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 DAY AND BEAL'S NEW MIUSICAL NOTATION AND

## SiGHT-singing inftiod.

CLASSES, SCHOOLS AND CHOIRS,
In a few lessons become better Readers of Musie than Common Singers do the Old way during life :


NTW AND OUT。
By German, English, and American Composers,
COMPRISING TUNES IN THE USUAL METRES AND KEYS;
TOGETHER WITH
SENTENCES, ANTHEMS AND CHANTS,
BY H. W. DAY, A. M.,
EDITOR OF DAY AND BEAL'S SIGHT-SINGING bOOKS ;
President and First Professor in the Boston Phonographic Musiral Institution

IT is now just three years since the inventors and proprietors of this SightSinging Method brought it to its present state of pertection; after very many experiments and inprovements in manuscript, on large diagrans, as puhlished in the "Vocal School," and in private lessons and exercises, during about fificen years. Friends at that time, induced them to publish the Numeral Harmony, and friends now, whose numbers have increased, have cncouraged them to publish a still targer work. The ease and rapidity with which persons of all ages can lcarn to read music at sight, and sing in all keys in this method, is wonderful, and entirely beyond the belief of singers in the old method, until they sce a school in a few cvenings made better readers of music than choir members, who have been to school and sung in church or otherwise for twenty years. This remark is positively true-does not except more than one in fitty of all the singers in thc country, and is abundantly sustained by teachers and leaders of choirs who have used the Numeral Harmony. All this, after all, is not more wonderful than travelling by steam sixty miles per hour, or than writing by lightning 200,000 miles per second; but it is surprising that any who prufess to be the friends and promoters of church music, should oppose this method, probahly because they had no hand in its invention or promulgaIon; or, because its success must diminish the sales of music in the old notaton But they are the few-while the great mass of mankind is open to the rounvictions of common sense; especially, when the difference between two systems draws in the one case heavity on their time and pockets, and rewards then with dis:tppointed hopes; while in the other, for the slightest demands, it rewards them with a most practical and satisfactory knowledge of music.

Without argument, this is the system for the people. By it all can be taught wh sing in a short time, and practical music will become the common property of all imen. Every church may be filled with singers, with praise to the Most High; cevery family may have at hand a fund of the sweetest enjoyment; in every school room, all who have tearned their $\mathrm{A}, \mathrm{B}, \mathrm{C}$, may read music in all keys. In this country, these things can never be donc by the old method: for after all that has heen dune and said, the number of singers in our congregations is small, and by satisfactory inquiry, it is found that not more than one in twenty of the members of choirs can read the plainest music: at sight; so that the true definition of the phrase "OId Singers" is-those who do not know how to read innsic. Jy the New Mcthod, choirs will inmediately berome perfect readers in all keys, and large numbers of persons in our congregations, who have good voices, gunt ears, and a taste for music, out who have not had time or patience to learit the uld way, will at once learn to sing understandingly. 'These have heen the firss fruits where the system has bcen introduced. Who does not know that the great reason why so few loarn to sing is, becanse the ould inethod is sus dificult to master and comprehend? And whodocs not know that the pracipal reason why our church music throughout the country is su purly performed. 15, hecause nearly all the singers, after alh, know but little
about music, except to learn it second hand, by rote, from the leader or an instrument?

We commend these remarks to the common sense and experience of the public, and the present work and system as a remedy for the evils referred to, and as furnishing a pretty good supply of music for all the uses of public worship. A large portion is entirely new, and has been arranged and harmonized with unwearied pains, to say nothing of its merits. In regard to that and the system, we are truly glad that the people will judge for thenselves. We tender to gentlemen in different parts of the comntry, whose names we have not room to enumeratc, our sincere thanks, and the thanks of future generations, for the interest they have taken, and are still manifesting, in some cases at a sacrifice, to promote the One Line Sight Singing Mcthod. Teachers write us that "it must prevail." None need trouble theinselves about the old system; let that take care of itself. We enjoin it on all who wish to learn, or who desire to improve music and singing, to try this system, and on all who are convinced that it is the best, to use all rcasonable eflorts to promote its introduction every where. 'Ihis they can efficiently do, by comparing, publicly and privately, the old and the new systems together. Of those whohave arrived at the honorable distinction of "old singers," and of the thousands who have tried to learn to sing the old way and have given up in despair, scarccly one would ever have attempted, had they been told at the outset what must be accomplished, and how mach ume, money, and patience, would be neccssary. In a single evening, beginners have learned to sing at sight, by this method, tunes which they never saw before. Teachers in different parts of the country, would not say this if it were not true. The contrast between the two systens is very great; and he who can skillfully show it, will not fail to convince all candid minds. Would that we could feel such gratitude as we ought to a kind Providence, which has to some extent given us favor whith the people, and blessed our cfforts in promoting this method thus far, though we liave had to meet the most unrcasonable opposition.

Gentlenten whose names stand over some of the tuncs, will see that we have exercised our prerogative of inaking such alterations or corrections as seemed desirable for the present wonk. We are sorry if we have rendered their compusinoms less mernorious. Perhaps we may also revive the use of some of the old mutes which have their excellncies beyond all cuntroversy. This work, not having any of the same buns. will in no respects interfere with or supercede the nise of the Nunteral Hamony; though it has the same Rudiments, whech will be an advantage to those who have used that book. The one or the other may he introduced first with the greatest propriety. Persons having tunes in this book will be entitled to a copy gatis: and those who may furnish one or more good tunes hereafter, shall be entitted to a copy of the book in which they appear. Tre Jnventows ann $\quad\left\{\begin{array}{l}\text { H. W. DAY, }\end{array}\right.$ Probrietors of the Method, $\{$ R. F. BEAL,

## ELEMENTARY

## RULES ANT EXTPBCDSES

FOR

## READING MUSIC AT SIGET, WITH QUESSLONS TO AID BOTH THE TEACHER AND PUPIL.

## ©liapter 1.

## Departments or General Divisions.

Article 1. The rules, instructions and exercises forsight singing, we have arranged under four departments, as follows :
First, MELODY, which relates to a succession of sounds differing in pitch.
Second, RHYTHM, which relates to sounds differing in length.
Third, DYNAMICS, which relates to sounds differing in force.

Fourth, MUSICAL ELOCUTION, which relates to a correct intonation of voice, and pronunciation of words.

2. 
3. Such is the nature of music, that the different departments will be intermingled in theory and practice, though in the main, considered scparately.

## Questions.

1. Mow many departments? What is the first? The sec-
ond ? The third \} The fourth ? To what do they severally
relate \} 2. How will they be taken up? relate ? 2. How will they be taken up ?

## Chapter $\mathfrak{a}$.

MELODY. On the scale, production of sounds, posture of the body, and comparative distances of the scale.

1. At the foundation of melody lies $a$ series of sounds, called the DIATONIC SCALE.* The different sounds of the scale are indicated by numerals, which represent both the pitch and the order of the sounds.

## The Scalet Ascending.

Numerals.
Musical names \{ do $_{\text {do }} \begin{array}{llllllll}\text { re } & \text { mi fa } & \text { sol } & \text { la } & \text { side }\end{array}$ and syllables. $\int^{\text {do }}$ re mifa sol la sido Pronounced do ray mee fah sole lah see do

## The Scale Descending.


Pronounce
do sce lah sole fah mee ray
2. Practise the scale by syllables and numerals until the numerals and their musical names are identified in each other. In reading music, it is reconmended to always use the musical syllables in calling and singing the sounds the numerals represent.
3. The (do) of the scale being the most inportant sound, is called the TONIC, FUNDAMENTAL or KEY NOTE.
4. Sing no (1) with the mouth elongated ferpendicularly.

## Sing RE (2) with the mouth a little opened.

Sing M1 (3) with the mouth the same as for Res (\$), hut with the sides of the tongue pressed against the rouf of the month, leaving a small aperture fo: the sound to cscape.
Sing fa (l) with the mouth elongated horizontally, as though about to langh.
Sing sol (5) with the mouth the same as singing Do (1.)
*To distinguish it from the chromatic seale ; vide ehap. 1s $\dagger$ The teacher can accompany with a piano, violin, or the school can practise without, in long sounds.

## RULES AvD EXERCISES FOR SIGHT SINGING.

Sing la (6) with ute mouth about the same as for - $A$ (1).

Sing si (7) like m ( 8 (B).
5. Do not change the rocal organs in the least degree, when producing any particular sound.
G. Never make a drawling, nasal or unpleasant tone. Let the voicc flow out clear and smooth as a river :-swcet, round and ringing like silver, and as pure as the mountain air ;-in other words, sing in the onotusd voice.*
7. Let the position of the body be erect-straight. Supply the lungs frequently with fresh air, and as often expel the bad air from the lnngs. $\dagger$
Q. The scale presents a scrics of steps and half steps, or as some prefer, major seconds and minor seconds. The half stcps occur between is and 4 , and 8 and 8 .

Steps and Iralf steps of the Seale.

9. The relations of steps and half steps in the scale, it is very important to renember and pracicially menderstand, as the scale is both the alphabet and grammar of music.
10. The exact comparative distanees of the sounds of the scale are represented below.
Comparative Distances.

- See Voral Schonl, part IV on Vusical Elocutinn.
tTlue leacher will explain such nither things as be may deem onportant A living example is quite imporiaut for many things io relation to the voice
E. Pianos, organs and all similar instruments are tuned in exact steps and half steps, or nearly so, not regarding the philosophical exactness as above given, though the voice with a good ear always strikes these distances. They will and the pupil in learning the scale.

16. From 1 (do) to $\mathbb{Q}$ (re) is the distance or difference of 22 . From 2 (re) to : 1 mi ) the distances or difference of 20 , and so on ascending and vice versa descending.

## Questions.

1. What lies at the foundation of melody? What called? How indicated? How sung? How are the syllables pronounced? 3. What is I (do) ealled ? 4. What the positions and voral organs? 6. What somms must not be made? With what voice should we sing ' 7. The position of the borly, what? About the lunes? 8. The order of the sonnds of the srale? Where the half steps? 9. What is the scale? 10. Comparative distauces, what? 11. How are instruments tuned?

## Chapter 3.

MELODY Continued. On the intervals of the scale Major and Minor.

- Differcnees or distances between sounds of the scale are called intervals ; i.e., from one sound to any other is tormed an interval. An interval including only two sounds, is called a second. One iacluding three sounds is called a third, \&tc.

2. Connting from different sounds of the scale, we have Major (greater) and Minor (lesser) intervals of sceonds, thirds, \&e.

## Major and Minor Seeonds.

abBREVIATIONS.
Ma. S. Major Sccond. Mi. S. Minor Second. Ma.S. Ma.S. Mi.S. Ma.S. Ma.S. Ma.S. Mi.S.

## Mujor and Minor Thirds.


Ma. Third. Mi. Third. Ma, Third.
B. Major and minor fourths, fifths, sixths and sevenths are reckoned in the same way from any sound in the scale. When we reckon from 1 (do) in one scale to (re) in the scale above, \&c., we eall the mtervals nimths, tentlis, \&c.
Note, See llamilton's Catechism of Thorough Pase: Burrow's Base Primer: Llarmony Made Easy, by Charles Czeruey.

## Questions.

1. What are distances hetween sounds called ? 2. How do we reckon intervals? 3. How reckon Major and Minor fourths, ©ic.? From 1 (do) to 2 (re) in the next scale is what? To 3 ?

## (1) $\mathfrak{a p t e r}$

MELODY and RHYTHM. Bars; Measuses; Siralns ; Beats; the Dash; Accent; Common and Compound Time and Measures; Whole and Half Notes and Rests.

## ON TIME.

1. The marks drawn between the sounds in music are ealled Bars, of which thare are two kinds, single (thin) and double (thick) bars. From one single bar to another is a measure;-bars divide the time into equal measures.
2. Double bars show the end of a struan or line of poetry. Sometimes they are nsed in the place of a single bar, as below. Sometimes they divide measures. 'They have nothing to do with the time. A strain may emhrace a scale, more or less; a lime in poctry, or a sentence in prose, set to music.

- Now sing the scale slowly, first connting one, then two, then three, then fovr to eaeh sound (numeral)


## RULES AND EXERCISES FOR SIGHT SINGING.

## Bars, Measures and Strains.

First Strain.

|  |
| :---: |

Second Strain.
$81716|5| 41319111 \mid$
4. As we cannot count and sing, the hand is moved to keep and beat the time,-Down-up,-or, DOWN,-LEFT,-UP, describing a triangle ; or, DOW: LEFT, RIGHT, UP, according as we have two, three, or four countings in each measure.

## Different kinds of Time.

5. Different kinds of vocal and instrumental music give rise to two hinds of time, Common and Compound.

Common time has one prımitive part to a beat in a measure. Compound time has three primitive parts to a beat.

## On the use of the Dash.

C. The short dish-indicates that the numeral or sound after which it is placed is to be prolonged to twice its usual length. The medium dash - indicates that the sound after which it is placed should be prolonged to three times its usual length. The LoNG DASH - prolongs the sound indefinitely, to make out the time.

## COMMON TIME AND MEASURES.

7. Common time is used for church and instrumental music, and has three forms or kinds of measure, viz:-Double, of two beats and two parts; Triple, of three beats and three parts; and QuadDUPLE, of four beats and four parts. The move-
ment of the hand is indicated hy the abbreviations, D. down ; u. up; L. left ; r. right.

Doable Measure has two Parts; Accent on the First. Example.

| 1 | 2 | 1 | 暒 | 1- |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| do | re | do | re | do |  |
| D | U | D | U | D | U |

Triple Measure; three Parts nnd three Beats; Accent on the First.

Example.

| 1 | 2 | 3 | 1 | 2 | 8 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| do | re | mi | do | re | mi | do |  |  |
| D | L | U | D | L | u |  | 1 | U |

Quadrnple Measure; four Parts and fonr Beats; Accent on the First and Fourth.

## Example.


3. Any number of sounds may occur to a single beat in any kind of measure, if they are short enough to keep the time correct.

## COMPOUND TIME AND MEASURES.

9. Compound time is derived from two or more triple ineasures, and is inostly used for instrumental music. It lias three forms or kinds of measure, viz:-compound Double, compound 'Triple and compound Quadruple. Each kind of measure has three primitive parts to a beat.

Compond Donble Mensure; -whas two Beats and six Parts;--accent on the Ist and Ath. Examile.

|  |  | 1-1 |
| :---: | :---: | :---: |
| do re mi do re mi | do remil dore mi | do do |
| U | D | D U |

Componud Triple Measure;--has three Beats and nine Parts; accent on the 1 st , 4 th and 7 th .

Example.

## 123123183

do re mi, \&c.

| 2-2-2- |  |
| :---: | :---: |
| re re re | do |
| D L U | D |

Componnd Quadruple Measnre;--has twelve Parts and four Beats; acceat on the Ist, 4 th, 7th and 10th.

Example.

## 128 123193 182 <br> do re mi, \&c

## On Beating Time.

10. The movement of the hand sloould beimmediate from one point to the other, where it should rest the remaining part of the beat. It should not move in a slow, indolent manner.

Whole and half Notes;-whole and half Reste.
1 1. Numerals are regarded as signs or sounds, or Notes. So any numeral of the scale is a note. A numeral without any thing attached, sustains the relation of a hal.F note :-i. e., it indicates a sound one half as long as one with a short dash after it, which is called a whole note.

Rests are signs of shence. The whole qest,
equal in time to a whole note，is made below a lune， bus：－
The half rfst，equal in time to a half note，is made above the lime，thus： $\qquad$
Fixample．


## Example．

$$
\begin{gathered}
\text { IIalf } \\
\text { Notes \& } \\
\text { Rests. }
\end{gathered}\left\{\begin{array}{cccc}
\mathbf{1} & \underset{2}{2} & \mathbf{3} & \mathbf{1} \text { \&ic. } \\
\text { do } & \text { re } & \mathrm{mi} & \text { fa }
\end{array}\right.
$$

The whole rest，by an arbitrary rule，fills any kind of a measure．

## Questions．

What are the marks drawn through musie called？How many hinds？What do they divide？2．What is the nse of double bars？A strain embraces wha！？4．How is the hand moved in singing？5．Different kinds of time arise how？ How many kinds of time？How many parts to a sat in conmon time？In compound time？6．The dash is un．dhow many ways ？7．What kind of mosie is prineipally written in common time？How does the hand move in double measure？ tceent？How in triple measure？Acsent？How in quad－ Iceent？How in triple measure Acrent？How in quad－
ruple？Accent？9．How inany forms in compound measure？ ryple？Accent？Whaw inany forms in tompound measure？ Parts to a beat？What the beats，parts and aecent in each ？
10 ．How should the hand move in beating time？II．Iow are numerals regarded？What is a whole note？A hall note？ What is a whule rest？ $\boldsymbol{A}$ half rest ？In what arbitrary way is the whole rest used？

$$
\text { שhapter } \text { E. }
$$

Exercises in Singing and Beating Time；in the lower，mid－ die，and upper parts of the Scale．
1．If in point of comparison，to learn to sing were a hundred things，to sing the scale correctly would be ninety－nime．Hence the great importance ni inductive singing exercises in the scale indiffereat skips and forins of measures．
Vore．Sing all the following exarrisea，palling the syltabic nalues of the numerals do，ve，and mon onr＇，＇wn．Nic．\＆（too）
may de taren on any puten to sutt convemienec，sometrmes higher，sonetimes lower．The judicious teacher will know whether it will be proper to omit any of the exereises．

## EXERCISES IN COMMON TIME．

Beat down，Up，Double Measure． 1 （do） 2 （re）

$$
\begin{aligned}
& 11|21| 2-\stackrel{(4)}{| | 1} 1|12| 1-H \\
& 11|12| セ-\stackrel{(5)}{| |} \mathbf{2} \text { |1 } 2|1-| | \\
& 1 \text { 2|1 2|コー } 1|21| 2|2| 1-| |
\end{aligned}
$$

$$
\begin{aligned}
& \text { (8) } \\
& 11111|2-H: 2| 112|1|
\end{aligned}
$$

Rests．

2．The tie $\longrightarrow$ ，made longer or shorter， shows how many sounds are united in one；and， where words are used，how inany sounds are sung to one syllable．

Triple Mensure．
1 （do） 2 （rc）．Beat nown，LeFt，Up．

（2）

Rests．


## Quadruple Measure．


$1-|2-\infty-1 \overbrace{}^{(8)}\|-1-1 \mid \Omega-\|$
$1-|11| 1|=|2(9)|| 302|=|1-| |$
B．Fivery new sound practised should be prop－ erly understood and carrectly produced，both in rela－ limn to its quality and the relation，or comparative listance it sustains to the tonic（do）．

## rules and exercises for sigili singing.

4. When the first measure of a piece of music is not full, the deficiency is made up in the last, so that the first and last measures in such cases always equal one whole measure.

Double Measure.
1 (do) $\mathfrak{2}(\mathrm{re}) 3(\mathrm{mi})$. Beat two beats.

$11|10| 33|3-\stackrel{(2)}{\|} 19| 33|38| 1-| |$
 $12|32| 12|3-\stackrel{(4)}{1} 23| 11|2 B| 1-| |$
 | $138|22| 9$ - (6) $||3|| 20|32||\mid$

 $32\left|1-|31| 2-{ }^{(9)}\right||38| 2-|12| 1-| |$
 $31\left|2-\left||31| 2-{ }^{(11)}\right|\right|: 32|1-||22||-| |$

> Rests.


## Triple Measure.

1 (do) 2 (re) 3 (mi). Beat three beats.
(1)
$111|222| \overparen{343}$ || 333 | $2222|111|$ (2)

112| $112 \mid \overparen{333}$ || 3332 |322| $111|\mid$
 128 | 123 | 2 - ${ }^{(4)}$ || P2 1 | B32 | 1 - ||





- $-1|2-2| 3-\stackrel{(9)}{\|}| |: 3|2-2| 1-| |$
$13-|283-|2-\stackrel{(10)}{\sim}|| 38-|12-|1-| |$


112|38 - |


Rests.

$338|-21| 2-1112|-32| 814$



Quadruple Measure.
1 (do) 2 (re) 3 (mi). Beat four beats.

 (3)











Rests.
(14)
$1-11|2-29|: 3-||853-1|: 39-3| 1-\mid$


Double Measure.

1 (do) 2 (re) 3 (mi) 4 (fa). Beat two beats.
$11|12| 3: 3 \mid: 8$ (1) $||183| 203| 12|1-| |$ $19|3 B| 4: 3|2-\stackrel{(2)}{| |} 4: 3| 21|: 3| 1-| |$
 $1|33| 32|1-|: 3-|\underbrace{(4)}||: 383| 43|2-|2-|1||$ $12|2: 3| 4-||32| 1 \mathbf{( 5 )}|: 3-||43| 22| 1-| |$ $11|22|: 3: 14-\||(6)| 24|32|: 3-| |$ $1: 3|2: 3| 44\left|3-\mathbf{7}^{(7)} 34\right| 34 \mid 9$ |1-||


 $12|3-||48| 2-||1013-||: 3| 1-| |$
 $1: 3|24| 1: 3|2-||1 \mathbf{1 3}| \mathbf{1}| \mathbf{2}| 3: 3|: 3-| |$
 1 -| $4-\left|1-\left|1-\|_{1}^{(15)} 4-|1-|4-|1-| |\right.\right.$

IRests.
$3: 3 \mid$ I- $-|: 3: 3| 9-\|_{(18)}^{(17)}: B 8|1-=32| 1-\mid$


Triple Measure.
1 (ilo) 2 (re) 3 (mi) 4 (fa). Beat three beats.
 $193|128| 193\left|1-\frac{(2)}{\mid(3)}: 321\right| 4: 3 \cdot|21 \cdot 2| 3-| |$



 $313|224| 83: 2 \mid 1)^{(7)} 12: 3|234| 432|: 3-| |$ $1: 38\left|4-\left\|1413-{ }^{(8)} 433|1-| | 3193-\|\right.\right.$

Rests.


Quadruple Measure.
1 (du) 2 (re) 3 (mi) 4 (fa). Beat tour beats.
5. At the end of a tune, D.c. means that we must finish with the first strain.

D C.





```
10283-|1-:3-| | 203 (6)
4-2- || BPE - | :B - 1-|
```




```
B-:3:3 | 2-42|:8-12 | 38:39||-22 |
:8-4:3|:2120B | 1- |
```



```
2-g.1|:3142|:3-|
11-1|22-2|:380:3|4:10.3| 29-2|
3:3-3| 12:84|:3_||
333-2| 1119 |3:3-2|1- | 44-3|
22-1| |:B2P|:3-_|
```



```
24-4|3:219|1_||
                                    Rests.
3:3449--2/1-43)2212/3--4|3-1
12-:B| - 12:34-- % - | 22--1 - |
439-| |-|
    Miscellaneous.
1 (do) 2 (re) 3(mi) 4 (fa) 5 (sol). D. M. Beat two
3.5| 14|:32|1-(|)}2.5|1:3|54|:3-
```



```
    T. M. Three beats.
1:515%1|2-(H)
```

rules and exercises for sighi sivging.


Rests.
$35\left|5--|123| 2-\left.\right|^{(6)} 48-|32-|514| 3|\right|$
Q. M. Four beats.
$1155|432-\quad \stackrel{(7)}{\|} 2211| 543-甘$
$3543\left|251-\quad{ }_{(8)}^{\|} 4325\right| 443-\|$

 T. M. Three beats.
$112|384| 543|2-|1482| 345| 112|1-| |$
 343|3-3|432|1-(13) || $44|321| 234|3-| |$


Midde of the Scale.

- (re) 3 (mi) 4 (fa) 5 (sol) 6 (la). D. M. Beat (1)
$33|44| 55|6-||55| 66| 54| 3-| |$ $55|66| 54|8-12(23)| 45|66| 5-\|$

Q. M. Four beats.






## Rests.

$548--\left|82-\left|3 \frac{(13)}{(14)}-||4--4| 228-| |\right.\right.$

Upper part of the Scale.
8 (do) 7 (si) 6 (la) 5 (sol). Q. M. Four beats.

8887|6667|S876|5-\| $6667 \mid$

```
876718-5-1576718-| 5676|
7-5-15077718-|
                            (4)
8897| 887-| 887-1678-| 6655|
665-177881778- |
D. M. Two beats.
\(87|87| 88|7-\|87|57| 67 \mid 8-\|\)
\(87|66| 78 \mid 7-(6)\)
\(876|7.8| 87 \mid 8-\|\)
\(85|75| 85|7-\|75|85| 67 \mid 8-\|\)
\(88|7-166| 7-\|88|7-|87| 8-\|\)
```

Exercises in the Scale.
Q. M. Beat four beats.

