



AN

A COL

MUSIC

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

BYI.B. WOODBURY,

AUTEOR OF "THE DULCIMER," "CYTHARA," "NEW LUTE OF ZION," "LIBER MUSICUS," "SONG CROWN," "COTTAGE GLEES,"
"CULTIVATION OF THE VOICE," ETC.

BY T. J. COOK.

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to stimulate anew the interest ome respects "The Thanksgiving" will rections. While he thinks it quite as original and varied author has endeavored to avoid monotony and common-plato a pleasing simplicity—a style that seems particuliarly a our Protestant churches. This important feature will be especially in the psalm tunes, as but few of them are so difficult that they may a 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

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finest gems published in the United States, which, in the original cost many times the price of this work.

and, in the various departments will be found a greater variety of pieces than has ever before been brought together in any one work, while the large type and fine paper, we hope, may not be without their influence in commending the book to all.

PREFACE TO ANTHEM EDITION.

It is pleasant to labor with the course 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 creation—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 a "labor of love."

The additions consist of a large number of Anthems, suitable for various occasions, a 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 O. 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 humble 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 all 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 prayer.

· T. J. COOK.

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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 the lengths and particular names:

The double note [(Breve) is equal to two whole notes.

represented by the figure 1. The whole note (Semibreve), 0 is equal to two half (Minim), represented by the figure 2,

four quarters (Crotchet), represented by the figure 4, eight eighths (Quavers), represented by the figure 8, sixteen sixteenths (Semiguaver), represented by the figure 16,

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 eighth 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 foregoing should be asked until the comparative length of the notes is fully understoodd.

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 Monticello, 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.—Examine 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.



6

SECOND EVENING.

NOTE.—Every evening, 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. Notes.

T. Name the notes. P. Whole notes, half notes, quarter notes, and eighth notes.

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.

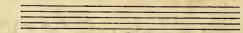
T. We now proceed to another subject, viz.: high and low sounds, or melody; for no piece of music can be melodious, if it has not sounds differing in pitch from each other. Sing la as I do, viz.:

Note.—The pupils imitate him, and the teacher sings $la \leq la \leq la$, the pupils doing the same, until the full diatonic has been presented; thus,

000000

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 spaces.

Note.—The teacher points to the staff, and requires the pupils to name the degrees.

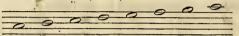
T. What is the use of the staff? P. It determines the pitch of sounds.

T. How does 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,



T. 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 syllables; 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.





Note. Tunes may now 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.



NOTE. In addition to these familiar melodies, such tunes as OLD HUNDRED, DUKE 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 measure, kind of notes, beating time, bars, measures, &c.

T. How many sounds have we to the diatonic scale? P. Eight.*

7. How many letters? P. Seven; viz.: the first seven letters of the alphabet.

T. 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. G. &c.

T. What determines where one is written? P. The clef.

T. How many clefs in common use? P. Base or F clef, and Treble or G clef.

T. What character determines the pitch of sounds? P. The staff.†

T. How many degrees 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.

Note. The teacher may carry the review still further, by turning to tunes as here-tofore.

T. As has already been shown, we can have different kinds of notes in the same measure. Here are a few examples:

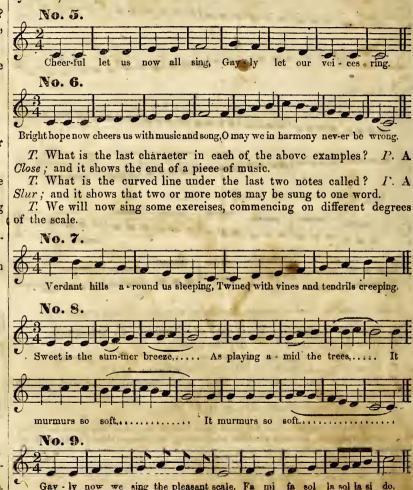
No. 1.

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* Strictly speaking but seven; as eight of any one octave is but one of the next octave above.

† Of course, when the scale is transposed, the signature determines where one is written.

7. Here we have some exercises, which we will first practice with the syllables, and then with the words.





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 music, as in OLD HUNDRED, DUNDEE, &c.

T. Where is the accent in quadruple measure? P. On the first and third beats.

T. Where in triple measure? P. First beat.

T. Where in sextuple? T. First and fourth beats.

T. Are these rules subject to exceptions? P. They are all subject to variations to suit the accent of the words.

Note.—Let the class sing the scale in all the varieties of measure, accenting as above directed.

MELODY FOR PRACTICE.

No. 11. THE SPOT WHERE I WAS BORN.





Note.—Sing also old tunes, such as China, page 87; Peterborough, 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 cless? P. They determine the letters on the staff, also, to some extent, the pitch 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, which is the next staff; Alto, 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 pitch; as the lowest male voices sing base; the highest male voices, Tenor; the highest female voices, Soprano; and the lowest female voices, Alto.

It is the music for each different part always written alone on the staff; P. Not always; but sometimes two parts are written on one staff, as in most of the upper tunes on each page in this book.

7. Why not write each part separately, as in the two lower tunes of each page? P. Beeause there would not be room for three tunes on a page; besides, after a little practice, it is just as easy to read the music; 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 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, §; which, however, is so seldom used that it does not require an explanation here.

T. How many sounds has the diatonic scale? P. 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.

7. From three to four? P. A minor, or smaller second, the distance being but one half as great as the major second.

T. 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.

Norg.—The order of intervals is the same in descending as in ascending.

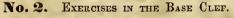
* Called by some "whole tones," "half tones," and "steps," &c.

EXAMPLE OF THE ORDER OF INTERVALS.

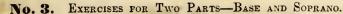


Note.—The pupil should commit the order of intervals very faithfully to memory, also the letters in both clefs, if not learned before arriving here.

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.









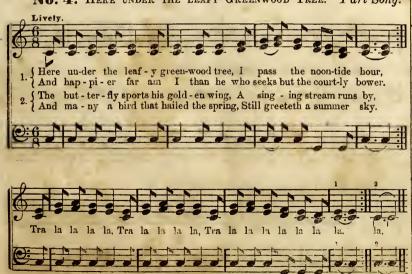
NOTE.—Sing the base of Westfort, page 50, first two lines; also first line of Beames, page 146—questioning the class in regard to every thing they have been taught.

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.

Note.—Practice old tunes and the following melody:

No. 4. HERE UNDER THE LEAFY GREENWOOD TREE. Part Song.



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.

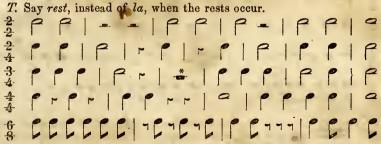
7. Are there any other intervals, besides these, used in music? P. Yes; besides the above named intervals, we have thirds, fourths, fifths, &c.

Note.—Let the teacher 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 three. 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, and 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.	
	-903	-	-EIL		۲		4		1	3 '	
T. Name the following rests.											
1	2	3	4	5	6	7	8	9	10	11	12
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EXERCISES FOR RESTS.



^{*} 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, \(\sigma \cdot, \) a dotted whole note is equal to three halves, \(\sigma \sigma \cdot) = \cdot); a \(\sigma \cdot \) equal to three \(\sigma \cdot) = \cdot); a dotted rest; thus, \(\sigma \cdot \) is equal to three half rests, thus \(\sigma \cdot \); a \(\sigma \cdot \) equal to \(\sigma \cdot \cdot), &c. \(\sigma \cdot \) is equal to \(\sigma \cdot \cdot), &c.

EXERCISE FOR DOTTED NOTES.



EXERCISES IN LONG AND SHORT SOUNDS AND RESTS.

T. Sing one la to each note,



REMARK.—The stems of notes may turn up or down, and be connected; thus, and their value is not changed. A whole rest in a measure alone indicates that it is to be counted in silence; hence the whole rest is also called a whole measure rest.



Come to the





SIXTH EVENING.

NOTE.—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,



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



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.

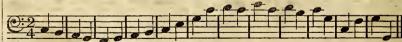
No. 3. Exercises for the Practice of the extended Scales.



No. 4. EXTENDED BELOW THE OLD SCALE.



No. 5. EXTENSION OF THE SCALE IN THE BASE CLEF.



No. 6. Exercise of difficult Intervals.



Nore. All tunes in the key of C, that have no accidentals in them, may now be prec-

ticed, and the class should not be allowed to go further until some readiness has been acquired in reading simple tunes at sight. The base by male, and the soprano by female voices, may now be employed together, after having been practiced separately.

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

Note.—Although the male and female voices may be employed together, yet, strictly speaking, they are not in unison. The female voice is eight 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 scale should be practiced, the male voices commencing it, and the female joining when they can reach the pitch, say about G, fourth space base clef.



The teacher will remark to the class 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 be able to sing F or G above the base clef, and the base voice should sing G, first line base clef. See 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 low, 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, and 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.



T. 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 being performed where written, it is in reality sung eight notes lower.

The C clef, which is in common use in Europe, would remedy 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 VOICES.



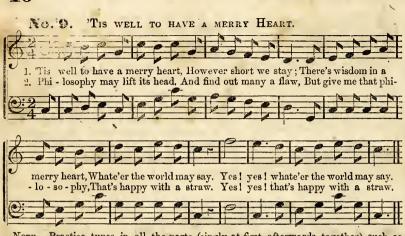


No. 8. ROUND FOR FOUR VOICES.



Help, dear neighbor, help, I pray, - What ye want? what ye want of me?





Note.—Practice tunes in all the parts (singly at first, afterwards together), such as LAUREL RUN, page 145; Toner and Crown, page 87; Vernon, page 89; Holmes, page 90; together with some of the old tunes that have no accidentals, such as Colchester, page 93; Coventry, page 92, &c.



* D. C. Fine denotes 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 each lesson should be devoted to the practice of times and pieces in the body of the work.

No. 11. 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 - try 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 o - dor. From the Till the wild bee hummeth, And the warm spring cometh, When she To . . . eare bright hours, . . And dream



SEVENTH EVENING.

Note.-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. p or piano.

T. When very soft? P. pp or ppp.

T. When louder than mezzo, how marked? P. mf or mezzo forte.

T. When still louder? P. f or forte.

T. When very loud? P. ff or fff. T. What is a syncopated note? P. When an unaccented note is connected with the following accented note, it is said to be Syncopated.

No. 1.



A TIE () 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 CRES-CENDO (Cres. or -___).

An inversion of the crescendo is called a DIMINUENDO (Dim. or).

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 >).

STACCATO mark thus (! ! ! 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,





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

When a passing note precedes an essential note, on an accented part of the measure, it is called an Appoggiatura.

When a passing note follows an essential note, on an unaccented part of the measure, it is called an After Note.

^{*} Should never be used in chorus.



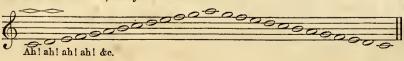
The Shake (r) consists of a rapid alternation of two sounds. It should be much cultivated by those who would acquire smoothness and flexibility of voice.*



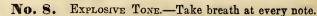
A figure 3 placed over three notes, thus, p shows that they are be sung in the time of two of the same kind; for example, thus,

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, see the "Guide to the Cultivation of the Voice," by I. B. WOODBURY.





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



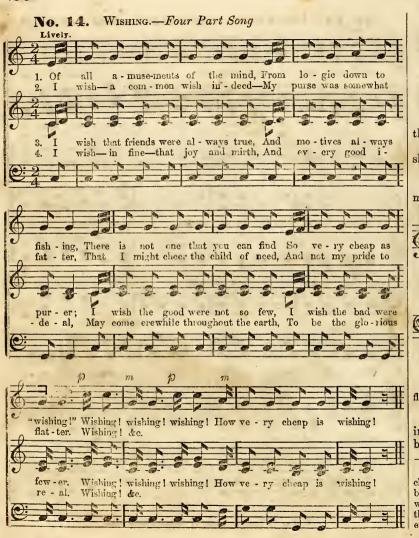
Note.—In the foregoing exercises the pupil should be careful to dwell on the radical sound of each vowel, otherwise bad pronunciation will be sure to follow.

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



D. C. FINE.





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. Twelvc.

T What character is used to elevate a sound? P. A sharp, thus #.

T What depresses a sound? P. A flat, thus b.

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 t.

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.

C. I. M. S. C. I. M. I. M. S. C. I. M. S. C. I. M. S. C. I.



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, &c.

T. There is still another character that clevates a sound two chromatic intervals, called a Double Sharp, thus, x. It is used when a note has been made previously sharp in the signature.

^{*} 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 country, as many bad habits arise that require much after practice and instruction to eradicate. Those who choose, however, can still use the old plan, by simply changing the vowel sound of the syllable, in ascending to E, whenever a sharp occurs—and to A, in descending whenever a flat is used.





Note.—In the above example are F and C double sharp. On the piano forte melodeon, and similar instruments, 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.

Note.—The pupil will observe, that from any letter to the same made flat or sharp, the interval is a chromatic one; and from any letter to the new above or below in the chromatic scale, the interval is a chromatic second.

T. What is the interval from C to C# (sharp? D# to D, &c.? C to B descending? B to Bb? Bb to A? A to Ab, &c.?

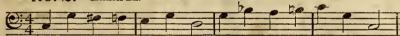
Note.—Commence the practice of the chromatic scale something in the following manner—the class sing one, after which the teacher sings sharp one, the class imitating him. Then two, sharp two, &c.

REMARK.—For the future the class should devote a short time, each lesson, to the practice of this scale,

T. The influence of a sharp or flat extends from measure to measure, until a note intervenes which is on a different degree from that before which it is placed.*

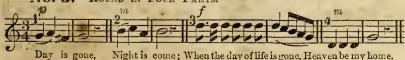
A NATURAL (2) is used to contradict or take away the power of a flat or sharp.

No. 2. Example.



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

No. 2. ROUND IN FOUR PARTS.



^{*} 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 bar.

Mes. 4. SHAPP FOUR.

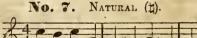


No. 5. SHARP FOUR-BASE CLEF.



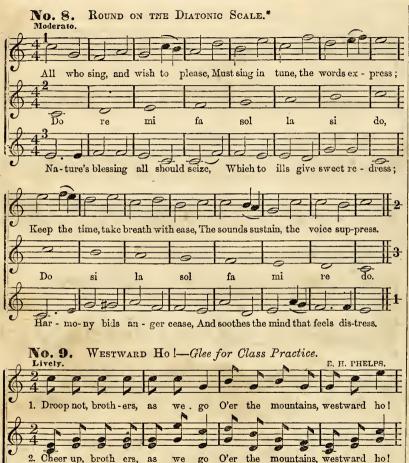
No. 6. FLAT SEVEN AND SHARP FIVE.

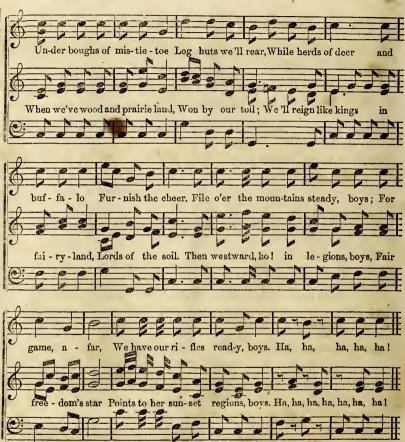






- * Effect of flat extends into next measure.
- + Flat does not extend to this note.
- ‡ Effect of sharp extends across the bar.





Note.—The class will now be able to practice tunes 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 those 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 just in the order here given.

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

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. 1. HARMONIC.

1 2 3 4 5 6 7 8 8 7 6 5 4 3 2 1
La si do re me fa sol la, La sol fa me re do si la.

No. 2. Melodic.

The seconds are 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 eight, a minor second. The same progression is observed in descending. In the melodic form of the minor scale, the intervals occur as follows, viz.: from one to two, a major second; two to three, a minor second; three 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 minor 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.

Note.—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 pieces of music, it is impossible to decide with certainty in relation to the key, without some knowledge of modulation, &c.*

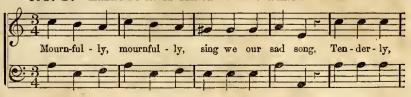
No. 3. Exercise in A Minor-Harmonic Form.



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



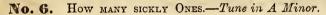
No. 5. Exercise in A Minor in Two Parts.

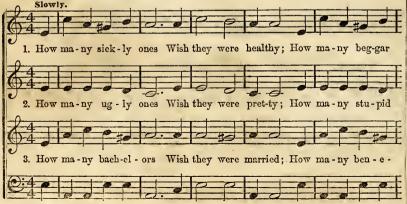


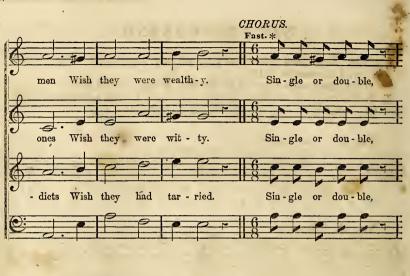
^{*} For extended illustrations and instructions in Modulation, see Woodbury's "Self Instructor in Musical Composition and Thorough Base."

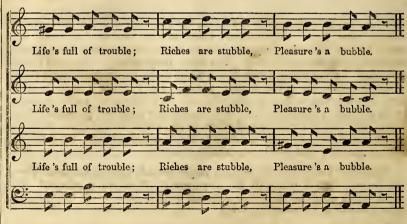


Note.—Sing the following tunes, all in A minor: Calvary's Mount, page 220; Russia, page 47; also tunes in C major.









* 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 effect of the words, &c.



TENTH EVENING.

Note.—Review, and perhaps spend an evening in 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 capacity of his class, i. e. seldom or never progressing faster, but often slower.

NOTE.—Most classes will be able to understand the theory, and, 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 in teaching the elements of music.

TRANSPOSITION OF THE 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 E, &c, When a piece of music commences in the key of C (although other keys may be introduced in the course 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 three 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, G becomes one of the new scale; thus,

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



The preceding 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 the 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 succeeding transposition, and an additional sharp will be required in every succeeding 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 scale 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 change of the vowel sounds of the syllables, where an accidental is introduced. It brings a long train of evils that require months of labor to oradicate. One reason why our choirs, and even select societies, almost always fail on the accidentals, is owing to the habits of changing the syllables and their vowel sounds. The system of changing the syllables is not known in the best schools of Europe; and we predict 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.

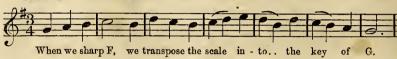
T. What do you understand by the transposition of the seale? P. When any other letter besides C is taken as one of a new scale, and accidentals are introduced.

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 F#? What should it be? &c.

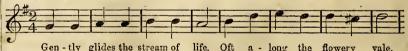
No. 3. Exercise in the Key of G



No. 4. Ft.



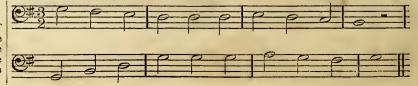
No. 5. SHARP FOUR.



