially in the psalm tunes, as but few of them are so difucule that they may read at sight by ordinary choirs. Indeed, we have expended our best efforts on this part of our work, as we appreciate its paramount importance, and trust that many a heart may be led to praise God with greater ardor through its instrumentality. In the Singing-School Department, while we have not taken up so much room as essentially to

## PREFACE TO

Ir is pleasant to labor with tho: wis love, and if we can not have our dear friends by our side, what better substitute for their personal presence can there be, than something that their hands or minds originated-something of their own crcation-some fancy article, a piece of writing or a composition. By these we are continually reminded of the absent friends, and seem almost to enjoy their presence. And we value, still more highly, these souvenirs, if the absent one has gone to return no more-has gone to another and a better world. These thoughts have been suggested by my connection with the last important work given to the public by a dear friend with. whom I spent so many hours, and I may say years, of pleasant labor. He has been taken away from me, and from his legion of friends, and carried to his better home; and now we shall, more than ever, value and appreciate the results of his genius.

The Thanksgiving was Mr. Woodbury's last great work, and the pleasant task assigned me by the Publisher, of enlarging and improving the book, has surely been "labor of love."

## .

paper,
for the social circle, the concert room, and the student, finest gems published in the United States, which, in the original cost many times the price of this work.
in the various departments will be found a grate variety of pieces than as ever before been brought together in any one work, while the large type and fine號

## THEM EDITION.

The additions consist of a large number of Anthems, suitable for various occasions, variety of metrical tunes, and some enlargement of the Singing. School Department, comprising many valuable exercises from Bassini's celebrated work, "The Art of Singing," published by 0 . Ditson \& Co., of -Boston, who have kindly permitted their insertion in this work. We have endeavored to give only good music, and at the same time that which is not too difficult. The selections have been made with much care, and concerning my own compositions, I desire the public itself to "render a verdict." I send them forth to go for what they are worth, hoping that they may prove acceptable as an humbile beginning of my efforts in the vast field of labor which I see before me-the cause of Church-Music. That my efforts in this cause may be directed by Him who "doeth a] things well," and that I may learn properly to sing His praises here and teach others so to do, and that we may all unite in singing His praises hereafter, is my sincere

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one view all the notes used in common music, with their comparative time. They are called Double Bars. The dot after the half note, and tho lengths and particular names:

The double note (Breve) is equal to two whole notes.
The whole note (Semibreve), a represented by the figure 1,
is cqual to two half (Minim), represented by the figure 2,

thirty-two thirty-seconds (Demisemiquaver), represented by the figure 32,

T. What figure represents a whole note? $P$. Figure 1.
T. What a quarter note? P. Figure 4.
$T$. An cighth note? $P$, Figure 8, \&c. \&c.
T. If there are two half notes to a whole, how many quarters? $P$. Four, T. How many quarters to a half note? P. Two.
T. How many eighths to a quarter note? P. Two, \&c.

Nore--Many questions similar to the feregoing should be asked until the comparative length of the untes is fully understonod.
T. Now to see how well my instructions have been remembered, we will turn to different tunes, and put in practice what we have learned. Page 44, tune Peace-what kind of measure? $P$. Double.
T. How do you know? P. By the figure 2.
T. Why then has the first measure one half and two quarters? $P$. It is not necessary that there should be just two half notes in each measure, but only their value, and as two quarters are equal to one half, we see that the measure is right.
T. How is it that in the fourth measure we see but one half note? $P$. The two bars close together do not divide the time into measures, but simply designate the end of a line in poetry, having nothing to do with the
quarter note after the double bar, fill the measure, and make all equal to two halves,
T. In what kind of measure is the tune Mosticello, on the same page, written? P . In triple measure, and the value of three quarter notes fills each measure, as the lower figure indicates.
Note.-Examinc as above Woodworth, Watts, and Oberlin, p. 45 ; also other tunes, as time will permit.
Here is a simple melody which may be practiced by rote at any time during the lesson even as a first exercise. It should be sung many times during the evening, and succeeding lessons, first by the teacher and then by the class.

No. 1. Oh, cone, come away: Part Song.

2. From toil, and the cares, on which the day is clos-ing, The lour of eve Brings
3. The bright day is gone, the moon and stars ap-pear- ing, With sil- ver light II :

while for-bear, 0 , come, come a-way. Come, come, our so-cial joys re-new. And sweet reprieve, $O$, come, come $a$ - way. Oh, come where love will smile on thee, And - lume the night, $O$, come, come a-way. Come, join your prayers with ours, pddress Kind

there where trust and fricndslip grew, Let true hearts welcome you, 0 , come, come away. round its hearth will gladness be, And time fly mer-ri - ly, O, come, come a - may, beaven our peaceful home to bless With health, hopc. happiness, O, come, come a - way,


SECOND EVENING.
Note.-Every eveuing, after the first, should commence with a review of all previous instructions, something as follows:

Teacher. How many varieties of measure have we? Pupil. Four; viz. double, triple, quadruple, and sextuple.
$T$. What is "beating time ?" $P$. A motion of the hand to regulate the time of the notes.
$T$. How many beats has double measure? $P$. Two.
T. Triple? $P$. Three.
T. Quadruple? P. Four.
T. Sextuple? P. Six.
T. What characters represent the length of sounds? $P$. Ňutes.
T. Name the notes. $P$. Whole notes, half notes, quarter notes, and eighth nơtes.
$T$. Compare the relative value of notes. $P$. Two halves are equal to one whole; four quarters are equal to one whole; eight eighths are equal to one whole, or four quarters, or two halves, \&c. \&c.
T. We now proceed to another subject, viz.: high and low sounds, or melody; for no piece of music can be melodious, if it has not sounds differing in pitch from each other. Sing la as I do, viz. : $Q_{a}$

Note.-The pupils imitate him, and the teacher sings $l_{l a} Q_{0}$, the pupils doing the same, until the full diatonic has been presesented; thus,
T. How docs it determine the pitch of sounds? $P$. By the position of the notes, higher and lower on the staff.
T. How may we write more than nine notes on the staff? $P$. Added lines may be used to any extent required; thus,

T. The series of eight notes we have been singing is termed the Diatonic Scale, and is written on the staff, thus,
7. How many Clefs have we in common use? $P$. Two; Treble or $G$ clef, and Base or F clef.
T. Where is' the G clef written? . P. On the second line; and it determines where one of the scale is written; thus,
$T$. What do you means by one of the scale? $P$. The lowest sound; for the different sounds of the scale are denoted by numerals, letters, and syl. lables; thus,


Note. The teacher now requires the pupil to commit to memory the syllables, letters, and numerals; and that the mind may not be confused, the lesson may terminate here, strongly urging the class to study at home the scale, letters, and syllables.

No. 1. Sing the following exercises.


In a very short time the whole class will sing it correctly, ascending and descending. This should be practiced faithfully, until it can be done correctly and readily.
T. Five lines with their spaces, thus,
is termed a Staff, or stave. Each line or space is termed a degree. How many degrees have we then? $P$. Nine; as there are five lines and four spaçes.

Notr.-The teacher points to the staff, and "equires the pupils to name the degrees.
T. What is the use of the staff? P. It determines the pitch of sounds.

1

No. 2.

## 43 (1)



No. 8.
委4.

No. 1.



Note.-Tunes may not be examined somewhat after the following manner:
$T$. Page 42, Swenson. What kind of measure? P. Quadruple.
$T$. How do you know? $P$. By the figure.
$T$. The value of what one note comes to a beat? P. A quarter.
$T$. How do you know? $P$. By the lower figure.
$T$. There are four staves to the tune; what numeral, letter, and syllable to the upper staff? $P$. Five, $G$, Sol.
$T$. What to the first note of next staff? \&c.
Note.-We again repeat, that too much pains can not be taken to acquire one thing at a time thoroughly. At least a half an hour, during each lesson, should be spent in reviewing.

FAMILIAR MELODY FOR PRACTICE BY ROTE
No. 5. Auld Lang Syne.


1. Should auld acquaintance be for-got, Ami nev-er brought to mind I Should 2. We twa ha'e paidlet i' the burn. Frae morning sun till dire: But
2. And there's a hand, my trust - y feire, And gie's a hand o' thine; Aud we'll

auld acquaintance be forgot, And days o' auld lang syne ? For auld lang syue, my dear, For seas between us braid ha'e roared,Sin' auld lang syne. For auld lany syne, my dear, For take a right gude willie waught, For auld lang syne. For auld lang syne, my dear, For

auld lang syne, We'll take a cup of kind-ness yet, For auld lang syne. auld lang syne, But seas between us braid ha'e roared, Sin' auld lang syne. auld lang syne, And we'll take a right gude willie waught, For auld lang syne.


Notr. In addition to these familiar melodies, such tunes as Old Hundred, Duer Street, Siloam, \&c., may be used as rote practice, at different times during the lesson.

## THIRD EVENING.

Teacher. What were the principal things learned in the first lesson? Pupil. The kind of mcasurc, kind of notes, beating time, bars, measures, \&c.
T. How many sounds have we to the diatonic scale? P. Eight.*
T. How many letters? P. Seven; viz. : the first seven letters of the alpiabet.
7. What letter to the first line below the staff? P. C.
T. What letter to the first space below? $P$. D.
$T$. What to the second line of staff? $P \cdot G \& \in$
2. What determines where one is written? $P$. The clef.
7. How many clefs in eommon use? $P^{P}$. Base or F elef, and Treble or G clef.
T. What character determines the pitch of sounds? $P$. The staff. $\dagger$
T. How many degrecs to the staff? $P$. Nine degrees; as there are five lines and four spaces, each line or space being termed a degree.
T. If more degrees are wanted, how are they procured? $P$. By adding lines above and below to any extent required.
Nore.-The teacher may carry the review still further, by turning to tunes as heretofore.
T. As has already been shown, we can have different kinds of notes in the same measure. Here are a few examples


[^0]T? Here we have some exercises, which we will first practice with tine syllables, and then with the words.

No. $\ddagger$.


No. 6.


Bright hopenow cheers us with music and song, 0 may we in harmony nev-er be mrong.
$T$. What is the last charaeter in eaeh of the above examples? I. A Close ; and it shows the end of a pieee of music.
$T$. What is the curved line under the last two notes called? I. A Slur ; and it shows that two or more notes may be sung to one word.
$T$. We will now sing some exereises, commencing on different degrees of the scale.

No. 7 .


No. 8.


## No. 9.



No. 10.



For midst the pomp that cir - cled me, I still should be for-lorn;
T. If you observe elosely, you will perceive that you naturally sing some notes louder than others. This is called Accent, and it adds greatly to the expression or effect of a piece of music. Where does the accent occur in double measure? $P$. At the down beat, or first note.
T. Does this rule invariably hold good? $P$. No; when words are used they govern the accent, for the accent of the music must agree with that of the words.
T. Why, then, do we teach that the first beat in double measure should be accented? $P$. Because there must be some general rule; this also will usually apply in plain musie, as in Oid Hundred, Dundee, \&e.
$T$. Where is the aecent in quadruple measure? $P$. On the first and third beats.
2. Where in triple measure? $P$. First beat.
T. Where in sextuple? $T$. First and fourth beats.
$T$. Are these rules subjeet to exceptions? $P$. They are all subject to variations to suit the accent of the words.
Nore.-Let the class sing the scale in all the varieties of measure, accenting as above directed:

## MELODY FOR PRACTICE.

No. 11. The Spot wherie I was born.


1. $\{$ have wandered on thro' maby a clime, Where flowers of beauty grew;
2. $\left\{\begin{array}{l}\text { Where all was bliss-ful to the heart, And love-ly to the ... view }\end{array}\right.$ b. c. But none appeared so sweet to me As the spot where I was . . . . born.
3. $\{$ I have wandered on thro' many a clime, And gazed on palace walls;
4. $\{$ Yet nev-er wished that step of mine, Should tread those stately . . . halls D. c. Give mc, give me the low-liest cot. The spot where I was.... borm.



Note--Sing also old tunes, such as China, page 87; Peterborovar, page 100 ; Coronation, page 112, \&c.
$\%$

## FOURTH EVENING.

Note.-Review as in preceding lessons.
Teacher. What other elef have we besides the G clef? Pupil. The Base or F Clef.
$T$. What is the use of clefs? $P$. They determine the letters on the staff, also, to some extent, the piteh of sounds, and the parts which the male or female voices are to sing.
T. What do you mean by the different parts? P. There are generally four staves to each tune, and on each of these staves is written a part, which particular voices are to sing.
T. What names are given to these different parts? $P$. Base, which is the lower staff; Soprano or Treble, whieh is the next staff; Allo, the next or third staff from the bottom; and Tenor, which is the highest staff.
$T$. What distinguishes the different voices from each other? $P$. Their piteh; as the lowest male voices sing base ; the lighest male voices, Teior; the highest female voiees, Soprano; and the lowest female voiees, Alto.
T. Is the musie for each different part always written alone on the staff; $\quad$. Not always; but sometimes two parts are written on one staff, as in most of the epper tunes on each page in this book.

7? Why unt write each part separately, as in the two lower tunes of each page: $?$. Beeause there mould not be room for three tunes on a page; besides, after a little practiee, it is just as easy to read the musie; for the Base is always the lowest, and the Tenor the highest on the first staff; the Alto is lowest, and Soprano the highest on the upper staff.
T. Have we had any practice with the Base clef? $P$. No; the letters and scale are not placed the same as in the $G$ clef, but stand thus:


Note.-Sing the scale with the numerals, letters, and syllables, in all the varieties of measure, being careful to accent correctly.
T. Where is one of the scale written with the base clef? $P$. On the second space.
T. Where is one with the $G$ clef? $P$. On first line below.
T. As the $\mathbf{F}$ clef is used only for male voices, is it necessary for females to learn the scale with this clef? $P$. Not absolutely so; but it will be useful for ladies as well as gentlemen to be able to read music written on the base clef.
T. What clefs are used for Tenor voices? $P$. The base, and $G$ clef also; in foreign music the C clef; thus, $\overline{\hat{C}}$; which, however, is so seldom used that it does not require an explayation here.
T. How many sounds has the diatonic scale? $I$. Seven; the eighth being but a duplicate of the first.
T. What is each space from one sound to another called? $P$. An Interval.*
T. What is the interval from one to two called? $P$. A major second.
T. What is the interval from two to three? $P$. A major second.
T. From three to four? $P$. A minor, or smaller second, the distance being but one half as great as the major second.

7: What is the interval from four to five? $P$. A major second.
$T$. From five to six? P. A major second.
T. From six to seven? $P$. A major second.
T. From seven to eight? $P$. A minor second.
$T$. How many major seconds in the scale? $P$. Five.
T. How many minor? P. Two.

Notr.-The order of intervals is the same in descending as in ascending.

* Caliedily some " wholc tones," "half tones," and "stepp," de.



## No. 1 .


mi-nor second; Four, five, ma-jor second; Five, six, ma-jor second;


Norz. -The pupil should commit the order of intervals very faithfully to memory, also the letters in both clefs, if not learned before arriving here.