1284| $5-14567^{(1)}|8-\| 8765| 4-1$ - B 48 P | 1 - ||
T. M. Beat three beats.

123|123|4- (2) 234|234|5- | $456|456| 7-$ || 567 | 567 | 8-1
Q. M. Beat four beats.
 456-|4-6|567-15-7-||678-|6-8-1 56.54|3483| 1281|8765| $1-3-12-18-183^{(6)}-\| 4-6-15-71$
678-4
 2：11－


 $1234\left|5675^{(11)} 8765\right| 421|\mid$ $1878|6878|$ ．5878｜4878
\｜ 2878 $1111 \mid$ 万850 $1|: 3-1|$
$121: 3|1415| 1617|181-\| 8786|$
8．5 $51|3882| 811-| |$
$12: 345678$（14） $8765 \mid 4: 31$

## Harmonics of the Scale．

6．The more perfeet sounding bodies，like，for in－ stance，a ehurch bell，give out $1,3,5$ and 8 of the scale．Thesc sounds are strongly related to each other by a simple ratio，which exists between the wi－ brations of each in ennsequence of which they are， when produced together，agreeable to the ear－or more harmonious．They occur more frequently in music than any other sounds，and constitute the frame－ work of harmony．They are to the scale，what the vowels or tonic elements are to language．

## Exercises．

D．M．Two Beats．


## Rounds．

7．Rounds and catches are a species of mu－ sic，where the parts commence successively and fol－ low each other，so that the tune can be sung any length of time．

Round．Two Bcats．
1st part．
2d parı．
（1）
3d part．

Round．Four Beats．


T．M．Three Beats．
(3)
$12: 3|558| 5.55|: 3-\| 5-|8: 35| 8: 3.5|$
585．5｜1－｜｜

5．5．5｜：$|\mid$ ．5．5．5｜1－（5）｜｜ $31: 3| 5-|.53518-| |$
Q．M．Four Beats．
$55331115-{\underset{(7)}{(6)}}_{\|}^{51538 \mid 5.51-\|}$
 $1188 \mid 5.5: 3-\stackrel{(8)}{4}_{4}^{8} 531155: 3-4$

Round．Four Beats．
1st part．2d part．（9）${ }^{3 d}$ part．4th part． 1：55－H：358－｜｜853－\｜\＃31－

Round．Three Beats．
(10)
$355|: 3-493: 3| 1-1888 \mid 5-1$

COMIOUND TIME．

8．Previous exercises have been in different parts of the scale in common time．A few exercises now follow，sufficient to cnable the learner to get a right idea of the forms of measure，and pecnliar movemuent of compound time．

Componud Double Measure．
（1）
$111111|202222| 3333333|2-2 ー| \mid$
333835：｜111111｜111222｜1—
12：312：3｜2－2－｜ 2 （2） $2 \times 34 \mid 3-3-8$
321321｜2－2－｜1－232｜1——｜
（3）
$111111|222222| 3333483-|2-2-|$
333338：$|222282| 111232 \mid 1 —$
（4）
$111123|\mathbf{2}-\mathbf{2}-|322234| 3-3-|$

$1-382\left|1-232^{(5)} 1-2: 31\right| 3-\quad \mid$
3－482｜3－432｜1－282｜1——日
$\mathbf{3}-\mathbf{2}-|\mathbf{1}-\mathbf{2}-|\mathbf{1}-1|$
$8-123|4-3-|: 3-123| 2-|$
3－123｜4－3－｜2－0232｜
（7）
3－1：32｜3－1－｜3－4：32｜1—n－｜｜234｜
$3-2-12-231-|3 — 1|$
The dots cenote a repeat．
（8）
5－815｜6－5－illit－231｜3－2－！ $1!$
3－4．36｜．5－8－！｜｜443：33｜2321－1

Compound Triple Measure．
（1）



 B－5－2｜1———｜｜

1 ③12312：｜4—3— 2ー
1－111111｜3—338383
5－543482｜1——｜
（4）
1111111113—2ーヘ一｜


（5）
1－11111｜1－2－3－｜
2－220222 $1 \mathbf{2}-3-4-\mid:$


1111－2－｜8333－4－｜


5555－4－｜3333－ $\mathbb{Z}$－｜

Compound Quadruple Measure．
（1）
11是11111111｜ローセーローエー｜ $3-3-3444444441$ $\mathfrak{3 - \infty}-2$（2）
1111111－1—29 ロセセ ローセー\｜




## Questions．

1．What is important in regarel to the scale？What names do we apply to sounds？2．What is the use of a tie？3．How should every new sound be learned ？4．When the first part of a measure is not full，how strould it be made up？5．The meaning of D．C．？6．Perfect sonuding bodies give out what？ How are the sounds related ？They constitute what？\％．What is said of Rounds？For what are the exercises in Compound T＇ime？

## $\mathfrak{C l}$ ）apter <br> G．

MUSICAL ELOCUTION．＊Elements of Language ：Pronun． ciation of Words and Elementary Practice．

1．The foundation of Musical Elocution is a practical understanding of thirty－six elementary sounds，out of which all the words in our language are composed．Without such a practical under－ standing of these elements，it is impossible to sing correctly．Tasteful performanee must be learned from an experienced teacher．

2．These sounds are divided into three classes ；$\dagger$ viz．：Tonic elements，Subtonic elements and Atonic elements．
In words or syllables each element should be sounded with distinctness．Do not disjoin an element from the syllable of which it forms a part．

3．The Atonics are indicated by the following letters．They are only aspirations or voeal whis－ pers：－

$$
\begin{array}{rllrl}
\text { By } P & \text { as } & \text { in } & P-i n, & \mathbf{u}-\mathrm{P} . \\
F & 6 & 6 & \mathrm{~F}-\mathrm{an}, & \mathrm{i}-\mathrm{F} . \\
\mathrm{WH} & 66 & 6 & \mathrm{wH}-\mathrm{en} . & \\
H & 66 & 6 & \mathrm{H}-\mathrm{im} . & \\
\mathrm{SH} & 6 & 6 & \mathrm{SH}-\mathrm{all} . & \mathrm{a}-\mathrm{SH} . \\
\mathrm{S} & 66 & 6 & \mathrm{~S}-\mathrm{ir} & \mathrm{ye}-\mathrm{S} .
\end{array}
$$

＊See Vocal School．
t See Rush on the Vorce

$$
\begin{aligned}
& \mathbf{T} \text { as in } \mathbf{T}-\mathrm{op} \text {, } \\
& \text { OU - } \mathrm{C} \text {. } \\
& \text { TII * } 6 \text { TH }- \text { ill. } \\
& \text { ar }-K
\end{aligned}
$$

There are nine Atonic elements as above illus！ra－ ted．

4．The Subtonics have more vocality and are indicated as follows：－


There are fifteen Subtonics as above illustrated
5．Neither these nor the $\Lambda$ tonies are prolonged in singing；－rather forcibly articulated．Practiss the voice on each，as they occur in different words， until they are perfeetly uttered by the voice．

6．Exception．One exception to the general rule oecurs in the case of L ，which is sometime prolonged，as in table and similar words．
．The Tonic elements have the most voeality， are prolonged in singing and are indicated as follows： in two classes of mixed and pure ：－

## The Mixed tomes are

Indieated by

$$
\begin{array}{cccc}
\mathrm{o} & \text { as } & \text { in } & \mathrm{g}-\mathrm{o}-\mathrm{ne} \\
\mathrm{~A} & \text { w } & 6 & \mathrm{~m}-\mathrm{A}-\mathrm{n} \\
\mathrm{I} & 6 & 6 & 1-\mathrm{sle} .
\end{array}
$$

## ruLeS And ExErcises For sight singing.

$$
\begin{array}{cccc}
0 & \text { as } & \text { in } & 0-\mathrm{ld} . \\
\text { ov } & 6 & 6 & \text { ou }-\mathrm{r} .
\end{array}
$$

There are sevell mixed elements above

The Pure tonics are

| Indicated by | EE | as | in | heed. |
| :---: | :---: | :---: | :---: | :---: |
|  | E | 6 | " | Err. |
|  | U | 6 | 6 | full. |
| E | " | "6 | pen. |  |
|  | 1 | 6 | " | pin. |
|  | 00 | 66 | 6 | ooze. |

There are six pure elements as above.
8. The Mixed elcments are so called, oecause they terminate in another called the vanish of the element. For instance, o in old, if slowly pronounced, would be $000-1-\mathrm{d}$. The sound of the douHe oo, through which the voice passes, is termed the vanish of the element indicated by 0 . The sound of o bofore the voice passes to 00, is termed the Radioal of the element, and is the part of this element which should be prolonged in singing. It would be improper to let the voice dwell on the vanish (sound of 00 ).

Radical and Vanish of the Mixed Tonies.

| A - 11 | vanishes into |
| :---: | :---: |
| 1 - sle | " 6 |
| A - n | " ${ }^{6}$ |
| A - rt | " |
| A - id | " " |
| 0 - Id | 6 " |
| $\mathrm{ou}-\mathrm{r}$ | " ${ }^{\prime}$ |

(). Practical exereises in the tonic elements, though simple, are exeecdingly important in aiding the singer to pronounce words with distinctness. In singing a mixed tonic element, the radical must alway's be prolonged. The word old, for instance, should be sung $n-l d$, letting the voice vanisu through the sound of 00 , giving it light and quiek.

The same is true of the vanish of every mixed element.
10. The voeal organs must be held on the radical perfectly firm, and without the least rhange of the mouth, tongue or any musele, until the Time requires an articulation or finish of the syllable or word. The voice should then slide rapidly through the vanish and artieulate (i. e. make a juint) forcibly on the subtonic or atunic that follows.

## Exercises on the Mixed Tonies.

Count Two, Tiree, or Four.
In long sounds practise a as in all. Any consonant may be prefixed, thus :-la (law) or na (naw.)

Example.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $A-11$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |
| 8 | 7 | 6 | $a$ | 4 | $b$ | 2 | 1 |
| $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |

Count Two, Three or Four.
In long sounds practise a as in art, la (lah).
Example.

| 1 | 2 | 3 | 1 | 5 | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $A-r t$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |

In long sounds practise a as ill man, la, (or ma.)
Example.

| 1 | 2 | 3 | 1 | $i$ | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| an | a | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |
| 8 | 7 | $i$ | $i$ | 4 | 3 | 2 | 1 |
| $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |

In long sounds practise 1 as in isle, li (lye).
Example.


Note. There is a strong tendency for the voice in singink this element in many words, to prolong the vanist altogether which is disagreeable. In consequence of closing up the aperture to make ee, the element becounes insignificant, and the sound of the word suffers;-thus,-liee-t, for li-ght.

In long sounds practise a as in hail, la (lay).
Example.

| 1 | 2 | 3 | 4 | $j$ | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| hail | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |
| 8 | 7 | 6 | $\pi$ | 4 | $B$ | 2 | 1 |
| $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ | $a$ |

In long sounds practise o as in old, lo (lo !).

## Example.

| 1 | 2 | 3 | $\mathbf{1}$ | 5 | 6 | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| old | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 7 | $\mathbf{i}$ | 5 | 4 | 3 | 2 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

In long sounds practise ou as in our, nou (now ,
Example.

| 1 | 2 | $\mathbf{3}$ | $\mathbf{1}$ | $\boldsymbol{5}$ | $\mathbf{6}$ | 7 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ou | ou | ou | ou | ou | ou | ou | ou |
| 8 | 7 | 6 | in | $\mathbf{1}$ | i | $\mathbf{2}$ | $\mathbf{1}$ |
| ou | ou | ou | ou | ou | ou | ou | ou |

Note. There is danger in singing this element, of letting the voice draw blirough something like a-ou-00-err. It wit require particular attention.

1 - The Pure elements are all radical, har ing no vanish, unless the singer is eareless and al lows the vaice to eliange.

Words containing the element indicated by ee are often badly sung, thus: fear-r, hear-r, near-r, dear -r , and many such, instead of fea - r , hea -r. \&c., prolonging the sound of E , in Err, rather than the right sound of E in me.

## Praetising the Elements.

12. Articulate separately each one of the Atonics, in connection with words in which they occur, and always let them be heard, or do their part, in the formation of every word.
13. The Subtonics praetise in the same way, only with more foree and energy.

Note. The precise position of the mouth and tongre, and the vocal effort in the formation of all the different elements, the pupil will learn more perfectly by oral instruction. See the "Vocal School," Rush "On the Voice," and Russell and Murdock's work on Elocution.
14. The Atonies and Subtonies are only articulated, but the Tonics are prolonged. These should be sung in exercises in long sounds, from the lowest to the highest pitch.

## Singing Tunes by Word.

15. First analyze every syllable and read slowly by tonic elements;-then sing, prolonging the tonies and articulate the Subtonies and Atonies aecording to the foregoing instruetions.

## Pronunciation of Particular Words.

16.- Amen, The, \&e. Analytical practice frxes at onee and forever the pronunciation of all words to be the same in singing as in correct speaking. And it is useless to think of being a good sing er without being a good reader.
Never sing the, thah, or ther, or thih, or thou or thur. Sing this word one and the same way always, as all words should be sung. Sing it as pronotinced oy the best speakers, THF. The tonic elcment
(vowel sound) is always the same in this word - is heard more distinctly before vowels than before consonants, hecause it smoothly joins in with tonic elements; but before consonants it is necessarily cut short by the shutting of the mouth, which does not occur in the utterance of a tonic sound.

Amen has but one pronunciation in common and theological language. The a, by all American and English lexicographers, is made long as in ain. It should always so be sung, except in Oratorios, Choruses of classical order and even some Glees, where musical effect is the object aimed at, and indeed, where this otherwise solemn and significant word, is made a play thing by license, it may be pronouneed atmen. This however is a barbarism and violation of correct pronunciation, and should never prevail in singing schools or in the worship of the Most High, where the choir should take up the sentiment read by the minister and pronounce in the same manner. Surely the house of God is no plaep to exhibit the fantasia of the theatre.

1 . Toward, Towards, Loved, Moved and many similar words should be sung as one syllable. The ed does not add another syllable.
In the ends of words, do not pronounce ness niss; or ent UNT; oring $1 N$; or en ing. A little thoughtfulness and spelling-book knowledge will correct many common errors.
18. Enunciation. Words should be enuneiated as distinctly and understood by the audience as well as in reading. All this may be done and the full effeet given to the music.

When it is difficult (in ehurch music) to give the true musieal effect, the words and music must mutually yield. The music must not be spoiled to give the most distinct utterance to the words; nor should the words be metamorphosed to give effect to the musie.

It should never be forgotten, that, in writing music, and in singing, the thing to be aimed at is to render the sentiment more forcible. If therefore in musie well adapted, the words are iniserably uttered, it were hetter to hear them simply read. If 10 exhibit the beauties of music be the objere of the com-
poser and singer, the words are treated as mere play things (as with Amen, in some cases), the audience might as well listen to a performance of solfeggios.

## Questions.

1. What lies at the foundation of Musical Elocution? 2. How are they divided? How sounded? 3. Vocalize the Atonics?How many? What are their characteristics? 4. Give the subtoncs? How many? 5. How articulated? 6. What exception? 7. Arc the Tonics prolnged ? How many classes?Vocalize the mixed tnnics? How many? Vocalize the pure ! How many? 8. What is the Radical of an elcment? What is the vanish ? 9. Which must be prolonged ? How long?11. What of the pure clements? What pure element is badly sung? 12, 13, 14. How should the Atonics, Subtonics and Tonics be sung? What is the pronunciation of Amen? What is the exception? 18. How should words be enunciated?What compromise should be made between words and musie?

## $\mathbb{C l}^{\text {bapter }}$ ․

## MUSICAL CHARACTERS.

E. The Hold, made thus $\overparen{C}$ is an arbitrary sign, and signifies a prolongation of sound or silenee as it may be used. Over a bar, over a space, and over a rest, it means silence prolonged.

Written.


Performed.
53112031432|3—葍
Written.

Pfrformed.

6. As performed, the exactness of the Rhythm $\%$ entirely suspended. The exact time of prolongawod is left entirely with the jeefformer.
B. A repeat, several dots, thns:- indicates a ropetition of some part of the music. The first, the middle, the last part, or all of a tune, may be rcpeated.

Example (1). T. M. Thiee Beats.
Repeat the first part as indieated.



Example (2). T. M. Four Beats.



Example (3). T. M. Three Beats.
Repeat the middle part.
$111|292| 3: 3$ 3|: $54: 3|139| 112|1-|$

Example (4).
 1:3|31:3|~1:2|1—||
4. Docble ending. Some tunes, the last part of which is repicated, have what is ealled a donble onding, incticated by twe figures, a 1 and a 2 . Tho note ur notes under figure 1 sloolld be sang the first time, and under figure 2 the second ume, omitung ader ngrire 1.

Example ( 1.$)$
 $\overbrace{14.561 .578-11}^{2}$

Example (2.)
 $\frac{2}{3542|121-|}$

## Questions.

1. What is the gencral use of the hold? What are its particular uses? 3. What parts of the tune are repeated 3 4. What is said of the double ending ?

## Cloupter 8 .

EXERCISES WITH WORDS.
Q. M. (1)
$\begin{array}{lllllllllll}1 & : 3 & 2 & 4 & 1 & 6 & 6 & 5 & \| & 3 & 5\end{array} 4 \quad 91$ Youll-fil days are hap-py days, when they're spent in
$121-\vdots$
wis-dom's ways.
Q. M. (2)
$\begin{array}{llllllllllllll}5 & 6 & 5 & 5 & 7 & 6 & 5 & 13 & \| & 4 & 4 & 5 & 61\end{array}$ Save to-day and spend to-mor-row, 'That's the way to

Q. M. (3)

$\begin{array}{llllllllllll}8 & 1 & 7 & 6 & 5 & 1 & 3 & 2 & 1 & 1\end{array}$ Now we sing through the down-ward scale.

## Vespers (4) T. M.

Smooth and Fimxing.
 Row, brothers, row, as oll ward we go;

Low breathe the vespers, heave hearties, heave 0 !
Nearing Port (5) T. M.

| Lively. |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $\boldsymbol{5}$ | -5 | 5 | 1 | 3 | 2 | 1 | 2 | 1 |$-\|$ Shout, hur rah for our old na tive shore,

 There's the light we have oft seen be fore
 Dashing the sur ges and loud the winds roar;

Bearing us safe to our old na-tive shore.

> Way to get Rich. (6) T. M.
 Ear-ly to bed, and ear ly to rise,

Is the wav to be healthy, and wealthy and wise.
Sure Hope. (7) Q. M.

Unslaken as the sacred hill, and firm as mou..tains be,


Not walls or hills could guard so well
Old Salem's happy ground,
As those eternal arms of love,
That every saint surround.
Deal gently, Lord, with souls sincere, And lead them safely on,
Within the gates of Paradise, Where Christ, their Lord, is gone.

Morning Shineth. (8) Q. M.

$\begin{array}{llllllllllll}5 & 8 & 7 & 6 & 5 & 5 & 3\end{array}$ with pure mind and feel ing,
D. C.
5. 4 4 3 I 1 2- 1 Fling earthly thought a way,
2. Remember all who love thee, All who are loved by thee;
Pray, too, for those who hate thee, If any such there be;
Then for thyself, in meekness, A blessing humbly claim,
And blend with each petition
Thy great Redeemer's name.
3. Or, if 'tis e'er denied thee In solitude to pray,
Should holy thoughts come o'er thee
When friends are round thy way,
E'en then the silent breathing,
Thy spirit raised above,
Will reach his throne of glory,
Where dwells eternal love.
4. O, not a joy or blessing

With this can we compare-
The grace our Father gave us ' : pour our souls in prayer:
Whene'er thou pin'st in sadness,
Before his footstool fall;
Remember, in thy gladness,
His love who gave thee all.

## $\mathbb{C}$ japter $\mathfrak{g}$.

SCALE EXTENDED. Staff; Scales on one staff; Ezercises in different Scales.

1. When we have occasion to sing higher than one scale, we repeat the same syllables of the present scale, and observe the same order of steps and half steps. Thus one scale is precisely like another, except the differences of pitch.
2. Staff.-On a single line, which is called a Staff, three successive scales are represented. One Scale, i. e. all the sounds of one scale, are written below the line. All the sounds of another scale are written on the line, and all the sounds of another scale are written above the line.

Three Scales on one Staff.
Scale below the Line.


3. It will of course be understood, that the 8 of one scale is really the same sound as the of the scale above. The $\mathbf{\delta}$ below the staff is the same as the 1 on the staff; the 8 on the line is the same sound as 1 above the line. The one or the other is used in writing music, to accommodate circumstances.

## Exercises in two Scales.

T. M. (1) Three beats.
$5-5-5|3-3-3| 5-5-5|1-|222|$
$111|3: 3| 1-| |$
D. M. (2) Two beats.
$5-5|11| 2 \supseteq|8-|43| \supseteq 1+7-6| 5-1$
$5-5|1| 22|3-|24| 3| 24|3-| |$
Round in three Parts. (3) D. M.

5 5. $5.5|5.5| \overline{5}|\mid$
D. M. (4) Two beats.
$32|15|: 2\left|1-|4: 3| 2_{-5}\right| 4 \mid 2-1$
$34|32| 12|3-|5-5| 6-7| 12|1|$
D. M. (5) Two beats.

5-5| $112-7|-|21 / 7-6| 54| 5-1$
$5-5|1143| 2-15432|1 \quad 7| 1-| |$

## Exerrises with Words.

Rounit-"Love your Nfighbor."

> Q. M1. (1) Four beats.

First part. Second part. Thid part. Fourth part.
Live by libor, luve y our neighbor; Would you prosper, tuat's the way.
Time Flies, (2) D. M. Two beats.
Swin ly thes our time a way, Youth im prove it Swiftly tlies our time a way, Youth im prove it
D. C
$4-:|: 2-| 1$
while you may.
Patienceand Prodencf. (3) Round, T. M. Three beats.
$03-\left|-3-3-4-|-3-3-\infty| \frac{6}{6} \quad 7\right|-1$ Iour patience and prudence will not be in vain;
$3-|-1-1-2| 7-5|4-4-4|-3-1$ 'They'll help you to con quer a gain and a-gain.


Round-"Let us endeavor."
T. M. (4). Three beats.
 Let us en dea vor to sce that, whenever We
Third nart.
$\begin{aligned} & \text { Fourth part. } \\ & \text { Join in a song, we can keep time to geth er; And }\end{aligned}$

## Questions.

1. How is the scale extended? Are successive scales alike? 5. What is the tine called on which scales are swritten? How many seales are written on one staff? 3. What is said of 1 and 8 ?

## ©lapter lod.

Staff, Cleffe, and added scaies.

1. To accommodate high and low voices, to get a sufficient compass for instrumental music, and to make due allowance for the change of key or pitch of tunes, Two Staffs are used; one for high and the other for low voices or sounds. One is called the Treble Staff; the one for low voices is called the Bass Staff.
2. The Treble Staff is a single horizontal line, thus ; $\qquad$ , and is indicated by this character, \& which is called the Treble Cleff. The Bass staff is a single horizontal line, thus; - ——, and is indicated by this character, thus, é, with two dots succeeding. It is called the Bass Cleff.
3. On the treble and Base Staffs five scales are represented, which furnish sufficient compass for all vocal purposes.
4. Common Scale.-The scale hetween the two staffs is common to both; i. e. it is the scale below the Treble staff and scale above the Base staff, and it is therefore called the Coman Scale.

## Treble and Bass Staffs, Common Scate.


5. Several lines of words may come between the two staffs, so as to separate them more or less, which, however, does not alter the arrangement of

Scales on the Treble and Bass Staffo.


The same reversed.
Descending.
 E1. Ascendiug.
6. When it becomes necessary to extend the notation beyond the ordinary compass of two staffs, added seales on a staff above and a staff below are used.

Added Scales to the Treble Staff.
Staff and Scales above.

Staff and Scales below.
7. The Staff added below is substantially the Base Staff, which is used in this way in cases of convenience.