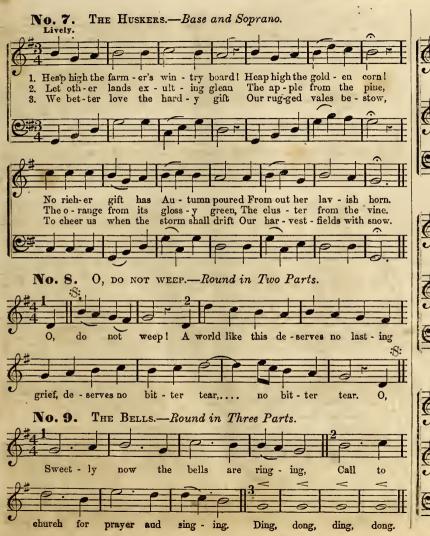


Or im - pet - uous down the eliff Rush-ing roars, when storms as - sail.

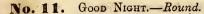
No. 6.



^{*} We think classes in general are too much confined to the syllables. The practice of them to some extent, is desirable and even necessary; 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.









Note.—Practice Done and Needful, page 55; Mountain Home, page 93; Bell Rose, page 94; Peron, page 96; Auld and Enhaven, page 98, &c.

QUESTIONS ON EACH TUNE.

T. What is the signature? P. One sharp.

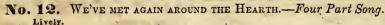
T. What letter is sharped? P. F.

T. Why do we sharp F? P. To regulate the order of the intervals.

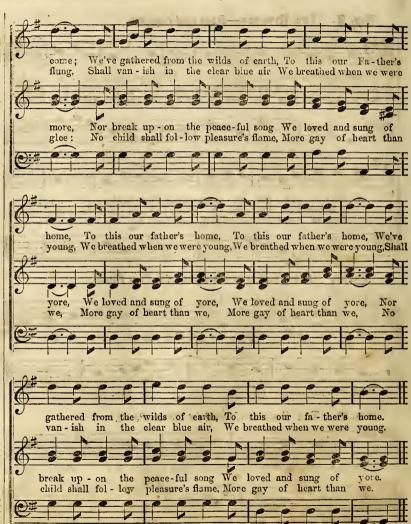
T. What is the order of intervals in all the transpositions? P. Between three and four, and seven and eight, are minor seconds; all the rest are major seconds.

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.







ELEVENTH EVENING.

Teacher. How many seales have we now explained? Pupil. Four; the diatonic and chromatic 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 signature the same to a minor seale as to its relative major?

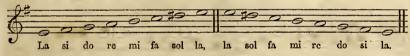
P. Yes.

T. What is the signature to E minor? P. One sharp; the same as its relative major, G.

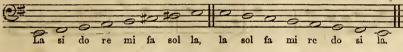
T. Are the syllables changed in the relative minor? P. No; they remain the same as in its relative major.

T What syllable will then be applied to one of E minor? P. La, or Mi.

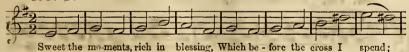
No. 1. HARMONIC FORM OF E MINOR.



No. 2. MELODIC FORM OF E MINOR.



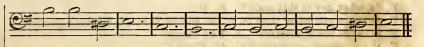
No. 3. Exercises in E Minor.



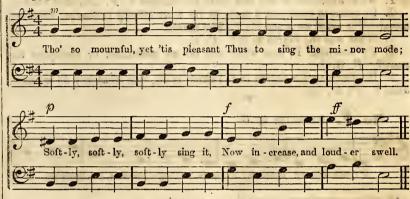


Life, and peace, and hope pos-sess-ing, From the sin - ner's dy - ing Friend.





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



Note.—Practice such tunes as Windham, page 52; Melton, page 153, &c.

SECOND TRANSPOSITION BY SHARPS: 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 scale? P. The fifth, which is D.

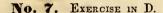
T. Each scale is named after the letter on which one is placed, on what letter then is the new scale to be founded, and what shall we call it? P. It is written on D, and therefore must be called the key of D.

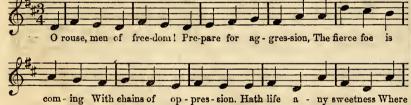
T. What new letter shall we sharp? P. The seventh of the new scale,

or the fourth of the old one, which is C.



- T. In what key is this scale? P. D.
- T. How do you know it to be in the key of D? P. By the signature.
- 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 scale are sharped? P. Three and seven.
- T. In order to transpose a scale 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. D. &c.





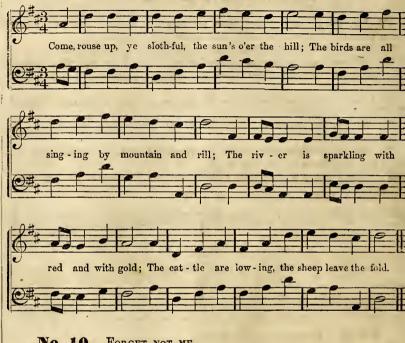


No. 8. EXERCISE IN D-BASE CLEF.



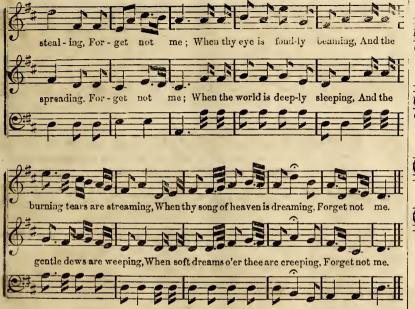


No. 9. COME, ROUSE UP.



No. 10. Forget not ME.





Note.—Sing such tunes as Reliance and Woodley, page 57; Faith, page 60; Silo-AM, page 102; Bellfont, page 157, &c.

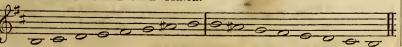
TRANSPOSITION TO B MINOR.

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.

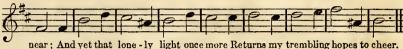
No. 11. SCALE OF B MINOR.



No. 12. EXERCISE IN B MINOR.



Night vails the wail - ing wa - ters o'er, And cold de - spair comes hovering



No. 13. B MINOR-BASE CLEF.



Note.—Practice such tunes as WARNING, page 56.

TWELFTH EVENING.

Note.-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 space with G clef, and first space with F clef.

T. What is the signature to the scale of A? P. Three sharps.

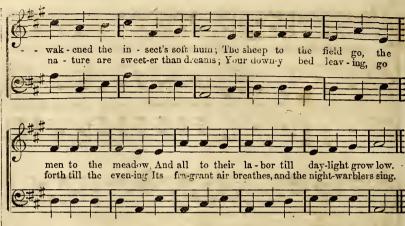
T. What letters are sharped? P. F, C, and G.

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.





Note.—Practice such tunes as Lockwood and Sela, page 159; Wellgate and Yelma, page 110; Glen, page 111; Balar, page 109, &c.

T. What is the relative minor to A? P. F#.

T. Where is one written in 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.—Practice such tunes as Dolerado, page 115.

FOURTH TRANSPOSITION BY SHARPS: KEY OF E-FOUR SHARPS.

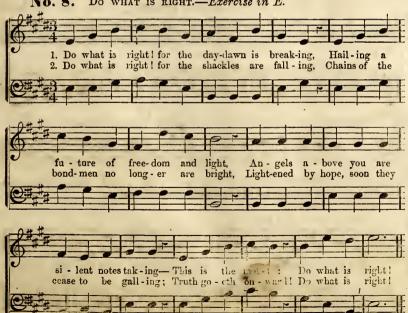
T. One of this key is written on E, the fifth of A, and the new sharp is Dt. making four sharps; viz.: Ft, Ct, Gt, and Dt; thus,



Nore Question as in the other keys.

MARKSGIVING-2

No. 8. Do WHAT IS RIGHT.—Exercise in E.



No. 9. Scale of C# MINOR.—Relative Minor to E Major.



No. 10. EXERCISE IN C# MINOR.



Note.—Sing such tunes as Delight, page 67; Walnut Hill, page 119; Regret and HILLGROVE, page 121; USTIN, page 163, &c.

FIFTH AND SIXTH TRANSPOSITION BY SHARPS .- (Seldom used.)

No. 11. KEY OF B-Five Sharps. KEY OF FI-Six Sharps.



Note.—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 F; because the fourth of C is F, and the signature is one flat.

T. What letter is flat? P. B.

7. Why do we flat B? P. To regulate the order of intervals.

T. Is the order of intervals the same in the flat as in the sharp keys? P. Yes; three and four, and seven and eight, are always minor seconds; and all the rest major seconds.

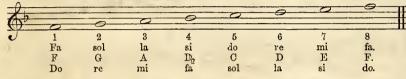
T. Where is one written, key of F, G clef? P. On first space.

T. Where is one with F clef? P. First space below, or fourth line.

No. 12. IMPERFECT—Because B is not flat.



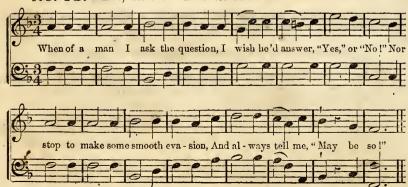
Perfect-Because B is flat.



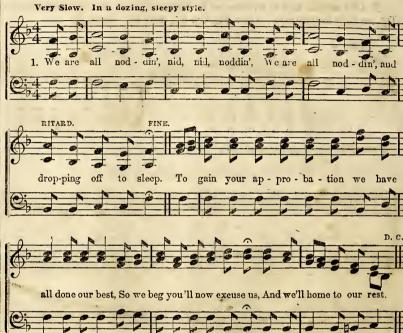
Note.—The order of intervals must be the same in the flat keys as in the sharps. By analyzing the perfect example above, we find that from F to G is a major; G to A, a major; A to B₂ (three to four), a minor; B₂ to C, a major; C to D, a major; D to E, a major; and E to F, a minor second.

- 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.

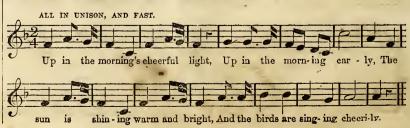
No. 13. YES, OR No.—Exercise in F.



No. 14. SLEEPY TIME. - Finale for Concert or Public Exhibition.



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, noddin',
We are all noddin', and dropping off to sleep,
Our friends have long been waiting (oh, we hope they will not scold),
Our teacher too is tired; therefore, good night, young and old.

For we are all noddin', &c. *

Note.—Sing such tunes as Agmus, p. 69; Lauden, p. 70; Olive, p. 72; Bellfleur, p. 122; Fellmo and Vellert, p. 124, &c.

No. 15. Scale in D Minor.—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, &c.

SECOND TRANSPOSITION BY FLATS.—KEY OF BL.

T. What is the fourth of F? P. Bb.

T. What is the signature, and what letters are flat in the key of B₇?

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 F clef.

No. 17. KEY OF By.—Signature, two Flats.

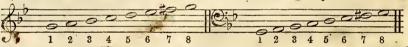


No. 18. LET US SEEK IN ALL WE DO.



Note.—Practice such tunes as EDMUND, HEBRON, and ZION, p. 75; also pp. 127, 128, &c.

No. 19. Scale of G Minor.—Relative to By Major.



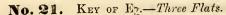
No. 20. Exercise in G Minor.



Note.—Practice such tunes as Cloud, p. 74; Mt. Calvary, p. 245; Cowper, p. 180.

THIRD TRANSPOSITION BY FLATS .- KEY OF Eb.

- T. What is the signature to the key of E_{7} ? P. Three flats.
- T. What letters are flat? P. B. E. and A.
- 7. Where is one written? P. On first line with G clef, and third space with F clef.





REMARK.—It will be perceived that the syllables occupy precisely the same situation as in the key of E, four sharps.

No. 22. ROUND FOR FOUR VOICES.



Don't always be grave and sedate as a sage; For smiles, at least sometimes, our hearts should engage.

Note. Praetiee such tunes as Rest, Henden, Larch, p. 77; also pp. 78, 134, 135, &c.

No. 23. Scale of C. Minor.—Relative to E Major.



No. 24. Exercise in C Minor.



FOURTH RANSPOSITION BY FLATS.—Key of Ab.

T. What is the signature to the key of An? P. Four flats.

T. Where is one written? P. Second space with G clef, and first space with F clef.

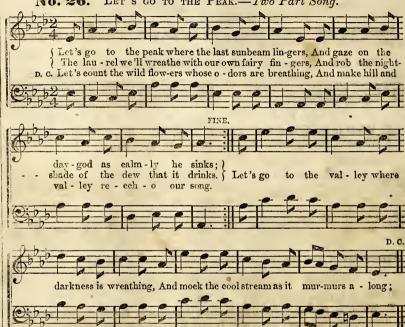
No. 25. Key of Ab. Signature, four Flats.



**TEMARK.—You will notice that the syllables occupy the same situation, to the eye, in this key, as in the key of A. three sharps.

Note.—It will be perceived that in each succeeding new scale, the fourth of the old scale 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.



Note.—Practice such tunes as Willow, p. 211; Owego, p. 213; Dellfont and Stanvern, p. 139; Cloudhill and Wellfleet, p. 80, &c.

No. 27. Scale of F Minor.—Relative to Ab Major.



Note.—Other modulations may be procured by continuing to use additional flats, but as they would not be of any practical use, we omit them here. Questions should be proposed on all the scales, as in the key of F, and the practice of tunes should be introduced in all these keys, in the order of the transpositions as above.













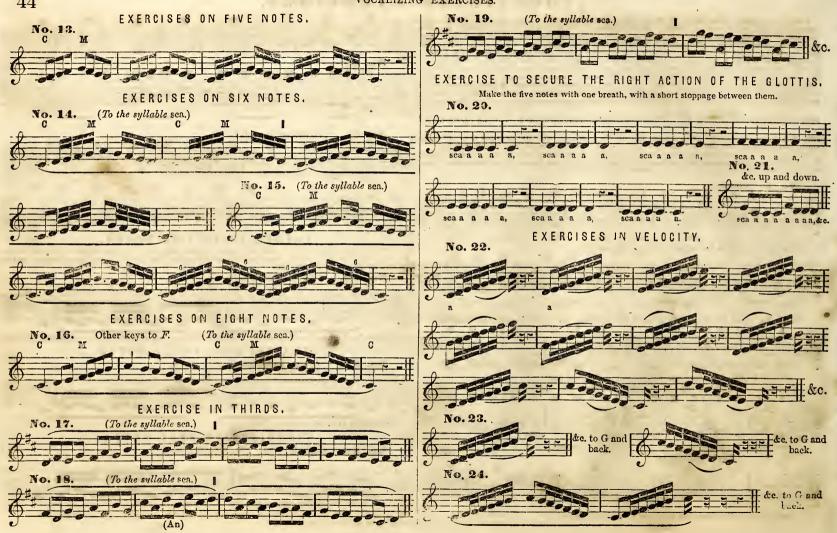
(An)



VOCALIZING EXERCISES.

Position of Body, Breathing, &c. &c .- Stand erect, in an casy, natural position, with the shoulders a little buck, and the neck unbent. Avoid stiffness about the chest, neck, or mouth: also contortions of the body, head, mouth, evelids, &c. Let the mouth assume a smiling position. By observing the above directions, the singer is prepared for proper respiration; which to him is all importserving the above directions, the single is properly properly with a first and in a first and a single is a good practice is, to inhale and exhale the air very slowly, making the effort from the diaphragm. Hold the chest well up, and the head sufficiently high to let the sound come freely from the No. 8. throat. Endeavor to produce a free, round, and mellow tone, being careful not to force the voice. The word sea is used because it affords certain advantages to the yoral organs; the a as in father. Take the a from the bottom of the throat. The letter C indicates Chest-tone, M Medium-tone, and H Head-tone. The sign I 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 Baritone and Bass will substitute for and so, relatively in the other keys. In male voices, the falsca ... sca No. 9. (To the syllable sca.) setto tones are used for the notes marked M. In No. 2 the first two notes are sung with full chest-M voice, 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 no breakage will be perceived. Take breath in an easy, gentle way, without noise. Do not practice after the voice becomes fatigued. No. 1. MODERATO. M M sca. sca Also in the keys of D_2 , D, E_2 , and E. In this exercise 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 small intensity. Be careful also of the intonation, as the second note is apt to be made flat. No. 10. (To the syllable sca.) C No. 3. Also in D2, D, E2, E, and F. No. 4. Also in Do, D, E, and F. MC MIC M C Practice No. 10 in all the keys, using the Chest, Medium, and Head registers as indicated in No. 9. EXERCISES ON THREE NOTES. No. 11. (To the syllable sca.) sca sca sca sca sca sca, &c. No. 5. Also Do. D. Et. E. and F. No. 6. Other keys to F. M C MRC M C MIC M Practice No. 11 in all the keys. EXERCISES ON FOUR NOTES. sca. &c. sca. &c. No. 12. In all the keys. (To the syllable sca.) No. 7. (To the syllable sca)

Note.—These Exercises are extracted from the celebrated work, "Bassini's Art of Singing." Mr. Bassini is now the best teacher of singing in this country, and his system is probably the very best known. His book is published by O. Dirson & Co., Boston.



ANTHEM THANKSGIVING.





