


## THE HALLELUJAH:

A $\mathcal{A}$ BOOK FOR THE SERVICE OF SONG IN THE HOUSE OF THE LORD; CONTAINING TUNES, CHANTS, AND ANTHEMS, BOTH FOR THE CHOIR AND THE CONGREGATION;

TO WHICH IS PREFIXED


## THE SINGING SCHOOL:

A MANUAL FOR CLASSES IN VOCAL MUSIO, WITI EXERCISES, ROUNDS, AND PART SONGS, FOR CHOIR PRAOTIOE; ALSO,

## MUSICAL NOTATION IN A NUTSHELL;

A bRIEF COURSE FOR SINGING SCHOOLS; INTENDED FOR SKILLFUL TEACHERS AND APT PUPILS.

> BY LOWELL MASON.

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## PREFACE.

The following-named collections of church music, by the editor, have been successively published in the following order:

1. "The Boston Handel and Haydn Society Collection." 1822.
2. "The Choir." 1832.
3. "The Boston Academy's Collection." 1835.
4. "The Modern Psalmist." 1839.
5. "The Carmina Sacra." 1840.
6. "The Psaltery." 1845.
7. "The National Psalmist." In connection with Mr. Geo. James Webb. 1848.
8. "The Cantica Laudis." In connection with Mr. Geo. James Webb. 1850.
9. "The New Carmina Sacra." 1850.

It is believed that while many of the common standard tunes, necessary to every good book of church music, are to be found in all these works, each one presents some peculiar trait or characteristic feature, and that the whole series has had some homble agency in the gradual but constant progress of psalmody in our country during the last thirty years. In adding to the list "THE HALLELUJAH," in 1854, we believe we are providing means for still further improvement; for if our judgment be correct, this book will be found in advance of its predecessors in many of those points which constitute excellence in a work of the kind. We will briefly call attention to some of these:

1. Melody.-We have sought for an agreeable flow of melody, a melody at once symmetrical, graceful and attractive ; adapted to modern taste, and at the same time subordinate to the requirements of dignity and solemnity in religious worship.
2. RHYTHM.-The rhythmic forms include a greater variety than has been usually found in psalmody; yet, we believe, that this variety has been obtained without violating the laws of symmetry and unity.
3. Harmony.-We feel confident that both in respect to the combinations employed, and the mutual relations of the different parts, the present work is in advance of our previous books. The harmony of the "Boston Handel and Haydn Society Collection," for example, which we wrought out in early life, with no little labor and self-satisfaction, is not always the most chaste and euphonious. Positive faults are indeed
avoided, but sometimes at the expense of freedom and gracefulness. The traces of the little dubious windings or circuitions, which will be resorted to by a tyro to avoid an open breach of law, are sometimes noticeable. They are like the zigzag tackings of a ship when amongst the breakers, whereas had the captain well known his bearings, le would have kept in deep water, where, secure from danger, he could have pursued his uninterrupted course. So should harmony flow, subject, indeed, to the laws of the musical tides, but in a free and natural manner, far removed from the rocks and shoals of the technical school-book rules. But to be more particular, we have a greater variety of chords in this than in former works. The common chords of the supertonic and the me-diant-are oftener heard; the various related chords are more frequently employed, and the alternation is less constant and uninterrupted between the tonic and the dominant harmonies than is sometimes the case. The cadences, also, both intermediate and final, present a greater diversity; while the very common form of six-four on the dominant, sometimes severe and cutting, has not been rejected in the cadences, it has yielded in part to the mnch more soft and euphonious five-four, so characteristic of the genuine school of church music. Again, the preparation and resolution of discords, has received more careful attention, and especially in the use of the ninth, and of the fourth. The lawless use of the fourth, so common, has been somewhat circumscribed, and its unprepared, abrupt, and offensive intrusion is less frequent. Strength and dignity: these have been secured by the omission of the weaker chords, and by a general adherence to combinations and progressions purely diatonic.
4. Metrical tunes.-This department, which necessarily forms a grand feature in a work of this kind, is very full; and both the choir and the congregation are furnishod with as great a variety as can be desired. In the long, common, and short meters, we have to a considerable extent separated the choir tunes from the congregational tunes, the latter having been placed immediately after the former. Thus the long meter choir tunes begin on the 97 th page and continue to the 128 th page, and the long meter congregational tunes begin on the 129 th page. Yet there are some exceptions to this general arrangement, since some of the best congregational tunes will be found interspersed with the choir tunes; and on the other hand, a considerable number of tunes have been placed in the congregational class merely because they are well known, though they are too difficult for congregational singing. See, as an illustration, pages 135, 136, 190, and 191.

Choir tunes. On these we need not make much remark. Let the choirs try them. They will find tunes in all kinds of time, in many rhythmic forms, variously harmonized, point against point or in reports, in the usual keys, major and minor, for soli, tutti, or chorus. There are tunes appropriate to express all the various feelings from those of the deepest penitence, grief, or sorrow, to such as are jubilant or exultant in the highest degree. There are tunes animating and tunes quieting, tunes of excitement and tunes of repose, tunes of loftiness and tunes of mcekness, of energy and of gentleness, of solemnity and of such merrincss as becometh the dwelling-place of the Most High. There are tunes for hymns of worship (would that we might have occasion to sing them more frequently), and tunes for hymns of narration, description, instruction, or exhortation (which we have to sing frequently enough). There are singing tunes and speaking tunes, tunes cantabile and tunes recitando. There are tunes short and tunes long, tunes low and tunes high, tunes soft and tunes loud, tunes quick and tunes slow, tunes easy and tunes difficult, tunes good and tunes-not so good. Indeed, it is believed that there is momotion that may be classed with the religious for which there may not be found tunes affording a suitable form of musical expression. Again we say, let the choirs try them.

Congregational tunes. These, although much less numerous than tunes for choir performance, are, it is believed, abundantly sufficient. They are generally pointed out in the descriptive table of congregational tunes,* yet there are others not included, some not named, which, under certain circumstances, may be well adapted to congregational use. We had intended to express our views more fully on the subject of congregational singing in this place, but are prevented from doing so by want of room. The subject is dwelt upon at some length in the Preface to the National Psalmist, and though there are points which from their liability to bo misunderstood, require further explanation, we must content ourselves for the present by referring our readers to what we have there written. It may be well, however, to repeat hero what we have often said on the subject of tho degree of time (quickness or slowness) in which the leading class of congregational tunes should be sung. The best rhythmic form for these tunes we suppose to be that of the original of many of the old tunes, which, though it was lost for many years, has been found again by the Rev. Mr. Havergal and others, and partly restored in England, and which is beginning to be understood in this country. It consists of tones of equal length, with the exception of the initial and terminal of each section or period of the music, or line or couplet of the poetry, and these should be about twice the length of the others. Sec Iosco, Watts, Evan, and many similar tunes. These tunes should be sung about twice as fast as it is generally customary to sing "The Old Hundredth Psalm Tune," or as fast as the words may be uttered consistently with

* See page 95.
dignity and solemnity, or nearly as fast as they would be appropriately read under similar circumstances. It is important to take the right movement, (which, indeed, is not difficult, if one gives attention to the proper reading of the psalm or hymn, for if it be too fast, anarchy and confusion of sounds, chaotic, will follow; while, on the other hand, a movement a little too slow will lead to a drawling, stupid, and sleepy performance, quite at variance with singing " merrily unto God," and making " a cheerful noise unto the God of Jacob."
It can hardly be necessary to say that the movement of a tune is not affected by the variety of measure in which it is represented. Thus, for example, the tune Dundee, p. 175, is written in half notes, and the tune Martyrs, same page, is written in quarter notes, yet both are to be sung in the same time, unless perhaps Martyrs may be a little the slower of the two, on account of the character of the poetry.