## Added Scales to the Bass Staff.

Staff and Scales above. 12.315678 ©
$87-6-5-413-187654321$ Staff and Scalcs below.
8. The added Staff above is substantially the Treble Staff, and is only used in this way as a matter of convenience. By means of the added staffs, a compass of nine seales is obtained. as follows


Questions．
1 to 5 ．Why are two Staffs used ？What are they called？ What is said of the Common Scale？How do we distinguish the different Staffs？How many seales are written on one Staff？How many on two Staffs？6．How is the compass of cound extended still further？

## Chapter 11.

LENGTH OF NOTES AND RESTS．
1．Notes．－We have already learned whole asd half notes and rests（chap．4）．Such is the
comparative length of sounds in music，that it be－
comes necessary to have notes sustaining shorter re－ comes
lations

2．Numerals with stems attached thus－
$1 \%$ \％，\＆c．，sustain the relation of QUARTER Notes．
Numerals with a hook and a stein attached，thus－
12 ．3．Sc．，sustain the relation of Eighth Notes．

Numerals with a stem and two hools attached thus－
 そも Notes．

Three hooks and a stem attached，thus－
18，\＆ic．，represent Tuirty－second Notes．

## $E E$

A stem and four hooks attached，thus－
具23，\＆c．，represent Sixty－fourth Notes．

All the above，in addition to the whole and hals notes，make seven different kinds of notes．
3．Rests．－Corresponding to the notes are signs of stlence，called Rests．Whole and half rests have been explained（chap．4）．The rests have the same relations as the notes．
Rests.


Observe how they are made－the whole below the line；the half rest above；the quarter，with a hook， to the right，\＆c．

4．Notes have a relative but no particular length． A tune in 64 th notes might with propriety be sung as slow as the same tune in whole notes．
Sing the following lessons in the relations of notes， from left to right；first the whole relations，then the half，\＆c．；sing the quarter，sixteenth，and other re－ lations in a similar manner．

## Relations of Notes and Exeresises．

LESSON（1）DO RE MI．

## Whole，Half，Quarter and Eighth Relations．

［Play a Major Accompaniment．］
Count Four．




LESSON (3). MI FA SOL.
Whole, Half, Quarter and Eighth Relations.
[Play a Major Accompaniment. Count Four.]


LESSON (4). MI, FA, SOL.
Eighth, Sixtoenth, Thirty-second and Sixty-fourth Relations.
[Play a Major Accompaniment.]


LESSON (5). LA, SI, DO.
Whole, Malr, Quarter and eighth Relations.

> [Play a Minor Accompaniment. Count Four.]


$$
\begin{gathered}
\text { One Whole. } \\
7- \\
\text { equal to } \\
7 \\
\text { equal to } \\
7 \\
7 \\
7 \\
\text { equal to } \\
\hline
\end{gathered}
$$

$$
\begin{aligned}
& \text { One Whole. } \\
& 8- \\
& 8 \text { equal to } \\
& 8 \\
& 8 \\
& 8 \\
& \text { equal to } \\
& 8
\end{aligned}
$$

LESSON (6). LA, SI, DO.
9th, 16th $32 d$ and 64 th Relations.
[Play a Minor Accompaniment. Count Four.]

88
8
equal to
6
One Eighth.


| One Eighth. |  |
| :---: | :---: |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 | 8 |
| 8 |  |

Questions.
2. How do you distinguish whole notes? Half notes? Quarter notes? Eighthnotes? I61h noles? 32d notes? 64th notes? How do you distinguish the different rests? Deseribe them. Have noles any particular length?

## $\mathfrak{C h n p t e x}$ 12.

VARIETIES OF MEASURE; USE OF THE DOT.

## Varietics of Measure.

1. There can be as many varieties in each kind or form of measure as there are different kinds of notes (seven). And as there are six primitive forms or kinds of measure, three common and three of compound, we could have fortytwo varietics.
2. The fractions at the beginning of music indicate a particular variety of measure. The numerator indicates the kind of measure-Double, Triple, Quadruple, \&c. The lower figure, or denominator, indicates the relation of notes taken as primitives.
3. These fractivns are called the Signs of the varieties of measure.

- ver a 2 signifies that two half notes fill a measure. A 2 over a four signifies that two quarter notes fill a measure.


## Varieties in Common Use.

## Common Time.



## Uses of the Dot.

4. A single dot, immediately succeeding a note, increases its length one half; a dotted half note is equal to three quarters, thus; $\mathbf{2}=\mathbf{2}$; a dotted quarter is equal to three eighths, thus; $3=3$
5. A second dot increases the length of the first one half, thus; $4 \ldots$ is equal to 444 A double cotted quarter, thus; $3 .$. is equal to $8 \mathbf{3} \mathbf{3}$.
6. A third dot adds one half to the second dot.

## Questions.

1. How many varieties can we have? 2. What do the figures denote at the beginning of lunes 3 . What are they called? 4. What is the use of the dot? 5 and 6 . What is the use of the second and third dots?

## Chapter 13.

LESSONS IN DIFFERENT RELATIONS.
Exercises and Tunes.

> Halves (1) and Quarters.
$\frac{2}{2}-1-1-2|3-3-4-|-5-6-5-|3-|-5-4-3-1-2-1$


Wholes (2) and Halves.


Wholes (3) and Halves. •


Halves. (4). Old Hundred.
 Praise God from whom all blessings flow; Praise him all creatures here below;


$$
\begin{aligned}
& \text { T. M. (5) } \\
& { }_{2}^{3}-3-2-\left.1|2-2-5| 56\right|^{6}|1=|4-4 \cdot 5| 3-3-4| 2-2-1|7| \mid \\
& -5-6-7|1-5-1+3-3| 1=\mid
\end{aligned}
$$

Balerma. (6). C. M.
A dot before a half note makes it equal to three quarters.
${ }_{2}^{3}-1-1-3=2-1-6|3-6| 1=|-1-3=2+3-5-3|^{2}=1$
$-2+5=2-1-6|5-3| 5-|2| 3-5-3-|2-1-2| 1-| |$

Quarters (7) and Eighthe.



Poetry of the Loom.
Words by B. Cornwall. (9). Count Three.
Repeat the first with the last.
$3-5|-1-1-1-2-5-4-6-5-6-0|-5-3-2 \mid 1+$ Labor's strong and mer ry children, Comrades of the rising sun; $-3|1-1-1-2-3-4-5-5-5-5|-8,8-1-2|\sqrt{5}| 1$ Lét us sing some songs to gether; Now our daily toil is done. No despondins, no repining; Even God's all holy labor

Leisure must by toil be bought; Framed the air, the stars, the sun; Never yet was good accomplished Built our earth on deep foundations; Without labor, without thought. And the spacious world was won.

Hapry Voices.
(10)
${ }_{2}^{2-5}-5-\left.4\right|_{i} ^{3}-3|4-3-4-5|_{i}^{3}-1|S-6| 5-3|8-32| 1-1| |$ Raise a loud your hap py voices; Every thing around rejoices. (11)

Do, Re, Mı. Catch, By Haydu.


'I am sick of this sol fa- 'ing; And' latrow not what you're saying.
From Trocble Free.
If you would be from trouble free, (meand learn tu sing, to sing with me.

$\left\{\left.\begin{array}{l}\text { Base. } \\ -5|-1-2|-3-1+1 \\ 1\end{array} \right\rvert\,\right.$
With me, with me, with me. Come and learn 10 sing-to sing with me.

> Sentence. (13) Prov, 22: 9.
> ${ }_{2}^{3}-5-4-|-2| 1-1-1|2-9-2|: 3-|B-2| 1-1-1-3-2 \mid$
> He that hath a boun-ti-ful eye shall be blessed, For he giveth his bread, hie
> $\begin{aligned} & -2-3-{ }^{7}|5-|6-6-6| 5=|4=|4-3-2|=| \\ & \text { bread, to the poor ; He shall be blessed; he } \mid \text { he shall be blessed. }\end{aligned}$

Round, (14) in Eight Parts.


Exercises with Rests.
(15)

(16)

$-66-6-7-1-8=11$


Varied Measures aud Relations.

 (20)
${ }_{4}^{3-1}-1-1-1|3-2-1|_{1}^{2}-2-6|5 \quad 5 \quad 511-1-1|$ $-3-2-\left.1\right|_{i} ^{5}-4-8-2|1|$

$-1-1-1-2|3-3-3-2| 1-1 \mid$

$-3-1-3| |_{1} \cdots 3-5-\left.5\right|^{3}-\left.\right|_{(23)}$

$-1-3-3|4-4-2|$
Exercises with Words.
Blest (24) Morn.
$23-3-4|2-2-8|-1-2 \mid$
 shepherds go worship the babe in the man-ger: Lo for his guard the bright angels attend.

## I would not (25) Live alway.

 I would not live alway, I ask not to stay, Where storm after storm rises o'er the dark way.


[^0] When $I$ can read my ti tle clear To mansions in the skies,一是I'll bid farewell to every fear, And wipe my weeping eyes.

Words with Rests.
Just and Pure.
 Be just and pure, of what thou say'st be sure, Of what thou say'st be sure be sure; Of what thou say'st be sure.
$3-3-4 \mid$
Bow to the poorman's wants thine ear, And wipe away the orphan's tear;


Pity.
(29)
 Blest who with generous pity glows; Who learns to feel for others' woes.

## Perseverance.

${ }_{8}^{4}-1+9$

$-1-2-3-4|5-4| 3-5-51 \mid$
Perseverance breaks them dll, braks them?

## Chapter ly

IMUSICAL CHARACTERS; Triplets, Syncopation, Staccato Marks, Leaning and after Notes.

1. 1 figure 3 placed orer any three notes, indicates that they are to be sung in the time of two of the same kind. Such notes are called Triplets.
$\mathbf{2}: \mathbf{B}$ Example of Triplets.
$5: 5$ " $5 \pi$ " 5 same relations.

## Syncopated Notes.

2. A long note in the middlc of a measure, which receives the accent (instead of the first note in the same measure) is said to be syncopated. In the following example, the syncopated note is marked thus: $>$

Example.


## Syncopated Measures.

B. By writing two measures in such a manner as 10 suspend or destroy the regular accent, Syscopated Measures are furmed.

## Example.

 de do do-- do re tui mir
$-3|1-| |$
rere do
4. All the sounds indicated under the slur, or uo, should be sung at onc syllable, as above marked.

## Staccato Mriks.

5. When certain notes in a piece of music are to be sung short and distinct, Staccato Marks are used, thus ; '" or simple dots, thus $\begin{gathered}\text {... }\end{gathered}$

Example.

| 3 | 3 | $\vdots$ | $\dot{3}$ | 4 | 2 | 4 | 3 | 3 | 2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Illustrated.

Staccato Marks and Double Ending.

Sing staceato marks distinctly, Now prepare for a repeat

## $-3-1-7671 \mid$

And the double end complete.
6. Laning Notes take their time from the notes before which they are placed, and should be gently touched in passing.

Example.

Illustrated.
${ }_{4}^{2}-5-4-3|2-3-2| 1-2-3|4-5-4|: 3$
7. After Notes take their time from the notes after which they are placed.

## Example.


Illustrated.
$2-1-3-2|1-7| ; 7-1|: 3-5|: 3-2|1|$

## Questions.

1. What effect has a figure 3 over any three notes ? What are they called? 2. A syncopated note is what? 3. By syncopated measure you understand what? 5. What is the use of staceato marks? 6 . Of leaning notes what is sad? 7. After notes-what about them?

## Clypter 15.

CHROMATIC SCALE; Uses of Sharps, Flats, and the Fa. tural ; Singing Exercises.

1. The Diatonic Scale, as we have learned, has five Major Seconds (steps) and two Minor Seconds, (half steps,) as follows:-

## Diatonic Scale.

$\underset{\text { Do }}{1} \quad \underset{r e}{2}$
$\begin{array}{ll}3 & 4 \\ \mathrm{mi}\end{array}$
5
sol
6
$\begin{array}{lr}7 & 8 \\ \text { si } & 8\end{array}$
2. This scale answers for ordinary purposes: but refined music, and occasional instances in common tunes, give rise to Chromatic Sounds, which divide the whole steps of the Diatonic. Scale.
3. Chromatic Sounds are indicated in ascending by sharps, made thus; 菜 and in descending by flats, inade thus; $b$ Thus we get a scale of minor seconds, which is called the Chromatic Scale.

Chromatic Scale ascending by Sharps.
Sharped sounds end in $i$ (ee).
 syllables.
Do di re ri mifa firsol si la li side Do dee ray ree mee fah fee sol see lah lee see do

Chromatic scale descending by Flats.

Do si se la le sol se fa mi me re ra do Pronounced.
Do see say lah lay sol say fah mee may ray rah do

## The Natural.

Notes are restored to their original sound by a Natural, made thus;

Examples for Practice. $\dagger$
(1)

Sing and count Two to each note, slowly.
 (2)

Sing and count Two, as above.

4. The chromatic sounds \#2 and ${ }^{\mathrm{t}} \mathbf{3}$; $=4$ and ${ }^{5} 5 ; \pm 5$ and ${ }^{5} 6 ; \# 6$ and ${ }^{5} \mathbf{y}$; though there is a scientific difference which writers on harmony notice and explain, are practically the same.

Examples for Practice.
Flat 3d. (1) Sharp 2d.
 Sharp Tonics. ${ }^{(2)}$

Sharp 3d.

Sharp 5th.
(3) Flat 7 and Sharp 5.

† Teachers will make such use of instruments as they may
doem preper; accompanying, playing the separate sounds, or doem preper; accompanying, playing the separate sounds, or
5. The chromatic sounds in more common use,


Examples for Practice.
(1)
$\|!5$ \#5 5 $5 \mid 6$ (2)
 (3)


## (4) <br> 

6. Accidentals.-When a sharp, flat, or a natural appears in any part of a piece of music, it is called an Accidental.

## Questions.

1. About the Diatonic Scale we have learned what : 2. To what does refined music give rise? Where do chromatio sounds occur? 3. How are they indicated? What scale did we thus get ? How do sharped snunds end? How do flatted sounds end? What is the use of the natural? 4. What chromatic sounds are the same? 5. The chromatic sounds in common use are what? 6. What is suid of accidentals?

## $\mathfrak{C l}$ )aptex 16.

minor soale and exercises.

1. Any sound of the Diatonic Scale might be taken as a tonic ; and thus we could have as many different scales as there are sounds in the seale. And in consequence of the half steps in each seale thus formed being differently related to the tonic, music written in cither would be readily distinguished.
2. The scale which makes (la) its fundamental is the most peculiar; and because its first third (from la to do, (if to 8 ,) is minor, it is called the Minor Scale.
Most writers consider that in ascending, this seale is made more pathetic by sharping fa and sol ; but in descending they are restored, or sung natural.
3. In reckoning thrs intervals of the Minor Seale, $\mathbb{6}$ (la) is called the tonic ; 7 (si) the second, (do) the third, \&c.

Minor Scale Ascending and Decending.


Note.-Good Minor Music is exquisitely touching, and is well adapted to many of the hymns commonly used. It is a mistake to suppose that it is only suited to mournful subjects. Old Windham is a good specimen.

## Exercisfr.

Ascending. (1) Count Three.

$6666|7878| 1-1-2-2+3=1$

Exercise (4). Count Four.
$667811-1-7-1-1-1-8 \mid 6 \geqslant 56-$ 月 $^{7}$
Exercise (5). Count Four.
$3-3-3-3|2-2-2-2| 1-1-1-1 \mid 7=1$


Sing and (6) Count Three.


Sing and (7) Count Two.
 $1-\left.1\right|^{2} \cdot 9|1-2|: 3-1-: B|2-1| z-7|6-| |$


Sing and (9) Count Fonr.



> We Wept. (10) Count Four.
-6-16 6 6 $6 \mid 77^{-7} 711-1-$ Wre hanged our harps upon the wil-lows, in the $-2-2-|: 3-1: 8-: 3| 2-2-\mid 1-7$ midst thereof. We wept, we wept when we remem-
 bered Zion. We wept, we wept for Zion wept.
4. Minor tunes are distinguished by the last note in the base, or by the melodie fceling of the leading part, which is more or less pathetie or mournful. Minor tunes have ( $\mathbf{f}$ (la) for the last note in the Base. The last note of Major tunes is (do.)

Baldwin. C. M., Minor.
 Alas and did my Saviour bleed, And did my Sovereign $-3|: 3| \frac{2}{2}-9|1-7| 6-1|7| 3|65| 1-\mid$ die; Would he devote that saered head, for sueh a worm - $7 \mid 1$

Qucstions.

1. How many different scales could we obtain? \%. What is the most peculiar? What catled-and why? What is the difference between the Minor Ascending and Descending Seales. 3. How are intervals reckoned? 4. How arc Minor and Major tunes distingushed ?

## $\mathfrak{U l}$ fapter 12.

DEFINITE PITCH OF SOUNDS; Scales by Letters ; differ ent Parts in Music; Compass of Voices; Transpositions of the Scale; seating a school.
1.

- Every piece of music is understood to have its tonic on some partieular sound, of a definite piteh,
which is called Ker. The Key indieates the pitch of the tonie or do (1) of major tuses, and the tonic. 1a, (6) of minor tunes.

2. By the use of the first seven letters of the alphabet, which are repeated to suit eonvenience, a geries of Fixed Scales are indicated, which are useful for voeal and instrumental purposes. Different seales are represented by large and sinall letters, and by placing over them one, two, and three marks, \&c. These scales are reckoned upward and downward from middle C.
3. The natural order of these scales has a hatf step between E and F and B and C ; so that when we take $\mathbf{1}$ (do) on any C of the fixed seales, the steps and half steps of the diatonic and fixed seales exaetly eorrespond; and this is called the Naturar Position of the seale.

Natural 0rder of the Scale by Letters, or Fixed Seales.
ascending, we have:


DESCENDING FROM MIDDLE~, WE HAVE:


## rules and exercises for sight singing.

4. According to the sounds of the fixed scales by etters, the soutds on all musical instruments are earned, known and played.
5. Human Vorce.-The compass of the human voice required in mustc, extends from great $G$ to the
wice marked $\overline{\bar{g}}$, including the highest and lowest voices of both sexcs, being as above laid down, a part of four octaves, or about three octaves complete. Extraordinary voices go higher and lower.

## Parts in Vocal Music.

6. The ordinary extent of a single voice is about an octave and a half; and to accommodate music to different voices, four parts are usually written. Thus arises the Bass, or Lowest part in music, adapted to male voices only. Next above the Base is the Tenor, designed for male voices only. Next above the Tenor is the Alto, Second, or Counter, adapted to high, thin voices of men-to boys to the age of fourteen, and to the lowest and firmest voices of females. The next, and the highest part is the Soprano, First Treble or Air, adapted to the highest and purest female voices. The idea of changing parts and singing correctly, is entirely out of the question.

## Instruments adapted to the different Parts.

7. For the First Treble violins and flutes; the clarinet played soft will do well.

For the second Treble, violins and clarionet.
For the Tenor, Tenor viols and clarionet.
For the Base, Bass viols ; various other instruments are uscful. The Organ is superior to all.

## Compass of different Voices.

8. According to the following compass of voices, persons or the teacher can judge what part they can best sing.

The $B_{\text {ass cxtends from large } G \text { to the once marked }}$
$\overline{\mathrm{E}}$, a compass of twelve diatonic degrees:

G A Bcedef $\quad$ d a b c
The Tenor extends from small $c$ to the once marked $\bar{g}$
c d ef g a b $\bar{c}$ d $\bar{e} \bar{f} \quad \bar{g}$
The Second extends from small $g$ to the twice marked $\overline{\text { c }}$
$g \quad a \quad b \bar{c} \quad \bar{d} \quad \overline{\mathrm{f}} \quad \overline{\mathrm{f}} \quad \overline{\mathrm{a}} \quad \mathrm{b} \frac{\bar{c}}{}$

The Soprano extends from the once marked $\bar{c}$ to the twice marked $\overline{\vec{g}}$
$\overline{\mathrm{e}} \overline{\mathrm{d}} \overline{\mathrm{e}} \overline{\mathrm{f}} \quad \overline{\mathrm{a}} \quad \overline{\mathrm{b}} \overline{\mathrm{c}} \quad \overline{\mathrm{d}} \quad \overline{\mathrm{e}} \overline{\mathrm{f}} \quad \overline{\mathrm{g}}$

## Seating a School.

【. A School may be seated as follows-the same arrangement answers well for a choir.


All on a certain part should sit together. Let each one esteem others better than theniselves. The best singers are usually willing to sit any where. The more persons know, the less they think of themsclves.

## Questions.

1. What docs every piece of music have? The Key indicates what ? 2. How are the sounds of fixed seales representcd ? How are they represented and marked? 3. What is the natural order of these letters? When to the fixed and diatonic scalos agree? How are different octaves represented? 4. How are thic sounds on iustruments known? 5. How large a compass embraces the extent of voeality in both sexes? 6. The extent of a single voice ? How many parts in voeal music ? Desrribe them. 7. What instruments are suited to different parts? 8. What is the compass of differeut voices? descrinc. 9. How should the parts be seated? What opinions should the members of a school or choir have of each other? Are good singersparticular about seats? What is a sign of inereasing
knowledge ? knowledge ?

## Chapter 18.

## TRANSPOSITIONS OF THE SCALE.

1. Different tunes require that (do) should be taken on different letters or pitches, in order that all the sounds in the several parts may come within the proper compass of voice.
2. Changing the place of (do) to different letters and thus altering the pitch, is called trans. posing the scale. If (do) be taken on any wher letter than C , more or less Chtomatic letters $\dagger$ must be introduced, to makic the scales compare.
3. By sharps the Key is transposed from its natural position into the fifih above, or, which is the same thing, into the fourth below for every successive new Key; becausc in this way, only onc new chromatic letter is nccessary in each regnlar transposition, to make the fixed and diatonic scalcs correspond. $G$ is a fifth from $C \neq$, and will be the first transposition.
4. The following table will now be understood. To persons playing instruments the transpositions are substantially the scales of different Keys. Here the scale of each Key may easily be learned, so as to play any tune in any Key, at sight.
5. Table of Transpositions.

Nateral Key of C.

| $C$ | $D$ | F F | G | A | BC |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | $: 3$ | 5 | 6 | 78 |

First Transfosition by Sharps.
Key of G; F made sharp introduced.

| G | A | B C | D | E | \#F G |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | ${ }^{3} 4$ | © | 6 | 78 |

$\dagger$ Chromatic Icters indicate sounds which divide the whe steps of the fixed seales.
$\dagger$ For practical purposes, no notice is taken of large, smal, once marked lettcrs, \&c., since the relations and changes in one are necessarily the same in all octaves.

Second Transpobition.
Key of D; C made sharp.


## Tablc of Transpositions by Flats.

First Transposition by Plats.
Key of F ; B flat introduced.

| $G$ | $A$ | $B^{0}$ | $C$ | $D$ |
| :--- | :--- | :--- | :--- | :--- |
| $\square$ | $\vdots$ | 1 | $\quad B$ | $6 i$ |

Second Transposition
Key of $B^{b}$; E flat added

| $B^{5}$ | $C$ | $D ~ J i b$ | $F$ | $G$ |
| :---: | :---: | :---: | :---: | :---: |
| 1 | $B$ | $\vdots$ | 1 | B |

TKird Tranipositioy
Kcy of $\mathrm{E}^{\mathrm{b}}$; A flat introduced.


A $B^{b}$

## 78

$101: 0$

Fourth Transposition.
Key of $A^{b}$; $D$ flat added.
$A^{b} \quad B$
C $\mathrm{D}^{b}$
Eb F
G $A^{b}$
Fifth Transposition.
Key of $\mathrm{D}^{b}$; G flat added.

| $D^{b}$ | $E^{b}$ | $F$ | $G^{b}$ | $A^{b}$ | $B^{b}$ | $C$ | $D^{b}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1 | 2 | $: B$ | 4 | $\sigma$ | 6 | 7 | 8 |

Six and seven flats are little uscd, and those scales are therefore omitted.

## Questions.

1. Diferent tunes require what? 2. Changing the place of 1 (do) is ealled what? What happens in changing the place of 1 (do) to different letters ? 3. Why is the Key transposed into the fifth above or fourth below? 5. What letter is sharped in the first transposition by sharps? On what letter is do hat letters are sharped in the seeond transposition? On what letter do? In the third ? Where do ? In the fourth and fith? Where do? 6. How is the seale transposed by flats? What chromatic sound appears in the first transposition ? On what letter is do? In the second transposition what chromatic letters are used? Where do ? Describe the third, fourth and fifth transpositions.

## $\mathbb{C}$ hapter 19.

the chromatic soale by Letters; Pitch of Tunes; Table of Tonics.

1. Transposing the scale, as we have secn, into different letters, renders it nccessary to divide all the whole steps; thus we have hy the natural and chromatic sounds, a scalc of twelve half steps, which is called tho Chmomatic Scale. On cither of these fixed sounds we can take (do) as a key; honce there are really twelve different keys in music, one of which is when 1 (do) is on C, or in the Natural position.

Chromatic Scale by Lettern.
Let this character 0 indicate the sounds.
Ascending from left to right.