Remark.-The terms whole and half tones are deservedly discontinued by many of our best teachers, and the more correct terms of major and minor seconds substituted. A whole tone is a sound, and not an interval or distance from one sound to another.

No. 2. Exercises iv the Base Clef.


No. 3. Exercises for Two Parts-Base and Soprano.


Note.-Sing the base of Westport, page 50, first tro lines; also first line of Beames, page 146-questioning the class in regard to evcry thing they have been taught.
T. What character is introduced in the last exercise? P. A Brace; and it shows how many parts are to be sung together.
T. How many parts does the above brace include? $P$. Two.

Norm.-Practice old tunes and the following melody :

No. 4. Here under the leafy Greenwood Tree. Part Song.


1. $\{$ Here un-der the leaf - $y$ greeu-wood tree, I pass the noon-tide hour,
2. $\{$ And hap-pi-er far am I than he who seeks but the court-ly bower:
3. $\{$ The but-ter-fly sports his gold-en wing, A sing - ing strcam runs by,
4. $\left\{\begin{array}{l}\text { And ma-ny a bird that hailed the spring, Still greeteth a summer sky. }\end{array}\right.$


## FIFTH EVENING.

Note.-Review the last lesson, and practice the exercises.
Teacher. How many intervals have we in the scale? Pupil. Seven; five major and two minor seconds.
$T$. Between which numerals do the minor seconds occur? $P$. Three and four, and seven and eight ; all the rest being major seconds.
$\dot{T}$. Are there any other intervals, besides these, used in music? $P$. Yes; besides the above named intervals, we have thirds, fourths, fifths, \&c.
Nors.-Let the teucher exercise the pupils in the intervals something as follows:Teacher says (pointing to them on the blackboard), Sing onc. The pupils sing, Do. Teacher. Sing tlree. Pupils. Mi. Teacher. Sing five. Pupils. Sol, \&c. When the pupils have acquired readiness in the intervals $1,3,5,8$, others may be gradually introduced; the fourth first, then the second and fourth; second fourth, nud sixth; second, fourth, sixth, and seventh; and finally, all the intervals.
$T$. What characters indicate silence in music? $P$. Characters indicating silence in music are termed Rests, and each note has a corresponding rest; thus,
Whole rest. Half. Quarter. Eighth. Sixteenth. Thirty-second.
T. Name the following rests.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $r$ | 7 | $\overline{3}$ | - | 9 | - | $\Gamma$ | $\overline{7}$ | $\bar{y}$ |  |  | - |

EXERCISES FOR RESTS.
7. Say rest, instead of $l a$, when the rests occur.


* When a whole rest alone is used in a measure, it is called a whole measure rest.
T. How much does a dot add to the value of a note? P. A dot after a note or rest adds one half to its value; thus, $\varnothing \cdot$, a dotted whole note is equal to three halves, $\rho \propto \rho$; a $\rho \cdot$ equal to three $\rho \rho \rho ;$ a dotted rest; thus, - is equal to three half rests, thus - - - a - equal to $\Gamma \Gamma \Gamma$, \&c. A second dot adds one half to the first dot; thus, $\rho \cdot$ is equal to $P P$; $\cdot$ is equal to $Q \in$

EXERCISE FOR DOTTED NOTES.


EXERCISES IN LONG AND SHORT SOUNDS AND RESTS.
T. Sing one la to each note,


[^1] called a whivio measurn reat.

Wo. H. Exercises for the Third.


No. ${ }^{6}$.


No. ${ }^{\text {B. }}$


No. 1



No. 5. Exercises in Thirds with Base Clef.


No. 6. Interim of the Fiftif.


No. 7. Focrthe.

## (40 + <br> (400)

No. 1. Gentlemen sing Base, and ladies the Air.




No. 9. Sevenths.


No. RO. Varyous Intervals.


Note.-Practice the melody of tune Ortna, page 84; also Easton, page 85; Obment, page 86; Air and Tenor of Vernon, page 89; Tenor of Dellmode, page 90.
Nore.-All the above-named tuncs should be practiced with syllables at first; afterwards apply the words, being careful to accent the poetry a* it requires.


No. 12.


## No. 18.



## SIXTH EVENING.

Notr.-Review the last lesson, dwelling particularly on the "skips," or different intervals.

Teacher. How is the scale extended? Pupil. By taking number eight of the old scale as one of the new; thus,


No. 1 .


| 5 | 6 | 7 | 8 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| G | A | B | $\mathbf{C}$ | D | E | F | G | A | B | C | D | E | F | G | A | B | C |



1. Here we have the extended scale with base clef :

* No. 9

T. These extended scales are but the repetition of the one we have been using; $i$. $e$. the intervals are precisely the same, if we take number eight of the old scale as one of the extended; and the letters and numerals are the same also.

Wo. B. Exercises for the Practice of the extended Scales.


## $\underset{J}{3}$

No. 4. Extended below the old Scale.


No. 5. Extension of the Scale in the Base Clef.


No. 6. Exercise of difficult Intervals.


Note. All tunes in the key of C, that have no accidentale in them, may now be prec-
ticed, and the class should not bee allowed to go further until some rendiness has been acquired in reading simple tunes at sight. The base by male, and the suprano by fermale voices, may now be employed together, after having been pacticed separately.

## $T$. Are the male and female voices in unison? $P$. They are not.

Nore.-Although the male and female voices may be employed together, yct, strictly speaking, they are not in unison. The female voice is cight sounds, or an octave, higher than the male voice. To prove this, the teacher should request the female portion of the class to sustain some given sound. while the teacher, commencing an octave lower, should sing up the scale (using the falsetto voice, if necessary), until he is strictly in unison with the female voices. The class will not fail to perceive the difference, a knowledge of which will be of great importance to them as singers and musicians. After this is thoroughly understood, the following seale should be practiced, the male voices commencing it, and the female joining. when they can reach the pitch, say abnut G, fourth space base clef.

--
The teacher will remark to the chass that as the male and female voices differ in pitch, they can not sing the same part, without creating what is called false harmony or faulty progression; i. e. consecutive octaves, \&c. The female voices are divided into high and low, or Soprano and Alto. A good soprano will sing up to A above the staff, and an alto should be able to sing A below. A tenor voice (the highest male voice) should bo able to sing $F$ or $G$ above the base clef, and the base voice should sing $G$, first line base clef. Sce the Exercise above, in which the voices are illustrated, and about the compass of each is shown. Another rule, which will enable the pupil to decide which is the legitimate part for him or her, is this: if the high notes generally can be sung easier than the $\mathrm{l} \omega \mathrm{w}$, then tenor for male, and soprano for female voices, although they may not be able to reach $G$ above. If, on the contrary, the low notes are sung with greater ease, then base for male, and alto for female voices. . A faithful teacher will also try each voice separately, and give suitable instructions as to quality of tone, aud manner of producing it (for all voices differ in this respect). Also its formation on the high or low notes should be very particularly attended to.

## - Middle C-both the same pitch

tenor.

7. Here we have, at one view, the manner in which the parts are usually arranged.

Although the G clef is generally used in this country for the tenor, yet it is not correct, for instead of music heing performed where written, it is in reality sung eight uotes lower.
The C clef, which is in common use in Europe, would remed this difficulty, but as it requires some time to acquire a knowledge of it, by common consent the G clef has been substituted for it in this country.

## No. 7. Round for Four Volces.



Fo. 6. 'Tis well to have a merry Heart.


1. गis well to have a merry heart, However short we stay; There's wisdom in a 2. Phi - losophy may lift its head, And find out many a flaw, But give me that phi-

 merry heart, Whate'er the world may say. Yes ! yes ! whate'er the world may say.

- lo - so - phy, That's happy with a straw. Yes! yes! that's happy with a straw.
- lo - so - phy,That's happy with a straw. Yes! yes ! that's happy with a straw.


Note.-Practiee tunes in all the parts (singly at first, afterwards together), such as Latrel Run, page 145; Toner and Crown, page 87; Vernon, page 89; Holmes, page 90 ; together with some of the old tunes that have no aceidentals, such as Colchester, page 93; Coventry, page 92 , \&e.

No. 10. Sabbath holy to the Lowly.
Tenor. FINE. *D. C. FINE.
 1. Sabbath holy To the lowily ! Still thou art a welcome day; When thou comest, earth and ocean, d. c. Shale and brightuess, rest and motion, Help the poor man's heart to pray.
 2. Sun.waked forest! Bird that soaresto'cr the mute impurpled noor! Throstle's song that stream2. Sun. waked forest! Bird that soaresto'r the mute impurpled noor! Throstle's song that stream-
[like flows.
p. Wind that o'er the dew-drops gocs! Welcome now the woe-worn poor. D. c. Wind that o'er the dew-drops gocs! Welcome now the woe-worn poor.
Soprano.
 (9)4 Sabbath holyFor the lowly: Paint with flowrsthy glittring sod; For affiction's sons and dangh3. Sabbath holy For the lowly: Paint with flow'rs thy glittring sod; For afliction's sons and dangh-
iters,
d c. Bid thy mountains, woods and waters, Pray to God,the poor man's God. (e):2 Base.

D. C. Fine druotes that the singer returns to the first part of the tune, and ends at the word Fine.

Note.-Rote practice should now be abandoned, and the class be confined strictly to the notes. It may be well to observe here, that for the future one half or two thirds of eaeh lesson should be devoted to the practice of tumes and pieees in the body of the work.

No. 1 1. O, the Summer Night.-Four Part Song.


1. O the summer night Hath a smile of light, And she sits on a sapphire

2. And the win $-\operatorname{tr} y$ night Is all cold and white, And she singeth a song of

3. It . . . bringeth sleep To the for - est deep, The . . for . . est bird to its

throne, Whilst the sweet winds load her With garlands of 0 - dor, From the

pain, Till the wild bee hummeth, And the warm spring cometh, When she

vest: To . . . eare bright hours,. . And dream of flowers, And that


bud of the rose o'erblown! From the bud of the rose o'er-blown.

dies in a dream of rain! When she dies in a dream of rain!


## SEVENTH EVENING.

Nore.-Make a brief review of all previous lessons, dwelling particularly on the last two.

Teacher. When a tone or sound is produced without any unusual exertion, how is it marked? Pupil. m or mezzo.
T. When a little softer than mezzo, what mark is used? P. mp or mezzo piano.
T. When still softer? $P \cdot p$ or piano.
$T$. When very soft? P. pp or $p p p$.
T. When louder than mezzo, how marked? P. mf or mezzo forte.
$T$. When still louder? P. for forte.
$T$. When very loud? $P$. ff or fff.
$T$. What is a syncopatcd note? $P$. When an unaccented note is connected with the following accented note, it is said to be Syncopated.

No. 1.


Join now with me in this mel - 0. dy, Sing with firm accent, and slur the notes. taantsgiving-2

A $\mathrm{T}_{\text {IE }}(\sim)$ connects notes on the same degree, which are performed as one. See preceding Exercise.

A tone begun, continued, and ended with the same power, is called an Organ Tone ( $=$ )

A tone begun soft, and gradually increased in power, is called a Crescendo (Cres. or $\longrightarrow$ ).

An inversion of the crescendo is called a Diminuendo (Dim. or $\Longrightarrow$ ).
A union of the crescendo and diminuendo is called a Swell ( - ).
A sudden swell is called a Pressure Tone ( $<$ or $<>$ ).
A very short tone, produced with force, and immediately diminished, is called an Explosive Tone; sometimes forzando or sforzando (sf., fz., or $\Rightarrow$ ).

Staccato mark thus ( 1 ' 1 i) denote that the passage is to be performed in a short, distinct manner.

No. 2. Explosive Tone and Staccato.


Legato means smooth and connected, the opposite of staccato.
The Turn ( +$)^{*}$ consists of a principal sound, with the sounds next above and below it. It should be performed with care and neatness, but not too quick; thus,

## No. 3.



Ornamental or grace notes are often introduced into a melody, that do not cssentially belong to it; they are commonly written in smaller characters, and are called Passing Notes.

When a passing notc precedes an essential note, on an accented part of the measurc, it is called an Appoggiaturá.
When a passing note follows an essential notc, on an unaccented part of the measurc, it is called an After Note.
. Should never be used in chorus.

## No. 4. Appogqatcis.a,



## No. 5. After Note.



The Shake ( $r$ ) consists of a rapid alternation of two sounds. It should be much cultivated by those who would acquire smoothness and flexibility of voice.*

No. 6.

## WRITTEN. PERFORMED



A figure 3 placed over thrce notes, thus, ${ }^{3}$ shows that they are be sung in the time of two of the same kind; for example, thus,

SCALE FOR THE PRACTICE OF THE SWELL TONE.

No. 7. Exercise to strengthen the Voice.-To be practiced from one half to an hour, daily-time ad lib.


* For more extended instructions on the Graces of Vocal Music, sec the "Guide to the Cultivation of the Toice." by I. B. Woodrury.

No. 8. Explosive Tone.-Take breath at every note.


No. 9. For the Practice of the Vowels.-Take breath at every other measure, and sing legato or staccato. Ascend and descend.
 U

Note.-In the foregoing exercises the pupil should be careful to dwell on the radical sound of each vowel, otherwise bad pronunciation will be sure ta follow.

No. 10. Exercise in Expression, or loud and soft Sounds.



No. 11. Round for Three Voices.


Six evenings have past, and the seventh has eome, How short or how quiek hath the


No. 12. Round for Four Voices.


No. 13. Little Fairy, light and airy.-Four Part Song.*



- sounding; $\{$ And that smile All the while On thy dimpled eheeks is playing, \{ Tells thou art Glad at heart, Which with joy thou art o-bey-ing.
wearest: $\left\{\begin{array}{l}\text { Thus to thee May life be, May kind fortune e'er ca-ress thee; } \\ \text { Peace be thine, Sis - ter mine, God } n-\text { bove, I pray, will bless thee }\end{array}\right.$

* May be sung as Duct by Soprano and Alto.

No. 11. Wishlvg.-Four Part Song

e' "wishing!" Wishiar! wishing! wishing! How ve - ry chcap is wishing! flat-ter. Wishincr! \&c.

fcw-er. Wishing ! wishing! wishing! How ve - ry cheap is wishing! re - al. Wishing! \&c.


## EIGHTH EVENING.

Note.-Review briefly all past lessons, and practice tunes half an hour.
Teacher. What is the second scale in music called? Pupil. Chromatic $T$. How many intervals has it? P. Twelve.
$T$ What character is used to elevate a sound? $P$. A sharp, thus \#
$T$ What depresses a sound? $P$. A flat, thus 2 .
T. As a sharp or flat continues through a measure, what restores a sound that has been made sharp or flat? $P$. A natural, thus 4 .
$T$. What character is used in ascending the chromatic scale? P. A sharp.
T. What in descending? P. A flat.
$T$. The following letters, numerals and syllables* are applied to the chromatic scale.


Note.-When naming the chromatic intervals by numerals, say-sharp one, sharp two, flat six, flat seven, \&c., but, when naming them by letters, C sharp, B flat, \&e.
$T$. There is still another character that clevates a sound two chromatic intervals, called a Double Sinarp, thus, $x$. It is used when a note has been made previously sharp in the signaturc.