5. Meters.-The variety of meters, we doubt not, will be thought sufficient. We are not very friendly to a great variety of meters for ordinary church purposes, and most heartily approve of the course of those clergymen who chielly confine themselves in their selections to a few of the most common. But we have endeavored here to provide, not only for all such peculiar or uncommon meters as we deem worthy to be sung in public worship, but also for others which we think are not entitled to that distinction. Indeed, we are convinced, that the whole class of peculiar meters might be given up without any serious loss to the cause of Psalmody. In the classification of the meters designated by figures (with the exception of the common Trochaic 7's, 8's and 7's, and 8 's, 7 's and 4's) we have made four classes, in conformity with the character of the poetic feet in which the hymns are written; Iambic, Trochaic, Anapestic, and Dactylic; yet these are often so much mixed as to render it doubtful to which class a hymn belongs. In some cases Iambic stanzas have been written for well-known Dactylic tunes, the writer having had regard to nothing more than the number of syllables; and nothing is more common than an intermixture of Iambic and Trochaic feet, in hymns which belong principally to the former class. Each class commences with the hymns in which the lines contain the smallest number of syllables, and proceeds onward in regular order. This arrangement, though imperfect, will aid the leader in finding a tune quickly for any particular hymn; or, when, as he ought never to be when the singing is by a choir, he is obliged to do so, without any previous notice. Among the unusual meters will be found a number of new hymns which may be interesting for private or social purposes, or for occasional public worship.
6. Interludes.-It will be seen that these have been written for a great portion of the tunes. They have been prepared; not for the organist who is able to play his own
imprompta interludes, but rather for the purpose of furnishing other instruments with something better than the constant repetition of the last line; and also for the purpose of furnishing a pattern of what we suppose interludes ought to be; not long detached pieces of music, but a few chords immediately connected with the tune, and leading in regular time to its re-commencement for the succeeding stanza. The interludes in this work are often mere cadences, sometimes full, or perfect, closing on the Tonic chord; and sometimes half, or imperfect, closing on the Dominant chord. They usually commence on the last chord, and close on the first chord of the tune. It will be desirable in such cases, or where the interlude does not in itself come to a full close, that the last chord or two be played a little retardando, so that the voices may come in easily on the first chord of the tune. We would not advise that even short interludes should be invariably played between the stanzas of a hymn; on the contrary, we think it better, as a general rule, to proceed directly from stanza to stanza without delay. With respect to interludes, we agree entirely with the Rt. Rev. Bishop Wainwright, of New York, as expressed in his introductory note to "The History of the Old Hundredth Psalm Tune," which we cordially commend to organists and others. Those who play the tenor part in the interludes in this book must remember that they are represented by the G clef, as that clef is used for the tenor, and not as it is commonly used in instrumental music, or for treble voices.
7. Chants.-In this department will be found the usual canticles from the Prayer Book, and also portions of the Bible Psalms, marked for chanting, with suitable chants. This form of church music seems to belong legitimately to the Psalms, and it has been used almost exclusively in connection with them.until within a few years. The editor of this work was the first (so far as he knows) to apply chanting to metrical hymns; yet he has done this only so far as to chant such hymns as hardly admit of a tune form of expression; or such as, because of their length, require a more speedy utteranco than they can find in any common church tune. More recently (and unhappily, as we think), truly excellent hymns of lyric character, admitting, and indeed requiring tunes of a rhythmic form corresponding to the metrical character of the poetry, have been set to chants. But if metrical hymns are chanted, we think the above distinction should be kept in view, and such hymns only should be thus treated as cannot be well sung to ordinary tunes; such hymns as express but little emotion, or such as are so irregular in their structure that they cannot, in justice to their meaning, be subjected to a regular rhythmic delivery. We have confined the chant in this work to the Bible Psalms, except in the last two selections. These have become very popular, and both are truly beautiful when well declaimed in chant, yet both are far
inferior in loftiness and grandeur to almost any of the seleations from the Psalms; and we cannot but think that the true idea or spirit of church music is wanting in that person whose soul is not expanded, enlarged and moved upwards by the chanting of these sublime compositions. We desire most earnestly to recommend to teachers, to leaders, and to all, the introduction of chanting the Psalms into choir practice. We do not say into church service, for that must depend upon the clergyman, and the desires of the people. But, until one knows in his own experience what the chanting of the Psalms is, he can hardly be said to know the truly grand and sublime in the musical declamation of poetry. We have not here given the common double chants, like those of Dupuis, Mornington, and others, for many books contain them, and besides, they really do not deserve the name of chants; they are pretty, tasteful tunes, beautiful, elegant it may be, but yet vastly below the dignity of such real chants as Tallis's, Farrant's, Purcell's, Turner's, and others of like lofty character.* We have given some of the very best English chants.
8. Anthems.-This department is uncommonly full. We do not know any similar work containing so many available pieces of this kind. This portion of the work may also be divided into two classes, one of which is appropriate to the ordinary Sabbath-Day worship, and the other to the practicing hour of the choir, or the concert room. $\dagger$ We have spared no exertions to supply both classes, but especially the former, and such choirs as need pieces appropriate for the opening or close of the service, will find a large supply. They are generally short and easy, and since the words are principally from the Psalms, they will bear frequent repetition. Such pieces must be sung many times, or until they are well known, and instantly recognized by the people, before they will be truly appreciated, or before they will really do the work for which they are intended. When they are only occasionally sung, they are thrown away; again we say, they must be oft repeated to be understood, to be admired, and to be truly useful. The concert or choirpracticing anthems, although not suited to ordinary occasions of worship, may still be sung with propriety on many public religious and other occasions.
9. Carols.-On pages 349 and 352 will be found specimens of the old Christmas and Easter Carols. This species of poetical and musical composition is of Italian origin. It spread widely, and was for a long time very popular all over Europe. Afterwards

[^0]carols were sung mostly by itinerant holiday minstrels. Many of the early carols possess great beauty and excellence. A collection of them has recently been published by Novello, edited by Rev. T. Helmore and Rev. J. M. Neale, with the design of reviving their use in England. We thought that the three we have insertcd, which are among the most popular pieces contained in that work, would be pleasing and useful in singing-classes, and in social circles. The words to the Christmas and the Easter Carols are free translations from the old copies; those of the Spring Carol are by Rev. Mr. Neale.
10. The Singing School.-The elementary department, which custom makes a necessary part of a book of church music, has been prepared with more than ordinary care. The principal text consists of an abstract statement of facts, or of scientific truths, expressed axiomatically, being freely interspersed with explanatory or illustrative notes. Forty years' constant experience in teaching is enough to enable one to learn that he really knows but little; we dare not therefore assert that these definitions are always expressed in the most clear and intelligible language, or that they are always complete, or free from error. This, indeed, can hardly be expected in didactic elementary works on any subject; and much less on that of music, which seems to have received less attention with respect to classification, definition, and nomenclature, than almost any other elementary branch of knowledge. This part of the work is designed especially for the teacher; it will bring before the mind of the intelligent teacher the facts, or by it he will be reminded of those things which he is to teach. It is not supposed that the pupil will be required to commit to memory these definitions, or explanations, or any part of them; nor that it is possible to teach well by presenting truth in any abstract form. On the contrary, it is quite necessary that the pupil should be first taught the reality, or the thing itself, in a practical manner, and according to a natural concrete growth and relationship. It is only after one has thus learnt what a thing is, that he will fully comprehend a definition of that thing, be it ever so clear. Although "The Singing School" presents but a brief course of instructions, yet it is supposed that it may be too long for some of the very short terms for which such classes are held, and during which the teacher is expected to bring the whole subject before his pupils. For the special convenicnce of these short terms, we have prepared the "Musical Notation in a Nutshell." In the use of this, a "skillful teacher" will be able to furnish "apt pupils" with a good commencement, or a basis upon which they will be able gradually to build in safety as there may be further opportunity.
11. Elementary Exercises.-In these the pupils will find enough to do ; this is properly their field of labor, or their play-ground; they cannot be kept too closely to the training implied in this part of the work. The teacher will, of course, select such exercises as will best accord with the capacity of his pupils, and the length of his term. Tunes adapted to the progress of the class, should be used in connection with these exercises from the very first lesson.