Descending. $\dot{\mathrm{C}} \quad \dot{\mathrm{D}}^{b} \dot{\mathrm{D}} \dot{E}^{b} \dot{\mathrm{E}} \dot{\mathrm{F}} \quad \mathrm{G}^{b} \dot{\mathrm{G}} \quad \dot{A}^{b} \dot{\mathrm{~A}} \mathrm{~B}^{\mathrm{b}} \dot{\mathrm{B}} \dot{\mathrm{C}}$
Descending from right to left.
2. It will be scen that ${ }^{\#} \mathrm{C}$ and $\mathrm{D}^{b}$ are one and the same sound; so of $\dot{\mathrm{a}} \mathrm{D}$ and $\mathrm{E}^{b}$, which are the same; ${ }^{4} \mathrm{~F}$ and $\mathrm{G}^{b}$, \&c., i. e. we express the same chromatic scale by sharps and flats. Ascending, we read C, C sharp ; D, D sharp, \&cc. Descending, we $\operatorname{read} \mathrm{C}, \mathrm{B} ; \mathrm{B}$ flat; $\mathrm{A}, \Lambda$ flat, \&c.

## On the Pitch of Tunes.

B. Tuncs always have a tonic, 1 (do) on some natural or chromatic letter, which is indicated at the begiming of the tunc. Thus we say that the Key, tonic, If, or do, is on G , or A , or $\mathrm{B}^{\mathrm{D}}$, natural, \&c.

Without a knowledge of the transpositions of the scalc, a commou singer, with a pitch pipc, or any instrument upon which he can get the proper sounds of the letters, can easily get the sound of $\mathrm{A}, \mathrm{B}^{\mathrm{b}}, \mathrm{E}^{\mathrm{D}}$, \&c., which, according as the tunc is marked, will be the sound of 1 (do) and from this, the pitch of the other parts will be readily obtained.

Tuning forks give but one sound, usually A or C ; from either kind the voice can casily run up or down to the pitch or sound of the tonic (dn).
The more common Keys are C, D, E ${ }^{\text {b }}, \mathrm{E}, \mathrm{F}, \mathrm{G}$, $A^{b}, A, B^{6}$.
4. Temperament.-All Instruments are tuned in exact steps and half stcps, or nearly so ; which is a slight variation from strict correctness. This slightly altering the scale is called Temperament, and cnables performers to play from any pitch. The ear and vocal organs would become weary by singing always from the same kcy. Expericnced players on stringed instruments can produce correct sca cs from any liey

# rules and exercises for sight sivging. 

## TABLE, Illistrating the relative Pitch of all the difierent Tonies,

5. Any person who may wish to write music, will derive from the following table all the nccessary aformation in relation to different Keys. The letters on the common staff represent the pitch of 1 (do) hen taken on letters with which it corresponds.

## Pitch of Tonics Illustrated by the nse of the Common Staff.


6. The sharped and flatted tonics are not all laid down, though, from the foregoing instructions, their positions will be at once recognized.
It will be seen that 8 corresponds to middle $\bar{c}$ below the old Treble Staff. One (1) 8-1key of $\mathrm{E}^{b}$, would be the same sound as $\mathrm{E}^{\dagger}$ on the old Treble Staff, lower line, \&cc.
As an arbitrary and necessary rule, we represent the difference between $D$ and $E$, when regarded as tosics, hy an octave in common notation, thus; $C$ - in the key of $D$ is really but one degree below E- in the key of E , then, from E , to the ncxt D above all the tonics cone above the base staff. The wext E comes on the treble staff, thus; $\mathcal{L}-\mathrm{E}_{1}$-or-1 - It is by no means necessary that this table be understood, exeept by those who compose music.

## Questions.

1. How is the chromatic scale derived? How many keys are there in music? 2. What sound is the same as \#C ? \#D? How do we read the chromatic scale ascending? Ilow descending? 3. What is said of the pitch of tune? How can a persou get the pitcl of a tune? How from a tuning fork? 4 and 5. What is said about Temperament? 5, 6. Do you understand be table of tonics?

## ©lapter $\mathfrak{2 d}$

DYNAMICS, TERMS, TONES, BXAMPLES,

1. Dynamics as a subject relatesdefinitely to the power of sounds; and teaches the terms pcculia: to this department, and the different musical tones.

## Dynamical Terms.

2. There are a few dynamical terms, used to cxpress various degrees of force, as follows :-

Pianissimo, very soft.
Piano, soft.
Mezzo, a middle, or a common degree of loudness. Forte, loud.
Fortissimo, very loud.

## Dynamical Abbreviations.

3. These terms are usually abbreviated as fol-lows:-

Forte, F , or $f$.
Piano, P , or $p$.
Mezzo, M, or $m$.
Fortissimo, F F, or $f f$.
Pianissimo, P P , or $p p$.

## Dynamical Tones.

4. A sound beginning $p$, continuing and ending precisely the same on $p$, is called an Organ Tone.

Example.
la $p$
We may have a soft, medium or loud organ tone as the case may requirc, which would be indicated by $p, m$, or $f$. We now speak of a single tone of the voice.
A tone commoncing very soft and eading very loud, or any musical sound which increases in loudness as it is produced, is called an incrrasing tone, and is usually marked cres. or crescendo, or -
Ex. la $p$. $\qquad$ - $\qquad$ $f$

A sound whiel diminishesas it is produced is called a diminishing tone. diminuendo, or is marked thus; $\longrightarrow$

Ex.

$$
\mathrm{la} f
$$

$\qquad$
5. A sound or tone which diminishes from loud to soft immediately is called an explosive tone, or Forzando, $f z$., marked thus $>$

$$
\mathrm{Ex}_{\mathrm{la}} \sqrt{f}
$$

A sound commencing soft and gradually increasing to loud, then gradually diminishing to soft again, is called a Swelled Tone, marked $\qquad$
$p$.
Ex.
1a $p$. $\qquad$
ff. $\qquad$
6. The inverted swell is indicated by this character, but not often used, $><$

The pressure tone is indicated thus, $<>$
Exercises.

( Dynamical abbreviations govern until contradieted by some other.

(3)

(5)

Cros. Dim.


## Questions.

1. What do dynamies teach? 2,3. State the different terms and abbreviatious. 4. Deseribe an organ tone. Describe the crescendo tonc. The diminuento. 5. What is an explosive tone? Describe the swell. 6. The inverted swell. 7. How far do dynamical abbreviations govern ?

## ©lapter $\mathfrak{2 l}$.

ON CHANTS AND CHANTING.

1. Chanting, as an occasional exercise for a school, is important; and for Church service, is a most delightful and devotional exercise, though it is less effective to kindle the feclings and rouse the soul, than spirited melody. It deserves an honorable place in church music.
2. Perhaps the fewer the rules the better. The music of chants is generally very easy. Common chants confine the music to two strains, of three measures.


## (2)


B. Chanting is reading in musical tones, all tugetner. The first object of a school or choir is to distinctly pronounce all the syllables, as though there was but sue voice reading or singing.

There is one important difference letween singing prose and poetry. In chanting, cach one should try to keep with the others. In singing inctrical music, each one should sing as independent as though he were alone; i. e. should keep corrcet time. In chanting, the last two measures of the first strain, or all but the chanting note, may be sung in time, also the last threc measures of the second strain, or all but the chanting note.

## Qucstionn。

1, 2. How many strains in common chants? 3. What is the first olyjeet? What is the difference between singing the chant and other music?

## $\mathfrak{C l}$ )apter $\mathfrak{2 x}$.

## ABTICULATION.

1. Good articulation is a great beauty in singing. Bad articulation results from bad teaching, or a carekess enunciation-drawling words together-mumbling over syllables, and leaving many words unfinished.
2. We copy a few examples from the Vocal School, which, if studicd with a view to eorrect articulation, will afford some aid.
3. Ex. I. "Fix tin ane ternal statc."

For "Fix'd in an etcrnal state."
Ex. II.
"Will I for hell prepair.",
The last example is of a shocking character: and shows how a slight departure from correct pronunciation, is productive of bad semtiment.

Another quite exceptionable case is where shephcrds are made to swasn their flocks, instead of watching them by night.
Ex. "While shephardz-swash their flocks," \&oo
For "Wbile shopherds watch their flocks," \&e.
4. The $d$ in the ends of words is often omitted:

Ex. I.
Thus, " His guardian han by day." For, "His guardian hand by day."
Ex. II.
Thus, " $H_{0}$ ! ye that pan for living stream, Zan pine away-an-die."
For, "Ho! ye that pant for living streams, And pine away and-die."
Such, to say the least, is a very careless, indolent manner of sitrging.
The error of separating it from the word to which it properly belongs, and of joining it to another, is most common and most confusing. Ex.
Thus, "He by hi zown almighty wor, Dwil lall your fearz-renove; Fo revry woun dis precious blough Da sovereign balm shall prove ""
For, " He, by his own almighty word, Will all your fears remove! For every wound, his precious blood A sovereign balm shall prove."
5. Many, otherwise excellent singers, render their services of little worth by thus jumbling together the words of a hymn. Cases are not rare, for members of a congregation to have their hymn books open, (and if not sufficiently acquainted with music to keep the time of the tune,) yet be nonc the wiser as to what line or word the choir are singing. By the interludes, they will perhaps distinguish the verses. Such music, it is true, may be pretty noise, but quite unsuitable to be substituted for the praises of a christian church.
6. The v is torn from the word to which it belongs :-
Thus, "Blessed comforter come down,
And lie van mon vin me."
For, "Bless"d comforter come down, And live and move in me."
7. Error on the y.-The principal error in singing this element, is, that of not beginning it sep-
arately, rather permitting the voice without an articulation of a previous element, to slide into it from another word.

Thus, "O turnye, O tmrnye."
For, "O, turn, ye, O, turn, ye !"
It is a kind of tempter to mispronounce other words, because the voiec easily slides into it.

Thus, "And bidz-our longing appetites,"
For, "And bids our longing appetites."
Q. The error on $w$ consists in letting the voice slide into it, as in some cases, from a previous elcment.

Thus, "In ooworlz above, an ooworlz below."
For, "In worlds above and worlds below."
9. $N_{\mathrm{G}}$.-This is purely a nasal sound. Song, sing, ring, wrong, throng, king, writing, prolong. The same element is indicated by N , as in think, ink, sunk. Upon this element there is a very frequent and a very disagreeable mistake ; viz., that of prolonging it instead of the tonic element which is as follows:

$$
\begin{aligned}
& \text { Thus, song-n, king-n, in-n. } \\
& \text { For, so-ng. }
\end{aligned}
$$

This error is exceedingly unpleasant.
The man who "talks through bis nose," is a lind of an anomaly, affording a theme of sport to all; but when this nasal sound is prolonged in the sanctuary, or on any occasion of entertainment in vocal music, the offensive impropriety produces a worthy disgust. There is little danger of its being articulated witlt too much force; but it should be given quick, and not prolonged.

噮. Erbors on T.-Two general errors occur in singing this clement, at almost cvery line of a hymn. The first, that of not articulating it with sufficient forec, is almost uriversal ; the second, that of separating it from the word to which it belongs, is very common.

Ex. I.
Thus, "His paths, I cannaw trace."
or,
For, "

Ex. II.
Thus, "When will thy love the res tree veal," Fur, " " " " " the rest reveal."
Ex. III.
Thus, "And reaelies to the utmos liy."
For, " ." " ." "utmost sky."
Also, hose, for hosts, \&ic.
1 Cummon Errors on s, (with corrections, \&c.)-The nature of this element is such as to render it excecdingly disagreeable. Hence, the "hiss," when anything is said of a disgusting nature. It is well known, that an instrument, played several consccutive octaves above the part it accompanies, is always productive of a bad effect; unless there are other instruments sufficient to render the inixture agreeable. For this reason, the twelfth in the organ, which is tuned twelve notes above the principal, and the fifteenth, which is tuned still higher, would be an intolerable accompaniment, without the diapasons and principal.

When violins and other instruments are used in a common church choir, if played above the part which they accompany, a very little philosophy will show, that the effect must be, as it always is, bad. $\dagger$ But an instrument played on an excecding high key, and at the sane time quite discordantly, it must be seen, would only render the effect still more disagreeable.
This is all true of the element indicated by the letter $s$. It is produced principally by the vibrations of the teeth-is of a pitch considerably higher than any vocal musical sound, and probahly never in the key of any thing which is sung. Hence, the shortcr the articulation of this elcment, the better.

When the element is articulated, the breath shouh rather he held back, and not let off through the teeth like steam from a safety valve, nor prolonged like the hollow whistle of the wind, through the shattered remains of a forsaken castle. No less dissonant with the feeling which it is to be expected good musie will inspire, or agreeable to the ear, is the uncouth, untasteful prolongation of this element.

It is often badly given in the middle and at the ends of words. and almust universally wrong, when it ends and commences the ncxt.

Ex. I. "In Is_rael's-God we -trus-t."
For, "In Israel's Cod we trust."
Ex. II.
"S_-alvash_un O the joyful s_ound."
For: "Salvation! O the joyful sound."
Ex. III.
"And plentious-iz-iz gras."
"or, "And plenteous is his grace." Ex. IV.
"Ev'n crosses fro miz zovereign han." For, "Ev'n crosses from his suvereign hand."
12. Error on Sh.-Many of the remarks on the element indicated by s, are applicable to this; though the error in the present case is not so offensive: the key of the element being at least an octave below that of s .

It is crroneously prolonged at the beginning, in the middle and at the end of words.

## Ex. I.

"For thy sh-ame thou sh-alt have double." For, "For thy sha-me thou sha-lt have double." Ex. 11.
"Some fresh-memorials of thy grace."
For, "Some fre-sh memorials of thy grace." Ex. III.
" IIath joys substanti-al and sincere," For, "Hath joys substantial and sincere."

It becomes very disagreeable, when made thus prominent. The hiss is an expression of disgust and contempt ; and were there no other reason, this would be sufficieot to fortsid its being prolonged in singing, sitce the laast prolongation of it more than is necesbary for a distinct articulation, is productive of a fenling similar in its nature to that which induces the hiss. The nosn is allied to the hiss ; not however beng so strung in cbaracter. We feel inposed on Whent we are hissed. We are constrained to a forced abedience, rather contrary to our wishes and dissonant with our feelings, when we are hushed. Nor ean we rad surselves of impressions similar in nature, thol gh less in degree, whon exther of these elements is prolonged beyond what we feel to be a necessary ariculatiou.

夏3. Erron on H.-Mistakes in giving this elcment are very frequent. 'The error consists in omitting the element entirely, which serves very much to obscure the sense.

Ex. "Call, whil e may be foun
Duh see-kim whil-e's near
Serv-im wi-thall thy art-an mine Dan worshi-pim with fear."
For, "Call while he may be found, Oh, seek him while he's near ; Serve him with all thy heart and mind, And worship him with fear."

## 14.

Two rules may be given as the result of the examination.

First, in regard to the tonics.
Rule. - The radical of the mixed and the pure tonic elements only should be prolonged.

Rule second.-The subtonics and atonics should be forcibly given or articulated but not prolonged.
$\Lambda$ general rule in regard to all the clements, may be bricfly stated in the language of another.
" Always articulate with such energy, deliberateness and accuracy, that every sound of the voice may be fully and exactly formed, distinctly heard and perfectly understood."

## Taking breath.

15. Never take breath in the middle of a word. Always endeavor to breathe all out before any more is taken in: or, keep a constant supply of fresh air in the lungs.

Taking breath eight times in a common or long metre hymn, is amply sufficient, if the voice has beent rightly developed.

## Questions.

1. What is said about articulation? 3. How does a bad proWhaciation affect the sense? How is d mispronounced? 6. What is said of $v$ ? 7. What is the error in singing $y$ ?
2. What is said of the $w$ ? 9. How is 11 mispronounced 3. What is said of the w ? 9. How is 1 g mispronounced
3. What errors ofcur in pronouncing 1? 11 . Sum up what 10. What crrors occur in pronouncing 1? 11 . Sum up what
is said about s. 12. Specify the errors in singing sh. 13. What is said about h? 1.1. What two important roles are given? 15. What should be observed is taking breath?

## Chapter 23.

ARRANGEMENT OF MUSIC for the different Farts: the Bass ; Solo Singing ; Duets; Quartets and Chorus Sing. ing.

- Music for a particular part is usually arranged on a sinole staff; and as most tunes are written for four parts, four stalls are necessarily required for common, and, indeed, for nearly all sacred, and for much of secular music.

2. For the Base and Tenor, the Base staff is used. For the Alto and Soprano, the Treble staff is used. The arrangement of the parts are as we should think their relative positions would require. The Base first; Tenor next above; the Alto next above the Tenor; the Soprano above the Alto.
3. A character called a Brace, placed at the beginning of a tune, unites the staffs, and shows how many parts are sung together, or at the same time.

## representation of the Parts.

Brace.
1st Treble or Suprano; for the highest voices.
$\mathcal{L}^{2 d}$ do. Alto or Counter, low female and boys do.
Tenor, for high malc voices.
(2.) Bass, for low male voices.
4. Voices adapted to particular parts should always sing on those parts. A Second singer should not change to the First Treble, nor a First Treble singer to the Second Treblc. A Jack at all trades, who is, consequently, good at none. is always changing. Penor and Base singers should not attempt to sing the First Trelle. From the fact that they are unahle to do it, arises bad harmony, false progres sions, and forbidden chords. Let a person find ous in the first place what part his voicc is adapted to sing, then pay duc attention, and make suitable efforts to cultivate a good taste, and duly exercise bin voice in the compass of his appropriate part
5. To become a good solo singer requires private instruction, or such observation and practice as but few enjoy. A solo passage should so be sung, i. e. by one voice.

A Duet (for two voires) should be sung by only two voices, and not by a semi-chorns of a half dozen. But when impracticable, the next best plan must be adopted. In a solo or duet, no other person should "hum," or make the least noise.
A Trio (for three voices) should be sung by three voices. A Quartet, by four voices.
6. Confidence.-Persons can acquire confidence by practice; and a singer in the high-way of improvement, should not stop short of an acquired ability to perform all that may be expected of him.
7. Chorus Singing is when all together unite in all the parts, or in unison on one part " to swell th' exalted theme," in songs of praise, in words like the following:
"Salvation! O the joyful sound."
Then let every voice join in notes sublime. It is music when, at the extent of the voice, hundreds lift the joyful anthem, "Glory be to God on high." It is music when the softest notes of nalure's melody die away upon the ear.

1. How is music arranged ? How many staffs? 2. How do the parts succeed each other? 3. What shows how many parts are performed together? 4. What is said of voices adapted to particular parts? What arises from changing parts in singing ? 5. How can one beeome a good solo singer? Jow should soto passages be sung? What is said of humHow is confidence acquired? 7 . What is said of chorus singing?

## Chapter $\mathfrak{g}$.

## READING MUSIC FROM FIVE LINES.

1

- We will now sum up in a few words such curther instructions as will enable the pupil to read music in "round notes" from a staff of firc lines.

Tho notes are as follow


The Rests are as we have explained them, and so are all the musical characters.
2. Letters are applied to the Treble and Bass Staffs, as follows :

B. A Staff, as abore, consists of five lines, on which, and on the spares between which, the notes are written. The relations of the letters are the same as we have explained them. [See chap. 17 and 18.]

## The place of (l) do.

4. 
5. When there are no fats or slarrss at the begiming of a tune, do ( $\mathbf{1}$ ) is always on C -the added line below the Treble staff and sceond space on the Base staff. Lines and spaces are counted upward.

The scale is transposed the same as we have explained it. [See chap. 18.]

## The Signatures.

. Different transpositions are marked athe begimning of tunes, by one, two, three and four flats or sharps according to the number of chromatic letters. [See chap. 18, art. 2.] Hence arise the signatures. If there is one sharp at the beginning of a tune, we say the signature is one sharp, do on G ; if there are
two flats, we say the signature is two flats, do on $B^{\text {b }}$, \&c.

Rales to find do (1) on both Staffs, Lase and Treble.
Sharps.
6.

- When the Signature is One Sharp, do is on G

| " | " | Two sharps, | " |
| :--- | :--- | :--- | :--- |
| " |  |  |  |
| " | " | "Three | " |
| " | A |  |  |
| " | Four | " | " |
| K |  |  |  |

## Flats.

When the Signature is One Flat, do is on $F$

. The learner must not suppose that there are as many ways of applying the syllables to the staff as there are signatures. There ean be but seven different ways of writing the scale on five lines.

The fullowing synopsis shows what signatures signify substantially the same thing, or when do (1) is on the same place on the staff.

## Synopsis of Signatures.

 Base $4^{\text {去| }}$ Base $1^{\text {b }}$ | Basc $1_{2}$ Base 3亲


Let this synopsis be perfectly committed. It analyses theory so as to make practice more casv.

## Heading Music.

8. To read music in the common way, it is necessary, first to determine the clelf; then the signabre, and find the place of do on the staff. Each $I_{\text {ne }}$ and spade being a degrec, the syllables will be in, 1 lited to the notes as fullow


Key of D. Key of D. Key of A.

do re mi fa,\&c
do re mi fa, \& c.

- Thus in all the Kcys and on the Bass staff, find on what letter do ( 1 ) comes, then read the degrees of the staff ascending, do, re, mi, \&c., and descending from the tonic read the degrees, do, si, la, \&c. When notes ascend or descend regularly, it is e ssy to apply the syllables, after having found the key. When they skip about, they must be learned and the name of the proper syllable applied to them, by counting the degrees.
Noty,-Herein consists the difficulty of reading music the Nore.-Herein consists the dificulty of reading music the
nsnal way. To beroins perfectly familiar with all che keys, no as to read ar sight, is equal in mental labor to the toil of acso as to read ar sight, is equal in mental labor to the toin of ac-
quirng a geod knowledge of the Latin language. Heuce it
is an humbling fact that not more than one in fifty of all the common singers in the Uuiled States, who have been to schowl a half dozen or more quarters, and lave occupied a seat, it may be , 1 a choir as may vears can raid at simht the mont smple musc in all keys! Thas is positively true. 'To ans one who may deny it, do no more than to opeu a cummon siar ne book, ind let such au individual prove the incorrectness of this statement by reading a dozen (!) tunes, one or more in cacla key. Discussion on tliis point is useless-lacts sperak louder. Not to say which is best, but in this respect the difference beween the two systems of notation is sery grea:
The new system, by a short direet rail road, brings the learace at once into the heart of the niusical field, where, from a gentle elevation (soncal practice) he can overiook the sur rounding beauties, and satiate his enraptured imagiation at one "view.
The common notation jolts the weary traveller (pupil) over $\log$ bridges, up and down tills, by a soute so much like a labyrinth (learning to apnly syllames to notes) that no one (learnrimh (leas whence he came or whither he is going, except for er) his guide (down in oue corner (natural key of one cleff). Hevine sweyed all this key, walled in by the peculiar thavins surver syllables, affords, he is dependent on his guide application at last arrives at to lead him of (G) Thus every succesanother corner of the field (key of G). sive key costs the poor traveld (pupi) a Nor is it strange that he should ho a much time and strengh, to get a peep he visited
remember what he saw in he ars are represcation of the
This is positively and solemnly a cruc represenatiou of the manner in whith music has to the present time boutaught and learne 1. Theory and practice multiply difficulties.
But in the system here presented, one key being learucd, the whole secret is revealed. To learn music this way is pleasure, and once learned, how can it be forgoticn ? No more could the bystanders forget how to make an egg stand on one cal, after seeing Franklin do it the first tine. True, the public mim! decide the question, and with them we loave it.


## Keeping 'Time.

13. Singing and keeping correct time depend on an accurate and familiar knowledge of the different kinds of notes rhythmically considered, and a familiar aequaintance with the application of syllables in dilfercnt lieys.

## Questions.

1. What instructions are to be summed up in the 24th chapter? How many notes? What is the form of each? What of the rests! 2. How many stafis? How are letters applied to the Treble staff? How to the Bass staff? 3. How tnany lines make a staff? Where are the notes written ? 4. Whell is (3) do on e ? How are lines and spaces counted? 5. How are 'I'ranspositions marked? What called ? 6. Where is 1 (do) when there is one sharp? Two sharps? 'Three and four sharps? What signature has F ? Bil ! En? Au? DO? 7. How many ways of applying the scale to the staff? What are the signatures of I (do) on the third space? On the fourth line? On the first line ? On thic first space? On the sccond line? On the second space? On the middle fine ? 8 . What is necessary to read music? What are the lines and spaces called? 9. IIow are the notes called ascending from the tonic? When notes skip about how must we learn them? What is said is article 10 ?