[^2]
## No. R. Example



Note.-In the above crample are F and C double slarp. On the piano forte. meindenu, and sinilar iastruments, $F$ double sharp is played with the same key as $G$ natural, and C double sharp as D natural. For illustration see page 247, fourth measure, Alto.
Nore.-The pupil will observe, that from any letter to the pame made flat or sharp, the interval is a chromatic one; and from any letter to the nc above or below in the chiomatic scale, the interval is a ehromatic second.
T. What is the interval from C to $\mathrm{C}_{\ddagger}^{4}$ (sharp? $\mathrm{D}_{\boldsymbol{p}}^{\psi}$ to $\mathrm{D}, \& \mathrm{c}$. ? C to B descending? B to $\mathrm{B} \gamma$ ? B b to A ? A to $\mathrm{A} \dot{L}_{2}$, \&c.?

Nore-Commence the practice of the chromatic scale something in the following man-ner-the class sing one, after which the teacher sings sharp one, the class imitatiag him. Then two, sharp two, \&c.

Remark.-For the future the class should devote a short time, each lesson, to the practice of this scale.
$T$. The jufluence of a sharp or flat cxtends from measure to measure, until a note intervenes which is on a different degree from that before which it is placed.*

A Natural ( $(\underset{\square}{ })$ is used to contradict or take away the power of a flat ot şharp.

## No.2. Example.


T. After a sharped tone the ear naturally expects the next above, but after a flatted tone the rext below.

No. E. Round in Four Parts.


Day is gone, Night is come; Whentine day of life is gonc, Heaven be my home.

[^3]No. 2. Sharp Four.



No. 5. Sharp Four-Base Clef.


No. G. Flat Seven and Sharp Five.


[^4]No. 8. Round on tre Diatonic Scale.*

## Moderato.



Na-ture's blessing all should seizc, Which to ills give swectre-dress;


No. 9. Westward Ho!-Glee for Class Practice.


The first two times the teacher may sing parts 1 and 3 , after which the class.


Nore.-The class will now be able to practice tuncs in the Key of C , in which accidentals have been introduced, among which are all the new tunes in the key of C , from page 41 to page 47 inclusive; also thosc between pages 84 and 91 .

Note. - It may also be well for most classes to spend one or more evenings in reviewing, and the practice of tunes in the key of $C$; for we hope it has been understood from the beginning, that no class must necessarily be confined to the lessons $j u s t$ in the order here given.

## NINTH EVENING.

Teacher. How many scales have we already explained? Pupil. Two; diatonic and chromatic scales.
T. What other scale have we? $P$. The Minor, or soft mode.
T. Is the order of intervals always the same in the minor scale? $P$ No; there are two forms, the Harmonic and Melodic; thus


No. 2. Melodic.


The seconds arc as follows in the harmonic form: from one to two, a major second; from two to three, minor; three to four, four to five, major seconds; five to six, minor second; six to seven, an extended second; and seven to cight, a minor second. The same progression is observed in dcscending. In the melodic form of the minor scale, the intervals occur as fol lows, viz. : from one to two, a major second; two to three, a minor second; thrce to four, four to five, five to six, and six to seven, all major seconds; seven to eight, a minor second. The descending scale in the melodic form differs, viz. : eight to seven, and seven to six, major seconds; six to five, a minor second; five to four, and four to three, major seconds; three to two, a minor second; and two to one a major second.

Harmonic Form.- $T$. How many major seconds has the harmonic form, and between which numerals do they occur? How many minors? Between which numerals does the extended second occur? Is the form the same descending as ascending? \&c.

Melodic Form.-T. How many major and minor seconds has the melodic form of the ninor scale ascending, and between which numerals do they occur? Name the seconds descending. In what respect does this
form of the scale differ from the harmonic form? How does it differ from the major scale? \&c.

Nore.-The scale of A minor has the same signature that $C$ major has, hence some guide is necessary in order to distinguish between the two. When the signature is natural, and any part commences on A, it is generally in the minor mode. When sharp five occurs often, the piece of music is generally in A minor. After hearing some minor music, the ear will enable one to decide whether it is in the major or minor mode. But as the key or mode is constantly varying in most picees of music, it is impossible to decide with certainty in relatlon to the key, without some knowledge of modulation, \&c.*

No. 3. Exercise in A Minor-Harmonic Form.


No. 4. Exercise in A Minor-Melodic Form.


No. 5. Exercise in A Minor in Two Parts.


* For extended illustrations and instructions in Modulation, sce Woodbury's "Self Instructor in Musical Composition and Thorough Base."


## 21

## FAMILIAKLESSONSIN SINGING.



Note.-Sing the following tunes, all in A minor: Calvary's Mount, page 220; RussIA, page 47 ; also tunes ia C major.

No. 6. How many sickly Ones.-Tune in A Minor.


1. How ma-ny sick-ly ones Wish they were healthy; How ma-ny beg-gar

2. How ma-ny ug-ly ones Wish they were pret-ty; How ma-ny stu-pid

3. How ma-ny bach-el - ors Wish they were married; How ma-ny ben - e-



* It will be observed that there are two varieties of measure in the same piece; this is often done to give variety, and to bring out the effeet of the words, \&c.

No. 7. The Lost Loved One.-Four Part Song in A Minor.


1. We miss thee, hiou luvel one, throughout the long day, Aud the cre weareth

2. Thy li - lies are blooming, thy ro-ses still bloom; Thy woodbine still
3. We tead them in si-lenec, we wateb them thro' tears, And each opening


White blossoms wave, Tho' the dear hand that trained them is cold in the grave. ean they still bloom? When she who so loved them lics low in the tomb?


## TENTH EVENING.

Note.-Review, and perhaps spend an evening ia singing tunes in $C$ and $A$ minor. We would again remark that the competent teacher will not confine his class to the exact order of lessons as here laid down, but will vary to suit the eapaeity of his elass, i. e. seldom or neyer progressing faster, but often slower.
Note.-Most elasses will be able to understand the theory, aud, to a certain extent, the practical part of the art that we have been over, in about twelve or thirteen lessons, if the teacher has been faithful. Many classes will require twenty-four, or even more lessons. There is but little danger of going too slowly ia teaehing the eiements of musie.

## TRANSPOSITION OF TIIE SCALE.

When a scale of eight sounds occurs, founded on any letter, the order of intervals being from one to two, and two to three, major seconds; three to four, a minor; four to five, five to six, and six to seven, major seconds; and seven to eight, a minor second; it is named after the letter on which one is written. Thus, if one is written on $C$, it is called the scale of $C$; if on D , the scale of D ; if on E , the scale of $\mathrm{E}, \& \mathrm{c}$, When a piece of musie commences in the key of $C$ (although other keys may be introdueed in the eourse of the piece by means of accidentals), the signature is said to be natural; or, in other words, there are no flats or sharps used at the commencement. But when a piece of music has flats or sharps placed at the commencement, it is said to be transposed. The signature (or number of flats and sharps) placed at the commencement of a piece of music will decide the key. The pupil will take notice in transposing the seale, that the same order of intervals as in the key of $C$ must be preserved, $i$. e., from threc to four, and seven to eight must be minor seconds, and all the rest major seconds. In the first regular transposition of the scale by fifths, $\mathbf{G}$ becomes one of the new scale; thus,

No. 1. Scale in the Key of G, Imperfect.


The preeeding example is not, strictly speaking, in the key of $G$, although we take G as one. When F sharp is introduced, then, and then only, the transposition takes place; thus,

No. 2. Scale in thir Key of G, Perfect.


The same method is followed in all the transpositions by sharps, viz. : the fifth above or fourth below is taken as one of a new key, in every sueceeding transposition, and an additional sharp will be required in every sueceeding transposition.

Note-In the above example, it will be observed that we have not only placed the syllables transposed, but retained their original position as in the seale of C. Eight or ten years' experience has proved to us, that, generally speaking, more can be learned by classes, if the syllables are not changed.*

Remark.-We are aware that this will not meet with the approbation of all our teachers, but those who have given it a fair trial, will fully endorse the above. Here we would also enter our protest against the ehange of the vowel sounds of the syllables, where an aceidental is introduced. It brings a long train of evils that require montlis of labor to eradieate. One reason why our choirs, and even select societies, almost always fail on the aecidentals, is owing to the habits of ehanging the syllables and their vowel sounds. The system of ehanging the syllables is not known in the best sehools of Europe; and we prediet that, ere many years pass away, the elements of the art in this country will throw off these trammels, and find itself free to soar on in its glorious path of love to fallen man.
$T$. What do you understand by the transposition of the seale? $P$. When any other letter besides $C$ is taken as one of a new scale, and aeeidentals are introdueed.

[^5]$T$. When is the scale said to be in its natural position? What letter is used to designate the natural key? What is the signature to C? In transposing the seale what order of intervals should always be preserved?
$T$. What is the first transposition? P. To $G$, the fifth of $C$.
T. What is the signature to $G$ ? If $F$ is not sharped how many intervals would be wrong? What would be the interval from six to seven without the $\mathrm{F} \sharp$ ? What should it be? \&c.

No. B. Exercise in the $\mathrm{K}_{\mathrm{Ey}}$ of $G$


N(1). F. Fr.


No. 5. Sharp Four.


Or in - pet-uous down the eliff Rush-ing roars, when storms as - sail.
No. 6.


No. 7. The Huskers.-Base and Soprano.


No. 8. O, do not weep.-Round in Two Parts.


No. 9. The Bells.-Round in Three Parts.


No. 10. A Farmer's Wife I'll be.-Trio.


No. 1 1. Good Night.-Round.
Good night to you all, And sweet be your sleep,
(4)

Note.-Practice Done and Nekdpul, page 55; Mountain Home, pago 23; Bell Rose, page 9.1; Peron, page 96 ; Auld and Enhaven, page 98, \&c.

## QUESTIONS ON EACH TUNE.

T. What is the signature? $P$. One sharp.
T. What letter is sharped? P. F.
$T$. Why do we sharp F ? $P$. To regulate the order of the interrals.
$T$. What is the order of intervals in all the transpositions? $P$. Between three and four, and seven and eight, are minor seconds; all the rest are major seconds.
T. Name the letters to the scale of $G$ ? $P . G$ is one, A is two, B is three, C is four, D is five, E is six, F ; is seven, and G is eight.

No. 12. We've met again around the Hearth.-Four Part Song.


more, Nor break up - on the peace-ful song We loved and sung of
glee: No ehild shall fol-low pleasure's flame, More gay of heart than

home, To this our father's home, To this our father's bome, We've young, We breathed when we were young, We breathed when we were young, Shall

yore, We loved and sung of yore, We loved and sung of jore, Nor
we, More gay of heart than we, More gay of heart than we, No

gathered from the, wilds of earth, To' this our $\mathrm{fa}^{\prime}$ '- ther's home.
van-ish in the clear blue air; We breathed when we were young.


## ELEVENTH EVENING.

Teacher. How many seales have we now explained? Pupil. Four; the diatonie and ehromatie seales, A minor, and $G$ major.
$T$. What is the relative minor seale to G major? $P$. E minor.
T. Has every major seale a relative minor? $P$. Yes; and it is always founded on the letter a third below, i. e. a major and minor second below one of the major.
$T$. Is the siguature the same to a minor seale as to its relative major? $P$. Yes.
T. What is the signature to E minor? $P$. One sharp; the same as its relative major, G .
$T$. Are the syllables changed in the relative minor? $P$. No; they remain the same as in its relative major.
$T$ What syllable will then be applied to one of E minor? P. La, or Mi.
Fo. H. Harmonic Form of E Minor.


No. 2. Melodic Form of E Minor.


No. 3. Exercises in E Minor.

| NO. 3. Exercises in |
| :---: |
| Sweet the mo-ments, rich in blessing, Which be - fore the closs I |




No. 5. Exercise in Two Parts-E Minor.


Tho' so mournful, yet 'tis pleasant Thus to sing the mi-nor mode;


Note.-Practice such tunes as Windram, page 52 ; Melton, page 153, dre.
SECOND TRANSPOSITION BY SHIARPS: KEY OF D.
T. In the regular transposition of the seale, what numeral of the scale of G do we take as one of the new seale? $P$. The fifth, which is D .
T. Each seale is named after the letter on which one is plaeed, on what letter then is the new seale to be founded, and what shall we eall it? $P$. It is written on $D$, and therefore must be ealled the key of $D$.
$T$. What new letter shall we sharp? P. The seventh of the new scale, or the fourth of the old one, whieh is C .

No. 6. Scale in D Major.


## 30

T. In what iey is this scale? P. D.
T. How do you know it to be in the key of D? $P$. By the siguature. $T$. What is the signature? $P$. Two sharps.
T. What letters are sharped? P. F and C.
T. Why do we sharp F and C? $P$. To preserve the order of intervals.
T. What numerals of the new seale are sharped ? $P$. Three and seven.
T. In order to transpose a soale to its next affinity in sharps, what numerals of it must we sharp? $P$. The fourth.
T. What was the fourth to C? P. F.
T. By sharping F , into what key do we modulate, or transpose the scale? $P$. $G$.
T. By sharping the fourth in G (which is C), into what key do we modulate? $P . \mathrm{D}$, \&c.

No. 7. Exercise in D.


No. 8. Exercise in D-Base Clef.


No. 9. Come, rouse up.


No. 10. Forget not me.


1. When thy lovely form is kneeling, For - get not me; When at eve thy prayer is
 e
2. When the light of day is fad-ing, For-get not me; When the shades of night are (9) 4



Note.-Practice such tunes as Warning, page 56.

## TWELFTH EVENING.

Note.-Sing such tunes as Reliance and Woodlex, page 57 ; Faith, page 60 ; SiloAM, page 102 ; Bexlfont, page 157 , de.
TRANSPOSITION TO B MINOR.
T. What letter, a minor third below D? $P$. B.
$T$. What then is the relative minor scale to D ? $P$. B minor, as it is a third below.
T. What is the signature to B Minor? $P$. Two sharps; the same as its relative major.

No. 11. Scale of B Minor.


No. 19. Exercise in B Minor.

near; And yet that lone - ly light once more Returns my trembling hopes to cheer.
No. 18. B Minor-Base Clef.


Norz.-Review all the transpositions that have been explained.
Teacher. What is the fifth to D? P.A.
T. Where do you write one of the new scale? $P$. On second spaoe with $G$ clef, and first space with $F$ clef.
$T$. What is the signature to the scale of A? P. Three sharps.
$T$. What letters are sharped ? . P. F, C, and G.
7. Why do we sharp these letters? $P$. Because the order of intervals would be incorrect without it.
T. What should always be the order of intervals in all major scales? $P$. Minor seconds between three and four, and seven and eight; and the rest, major seconds.
7. In order to transpose the scale of $D$ to $A$, what new letter do we sharp? $P$. G.

THIRD TRANSPOSITION BY SHARPS: KEY U. A.


No. 2. Exercise in A.


No. 3. Exercise in A-Base Clef.