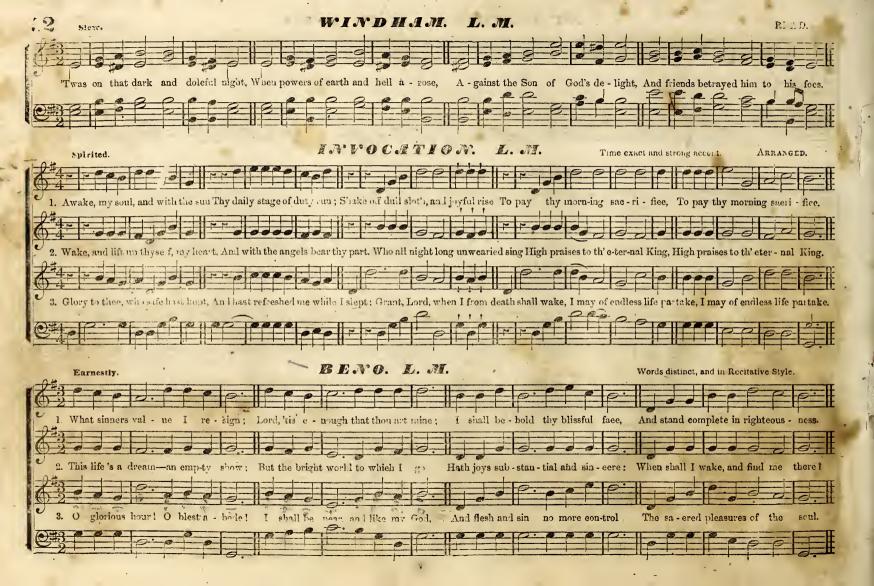




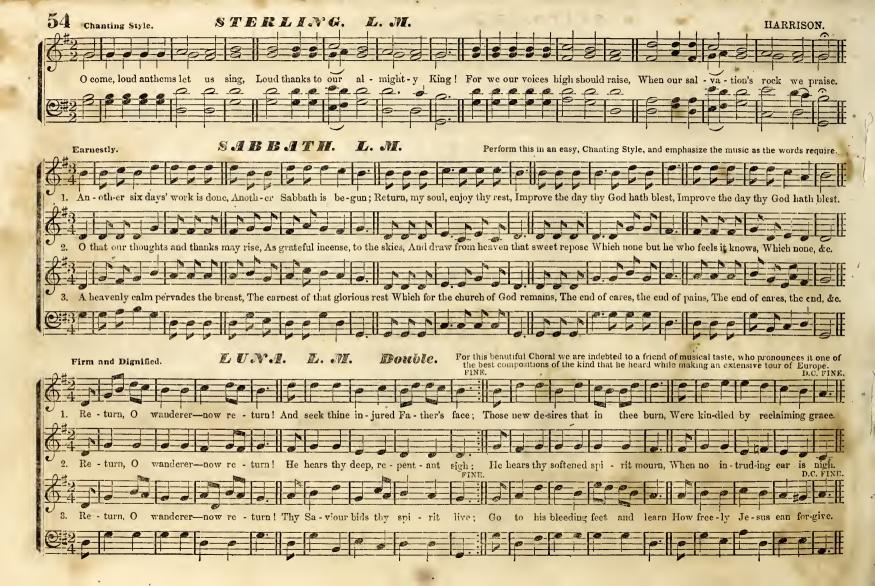












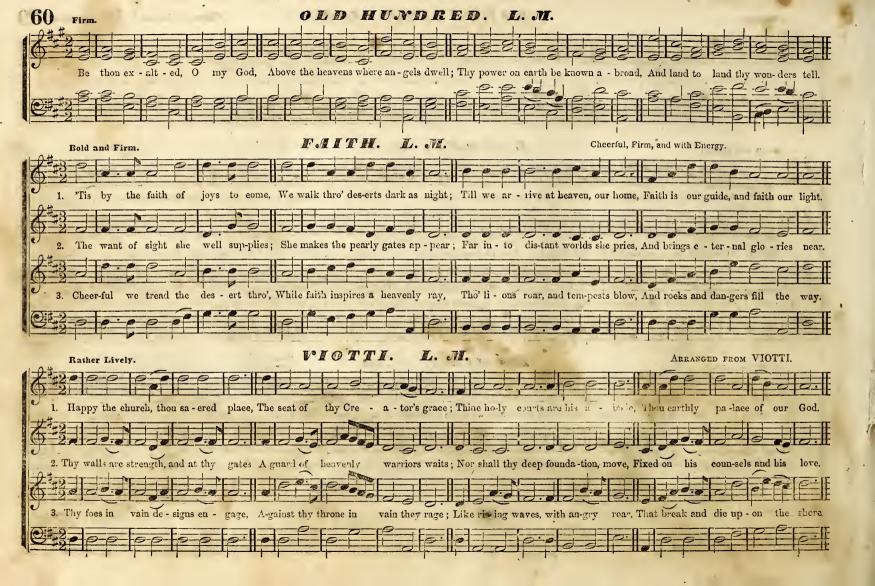
























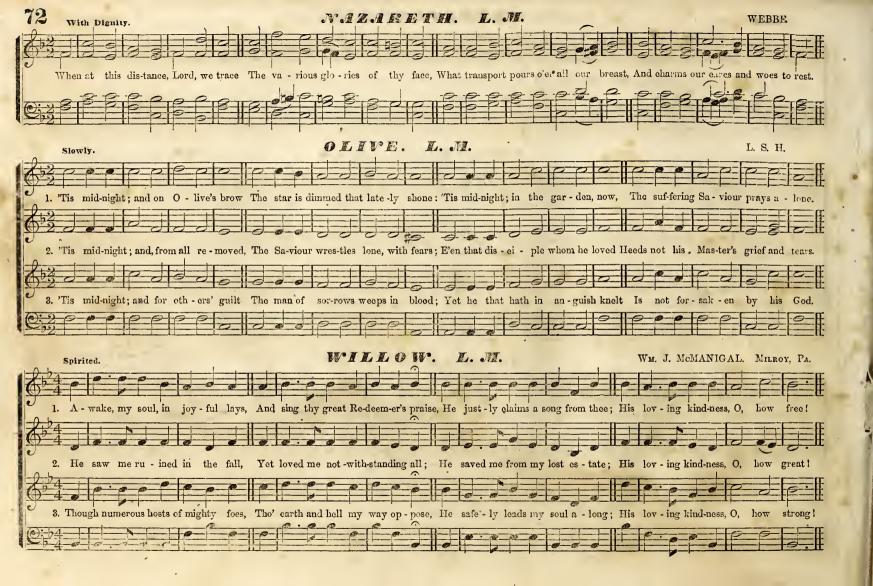
























































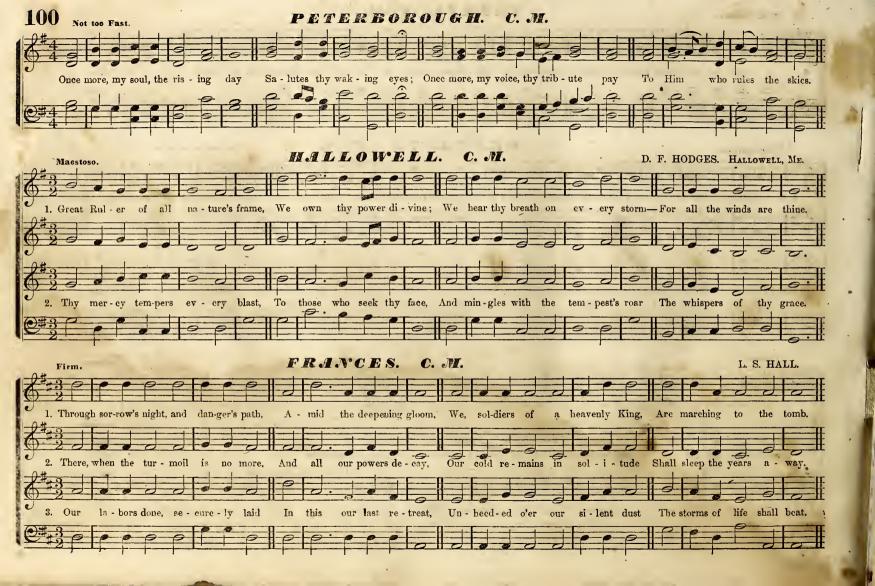


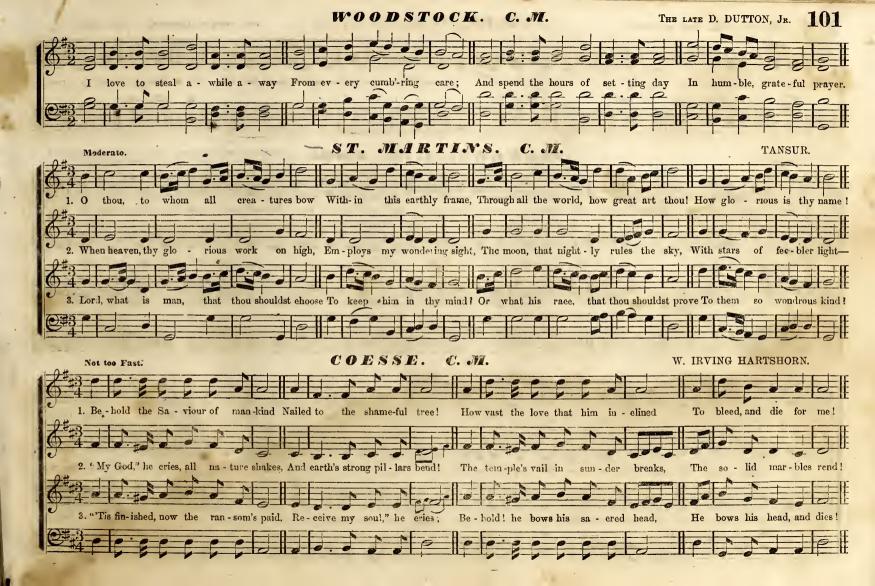


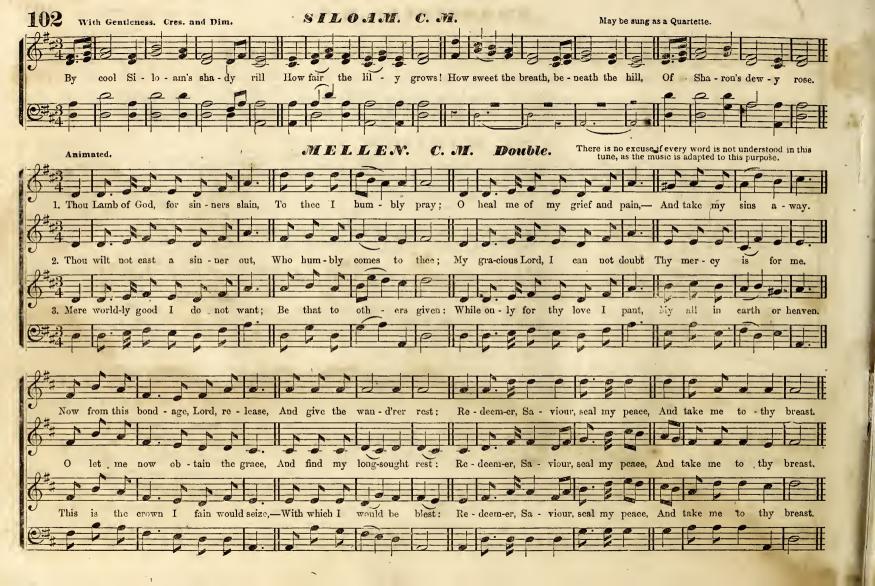




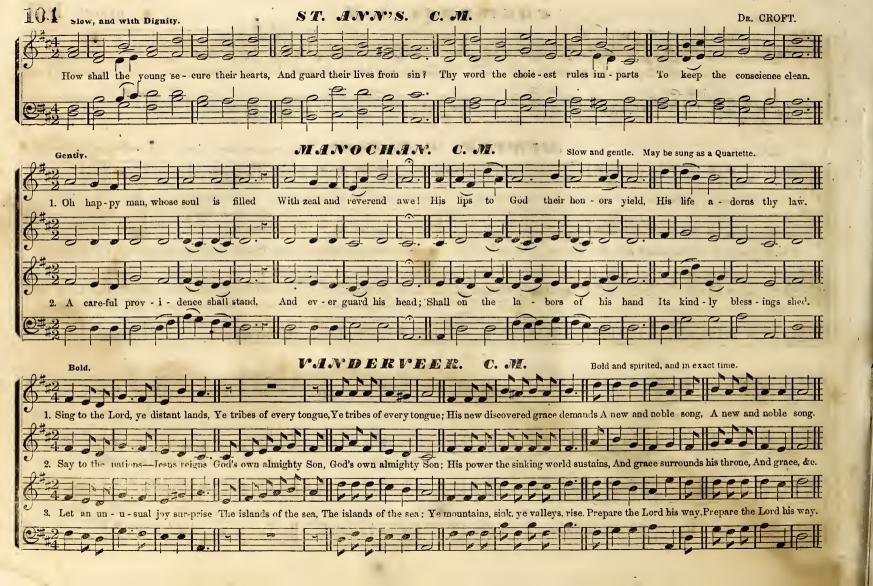




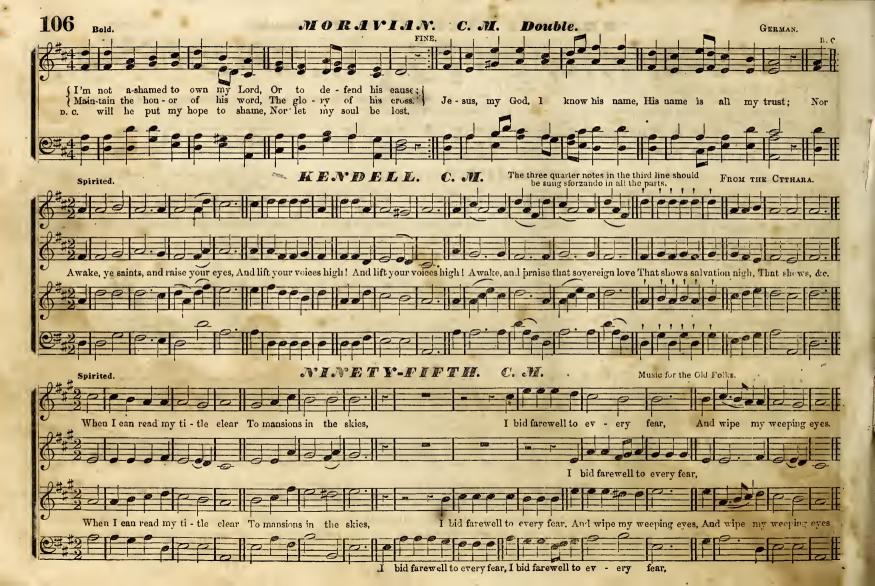








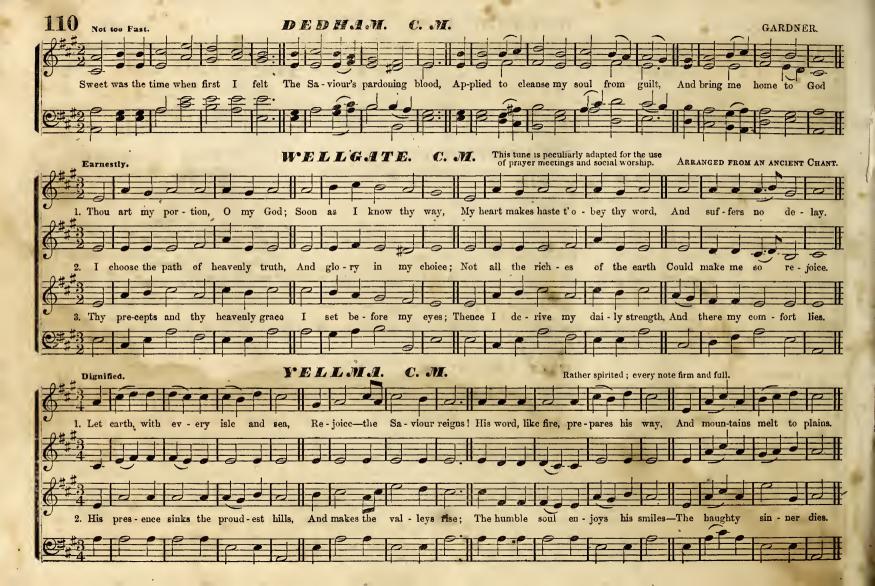


























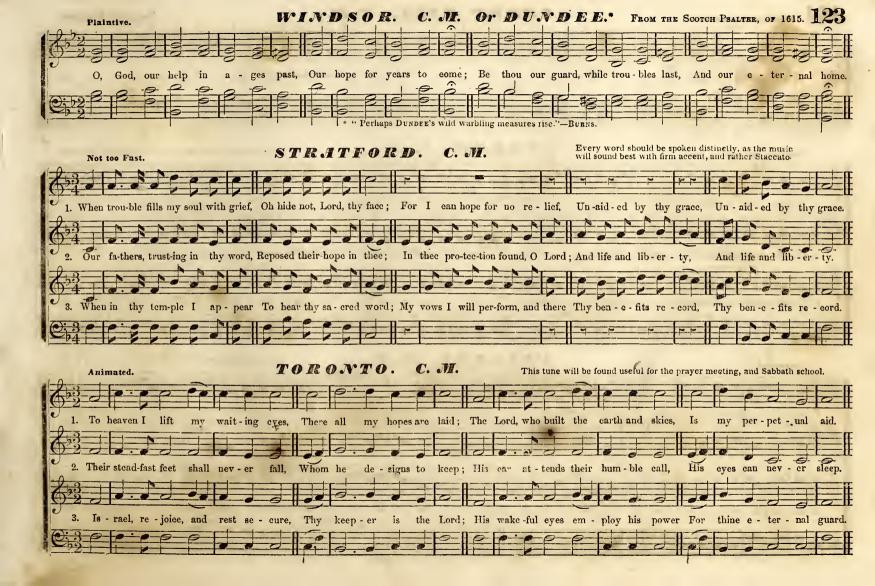








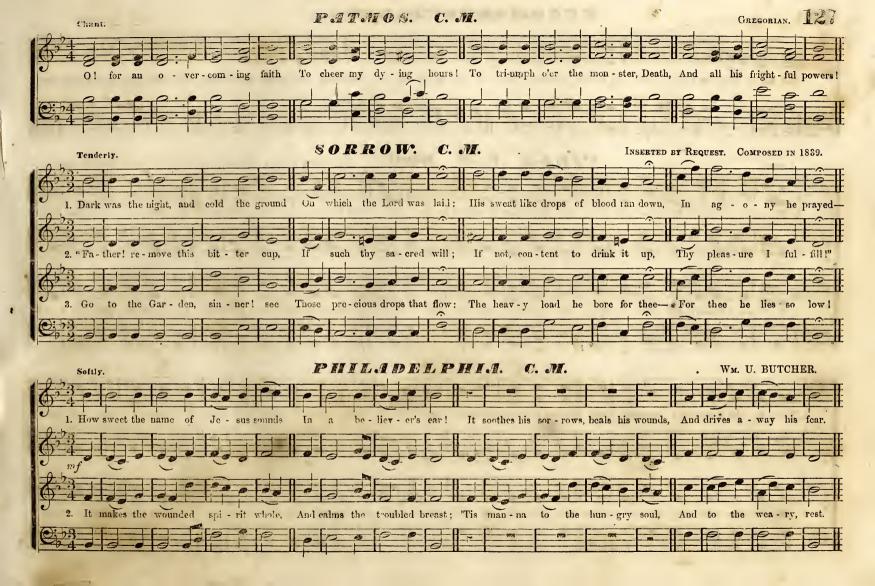








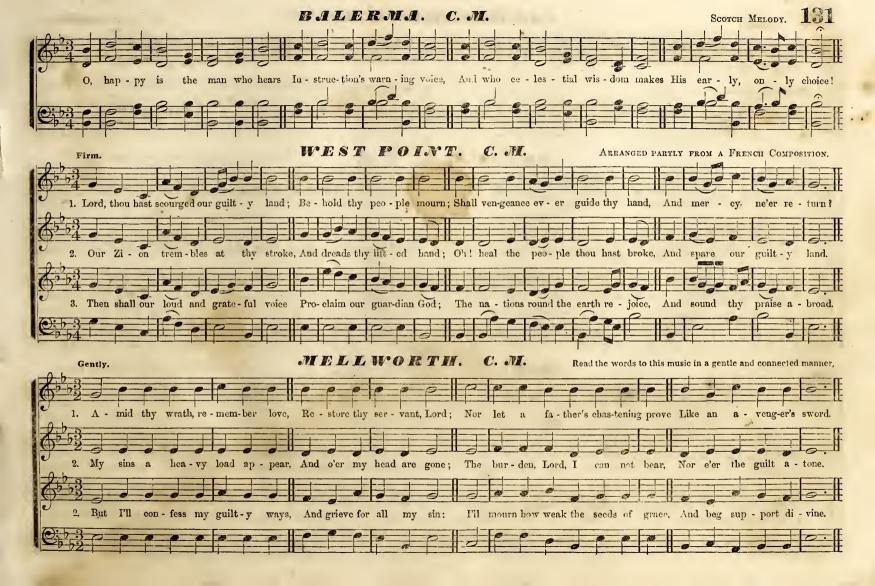






