THE

# OND LINEPBLIMST <br> <br> DAY AND BEAL' SIGPTT SINGTNG METHOD. 

 <br> <br> DAY AND BEAL' SIGPTT SINGTNG METHOD.}



Edisor of Day and Beal's Sight Singing Books, of the Journal of Music, Author of the "Vncal Sch ool" and various other prorlos.
Entered according to Act of Congress. in the year 1819, by H. W. Day and R. F. Beat, in the Clerk's office of the District Court of Massachusetta.

## NEW HUNDRED.

A or G .


0LD HUNDRED.
G or A major.




Be thou, O God, ex-alt-ed high, And as thy glo - ry fills the sky, So let it be on earth display'd, Till thou art here, as there, obeyed.

I. Major,


SUNDAY. C. M.


Told
Ho-san-na to th' a - noint-ed Kine, To Da- vid's ho ly Son;Help us, O, Lord; des-cend and bring Sal-va- tion from thythrone. ©

Blest be the Lord, who comes tomen, With mes - sa-ges of grace; Who comes inGod the Fa - ther's name, To save our sin- ful race. Ho-san - na in the highest strainsThe church on earth can raise; The high-est heavens in which he reigns. Shall give him nobler praise
 KEYTON. C. M.
Key of Ei Major.

H. S. Merrlam.

|  |
| :---: |
|  |  |
|  |  |

$$
\begin{aligned}
& \text { D Major. }
\end{aligned}
$$

$$
\begin{aligned}
& 8-1 \text { The pi - ty of the Lord, To those that fear his name, Is such as ten - der par - ents feel; He knows our fee - ble frame. } \\
& 2 \text { He knows we are but dust, Scat-ter-ed with eve-ry breath;His an - ger, like a ris - ing wind, Can send us swift to death. } \\
& 3 \text { Our days are as the grass, Or like the morn -ing flower; When blast-ing winds, sweep o'er the field, It with - ers in an hour. }
\end{aligned}
$$

## CALAIS, S. M.



CHARLESTOWN. S. M.


Eb Major.
H. W, DAT.


G Mujor.
BALDWIN. S. M.
Words by Dr Baidwin.


## I) Major.

CHURCH. S. M.
C. II. FULLER, Ms.






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holiness becometh Thy houser.....Sentence.



Hymn CHANT.


 ta-tion But de-liv- er us from all ev-il For thine is the kingdom,and the power, and the glorf For thine is the kingdom, and the power, and die glory

 ta-tion, But de-liv- er us from all cv-il, For thine is the kingdom;and the power, and the glory, For thine is the kingdom, and the power, and theglory,



JERUSALEM C. M.




2 'Fear mot' said he, for migh - ty dreadHad seized their troubled mind, 'Glad tidings of great joy I bring. To you and all mankind.'
3 Thus spake the ser-aph, and forthwith Appeared a shining throngOf an - gels, prais - ing God, who thus Addressed their joy-ful song; -



MONTEREY. C. M.
${ }^{\text {A Major }}$ 1 Still on the Lord thy bur-den roll, Nor let a carc remain;His mighty arm slallbear thy soul, His mighty arm shall beaz thy soul A nd althy greés sustain.

 2 Ne'r will theLord his aid deny To those whotrust his love,

The men who on his grace rely Nor earth nor hell shall move.


FRANKVILLE. C. M.

F. Major.
M. Arr.



## CRAIS. 7.s.

A or G Major.




CECLL 85887 s.

1. D. Cowles, Ohio.

G or A Major.


Eb major. Hartley.


WINCHESTER. 7s \& 5 s.

|  | $\left\|8^{-4-1}-1-1-\frac{1}{5}\right\| \frac{1}{3}-5\left\|\begin{array}{c}3-3-1-4\|3-2-1\|\{-2-2 \\ 1\end{array}\right\|$ <br> 1 Soldiers of the cross, arise! Lo! your leader Irom the skies, Waves before you <br>  <br> 2 Jesus conquered when he tell, Met and vanquished earth and hell; Now he leads you <br>  <br> 3 Onward, then, ye hosts of God! Jesus points the victor's rod-Follow where your <br>  |
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[^1]Key of $\mathbf{G}$ major.

| $\begin{aligned} & \mathrm{g}, \\ & \text { on, } \\ & \text { on, } \end{aligned}$ |  |  |
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D.C.

 The heart-ehecring news let the earth echo round; How free to the faithful he offers sal-vation; How his people with joy ev'r-last-ing are crowned.
 Aud sweet let the gladsome ho-san-na arise; Ye angels the full hal-le - lu-jah be singing, One chorus resound thro' the earth and the skies.


## ELBONA. G. P. M.



## Key of G major

W. D.


## R00M. 6's 7's \& 8.



Eb major.


## BEHOLD THE LAMB OF GOD!

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JULY. C. M



 3 In the midst of afflic-tion, my table is spread; With blessings unmeasured my cup runneth o'er; With oil and perfume thou anoint - est my head;


CANADA. L. M.
Eb major.



## Key of $F$ major.



AUSTIN. 7's.


ALBAMIS. 8's, $6 \& 4$.

| 1 Ourblest Redeem - er, ere he breathed His tender, last farewell, A Guide, a Comforter bequeathed With us to dwell. <br> 2 Hecame sweet influence to impart, A gracious, will - ing guest, While he can find one humble heart Where-in |  |
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## PR0TECTION.* 8's 7's.


*Sing Base an octare lower.

## HEBER, $6 \& 4$ 's.

H. W. Day.


LEEDS. 5 's \& 6's.


SEYMORE. H. M.


HARVEST, or TIIANKSGIVING HYMN.



## CHRISTIAN. 7's.

M. Couant.

Bb major.




So fadesthe summercloud away, so simkstie grale whenstormsareo'er; so genly shuts the eye of day sodies a wave a long the shore.


D major. Rather slow. Wood.
 From the gospel, From the gospel Now supply thy people's need.



2 O, may all enjoy the blessing Which thy word's designed to give; Let us all, thy love pussessing, Joy-ful-ly the truth receive, And for -ev-er, And for - ev - er To thy praise and glory live.
(enCRUCIFIXION, $8^{\prime} s, 7 \prime s, 84$.


|  <br> 1 "Wide, ye heavenly gates, unfold, Closed no more by death and sin; Lo! the conquering Lord behold; Let the King of glo-ry in." <br> 2 Hark! th' angel - ic host inquire, "Who is he, th' almigh - ty King?" Hark again! the answering choir Thus in strains of triumph sing:- $0-3-3.93$ <br> 3 "He whose powerful arm, alone, On his foes de - struc - tion hurled; He who hath the vic - tory won; He who saved, a $\quad$ ruined world;- 4 "He who God's pure law fulfilled; Jesus, the in - car - nate Word; He whose truth with blood was seal'd;He is heaven's all - glorious Lord." <br>  <br> 5 "Who shall up to that abode Follow in the Saviour's train?" "They who in his cleansing blood Wash a - way each guil-ty stain. $\mathrm{E}_{2}^{2}-1-1-1-1+4-4-1+1-3-4-4+5-5-1=11-1-1-1+1-1-1+1-3-4-3-4+5-3+1-4$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Key of Eb major. Chorus.
Duett.
Chorus.



## BEAVER STREET. L. M.

Bb major.
H. S. Merriam.

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DEHY. L. M.
G major.


WEBSTER. L. M.

## A. major,


1 With all my powers of heart and tongue, I'll praise my Ma - ker in my song; Angels shall hear the notes 1 raise, Ap-prove the song, and join the praise.


2 To God 1 cried, when troubles rose; He heard me, and subdued my foes; He did my ri - sing fears control, Andstrength diffused thro' all my soul.
3 A - mid a thousand snares I stand, Upheld and guarded by thy hand; Tlly wordsiny faint - ing soul revive, And keep mydy-ing faith alive.

4 I'll sing thy truth and mer-cy, Lord; I'll sing the wonders of thy word; Not all the works and wames be - low, So much thy pow'r and glo ry show.


D major.

c major. STILLWA'TER. L. M. Baker Family,


## Chorus.



G major.


MONDAY. C. M.


## GIFFORD. C. M.

M. B. Maybry, Ms.

| 1 My God, my ev-er-last-ing hope, I live up - on thy truth; Thy hands have held my childhood up, And strengthened all my youth. <br>  <br> 2 Still has my life new wondersseen, Re-peat-ed eve - ry year; Behold, mydays that yet re - main, I trust them to thy care. <br> 3 Cast me not off when strength declines, When hoa-ry hairs a - rise; And round me let thy glo - ry shine, Whene'er thy ser-vant dies. <br>  <br> Then, in the history of my age, When men review mydays, They'll read thylove in eve - ry page, In eve - ry line thy praise. (3-2-1+1-1-1-1+1-1-1-\|-6+5-5-1-91-|-1+1-1-1-1+1-1-1-|-5+1-1-5|-1-1 |
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## MARSHAL. L. M. Funeral Occasion.

F. Major. Gently.
M. Conant, N. Y.

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## MILLSBURGH. L. M.

Bb major.
N. P. Bassett.

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\begin{aligned}
& 2 \text { O thou, whose mer-cy bends the skies To save when hum-ble sin-nיrs pray; All lands to thee shall lift therf eyes, And is-lands of the northem sea. } \\
& 3 \text { Agailst my will my sins pre-vail, But graceslaall purge a - way their stain; The blood of Christ will nev-er fial To wash my ganments white a-gain. }
\end{aligned}
$$

$$
\begin{aligned}
& 4 \text { Blent is the man whom thou shalt ehoose, And give him kind ac - cess to thee; Give him a place with-in thy house, To taste thy love di - vine - ly free. }
\end{aligned}
$$

LOVED ONES LIE SLEEPING.


FRIDAY. 8s \& 7s.
F. major.

Hartley Wood.

1 See the leaves around us falling, Dry and withered, to the ground, Thus tothoughtless mortalscalling, In a sad and solemn sound, -
$8-2-1-2+1-1+1-1+1-1-+7-1+7-6 \dagger_{6}-1+1=-1-2+1-1+1-1+1-1-12-1+6-6+6-5+5-1+$
2 "Youth,on length of days presuming, Who the paths of pleasure tread, View us, late in beauty blooming, Numbered now a-mong the dead.
3 "What tho' yet no losses grieve you, Gay with health and many a grace; Let not cloudless skies deceive you; Summer gives to autumn place."

4 On the tree of life e-ter-nal Let our highest hopes be staid: This a-lone, for-ev-er ver-nal, Bears a leaf that shall not fade.
$2-1+7+1+3-4+1+1+5-5+5-6+4-5+1-11+7+11+1+4+11+5-6+4-3+4-5+1-1+$

## C or major.

COHE。


Single voices, slowoly.


$\begin{array}{rl}\mathrm{pal}-\mathrm{a}-\mathrm{ces} . \text { Peace be with-in thy walls, } \quad \text { Peace be with-in thy walls, and plenteousness within thy pal-a-ces. Amen, A-men. } \\ 8-3 & 3\end{array}$



BERMONDSEY. 6s \& 4s.
$D$ major.




4 Soon must we change our place; Yet will we nev - er cease Praising his name: To him our songs we'll bring, Hail him our gracious King, And thro' all



OLD TUNE. L. M.


DIGBY, $8 \mathrm{~s} \& 7 \mathrm{~s}, 0 \mathrm{dd}$.
C or D major. R. S. BENNISON, St. Johns, N. B. Ar.



A major.


1 Awake, my tongue; thy trib - ute bring. To Him whogave thee power to sing; Praise Him whohas all praise above,


2 How vast his knowledge! how pro-found'A depth where allour thoughts are drown'd!The starshe num bers, and their names
3 Thro' each bright world a - bove, be - hold 'Jen thousand thousand charms un - fold; Earth, air, and might - - . y seas, combine

4 But in redemption, $O$, what grace! Its wonders, O, what thought can trace! Here, wisdom shines


SURRY, L. M.
Eb major.


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ZION. C. M. Double.


D major.


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\begin{aligned}
& \text { J0-2 }
\end{aligned}
$$

$$
\begin{aligned}
& \text { love increase Fill cachbreast with con - so - la - tion; Up to thee ourhearts we raise; When we reach the heav'nly station, Then we'll give thee nobler praise }
\end{aligned}
$$



HOLMES. 8s \& 7s.
COOK, Ms.
D major.

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1. To mark the sufferings of the child That can-not speak its woe; To see the in - fant tears gushforth, Yet know not why they flow;
2. To watch the last dread strife draw near, And pray that struggle brief, Though all is end - ed with its close, -This is a parent's grief.

3. 'To see in one shorthon: decayed The hope of fu-ture years; To feel how vain a father's prayers, How vain a inothcr's tears ;
4. To think the cold grave now must close O'er what was once the chief Of all the treasured joys of earth, -This is a mothcr's grief.

5. The when the first widd throb is past, Of an-guish and de-spair, To lift the eye of faith to heaven, $\Lambda$ nd 1 hink-my child is there;
6. 'This best can dry the gush-ing tear, This yiclds the heart re-lief, Un - til the Christ-ian's pi - ous hope O'ercomes a mother's grief!

DANTON. C. M.
Bb major.


## BOYLSTON HALL. S. M.



A, Bb or C major Slow and firm.






## WHEN 1 CAN READ MY TITLE. C. M.

E major. Wood.

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TIIE PASTOR'S BENEFIT. C.P. M. $\dagger$
C major. Slowly with expression. Words by a young Lady in Hopkivton, Ms.

|  | $8^{-2}-5+6$ <br> 1. Thou God of mer - cy, light, and love, Look from thy ho - ly throne a - bove, And <br>  <br> 2. We meet this eve, our Pas - tor dear, Our gifts to bring, thy heart to cheer, And <br> 3. We bring with these, our wish - es true, That Heaven's best gifis may rest on you, With <br>  <br> 4. Oh may thy la-bors here be blest; May we ac-cept the promised rest, And <br>  |
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- Ir the Soli pasyages are sung by a single Base voice the effect will, perhaps be the best.
this customary it many of the New England Congregations, in have a Social Annual Mecting for bestowing giftis on the l'astor. The above was sung on a like ozession, in Hopkinton, Mass. in 1843. The Pastor, the Rev. Mr. Webster kindly furnished the Hymn. New music has been compored for this work.


FARNSWORTH. S. M.
Bb major.
M. Conant.


## PALMER. L. M.




HAYDN. L. M.
C. major.

- е. н. bascom.



## HASKELL. L. M.

D major.
 1 My God, my King, thy varions praise Shall fill the remnant of my days; Thy grace employ my humble tongue, Till death and glo-ry raise the song.

2 The wings of eve-ry hour shall bear Some thankful trib-nte to thine ear; And eve-ry set-ting sun shall see New works of du-ty done for thee.
3 Thy works with boundless glo-ry shine, And speak thy ma-jes-ty di-vine; Let eve-ry realm with joy proclaim The sound and hon-or of thy name.

$e_{-2-1+1-1-1}^{2}+1$

Eb major.


LIGHTDAY. 11s.
A major.


[^2]

Eb major.

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SHELDON. C. M.

| 'hene'er the Saviour's cross I view, All stained with precious blood, And see his droop-ing bod -y , too, Pourout the crim-son flood 'Tis then I hate the cru-el Jew, Whothrust the potut-ed rod; 13ut Conscience crirs, "twas you, 'twas you, Whokilled the Son of fod. $\qquad$ ouwrung frombum thebloodysweat, You hung him on the tree, All men were then $10 \cdot$ geth-er met, To help the Jew and thee. Dear siavinur, now 1 own mivshame. I was thy bit - ter foe, My gnitit deserves the quenchless flame, And nev - er - end - ing woe. <br>  And yet I hear thy pard'ning voice: To thee I'll bring my guilt, And hid my leart in thee re - joice, Andtrust the blooc 1 spilt. <br>  |
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## C major.



2 Yesaints, whostand near-er than they, And castyourbrightcrownsathisfeet, His grace and his glo-ry dis-play, And all his rich
 3 He snatch'd you from hell aud the grave; He ransom'd from death and despair; For you he to migh - ty to save, And faith-ful to 40 , when will the mo-ment ap-pear, When I shall u-nite in theirsong? I'm wea - ry of lin - ger - ing here; For I to your




## HAWLEY S. M.




[^3]C Major.

> Hon- or thy Fa-ther, thy Fa-ther and Mo-ther, thy Fa-ther, thy Fa-ther and Mo-ther, thy Fa-ther and Mo-ther, thy Fa-ther and Mo-
> Hon- or thy Fa-ther, thy Fa-ther and Mo-ther, thy Fa-ther, thy Fa-ther and Mo-ther, thy Fa-ther and Mo-ther, thy Fa-ther and Mo-


Chorus


|  <br>  <br> 1. Re - mem-ber thy Cre - a - tor in the days of thy youth, While the e-vil days they come not and the years they draw nigh, when the e vil days they |
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CHANT. The Lord's Prayer.

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 1. Yes, there are joys that can- not die, With God laid up in store-Treasures, be- yond the changing sky, More bright than gold-en ore.

 2. To that bright world my soul as-pires, With rap-tur - ous de-light: O for the Spirit's quiekening powers, To speed me in my flight!
 KNIGH'l. C. M.
 ORISON. 7's.
 1. Morning breaks up-on the tomb; Je - sus scat-ters all its gloom; Day of triumph! through the skies See the glorious Saviour rise.
 2. Ye who are of death $a$-fraid, Triumph in the scattered shado; Drive your anxious cares a-way; See the place where Je-sus lay. C- $\mathrm{ClO}_{3} 1$ 3. Christian, dry your flowing tears; Chase your un - he-liev-ing fears; Look on his de-sert -ed grave; Doubt no more his power to save.



BETHLEEEN. C. M.
F or $G$ major.

 SICILY. $8 \mathrm{~s} \& 7 \mathrm{~s}$ or $8,7 \mathrm{~s} \& 4$.

c Major.
 1. Whene'er the clouds of sor- row roll, And trials whelm the mind, When,faint with grief, the wearied soul No jogs on earth can find, Then lift thy
 2. When dark temp. Ta - tions sppend theirs sarese, And earth with charms allures, Ant when thy sooil oppressed wiht fears, The worlds as sanit en-dures, Then let thy
 3. And when the fi- nal hour shall come, That calls thee to thy rest, To dwell will.in thy theaventy home. A welcome joy-tul guest. Be calm; tho'


|  <br>  Jordan's waves may roll, No ills shall meet thee there; Angels shall whisper |  |
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## Paley. S. M.

H. W. Day.

D Major.
 1. Be- hold, the graee appears. The bless-ing promised long: A ngels announce the Saviour near In this triumphant song, In this triumphant song:
 2. "Glo-ry to God on high. And heavenly peace on earth: Good-wil, to men. to an-gels joy, At the Redeemer's birth, At the Redeemer's birth." - In wor-ship so di-vine Let men em-ploy their tongues; With the celestial host we join, And loud reneat their songs, And lond repeat their songs:
 4. "Glory to God on high, And heavenly peare on parth: Gmind-will to men, to an-gels jay, At our Redeemer's birth, At our liedeemer's birth."


THREE THIRTY NINE, Wash S. il.


HERRING. S. M.
F Major.

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|  |  | 2. These sea-suns of de - light The dawn of glo-ry seem, Like rays of pure, ce-les-tial light, Which on our spir-its beam.


. blest as - su-rance his, Brightmorn of heaven-ly day; Sweet fore-taste of e-ter-nal bliss, Ihat cheers the pil-grin's way 4. Thus may our joys in - crease, Our love more ar-dent grow, While rich sup-plies of Je - sus' grace Re-fresh our souls be - low.
 6. Then slall the ran-som'd throng 'The Sa-vior's hove re - cord, And shout in ev - er-last - ing song, "Sal-va-tion to the Lord!"


## CHADMAN. 7s.

## Eb Major



## D major. $m$.

## LITTLE. C. H. M.

dim.
Bb major.


$$
\begin{aligned}
& 8_{2}^{-3}-5+1:-1-1-3+2-3-2+5+3-1-6+1=1 \\
& 1 \text { Come, let us pray: 'tis sweet to feelThat God himself is near; } \\
& 8-3-5+\frac{1}{5}-\frac{6}{3}-5+\frac{1}{53}-5 \cdot 5 t_{1}^{5}-\frac{1}{5}-5+5+1 \\
& 2 \text { Come, let us pray; the burning hrow, The heart oppress'd with care, } \\
& 3 \text { Come,let us pray; the sin-sick soulHer weight of guilt must feel; } \\
& \text { C.3-3| } \left.\frac{3}{1} \cdot \frac{3}{7}-1+\frac{1}{7}-7 \right\rvert\, 5+\frac{5}{T}-\frac{5}{1}+2+3-1 \\
& 4 \text { Come, let us pray: the mercy - seat Invites the fervent pray'r, } \\
& C \div 2-1+1-1-1-1+\frac{1}{5}-5-5+5+1-3-4-5+11
\end{aligned}
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BOMAN. L. M.

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## SEARS. L. M.

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G Major. Moderato.

1. Firm as the earth thy gospel stands, My Lord,my hope,my trust: If I am found in Jesus' hands, My soul can ne'er be lost, My soul can ne'er be lost.
$\mathcal{S}-4$ -
2. His ho-nor is engaged to save The meanest of his sheep; All, whom his heavenly Father gave, His hands securely keep, !!is hands secure-ly lieep.

3. Nor death nor hell shall e'er remove His favorites from his breast; Within the bo - som of his love They must for-ev-er rest, They must for-ev- er rest.


BELLVILLE. C. H. M.
A Major. Slow and soft


2. O , to be brought to Je-sus'feet, Tho' tri-als fix methere; Is still a pri - vi-lege most sweet For he will hear my prayor,

3. $O$, blessed be the hand that gave,-Still blessed when it takes; Blessed be he who smites to save, -Who heals the heart he breaks


| A joy springs up a-mid distress, A fountain in the wil-der-ness, A joy springs up a-mid distress, A fountain in the wil-der-ness. <br>  Tho' sighs and tears its language be, The Lord is nigh to answer me, Tho' sighs and tearsits language be, The Lord is nigh to answer me. C. $1+1$ <br> Per-fect and true are all his ways, Whom heav'n adores and death obeys, Per-fect and true are all his ways, Whom heav'n adores and earth o-beys. |
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Per-fect and true are all his ways, Whom heav'n adores and death obeys, Per-fect and true are all his ways, Whom heav'n adores and earth o-beys.

Bb major. Allcgro.


CORONATION. C. N.
A major.
o. Holden.



Eb Major. slow and sof.
A. R. T


1. Watch - man! watchman! tcll us of the night, What its signs of prom-ise are. Traveller! o'er yon mountain's height, See that glory-beaming star.
 2. Watch - man! watchman! tell us ofthe night; Higher yet that star ascends. Traveller! blessedness and light, Peace and truth,its course portends.

2. Watch - man! watchman! tell us of the night, For the morning seems to dawn. Traveller! darkness takes its flight; Doubt and terror are withdrawn.



## SWANWICK. C. M.

## Bb Major.

Lucas.



## G major.



$$
\begin{aligned}
& \text { being re -ccive From his bounty and live To the hon-or and glo-ry of God. To the hon-or and glo-ry of God. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { a-ted a-gain, That our sonls may remain, In time and e-ter-ni-ty thine. In "time and e-ter-ni-ty thine. } \\
& \text { nit-ed in heart That we never can part, Till we mect at the feast of the Lamb. Till we meet at the feast of the Lamb. }
\end{aligned}
$$

## SONGS OF REJOlCING. Scutence.


1 All hail! hap-py day, When, enrob'd in our clay, The Redeem- er appear'd up - on earth; How can we refrain, For to join the gladstrain,


2 How boundless that love, First begot-ten a-bove, And thro' Je- sus to sinners made known! Jilf, lift up your voice. Ard ex-ult- ing re- joiee, 3 To Christ we will sing, As our High Priest and King, And our Prophet to teach us the ruad; lut more than all this, For Almight-y he is:
 40 may the re-turn Of this once blessed morn Be fur- ev - er re-member'd with joy; Sweet ae-eents of praiscAll our voie- es sliall ruise;


AWAY FROM THE REVEL. 11s \& 6. Tenperance Mỵnn.
D major. Livery.

| And to hail our Im-man-u-el's birth! $8-1-1+1-\frac{1}{1}+\frac{1}{51}-\frac{1}{5}-\frac{1}{5}+511$ <br> For Je - ho- vah to earth is come down! And we own him nur Saviour and Giod. $\text { C: }:: 8+\frac{83}{1}-\sqrt{3}-: \left.3+1+i_{1}^{3}-\frac{4}{4} \right\rvert\,: 11$ <br> Hall- le - lu-jahs shatl be our em-ploy. $\mid \mathrm{C}: 1+111+1$ |
| :---: |





## D. Major.

$8-3-5+1-\frac{1}{5}-15-4 \cdot-\frac{1}{3}+\frac{1}{2}-\frac{1}{4}\left|3+\frac{8}{3}\right|$ 1. In a song of sweet praise to our Sa-vior we raise Better


For now we shall rise to meet Christ in the skies, And be
 3. Hal- le-lu-jah we sing, to our Fa-ther and King, And his $C \div 4-1+1-3-4+3-4+4-+\frac{1}{2}-\frac{1}{5}-\frac{1}{2}+1+1+$

|  |  |
| :---: | :---: |



LYONS. 10s. \& 11s.