Let us ev - $\mathrm{cr}^{-}$cher - ish truth-Truth is worth pos-sess - ing; Let us


No. 1. Arouse up, ye Sleepers.


men to the meadow. And all to their la-bor till day-light grow low. forth till the even-ing Its fin-grant air breathes, and the night-warblers sing.


Note--Practice such tunes as Locewood and Sela, page 159; Wellgate and Yelma, page 110; Glev, page 111; Balar, page 109, \&c.
7. What is the relative minor to $A$ ? $P$. F.
$T$. Where is one written in $\mathrm{F} \#$ minor? $P$. First space with $G$ clef, and fourth line with F clef; thus,

No. 5. Scale in F\# Minor-Relative Minor to A Major.


No. 7. Exercise in F ${ }^{*}$ Minor.


Note.-Practioe such tudes as Dolerado, page 115.

FOURTH TRANSPOSITION BY SHARPS: KEY OF E-Four Suarps.
$T$. One of this key is written on $E$, the fifth of $A$, and the new sharp is


## No. 7



E F\# G\#A B C\# D\#E. EF\#G\#A B C\# D\#E.
Do re mi fa sol la si do
Do re mi fa sol la si do.
Nore-Question as in the other keys.
No. 8. Do what is right.-Exercise in E.

(0)

[^6]No. 9. Scale of $\mathbf{C \#}$ Minor.-Relative Minor to E Major.


No. 10 . Exercise in $\mathrm{C} \#$ Mivor.


Note.-Sing such tunes as Delight, page 67; Walnut Hill, page 119; Regret aud Hillgrove, page 121 ; Ustin, page 163, \&c.

FIFTH AND SIXTH TRANSPOSITION BY SHARPS.-(Seldom used.)
No. 且. Key of B-Five Sharps. Key of Fit-Six Sharps.


Nore.-For extended instructions and illustrations in Modulation, see Woodbury's "Self-Instructor in Musical Composition and Thorough Base."

## TRANSPOSITION BY FOURTHS OR FLATS: KEY OF F.

$T$. In the first transposition by flats, what is the key or sign? P. Key of $\mathbf{F}$; beeause the fourth of $\mathbb{C}$ is $F$, and the signature is one flat.
$T$. What letter is flat? $P$. B.
T. Why do we flat 13 ? $\quad$. To regulate the order of intervals.

2 . Is the order of intervals the same in the flat as in the sharp keys? ${ }^{\prime}$ '. Yes; three and four, and seven aud eight, are always minor seconds; and all the rest major seconds.
2. Where is one written, key of $\mathrm{F}, \mathrm{G}$ clef? $P$. On first space.
T. Where is one with F clef? P. First space below, or fourth linc.

No. 12. Imperfect-Because $B$ is not flat.


Perfect-Because B is fat.
(9)

Note.-The order of intervals must be the same in the flat keys as in the sharps. By analyzing the perfect example above, we find that from $F$ to $G$ is a major; $G$ to $A, a$ major; A to $\mathrm{B}_{2}$ (three to four), a minor; $\mathrm{B}_{2}$ to C , a major; C to D , a major; D to $\mathrm{E}, \mathrm{a}$ major; and E to F, a minur second.
$T$. What is the signature to the key of F ? $P$. One flat.
T. What letter is flat? $P$. B.
$T$. Why do we flat B? $P$. To regulate the order of intervals.
T. Name the letters as they occur in this scale.

No. 13. Yes, or No.-Exercise in F.


No. 14. Sleepy Time.-Finale for Concert or Public Exhibition. Very Slow. In a dozing, slecpy style.


Spoken.-And now, friends, you see how sleepy we are getting; excuse us this evening, and to-morrow morning we will be up with the lark, singing,


## Spoken.-But now we can only sing,

2. We are all noddin' nid, nid, no 'udin',

We are all noddin', and dropping of to sleep,
Our friends have lung been waiting (oh, we hipe tic? will int scold),
Our teacher too is ti:ed; therefore, good night, yeuns naitil. For we are all noddin', \&c.
Note.-Sing such tunes as Agmus, p. 69 ; Lauden, p. 70 ; Olive, p. 72 ; Bellfledr, p. 122; Fellmo and Vellert, p. 124, \&e.

No. 15. Scale in D Mivor.-Relative to F' Major.

T. What is the relative minor to $F$ ? $P$. D.
$T$. What is the signature to D minor? $P$. One flat.
No. 16. Exercise in D Minor.


Note.-Practice such tunes as Alhambra, p. 69 ; Bangor, p. 122, \&e.
SECOND TRANSPOSITION BY FLATS.-KEY of Bh.
T. What is the fourth of F ? $P . \mathrm{B}_{2}$.
T. What is the signature, and what letters are flat in the key of $\mathrm{B}_{7}$ ? $P$. The signature is two flats, and $B$ and $E$ are made flat to preserve the order of intervals.
7. Where is one, signature two flats? $P$. On third line with G clef, and second line with $\mathbf{F}$ clef.

No. 17. Key of $\mathrm{B}_{2}$.-Signature, two Flats.


No. 18. Let us seek in all we do.


Note.-Practice such tunes as Edaund, Hebron, and Zuon, p. 75 ; also pp. 127, 128, \&c.
No. 19. Scale of G Minor.-Relative to BL Major.


No. 20. Exercise in G Minor,


Note--Practice suoh tunes as Clocd, p. 个4; Mit. Calvary, p. 245; Cowper, ]. 180. THIRD TRANSPOSITION BY FLATS.-Key of EL.
T. What is the signature to the key of $\mathrm{E} \mid 2$ ? $P$. Three flats.
$T$. What letters are flat? $P . \mathrm{B}, \mathrm{E}$, and A.
7 . Where is one written? $P$. On first line with $G$ clef, and third space with $F$ clef.

No. 21. Key of Ez_-Three Flats.


Remare. - It will be perceived that the syllables oceupy preeisely the same situation as in the key of $E$, four sharps.

No. 22. Round for Four Voices.
 Don't always be grave and sedate us a sage; For smiles, at least sometimes, our hearts should engage. Note.-Practiee such tupes as Rest, Henden, Larch, p. 77 ; nlso pn. 78, 134, 135, \&e.

No. 28. Scale of C. Minor.-Relative to E Major.

N0. B4. Exercise in O Mifor.

FOURTH \&RANSPOSITION BY FLATS:-KEY of At.
T. What is the signature to the key of $A_{2}$ ? $P$. Four flats.
T. Where is one written? $P$. Second srace with $G$ clef, and first space with F clef.

No. 刃ぁ. Key of $\mathrm{A}_{2}$.-Signature, four Flats.


| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathrm{La}_{2}$ | si | do | re | mi | fa | sol | la. |
| Ab | Bh | O | Dh | Eh | F | G | Ah. |

$\begin{array}{llllllll}1 & 2 & 3 & 4 & 5 & 6 & 7 & 8\end{array}$
 Do re mi fa sol la si do.

Do re mi fa sol la si do.
remare.- You will nintile that the rellables oceupy the same situation, to the eye, in this key, as in the key if A three sharps.

Note.-It will be pereeived that in each sueceeding new seale, the fourth of the old seale is taken as one of the new, and that an additional flat is used to each.

No. 26. Let's go to the Peak.-Two Part Song.


Let's go to the peak where the last sunbeam lin-gers, And gaze on the
$\{$ The lau - rel we'll wreathe with our own fairy fin - gers, And rob the night-
D. c. Let's count the wild flow-ers whose 0 - dors are breathing, And make hill and

d day-god as ealm-ly he sinks;
shide of the dew that it drinks. $\}$ Let's go to the val-ley where val - ley re - ech - o our song.

darkness is wreathing, And moek the cool stream as it mur-mure a - long;


Note.-Practiee sueh tunes as Willow, p. 211 ; Owego, p. 213 ; Dellfont and Starvern, p. 139; Cloudhill and Wellfleet, p. 80, \&e:
19. 27. Scale of F Minor.-Relative to Al Major.


Note. - Other modulations may be proeured by enntinuing to use additional flats, but as ther would not be of any practical use, we omit them here. Questions should be propnsed $\cdot \mathrm{n}$ all the scales, as in the key of $F$, and the practice of tunes should be iatroduced in a!! these ke $\psi \mathrm{s}$, in the order of the transpositions as above.

Andante Maestoso


1. The wind howls mad out door, The snow-clouds hurry past, The gi - ant tree sways to and fro, Be - fore the sweeping blast. Then gather round the fire, And 2. Loud the clamor and the strife, When winds with winds engage, But gathered neath our family roof, We heed not all their rage. Then gather, de.
2. When the furious storm is o'er, And the winds are silent all; We then must part and go each one, Where'er his du - ty calls. Then gather, \&c.


solo.-simptrano.


 SUPR.AN: AND ALTU-VOICE ACCOMPANIMENT.



 Thy lay is in Heav-en, thy love is on earth. Singing la la, \&re.

 e:



Lively.

Poetry by G. CLIFFORD.

La la la la la la la la la la la la la la la la la la la la la la la la la la la la la la la la

1. When the humid showers gather $O$-ver all the star-ly spheres, Aid the melan - cho-ly darkness Geutly weeps in rainy tears, 'Tis a joy to press the pil- low Of a
 2. Ev-ery tin-kle on the shingles Has an c-cho in the beart, And a thousand dreamy fancies In-to bu-sy being start; And a thousand re-col-lectious Weave theji.
 3. There is naught in art's bravuras, That can work with such a spell, In the spirit's pure, deep fountains, Wheace the holy passions swell, As that melo-dy of nature, That scil,




(An)


Jing jing jing jing, jing jing jing jing, Jing jing jing jing, jing jing jing jing jing jing jing, jing, jing jing jing,


## VOCALIZINGEXERCISES.

Position of body, Breathing, \&c. \&c.-Stand erect, in an casy, natural position, with the shoulders a little back, and the ncck unbent. Avoid stiftiess about the chest, nech, or mouth ; also contortions of abovedirections, the singer is prepared for proper respiration; which to him is all important. A gond practice is, to illhale and exhale the aur very slowly, making the cffort from the diaphragm. Hold the chest well up, and the head sufficiently high to let the sound come freely from the hiroat. Endeavor to produce a free, round, and mellow lone, being careful not to force the voice. The word sca is used because it affords certain advantages to the vocal organs; the $a$ as in father:Take the a from the bottom of the throat. The letter Cindicates Chest-tone, M Medium-tone, and $\mathbf{H}$ Head-tone. The sign indicates the place where breath is to be taken. In the following exercises,
as far as No. 6 , the Tenor will sing as if they were written an octave higher, and the Baritona and

and so, relatively in the other keys. In male voices, the fal setto tones are used for the notes marked M. In No. 2 the first two notes are sung with full chestvoice, and the third with the soft falsetto voice. making the difference as peceptible as possible.
The object of the exercises, however, is to strengthen and blend the two voices, so that in passing from one register to the other ho brenk ige bill be perceived.

> No. 1. Moderato.


N(. 2. Also in the keys of $D_{2}, D, E b$, and $E$.


No. 3. Also in $D_{2}, D, E_{r}, E$, and $F$. No. Also in $D_{2}, D, E$, and $F$.
N. B. Also in $D_{2}, D, E$, $E$, and $F$. No. Also in $D 2, D, E$, and $F$.


No. 7. (To the syllable sca)



## - No. 8.



## No. D. (To the syllable sca.)



## EXERCISES ON TWO NOTES.

In this excresse the two notes must be sung with great equality, and care taken to slur them well; giving each note a full round tone, but of sinall intensity. Be carcful also of the intonation, as the second note is apt to be made flat.

## No. RO. (To the syllable sca.)



Practice No. 10 in all the keys, using tinc Chest, Medium, and Head registers as indicated in No. 9. EXERCISES ON THREENOTES.
N®. 11, (To the syllable sca.)


Practice No. 11 in all the lteys.
EXERCISES ON FOUR NOTES.
No. 12. In all the keys. (To the syllable sca.)


[^7] (An)

44
VOCALIZING EXERCISES.


Make the five notes with one breath, with a short stoppage between them.
No. 29.
(9)

EXERCISE IN THIRDS.
No. 17. (To the syllable sca.) 1

No. 23.


## ANTHEM THANKSGIVING.

## Moderato. Spiritedly and Firmly.

## THIINTSGEIPH.V゚G. L. .NI.

T. J. C.






> Firm, but not Eoisterous.

## 

Continental Tune.


How long, O Lord, shall I complain, Like oac that secks his God in vain?
How long, my soul, thinc absence mounn, And still despair of thy return ! 42-s13
How long, 0 Lord, shall I complain, Like onc that seeks his God in vain?
 How long, O Lord,shall I complain, Like one that seeks his God in vain ? How long, my soul, thinc absence mourn, IIow long, my soul,thine absence mourn, And still despair of thy return ?

Spirited.

Tune for the "Old Folks."
D. READ.

(4) 4.

Swect is the day of sacred rest, No mortal care shall seize my breast;
O may my heart in tunc be found, Iike David's harp of solemn sound.


Siveet is the day of sa - ered rest, No mortal care shall seize my breast; O may my heart in tune be found, Like David's harp of solemn sound. Like David's harp ofsolenm snund.




Partly composed for this Work.


Awake! 0 Zi -on's daughter, rise, Shake off thy dust, no more re - pine, Let gladness sparkle in thine eyes, In all thy fairest garments shine, In all thy
 Let gladness spario in thime eyes, In all thy fairest garments shine, .
(1)


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## HERRILD. L. ITI.

Should be sung with earnestness and distinct


T. F. SEWARD.


## 

## Ascent Firm, and Words distinct.



1. No more, my God, I boast no more Of all the du-ties'I have done; I quit the hopes I held be-fore, To trust the mer-its of thy Son. 2. Now, for the love I bear his name, What was my gain, I count ny loss; My for-mer pride I call my shame, And nail my . glo-ry to his eross.
 3. Yes, and I must and will es - teem All things but loss for Je-sus' sake; Oh! may my soul be found in lim, And of his rightcous-ness par - take.

2. Oppressed with guilt, a pain-ful load, Oh come, and bow be-fore your God! Di-vine com-pas-sion, might - y love, Will all the painful load re-move.
 3. Here mercy's boundless o - cenn flnws, To cleanse your guilt, and beal your wocs; Mere's par-don, life, and end - less peace, Mow rich the gift! how frce the grace!



$$
\begin{aligned}
& \text { Lively. }
\end{aligned}
$$

$$
\begin{aligned}
& \begin{array}{l}
\text { The singer will perceive lhat great variety } \\
\text { can be obtaned by using the ties. }
\end{array}
\end{aligned}
$$

 1. Now let my soul, e-ter - nal King, To thee its grate-ful tib-ute b.ias: My kace with hum-ble hom - age bow; My tongue per - form its 2. All na - ture siugs thy buud-less love, In worlls be - low, and worlds n - bove; Buit ia thy bless-ed word I trace Di - rin - er won - ders
 3. There Je - sus bids my sor - rows ceasc, And gives my la - b'uiny eon-scieuce peaces ; There lifts my grate-ful pas - sions ligh, And points to man-sions



Spirited.