It is a great and difficult work to teach well, and we hope we may be pardoned for urging every one who proposes to assume the arduous employment, to avail himself of every possible means of improvement. Those who design to teach music should give attention, not merely to their own art or science, but to general improvement, and especially to such things as may lead to good taste, gentlemanly deportment, and to a generally pleasing and winning demeanor and address. .
12. Part-Songs.-We have added at the close of the vocalizing exercises a number of Part-Songs, for singing-schools, domestic circles, social gatherings, and choirs. Some of these are very easy, and others more difficult; some are very cheerful, and others more grave. We recommend the use of all the different varieties; the cheerful, joyful, and exciting, and also the more serious, for song is designed for the exercise and strengthening of all the good affections; but especially do we recommend (since it is too apt to be neglected) the frequent use of that class of songs which are of a mild, soothing, and pacific character, like "Evening Song," No. 325; "Night Song," No. 326 ; "God is Love," No. 315. One of the most beautiful specimens of this kind will be found on page 189, "Charming Little Valley." Try it, ye sons and daughters of song; let it be oft repeated, until the true idea is brought out in your souls, until every unhallowed and turbulent passion is conquered, and peace and quietness reign within, until you know in your own hearts the meaning of those beautiful words of the Psalmist, "thy gentleness hath made me great."

And now, having finished a work which has cost us no little labor, as every intelligent person who examines it will readily acknowledge, we commend it to clergymen, choirs, schools, and people, in the full belief that if they will receive it and make proper use of it, they will derive strength from it; it will afford them pleasure, and do them good.

[^1]OR THE
ELEMENTS OF MUSICAL NOTATION, ILLUSTRATED WITII NUMEROUS EXERCISES, ROUNDS, PART-SONGS, ETC.

## BYLOWELL MASON.

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## CHAPTER I.

## INTRODUCTORY.

## PROPERTIES OF TONES-DEPARTMENTS IN THE ELEMENTS OF MUSIC.

§ 1. A tone (musical sound) has three essential properties,-Length, Pitch, and Power.
§ 2. Hence, elementary musical instruction is naturally divided into three departments:

1. Rhythmics, treating of the length of tones.
2. Melodics, treating of the pitch of tones.
3. Dynamics, treating of the power of tones.

Nots 1.-Rhythmics, from a Greek word, signifying "to flow,"-measured movement. Melodics, from a Greek word, signifying "a song, or poem,"-a tune. Dynumzes, from a Greek word, slgnifying "to be
Note 2.-Rhythmics, in this technical use of the term, comprehends all that belongs to the length or dnration of sounds; but the word rhythm, in its common acceptation, is more limited, and refers principoetry.
Melodics comprehends the whole subject of pitcb; but the word melody refers principally to a pleasing succession of sounds, or to a tune-form.
Dynamics comprebends tbe force or power of sounds, and their form of delivery, utterance, or cnun-
ciation.

## CHAPTER II.

## RHYTHMICS.

MEASURES—BARS—NOTES-RESTS.
Note 1.-In accordance with the example of some of the best German writers, the subject of Rhythmics is here presented first in order. A reason for this may be found in the fact that this department in its first steps, is easier for the pupil than elther of the others. 1 , however, a maller of dille consequence and procced together.

Note 2.-The place where Dynamics may be introduced has not been indicated-but Fince the cultivation of taste, which should rcceive a careful attcntion from the beginning, is essentially dependent upon this department, it is clear that it should not long be delayed.
Note 3.-The subjects have been arranged, and the two departments of Rhythmics and Melodics have been connected in a convenient succession, though their exact order is not supposcd to be important.
Indeed, no good teachcr will always follow the same routine or disposition of subjects, but will adapt himself to the circumstances of his class.
Note 4.-In the department of Rhythmics, the teacher will naturally commence his instruction by giving his pupils an idea of the principle of measurement, or of the division of time into equal portions. This may be done in different ways, but perhaps in none better than by something like the following 1.

1. The teacher counts regularly before bis class, thus:-one, two: one, two: one, two: one, two.
2. The pupils are required to count in like manner.
3. While tbe pupils count as before, the teacher sings la , tbus:

Pupils count, one, two : one, two: one, two: one, two.
Teacher sings, - . . Ia, Ia, la, Ia, la, Ia.
The a in la should receive the open Italian sound, as in far, fatber, lark, park, smart, part, balm, or calm, and not that of a in law, all, or fall.
4. The teacber counts wbile the prpils sing.
5. Motions of tbe hand may be substituted for counting, and the pupils may be led to see that the division of time is now manifested or expressed to the eye, whereas in counting it was manlfested to the
ear. When this rhytbmic element or principle of measurement is practically understood, baving been ear. Wirod by tbe pupils througb tbeir own action or exercise, definitions, names, and signs may follow,

## THE SINGING SCHOOL.

§ 3. Measures. The length of tones is measured by a division of time into equal portions; these portions of time are called Measures, or parts of Measures.
Note 1.-The portions of time called measures, or parts of measures, are to music what the portions of time called days, months, and years are to history, or what seconds, minutes, and hours aro to the daily occupations of life.

Note 2.-Measures may he of longer or shorter duration ; they have no absolute length.
§ 4. Measures expressed; counting and beating time. Measures and parts of measures may be manifested or expressed as follows: first, to the ear, by counting; second, to the eye, by motions of the hand called Beats, or Beating time.
Note.-The rhythmic principle may be manifested to another sense, the touch, but this is not needed for musical purposes.
§ 5. Double Measure. A measure having two parts is called Double Measure, or Two Part Measure.
§ 6. Manner of beating time. In beating time, in double measure, a downvard beat is usually made for the first part of a measurc, and an upward beat is made for the second part of a measure.
Note.-When the pupils are learning to heat the time, it is well for them to count and beat simultaneously; or, while they make the proper motions of the hand, let them also describe those motions by repeating the words downward beat, upward beat, or, (for a quicker movement,) down, up.
§ 7. Accent. The first part of a measure should usually be accented the second unaccented.
Note.-While it is important that rhythmic accent should be ohserved, its constant automatic, or dramlike recurrence is stiff, ungraceful, and repulsive to good taste. Such an accent helongs mostly to music
of an inferior character, or to that which makes its appeal to the mere external sense. The march and of an inferior character, or to that which makes its appeal to the mere external sense. The march and
the dance are much dependent upon it, though in the better forms of these classcs of music, it is often concealed hy higher properties, for a short time or as long as the fect may be trusted without it. Rhetorical accent or emphasis, or that which helongs to emotion, expression, or to poetical thoughts or ideas, on the contrary, is essential to a tasteful or appropriate performance, and should receive much attention. The rule, therefore, which has just bcen given, is one to which therc arc many exceptions.
§ 8. Signs of Measures ;-Bars. Measures are represented by interspaces between vertical lines, or Bars. Bars mark the boundaries of measures.
Note.-The term bar is often used to signify a measure.
§ 9. Signs of Tones. Tones (musical sounds) are represented by charac: ters called Notes.
Note:-The word tone is always used in this work to signify a musical sound. The word note is never
used to signify a musical sound, hut always to signify a character representing a musical sound. A tone used to signify a musical sound, hut always to signify a character representing a musical sound. A tone
may be heard but not secn; a note may be secn but not heard.
§ 10. Signs of Silence. Silence is indicated by characters called Rests.
Example of Measures represented. Bars, Notes, and Rests.