TEACHER'S PRAYER. Ss 3 S \& 6.

|  |  |
| :---: | :---: |

1. Come, let us a-new, our jour-ney pursue, With vi-gor a-rise, And press to our per-ma-nent place in the skies. Of hea-ven-ly birth, tho'

3. A country of joy, quite frce from al- loy, We thither repair; Our hearts and our treasure al- rea - dy are there, We march hand in hand toInı-

4. The rougher our way, the shorter our stay; The tempests that rise Shall gloriously hur-ry our souls to the skies. The fiercer the blast, the


## NEVIL. C. P.M.

G Major. Sentimentally.

$|8-6-5| 1-1-2-2+3-4-5+3+2-2-2-3 \mid$

1. O thou that hear'st the prayer of faith, Wils thou not save a
 2. Slain in the guilt- $y$ sinners slead, 1 lis spotless righteous-
2. Then saveme from e-ter-nal death; The spi - rit of a-

3. The king of ter-rors then would be a welcome messen-

$8-4-3-2+8+2-1-7-6+\frac{1}{5}-\frac{1}{3}+\frac{4}{1}+3-3-2+3-4-5-3+4-3-2-2+3-4-5-4+3-3-2-311-1+1$
soul from death That casts it - self on thee? I have no re-fuge of my own, But fly to what my Jord hath done And suffered once for me.

ness I plead, And his a - vail-ing blood: That righteousness my robe shall be; That mer - it shall a-tone for me. And bring me near to God.
doption breathe;His con- so-la-tions send; By him some word of life im-part, And sweetly whisper to my heart, "Thy Maker is thy Friend."

ger to me, To bid me come a-way: Unclogged by earth, or earth-ly things, I'd moant, I'd fly, with ea-ger wings, To e - ver-last- ing day.
C: 1. O Lord, let our songs find ac-cept-ance be - fore thee, And picrce thro' the skies to thine uppermost throne; For thou stoopest to
 2. Our Fa-ther, our Fa-ther, we ask thee to guide us, And keep us from sin till life's journcy be o'er; Then the last sigh of
 3. Then, then will we sing the sweet song of the bless - ed, And mingle our strains with the my-riads a-bove; Far sur-pass-ing all



## ADORA. LuM.

 1. Oh! sweet-ly breathe the lyres a-bove, When angels teach the quivering string, And wake to ehant the Father's love, Sueh strains as angels lips can sing.

 2 Ind sweet on earth the choral swell, From mortal tongues ofgladsome lays, When pardoned souls their raptures tell And grateful, hymn the Savior's praise.




|  <br>  Wal <br>  |  |  |  |  |
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C major. With energy, not ton fast.

a
a 3 That mother's peace, which once had fled, With joy returns up- on her head; For he was dead,but lives a- gain, $O$ yes, he's left the drunkard's train.


4 The lit- tle babe, and sportive child, Up-on the pa-rent too have smiled; Instead of flee-ing from his glanee, A round him now in peace they dance.
5 Go on' go on, ye noble few, From whom this great commotion grew, For thousands yet there are to save, From that dread gloon, adrunkard's grave. f) And you who have not sign'd the pledge, Why stand ye back to forma hedge? We know you cry'we ne'er get drunk, But thus have thousands downward sunk.
 8 A lit- tle now-a lit- the then; Such is the cry, such has it been, Till drunkards have by seores sprung up, Todrink the poison from that eup. $C \div 8-1+1,5-5$

## DUNEL。 6s, is \& 4 s

## G major.



C Major.


1. Re-joice! the Lord our King; Your God and King a - dore; Mor-tals, give thanks, and sing, And triumph evermore Lift up the heart, lift
 2. His king-dom can-not fail ; He rules o'er earth and heaven; The keys of death and hell Are to the Savior given : Lift up the heart, lift 3. He e-very foe shall quell, Shall all our sins de - stroy; And all our bo-soms swell With pure seraphic joy ; Lift up the heart, lift
 4. Re-joice in glorious hopes; Jesus, the Judge, shall come, And take his servants up To their e-ter-nal homeWesoonshall hearth'arch-


## LeENEL. 7s. 6s, \& 8s.



 \&
 ceaseles pray'r ' Yes, thine in-ter-ced-ing grace Preserves us every mo-ment thine, Till we rise to see thy face, And share thy throne divine.
in the air :



2 Here, sin-ners, of an humblc frame, May taste his orace, and learn his namc; May read, in char-ac-ters of blood, The wisdom 3 Here fath re - veals to mor-tal eyes A brighter world be - yond the skies;Here shinesthe light which guides our way Froin earth to
 1 O, grant us grace, almight-y Lord, To readandmark thy ho - ly word, Itstruthswithmeekness to - re - ceive, And byits
 ROYALTY. C. M.
13b major. Spirito.

$$
\begin{aligned}
& \text { power, and grace, of God, The wis-dom, power and grace, of God. } \\
& \text { rcalms of end-less day, From earth to realms of end-less day. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ho - Jy pre-cepts live,And by its ho - ly preceptslive. }
\end{aligned}
$$


small-Hail lum, who saves you by his grace, Hail hira, who saves yon by his grace, A nd crown him, crown him, crowo him, crawn him, crown him, ford of all. gall; Go,sprearl your trophies at his fere, Go, spread your trophies at his feet, I nd crown hun, crown him, crowo him.erowo him, crown him, I ord of all.
 fall! We'll win the everlasting song


CONDER. G. H. M.

## F major.





Still bless-ed when it takes;
Who heals the heart he breaks: Perfect and true are all his ways, Whom heav'n adores and death obeys. Whom heaven, \&c.
CO-2 1 B-6

2. For the Lord| is a great|God, $\|$ and a great|king a-|bove all|Gods. $\|$ In his hand are the deep|places of the eiarth; $j \mid$ the | strength of the | hills is his|also.
3. The sea is his|and he|made it, $\|$ and his|hands formed|the dry|land. $\|$ O eome, let us worship|and bow|down, \|let us|kneel before the|Lord aur|Maker.

## CHANT, for Hymns or Selections.

## G or $\mathbf{F}$ Major.



HYMN. C. M.

1. $\{$ 'ome IIoly Spirit heavenly Dove, With all thy |quiekening|powers;
2. $\{$ Come shed abroad a Savior's love, In|these cold|hearts of |ours.
3. $\left\{\begin{array}{l}\text { Look how we grovel here below, Fond of these|triffing |toys; }\end{array}\right.$
4. OUur souls ean neither fly nor go, To|reach e-|ternal|joys.
5. $\{$ In vain we tune our fcrmal songs, In vain we|strive to|rise ;
6. Hossnnas languish on our toogues, Aod|our de-|votion|dies.
7. $\left\{\begin{array}{l}\text { Dear Lord! and shall we ever live, At this poor|dying | rate? } \\ \text { Our love sol faint, so eold to thee, And }\end{array}\right.$
8. Our love sof faint, so eold to thee, And|thine to|us so|great?
9. $\{$ Come IIoly Spirit, heavenly dove, With all thy|quiekening|powers; \{Come shed abroad a Savior's love And|that shall;kindle|ours.

## HYMN. L. M.

1. $\{$ Sinner, $O$ why so thintess grown? Why in such dreadful haste todie? ||
2. ZDaring to teap to worlds unknow. Heediess a |gainst thy (God to|tly? |
3. $\left\{\begin{array}{l}\text { Siav, sioner! on the guspel plams. Bohath the (Hand of love un-| fold }|\mid\end{array}\right.$
4. Blessed are the poor in spirit: for theirs is the |kingdom of |heaven.

- Blessed are they that mourn: for|they shall be|ermfort-|ed.||
$\left\{\begin{array}{l}\text { Blessed are the meek: for they shall in- } \mid \text { herit the earth. } \| \\ \text { Blessed are they who do hunger and thirst after riglateousness: }\end{array}\right.$

2. $\left\{\begin{array}{l}\text { Blessed are they who do h } \\ \text { For|they|shall be|filled. }\end{array}\right.$
3. $\{$ Blessed are the mereiful: for|they shall obtain|merey.
4. $\{$ Blessed are the pure in heart: for|they|shall see|God:
5. $\{$ Blessed |are the | peace makers:- \||

- Fur they shall be|called the|children of|God.|l

5. $\{$ Blessed are they who are perseeuted for|righteousness|sake :-\|
6. For|theirs is the |kingdom of $\mid$ heaven. $\|$
7. $\{$ Blessed are ye, when men shall revile you, and $\mid$ persecute $\mid$ you.
8. $\left\{\begin{array}{l}\text { And shall say all manner of evil against you |falsely|for my|sake. }\end{array}\right.$
9. $\{$ Kejoice, and be exceeding glad, for great is your re-|ward in |heaven ;
10. $\{$ For so perseeuted they the Tprophets whiehfiwere be-|fore you.\|

## HYMN. C. M.

1. I set the Lord before my face; He bears my | courage |up;
2. My heart, my tongue, their joy express: My|flesh shal||rest in | hope. \|f

2 . My spirit, Lord, thou witt not leave Where souls de-| parted | are,\|

- Nor quit my body in the grave, To | see des-| truction | there. ||

3. $\int$ Thno witt reveal the path of hie. And raise me $\mid$ to thy | throne ; $\|$

C. $-2-1-1-1+1-1-|1-1+1-1+3-1+5-5+1-|1-1+1-1+5-5+1-1+4-4+3-1+5-5+1-|$ WATCHMAN. S.M.


## Peterborough. c.m.

G major.


1. How many wretched souls have fied Since the last setting sun, And yet thou length'nest out my thread, And yet my mo-ments run. 5. Great God,let all my hours be thine, While I enjoy the light; Then shall my sun in smiles decline And bring a peaceful night.


## G major.



## CHANT for Hymms and Selections.



SELECTION, Rev, iv. 8 \& I1, and 5, 10 \& 13.

1. $\{$ Holy, holy, holy, | Lord God Al-| mighty, ||
2. W lisich was, and is, and |s to| come.\|
3. $\left\{\begin{array}{l}\text { Thnir art worthy, O Lord, to receive glory, and honor and power ; } \boldsymbol{H} \\ \text { For thou hast created all things, }\end{array}\right.$
. $\left\{\begin{array}{l}\text { For thou hast created all things, } \\ \text { And for thy pleasure they | are and | were cre- | ated.|| }\end{array}\right.$
4. $\left\{\begin{array}{l}\text { Worthy is the | Lamb that was | slain, } \| \\ \text { To receive power, and riches, and wisdom, }\end{array}\right.$

- $\left\{\begin{array}{l}\text { And strength ; and | honor, and | glory, and |blessing.|| }\end{array}\right.$
$\left\{\begin{array}{l}\text { Blessing, and honor, and | glory and | power, }\end{array}\right.$

4. $\left\{\begin{array}{l}\text { Be unto him that sitteth upnn the throne, }\end{array}\right.$
(And unto the | Lamb for-| ever and |ever.\|A-|men.

HYMN (L. M.)

1. $\{$ The voice nf my beloved sounds o'er the racks and | rising | grounds ;
2. SO'er hills of guilt-and seas of grief he leaps, he |flies to | my re-|lief.||
3. SNow, thro' the veil of flcsh I see with eyes of love he | looks to | me\|
4. \{Now in the Gospel's clearest glass, he shows the|beauties| of his| face.||
5. $\{$ Gently he draws my heart along, both with his beauties and his|tongue; $\mid$
\{ 'Rise,' saith my Lord, 'nake haste, away, no mortal |joys are|worth thy|

## DOXOLOGY, 8s. \&-7s.

[stay.||

1. Prase the God of all creation; praise the F"ather's | boundless \| love ;\|l
2. \{Praise the Lamb, our expiation,--Priest and | King en-| throned a-| bove. \|
3. $\{$ Praise the fountain of salvation,--Ilim hy whom our I spirits | live \#
4. $\left\{\begin{array}{l}\text { Praise the } \\ \text { Undivided adoration to the | one Je - | hovah | give || }\end{array}\right.$



## merari. C. m.

D Major smoothly.
 1. By cool Si-lo - am's sha - dy rill How fair the lil - y grows! How sweet the breath, beneath the hill. Of Sha-ron's love-ly rose !
 2. Lo! such the child whose ear - ly feet The paths of peace have trod, Whose secret heart with influence sweet Is up-ward drawn to God.

3. By cool Si- lo- am's sha - dy rill The lit - y rust de - cay; The rose that blooms be-neath the hilt, Must short- ly fade a - way.
4. And soon, too soon, the win - try hour Of man's ma-tu - rer age Witl shake the soul with sorrow's pow'r And stor-my pas-sions rage.

5. O thou who giv - cst life and breath, We seek thy grace a - lone, In childhood, manhood, life and death, To keep us still thine own.

CLARENDON. C. M.

$$
\begin{aligned}
& \text { F major. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { 㐁 } 1 \\
& \left\{\begin{array}{lll}
2
\end{array}\right.
\end{aligned}
$$

## A Major.




## REED. S. M.



FISHER. S. M.
S. D. Redfield, N.Y.

G or A major.


ALAIJUU. L. AH.
B. C. HILL. Af.


CLIFF0RD. C. M.


$F$ major.


## THE CHURCH MLITANT.

## G or A major.



D) major, slowly
 1. When marshalled on the night - ly plan, The glittering host be - stud the sky, One star a-lone, of all the train, Can fix the sinner's

$\therefore$ Mark!hark! to Ciod the chorus breaks, From cvery host, from e - very gem ; But one a -lone the Sa - viorspeaks, It is the star of
3. Once on the ra - ging seas I rode; The storm was loud, the night was dark, The o-cean yawn'd, and rude-ly blow'd The wind that tossedmy

4. Decp hor - ror then tny vi - tals froze; Death struck, I ceased the tide to stern; When sudden - ly a star a - rose, It was the star of 5. It was my guide, my light, my all: It bade my dark fore - bo - dings cease; And thro' the storm and danger's thrall, It led me to the
 6. Now, safe-ly moored, my per - ils o'er, I'll sing, first in night's dı - a - dem, For-ep - er and for-ev - er - more, The star, the star of WAREHAM. C. M.

 fy his name; Let all the scrvants of the Lord His worthy ptaise proclaim Jet all the ser-vants of the Lord his wor-thy praise proclatom. $\left\{\begin{array}{l}8-1.0-2-1 /\left.\right|^{-1} \\ \text { pralse to sing; And wi }\end{array}\right.$ $\qquad$




 2. When shall love free - ly flow, Pure as life's riv - er?

Whenshall sweet friendship glow thangeless for ev - er? Where joys ce-lestialthrill? Where bliss each heart shall fill, And fears of part-ing chill,
3. $\mathrm{U}_{\mathrm{p}}$ to that world of light, Take us, dear Sa - vior;

May we all there u-nite. Hap-py for ev - er; Where kindred spirits dwell, There may our mu-sic swell, And time our jovs dis- pel,

4. Soon shall we meeet a- gain, Meet ne'er to sev - er;

Soon will peace wreath her chain,Round us for ev - er ; Our hearts will then re-pose, Safe from all world-ly woes; Our days of praise shall close,


KAREN. 7's \& 6's.

ev-ery land be-low. 2, A-rise, ye gales and waft them Safe to the destined shore, That man may sit in darkness And death's deep shade no more.

 teet them from all harm. 4:0 be thy presence with them, Wherever they may be; Though far from us who love them, 0 , be they still with thee.

 SWEET SPRING, 6's \& 5 s.

## 

 1. Sweet Spring is re-turn-ing, She breathes on the plan, The meadows are blooming ln beau-ty a - gain ; And fair is the flow-er
 2. Full glad-ly we greet thee, Thuu love-li - est gusst, Quite long have we wait-ed By thee to be blest. Stern win-ter threw ofer us


 bevediction Chant.





The fields and the grove Ifas clothed in their beau-ty, $\Lambda$ - dor-ing we love.

 Grace be with al!
them that love our | Lord Jesus | Christ | itsin-| cer-i- iy, A- \| men, A-| men.




$18-3-510$ $0-3+1-1-1+3+1-1010$
2. Unnumbered myriads stand, Ofseraphshright and fair, Or buw at his right hand, And pay their homage there; But strive in vain with luudest chord, To 3. Yet sinners sap'd by grace, In songs of low-er key, In eve-ry age and place, Have sung the myste-ry ; Have told in slrains of sweet accord, The

4. Tho' earth and hell assail, And doubts and fears arise, The weakest shall prevail, And grasp the heav'nly prize, Ard thro' an endless age re-cord The


> MAVOY. С. H. M.


[^4] 1. Welcome, de-lightful morn; Swect day of sa-cred rest, I hail thy kind return; Lord, nake these moments blest: From low desires And fleeting toys,
 2. Now may the king descend, And fill his throne of grace; Thy sceptre, Lord, extend, While saints address thy face: Let sinners feelthy quick'ning word,

3. Descend, ce- lestial Dove, With all thy quick'ning pow'rs:Disclose a Saviour's love, A nd bless the sacred hours:Then shall my soul New life obtain,


## PLAN'T, fis.

G Major, Not toofast. (With a Chorus to be sung or omitted at pleasure.) IP. Arr.


$$
\begin{aligned}
& \text { on thy heart engraven: The year of } j \Perp-b i-\text { lee is come, Re-turn ye ransomed sinners home, Return ye ransomed sinners home. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { we thy brethren are. The year of ju - bi - lee is come, Return ye ransomed sin-nershome, Return ye ran - somed sin-ners home. } \\
& \text { C: } \left.3-1-\frac{1}{5}-\frac{1}{5}|1|| | \frac{1}{1} \right\rvert\,
\end{aligned}
$$



## SABBATH EVENING. 7 's © 6 's.

G or A Major, slowly

$$
\begin{aligned}
& \text { 1. Come ho - ly Sab-bath even-ing, Spread o'er the grass-y fields; We love the peace-ful feel-ing, Thy si-lent com-ing yields. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { 2. See where the clouds are weav-ing, A rich and gold-en chain; Seehow the darkencd sha-dow Extends a-long the plain } \\
& \text { 3. All na-ture now is si - lent Ex-cept the pass-ing breeze, And birds their night-song warbling, Among the dew - } y \text { trees. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { 4. Sweet evening thou art with us, So tranquil, mild, and still; Thoudost, our thank-ful bosoms, With hum-ble prais-es fill. }
\end{aligned}
$$

## 116

STAR IN TIIE EADi. Its is lus.



SOUTHACK. 7s \& 6.


|  |
| :---: |

THANKSGIVING CHANT. Ps. C.



BEAL. C. P.M.
C Major.
R. S. Bennisou.



[^5]F Major. Moderale and bold.
II. W. Day.
 1. Lo! he comes with clouds descend-ing, Once for favored sinners slain! Thousand, thousand saints attend-ing, Swell the tri - umph of his train ; \&-2

2 Ev-ery eye shall now be - hold him, Robed in dreadful ma-jes - ty! Those who set at nought and sold him, Pierced and nailed him to the tree.
3. When the solemn trump has sound- ed,Heav'n and earth shall flee a- way; All who hatehim must, confounded, Hear the sum mons of that day.

4. Yea, a-men!-let all a - dore thee, High on the e-ter-nal throne! Savior, take the power and glo-ry; Make thy righteous sentence known.
 VESPER. 8's \& 7's; or 8's, 7's \& 4's.

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In - dia marks its lus - tre stealing; Shivering Greenland loves its rays; \} Hal-le - lu-jah, hal-le - lu - jah, hal - le - lu - jah, A - men.
Af - ric, 'mid her des - erts kneeling, Lifis the untaught strain of praise. $\}$
C-1-1-1


## Semi Chorus.



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G Major.


3. Cease, ye pilgrims,cease to mourn, Press onward to the prize: Soon our Sariour will return, Triumph-ant in the skies: Yet a sea-son, and you know
 DARWELL. H. M.
D Major.

$\left.|8-2-1| \frac{1}{3}-5-3|1-6| 6-\frac{1}{6}-1 \right\rvert\,$

1. Ye boundless realms of joy, Ex-alt your Maker'e


2. Let all a-dore the Lord, And praise his ho-by
$C \cdot-2-1+3-1-5-3+1 \cdot 8+4-3-2-1+$



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A SACRED CAN0N. 2 d Sam. 18, 33.


O could we speak the matchless worth, O could we sound the glories forth, Which in our $\mathrm{Sa}-\mathrm{vior}$ shine, We'd soar and touch the heav'nly strings,

3. We'd sing the char - ac - ters he bears. And all the forms of love he wears, Ex - alt - ed on his throne ; In loft-iest songs of sweetest praise,
 4. Well, the dc- light-ful day will come, When our dear Lord will bring us home, And we shall see his face: Then, with our Sa-vior, Brother, Friend,


## BAILEY. S. M.


 2. His word he sends forth from the south to the north; From east and from west it is heard; The re - bel is charm'd, the foe is disarmed; No
 3. To Je-sus a-lone, who sits on the throne, Sal - va - tion and glo-ry be-long; All hail, bless-ed name, for - e - ver the same, Our


BETHANY. $5 \mathrm{~s} \& 8 \mathrm{~s}$. or $10 \mathrm{~s} \& 8 \mathrm{~s}$.
G major.
Dr. Madau.


 C:-4-3-2

2. Sweet honds that unite all the|children of |peace!||And thrice precious Jesus, whose|love cannoticease!||Though oft from thy presence in|sadnces I|roam, I 3. I sigh for the body of $\mid \sin$ to be | free, $\|$ Which hinders my joy and com- \| munion with|thee; \|Though now my temptations like|billows may | foam, All 4. While here in the valley of | conflict I| stay, \|O give nie submission and | strength as my | day! In all my afflictions to | thee would I | come, Re-
5. Whate'er thou deniest, $\mathrm{O} \mid$ give me thy | grace, $\|$ The Spirit's sure witness and $\mid$ smiles of thy $\mid$ face; $\|$ Endow me with patience to $\mid$ wait at thy $\mid$ throne, And
6. I long, dearest Lord, in thy | beautics to $\mid$ shine $; \|$ Nomore as an exile in $\mid$ sorrow to $\mid$ pine, $\|$ And in thy dear image, a- $\mid$ rise from the $\mid$ tomb, With


THE NEW JERUSALEM. Rev. 21 : 22-67.

1. $\left\{\begin{array}{l}\text { And saw no } \\ \text { I tem-ple there }\end{array}\right.$ in $\|$ for the Lord God Almighty-and the Lamb are the $\mid$ temple of it.|f
2. $\left\{\begin{array}{l}\text { And the city had no } \\ \text { For the glory of God of did } \\ \text { And the }\end{array}\right.$
3. $\begin{cases}\text { And } & \text { them which arc|saved } \| \text { shall walk } \mid \text { in the } \mid \text { light of } \mid \text { it: \| }\end{cases}$
4. $\left\{\begin{array}{l}\text { And the gates of } i t \text { shall not be shut at all by }\end{array}\right.$ day : for \|l there shall |be no | night| there. I|
5. $\left\{\begin{array}{l}\text { And they shall hring the glory and honor of the nations }\end{array}\right.$ in - to $\quad$ it. || Antl there shall in nn wise enter into it any | thing that de- | fileth, I - Neither whatsoever worketh abonination. or mit - eth a lie; hat \|they which are | written in the | Lamb's bouk of | life. \|

## Bb Major.

 $+\frac{8}{1}-5+3+1$
 Q 4 i 2. My thoughts, before they are tny own, Are tu my God dis-tinct-ly known; He knows the words 1 mean to speak, lire from my opening lips they break.
 3. Within thy circling power I stand; On eve-ry side I fiud thy hand; Awake, asleep, at home, abroad, I anı surrounded still with God.
 4. Amazing knowledge, vast and great! What large extent! what lufty height! My soul, with all the powers I boast, Is in the boundless prospect lost. 5. O,may these thoughts possess my breast, Where'er I rove, where'er I rest, Nor let my weaker passions dare Consent to sin, for God is there.

SAXONY. 8s \& 7s.