Firm and Strong

The Time should be exact, and the Notes well sustained








## Slow and Gentle.





# 1. Here let us see thy frec, $O$ Lord, And view sal va-tion with our eyes, Aultaste and feel the liv-ing Word, The Brend do-scend -ing from the skies. 

 2. Thou hast prepared this dy ing Lamb, Hast set his olood be-fore our faee, To teaeh the ter-rors of thy name, And show the won - ders of thy grace.

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## .NIO.TV. L. NTI.

> Arranged from a Chant.



Slow. Chantant.

W. IRVING HARTSHORNE.




## Devotional.

HLLINOIS. L. NTH.
P. H. D.









1. Come, gra-cious Spi - rit, heavenly Dove, With light and comfort from a - bove; Be thou our Guardian, thou our Guide; O'er every thought and step pre - side. $\frac{2=\frac{\pi}{4}}{\left(\frac{4}{4}-0\right.}$ 2. To us the light of truth dis-play, And make us know and choose thy way; Plautho-ly fear in ev - ery heart, That we from God may ne'er de - part.解 3. Lead us to ho - li - ness, the road Whieh we must take to dwell with Gon: Thef us to Christ, tho lir - inf way: Nor let us from his ras-tures stiay. (9: (O) THANESGIVTMG-5



# Lord, when thon didst ascenl on high, Ten thousand an-gels filled the sky: Those heavenly guards aronad thee wait, Like chariols that at-lend thy state. 




## DRESDEN: E. NI. Double.

[^8] e3. - -








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1. Long as I live, all-bounteous Lord! My song thy glories shall re-cord; Thy praise, my God, shall fill the strain, While life or be - ing shall re - main.
 2. Sweet are the thoughts which fill my breast, When on thy various worls they rest: God, my Cre-a-tor, lifts my voiee: In God, my Sa-viour, I re - joiee! (7) 3. Soon shall his arm his foes dismay, And sweep the guilty race a-way: And while his chureh his power a - dore, The wiek - ed siuk to rise no more.
 Lold and spirited. そ40.0.0.0.
 2. Biess, O my soul, the God of grace: His favors elaim the hizhest praise: Let not the wonders he hath wrought Be lost in silenee and forgat, Be lost in silenee and for-rot.







J. M Pelton.


BEETHOVEN.




1. Sia-ner, O why so thoughtless grown? Why in suel dread-ful haste to die? Dar-ing to leap to worlds uskiown! Heedless a-gainst thy God to fly.
 2. Wilt thou despise e-ter - mal fate, Urged on by siu's de - lu'-sivedreams? Madly at-tempt thitu-fer - nal gate, And force thy pus-sage to the flames.
 3. Stay, sin-ner, on the gos - pel plains; And hear the Lord of life un-fold The glo-ries of lis dy - ing pains! For - ev - er tell - ing, yet un-told


## Gentle.





 2. Here I re-pent, azd sin a - rain; Sometimes revive-sometimes am slaia; Slain vith the same ma-li弓-mant dart, Which, 0 ! too of - ten wounds my healt.


## Slow and Connected.


This may be sung as a Quartette. Furnished ey a Friend.


AR 1. Lord, how shall wretehed sin - ners dare Look up to thy di - vine a - bode, Or of - fer their im - per - fect prayer Be-fore a just and ho - ly God? (4) $4-1+0$
2. Bight ter-rors guard thine aw-ful seat, Aud duz-zling glo-ries vail thy face; Yct mer-cy ealls us to thy feet: Thy throue is still a throne of graec.

3. Oh! may onr souls thy graee a - dore; May Je - sus plead our hum-ble claim, While thy pro-tce - tion we im - plore, In his pre - vail - ing, glo-rious name.







Animated.

## HENNDEN: L. © ITV.

First full measure to each hne staccato and strongly acecnted.


 2. Thou hast preserved my fieeting breath, And elased the gloomy shades of death; The venomed ar-rows vain - ly fly, While God, our great De-liv-erer's nigh.

3. Yet why, dear Lord, this tender eare! Why does thy hand so kind - ly rear A use-less cumberer of the ground, On whieh so lit - tle fruit is found 1



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## Animates.


L. (TII.

Accent strong and well marked, and no Choir should attempt the tune without they are firm in time (4-2.2

1. When I survey the wroudrous c cise, Oa wiuch the Prinee of glory died, My richest gain I eount but loss, And pour contempt on all my pride, And pour contempt on all my pride.

2. Forbilit, Lorl, that I should boast, Save in the death of Christ, my God; All the vain things that charmme most, I saerifice them to his blood. I sa - cri-fice them to his blood.

3. See from his head, his hands, his feet, Sorrow and love flow mingled down! Did e'er such love and sorrow meet, Or thorns compose so rieh a crown? Or thorns compose, de.


#  



## Animated.


This finc hymn should be sung with the greatest express on.



1. God is the re-fuge of his saints, When storms of sharp dis-tress in - vade: Ere we can of - fer our complaints, Behold him present with his aid.

2. Loud may the troubled o-eean roar- In sa-cred peace our souls a - bide, While ev-cry na-tion, er-er- shore, Trembles, and dreads the swellin tide.


U
( (2)





$\qquad$ 15-2
82 Firm.


##  <br> BURDER.



1. With all my poivers of heart and tongue, I'll praise my Ma-ker in my song; An-gels shall lear the notes I raise, Ap-prove the song, and join the praise.
 2. To God, I cried, when trou-bles rose; He heard me, and sub-dued my foes; He did my ris - ing fears eon-trol, And strength diffused through all my soul.
2. A - mid a thou-sand snares I stand, Up-held and guard-ed by thy haad; Thy wo:ds my fainting soul re - vive, And keep my dy - ing faith a: live.


shonows rose. mon.




rementionm. Li.w.

84, $|$

教





Spirited.

This piece may be tised as a short Anthem. -


(1).0.0.0.0.











Oh，could my thoughts and wish－es fly A－bove these gloom－y shades，To those bright worlds be－guad the sha．Which soris row ne＇er in－vades．


Connected and slow．

May be sung as a Quartette．
W．H．INGERSOLL．
 1．My Shep－herd will supply my need：Je－ho－vah is his name；Iu pas－tures fresh he makes me feed，Be－side the living stream，Beside the liv－ing stream． （2vasu


2．He brings my wandering spi－rits baek，When I．．．for－sike his．wars；Aud lads me for his mer－cy＇s sake，In paths of truth and grace，Tu paths of truth and grace．巴的的


Slowly.

J. H. HASSENPLUG.




## With Fervor. <br>  <br> Dr. HAWEIS. Inserted by Request.

 1. O Thou, from whom all goodness flows. I lift my hea:t to thee; In all my tri - als, conficts, woes, Dear Lord, remember me, rememier me, Dear Lord, re-member me.






96
c.,.,onen ©...
clarkt
 Cise gavidivere cint.


 Ezzel peren: c.ant


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1. Sing to the Lord, ye distant lands, Ye tribes of every tongue, Ye tribes of every tongue; His new discovered grace demands A new and noble song, A new and noble song.
 2. Say to the mainns-Tesus rigns God's own almighty Son, God's own almighty Son; His power the sinlking world sustains, And grace surrounds his throne, And grace, \&e.
 3. Let an un-u-sual joy sur-prise The islands of the sea, The islands of the seat Ye mountains, siak. ye valleys, rise. Prepare the Lord his way, Prepare the Lord his way.





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112 $\qquad$ ,




## 

Pastorale.

## GREENTDELE.C. VIT.

May be sung as a Quartette and Duet.



$116$

(1)


Gracefulls.

## 

Let the accent be very light in this turie


1. This is the day the Lord hath made, He ealls the hours his own; Let heav'n rejoice-let earth be glad, And praise surround his throne, And praise surround his throne.


2. To-day he rose, and left the dead, Aud Satan's empire fell; To-day the saints his triumph spread, And all his wonders tell, And all his won - ders tell.





QUEET. C. ©VI.
T. E. Perkins. By Permiseion.


## 120

Slow and Firm.


Arranged from HaNDeL. From the Surry Chapel Music.
Joy to the world, the Lord is cuine; Let earth reeeive her King;
And heavin and nature sing.

Joy to the world, the Lord is coue; Let earth receive he: Kiug; Let ev - ery heart pre-pare him room, Anil heav'n and uature sing, And heav'n and nature sing, Aud


Joy to the world, the Lord is come; Let earth receive her King;
And heav'n and nature sing, And henr'u and nature




122
bangor. c.
RAVENSCROFT.

bellubate. c.m.


124.

祭
ESSELC. C. TH








Slow ánd Connected.

## 

Arranged for this Work.


1. Soon as I heard my Fa-ther say, "Ye children, seek my grace;"My heart re-plied without de - lay, "I'll seek my Father's face, I'll seek my Fa-ther's face."



 ey:






## 

 How did my heart re-juice to hear My fiiends de-vout-ly say, In Zi - on let us all ap-pear, And keep the sol-emn day, And keep the sol-emn day.




## ROIPAL C. OTR Houble.

 J. M. pelton.

1. All hail the power of Je - sus' name! Let an - gels prostrate fall,.. Bring forth the roy - al di - a - dem, And erown him Lord of all.....

 3. Let ev - ery kin-dred, ev - ery tuise OA this ter-restrial ball,.. To him all ma-je3-ty a-se ibe, And erown him Lord of all.....


## 130

spirized.


Animated.



Quite animated and spirited, with strong accent.



## Spirited.


Ardent and animated, and cres. to the end.

3. Mine eyes beheld his heavenly light, When I implored his grace; I saw lis glo - ry with de-light, And joy beamed o'er my face, And joy beamed o'er my face.



## 132



Sing to the Lord a new made song, Who wondrous deeds hath done; With his right hand and holy arm, The conquest he hath won, The conquest he hath won, The conquest he, \&e. 0

onvowruse c.u

## 134

Tenderly.
 As $\boldsymbol{M}$. I love the Lord he heard my eries, And pit - ied ev ery groan; Long as

Not too Slow.

## 

With Dignity and Firmness.
American Choral. *
 1. I love the Lord, he heardmy eries, Aad pit-ied ev-ery groan; Luag is ilive, when troubles rise, I ll has-ten to bis throne, I'll has-ten to his throne.

2. I love the Lord, be bowed his ear, And chased my grief a-way: Oh let iny heart no more despair, While I have breath to pray, While I have breath to pray.

3. The Lord be-held me sore distressed, He bade my pains re - move ; Re -turn, my soul, to God, thy rest. For thou hast known his love, For thou hast known his love.



## 






With rervor.

Dr. WAINWRIGHT.
(1)


Moderato.

J. H. GARDNER.
C By cool Si-lo-am's shady rill How fair the lil-y grows! How sweet the breath, beneath the hill, Of Sharon's dewy rose!........... Of Sharon's dewy rose!
 -
 By eool Si-lo-am's shady rill How fair the lil-y grows! How sweet the breath, beneath the hill, Of Sharon's dewy rose! Of Sharon's dew - - - y rose !
 Of Sharon's dewy rose!............. Of Sharon's denfy rose !


Earnestly.

## 

## Accent marked, and words very distinct.



Not too Slow.

With subdued gentleness.

 3. Up to her courts, with joy un-known, The hn-ly tribes re-pair: The Son of Da - vid hild his throue, And sits in judg - meut there.




 (53)
melefowrt c.in. Double.

140
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 30 1

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With Ardor.

Leach. Fiom the Dulcimer.



 2. In darkest shades if lee ap - pear, My dawn-ing
is be - gun; He is my soul's bright morning star, And he my rising su.


And he iny ris-ing


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3. In ev-ery different land. Their gen-eral voiee is known; They show the won-ders of his hand, And or - ders of his throne, And or - ders of his throne.





Then let our songe a - bound,
And (ry- cry tear be dry. We're marching, de.
$148$

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## 154


W**.


Jesus, the Conqueror, reigns,In glorious strength arrayed; His kingdom over all maintains,His kingdom over, \&e. And bids the earth beglad,.... And bids the earth be glad.


## Moderato.





## Spirited.


Although the Duet is marked Soli, yet it may be sung in Chorus.
SOLI.


1. To bless thy chosen race, In merey, Lord, incline ; And cause the brightness of thy face On all thy saints to shine; And cause the brightness of thy face On all thy saints to shine;



[^9]



Tenderly.
H.NIPORTUN思E. S. TH.

With great earnestness
RIT.


1. Ye sin-ners, fear the Lord, While yet 'tis called to - day ; Soon will the aw - ful voice of death Command your souls a-way, Command your souls a - way.

2. Soon will the har-vest close; The sum-mer soon be o'er; And sonn your in -jured, angiy God, Will hear your prayers no more, Will hear your prayers no more,

3. Then while 'tis called tri- da ${ }^{-1}$-.

O hear the gos-pel's sound; Come, sin-ner, haste, O haste a - way, While par-don may be found,
While par-don may be found,



Allegro.

## 

Time exact, but not too strong accent.


(1)等
 envol 1


## 160

Not too Fast.

WM. U. BUTCHER. From Pioneer.


Be - hold the morning sun Be-gins his glo-rious way: His beams thro' all the na - tions run, And life and light con - vey,.. And life aud light con - vey.



# EUTLER. N. NI. 

Prom the Poonera. I61



## 



of.ivety. sing
| Your haprys







Slow and with Dignity.

## 



1. A charge to keep I have, A God to glo-ri - fy ;
nevei-dy -ing suul' to save, And fit it for the sky, A
never-dy - ing soul to save, And fit it for the sky.

2. To serve the present age, My call-ing to ful - fill, 0 may it allmy powers engage To do my Master's will, 0 may it all my powers engage To do my Master's will.

3. Arm me with jealous care, As in thy sight to live ; And, $O$, thy servant, Lord, prepare A strict account to give, And O, thy servant, Lord, prepare A strict account to give. 4. Help me to watch and pray, And on thyself re-1y, Assured, if I my trust be-tray, I shall for cv-cr die, Assured, if I my trust betray, I shall for ever die.



## 

Western Aur. IG


 exi e :



Firm and Cres.

Smooth and connected.

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 (4)

## （風酸期。留：S．险






S. FLEMING.


 e I. How gentle God's command! How Lind his precepts are! Come, east your burden on the Lord, And trust his constant carc, And trust his constant care, And trust, and trust,de.



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O love divine, what hast thou done! Th'incarnate God hath dicd forme! The Fa-ther's co-e-ter-nal Son Bore all my sins up on the tree! The Son of God for


 (3) Animated.

[1st Y. M. 61. 8s.]


1. Prisoner's of hope, lift up your heads; The day of lib-er-ty draws near; Jesus, who on the serpent treads, Shall soun in your behalf appear. The Lord will to his temple come; Pre-


2. Ye all shall find, whom in his word Himself hath caused to put your trust, The Father of our dying Lord Is ev -er to his promise just; Faithful, if we our sins confess, To


## 

 pare your hearts to make him room.

 -
 $\left\{\begin{array}{l}\text { By all thy works on earth adored, We worship thee.the commonLord; }\{\text { The everlasting Father own, And bow our souls before thy throne. }\end{array}\right.$





## Animated.


C. FP. .17.
[2d P. M. 61. 8s.]


Spirited.