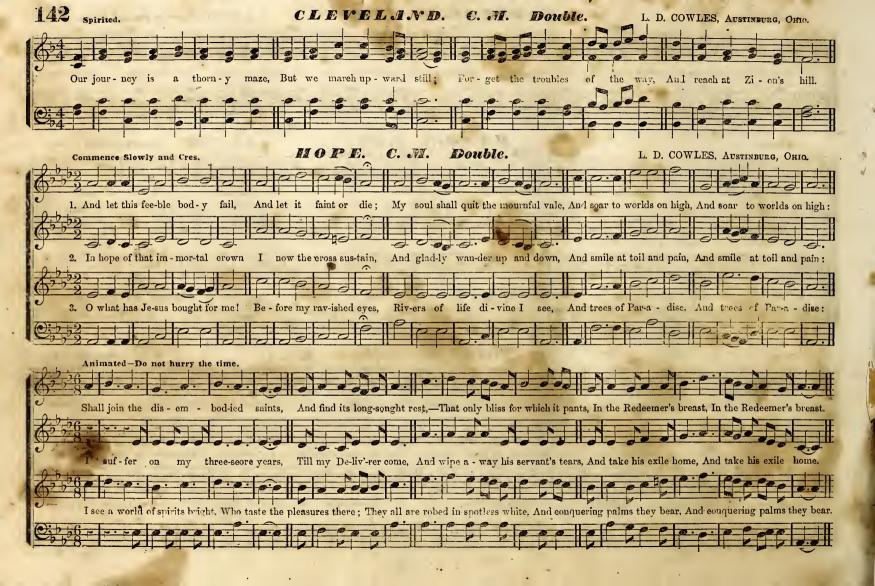






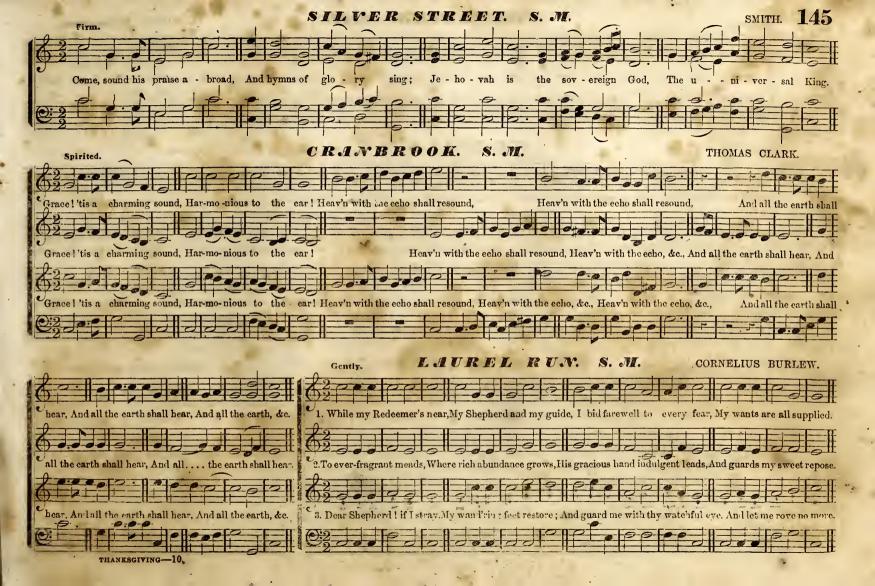




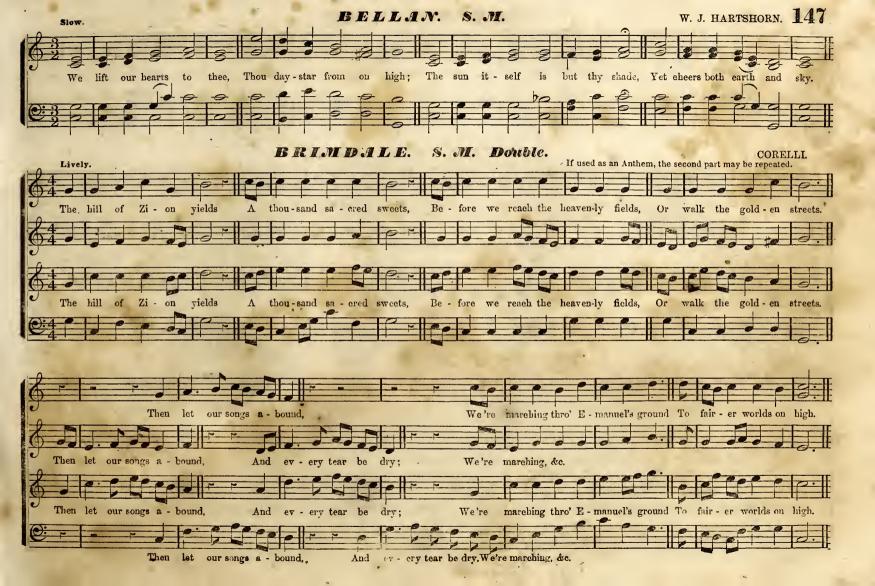






























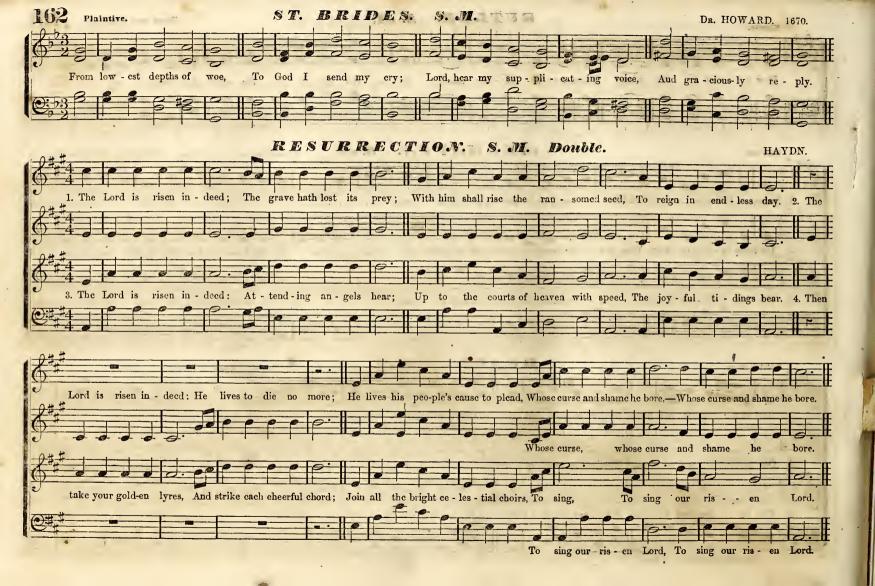


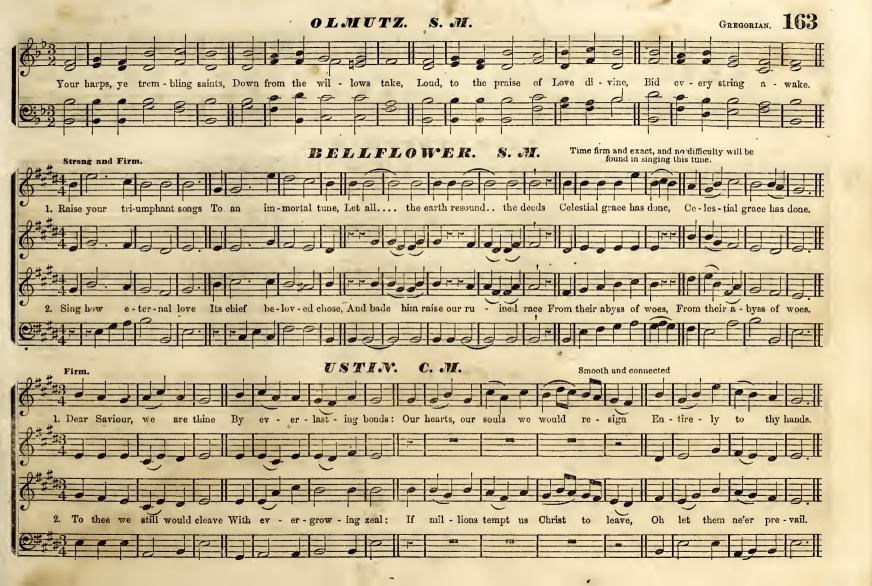




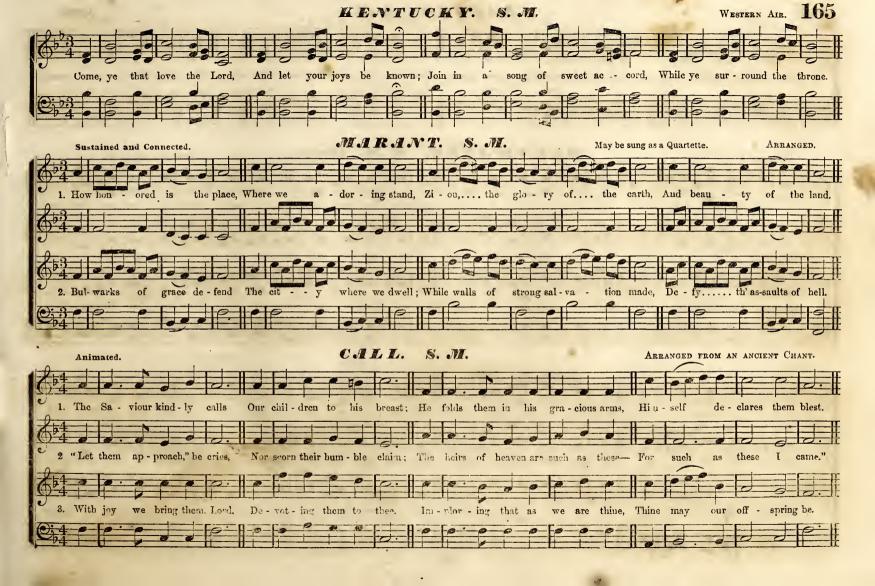


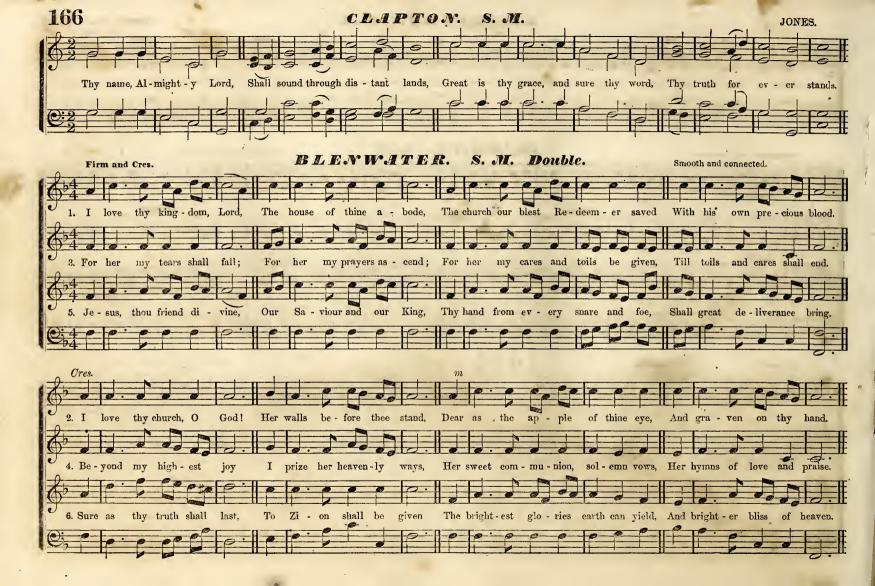


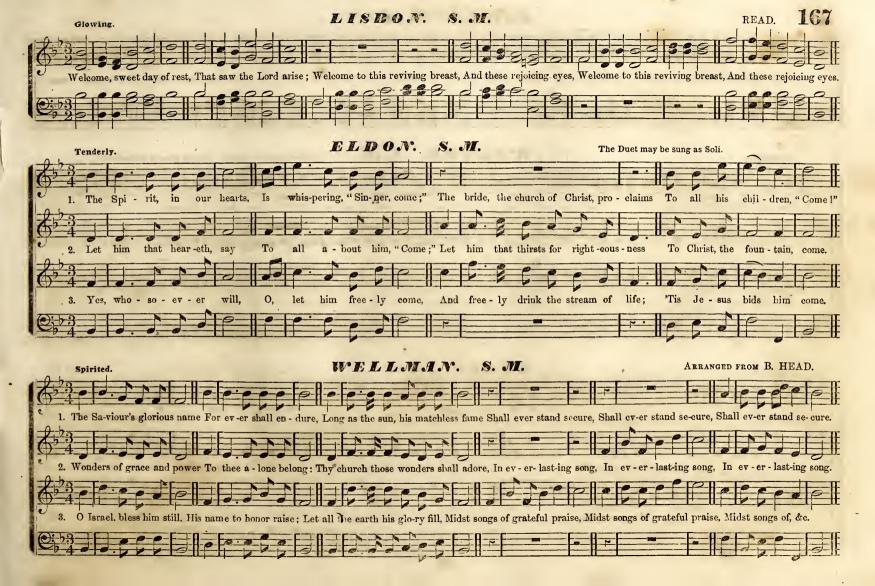




















































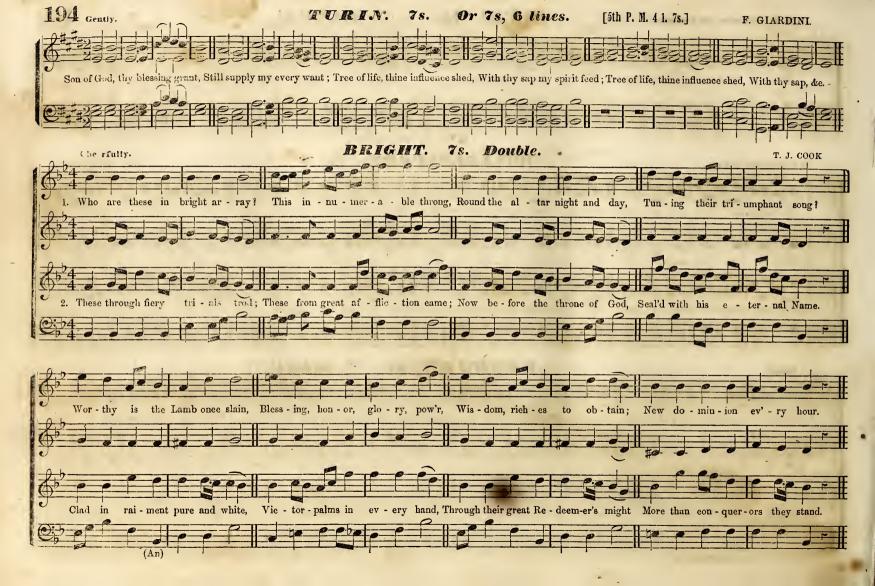




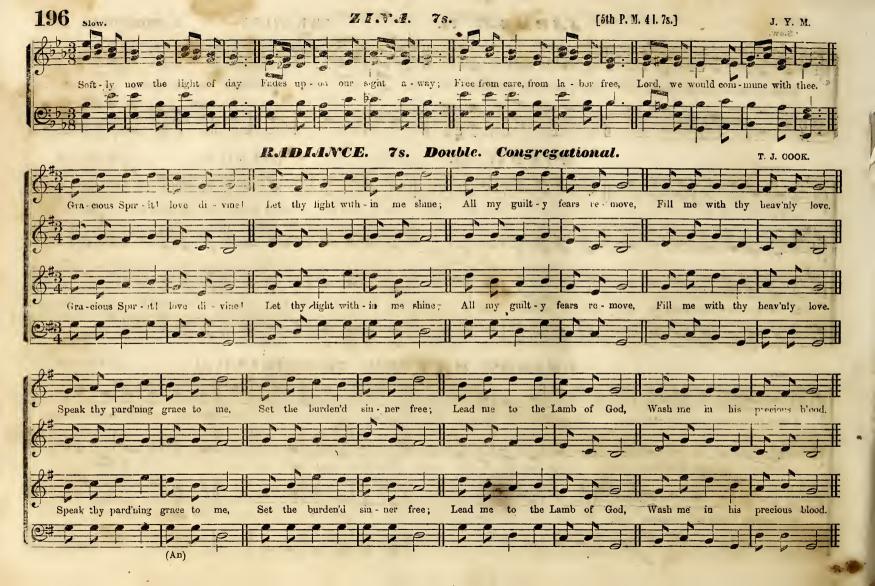








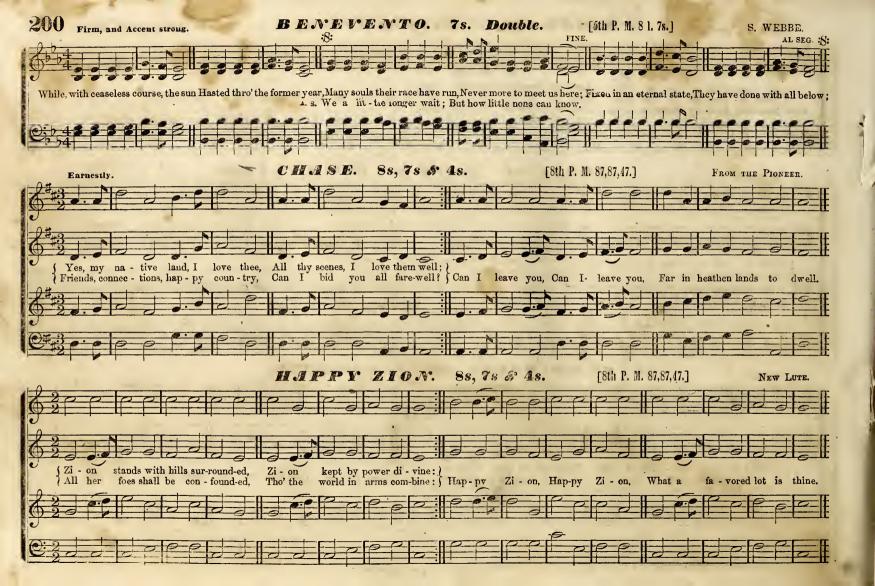




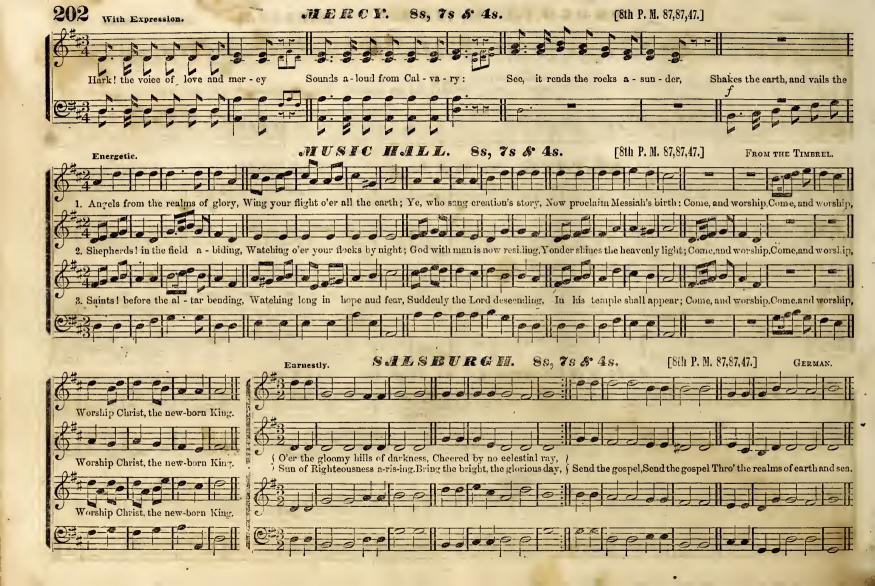






















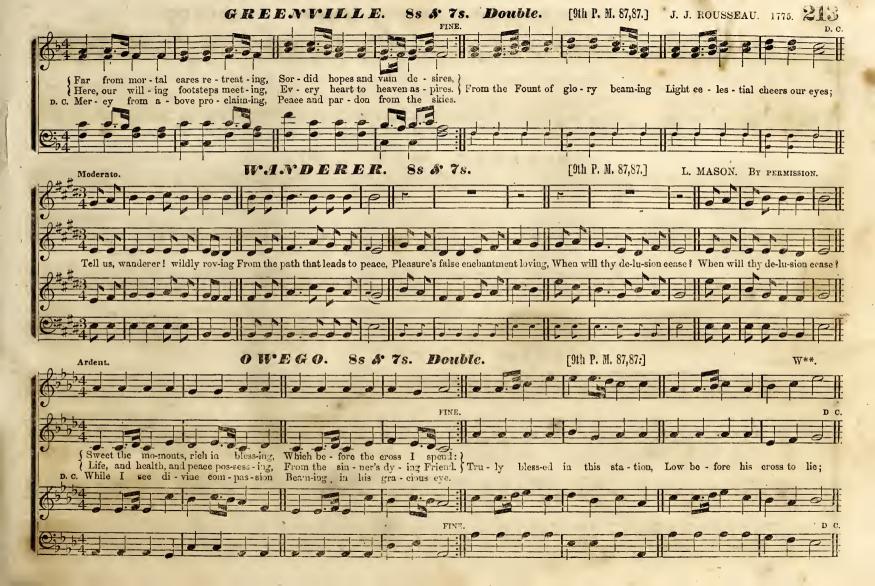




Fit us for thy dwelling-place.