## G major.

$\left\lvert\, 8-2-5-5+: 3-1+2-1-2-3+1-\frac{2}{2}+5-5+3-1+2-1-2-3+1+2-5-+3-1+2-5+3-1-1-3-6-5+5\right.:-4+3-2+11$ 1. One there is a -bove all o-thers, Who deserves the name of friend; His is love beyond a brother's Cost-ly, free, and knows no end.
 2. Which of all our friends to save us. Could or would have shed his blood? But this Savior died to have us Re - con - ciled in him to God.
3. When he liv-ed on earth abased, Friend of sinners was his name; Now above all glo-ry rais-ed, He re - joi - ces in the same
 4. Oh! for grace our hearts to soften, Teach us, Lord, at length to love; We, alas! forget too of - ten, What a friend we have a-bove.


> PEARL STREET. C. M.

C or major. Wood.
$\left(\begin{array}{ll}8-6-1 \\ 4 & -1 \\ 1 . & \text { Wh } \\ \hline\end{array}\right.$ 1. When I can read my ti-tle clear To mansions in the skies, I'll bid farewell to eve-ry fear, And wipe my weeping eyes. And wipe my weeping eyea.
 2. Should earth against my soul engage, And fiery darts be hurl'd, Then I can smile at Satan's rage, And face a frowning world, And face, \&c.
3. Let cares, like a wild deluge, come, And storms of sorrow fall! May I but safely reach my home, My God, my heaven, my all. My God, \&c

4. There shall I bathe my weary soul In seas of heav'nly rest, And not a wave of trouble roll Around my peaceful breast. Around my peaceful breast.


F major. $\quad$ R. s. Bennison, N. B. De Cap.


Life, and health,and pace possessing, From the sin-ner's dy - ing Friend.
While I see di-vine compas-sion Beaning in his gra-cious eye.

hiding place. C. J. M.



 2 'lis love that paintsthe pur-ple morn, And bids une elouds, in air upborne, Theirge-nial drops dis-til; ln eve - ry ver - nal beam it glows, 4 Then let the love that makes me blest, Vith checr . 5 4 Then let the love that makes me blest, Vith cheer-ful praise m-spire my breast, And ar-dent grat-i-tude; And all my thoughts and pas-sionstend


TRUST, $85, \quad 75$, \& 4

|  |
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I. Hark! how the gospel trumpet sounds, Thro' all the world the e-cho bounds, And Je-sus, by redeem-ing blood, Is bringing sinners back to fod: And
 2. Hail! all- vic-torious, conqu'ring Lord! Be thou by all thy works ador'd, Who un- der-took for sin-ful man, And bro't sal-va-tion thro' liy name, That 3. Fight on, ye conqu'ring souls, fight on! A nd when the conquest you have won, Then palins of vict'ry you shall bear, And in his kingdoa have a share; And
 4. 'Ihere we shall in full cho-rus join, Witl saints and an-gels all com-bine, To sing of his redceming love, When rolling years shall cease to move, And $\left(1031+1-5-6-7+\frac{1}{1}-3-5|-5| \frac{1}{1}-5-6+7-6-5|-1+1-1-1-1+1-1-1-1+5-5-5-5+5-5-5|-5+\right.$

DESIRE. 5's \& 4's.

## F Major.




## DANEVILLE. 8's.

F Major.


COME YE DISCONSOLATE.
D. Major.


SALEM, 11s.

Fb. major.


## M00RE. S. P.M

F. Major

| anx-ious fear, Can reach the peaceful sleeper here. Can reach, \&c. <br>  ceas'd to be, It lapsed in im-mor-tal-i-ty. It lapsed, \&c. <br> al-tered mien, In heav'n the ransom' soul is seen. In heaven, \&e. <br>  <br> lust shalt rise, In his own im-age to the skies. In his, \&c. |
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[^6]

## WALP0LE. C. M.

## F. Major.



## ALSTEAD. C M.


 4. Love is the gold-en chain that binds The hap-py souls a-bove ; And he's an heir of heaven that finds His bosom glow with love.



## READING S. M.

G Major.


LUCERNE. L. M.


Bb major.
 1 Come, ye that love the Saviour's name, And joy to make in known, The Sov'reign of your hearts proclaim, And bow before his thronc. Hal- le - Iu - jah, Ilal - le - lu - jah.

2 When in his earth-ly courts we view The glo-ries of our King, We long to love as an - gels do, And wish like llem to sing. Hal-le-lu - jali, Ital-le - lu - jalh, 3 Aud shall we long and wisls in vain? Lord, teaclsour songs to rise: Thay love ean raise our hum - - ble strain, And bid it reach the skies. Hal-le - lu - jah, Hal - le - lu - jah.

40 , happy period! glorious day! When heav'n and earth shall raise, With all their pow'rs, their raptured lay, To cel - e - brate thy praise. Had - le - lu - jah, Hal le - lu - Jah.

SELGGUR. C. M.
C or $\mathbf{D}$ major.
3) 4 - 4 $1+$


ARCADIA. C. M.
A major.
A. C. FARNHAM, Shawnee Nation, Mo.




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> RIDAY. C. M.

A major.
H. W. Das.




## BR00KS. L. M

| 1. Zi - on, a-wake, thy strength re - new; Put on thy robes of beau-teous hue; Church of our God, a-rise and shine, <br>  <br>  <br> 2. Soon shall thy radiance stream a - far, Wide as the hea-then na - tions are; Gentiles and kings thy light shall view; |
| :---: |
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## WILLARD 8s "s

## Key of D. Major.


F. Major. Slow and full.
 1. Glo-rious in thy saints ap-pear; Plant thy heavenly king-dom here: Light and life to all im-part; Shine on each be - liev-ing heart.
 2. And, in eve - ry grace complete, Make us, lord, for glo-ry meet. Till we stand before thy sight, Part - ners with the saints in light.


> DAVIDSON. Ss. \& 4. (0r L. M.)

## F. Major.

Wood.


HARMONY. 7s 6s \& 8s.

2. \{Savior, Prince, enthroned a-bove, Re - pent-ance to im - part, \}
\{Give me, thro' thy dy-ing love, The hum-ble con-trite heart. \} Give what I havelong implor'd, A por-tion of thy grief unknown. Turn, and look on me, 0 Lord, And break my heart of stone.
C.3 1. 1

G major. Slowly. $\qquad$ Mich. Arr.


## ь major. STAR OF BETHLEHEM. L. M. <br> A. H. Baker.


 1 When, marshall'd on the might - ly plan, The glitt'ring host be - stud the sky, 2 Hark! hark! to God the cho - rus breaks, Fromeverv host, from eve - ry gem;


3 Once on the ra - ging seas I rode, The storm was loud the night was dark;
4 Deep hor - ror then my vi - tals froze;Death-struck, I ceased the tide to stem; $\left(: 3-1|-1|-\frac{1}{5}\right.$ It was my guide, my light, my all: It bademydark fore-bo-dings cease:
 pia. Duett or not.




## APPLETON. L. M.



BRadLEY. L. M.

## Bb major.

G. W. Bartlett. Ar.
 1 Come hither, all ye wea - ry souls, Ye heav-y - la - den sinners, come; I'll give you rest from all your toils, And raise you to my heav'n-ly home.
 2 "They shall find rest who learn of me: I'm of a meek and low-ly mind;But pas - sion ra-ges like the sea,And pride is restless as the wind. 3 "Blest is the man whose shoulders takeMy yoke, and bear it with de- light: My yoke is ea - sy to the neck; My grace shall make the burden light."



## Six Line CHANT.



D Major
 1. Chil- dren of the heav'nly King, As ye jour- ney, sweet- ly sing; Sing our Saviour's worthy praise, Glo-rious in his works and ways. 2. Ye are trav'ling home to God, In the way the fa-thers trod, They are hap-py now, and ye, Sooll their hap - pi - ness shall see.
 3. Shout, ye lit-tle fllock, and blest. You near Jesus' throne shall rest; There your seats arc now prepar'd,There your kingdom and re-ward.
 4. Fear not, brethren, joy-fiul stand On the bor-ders of your land: Jesus Christ, your Father's Son, Bids you un - dis - may'd, Go on. 5. Lord! sub - mis-sive make us go, Glad-ly leav-ing all be - low; On - ly thou our Lea-der be, And we still will fol - low thee. C:- ${ }^{3}-1-1-1-3+\pi-\frac{1}{5}+1-1+1-\sqrt{7}+2-2-+5-\frac{1}{3}+5-1+3-2+1 \cdot 1-1-1$

## FRANCONIA. 7's. \& 6's.

## G. J. Wcbb.

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| :---: | :---: |
| us in his works and |  |
|  | der us in many a gen- the shower, And origh-ter scenes be |
|  | ce hea-then na-tions bend-ing Bc-fore the God we love, And thousand hearts as-cend-ing |
| - |  |
| out | lest riv-er of sal - va-tion Pur-sue thy ou-ward way ; Flow thou to ere-ry na-tion |
|  |  |

[^7]Eb. Major.

 Je - sus, my God, I know his name; His name is all my trust; Nor will he put my soul to shame, Nor let my soul be lost.
 3. Firm as his throne his promise stands, And he can well se - cure What I've committed to his hands Till the de - ci - sive hour.
 ASAPH. C. M.

6. So shall my walk be close with God Calm and serene my frame; So pur-er light shall mark the road That leads me to the Lamb.

## KILMARNOCK. C.ll.


D) original key, $C$ or Bb.

Praise ye the Lord, all na-ture join In work and wor-ship so di-rine, Let heaven and earth unite and



Praise ye the Lord, all na-ture join In work and wor-ship so di - vine, Let heaven and earth $u$ - nite and



[^8]Ritard. Loud as possible.


## SPRING. 8's.

## G Major.

2. Shall ev -er - $y$ creature around Their voi-ces in concert u-nite, And I, the most favored, be found, In praising, to take less delight?
3. Awake, then, my harp, and my lute! Sweet organs, your notes soffly swell! N'o longer my lips shall be mute, The Savior's high prais - es to tell !

4. His love in my heart shed abroad, My graces shall bloom as the spring; This temple, his Spirit's abode, My joy, as my du - ty, to sing.


## 146 <br> G major.

HATCH. C. M.


JORDAN. C. M.
A major.


 3 Sweet fields, beyond the swell - ing flood,Stand dress'd in liv - ing green: So to the Jews old Ca - naan stood, While Jor - dan rolled be-tween.



C Major, moderately
 1. Sweet is the work, my God, my King. To praise thy name, give thanks \& sing, To show thy love by morn - himg light, And talk of all hity truith ait bight.
 2. Sweet is the day of sa-cred rest; No mortal care shall fill my breast; O, may my heart in tune he found, Like David's harp of sol - emm sound. 3. My hearl shall riumph in the Lord, And bless his works and bless his word; His works of grace, how bright they shine! How deep his coun - cils, How di - vine.
 4. And I shall slare a glorious part, Whengracehath well refin'd my heart; And fresh supplies of joy are shed, Like ho-ly oil to cheer my head.


ORGAN. L. M.
Eb major.
 1. My dear Redeemer and my Lord, I read my du-ty in thy word; But in thy life the law ap-pears, Drawn out in liv-ing char-ac-ters.
 2. Such was thy truth and such thy zeal Such deference to thy Father's will Such love,and meekness so di - vine, I would transcribe and make them mine. 3. Cold mountains and the midnight air Witness 'd the fervor of thy pray'r, The des-ert thy temp-ta-tions knew, Thy conflict and thy vict' - ry too.
 4. Be thou my pattern; make me bear. More of thy gracious image hcre Then God, the Judge, shall own my name Among the followers of the Lamb.


## Eb. Major.

## MAXIM. L. M.

 1. Thus far the Lord has led me on ; Thusfarhis pow'r prolongs my days, And every evening shall malke known Some fresh memorial of Tis grace
 2. Much of my time has run to waste, And I, per-haps, am near my home; But he forgives my foll-lies past ; fie gives me strength fordays to come. 3. I lay my bod-y down to sleep; Peace is the pillow for my head; Whatc well-appointed an - gels keep Their watchful stations round my bed.
 1.Thus, when the night of death shall come My flesh shall rest beneath the ground:And wait thy voice to break my tomb, With sweet salvation in the sound, C.21 1



## REQUEST. 7 s

## F. Major,



C, original Key. Bb or A major.


LISB0N. S. M.
Bb major. D. Read.








> SHAY. L. M.

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## PARIS. L. M.

C mnjor.


C Major.
 1. Lord, let thy goodness lead our land, Still sa-ved by thine Almighty hand, The tribute of its love to bring, Io thee, our Savior and our King.
 2 Let eve - ry pub-lic tem-ple raise Triumphant songs of ho-ly praise; Let eve-ry peace-ful, pri - vate home A tem-ple, Lord, to thee become.
 3. Still be it our su-preme de-light 'To walk as in thy glo-rious sight; Still in thy pre-cepts and thy fear, 'Till life's last hour to per-se-vere.


## VERNON. L. M.

C major.
 1. My spirit looks to God alone; My rock and refuge is his throne; In all my fears, in all my straits, My soul for his sal-va-tion waits.

 2. Trust him, ye saints, in all your ways, Pour out your hearts before his faco; When helpers fail and foes in-vade, God is our all - suf- fi-cient aid.
 GR0VE. S. M.
F major.
 1. Ex - alt the Lord our God, And wor-ship at his feet; His na-ture is all ho-li-ness, And mer - cy is his seat.

2. When Is - rael was his church, And $A a$ ron was his priest, When Moses cried, when Samuel pray'd, He gare his peo-ple rest.
3. Oft he for-gave their sins, Nor would de-stroy their race ; And oft he made his vengeance known, When they a - bused his grace.

4. Ex - alt the Lord our God, Whose grace is still the same ; Still he's a God of ho-li-ness, And jea-lous for his name.



CAPE T0INN. 10 s.



[^9]F. Major, or E.


SHERBURN. C. M.


## 154

TIIE RESOLVE. ... Anthem.


THE RESOLVE. Continued.



156
THE RESOLVE. Continned.





THE RESOLVE. Concluded.


NEW JERUSALEM. C.M.
G origịal key, F Major.


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A major.


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## G. Major.

A. II. Baker. $18-3-3-5-5-3+4-3-5+5-5=1-5-4-3-2+1-6-7+1-0-3-3+3-3+5-5+5-5-15-6+5-0+1-3-2+1-11$

1. Yes, we trust the day is break-ing ; Joyful times are near at hand ; When he chooses, When he chooses, Darkness flies at his com-mand. God, the migh-ty God, is speak-ing, By his word, in e-very land

2. While the foe be-comes more dar-ing, While he euters like a flood, E-very language, E-very language Soon shall tell the love of God.

God, the Sa-vior, is pre-par-ing Means to spread his truth a-broad :

3. O, 'tis plea-sant, 'tis re-viv-ing To our hearts, to hear, each day, Those enlight'ning, Those enlight'ning who in death and darkness lay. Joy-ful news, from far ar-riv-ing, How the gos-pel won its way,

4. God of Ja-cob, high and glorious, Let thy peo-ple see thy hand, ; Then shall i-dols, Then shall i-dols, Per-ish, Lord, at thy com-mand.
Let the gos-pel be vic-to-rious, Thro' the world, in e-very land. Let the gos-pel be vic-to-rious, Thro' the world, in e-very land;

## JUBILEE. C. M.

| 1. What hea-venly mu-sic do I hear, Sal-va-tion sound-ing free! Ye souls in bon-dage lend an ear, This is the Ju-bi-lee. <br> 2. Good news, goodnews to Adam's race, Let Chris-tians all a-gree; To sing re-deem-ing love and grace, This is the Ju-bi-lee. <br>  <br> -3. The Gos - pel sounds a siveet re-lease, To all in mis - e - ry, And bids them welcome home to peace, This is the Ju - bi - lee. <br> 4. Je-sus is on the mer-cy seat, Be-fore him bend the knee, Let heaven and earth his praise repeat, This is the Ju - bi - lee. <br>  <br> 5. Sin - ners be wise, re-turn and come, Un - to the Sa - vior flee, The Sa-vior bids you welcome home, This is the Ju - bi - lee. <br> 6. Come, ye redeemed, your tribute bring, With songs of har - mo - ny, While on the road to Ca-naan sing, This is the Ju-hi - lee. <br>  <br> REST. 8S 4 <br> This is, \&c. <br> 4. But shall the dust thy soul con-fine ? The ris - en Je - sus tells thee nay; 11 , in ce-les-tial spheres shall shine, A star of day. |
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## MONADNOCK. 6 s




1. Once more be - fore we part, Bless the Redeemer's name, Let ev' - rytongue and heart Praise and adore the same Praise and adore the same.
 2. Lord; in thy name we carne, 'Thy blessing now im-part; We meet in Je-sus' name, In Je - sus' name we part. In Je-sus' name we part.
 3 While on thy ho - ly word, Wc'll live and feed and grow; Go on to know the Lord, And practise what we know. Ano practise what we know.


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| :---: | :---: | :---: | :---: |
| 1. Gracious Spi - rit-Love di - vine! Let thy Light with-in me shine; All my guilt - y fears re-move; Fill me with thy heavenly love. |  |  |  |
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 2. Speak thy pardoning grace to me; Set the burdened sin-ncr free; Lead me to the Lamb of God; Wash me in his precious blood. 3. Life and peace to me im-part; Seal sal - va-tion on my heart; Dwell thy-self with-in my brcast, Earnest of ids-mor-tal rest.
 4. Let me nev-er from thee stray; Keep me in thy nar-row way; Fill my soul with joy di-vine ; Keep me, Lord, for-ev - er thine.


## PARADISE. L.M. Donble.

D or C Major.
O. Holden.

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ESPER. 7 's.

$$
\begin{aligned}
& \text { 1. Sofi- ly now the light of day Fades up- on our sight a-way; Free from care, from labor free, Lord, we would commune with thee. } \\
& 8-\frac{3}{4} \frac{3}{3} \text { क| }
\end{aligned}
$$

$$
\begin{aligned}
& \text { 2. Soon for us the light of day Shall fore ev - er pass a-way; Then, from sn and sorrov free, Take us, Lord, to dwell with theo. }
\end{aligned}
$$



## 164

JoRAM. S. M.
Emajur.
B. Ar.


KINGSTON. S. M.
G major. Andante.
T.

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D Major, quite slow.

1. Me-thinks 1 hear in whisp'ring breeze that round my pale brow plays, The breathing of a ho-ly voice, the voice of for-mer days, That

2. I list-ened in my youth to sounds that charm'd my list'ning ear, And throw a spell a-round my heart, which aye it loves to wear ; But

3. But yet that voice of for - mer years still lin-gers on mine ear: I hear it at the mid-night hour, when all a-round is drear. While C.4-1-1-1-1-1-1-1-1-1-1-1

fell up - on my ears ds sweet as tones from harp strings fann'd, When waken'd in - to breath-ing life by touch of gen-tle hand.

ah! that voice of mei - o - dy in death's re-pose was calm'd, Like dy - ing of a lute-string's wall, when snapp'd by stranger's hand

sleep is brood-ing o'er my brow and si-lence o'er my breast, It sweet-ly breaks up - on my dream, and soothes my troubled rest.


## R00KS. L. M.

## E b. major.



1. Zi-on, a-wake, thy strength renew; Put on thy robes of beauteous hue; Church of our God, arise and shine, Bright with the beams of truth divine. $|8-3-1-3-1| \frac{7-2}{-2}|1=-1+7|-15-4-5|2-1-1+1=-2| 2-|=|3-3-2| 1-1| 7-1|1-|=|3-5-1| 1-2-|1-7| 1-| 1$

2. Soon shall thy radiance stream a-far, Wide as the hea-then na-tions are; Gentiles and kings thy light shall view; All shall admire and love thee too.


## 166

montague. l. m.
D Minor. Do on F.
 Ie sons of men with joy re-cord The va-rious wonders of the Lord, And let his pow'r and good - ness sound, Thro' all your tribesthe



Ye sons of men with joy re-cord The various wonders ol the Lord, And let his pow'r and good - ness sound, Thro'all yourtribes the



## MAJESTY. C. M.





## HOPE. 7's.

D Major.


 2. Hith-er come; for here is found Balm for ev ery bleeding wound, Peace which ev - er shall en-dure, Rest, e - ter - nal, sa-cred, sure.



BUCKFIELD. L. M.
$\mathbf{B b}$ or $\mathbf{C}$ major, Original Key.



D major. Slowoly.
Erk.




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BRAINTREE. C. M.
D Major.
-
 1. In God's own house pronounce his praise; His grace he there reveals; To heaven your joy and won-der raise, For there his glo-ry dwells.
 2. Let all your sa-cred pas - sions move, While you re- hearse his deeds: But the great work of sav - inglove Your high - est praise ex-ceeds.

3. All that have motion, life and breath, Proclaim your Ma-ker blest; Yet when my voice ex-pires in death, My soml shall praise him best.


C Major. Moderato.




GRACE 'TIS A CHARMING SOUND.
C Major. Moderato.
Thos, Clark.



Interlude.


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 Come and help us, come and help us, We in grief and anguish lie.





## THE TEMPERANCE CLARION.








## Trio. Moncrately.






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178
DENMARK. Concluded.
 PortLand. L. M.

$$
\text { D Major. Original key } F \text {. Maxim. }
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2 Farewell, faithful soldiers, you'll $\mid$ soon be dis-|charged, The war is just ended, the\|treasure's en-|larged, With singing and shouting, tho'||Jordan may|
3 Farewell,ye young converts, who've| list - ed for|war, Sore trials await you, but \|J Je-sus is|near; And tho' you must walk thro'the\|dark wilder-|
4 The world, flesh and Satan, and | hell, all u-| nite, And bold persecutors will ||strive to at - | fright; Yet Jesus stands for you, he's||greater than|

## NEWBURY. H. M.





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Tell me, my soul, can this be death! The world re-cedes, it dis - appears; Heav'n opens on my eyes! my ears, With sounds se-8-:—3+
 Tell me, my soul, can this be death! The world recedes, it dis - appears; Heav'no-pens on my eyes! my ears, With sounds se-


$$
\begin{aligned}
& \text { raph - ie ring ! Lend, lend your wings! I mount, I fly, O grave where is thy vic - to - ry ? Ograve where is thy vic - to - ry ? O death where is thy }
\end{aligned}
$$

$$
\begin{aligned}
& \text { raph - ic ring! Lend, lend your wings! I mount, I fly, O grave where is thy vic - to - ry ? O grave where is thy vic - to-ry ? Odeath where is thy }
\end{aligned}
$$



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## SERVICE OF THE PROTESTANT EPISCOPAL CHURCH.

## GLORIA IN EXCELSIS.

$2-3|4-1 \quad 6-\quad|-4+8-2+3-1 \mid$
$7^{-1}|1-|-1-1-1+1-\quad| 1-1|$
Glory be to God on |high, |And on earth peace, good/will towards'men.|| We praise thee, worship|thee, |We glorify thee, we thee for thy great glory. ||


(Sing below to the first half of the Chant in the order, 1, 2, \&ec.)

1. Glory be tolGod on|high, $\|$ And on earth|peace, goodjwill towards|men. ,
2. $\{$ We praise thee, we bless the, wefworship|thee, Il
3. We glorify thee, we give thanks unto|thee for| thy great|glory.
4. O Lord God, |heavenly|King, \|God the|Father|Al-|mighty: ||

4 \{ O Lord, the only begollen Son, JJesus!Christ, ||
4. O Lord God, Lamt of \}God, Son|of the|Father. ||
9. For thou only | art - | holy, || Thou | only | art the | Lord. ||
(Sing below to the last half of the Chant, as numbered.)
5. That takest away the|sins of the|world, || Have | mercy up- | on | ns. ||
6. Thou that takest away the|sins of the|world, || Have | mercy up-| on | us. ||
7. Thou that takest away the|sins of the|world, || Re- | ceive | our - | prayer. ||
8. Thou that sittest at the right hand of God the|Father, Have \| mercy up-| on | us.
10. \{Thou only, O Christ, with the | Holy | Ghost, \|
10. $\left\{\begin{array}{l}\text { Art most high in the | glory of | God the | Father. || }\end{array}\right.$

COMnIUNION SERTICE. Kyrie Eleison.
Dr, Nares.



 SANCTUS.