[2d P. M. 61. 8s.]


I love the volume of thy word; What lightand joy those leaves afford To souls benighted and distressed! \{ Thy precepts guide my doubtful way, \}
$\{$ Thy fear forbids my feet to stray, $\}$ Thy promise leads my heart to rest.



Yes, the Redeemer rose, The Saviour left the dead, Ando'er our hellish foes, Raisedhigh his conquering head; In wild dismay The guards around, Fall to the ground, And sink amay. (244 4

## Animated.


[3i P. M1. 4 6s \& 2 8s.]


1. Ye dy-ing sons of men, Im-merged insin and wo! Now mercy calls a-gain; Its message is to jou! Ye perishing and guilty, come, In mercy's arms there yet is room.
 J

2. No longernow delay, Nor vain excuses frame; Christ bids you come to-day, Tho' poor,and blind, and lame: All things are ready-sinners, eome I For every trembling soul there's room.



\｛ The Lovd Je－ho－vah reigns；His throne is built on high：\}


Lively．


EDSON．


 2

Ye holy throng of angels bright，In worlds of light Iegin the sorg．




> Very Spirited.

ST．酸展。里。
EI．．PI．
［3d P．M． 4 6s \＆ 28 8s．］
Arranged from The Cytiara．
 Slow and Gencle.

## 

[3d P. M. 4 6s \& 2 8s.]
I. B. WOODBUR゙Y.

\{Hark! what celes - tial sounds, What mu-sic fills the air!
$\{$ Soft warbling to the morn, [Omit .......]
(0.,

Spirited.

## 

[3d P. M. 4 6s \& 28 8s.]


e Welcome, delightful morn! Thou day of sacredrest; I hail thy kind rcturn; Lord, make these moments blest. \{ From low delights and mortal toys, $\}$
$\{$ I soar to reach imniortal joys, $\}$ I soar to reach immortal joys.

## 




Join all the glorious names Of wisdom, love and power,That ever mortals knew, Or angels ever bore; Ail are too mean to speak his worth, Too mean to set the Saviour for th.


## Lively. <br>  <br> [3A P. M. 4 6s \& 28 8s.]



1. Lord of the worlds above, How pleasant and how fair. The dwellings of thy love,Thine earthly temples are! To thine abode My heart aspires, With warm desires, To see my God.

 2. O happy souls, who pray, Where God appoints to hear; O happy men, who pay Their eonstant service there! They praise thee still! And happy they, Wholove the wayTo Zion's hill.


Gently.
BE.ICII. HI. NI.
[3d P. M. 4 6s \& 2 8s.]


184 raw
 $\qquad$
$\qquad$



 2




Sustained and Distinct.
[4th P. M. 886,880.]

 '

2. I'd sing the precious blood he spilt, My ran - som from the dreadful guilt Of sin and wrath divinc : I'd sing his glorious righteousness, In which all-perfect, heavenly dress,


Tenderly.

[4th P. M. 886,886.]


186
With spirlt.

## 

[4th P. M. 886,886.]




[4th P. M. 886,880.]

स)


#  


Earnestly.

C. P. 酸
[4th P. M. 886,886.]


1. When thou, my righteous Judge, slanlt come To feteh thy ransomed people home,Shall I a mong them stand? $\left\{\begin{array}{l}\text { Suall such a worthless worm as I, } \\ \text { Who sometines am afraid to die, }\end{array}\right\}$
\{ Who sometimes am afraid to die, $\}$ Be found at thy right hand?


2. I love to meet thy people now, De-fore thy feet with them to bow, Tho' vil-est of them all; \{ But, ean I bear the piercing thrught? \}

What. if my name should be left out, \{ When thou for them shalt eall?


parioros.a
|







8. ${ }^{\circ}{ }^{7} \quad{ }^{\text {slow. }}$

[5th P. M. 4 1. 78.]
CORDLEY, Adrian. RIT.
 - 1. Soft-ly now the light of day Fades up - on my sight a - way; Frec from care, from la - bor free, Lord, I would com-mune with thee.

 2. 2. Soon, for me, the light of day Shall for ev - or pass a - way: Thicn; from sin and sor - row free, Take me, Lord, to dwell with thee!






[5th P. M. 41.78 .]
Jtalian Tune.


## 



 2. Days of tri - al, days of grief, In sue-cess - ion I may see; Dai - ly this is my re-lief, "As thy days thy strength shall be."


Smooth and Connected.

## 

[5th P. 71. 41.7 s .]
E. H. P.

2. Soft - ly now the light of day Fades up on my sight n - way; Free from care, from la - bor free, Lord, I would eommune with thee.


2. Soon for me the light of day Shall for ev - or pass a - way; Then, from sin and sor-row free, Take me, Lord, to dwell with thee. (2, 5


In a connected manner.
W'HLLHFIISEORT. 7s.
Ti. plirkins By Permission


HOTHIHIN: 7s.
[5th P. M. 4 1. 7s.]


## 194 genty.


[5th P. M. 4 1. 7s.]
F. GIARDINI.





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T. J. 000K.

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[5th P. M. 4 l. 7.s.]
w. Mabie.
(1)
[6th P. A. 61.7 s. ]
I. B. WOODBURY. 0,




## Earnestly.




# 200 

Firm, and Accent stroug

[ [5th P. M. 8 1. 7s.]
S. WEBBE




From the Pioneer




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$\left\{\begin{array}{l}\text { Hark! the voice of love and mer - cy © Sounds a - loud from Cal - va-ry, } \\ \text { Sce, it rends the rocks a - sun - der, Shalkes the earth, aud vails the sky; }\} \text { "It is fin-ished!" Hear the Sa - viour's dy - ing ery. }\end{array}\right.$





+ By permission, from the Selah.






$\mid$
208,





1. $\{$ Gen-tly, Lord, O gen-tly lead us, Thro' this gloomy vale of tears,
2. $\{$ Thro' the ebanges thou'st decreed us, Till our last great change appears. $\}$ O refresh us with thy blessing, 0 re-fresh us with thy grace, May thy mercies, nev-ir ceas-ing,



3. \{ When temptation's darts assail us, When in devious paths we stray, \}
4. $\{$ Let thy goodness never fail us, Lead us in thy per-fect way. $\}$ o re-fresh us with thy blessing, $O$ re-fresh us with thy grace, May thy mercies, never ceas-ing,




#  

[9th P. 3. 87,87.]


A:legretto.

## 

8s 7s. Huble.
[9th P. M. 87,87.]
E. H. PHELPS



214

[9th P. M. 87,87.]



HEDESHE Ss, \%s st as. [8th P. MI. 87,87,47.]


Genus.



> Recitative Style.
O.INE. 8s of 7 s .

Double. [9th P. 11. 87,87.]
From the Timbrel.

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 $\frac{6,3}{2}$ (esty












Animated.

## COMIMUCK. Ils \& ©s. [15th P. M. 11,9,11,9.]



1. O how happy are they, Who the Saviour obey, And have laid up their treasures above; Tonguc can never cxpress The sweet cómfort and peace Of a soul in its earliest love, Of a (42, な? 2. That swect comfort was mine, When the faror dirine I received thro' the blood of the Lamb; When my heart first belicv'd, What a joy I receiv'd, What a heavén in Jesus'name, What 2 .



Ye mountains and valleys, yc rivers and plains, Thou carth and thou ocean, a - dicu; More permanent regions where righteousness reigns, Prescnt their bright hills to my view.


## Earnestiy.

## 

[16th P. M. 11,12,11,12.]






## Slow.


[17th P. M1. 4 1. 10s.]


1. Along the bainks where Babel'scurrent flows,Our captive bands in deep despondence strayed, While Zion's fall in sad remembrance rose, Her friends,her children mingled with the dead.


2. The tuneless harp. that once with jnv tre strung. When praise emploje andmirth inspiwed the lar, In mournful silence, on the willoms hunr. And growing gricf prolonged the tedious day.


#  <br> Arranged. 

 $6 l$.TheLord, the sov'reign,sends his summons forth,Calls the south nations and awakes the north; From east to west the sounding orders spread, Thro'distant worlds, and regions of the dead;


## Spirited.

## 

[16th P. M. 11,12,11,2.]

2. Ile gave to the light its beneficent wings;He controileth the counsels of senates and kings :From his throne in the elouds his light'nings are hurl'd.And he ru - lath the. factions that

$1$


228 $\qquad$ anericat. 6s 4s.
minean




 O.



Firmely.
S.fLENT. Ts \& Gs.
t. E. Perkins. By Prenibsion.



O how hap-py are they, Who the Sa-viour o-bey, And have laid up their treasure a - bove: $\left\{\begin{array}{l}\text { Tongue cannever express } \\ \text { The sweet comfort and peace }\end{array}\right\}$ Of a soul in its car - li-est love. the sweet comfort and peace Of a soul in its car-hi-est love.




$$
\begin{aligned}
& \text { Spirited. }
\end{aligned}
$$

[相 P. II. $88,88,84$.]





## Slow. <br>  <br> [ ${ }^{34 t h}$ P. M. G6,66,86,86.]

 C

c Ye simple oues that stray Far from the path of peace, \}

 e


## 




## 








## Spirited.


[296tl P. M. 70,70,76,76.]

 \{ When shall the voice of singing Flow joyful-ly a - long? \}
$\{$ Proelnim the contest ender, \}

 Qucarer

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If tears were our bi:th-right, and death rere our end: But Je - sus hath cheerod the dark valley of sorrow, And hade us, im - mor-tal, to heav-en as - oend.



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[38th P. M. 86,86,88.]


## 

[37th P. M. 60,86,88.]
 e

This place is holy ground; World with its cares away; A holy,solemn stillness round This lifeless,moldering clay, Nor pain, unr grief, nor anxious fear, Can reach the peaceful sleeper here.
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$\left\{\begin{array}{l}\text { Hark to the sol-emn bell, Mournful-ly peal -ing! }\} \\ \text { What }\end{array}\right.$
\{ What do its wail-ings tell, On the ear steal - ing? \} Seem they not thus to say, Loved ones have passed away, Ashes with ashes lay, List to its peal-ing. Shat do its wail-ings teil, On the ear steal - ing ? Seem they not thus to say, Loved ones have passed away, Ashes with ashes lay, List to its peal - ing.

> FOEGETH NWE NOT
Words by LONGFELLOW. WM. U. BUTCHER.


 Turn not from his griefs a - way; Learn of Je - sus Christ to - pray.





Praise waiteth for thee, O Lord, in Zion, Praise waiteth for thee, O Lord, in Zi - on, And un-to thee shall the vow be perform-ed, O thou that


Praise waiteth for thee, O Lord, in Zion, Praise waiteth for thee, O Lord, in Zi - on, And un-to thee shall the vow be perform-ed, O thou that

hearest prayer. Thou crownest the year! Thou crownest the year ! Thor crownest the year with thy goodness, The pastures are covered with flocks, The

hearest prayer. Thou crownest the year! Thou crownest the year! Thou crownest the year with thy goodness, The pastures are covered with flocks,The



252 mm
6) (e) $\mid$



 evir





Spirited.
GOD BLESS DUR NOTTHEE LAINED. Hymn for Thanksgiving.


1. God bless our native land, Firm may she ever stand Thro' storm and night! When the wild tempests rave, Ruler of wind and wave I Do thou our country save By thy great might.

2. For her our prayer shall rise To God a-bove the skies; On Him we wait; Inv 1 : hen nu"nation's cry, Be thou for ever nigh, May freedom never die: God save the state.

teangegrving- 17 .


3. My days are glid-ing swift-ly by, And I, a pilgrim stranger, Would not detain them as they fly! Those hours of toil and dan - ger-

4. We'll gird our loins, my brethren dear, Our dis - tant home discerning; Our absent Lord has left us word, Let ev - ery lamp be burn-ing-
5. Should coming days be cold and dark, We need not cease our singing; That perfect rest nought can molest, Where golden harps are ring-ing-

6. Let sorrow's rud-est tempests blow, Each chord on earth to sev-er, Our King says, come, and there's our home For ev-er, Oh!for ev - er !


For Oh! we stand on Jordan's strand,Our friends are passing o - ver, And just be-fore the shining shore We may al-most dis-cov - er.


For Oh! we stand on Jordan's strand, Our friends are passing o-ver, And just be-fore the shining shore We may al-most dis-cor-er.


[^10]
$\qquad$ $261$


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J. M. PELTON.





268 spritod. TREE D.TE SPRENG. Hymne Inethem ror ITissionary Anniversaries.







O GIVE THID.VRS U.STO THE LORD. Inthem.
SUITABLE FOR THANKSGIVING OR OPENING SERVICE.


0 give thanks nnto the Lord, give thanks unto the Lord, call up - on his ho-ly name, call up-on his ho-ly name; makeknownhis


0 give thanks unto the Lord, give thanks unto the Lord, call up-on his ho-ly name, call up-on his ho-ly name; makeknownhis


Teach me, 0 Lord, the way or thy sta-tutes; Teach me, 0 Lord, the way of thy sta - tutes;


[^11]| $18$ |
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LHFT UP YOUR HEIIDS, ETERJVIL G.ITES. (Continued.)

o'er his foes E - ter - anal vic - tor crowned. Lift up your heads, e-ter - anal gates, Unfold, unfold, to en - ter-tain The King of glop - ry,




Ye shall search for me, When ye shall search for me with all your heart, When ye shall search for me with all your heart, Ye shall find me,saith the Lord,saith the Lord,saith the Lord.



Ye shall search for me, When ye shall search for me with all your heart, When ye shall search for me with all your heart, Yc shall findme, saith the Lord, saith the Lord,saith the Lord.



Behold, bless ye the Lord, all ye servants of the Lord, Which by night stand in the house of the Lord, Which bynight stand in the house of the Lord.


Behold, bless ye the Lord, all ye servants of the Lord, Which by night stand in the house of the Lord, Which by night stand in the house of the Lord.


Behold, bless ye the Lord, all ye servants of the Lord, Which by night stand in the house of the Lord, Which by night stand in the house of the Lord.






## HE SHALL FEED HIS FLOCK. Inthem.



He shall feed his flock like a shepherd, He shall gather the lambs with his arms, And car - ry them in his bo-som, And (g)




## BASE \& TENOR, SOLO AND DUETT; on, ALTO \& SOPRANO, ad hit






The Lord is my shepherd, I shall not want; IIe mak-eth me, he mak-eth me to lie down in green pastures, He lead-eth


The Lord is my shepherd, I shall not want; He mak - eth me, he mak-eth me to lie down in green pastures, He lead - - eth

me be - side the still... wa - ters. The Lord is my shepherd, The Lord is my shepherd, I shall not want, I shall not, shall not want; He

me be-side the still.
wa - ters....................
The Lord is my shepherd, I shall not want, I shall not, shall not want;


be - side the still wa - ters, He leadeth me,
the

still wa-ters, He leadeth me, he leadeth me, he lead-eth me be-side the still wa - - ters, he leadeth me, he lead - - eth mie.

still wa-ters,. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . be - side the still wa - - ters, heleadeth me, he lead - - - eth me.