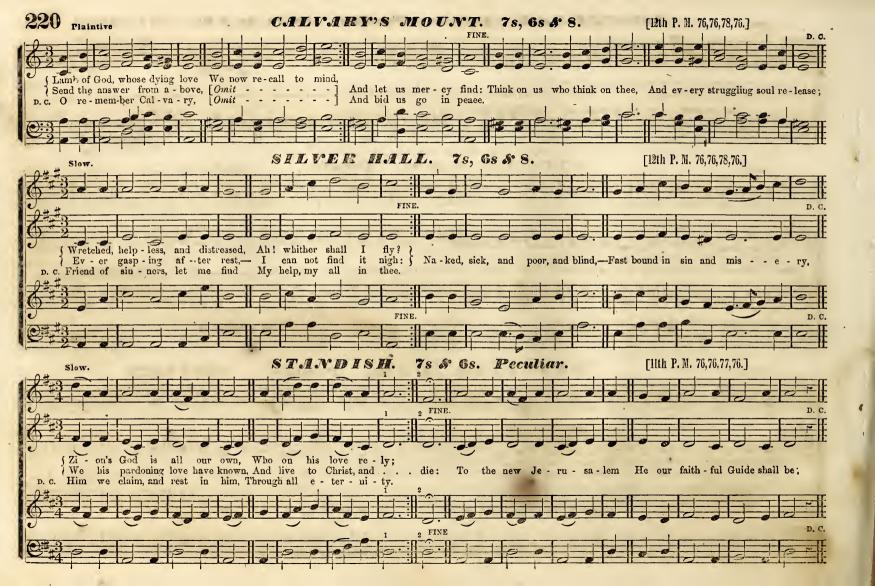












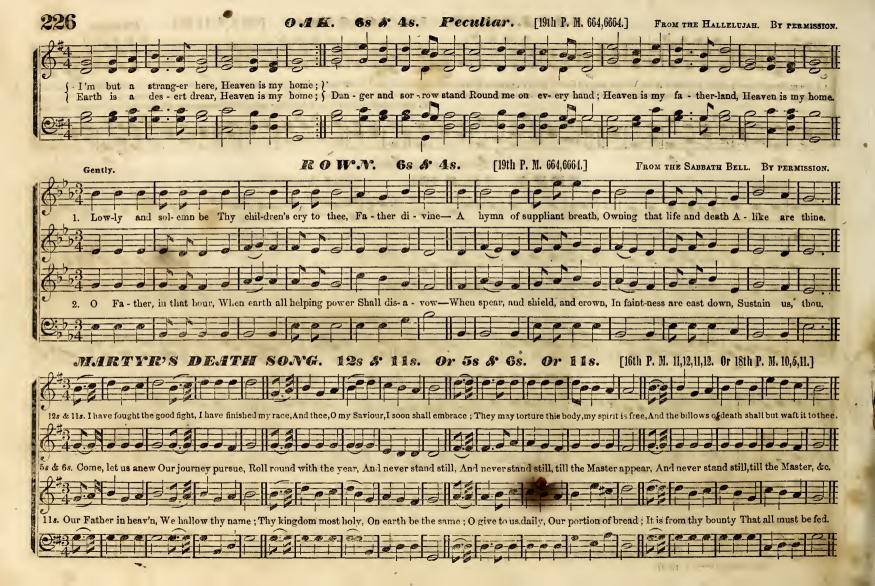






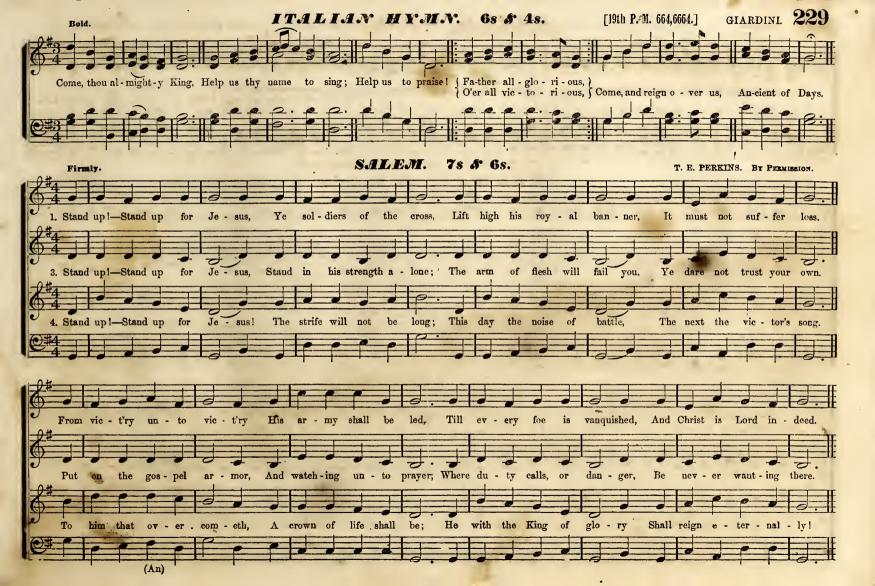










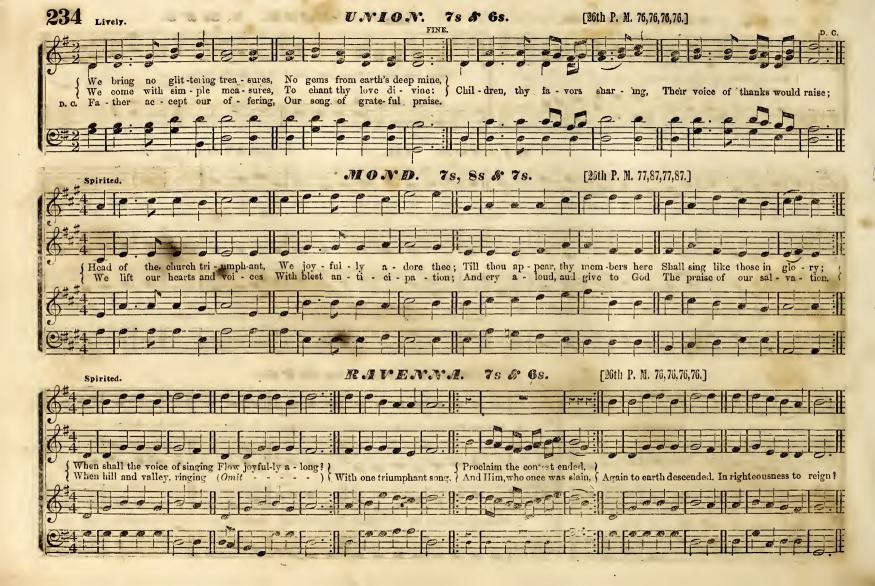
















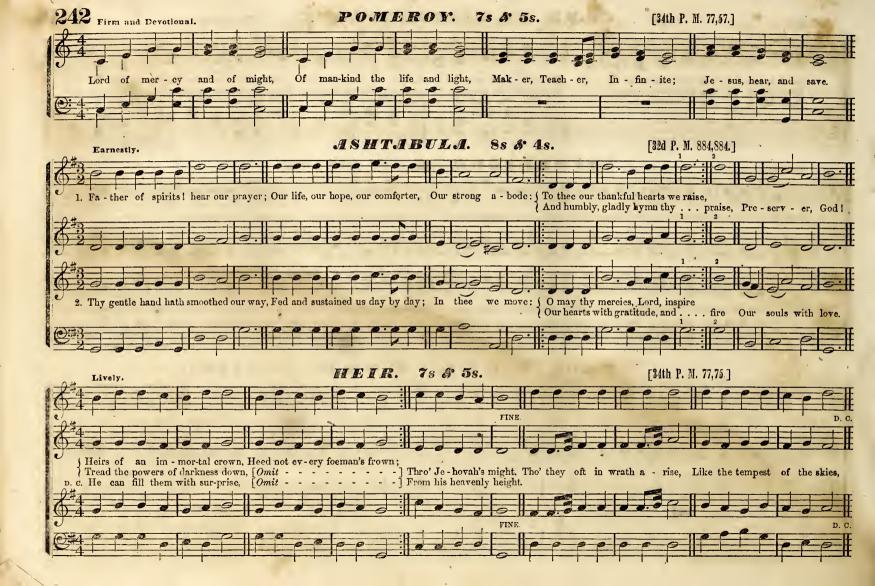




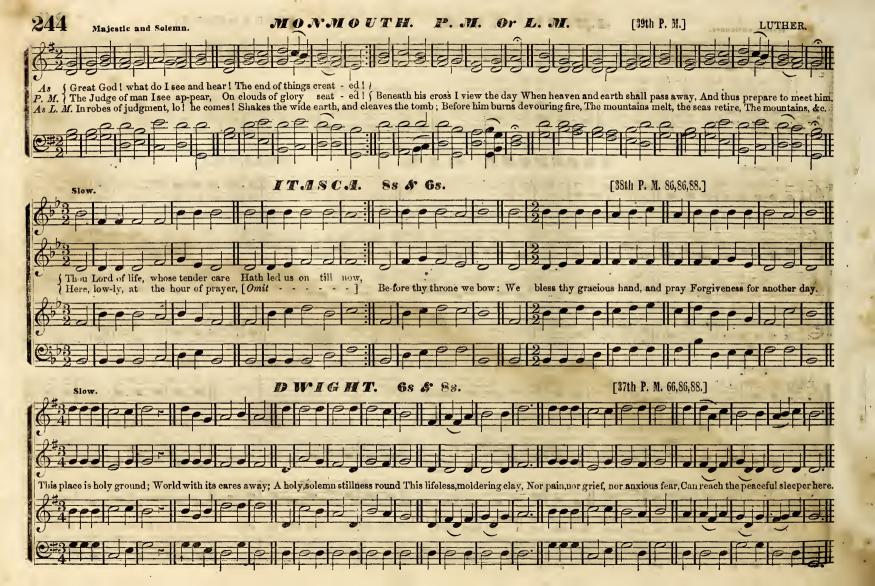




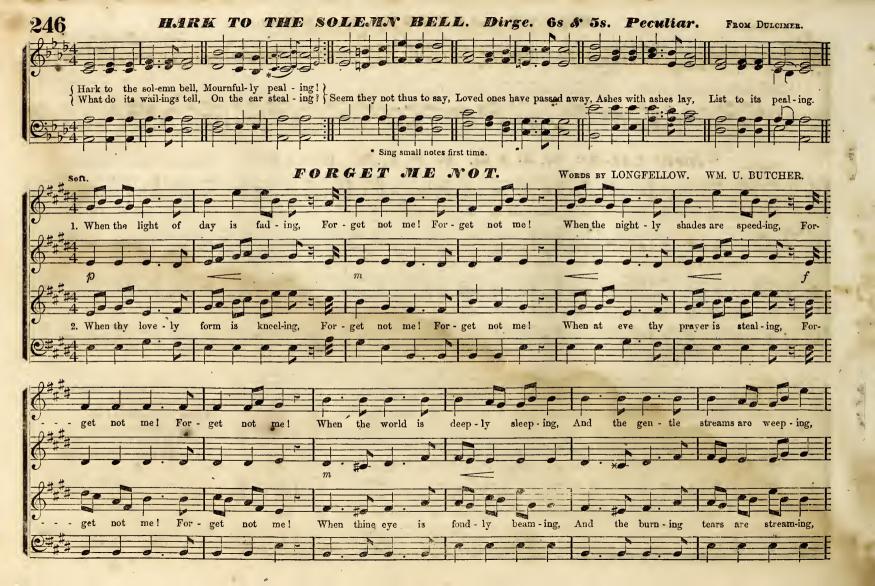


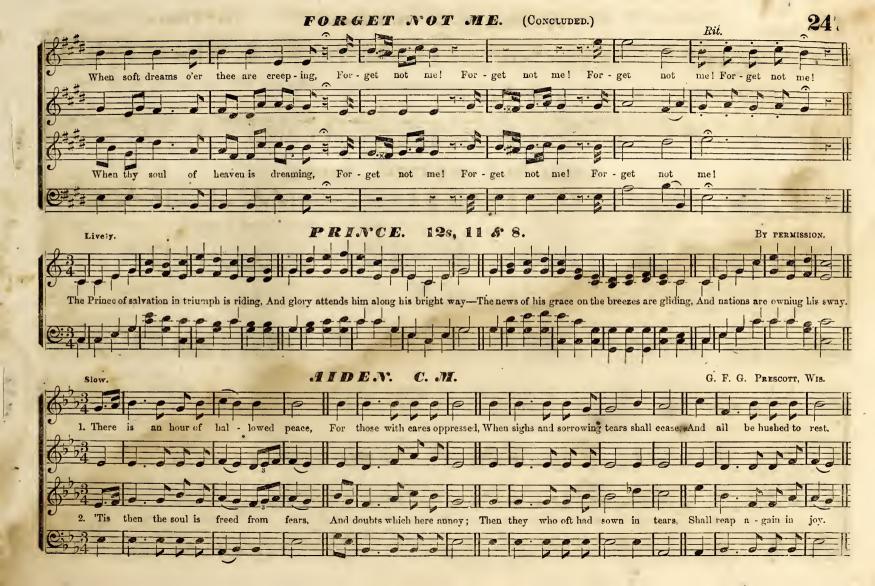




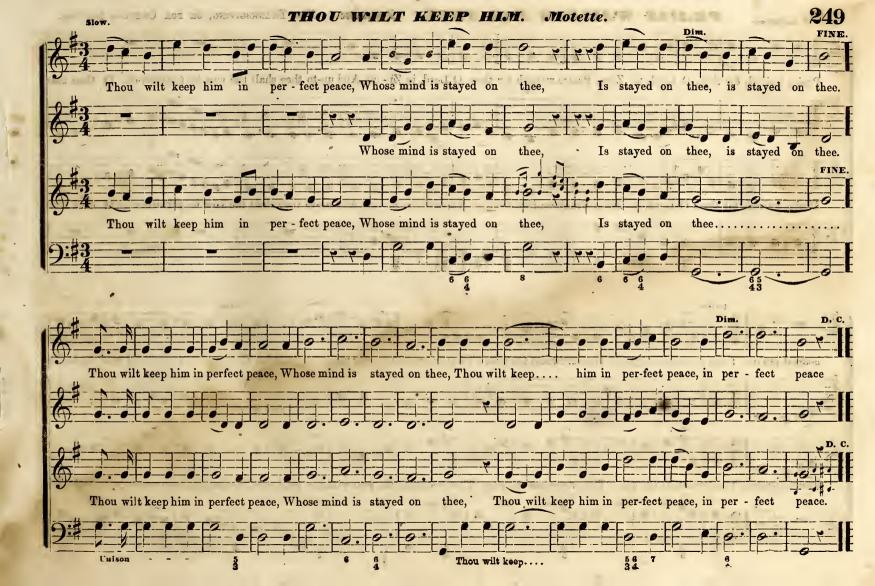


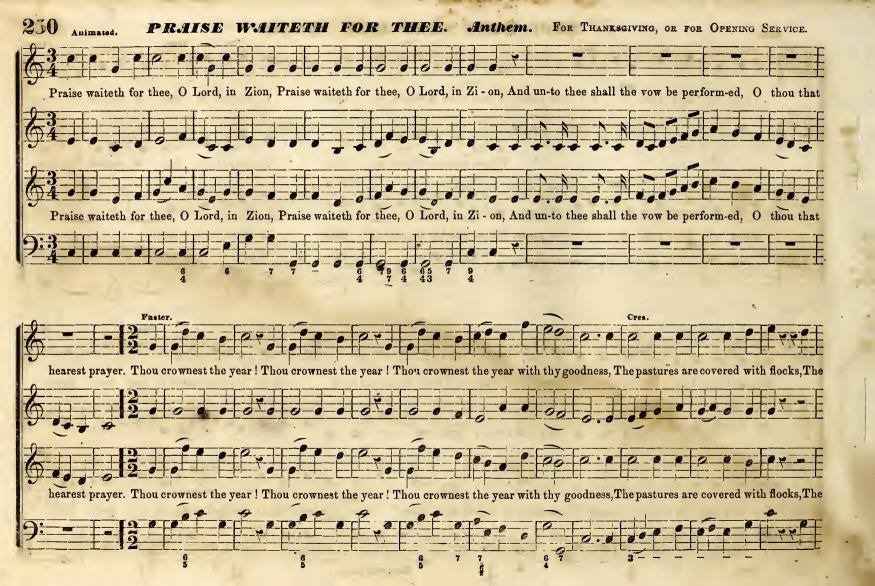


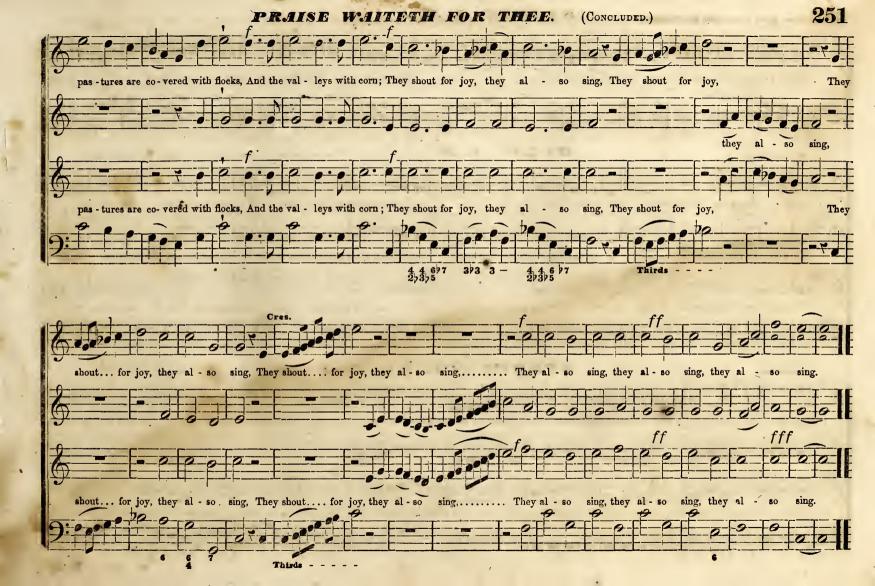










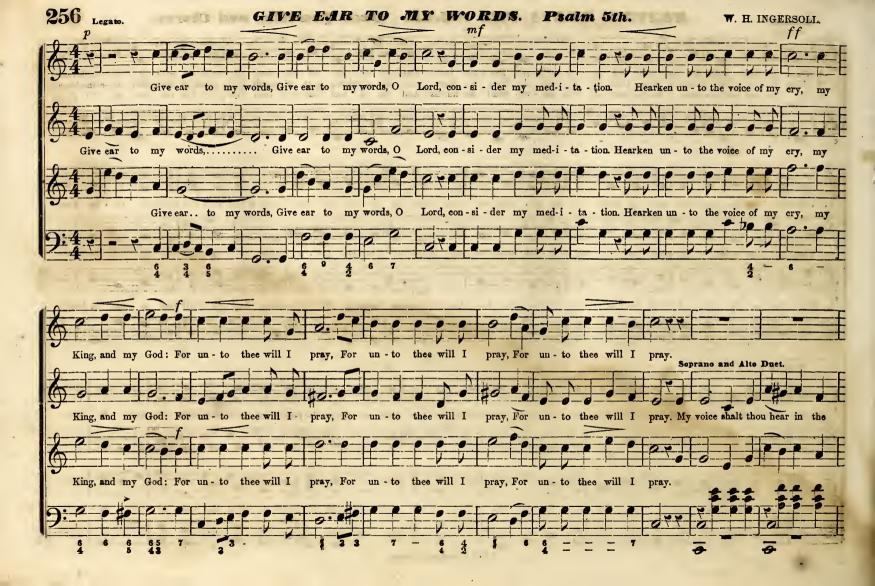


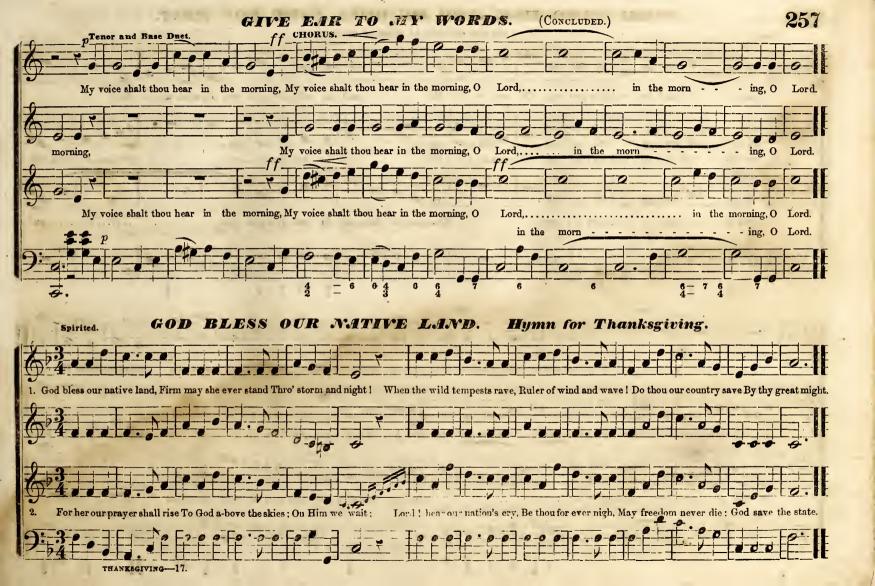


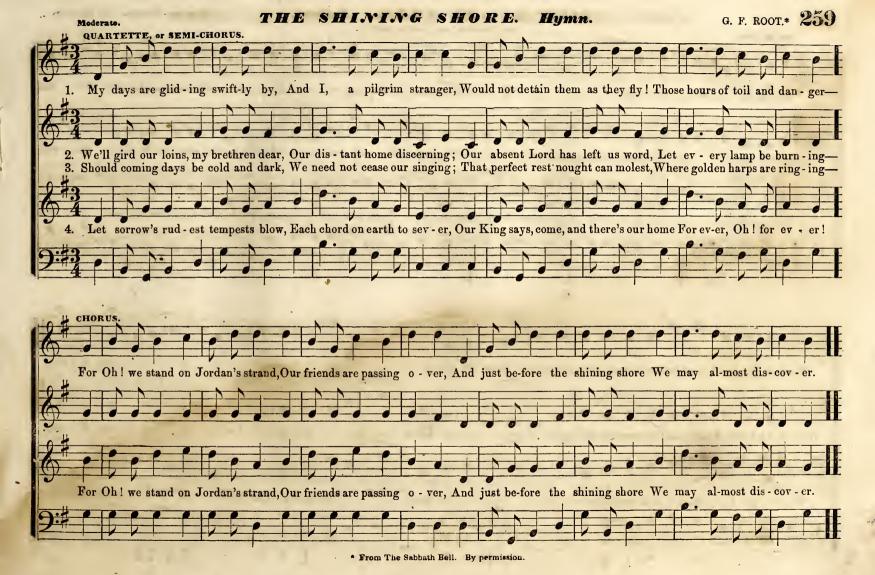


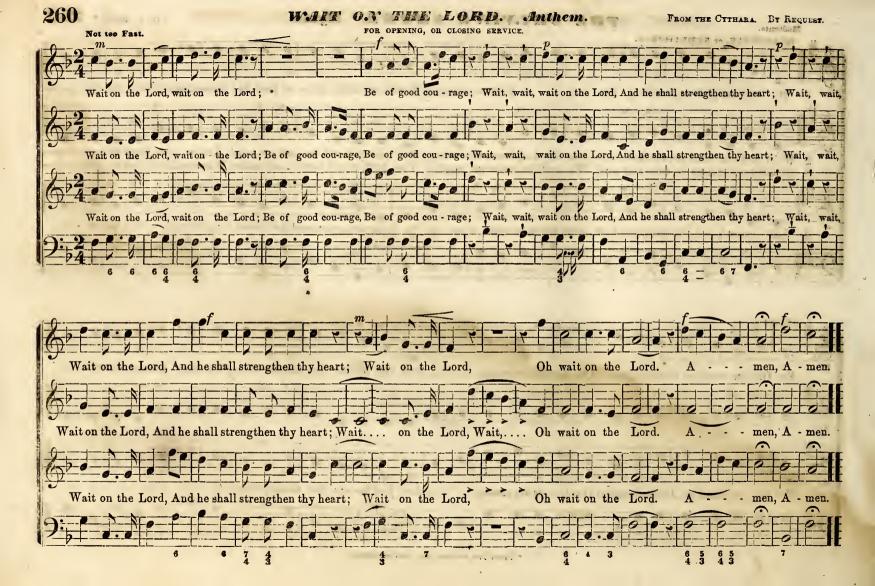
BLESSED ARE THE PEOPLE. Anthem.

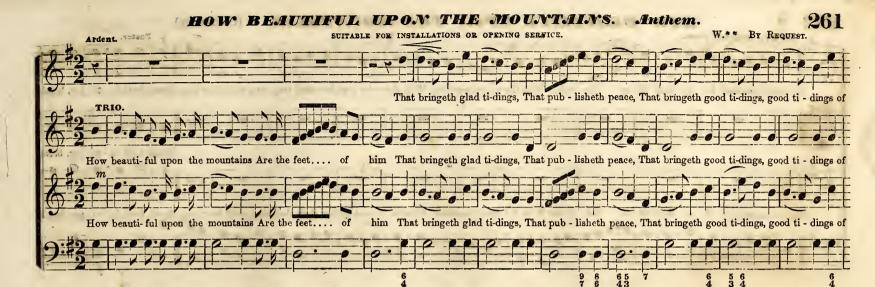
FOR MISSIGNARY OCCASIONS, AND INSTALLATION AND DEDICATION SERVICES. Spirited. Blessed are the people that know the joyful sound, Blessed are the people that know the joyful sound, They shall walk, O Lord, in the light of thy countenance, And they shall re-Blessed are the people that know the joyful sound, Blessed are the people that know the joyful sound, They shall walk, O Lord, in the light of thy countenance, all the day long, And they shall rejoice all the day long, They shall rejoice in the light of his counte-nance, all the day long, all the day long, They shall rejoice in the light of his countenance, A