| Measure. |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $p$ | $p$ | Bar. | Measure. | Bar. | Measure: | Bar. | Measure. |
| Notes. |  |  |  |  |  |  |  |

§ 11. Double Bars. Double bars are used as closing characters, or as indicating the end of a phrase, section, line, or period of music or of poetry.

## CHAPTER III. <br> MELODICS.

## THE SCALE-ITS NAMES AND SIGNS.

Note.-Let the seale, or a part of it, be sung slowly and distinctly by the teacher, beginning with the pitch C, to the syllable la. Let it be repeated until the class have ohtained a clear idea of it, after which, and not before, they may he required to sing it. Careful attention should he given to quality of tone, has heen thus taught, or when the pupils have become so familiar with it as to bave some correct appreciation of it as a connected series of tones, and can also sing it with tolerable accuracy, names and definitions may follow.
§ 12. The Scale. Musical sounds, or toncs, when considered with respect to the relation that exists between them, are arranged in a certain series called The Scale; thus the Scale is a succession of eight tones, in a certain order of relative pitch.
Nots 1.-The word Scale is from the Latin Scala, meaning a ladder. The Scale is a musical ladder.
Nots 2.-The Scale, melodically considered, consists of eight sounds; but when considered with re spect to harmony, or only seven sounds: the scale consists or eight sounds, but seven sounds only are necessary to constitute a key.
Note 3.-It is upon this tone relationship that the beautifut; both in melody and in harmony essentially depends; the scale, therefore, is the groundwork of practical music, hoth vocal and instrumental. It should be a constant daily practice.
§ 13. Names of the tones of the scale. The tones of the scale are named from the names of numbers, beginning with the lowest, thus:

ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT.

Note 1.-Observe tbat the names are not first, second, and third, nor are they No. 1, No. 2, and No. 3 but are, as above stated, one, Two, three, four, and so on. The importance of this will appear from the fact that the first tone of a melody or tune is often some other than one, the second is often some other than two, \&c.
Note 2.-When the Scale, or such part of it as has heen introduced, has become somewhat familiar, and the names of its tones have been given, the teacber may proceed to exhibit its sigus, or to write upon the black-board the characters by which it, or a part of it, is represented; if the whole Scale, thus:


Note 3.-Tbe class may now sing the Scale slowly, both ascending and descending, wbile the teacher points to the notes by which it is represented.
§ 14. The Staff. The relative pitch of tones is represented by a character called The Staff.
§ 15. Notes. Notes represent the length of tones, and also the order of their succession. (See § 9.)
§ 16. Degrees of the Staff. Each line, and each space of the Staff, is called a Degree; thus the staff contains nine degrees, counted upwards from the lowest, there being five lines and four spaces.
Note.-The word degree as applied to the Staff, is used to mean point, place, or position; tbus there are nine degrees or places on which notes may be written, or on which tones may be represented. The word is also used in connection with the Scale; thus the Scale is said to proceed by successive degrees r ai grado.
§ 17. Added line and Spaces. The compass of the Staff may be extended by additional lines above or below, called added lines, or lines above, or lines below, or spaces above, or spaces below. Added lines are also sometimes called leger lines.
§ 18. Syllables. In elementary singing-exercises, or as helps to beginners, the following syllables are used in connection with the tones of the scale, and are applied to them, as follows:

| Scale names. | one, two, three, four, five, six, seven, eight. |
| :--- | :--- |
| Syllables as written. | Do, Re, MI, FA, Sol, LA, Si, Do. |
| Syllables as pronounced. | Doe, Ray, Mee, Fah, Sol, Lah, See, Doe. |

Note.-Althougb the syllables are not regarded as indispensahle, yet experience seems to decide in favor of their use as affording valuable assistance to those who are beginning to learn to read music, and especially in classes where the pupils are not permitted to depeud upou an instrument for pitch or tune. The principle is that of mental association; after a little practice each syllable becomes so strongly asso-
ciated with the relative pitch of the tone to which it is applied as to recall it or hring it up quickly to the imagination, and thus the pupil is euabled to produce the tone with ease and accuracy. This use of the syllables is peculiar to England and Anerica, though it has been introduced and is extending in Ger-
many, where the one syllable la principally prevails. In Italy and in France the same syllables are used for a very different purpose, or to indicate ahsolute pitch. The Scale names, one, two, three, \&c., may be The use of the syllables in singing is called Solfaing, or singing by Solfa singing to monious character. la, or ah, or to any other vowel, is called rocalizing, or singing by solfas singing to the single syllable
§ 19. The Scale represented on the Staff. The Scale may be represented on the Staff by notes in various positions; thus the note representing the tone one may be written on either line or space; but when the place of this note is fixed, notes representing the other tones must follow in their proper order.

Note.-The pupils should understand that the Scale has not necessarily any particular position or location on the Staff, but that the note representing the tone one may be written upon any of its degrees.

## EXAMPLE.

1. The tone one represented on the fifst line.


Names. One, two, three, four, five, six, seven, eight. Syllables. Do, Re, Mi, Fa, Sol, La, Si, Do.
2. The tone one represented on the first space.

Names. One, two, three, four, five, six, seven, eight.

Syllables.
3. The tone one represented on the space below.


Note.-The teacber will pursue this subject further, and represent the Scale in other positions, if he thinks hest. In singing the Scale from these different positions of the notes let the same pitch (C) he resents relative pitch, and, first, prevent the association of absolute pitch with the Staft, while pitcb, as the idea of C becomes gradually fixed in his mind.
§ 20. Absolute Pitch Letters. Absolute piteh, or the piteh of tones independent of seale relationship, is indieated by letters, as $A, B, C, D, E, F, G$.

Note 1.-It is an error to teach that the letters helong to the Staff, or that they are neccssarily connected with the Staff in any particular position. The letters were in use hefore the Stuff was invented. They are applied to it in scveral differcnt ways, though modern usage mostly confines them to two positions, as will be seen at Section 22.