## 294







- Lord, Be joy-ful in the Lord, Be joy-ful, be joy-ful, Be joy-ful in the Lord, Be joy-ful in the Lord, Be joy-ful in the Lord. A - men.


Lord, Be -joy -ful in the Lord, Bc joy - ful, be joy - ful, Bc joy-ful in the Lord, Be joy-ful in the Lord. A - men.


Lord, Be joy - ful in the Lord, Be joy-ful, be joy - ful, Be joy-ful in the Lord,...................... Be joy - ful in the Lord. A - men.


sight of it, shall be glad, shall begladat the sight of it, Many, many shall be gial at tise sight of it. Then hail! all hail! the temperance cause, Many will be

sight of it, shall be glad, shall beglad at the sight of it, Many, many shall be glad at the sight of it. Then hail! all hail! the temperance cause, Many will be

sight of it, shall be glad, shall be glad at the sight of it, Many, many shall be glad at the sight of it. Then hail! all hail! the temperance canse, Many will be


glad at the sound of $i t$, at the sound of it, at the sound of $i t$, Many will be glad at the sound of it, Ma-ny will be glad at the sound of it.


Tenderiy.
SOFT REE THEY REPOSE. FIMmn or Quaptettc for Fanerals.

2. Go to thy peaceful rest, For thee we need not weep,Since thou art now among the blest,No more by sin and sorrow pressed,But hushed in quiet sleep,quiet sleep, But hushed in, \&e.

3. Go to thy rest: and while Thy abseace we deplore.One thought our sorrov shall be cuile, For soon with a eelestial smile, We meet to part no more, part no more, We meet to part, \&e.


## 300 <br> Spirited. <br> 



Walk about Zion, and go round about her, And tell all the towers, the towers thereof, Mark well her bulwarks, consider her palaces, That ye may tell it, that ye may


Walk about Zion, and go round about her, And tell all the towers, the towers there - of, Mark well her bulwarks, eonsider her palaces,


Walk about Zion, and go round about her, And tell all the towers, the towers thereof, Markwell her bulwarks, consider her palaces, That ye may tell it, that ye may


tell it, that ye may tell it to gene - rations following, That ye may tell it, that ye may tell it, that ye may tell it to generations fol-lowing. A - men, A - men.
 $-2-2$



Seek ye the Lord while he may be found, Call ye upon him while he is near, Let the wieked forsake his ways, And the unrighteous


Seek ye the Lord while he may be found, Call ye upon him while he is near, Let the wieked forsake his ways, And the unrighteous


Seek ye the Lord while he may be found, Call ye upon him while he is near, Let the wieked forsake his ways, And the unrighteous:



Great is the Lord, and greatly to be prais-ed,


Great is the Lord, and greatly to be prais-ed,


Great is the Lord, and greatly to be prais-ed,
In the cit - y of our God, In the mountain of his ho - liness, Great is the Lord, and


In the cit $\cdot y$ of our God, In the mountain of his ho-liness, Great is the Lord, and


great-ly to be prais-ed, Great is the Lord, Great is the Lord, and greatly to be prais-ed, Great is the Lord, Great is the Lord.

great-ly to be prais-ed, Great is the Lord, Great is the Lord, and greatly to be prais-ed, Great is the Lord, Great is the Lord.

great-ly to be prais-ed, Great is the Lord, Great is the Lord, and greatly to be prais-ed, Great is the Lord, Great is the Lord.



THE EIARTCH EN THE: LOERD' (Goncluded.)






Shout the glad tidings, ex-ult - ing-ly sing, Je - ru - salem triumphs, Mes-si - ah is King, Mes - si - ah is King, Mes -si - ah is King. Zi - on the mar-vel-ous


Shout the glad tidings, ex-ult - ing-ly sing, Je - ru - salem triumphs, Mes-si - ah is King, Mes - si - ah is King, Mes -si - ah is King. Zi - on the mar-vel-ous

sto - ry be tell-ing, The Son of the high-est how lowly his birth; The brightest Archan-gel, in glo - ry ex-eel-ling, He stoops to redeem thee, he reigns upon earth.

sto - ry be tell-ing, The Son of the high-est how lowly bis birth; The brightest Archan-gel, in glo -ry ex-cel-ling, He stoops to redeem thee, he reigns upon earth

sto - ry be tell-ing, The Son of the high-est how lowly his birth; The brightest Archan-gel, in glo - ry ex - cel-ling, He stoops to redeem thee, he reigns upon earth.









FITHER, WELLLIREST IN THY LOVE. Sentence.


LET EDERY HEART REJOICE AND SHVG. Hymn.' (National Gratitude.) 313


V







Ho ! every one that thirsteth, come, come, come, Ho ! cvery one that thirsteth, come, come, come, Come ye to the wa-ters, come and buy, And


Hc! every one that thirsteth, come, come, come, Ho!'every one that thirstcth, come, come, come,


Hc ! every one that thirsteth, come, come, come, Ho. every one that thirsteth, come, comc, come, $\because$ come and buy,


GO FORTH, YE HERALDS. Anthem.


GO FORTH, $\qquad$
$\qquad$
$\qquad$
$\qquad$
C $\qquad$ 2......: :


> The year of ju-bi-lee is come, The year of ju - bi - lee is come, The year of ju-bi-lee is come, The

 The year of ju - bi - lee is come, The year of ju - bi - lee is come,......................

year of $\mathrm{ju}-\mathrm{bi}$ - lee is come, The year of ju - bi - lee is come, The year of ju - bi - lee is come, is come, is come, The year of ju-bi-lee is come.


## 318





, TES THE SAVHOUR K.VOCKS, TMD CREETH. Quartette.


1. In the silent midnight watches, List-thy bosom's door! How it knocketh, knocketh, knocketh, Knocketh evermore! Say not'tis thy pulses beating,' Tis thy heart of sin; D. c. "Tis thy Saviour knocks, and crieth, "Rise, and let me in."

2. Death comes down, with reckless footsteps, To the hall and hut; Think you death will tarry knocking, When the door is shut? Jesus waiteth, waiteth, waiteth, But the door is fast; p. c. Grieved, a away the Saviour goeth, Death breaks in at last.

3. Then 'tis time to stand entreating Christ to let thec in;

At the gate of heaven beating, Wailing for thy sin! Nay! alas, theu guilty creature! Hast thou then forgot? D. C. Jesus waited long to know thee, Now he knows thee not.





1. A - wake now my lyre, With the or - gan and voi - ces; My muse now in-spire, While cre-a - tion re - joi - ces; While an-thems of

2. The gar - den and fields, With their products were bending ; For boun-ti - ful yields, Thanks to heaven's as -cend-ing: So her- bage and

3. Tho' scarce now is heard, While the fields are a - clear-ing, The notes of the bird, In the trees so -oft cheering: Yet store-hous-es



- giv - ing, His praise is de - light-ful, In songs of thanksgiving, With the songs, with the songs, With the songs........ of thanksgiv - ing.

giv - ing, His praise is de - light-ful, In songs of thanksgiving, With the songs, with the songs, With the songs........ of thanksgiv - ing.

giv - ing, His praise is de - light-ful, In songs of thankgiving, With the songs, with the songs, With the songs........ of thanksgiv-ing.


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1. Just as thoi art, without one trace Of love, or joy, or | inwand | grace, Or meetuess for the heavenly plice, O, | guilty | sinacr, | enme!
2. Thy sius I bore nn Calvary's trec, The stripes, thy due. were | laid on $\mid \mathrm{me}$, That pence and pardon might be free-- O, | wretched | sinner, | come !
3. Bu:den'd with guilt, would'st thou be blest Trust not the world, it | gives no | rest; I buing relief to hearts oppeessed$0, \mid$ weary | sinuer, | coms!
4. Came, leave thy burdens at the cross; Count all thy gains but | empty | dross; My grace repnys all earthly lossO, | needy | sinner, | come!
5. Come, hitleer briag thy boding fears, -Thine aching beart, thy | bursting | tears; 'Tis mercy's voice salutes thine earsO, | trembling | sinner, | come!
6. "The Spirit and the Bride say, Come!". Rejoicint saints re- | echo, | "Come!"
Wbo faints, who thirsts, who will, may come, Thy | Saviour | bids "thee | come!"
7. Jesus, I love thy charming name, 'Tis music | to my | ear';
Fain woald I sound it out so loud, That | earth and | heaven might | hear.
8. Yes, thou art precious to my soul, My transport | and my | trust; Jewels to thee are gaudy toys, And $\mid$ gold is $\mid$ sordid | dust.
9. All my capacious powers can wish, In thee doth | richly | meet;
Nor to my cyes is light so dear, For | friendship | half so | sweet.

## THE ACCEPTANC\%

1. Just as I am without one plea,

But that thy blood was $\mid$ sheid for $\mid$ me, And that thou bilist ne enne to thee, $\mathrm{O}, \mid \mathrm{Lamb}$ of | Goxd, I | come!
2. Just as I am, and waiting not

To rid my soul of | one dark | blot,
To thee, whose blood can cleanse each spot, O, | Lamb of | God, I | come 1
3. Just as I am, though tossed about, With mnny a conflict, | many a I doubt, With fears within, and wars without, $\mathrm{O}, \mid \mathrm{Lsmb}$ of | God. I | come!
4. Just as I am, poor, wretched, blind, Sight, riches, healiug | of the | mind, Yea, all I need, in thee to find,

O, | Lamb of | God, I | come !
5. Just as I am, thou wilt receive, Wilt welcome, pardou, |cleanse, re-| lieve. Because thy promise I believe, O, | Lamb of $\mid$ God, I | come!
6. Just as I am, thy love unknown Has broken every | barrier | down; Now to be thine, y ca, thine alone, O, | Lamb of | God, I | coine I

1. Up, hast to Cnlvary, My soul, a $\mid$ journey $\mid$ take, To view thy Lord 'twixt earth and sky, With- | out the | city I gate.
2. Before his bloody cross I'd bow and | kiss the | ground; 'Twas there my guilt and woe I lost, And | ready | pardon | found.
3. Lord, tune nnew my strings, Now on the | willow | dry
Take off my thoughts from worldly things, Bind | them to | Calva- $\mid$ ry.
4. 5weet vas the time wheu first, Ifelt The Saviour's | pardinig | blood
Applicd to cleanse ny soul from guile, And | bring me | home to | God |
5. Soon as the unown the light revealed, His praises | tuned my | tongue;
And when the eveuiug shades prevailed, His | love mas | all my | soug.
6. In vain the terinter spread his wiles The world no | more could | charm;
I lived upou my Saviour's smiles, And | leaned up- \| on his | arm.
7. In prayer my soul drew near the Lord, And saw his $\mid$ glory | shine;
And when I read his holy word, I | ealled each | promise | mine.
8. Then to his saints I often spoke, Of what his | love had | done; Bat now. my heart is almost broke, For | all my | joys are | gone.
9. Now, when the evening shade prevails, My soul in | darkness | mourns; And when the morn the light reveals, No | light to | me re- $\mid$ turns
10. Oh! for a closer walk with God, A calm and | heavenly | frame, A light to shine upon the road, That | leads me | to the | Lamb!
11. Where is the blessedness I knew, When I o- | beyed the | Lord? Where is the soul-refreshing view, Of | Jesus | and his | word?
12. What peaceful hours I once enjoyed ! How sweet their | memory | still! But they have left nn aching void The | world can | never | fill.
13. Keturn. $O$ holy Dove, return,

Sweet messen- / ger of | rest;
I bate the sins that made thee mourn, And | drove thee $\mid$ from my | breast.
5. The denrest idol I have known, Whate'er that | idol | be,
Help me to tear it from thy throne, And | worship | only | thee.
6. So shall my walk be close with God, Calm and se-- rene my | frame;
So purer light shall mark the road, That | leads me | to the | Lamb.

1. How sweet the name of Jesus zounds In a be- | licyer's | ear!
It sootbes his sorrows, heals his mounds, Aud | drives a- | way his | fear.
2. It malses the wounded spinit whole, And calms the | troubled | |reast;
'Tis mannn to the hungry soni, And | to the | weary | rest.
3. Dear name ! the rock on which 1 build, My shield aud | hiding | wace,
My never-failing treasury, filled With | stores of | boundless | grace.
4. By thee my prayers acceptance gain, Although with | sin de- $\mid$ filed:
Satan accuses me in vain, And | I am | owned a | child.
5. Weak is the effort of my henrt, And cold my | warmest | thought ;
But when I see thee as thou art, I'll | praise thee | as I | ought.
6. Till then I would thy love proclaim, With every | flecting | breath; And may the music of thy name Re- | fresh my soul in death. on the Aincu. Or one piece may be sung before, and the other aster serimon by unt couir.
7. There is an hour of peaceful rest, To mourning | wanderers | given; There is a joy for souls distressed, A balm for every | wounded | breast"Tis found above-in heaven.
8. There is a soft, a downy bed, 'Tis fair as | breath of | even; A couch for weary mortals spread, Where they may rest the | aching | head, And find repose-in heaven.
9. There, fragrant flowers immortal bloom, And joys su- I preme are | given: There joys divine disperse the gloom: Beyond the confines / of the | tomb, Appears the dawn of heaven.
10. This world is all a fleeting show, For man's il- | lusion | given, The smiles of joy, the tears of woe, Deceitfully shine, de- | ceitfully | flow; There's nothing true but heaven!
11. And false the light on glory's plume, As foding | hues of | even; And love, and hope, and beauty's bloom, Are blossoms gathered | for the | tomb; There's nothing bright but heaven!
12. Poor wanderers of a stormy dav, From wave to | wave were | driven; And fancy's flash, and reason's ray, Serve but to light the | troubled | way; Thure a mathes eala but beaven!
13. Sinner's, will you scorn the message, Sent in mercy | from a- | bove !
Every sentence-0, how tender 1 Every line is | full of | love;

Listen to itEvery line is | full of | love.
2. Hear the heralds of the Gospel, News from Zion's | King pro | claim, To each rebel sinner-" Pardon, Free forgiveness | in his | name!" How important Free forgivencss | in his | name!
3. O, ye angels, hovering round us, Waiting spirits, | speed your | way,
Hasten to the court of beaven,
Tidings bear with- $\mid$ out de- $\mid$ lay; Rebel sinners
Glad the message / will o- | bey.

1. Descend, celestial Dove,

And make thy | presence \| known;
Reveal our Saviour's love,
And seal us | for thine | own!
Unblest by thee, our works are vain,

- Nor can we e'er ac- | ceptance \| gain.

2. When our incarnate God,

The sovereign | Prince of | light,
In Jordan's swelling flood
Reccived the ! holy | rite,
In open view thy form came down, And, dove-like, flew the \| King to 1 crown.