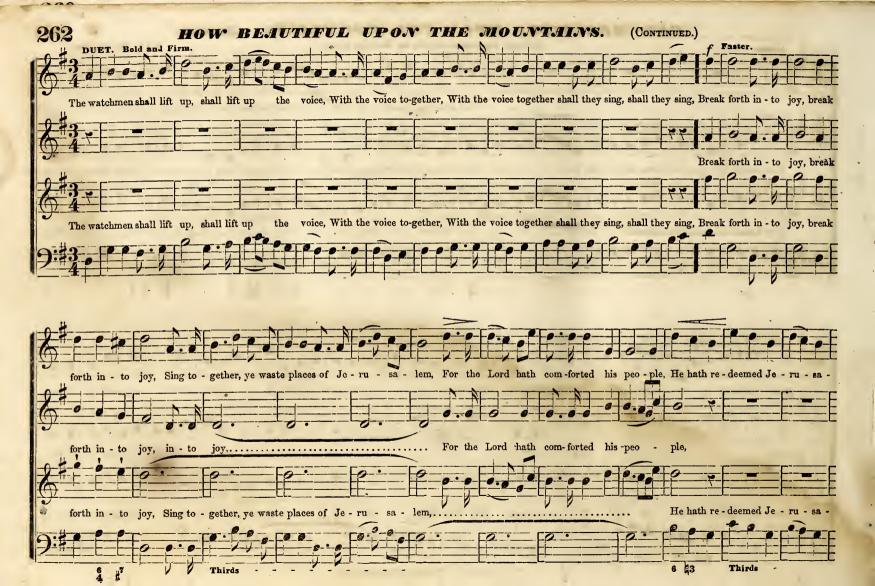




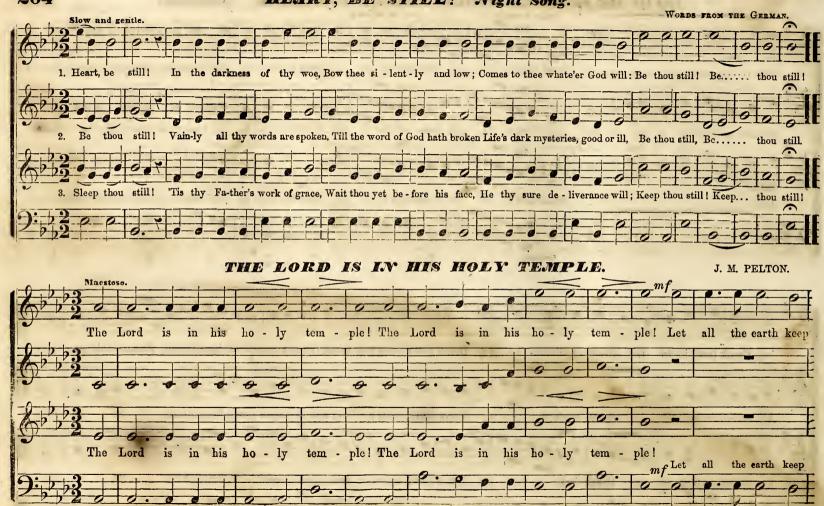




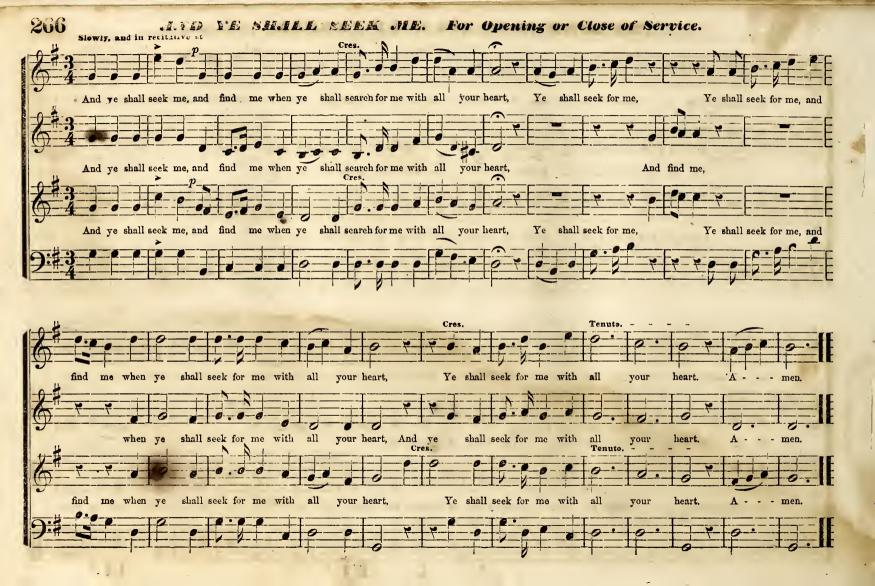












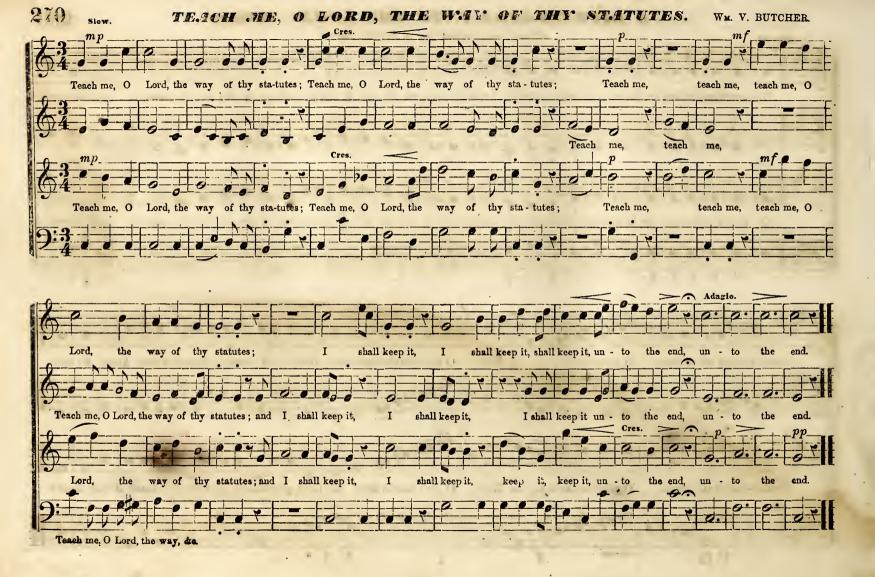




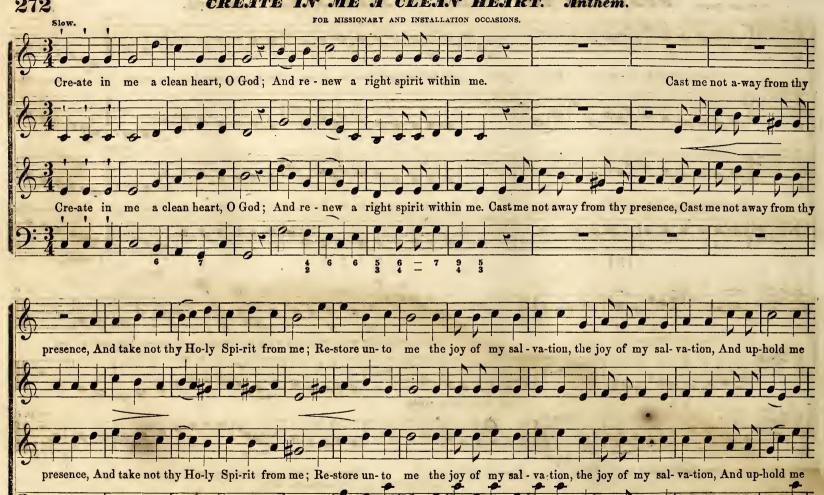






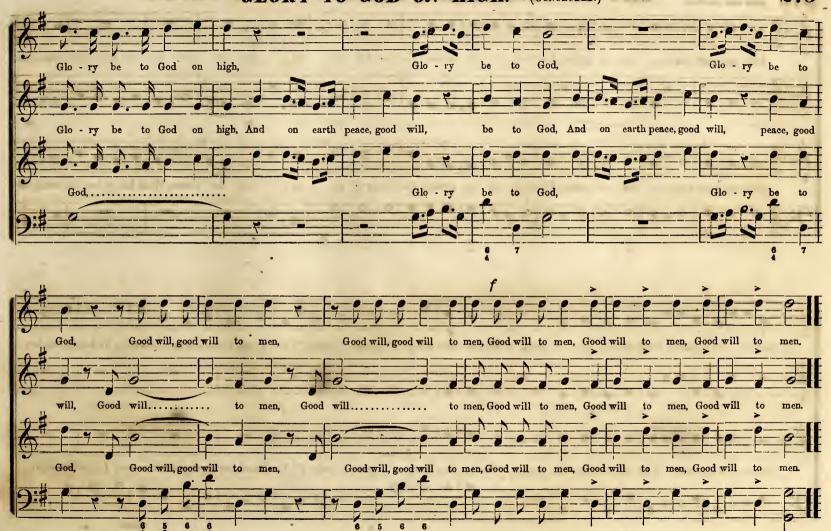


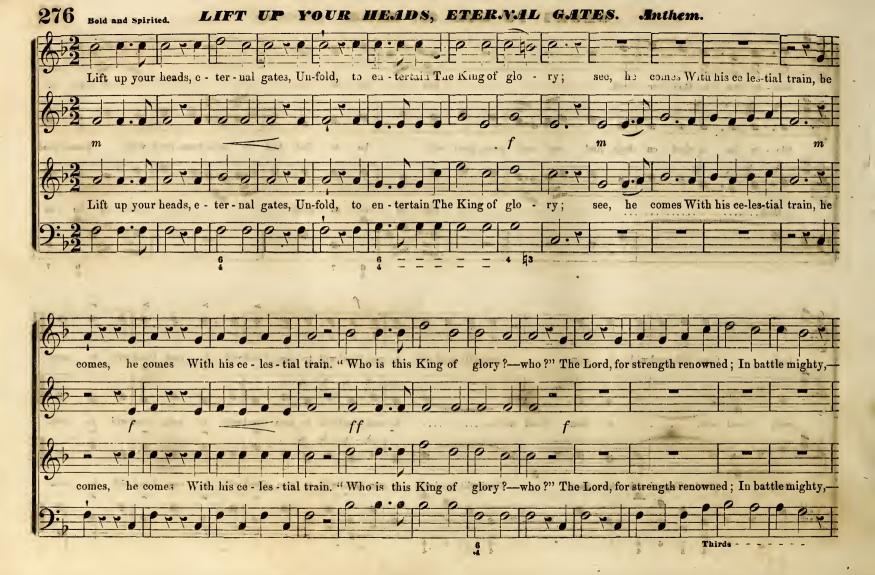


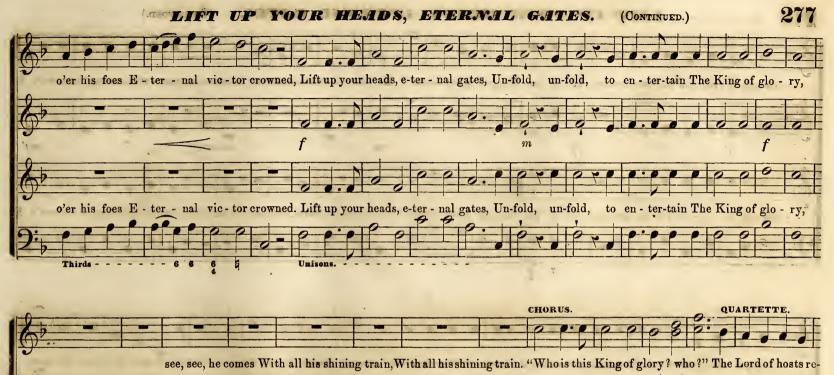


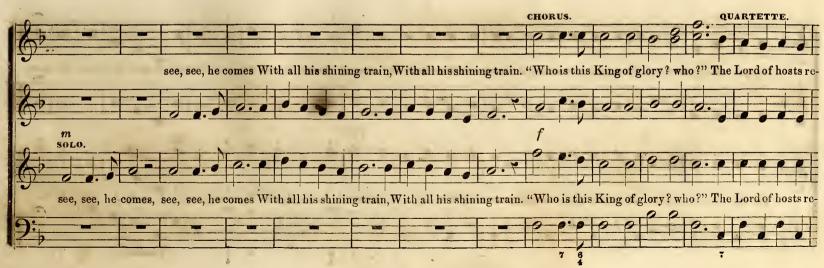


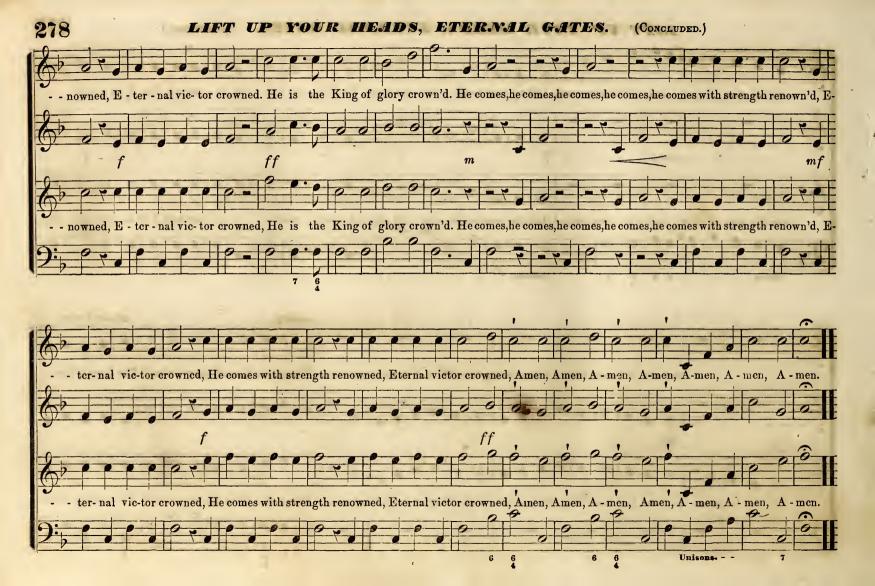








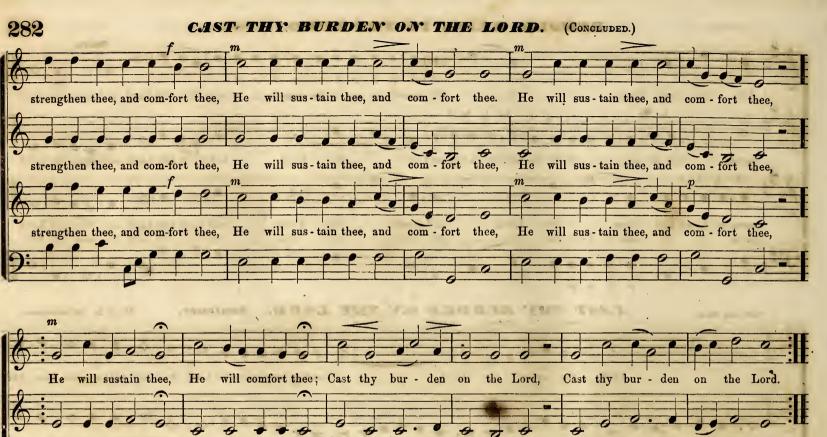










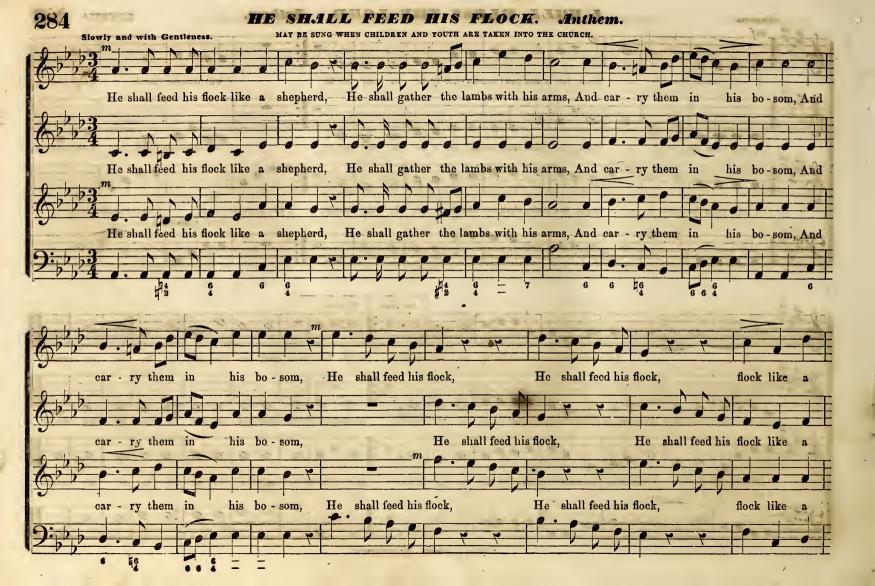


He will sustain thee, He will comfort thee; Cast thy bur - den on the Lord, Cast thy bur - den on the Lord.

He will sustain thee, He will comfort thee; Cast thy bur - den on the Lord, Cast thy bur - den on the Lord.

He will sustain thee, He will comfort thee; Cast thy bur - den on the Lord, Cast thy bur - den on the Lord.









ONCE MORE THIS DAY. Anthem for Thanksgiving. Spirited. FROM THE PIONEER BASE & TENOR, SOLO AND DUETT; OR, ALTO & SOPRANO, AD LIB. Once more this day, this day a na-tion re - joi-ces, Breaks up - on us in gladness, in glad-ness it comes, Breaks up - on us in gladness, in gladness it comes. NOTE TO THE PERFORMER. -This Anthem is so arranged that the Instrumental parts may be omitted, if the instruments cannot be had. QUARTETTE or CHORUS. From a distance gathers many to the dear home of childhood, Fathers, Mothers, Sisters, Brothers are coming from a far, Are com - ing from a From a dis-tance gathers many to the dear home of childhood, Fathers, Mothers, Sis-ters, Brothers are coming from a - far, Are com-ing from a From a distance gathers many to the dear home of childhood, Fathers, Mothers, Sisters Brothers are coming from a far. Are com-ing from a . QUARTETTE or CHORUS. are com-ing, are com-ing, Are com-ing from a - far, are com-ing, are From a - far, from a - far, coming, are com · ing from a - - far. From a - far, from a - far, are com ing, are coming, Are com ing from a - far, are com ing, are coming, are com ing from a - far, are com ing, are com ing, Are com ing from a far, are com ing, are coming, are com ing from a - far. From a - far, from a - far, 6 6 6