Note 2.-It can he of no advantage to the pupil to commit to memory the letters in any certain position on the Staff, as first line G, first space A, and so on; indeed there is at present no use for the letters Whatever, except as they are convenient for Clefs. In juvenile classes it may he hetter to omit the letters altogether until a later period in the course of instruction. When. in the trausposition of the scale it hecomes important for the pupil to understand the suhject of absolute pitch, the use of the letters will he readily understood, and the different positions in which they may he applied to the Staff will he easily rememhered.
§ 21. Cas one of the scale. Key of $C$. In the first steps of musical study, C is taken as the piteh of the tone one, or as the basis of the seale, and the seale is then said to be in the key of C . The order of the sealetones in the key of C is thus: $\mathrm{C}, \mathrm{D}, \mathrm{E}, \mathrm{F}, \mathrm{G}, \mathrm{A}, \mathrm{B}, \mathrm{C} . \quad \mathrm{C}$ is one, D is two, E is three, F is four, G is five, A is six, B is seven, and C is eight.

EXAMPLE.
The seale represented on the staff, with the names and pitch of its tones, and their appropriate syllables.


Names. One, two, three, four, five, six, seven, eight.
Pitch. $\quad$ C, D, E, F, G, A, B, C.
Syllables. Do, Re, Mi, Fa, Sol, La, Si, Do.
Note.-The word key is used in this connection to signify the relationship of tones. Seven tones are required to constitute a tone-family, or a key; thus the key of $\mathbf{C}$ consists of the sounds $\mathbf{C}, \mathbf{D}, \mathbf{E}, \mathrm{F}, \mathrm{G}$, $A$, and $B$.
§ 22. Common positions of the Scale as represented on the Staff. There are two positions in whieh it is eommon to represent the C seale on the Staff. In the first, the note representing the tone one is placed on the added line below; in the second, the note representing the tone one is written on the second space.
§ 23. Clefs. To determine the position and pitch of the seale as represented on the Staff, one of the letters is used as a sign or guide, and when thus used is called a Clefr,

Note.-Clef is a French word signifying key; thus the clef-letter is a key or guide to the manner of rep-
resenting pitch on the Staff.
§ 24. Clef-letters. The letters commonly used as Clefs are F and $G$.
Note.-The letter C is also taken for a Clef, and when thus used it has three positions, hut since it is not much used in this conntry, and is gradually going out of use in Germany and England, it is not thought necessary to explain it here.
§ 25. The $F$ Clef is placed upon the fourth line, and determines the piteh of that line to be F ; eonsequently C , or one of the C seale must be represented by the second space.
§ 26. The $G$ Clef is placed upon the second line, and determines the piteh of that line to be $G$; eonsequently $C$, or one of the $C$ seale must be represented by the added line below.

Nore.-It should be understood that a Clef is merely a letter differing in shape from its ordinary form.
EXAMPLES.
The Scale, G Clef, key of C.


The Seale F Clef, key of $\mathbf{C}$.


By way of further illustration, we add the Seale, C Clef, key of C.


Note 1.-The C Clef is here represented as used for the Tenor, or on the fourth line; when used for Soprano, it is placed on the first line, and when used for Alto it is placed on tho third line.

Note 2-It is not necessary to bring up here the difference of pitch hetween male and female voices. Elementary Exercises 1 to 4 may now be introduced.

## CHAPTERIV.

## RHYTHMIC CLASSIFICATION.

PROLONGED TONES.-PRIMITIVE AND DERIVED FORMS OF MEASURE.
$\S 27$. Prolonged Tones. A tone may be prolonged so as to occupy two parts of a measure, or both parts of double measure, and thus a new form of measure is obtained or derived from the first form of measure.

Nors 1.-In presenting this suhject to the pupils, the teacher may procced as follows:

1. The pupils are required to count or heat the time.
2. While the pupils are counting and heating, the teacher sings two measures, the first in the primitive and the second in the derived form, as at Section 31, Example 2.
3. The pupils are required to analyze the example as sung by the teacher, or to define or describe it.
4. The teacher counts and heats while the pupils sing hoth forms of measure.

Note 2.-The tones (musical sounds) may he called short and long: so also the notes and rests (signs) may he called short or long notes or rests. These names will he found more convenient at prêsent since they are uaturally suggested hy the suhject, and carry with them their own signification. The names after. The pupil should weuld he at present merely arhitrary and unmeaning will come in hetter here needed as aids to the memory, or to hring up to the imagination the idea of things which have hcen already learned.

$$
\text { Elementary Exercises, } 5 \text { to } 7 .
$$

$\S$ 28. Primitive form of Measure. The first form of measure may be called, The Primitive Form of Measure.
§ 29. Derived form of Measure. The second form of measure may be called, The Derived Form of Measure.
§ 30. Derived forms of measure are obtained from primitive forms, by uniting the different parts of a measure.
§ 31. Long Note. The prolonged tone is represented by a note differing in form from that which has been already introduced, and this note has also a corresponding rest.

EXAMPLE 1.


## CHAPTER V.

## RHYTHMICS.

triple measure. (See Chapter II., Note 4.)
§ 32. A measure may have three parts: such a measure may be described by counting one, two, three; or by beating downward beat, hither beat, and upward beat.
§ 33. A measure with three parts is called Triple Measíre.
§ 31. Accent. Triple Measure receives an accent on the first part of the measure
Note.-See Note on accent at Section 7.
$\S$ 35. Derived forms of measure are obtained in Triple Measure on the same principle as in Double Measure.
Notr.-See Section 30. See also Note at Section 27.
§ 36. When the derived form is obtained by the union of the first and second parts of a measure, it is called the First Derivative; when it is obtained by the union of the first, second, and third parts, it is called the Second Derivative.
$\S$ 37. When in a derived form of measure the union of the parts commences with the first part, the derivative is said to be in the first class;
when the union of the parts commences with the second part, the derivative is said to be in the second class.
§ 38. The longer tone, occupying three parts of a measure, is represented by a note of a different form from the two previously introduced; this may be called the longer note.

EKAMPLE I.


Primitive and derived forms in Triple Measure.
First Class. Sccond Class.

§ 39. Figures are used to designate the kind of measure; thus, the figure 2 denotes Double Measure, and the figure 3 denotes Triple Measure.

Elementary Exercises, 8 to 15.

## CHAPTER VI.

## RHYTHMICS.

## four part measure. (See Chapten il., Note 4.)

840. A measure may have four parts; such a measure may be described by counting, one, two, three, four, or by beats, thus: downward beat, hither beat, thither beat, upward beat.
§41. Four part measure is called Quadruple Measure, and is marked by the figure 4.
§ 42. Accent. Quadruple measure is accented principally on the first part, and slightly on the third part of the measure.
Nots.-See Section 7.
§ 43. Derived forms of measure are obtained in Quadruple Measure on the same principle as in Double Measure.
Note.-Sce Section 30. See, also, Note at Section 27.
§ 44. When in a derived form of measure, the union commences with the third part, it is said to be in the third class.

Note.-See Section 37.
§ 45. When a tone is prolonged so as to occupy four parts of a measure, it is represented by a note of different form from those already introduced, which may be called the longest note.

$$
\text { EXAMPLE } 1 .
$$

## Longest Notes. Longest Rests.

Note.-It will now be convenient to arop the names which have heretofore been used to designate tones of differcnt lengths, and their corresponding notes, and to suhstitute for them those which are commonly used. See Note at Section 27. The new names may be drawn from the pupil in the following
manner: having written the four different kinds of notes upon the Black-hoard the teacher asks, pointing mamer: having written ine four different kinds of notes upon the Black-hoard the teacher asks, pointing Four. What part of a longest note, then, is a short note? Ans. One fourth, or one quarter. How many long notes are equal to a longest note? Ans. Two. What part of a longest note, then, is a long note ? Ans. A half. What part of a longest note is a longer note? Ans. Three quarters. lf, then, the short notes be quarters of the longest note, what will be a convenient name for them? Ans. Quaricrs. If the notes that we have heretofore called long are haloes of the longest notc, what will be a convenicnt name for them? Ans. Halves. What will be a convenient name for the notes which we have heretofore called longer notes? Ans. Thrce quarcrs. A No the teacher may give out if he thinks best tho names Crotchet, Minim, Dotted Minim, and Semihreve.
EXAMPLE II.