1. O turn ye, $O$ turn ye, for why will ye die When God in great mercy is | coming so | nigh y Now Jesus invites you, the Spirit says, come, And angels are waiting to | weleome you | home.
2. How vain the delusion, that while you delay, Your hearts may grow better by | staying a- | way, Come wretched, come starving, come just as you be, While streams of salvation are \| flowing as | free.
3. And now Christ is ready your souls to receive, O how can you question, if | you will be- | lieve? If $\sin$ is your burden, why will you not come? 'Tis you he bids wcleome; he | bids you come | home
4. In riches, in pleasure, what can you obtain, To soothe your affliction, or | banish your | pain ? To bear up your spirit when summoned to die, Or waft you to mansions of | glory on | high !
5. O Thou, in whose presence my soul takes delight, On whom in | affliction I | call;
My comfort by day, and ny song in the night, My hope, my sal-| vation, my | all;
Where dost thou at noontide resort with thy sheep, To feed on the | pastures of | love?
For why in the valley of death should I weep, Or alone in the \| wilderness | rove?
6. O, why should I wander an alien from thee, Or cry in the $\mid$ desert for | bread?
Thy foes will rejoice when my sorrows they see, And smile at the | tears I have | shed.
Ye daughters of Zion, declare, have you seen The star that on | Israel | shone?
Say, if in your tents my Beloved has been, And where with his \| flock he has / gone !
7. Comfort ye, my people, | saith your | God.
8. Speak ye comfortably to Jerusalem, and ery unto her, That her | warfare is ac- | complished,
9. That her in- | iqui-ty is / pardoned ;
10. For she hath received of the Lomp's hand double for | all her $\mid$ sins.
b. The voice of him that crieth in the wilderness, Prepare ye the | way . of the | Lord,
11. Make straight in the desert a | highway for our | God.
12. Every valley shall be exalted,

And every mountain and | hill shall. .be made-|low:
8. And the crooked shall be made straight, And the | rough places | plain.
9. And the glory of the Lord shall be revealed, And all flesh shall | see it. .to- | gether,
10. For the mouth of the | Losd hath | spoken it.

1. O how I love thy law!

It is my meditation | all the $\mid$ day.
2. Thou, through thy commandmenta, hast made me wiser than mine enemies;
For | they are ev-er | with me.
8. I have more understanding than all my teachers; For thy testimonies are my | med-i- | tation.
4. I understand more than the ancients Be- | cause I keep thy | precepts.
B. I have refrained my feet from every evil way, That I might | keep thy | word.
6. I have not departed from thy judgments, For | thou bast | taught me.
7. How sweet are thy words unto my taste I Yea sweeter than honey | to my $\mid$ mouth.
8. Tr. $\ldots, \cdots$ the $n$ recepts I get understanding: Thow rif idate | every falec / way.

1. Our Father who art in heaven, Hallowed | be thy|name : Thy kingdom come: Thy will be done on | earth.. as it $\mid$ is in $\mid$ heaven;
2. Give us this day our | daily | bread: $\|$ And forgive us our trespasses, as we forgive | those who | trespass.. a- | gainst us:
3. And lead us not into temptation, but deliver | us from | evil; \| For thine is the kingdom, and the power, | and the | glory. .for | ever. Amen.
4. From the recesses of a lowly spirit, our humble prayer ascends, 0 | Futher, | hear it;
5. Borne on the $\mid$ trembling wings of fear and meekness; ..for-| give its | weekness.
6. We know-we feel, how mean and how unworthy the lowly sacrifice we \| pour be- | fore thee;
7. What can we offer thee, 0 thou most | holy !. .but | sin and | folly ?
8. We see thy hand-it leads us-it supports us; we hear thy voice-it. | counsels,.. and it |courts us;
9. And then we turn away! yet still thy | kindness. .for| gives our | blindness.
10. Who can resist thy gentle call, appealing to every generous thought and \| grateful \|feeling?
11. $O$, who can hear the accents of thy $\mid$ mercy,...and | never | love thee?
12. Kind Benefactor! plant within this bosom the $\mid$ seeds of | holiness,
13. And let them blossom in fragrance, and in beauty bright and | vernal,. . and | spring e- | ternal.
14. Then place them in those everlasting gardens where angels walk, and | scraphs. .are the | wardens;
15. Where every fl wear hought safe through death's dark | portal . . be- | evose int-| mortal finea.
16. The Lord is my Shepherd; I | shall not | want ; | ho maketh me to lie down in green pastnres;
17. He leadeth me be- $\mid$ side the $\mid$ still— | waters.
18. He restoreth my soul; he leadcth me in the paths of righteousness for his \| name's- / sake;
19. Yea, though I walk through the valley of the shadow of death, I will fear no evil; for thou art with me; thy | rod. .and thy | staff they | comfort | me.
20. Thou preparest a table before me, in the presence | of mine | enemies:
21. Thou anointest my head with oil ; | my cup | runneth | over.
22. Surely, goodness and merey shall follow me all the | days. .of my | life;
23. And I shall dwell in the | house. . of the | Lord for | cver. Amen.
24. The wilderness, and the solitary place shall be glad; And the desert shall rejoice, and | blossom..as the | rose.
25. It shall blossom abundantly

And re- | joice. .ev'n with | joy and \| singing.
3. The glory of Lebanon shall be given unto it, The excellency of | Carmel. . and | Sharon;
4. They shall see the glory of the Lozd, And the | excellency..of $\mid$ our- $\mid$ God.
6. Strengthen ye the weak hands, And confirm the $\mid$ feeble | linces.
6. Say to them that are of a fearful heart, Be strong, fear unt; behold vciu- Grid will come with a recompense ; He via | o the and | save you.

1. Seek ye the Lord | while he may be |found, Call ye upon liin | while | he is | near.
2. Let the wieked forsake his way, And the unrightenus man his thoughts ; \| And let him return to the Lord.

- asd and he will have inerey upon him; And to our God: for | he will a- | bundantly | pardon:

8. For my thoughts are not your thoughts, Neither are your ways my ways, | saith the | Lord;
9. For as the heavens are higher than the earth, So are my ways higher than your ways, And / my thoughts than | your | thoughts.

## d .wace ;

1. Ou: days on the earth are as a shadow, and there is ninue $\mathrm{a}=\mid$ biding ; \| We are but of yesterday, there is but a | step between \| us and / death.
2. Man's days are as grass; As a flower of the field, $\mid$ so he | flourisheth; He appeareth for a little time, and | then- | vauisheth a-| way.
3. Wateh, for ye know not what hour your | Lord doth |
come; Be ye also ready, for in such an hour as ye think | uot the | Son of man | eometh.
4. It is the Lord, let him do what | seemeth him | good; The Lord gave, and the Lord hath takien away, 1 And | blessed be the | name of the | Lord.
5. Wherewith shall a young man | eleanse his | way in By taking heed thereto, ac- $\mid$ cording | to thy | word.
6. With my whole heart have I | sought | thee : \| O , let me not | wander. .from | thy com- | mandments.
7. Thy word have I | hid in.. mine | heart, | That I| might not \| $\sin$ a-. . gainst | thee.
8. Blessed art | thou, $0 \mid$ Lord, Teach me, | teach | me thy statutes.
9. O Lord our Lord, how excellent is thy name in | all the | earth: \| who hath set thy \| glory a- | bove the | heavens.
10. When I eonsider thine heavens the work of thy fingers : the moon and the stars which | thou hast. . or- | dained. \|| What is man, that thou art mindful of him? and the sou of | man that. . thou | visitest | him?
11. For thou hast made him a little | lower. . than the $\mid$ angels, || and hast | crowned.. him with | glory and | honor.
12. Thou madest him to have dominion over the | works of. .thine | hands: $\|$ thou hast put $\mid$ all things $\mid$ ander. . his |feet.
13. 0 | Lord our | Lord, How exeellent is thy | name in | all the | earth.
14. Ho, every one that thirsteth, eome ye | to the | waters, $\|$ And he that hath no money, | eome ye, | buy, and eat.
15. Yea, come, buy \| wine and | milk, \| Without \| money $\because$ and | without I price.
16. Incline your ear, and come unto me: hear and your 4. souls shall | live: $\|$ And I will make an everlasting eovenant with you, even the $\mid$ sure $\mid$ mercies. .of $\mid$ David.
17. Seek ye the Lord while he | may be |found, \| Call ye up- $\mid$ on. .him while | be is $\mid$ near.
18. Let the wieked for- | sake his | way, | And the un- | righteous $\mid$ man his | thoughts.
19. And let him return unto the Lord, and he will have merey up- | on him, $\|$ And to our God, for he. . will a- | bundantly | pardon.
20. Lord, thou hast been our dwelling-plaee in | all. .gener| atious.|| Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to ever- | lasting, | thou art | God.
21. Thou turnest | man. to de- $\mid$ struetion: $\|$ And sayest, Re- | turn, y e $\mid$ children. . of $\mid$ men.
22. For a thousand years in thy sight are but as yesterday | when it. .is | past, $\|$ And | as a | wateh..in the | night.
23. Who knoweth the | power of .. thine | anger? \| Even aecording to thy |fear, | so is. .thy | wrath.
24. So teach us to | number. .our | days, || That we may ap- $\mid$ ply our $\mid$ hearts. . unto | wisdom.
25. O, satisfy us early \| with thy \| merey: \| That we may rejoiee and be | glad | all our | days.
26. Make us glad aeeording to the days wherein thou hast af- | flicted | us, \| And the years where- | in we | have seen | evil
27. Let thy work appear | unto.. thy | servants, \| And thy | glory | unto. .their | ehildren.
28. "And let the beauty of the Lord our God be upon us, and establish thou the work of our | hands. .up- | on us: \|Yea, the work of our | hands. .es- | tablish thou | it.
29. Blessed is the man that walketh not in the counsel | of the . . un- | godly, || Nor staudeth in the way of sinners, nor $\mid$ sitteth. .in the $\mid$ seat. . of the $\mid$ seornful.
30. But his delight is in the | law . of the | Lord: \| And in his law doth he $\mid$ meditate $\mid$ day and | night.
31. And he shall be like a tree planted by the | rivers. . of | water, || That bringeth | forth his | fruit. .in hig | season.
32. His leaf also | shall not | wither: \| And whatso- \| ever . .Le | Lucth. . sjarll | prosper.

WHEERE SHESS SEEEPRNGE. Quartette.
5low.


1. There's a mossy, shady valley, Where the waters wind and fow, And the daisies sleep in winter 'Neath a cov-cr-lid of snow; And the vio-lets,

2. And I loved her, yes, I loved her, But the angels loved her too, So she's sleeping in the valley, 'Neath the sky so bright and blue. But a li - ly

3. And I'm mournful, very mournful,For my soul doth ev-er crave For the fad-ing of the shadows From that little woodland grave; For the memory

blue-eyed violets, Bloom in beauty till the spring, Till they seem to laugh and sing, Where she'ssleeping,sweetly slceping, Where she's sleeping,sleeping.

is her tombstone, And a dew-drop pure and bright, Wrote in stillness of the night, Where she'ssleeping,sweetly sleeping, Where she'ssleeping,sleeping.

of the loved one From my soul will never part, Nor dim the sunshine of my heart, Whereshe's sleeping,sweetly sleeping, Whereshe'ssleeping, sleeping.


## 332

## WHO GIDETH SONGS IN THE NIGRT. Quartette.







## GOE HEESS THE PDORE Quartette.



1. $\left\{\begin{array}{l}\text { Dark-ly the win-ter day Dawns on the moor } \\ \text { How eas the heart be gay-Who can en-dureit }\end{array}\right\}$ See, the sad, wear-y wight Wanders from noon to night, Shelter-less, bome-less quite! God belp the poor!

2. $\{$ Fast falls the sleet and rain, Slow-ly they go, \}
3. $\left\{\begin{array}{c}\text { Fy fo-rest sheltered plain, Waiting their woe. }\} \text { Cit - y street now they see, Here they roam wild and free, Are they not flesh as we ? Can'st thou say, No ? } \\ \text { By }\end{array}\right.$ 3. $\{$ Night spreads her sable wing; Where can they lie ?



Ye whom the heavens bless, Give from your store;
4. \{ 'Twill ne'er make yourt"casures less, Must make them more; ; For be that gives cheerfully God loves so ten - der - ly; Give to them, pray with me, "God help the poo: !


$\left.\begin{array}{l}\text { 1. }\left\{\begin{array}{l}\text { I have read of a world of beau - ty, Where there is no gloom - y night, } \\ \text { Where love is the mainspring of du - ty }\end{array}\right\}, \text { And God the foundation of light; }\end{array}\right\}$

1. $\{$ Where love is the mainspring of du - ty, And God the foundation of light; $\}$ And $I$ long to be there, $I$ long to be there, $I$ long, $I$ long to be there.

2. $\left\{\begin{array}{l}\text { Thave read of its flow - ing riv - er, That bursts from beneath the throne, } \\ \text { And the beau-ti - ful trees that ev - er Are found on its banks } \mathrm{a} \text {-lone; }\end{array}\right.$
3. And the beau-ti - ful trees that er er are found on its banks a-lone; \{And I long to be therc, $I$ long to be there, $I$ long, $I$ long to be there.

4. $\left\{\begin{array}{ccc}\overline{\mathrm{I}} & \text { long to rise to that world of light, And to breathe its balm - y air: } \\ \mathrm{I} & \text { long to walk with the Lamb in white, And to shout with the angels there. }\end{array}\right\}$


SHUV THE CUP. Temperance quartette.





With Tendersess.





1. The mel-low eve is glid - ing Se - rene-ly down the west ; So, ev - ery care sub-sid - ing, My soul would sink to rest, The


2. The eve-ning star has light - ed Her crys-tal lamp on high; So, when in death be - night-ed, May hope il - lume the sky, In



stay; I long for the land where the part-ings are o'er, And death, and the tomb can di . vide hearts no more, (
$-6$

[^0]:    * Strictly speaking but seven; as eight of any one octave is but one of the next nctave above.
    + Of course, when the scale is transposed, the signature determines where one is written.

[^1]:    Remari.- The stems of notes may turn up or down, and be counected; thus, and their value is not changed. A whole rest in a measure alone indicates that it is to ba counted in cilence ; hence the whole rest is also

[^2]:    * The author thinks the European system of not changing the vowel sounds in the chromatic scale, far preferable to the practice so much in vogue in this conntry, as many bad habits arise that require much after practice and instruction to eradicate. Those who chonse, however, can still usc the old plan, by simply changing the vowel sound of the syllable, in ascending, to E , whenever in sharp occurs-and to A , in descending when-1 ever a fint is used

[^3]:    * When a note succeeds one that has been made flat or sharp, without a note intervening on another degree of the staff, the effect of the accidental continues, although in another measure, or across the har.

[^4]:    * Effect of flat extends into next measure.
    $\dagger$ Flat does not exteud to this note.
    $\ddagger$ Effect of sharp extends across the bar.

[^5]:    * We think elasses in general are too much confined to the syllables. The practiee of them to some extent, is desirable and even neeessary; but we would not use them one moment longer than is necessary, but substitute the words as soon as the progress of the class will allow. The syllable la and the vowels may also be used much more than is customary.

[^6]:    TAESEGTVING-

[^7]:    

[^8]:    

[^9]:    2. That so thy wondrous way May thro' the world be known; W
[^10]:    - From The Sabbath Bell. By permission.

[^11]:    Teach me, O Lord, the way, da