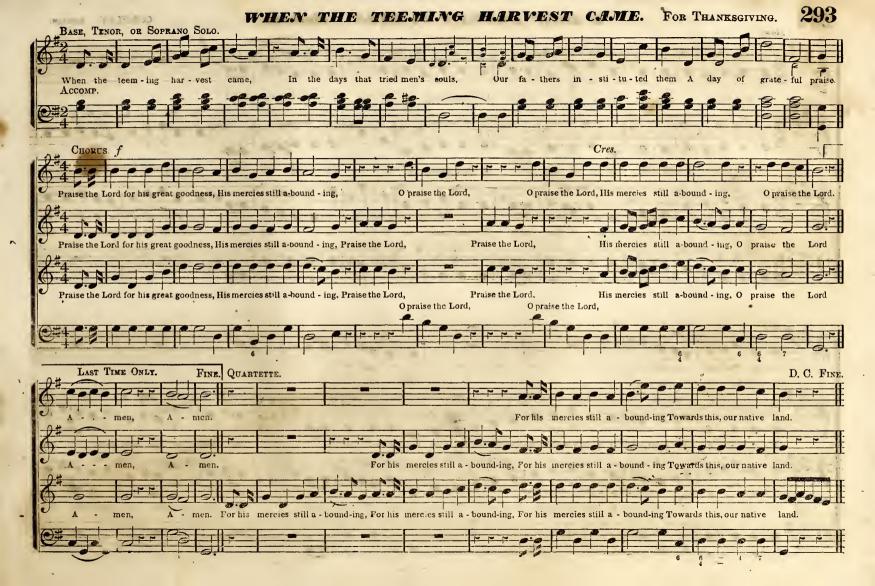
















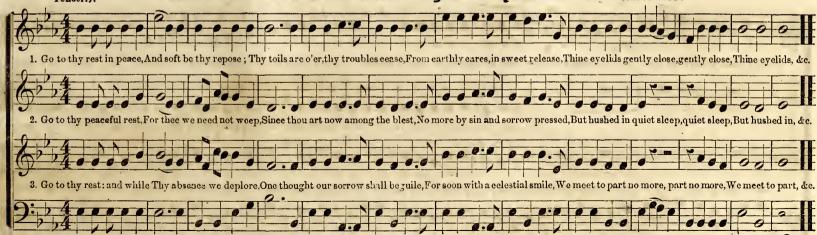


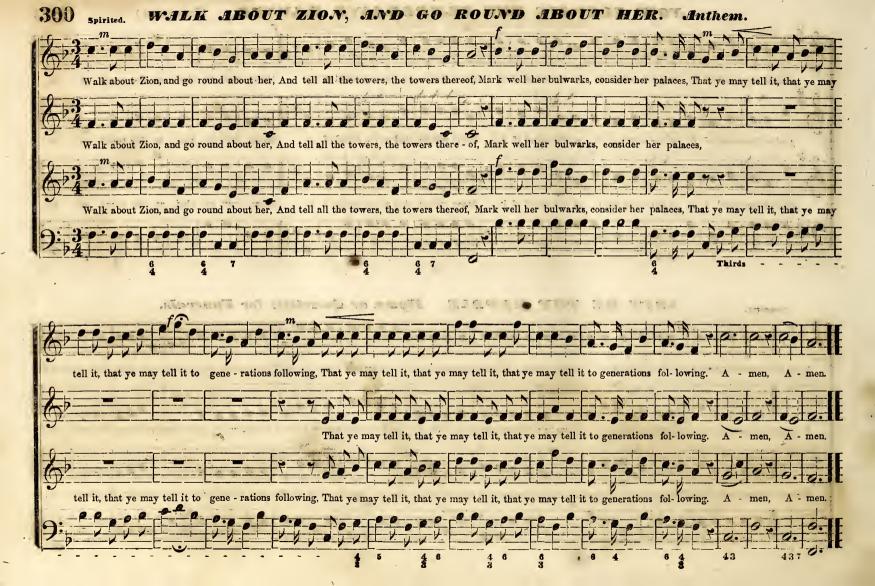










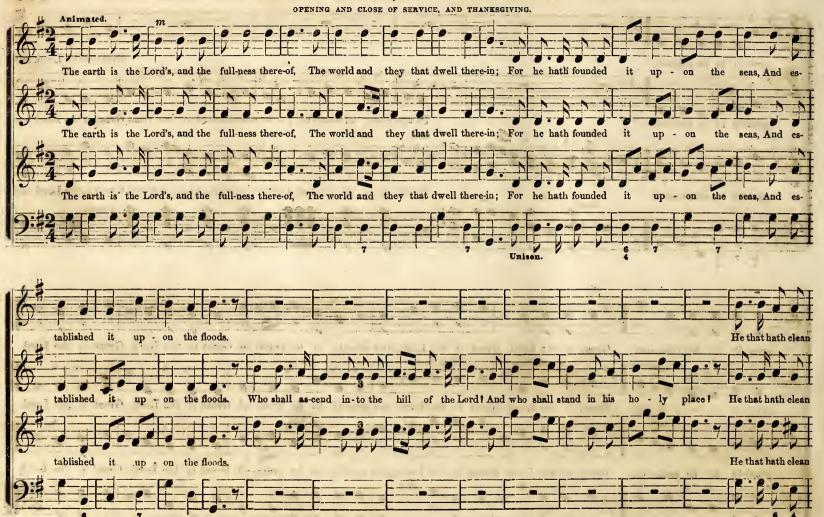




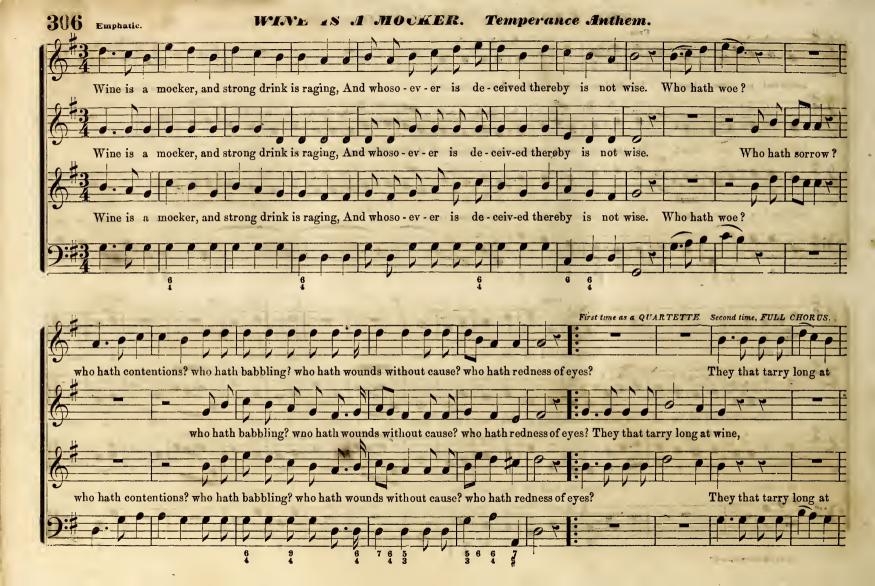












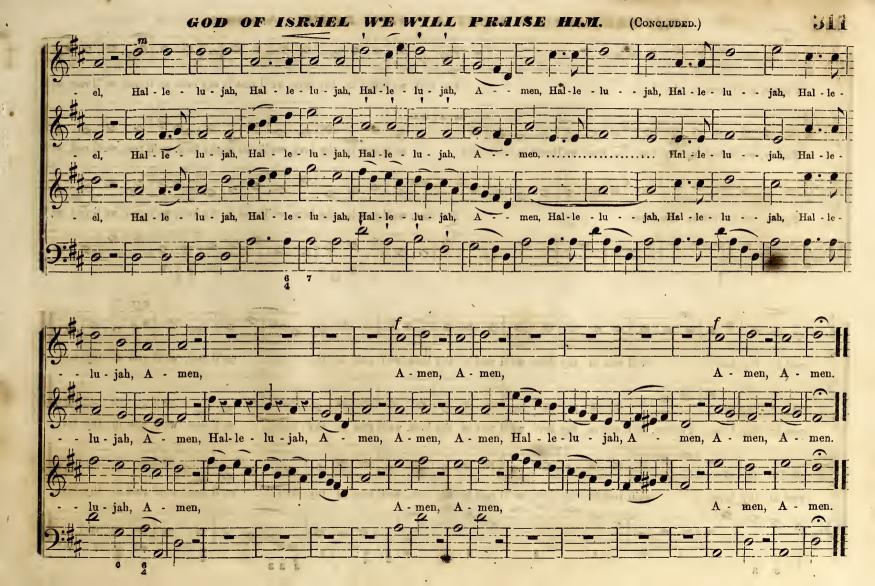
















yea, come, Come ye to the wa - ters, Come,

Oh come,

Oh come, without

come, buy and eat,



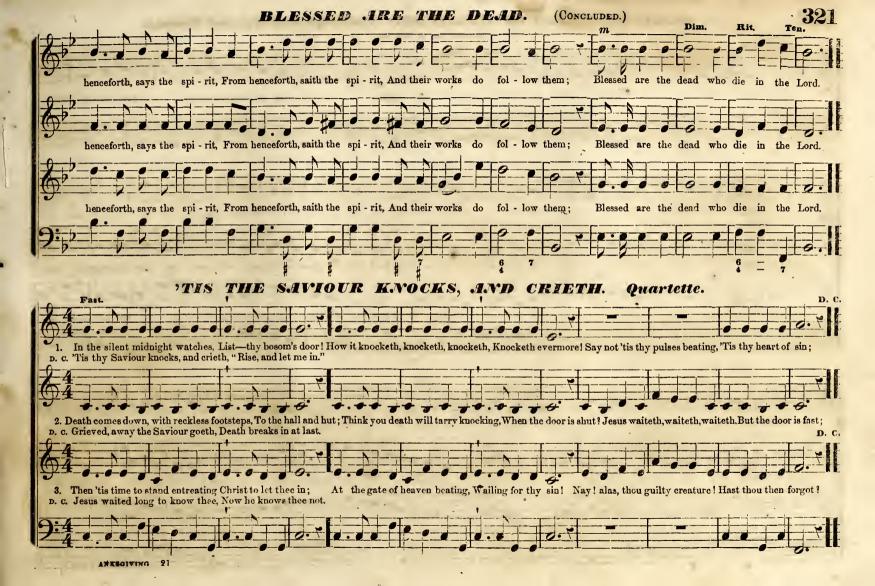


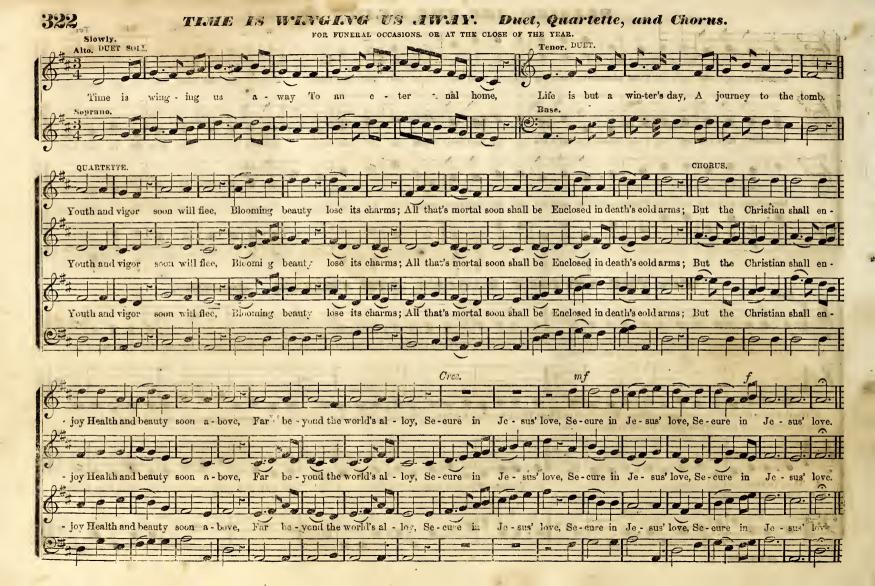






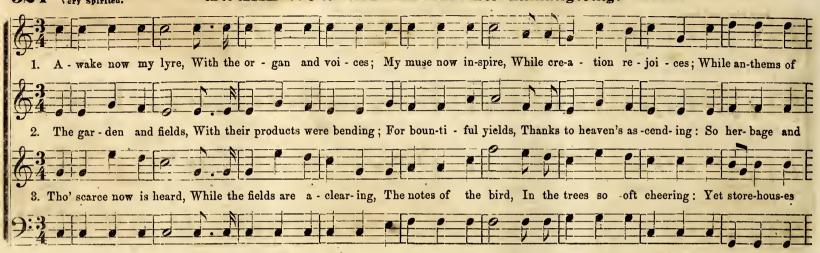






HAIL THE BRIGHT AND GLORIOUS DAY. National Charus.

WORDS AND MUSIC BY H. J. RUDD. FOR FOURTH OF JULY AND CONCERTS. Very Loud and Bold. 1. Hail the bright and glo-rious day, When our country in her might, Broke op-pression's can - el swa,, And declared the cause of right. Sound a - loud the lyre 2. Songs of triumph fill the air, Wide our ban-ner is unfurled, While its stars and stripes declare Freedom now to all the world, Loud - ly 3. Flag of Freedom, bea - con star! Proudly o'er Co - lumbia wave. Tell the nations from a - far, Freedom dwells among the brave. Sound it loud from 4. Hail our country! hap - py land, Firm for free-dom ev - er be, Let thy sons and drughters stand Guardians of Lib - er - tv. And in a - ges Unison. - -Freedom, Freedom comes with her to reign, Freedom comes with her to reign. joyful strain. Freedom comes with her to reign, Freedom comes to reign, Freedom, thunder forth, Free - dom now to all the earth, Freedom to the earth, Freedom. Freedom. Freedom now to all the earth, Freedom now to all the earth, shore to shore, Free-dom, Freedom ev-er-more, Freedom ev-er-more, Freedom, Freedow. Freedom, Freedom ev - er-more, Freedom, Freedom ev-er - more, yet to come, Freedom makes our land her home, Freedom makes her home, Preedote. Freedom, Freedom makes our land her home. Freedom makes our land her home.











THE INVITATION.

- 1. Just as thou art, without one trace
 Of love, or joy, or | inward | grace,
 Or meetness for the heavenly place,
 O, | guilty | sinner, | come!
- 2. Thy sins I bore on Calvary's tree,
 The stripes, thy due, were | laid on | me,
 That pence and pardon might be free—
 O, | wretched | sinner, | come!
- 3. Burden'd with guilt, would'st'thou be blest!
 Trust not the world, it | gives no | rest;
 I built relief to hearts oppressed—
 O, | weary | sinuer, | come!
- 4. Come, leave thy burdens at the cross;
 Count all thy gains but | empty | dross;
 My grace repnys all earthly loss—
 O, | needy | sinner, | come!
- 5. Come, hither bring thy boding fears,
 Thine aching heart, thy | bursting | tears;
 'Tis mercy's voice salutes thine ears—
 O, | trembling | sinner, | come!
- 6. "The Spirit and the Bride say, Come!"
 Rejoicing saints re- | echo, | "Come!"
 Who faints, who thirsts, who will, may come,
 Thy | Saviour | bids "thee | come!"
- Jesus, I love thy charming name,
 "Tis music | to my | ear;
 Fain would I sound it out so loud,
 That | earth and | heaven might | hear.
- Yes, thou art precious to my soul, My transport | and my | trust; Jewels to thee are gaudy toys, And | gold is | sordid | dust.
- 3. All my capacious powers can wish,
 In thee doth | richly | meet;
 Nor to my cyes is light so dear,
 Nor | friendship | half so | sweet,

THE ACCEPTANCE.

- Just as I am without one plea.
 But that thy blood was | shed for | me, And that thou bid'st me come to thee, O, | Lamb of | God, 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!
- 3. Just as I am, though tossed about,
 With mnny a conflict, | many a | doubt,
 With fears within, and wars without,
 O, | Lamb of | God. I | come !
- 4. Just as I am, poor, wretched, blind, Sight, riches, healing | 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 | God, I | come!
- 6. Just as I am, thy love unknown
 Has broken every | barrier | down;
 Now to be thine, yea, thine alone,
 O, | Lamb of | God, I | come!
- 1. Up, haste to Cnlvary,
 My soul, a | journey | take,
 To view thy Lord 'twixt earth and sky,
 With- | out the | city | 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 anew my strings,

 Now on the | willow | dry;

 Take off my thoughts from worldly things,

 Bind | them to | Calva- | rv.

- 1. I weet was the time when first I felt
 The Saviour's | pardining | blood
 Applied to cleanse my soul from guile,
 And | bring me | home to | God |
- Soon as the morn the light revealed,
 His praises | tuned my | tongue;
 And when the evening shades prevailed,
 His | love was | all my | song.
- 3. In vain the tempter spread his wiles;
 The world no | more could | charm;
 I lived upou my Saviour's smiles,
 And | leaned up- | on his | arm.
- In prayer my soul drew near the Lord, And saw his | glory | shine;
 And when I read his holy word, I | called each | promise | mine.
- 5. Then to his saints I often spoke, Of what his | love had | done; But now my heart is almost broke, For | all my | joys are | gone.
- 6. Now, when the evening shade prevails,
 My soul in | darkness | mourns;
 And when the morn the light reveals,
 No | light to | me re- | turns
- 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!
- 2. Where is the blessedness I knew,
 When I o- | beyed the | Lord?
 Where is the soul-refreshing view,
 Of | Jesus | and his | word?
- 3. What peaceful hours I once enjoyed!

 How sweet their | memory | still!

 But they have left nn aching void

 The | world can | never | fill.

- Return. O holy Dove, return,
 Sweet messen- | ger of | rest;
 I bate the sins that made thee mourn,
 And | drove thee | from my | breast.
- The denrest idol 1 have known,
 Whate'er that | idol | be,
 Help me to tear it from thy throne,
 And | worship | only | thee.
- 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.
- How sweet the name of Jesus sounds

 In a be- | lieyer's | ear!
 It soothes his sorrows, heals his wounds,
 And | drives a- | way his | fear.
- 2. It makes the wounded spirit whole,
 And calms the | troubled | breast;
 'Tis mannn to the hungry soul,
 And | to the | weary | rest.
- 3. Dear name! the rock on which I build,
 My shield and | hiding | place,
 My never-failing treasury, filled
 With | stores of | boundless | grace,
- 4. By thee my prayers acceptance gain,
 Although with | sin de- | filed:
 Satan accuses me in vain,
 And I am | owned a | child.
- 5. Weak is the effort of my hourt,
 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 | fleeting | breath;
 And may the music of thy name
 Re- | fresh my soul in death.

^{*} These words may be chanted by two choirs, one singing a verse of the "Invitation." and the responding a verse of the "Acceptance," and so on through the piece, both choirs coming in together on the Amen. Or one piece may be sung before, and the other after sermon by one choir.



- 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.
- 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.
- 3. There, fragrant flowers immortal bloom,
 And joys su- | preme are | given:
 There joys divine disperse the gloom:
 Beyond the confines | of the | tomb,
 Appears the dawn of heaven.
- 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!
- And false the light on glory's plume,
 As fading | hues of | even;
 And love, and hope, and beauty's bloom,
 Are blossoms gathered | for the | tomb;
 There's nothing bright but heaven!
- 3. Poor wanderers of a stormy day,
 From wave to | wave were | driven;
 And fancy's flash, and reason's ray,
 Serve but to light the | troubled | way;
 There's nothing edu but heaven!

- Sinner's, will you scorn the message, Sent in mercy | from a- | bove!
 Every sentence—O, how tender!
 Every line is | full of | love;
 Listen to it—
 Every 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 forgiveness | in his | name!
- 3. O, ye angels, hovering round us,
 Waiting spirits, | speed your | way,
 Hasten to the court of heaven,
 Tidings bear with- | out de- | 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 | crown.

- O turn ye, O turn ye, for why will ye die, ·
 When God in great mercy is | coming so | nigh !
 Now Jesus invites you, the Spirit says, come,
 And angels are waiting to | welcome you | home.