Notes and Rests, with their names.

| Notes. | Rests. $\quad$ Names. |
| :--- | :--- | :--- | :--- |
| Quarter Note, or Rest. | Crotchet. |
| Hinim. |  |

Note.-The Double Note (Breve) is also sometimes used $\square$.
§ 46. Primitive and derived forms in Quadruple Measure.
example.

Primitive.
First Derivative.
Second Derivative.
Third Derivative.

* Syncopes.

Second Class.
First Class.


Third Class.

§ 47. When a tone commences on an unaccented part of a measurc, and is continued on an accented part of a measure, it is called a Syncope, or Syncopated Tone, and the note representing it is called a Syncopated Note.
Note.-Syncope, from two Greek words signifying "I cut," or "to cut." A Syncope cuts into, or breaks up, or coniradicts the regular order of accent.
§ 48. A syncopated tone should always receive an accent.
Note.-See Syncopes represented in the above example, second class, first and second derivatives. Elementary Exercises, 16 to 30.

## CHAPTERVII.

## MELODICS.

SKIPS.
§ 49. A melody or tune may proceed not only by the regularly successive steps or degrees of the scale, (di grado,) but also by skips, (di salto.)
§ 50. The easiest and most natural skips are those which occur between the tones one, three, five, and eight.

Nore 1.-The pupils should be exercised on these tones, or in skipping from one to another until they become so familiar with them as to name them when they hear them, or to produce them when they are

Note 2.-It is not intended here to lead the pupils to the investigation of intervals, but rather to prepare for that work by enabling them to pass di salto from any given tone of the scale to any other with some degree of ease and certainty.

Elementary Exercises, 31 to 36.
§51. The following changes may be produced with the tones one, three, five, and eight.
Note.-In the following table figures are used to indicate the names of tones.

| 1 | 3 | 5 | 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1 | 3 | 8 | 5 | $3^{\circ}$ | $\mathbf{1}$ | 5 | 8 | 5 | 1 | 3 | 8 | 8 | 1 | 3 | 5 |
| 1 | 5 | 3 | 8 | 8 | 5 | 5 | 1 | 8 | 3 | 8 | 1 | 5 | 3 |  |  |
| 1 | 5 | 8 | 3 | 1 | 8 | 5 | 3 | 1 | 8 | 8 | 3 | 1 | 5 |  |  |
| 1 | 8 | 3 | 5 | 5 | 1 | 5 | 3 | 8 | 1 | 8 | 3 | 5 | 1 |  |  |
| 1 | 8 | 5 | 3 | 8 | 1 | 5 | $\mathbf{5}$ | 8 | 1 | 3 | 8 | 5 | 1 | 3 |  |
|  | 8 | 5 | 1 | 5 | 8 | 3 | 1 | 8 | 5 | 3 | 1 |  |  |  |  |

Elementary Exercises, 37 to 43.
Note.-The order in which the remaining tones of the scale are introduced is not supposed to be important. The following is in accordance with the example of some of the best German teachers.
§52. Seven. The tone seven naturally leads to eight; or after seven the ear desires or expects eight; eight, therefore, will serve as a guide to seven. Think of eight and it will be easy to sing seven.
Note.-The pupil may be made to appreciate this by singing the ascending scale and stopping with seven.

## Elementary Exercises, 44 to 45.

§ 53. Four. Four naturally leads to three, or after four the ear desires or expects three; threc, therefore, will serve as a guide to four. Think of three and it will be easy to sing four.
Note 1.-The pupil may be made to appreciate this by singing the descending Scale and stopping Note 2 .-The natural progression of seven to eight, and of four to three, will also be made clear by dividing the class, and causing them to sing together, with many repetitions, as follows:

$$
\begin{array}{lcccc}
\text { First Class, } & 7 & 8 & 4 & 3 \\
\text { Second Class, } & 4 & 3 & 7 & 8 \\
& & \text { Elementary } & \text { Exercises, } 46 \text { to } 49 .
\end{array}
$$

§ 54. Two. One or threc will guide to two. Exercises 50 and 51.
§ 55. Six. Five will guide to six. Exercises 52 to 55.

## CHAPTER VIII. MELODICS.

## EXTENSION OF THE SCALE AND CLASSIFICATION OF VOICES.

§ 56. When tones higher than eight are sung, eight is to be regarded not only in its relation to the tones below it, but, also, as one of an upper scale. Exercises 56 to 61.
§ 5\%. When toncs lower than one are sung, one is to be regarded as, also, eight of a lower scale.

Exercises 62 and 63.
§ 58. The whole vocal compass, or extent from low to high, may be thus represented :


Note 1.-Several tones may be added, either above or below, by cultivation.
Nore 2.-The true pitch or relation of male and fcmale voices should be clearly illustrated and explained in this connection. When this is understood, there can be no objections to the Bass and Tenor may sing as heretofore, an octave lower, and the latter an octave higher, than the actual pitch represented.
§ 59. The human voice is naturally divided into four classes:

1. Low male voices, $B_{\text {ass. }}$
2. High male voices, Tenor.
3. Low female voices, Auto.
4. High female voices, Treble.

Note--Besides the above, there are other distinctions, as Barytone between the Bass and Tenor, and Mezzo Soprano between the Alto ant Treble. The Treble is often called Sorkano.
§ 60. The F clef is used for Bass, the G clef is used for Tenor, Alto and Treble, but when used for Tenor it denotes $G$ an octave lower than when used for Treble or Alto.

Note.-This different use of the $\mathbf{G}$ clef for Tonor, and for Alto or Treble, should be clearly illustrated and explained.

Examples illustrating the two uses of the G clef:


The above examples, although they appear the same to the cye, arc in reality, or to the ear, an octave apart, the Tenor being an octave below the Treble.


The above examples, although they appcar different to the eye, are in reality, or to the ear, the same.
3. Examples illustrating the usual compass of the different classes of voices, the use of the clefs, and the relation of the different parts:


* This once marked small $c$, being about the centre both of the vocal and also of the great or instrumental scale, is called the middle c.

4. Examples of the representation of the same tone by the use of the different clefs:


So, also, the same tone is represented by the C clef, as follows:

§ 61. To distinguish between the different tones denoted by the same letter, capital and small letters, together with marks below or above them, are used. Thus, in the above example, the lowest three notes are designated by capital letters; and the tones represented by them are called capital, or great $G$, or great A, and great B. The notes in the next octave beginning with c , (with the exception of the upper one, which is considered as one of the octave above,) are designated by small letters, and the tones are called small $c$, small $d$, small e, \&c. The notes in the next octave, (with the exception of the upper one,) are designated by once-marked small letters, and the toncs are called orce-marked small $c$, once-marked small $d$, \&c. The notes belonging to the next octave, are designated by twice-marked small letters.
Note.-The $G$ clef, when used for Treble or Alto, or for instruments, signifies g, but when used for male voices it signifles $g$.
§ 62. The great scale of sounds, including the whole compass of tones appreciable by the human ear, consists of about nine octaves, about onethird of which, from $G$ to $g$, are within the range of the human voice.
§63. The system of noting or designating the tones of the great scale, is the same as that mentioned at $\S 61$, or as follows:

EXAMPLE.