## PSALM 95.

1. $\{$ O, Come, let us sing un- | to the | Lord, \|
$\{$ Let us heartuly rejoice in the | strength of \} our sal- | vation, ||
2. $\{$ Let us come before his presence | with thanks- | giving,\| \{ And show ourselves | glad in | him with | psalms.||
3. SFor the Lord is a | great- | God;\| \{ And a great | King a- | bove all gods.||
4. SIn his hand are all the corners | of the | earth; \{ A nd the strength of the $\mid$ hitls is $\mid$ his- $\mid$ also. $\|$
5. SThe sea is his, $\mid$ and he $\mid$ made it :|| \{ And his hands pre- | par-cd | the dry | land.\||
6. $\{0$ comc, let us worship | and fall| down, $\|$ \{ And knect be- | fore the | Lord our | Maker.||
7. $\{$ For he is the | Lord our | God ; $\|$ \{And we are the people of his|pasture, and the | sheep of his- | hand; ||
8. $\{0$ worship the Lord in the | beauty of $\mid$ holiness ; $\mid$ \{Let the whole carth | stand in | awe of | him.\||
9. $\{$ For he cometh, for he cometh to | judge the | earth; || ( And with righteousness to juige the world and the | people | with his | truth.ti
. Glory be to the Father, and | to the \| Son,
10. A And | to the | Holy | Ghost ; ||

As it was in the beginning, is now | and | ever-shall be, \|l (World | without | end. A- | men.\|

JOOXOLOGY in L. M.
$\left\{\begin{array}{l}\text { Praisc God, from whom all blessings flow; praise him all creatures | here } \\ \text { Praisc him above, ye heav'nly host: praise | Father, } \mid \text { Son, and | Holy| Ghost. } \|\end{array}\right.$ DOXOLOGY IN C. M.
$\{$ Let God the Father, and the Son, and Sprit, $\mid$ be a- 1 dored,
\{ Whore there are works to make them known, or | Saints to |love the | Lord.f

CIIANT, for Hymus or Selections.


HYMN. L. M.

1. $\{$ God of the seas, thy thundering voice, makes all the roaring | waves re- I jnice ; \{ Yet out soft word of thy command can sink them | silemt | on the | sand.||
2. $\{$ If hut a Moses wave thy rod, the sea divides and \| owns its \| God ; The stormy floods their Maker kuew, and led his | ehosen | armies through.||
3. $\{$ How is thy glorious power adored, amid the watery I nations, I Lord! \|
\{Yet wicked men the ocean trace, behold thy | works and | curse thy face.||
4. $\{$ Anon they plunge in watery graves and some drink death a- I mong the \| waves $; \|$ \{Yet the surviving crew blaspheme, nor own the God | that | rescued | them. ||
5. $\{$ O for some signal of thy hand ! shake all the seas, Lord, | shake the | land :| \{Great Judge, descend, lest men deny that there's a | God who|rules the |sky.\|

> PSALM 105. 1-4.

1. $\{0$ give thanks unto the Lord; call up- | on his | name. $\|$ \{ Makc known his | deeds a- | mong the | people.||
2. $\{$ Sing unto him, sing | psalins unto $\mid$ him. $\|$ \{Talk ye of | all his | wondrous | works.||
\{ Glory ye in his | holy | name :|l
\& Let the heart of them re- | joice that | seek the | Lord.\|
A. $\left\{\begin{array}{l}\text { Seek the Lord | and his | strength : } \| \text { | } \\ \text { Seek }\end{array}\right.$
\{Seek his | face, seek his ! face ever-| more.||


## PSALM 100.

1. 

$\left\{\begin{array}{l}\mathrm{O} \text { be joyful in the Lord, | all ye | lands ; || }\end{array}\right.$ $\{$ Serve the Lord with gladness, (And come before his | presence | with a | song. ||
2. $\left\{\begin{array}{l}\text { Be sure that the Lord } \mid \text { he is } \mid \text { God } ; \| \\ \text { It is he that hath made us, and not we ourselves, } \\ \text { We are his }\end{array}\right.$ $\left\{\begin{array}{l}\text { It is he that hath made us, and not we ourselves, } \\ \text { We are his | people and the | sheep of his | pasture. || }\end{array}\right.$
3. $\left\{\begin{array}{l}\text { O go your way into his gates with thanksgiving, } \\ \text { And into his | courts with | praise : \| }\end{array}\right.$
3. $\left\{\begin{array}{l}\text { And into his | courts with | praise ; \| } \\ \text { Be thankful unto him and | speak good }\end{array}\right.$
(Be thankful unto him and | speak good | of his | name. ||
4. $\left\{\begin{array}{l}\text { For the Lord is gracious, his mercy is | ever- | lasting ; \| } \\ \text { And his truth }\end{array}\right.$
. $\{$ And his truth endureth from genc-| ration to | gene-| ration. ||
5. $\{$ Glory be to the Father, and | to the | Son: ||
. And | to the | Holy | Ghost ; ||
6. $\{$ As it was in the beginning, is now, and | ever shall | be. $\|$
\{ World without | end. A-| men, A-| men. ||

## PSALM 15.

1. $\{$ Lord, who shall abide | in thy | tabernacle? \|
2. $\{$ Who shall | dwell in thy | holy | hill? ||
3. $\{$ He that walketh uprightly, and | worketh | righteousness, ||
4. \{And | speaketh the | truth in his | heart. ||
5. $\left\{\begin{array}{l}\mathrm{He} \text { that backbiteth not with his tongue, nor doeth|evil to his|neighbor, }|\mid\end{array}\right.$
6. Nor taketh up a re-| proach a- | gainst his | neighbor. ||
7. $\{$ In whose eyes a vile person | is con- | temned ; \||
\{But he honoresh | them that | fear the | Lord. ||
8. $\{$ He that sweareth to his nwn hurt and | changeth | not: \||
. He that putteth not out his money to usury, nor taketh a re-|ward a-|gainst
9. $\left\{\begin{array}{l}\text { He that } \mid \text { doeth these | things } \\ \text { Shall | never | be-| moved. \| }\end{array}\right.$
[the|innocent.||

## CHANT, For Hymus or Selections.



HYMN. C. M.

1. $\left\{\begin{array}{l}\text { As pants the heart for cooling streams, When heated in the chase ; || }\end{array}\right.$
2. $\{$ So longs my soul, 0 God, for thee, And|thy re-|freshing|grace; ||
3. $\left\{\begin{array}{l}\text { For thee, my God, the living God, My thirsty|soul doth|pine ; || }\end{array}\right.$
4. \{ O! when shall I behold thy face, Thou|Majes-|ty Di-vine? ||
5. $\{$ Why restless, why cast down, my soul? Trust God; who| will em-|ploy i|
\{His aid for thee, and change these sighs To|thankful|hymns of |joy. ||
6. $\{$ Giod of my strength, how long shall I, Like one for-|gotten, |mourn; ||
7. $\{$ Forlorn, forsaken, and expos'd To|my op-|pressor's|scorn? \||
8. $\left\{\begin{array}{l}\text { My heart is pierc'd, as with a sword, } W \text { hile thus my|foes up-|braid : || }\end{array}\right.$
9. $\{$ Why restless, why cast down, my soul? Hope still; and |thou shalt| sing ||
10. $\left\{\begin{array}{l}\text { Why restless, why cast down, my soul? Hope still; and |thou shalt }{ }^{\text {s }} \text { sing } \\ \text { The praise of him who is thy God ? Thy |heakh's e-|ternal|spring. \| }\end{array}\right.$

## DOXOLOGY. C. M.

\{Let God the Father, and the Son, And Spirit, | be a-|dored, ||
\{ Where there are works to make him known, Or|saints to|love the|Joord. H
DOXOLOGY. S. M.
YYe angels round the throne, And saints that | dwell be-| low, \| \{ Adore the Father, love the Son, And | bless the | Spirit | too. \||


## Luke 1: 63.

1. $\{$ Blessed be the Lord | God of | Israel: ||

For he hath visited | and re|decmed his | penple. ||
2. $\{$ And hath raised up a mighty sal- | vation | for us; ||
2. In the house | of his | servant | David. ||
3. $\left\{\begin{array}{l}\text { As he spake by the mouth of his } \mid \text { holy } \mid \text { prophets } ;\end{array}\right.$
3. $\{$ Which have been | since the | world be- | gan. ||
4. $\{$ That we should be saved | from our | enemies; ||
4. $\{$ And from the | hand of | all that | hate us. ||

GLORIA PATRI for a Double Chant.
S Clory be to the Father. and | to the | Sun, || \{And | to the | ILoly | Ghost : ||
\{ As it was in the beginning, is now, and | ever | shall be, \| \{ World | without | end. A- | men. ||

## FAST DAY. Danicl 9.

\{ O Lord,-the great and | dreadfu] | Crod, ||

1. Keeping covenant and merey to them that love him,-and to | (hem that | keep his com- | mandments. ||
. We have sinned, and have committed iniquity,
2. $\left\{\begin{array}{l}\text { and have done wickedly, and | have re- | belled, || }\end{array}\right.$

Even by departing from thy | precepts and | frum thy | judgments. ||
3. 0 Lord, rightenusness be- | longeth unto | thee; ||
$\left\{\begin{array}{l}\text { But unto us confusion of face; as at this day, } \\ \text { because we have | sinned a- | gainst | thec. || }\end{array}\right.$
CHANT, for Hymns and Selections.


PSALM. C. M.

1. When Abrah'm full of sacred awe, Before Je- | hovah | stood, ||
2. $\{$ And, with an humble fervent prayer, For | guilty | Sodom | sued, ||
3. $\{$ With what success, what wondrous grace, Was his pe-|tition |crowned!|
4. $\{$ The Lord would spare, if in this place Ten|righteous|men were|found.
5. $\left\{\begin{array}{l}\text { And could a single pious soul So rich a } \\ \text { boon ob- | tain ? }\end{array}\right.$
6. $\{$ Great God, and shall a nation cry, And $\mid$ plead with | thee in | vain? \|
7. $\{$ Are not the righteous dear to thee Now, as in | ancient | times? ||
8. \{ Or does this sinful land exceed Go- | morrah | in her | crimes? ||
9. $\{$ Still we are thine; we bear thy name; Here yet is | thine a- | bode: \|
10. $\{$ Long has thy presence blesserl our land: For-|sake us|not, O|God. ||
PSALM. 103: 8--13.
11. $\{$ The Lerd is merciful and gracious,-slow to anger,-and $\mid$ plenteous in $\mid$ mer-
12. $\{$ He will not always chide, neither will he|keep his|anger for-|ever.\| [cy. ||
(He hath not dealt with us after our sins ;-ncr rewarded us according
$\left\{\begin{array}{l}\text { Now, therefore, } \mathrm{O} \text { our God,- Wear the prayer of thy }\end{array}\right.$
[Lord's sake.
13. $\left\{\begin{array}{l}\text { to } \mid \text { our in- } \mid \text { iquities : }|\mid \\ \text { For as the heaven is high above the earth, -so great is his | mercy }\end{array}\right.$
14. $\left\{\begin{array}{c}\text { servants, and their | suppli- | eations; \| } \\ \text { And eause thy face to shine upon thy sanctuary that is desolate, |for the } \mid\end{array}\right.$
15. $\left\{\begin{array}{l}\text { Fior we do not present our suppheations before thee|for our|righteousness, || } \\ \text { But for | thy great | mer- | cles. || }\end{array}\right.$
16. $\{$ But for | thy great | mer- | clus. \|
$\left\{\begin{array}{l}\text { As far as the east is from the west,-so far liath he romoved our } \\ \text { trans- | gressions from | us. || } \\ \text { Like as a father pitieth his children,-so the Lord | pitieth | them that || }\end{array}\right.$


1 O sing unto the | Lord a new | song; ||
\{ For | he hath done | marvellous | things. ||
$2\{$ With his own right hand and with his | holy | arm. \|
\{ Hath he gotten him- | self the | victo- | ry. ||
3 The Lord declared | his sal- | vation; \| [heathen. ||
\{ His righteousness hath he openly | showed in the | sight of the |
He hath remembered his mercy and truth toward the \| house
4 of | Israel, ||
And all the ends of the world have seen the sal- $\mid$ vation $\mid$ (of our | God. ||
$5\left\{\begin{array}{l}\text { Show yourselves joyful unto the Lord, | all ye | lands; || } \\ \text { Sing, re- | joice, and | give - | thanks || }\end{array}\right.$
$6\left\{\begin{array}{l}\text { Praise the Lord up- } \text { i on the | harp; || }\end{array}\right.$
\{ Sing to the | Lord with a | psalm of thanks | giving. \||
7 F With trumpets | also and | shawms, ||
CHANT, for Hymus and Selections.


1 Who,O Lord, when life is o'er, Shall to heaven's blest | mansions |
${ }^{1}$ \{ Who, an ever-welcome guest, In thy holyplace shall rest?|[soar? !
$2\left\{\begin{array}{l}\text { He whose heart thy love has warmed; He whose will, to thine con-1 }\end{array}\right.$
2 Bid his life unsullied run; He whose|words and tho ts are|one; [formed il
$3\left\{\begin{array}{l}\text { He who shuns the sinner's road, Loving those who love their God; ; } \\ \text { Who, with hope and faith unfeigned, 'Treads the path bylthee or- dained; }\end{array}\right.$
$4\{$ He who trusts in Christ alone; Not in auglit him-self has done $\mid$
$8\left\{\begin{array}{l}\text { Let the sea make a noise, and all that } \mid \text { therein } \mid \text { is; }|\mid\end{array}\right.$
\{ The round world and | they that | dwell there- | in. ||
(Let the floods clap their hands, and let the hills be joyful to-
9 gether be- | fore the | Lord; ||
For he | cometh to | judge the | earth. ||
$10\{$ With righteousness shall he | judge the | world; ||
10 \{ And the | people with- | equi- | ty. ||
$11\left\{\begin{array}{l}\text { Glory be to the Father, and | to the | Son, || } \\ \text { And | to the | Holy | Ghost; \| }\end{array}\right.$
$12\left\{\begin{array}{l}\text { As it was in the beginning, is now, and | ever shall | be, \|| } \\ \text { World | without | end. A- | men. || }\end{array}\right.$

## RESPOVSE after the T'enth Commandment.




PSALM 67.
(1. God be merciful unto | us and | bless us:

And show us the light of his countenance, and be $\mid$ merciful | unThat thy way may be | known upon | earth:|| [to | us.|| Thy saving | health a- | mong all | rations.||
( 2 , Let the people praise | thee, $\mathrm{O} \mid$ God: $\|$ lea, let | all the | people | praise thee.|l $O$ let the nations rejoice | and be | glad:|| [upon | earth.|] For thou shalt judge the folk righteously, and govern the | nations|
[3. Let the people praise thee, $\mathrm{O} \mid$ God: ${ }^{\prime}$ Yea, let | all the | people | praise thee.|| Then shall the earth bring | forth her | increase. || And God, even our own $\mid$ God shall | give us his | blessing. \|
4. God shall | bless |us: $\|$ [ins win wome the the
\{ And all the ends of the | world shall | fear | him.||
(5. Glory be to the Father, and | to the | Son, || And to the | Holy | Glost;
As it was in the beginning, is now, and | ever | shall be, \| World, | without end. A- | men. ||

CHANT: for Hymus or Selections.

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| $: 2-1=-13-4$ - $5=1-11-4-15$ |  |  |  |  |  |  |  |  |  |  |  |

\{1. We've no abiding city here; we seek a land be-| yond our | sight, ||
\{ Zion its name一the Lord is there; it shines with $\mid$ ever- |lasting |liglit.
$\{2.0$ sweet abode of peace and love, where pilgrims freed from|toil are|blest!! $\{$ IIad I the pinions of a dove, I'd fly to|thee-and|be at|rest.||
\{ 3. But hush my soul-nor dare repine ! the time my Giod ap-|points is;best:|l \{ While here to do his will be mine, and his to|fix my|time of $\mid$ rest. $\|$

## DOXO!.OGY, L. M.

\{Praise God, from whom all blessings flow ; praise tim all creatures | here be - |low; |ll \{Praise him above, ye heavenly host, praise Father, | Son, and | Hloly Glosst.|]
? ESPONSE to the Decalogue.

C. Major.

RESPONSR to the Deealogue.


F Major.


PSALM 92.

1. $\left\{\begin{array}{l}\text { It is a good thing to give thanks | unto the | Lord ; \| } \\ \text { And to sing praises unto | thy name- | } 0 \text { Most } \mid \text { Highest. || }\end{array}\right.$
2. $\{$ Upon an instrument of ten strings, and up-| on the | lute ; $\|$
3. $\left\{\begin{array}{l}\text { Upon a loud instrument, } \mid \text { and up- | on the | harp. } \|\end{array}\right.$
4. $\{$ Glory be to the Father, and | to the | Son, ||
5. $\left\{\begin{array}{l}\text { Glory be the F } \\ \text { And | to the |Holy | Ghost ; \| }\end{array}\right.$
6. $\{$ To tell of thy loving kindness | early in the | morning: H
7. $\{$ And of thy | truth in the | night- | season. ||
8. $\{$ For thou, Lord, hast made me glad | through thy | works: ||
9. $\left\{\begin{array}{l}\text { And I will rejoice in giving praise for the ope-|rations|of thy|hands. || }\end{array}\right.$
10. $\{$ As it was in the beginning, is now, and | ever shall | be, \|
11. $\left\{\begin{array}{l}\text { As it was in the beginning, is now, } \\ \text { World } \mid \text { without | end. A- | men. \| }\end{array}\right.$

## BENEDIC ANLMA MEA. Evening Service, after Second Lesson.



PSALM 103.

1. $\{$ Praise the Lord, $|0 \mathrm{my}|$ soul ; \|
2. And all that is wihhin me | praise his | holy | name. ||
3. $\{$ Who forgiveth $\mid$ all thy $|\sin ,| |$
4. \{And | healeth all | thine in- | firmities. ||
5. $\left\{\begin{array}{l}\text { O praise the Lord, yc angels of his, ye that ex- } \mid \text { cel in } \mid \text { strength ; || } \\ \text { Ye that fulfil his commandment }\end{array}\right.$
. Ye that fulfil his commandment,
(And hearken un- | to the | voice of his | word. ||
\&. $\left\{\begin{array}{l}\text { Glory be to the Father, and | to the | Son : \| } \\ \text { And | to the | Holy | Chost ; \| }\end{array}\right.$
, S Praise the Lnrd \| Omy | soul ; \|
6. $\left\{\begin{array}{l}\text { And for- | get not | all his | benefits. || }\end{array}\right.$
7. $\{$ Who saveth thy | life from de- | struction: ||
8. $\{$ And crowneth thee with | mercy and | loving | kindness. ||
$6\left\{\begin{array}{l}\text { Opraise the Lord, | all ye his | hosts : \| } \\ \text { Ye servants of | his that | do his | plcasu }\end{array}\right.$
6 \{Ye servants of | his that | do his | pleasure. ||
9. $\left\{\begin{array}{l}\mathrm{O} \text { speak gond of the Iord, all ye works of his, In all places of | his do- Iminion. || } \\ \text { Praise thou the | Lord, } \mathrm{O} \mid-\mathrm{my} \text { | soul. }\end{array}\right.$
10. $\left\{\begin{array}{l}\text { As it was in the beginning, is now, and | ever shall | be. \| } \\ \text { World without | end. A- | - | men. \| }\end{array}\right.$

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Agam returns the day All hail the great
All hail happy day All hat the
And must this body Astramed of Jesus As pants the hat is slowers on Away from the revel A way that crop A waike my soul A wake my tongue L wake our sonls Awake ye saints Before Jehovah
Begin my soul Pehold how the 1 ,ord Pehold the amazing Pchold the grace Behold the moriming Behold the l'rince of Be thou O God lilest be the tie Bright glaries rish By coot Siloan's
Cease ye mourners Children of the Christ for ever lives Chri the 1 ord

## Come ye disconsolate

 Cone ye that love Early my God Exalt the Lord Faith is the Christian's Farewell my dear Far far o'er hill Far from mortal Far from these Falher, God we glorify Father $]$ stretch Firm as the carth Fountain of From every stormy From the third heaven God of the seas Glorious in thy saints (ilory to God God in the guspel God is a Spirit Gotl is love his God is the fomtain Go up with shouts Gracious Spirit Great God attend 1lail happy day 11 ail to the brightness llark! hark ! a sloout Hark, hark the gospel Hlark the voice of 55, 71 Head of the clmreh 44, 109 lle kneht, the Savior High in yonder $1 l i s$ hoary frost How eliecring the How lone dear Savior llow pleased and blest How sweet. how How. sweet to bleas How tender is thy131
135
133 133 151

23

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\begin{aligned}
& \text { The Lord is great } \\
& \text { The Lord descended } \\
& \text { The Lord is my } \\
& \text { The Lord is risen }
\end{aligned}
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\begin{aligned}
& 166 \\
& 50,131
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\begin{array}{ll}
\text { The Lord is risen } & 164 \\
\text { The Lord Jehovah }
\end{array}
$$

'The Lord my shepherd
The Lord will come

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\begin{aligned}
& \text { The Lord will come } \\
& \text { 'The morning light }
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\begin{aligned}
& \text { The morning light } \\
& \text { The pity of the Lord }
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& \text { The pity of the Lord } \\
& \text { The praise of Zion }
\end{aligned}
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The praise of Zion

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\begin{aligned}
& \text { The temperance banuer } 98 \\
& \text { The voice of my beloved } 104
\end{aligned}
$$"There's a glorious land 140There is a caim 139,159$\begin{array}{lr}\text { There is a cain } & 139,159 \\ 146\end{array}$There is a landThe Savior nowThe swift decliningThe winter is overThey who on the lardT'hine earthly sabbathsThis is the day the'lhis place is lolyTho' nature's strengthThou art gone

        Thou art my portion
        Thou God of merey
        Though voobbles assail
    
Ti $\quad$ Th the day 64 Zion awake 74, 138, 165



[^0]:    The few lucid morniugs that dawnon us here, Are enough for lie's woes, full enough for its cheer.

[^1]:     glory's prize, The prize of victory Seize your armor-gird it on; Now the battle will be won: See! the strife will soon be done, Then struggle manfully.
     on, to swell The triumphs of his cross 'Though all the earth and hell appear, Who will doubt and who can fear? "God our strength and shield" is near; We cannotlose our cause. (2) Leader trod; You soon shall see his face. Soon, your enemies all slain, Crowns of glory you shall gain; Rise to join that glorious train. Who shout their Savior's prase.
    

[^2]:     Where storm af-ter storm ri-ses dark o'er the way; The few lu-cid mornings that dawn on us here, Are followed by gloom or be-clouded with fear.
     Tempta-tion without and cor-rup-tion with-in: E'en the rapture of par-don is mingled with fears, And the cup of thanksoiving with pen-i-tent tears. Since Je-sus hath lain there, I dread not its gloom: There sweet be my rest till he bid me a-rise, To hail him in triumph descending the skies.
     A-way from yon heaven, that blissful a-bode, Where riv-ers of pleasure flow o'er the bright plains, And the noontide of glo-ry e-ternalty reigns?
    

[^3]:    

[^4]:    
    all its beauty on; Death comes, and like a wintry day, It cuts the lovely flower a-way. It cuts the lovely flower a - way.
     while we look they die; Life fails as soon: to-day 'tis here; To-mor-row it may dis - ap-pear. 'To-mor-row it may dis- ap-pear.
     Sel no anxious care: Tho' life depart our joys shall last When life and all its joys are past. When life and all its joys are past.
    

[^5]:    
    mighty name; Lo! heav'n, and earth, and seas, and skies, In one me- lodious eon-cert rise, "To swell th'inspiring theme, To swell theinspir-ing theme. speak lis power; La! on the light-ning's fire - y wing, In triumph rides th'eter-nal King;'Th'astunish'd worlds adore, T'h'astomish'd warlids adore.
    
    
    C: 1 :
    
    
    

[^6]:     His head with awful glories crown'd, Ar - ray'd in robes of light, Be - girt with sov'reign might, And rays of ma- jes - ty a - round.
     And skics and stars 0 - bey thy word; Thy throne was fix'd on high Fire stars adorn'd the sky; Fi - ter - nat is thy king-dom, Lord.
    Let swell-ing tides assault the sky; The ter-rors of thy frown Shall calm their fu-ry down; Thy throne for-e-ver stands on high.
     Yhere fix'd, thy church shall ne er renove; 'Thy saints, with ho-ly fear, Shall in thy courts ap - pear, And sing thine e - ver - last - ing love.
    

[^7]:    
    
     Arc oppenugg every hour; Each cry to heav-en go-ing, A-bundant answers bring, And heavenly gales are howing, with peace upont thecir wings
    
    Nor in thy richness stay; Stay not till all the low-ly Triumphant reach their home, Stay not till all the ho-ly Proclaim the Lord has come.
    

[^8]:    
    sound, Let saints below and saints above Ex- ult-ing sing redeeming love, Ex-ult-ing sing redeem-ing love,
    Well toned and strung,
    
    
    sound, Let saints be-low and saints a - bove Fix -ult - ing sing redeeming love, Ex - ult -irs sing redeeming love, As instruments well toned and strung. Well praise the
    

[^9]:    