- 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 wclcome; 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 wast you to mansions of | glory on | high?
- O Thou, in whose presence my soul takes delight,
 On whom in | affliction I | call;
 My comfort by day, and my 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?
- 2. O, why should I wander an alien from thee,
 Or cry in the | 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?

- 1. Comfort ve, my people, | saith your | God.
- 2. Speak ye comfortably to Jerusalem, and cry unto her, That her | warfare is ac- | complished,
- 8. That her in- | iqui-ty is | pardoned;
- 4. For she hath received of the Lord's hand double for | all her | sins.
- 5. The voice of him that crieth in the wilderness,
 Prepare ye the | way. of the | Loan,
- 6. Make straight in the descrt a | highway for our | God.
- 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 Lond shall be revealed, And all flesh shall | see it..to- | gether,
- 10. For the mouth of the | Lord hath | spoken it.
- 1. O how I love thy law!

 It is my meditation | all the | day.
- 2. Thou, through thy commandments, hast made me wiser than mine enemies;

 For | they are ever | with me.
- 3. 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.
- 5. 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 hast | taught me.
- 7. How sweet are thy words unto my taste! Yea sweeter than honey | to my | mouth.
- 8. Through the precepts I get understanding:
 Therefore I hate | every false | way.

- 1. Our Father who art in heaven, Hallowed | be thy | name:
 Thy kingdom come: Thy will be done on | earth..
 as it | is in | heaven;
- 2. Give us this day our | daily | bread: | And forgive us our trespasses, as we forgive | those who | trespass.. a- | gainst us:
- 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.
- From the recesses of a lowly spirit, our humble prayer ascends, O | Father, | hear it;
- Borne on the | trembling wings of fear and meekness;
 ..for- | give its | weekness.
- 3. We know—we feel, how mean and how unworthy the lowly sacrifice we | pour be- | fore thee;
- 4. What can we offer thee, O thou most | holy!..but | sin and | folly!
- We see thy hand—it leads us—it supports us; we hear thy voice—it. | counsels,...and it | courts us;
- And then we turn away! yet still thy | kindness...for-| gives our | blindness.
- 7. Who can resist thy gentle call, appealing to every generous thought and | grateful | feeling?
- 8. O, who can hear the accents of thy | mercy,..and | never | love thee?
- 9. Kind Benefactor! plant within this bosom the | seeds of | holiness,
- And let them blossom in fragrance, and in beauty bright and | vernal, ...and | spring e- | ternal.
- 11. Then place them in those everlasting gardens where angels walk, and | scraphs..are the | wardens;
- 12. Where every flawer, brought safe through death's dark portal .. be- courses in | mortal. Amen.

- The Lord is my Shepherd; I | shall not | want; | he maketh me to lie down in green pastures;
- 2. He leadeth me be- | side the | still- | waters.
- He restoreth my soul; he leadeth me in the paths of righteousness for his | name's— | sake;
- 4. 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.
- Thou preparest a table before me, in the presence | of mine | enemies:
- 6. Thou anointest my head with oil; | my cup | runneth | over.
- Surely, goodness and mercy shall follow me all the | days..of my | life;
- 8. And I shall dwell in the | house..of the | Lord for | ever. Amen.
- The wilderness, and the solitary place shall be glad;
 And the desert shall rejoice, and | blossom..as the | rose.
- It shall blossom abundantly, And re- | joice..ev'n with | joy and | singing.
- The glory of Lebanon shall be given unto it,
 The excellency of | Carmel . and | Sharon;
- 4. They shall see the glory of the LORD, And the | excellency..of | our- | God.
- Strengthen ye the weak hands, And confirm the | feeble | knces.
- 6. Say to them that are of a fearful heart,
 Be strong, fear not; behold your God will come with
 a recompense; | He will | e me and | save you.

HYMN CHANT. No. 10.

HYMN CHANT. No. 11.

HYMN CHANT. No. 12.



- 1. Seek ye the Lord | while he may be | found, | Call ye upon him | while | he is | near.
- 2. Let the wicked forsake his way, And the unrighteous man his thoughts; | And let him return to the Lordand he will have mercy upon him; And to our God: for | he will a- | bundantly | pardon.
- 3. For my thoughts are not your thoughts, Neither are your ways my ways, | saith the | Lord;
- 4. For as the heavens are higher than the earth, So are my ways higher than your ways, And | my thoughts than | your | thoughts.

d - man - 1

- Our days on the earth are as a shadow, and there is a none at a biding; We are but of yesterday, there is but a step between us and death.
- Man's days are as grass; As a flower of the field, | so he | flourisheth; | He appeareth for a little time, and | then— | vauisheth_a- | way.
- 3. Watch, 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 | cometh.
- 4. It is the Lord, let him do what | seemeth him | good;
 The Lord gave, and the Lord hath taken away, And
 | blessed be the | name of the | Lord.
- Wherewith shall a young man | cleanse his | way ? |
 By taking heed thereto, ac- | cording | to thy | word.
- 2. With my whole heart have I | sought | thee: | O, let me not | wander. from | thy com- | mandments.
- 3. Thy word have I | hid in . mine | heart, | That I | might not | sin a . . gainst | thee.
- 4. Blessed art | thou, O | Lord, | Teach me, | teach | me thy statutes.

- O Lord our Lord, how excellent is thy name in | all the | earth: | who hath set thy | glory a- | bove the | heavens.
- 2. When I consider 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 son of | man that..thou | visitest | him?
- 3. For thou hast made him a little | lower..than the | angels, | and hast | erowned..him with | glory and | honor.
- 4. Thou madest him to have dominion over the | works of. thine | hands: | thou hast put | all things | under. his | feet.
- 5. O | Lord our | Lord, | How excellent is thy | name in | all the | earth.
- 1. Ho, every one that thirsteth, come ye | to the | waters, | And he that hath no money, | come ye, | buy, and | eat.
- 2. Yea, come, buy | wine and | milk, | Without | money ... and | without | price.
- 3. Incline your ear, and come unto me: hear and your | souls shall | live: | And I will make an everlasting eovenant with you, even the | sure | mercies..of | Dayid.
- 4. Seek ye the Lord while he | may be | found, | Call ye up- | on. .him while | he is | near.
- 5. Let the wicked for | sake his | way, | And the un- | righteous | man his | thoughts.
- 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.

- 1. Lord, thou hast been our dwelling-place 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.
- 2. Thou turnest | man..to de- | struction: | And sayest, Re- | turn, ye | children..of | men.
- 3. For a thousand years in thy sight are but as yesterday | when it is | past, || And | as a | watch in the | night.
- 4. Who knoweth the | power of . thine | anger? | Even according to thy | fear, | so is . thy | wrath.
- 5. So teach us to | number..our | days, || That we may ap- | ply our | hearts..unto | wisdom.
- 6. O, satisfy us early | with thy | merey: | That we may rejoice and be | glad | all our | days.
- 7. Make us glad according to the days wherein thou hast af- | flicted | us, | And the years where- | in we | have seen | evil.
- 8. Let thy work appear | unto..thy | servants, | And thy | glory | unto..their | children.
- 9. 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.
- Blessed is the man that walketh not in the counsel | of the..un- | godly, || Nor standeth in the way of sinners, nor | sitteth..in the | seat..of the | scornful.
- 2. But his delight is in the | law. of the | Lord: | And in his law doth he | meditate | day and | night.
- 3. And he shall be like a tree planted by the | rivers...
 of | water, | That bringeth | forth his | fruit..in his | season.
- His leaf also | shall not | wither: | And whatso- | ever ..he | doeth..shall | prosper.