Note.-Read the above, beginning with $\underline{C}_{2}$ marked 1, or in the order suggested by the figures, at the commencement of each successive series, or octaves.

EXPLANATION.
1, C.-This is the lowest sound produced by an Organ, and it can be obtained from no other instrument. It requires a pipe thirty-two feet long.
2, C.-This is the lowest C on the Piano-forte. It requires an organ-pipe sixteen feet long.
3, C.-This is called the great C. It is the lowest sound on the Violoncello, and it requires an organ-pipe eight feet long.
4, c.-Called small c. Written on the second space, Bass clef, and requires an organ-pipe of four feet.
5, c.-Middle c. Added linc above, F clef, and added line below G (Treble) clef. It requires a pipe of two feet.
6, e.-This is the c represented on the third space, $G$ (Treble) clef. It requires an organ-pipe one foot long.
7, e.-Second added line above, Treble clef. Produced by an organ-pipe $\stackrel{\text { one-half of a foot long. }}{\equiv}$
8, c.-Written on the space above the fifth added line above. Produced $\equiv$ by an organ-pipe one-fourth of a foot long.

9, c.-Highest c on the Piano-forte. Produced by an organ-pipe of one-三 eighth of a foot long.
A note to represent the lowest $\mathbf{C}$ in the above described great Scale of Sounds, or $\underset{=}{C}$, must be written on the ninth added line below the Staff, $F$ clef; and a note to represent the highest $\mathbf{c}$, or $\stackrel{\mathrm{c}, \text { must be written on the }}{=}$ space above the twelfth added line above the Staff, G (Treble) clef.

## CHAPTERIX.

## MELODICS.

## INTERVALS.

Notr.-A true knowledge of intervals can only be commonicated tbrongh the ear. Names, definitions, or illustrations, may be given while the pupil obtains no correct idea of the thing itself, which can only be acquired by a careful listening to tones and comparison of them. The ear alone can appreciate or measure intervals. The subject is one which cannot be understood until the ear has been considerably
trained ; this is the reason why it has not been presented eariier in this course. After intervals have been taught, the following definitions will be easily understood.
§ 64. The difference of pitch between any two tones, is called An Interval. Thus, the difference of pitch between one and two is an interval.
§ 65. In the regular succession of the tones of the seale, there are two kinds of intervals, larger and smaller.
§ 66. The larger scale-intervals are called Steps; and the smaller scaleintervals are called Half-Steps.
§ 67. The intervals of the scale occur in the following order:-bctween one and two, a step; between two and threc, a step; between three and four, a half-step; between four and five, a step; between five and six, a step; between six and seven, a step; and between seven and eight, a half. step.
Note.-The terms tone and half-tone are in common use to designate these intervals; but as the application of the same word both to sounds and intervals is inconvenient, the discontinuance of the term
tone and half-toue is recommended, especially in teaching. As the word ladder (scale) is used for des ignating the series of toues called the scale, it is quite natural to carry out the figure, and borrow from the ladder the word step by which to designate scale-intervals.

Illustration of the musical ladder, with its rounds and steps, or tones and intervals.


## CHAPTER X.

## RHYTHMICS.

## SEXTUPLE AND MIXED MEASURES.

§ 68. A measure having six parts, is called Sextuple Measure; as one, two, three, four, five, six; or, downward beat, downward beat, hither beat, thither beat, upward beat, upvard beat.
§ 69. A measure having six parts, is also often described by two specific counts or beats; it is then called Compound Measure.
§ 70. Measures may also have nine or twelve parts, or more or less. But it is not supposed to be necessary to give explanations or illustrations of these, since, if the pupil is well grounded in the kinds already mentioned, he need not apprehend difficulty in any other forms which may be found.

Elementary E:tercises, 65 to 67.

## CHAPTER XI.

## MELODICS.

## THE MINOR SCALE.

§ 71. In addition to the Scale already explained, (Section 12,) there is another Scale, differing from that in the relation or succession of its tones, or in the order of its intervals, called the Minor Scale; it is the soft Scale of the Germans.
Nots.-The Scale which has already been explained, based on C, or of which C is one, may now he called the Majur Scale.
§ 72. The natural Minor Scale is based upon A, or upon six of the Major Scale.

Note.-The term natural is uscd here to indicate that the tones of which this Scale is composed are the same as those helonging to the Scale already explained.
EXAMPLE.

The natural Minor Scale represented in notes, with the names of its tones, their pitch, and the syllables applied to them in Solfaing.


Names. One, two, three, four, five, six, seven, eight. Eight, seven, six, five, four, three, two, one. Pitch. A, B, C, D, E, F, G, A. A, G, F, E, D, C, B, A. Syllables. La, si, do, re, mi, fa, sol, la. La, sol, fa, mi, re, do, si, la.

Note.-The explanation here given refers to the natural Minor Scale only; the artificial Minor Scale will be explained in the Sccond Course.

Elementary Exercises, 68 to 72.

## SECOND COURSE.

## CHAPTER XII. <br> RHYTHMICS. <br> DIVIDED PARTS OF A MEASURE.

§ 73. The parts of a measure may be divided so that two tones shall occur on one part, and the measure is then said to be in Compound Form. The form of measure heretofore explained may be called Simple Form.
§ 74. Compound form of measure may be either primitive or derived.
§ 75. Notes representing these shorter tones, as in compound primitive form of measure, are called Eighths or Quavers.

## (Halle.-2)

## EXAMPLE.

Notes.


Note.-The principle of derivation and classification already explained, may be carried out in compound form of measure, if the teacher thinks it hest. If it be thoroughly and practically understood, it affords a certain standard or principle by which the inusical performer may be carried through the most difficult rhythmic combinations with certainty. The principle is simply this: The primitive form of a measure, or the primitive part of a measure, is always to he taken as the standard of measurement. This cannot fail to solve any rhythmic problem that may occur. The common mode of beating to indicate the measurment of sounds, is quite uncertain. Hence, a good conductor of an orchestra is frequently ohserved to indicate with his baton, the primitive form of the measure, and this although he may know nothing of this principle of classification. This fact shows that the principle is a natural orinciple should be under stood, the thing itself must he practically known; or there can be no certainty of correct time.

Elementary Exercises, 73 to 88.

## CHAPTER XIII. RHYTHMICS. <br> TRIPLETS.

§ 76. A part of a measure may be so divided as to be occupied by three tones. Such divisions or parts of measures are called Triplets. The notes representing Triplets are usually marked by the figure 3.

## EXAMPLE.



## CHAPTER XIV. <br> RHYTHMICS.

## COMPLEX FORMS OF MEASURE, AND THEIR CORRESPONDING NOTES

 AND RESTS.§ 77. A part of a measure may be occupied by four tones; such tones are represented by notes called Sixteenths or Semiquavers.
§ 78. When four tones occur in a single part of a measure, the measure is said to be in Complex Form.

EXAMPLE OF NOTES AND RESTS.
 emy's Manual of Instruction."
For illustrations see Vocalizing Exerciscs.
§ 79. A still further division of parts of measure may be made so as to introduce Thirty seconds and Sixty-fourths.

EXAMPLES OF NOTES.


## CHAPTER XV.

## RHYTHMICS.

## VARIETIES OF MEASURE.

§80. Either of the different kinds of notes may be taken to represent the primitive form of measure, simple or compound. Thus the primitive form in any kind of measure may be represented, by Whole Notes, Halves, Quarters, Eighths, or Sixteenths.
§ 81. The different representations or signs of measure arising from the use of the different notes as primitive forms, are called Varieties of Measure.

Note.-Varieties of measure merely furnish different signs for the same thing. To the ear they are all the same, to tho eye only do they differ; the movement or degreo of quickness depending not in the least on tho kind of notes, which represent no positive but only a relativo length of sound. The different varieties are unimportant, but aro in common uso.
§ 82. There may be as many varieties in all the different kinds of measure, as there are kinds of notes.
§83. As figures are used to distinguish the kinds of measure, so also they are used to distinguish the varieties of measure. When used for both purposes, the two figures are written as in the representation of fractions, the number of parts on which the kind of measure depends being indicated by the numerator; and the kind of note used on each part on which the varicty of measure depends being indicated by the denominator.


## CHAPTER XVI． <br> MELODICS．

THE CHROMATIC SCALE．
Note．－The Chromatic Scale may be introduced by pattern or example，early in the course of instruc－ fion，and with much advantage to the pupils，especially in juvenile classes．Children quickly learn it so as to sing it accurately，and to those who have thus practically aequired it，its theory becomes easy．
$\S 84$ ．Between those tones of the Scale which form the interval of a step， an intermediate－tone may be introduced：thus，intermediate－tones may occur between one and two，two and three，four and five，five and six，and six and seven；but not between three and four，and seven and eight，because the intervals between these tones are already half－steps，and these are the smallest practicable intervals known in the musical system．
§ 85．The intermediate－tones are named from the scale－tones between which they occur，but with the addition of the word Sharp or Flat prefixed or suffixed，to distinguish the names of the former from those of the latter Thus the intermediate－tone between one and two，or between C and D ，may be named from either of these；if named from one，the word sharp is pre－
fixed，and it is called sharpone；if named from two，the word flat is pre fixed，and it is called Flat－Two；again，if named from $C$ ，the word sharp is suffixed，and it is called C－sharp；or if named from $D$ ，the word flat is suffixed，and it is called D－flat．The same principle is applied to the naming of all the other intermediate tones．
Note．－The word sharp，as here used，as a name for a tone，signifies higher；thus，by sharp－one is别
§86．An intermediate－tone is represented by a note on the same degree of the staff as is the scale－tone from which it is named；thus，the tone named sharp－one is represented on the same degree of the staff as is the tone named one，but with a character prefixed to the same degree of the staff called a Sharp（ $\boldsymbol{q}_{\boldsymbol{*}}$ ）．So also the tone named flat－two is represented by a note on the same degree of the staff as is the tone named two，but with a character prefixed to the same degree of the staff called a Flat（b）．
Note．－It will be observed that the words sharp and flat are used both as names of tones，and as names of characters，sigus，or marks of notation．
§87．A Scale consisting of thirteen tones，including the eight scale－tones and the five intermediate－tones，having twelve intervals of a half－step each， is called The Chromatic Scale．
Note．－Chromatic．From a Greek word signifying color．It is said that the intermediate or Chro－ matic tones were formerly represented by notes written with colored ink，and hence the name．The term may also have a figurative meaning，since chromatics in music expressive of various degrees of intensity of feeling，may be regarded as analogous to light and shade，or coloring in painting．
§88．The Scale which was first described（Section 12）is called The Di－ atonic Scale．The Minor Scale（Section 71）is also Diatonic．
Note．－Diatonic．From two Greek words，signifying through the tones，or from tone to tone．
EXAMPLE．
The Chromatic Scale represented．


Names．One，sharp two，sharp，three，four，four，five，five，six，shar，sharp seven，eight． Pitch．C，C\＃，D，D半，E，F，F半，G，G茾，A，A井，B，C． Syllables．Do，di，re，ri，mi，fa，fi，sol，si，la，li，si，do


Eight, seven, fiat- six, flat- five, flat- four, three, flat-, twree, flat-, one. C, B, Bb, A, Ab, G, Gb, F, E, Eb, D, Db, C. Do, si, se, la, le, sol, se, fa, mi, me, re, ra, do.
Note.-The letter i should always receive the sound of ee in the above syllahles; thus $\mathrm{Di}_{\mathrm{i}}$ is pronounced Dee, $\mathbf{R i}_{\mathrm{i}}$ is pronounced Ree, \&c. Again, the letter e should always receive the sound of the English long an so that Se is pronounced 'Sā, Le is pronounced Lā, \&c.
§ 89. The characters called sharps and flats continue their significance throughout the measure in which they occur, and also from measure to measure, when the same tone is repeated, or until canceled by a note written upon some other degree of the staff.
Notr.-The teacher should he careful to canse his pupils to understand that $\mathrm{C}=$ is not C raised or elevated, and that Db is not D lowered or depressed, hut that the tone C 并 or Db (by whichevcr name it may be called) is an independent tone, being in pitch hetween C and D . 1 it is not possible to elevate or to depress the pitch of a tone. Absolutc pitch is, of course, unalterable. The error here pointed out is found in many treatises on music, sec "Manual of the Boston Academy of Music," and various other works.
§ 90. Sharps and flats are canccled, or their significance is terminated by a sign called a Natural ( $b$ ) .
Note 1.-The name of this character is an unfortunate one, since its tendency is to mislead the pupil. It signifies not that one tone is in fact more natural than anothcr-indeed it does not apply to the tone, but merely to the previous mark, (llat or sharp,) showing that its significance is now at an end.
Note 2.-The teacher is advised never to use the term natural in connection with the names of tones, or to speak of C natural, B natural, or natural one, natural four, \&c., but to say simply C or D or E, or one, or four, \&c. C\# is just as natural a tone as is $C$, and so of all the tones of the Chronatic Scale, one is as natural as another, and a little child who chooses the pitch of a song, is as likely to commence with C \# as with $\mathrm{C}, \& \mathrm{c}$.

$$
\text { Elementary Exercises, } 99 \text { to } 110 .
$$

## CHAPTER XVII.

## MELODICS.

DIATONIC INTERVALS.
§ 91. In addition to the scale-intervals, or to the intervals belonging to the scale in its regular progression, called steps and half-steps, there are
also other intervals occasioned by a departure from the regular scale order, or by skipping: as Thirds, Fourths, Fifths, Sixths, Sevenths, and Octaves.
§ 92. Intervals are always reckoned from the lower tone upwards, unless otherwise expressed.

$$
\text { DIATONIC } 1 \text { NTERVALS. }
$$

Note.-Diatonic, because they are produced by skips in the diatonic scale.
§ 93. Two tones being the same pitch, are called Unison, or said to be in Unison.
§ 94. The interval between one and two, or two and three, or between any tone and the tone that is represented on the degree of the staff, next above it, is called a Second.

Note.-Seconds are intcrvals of the same magnitude as steps and half-steps.
§ 95. The interval between one and thrce, or between two and four, or between any tone and the tone that is represented on the third degree of the staff, inclusive, above it, is called a Third. Elementary Exercise, 111.
§ 96. The interval betwcen one and four, or between two and five is called a Fourth.

Elementary Exercise, 112.
§ 97. The interval between one and five, or between two and six, is called a Fifth.

Elementary Exercise, 113.
§ 98. The interval between one and six, or between two and seven, is called a Sixtr. Elementary Exercise, 114.
§ 99. The interval between one and seven, or between two and eight, is called a Seventh.

Elementary Exercise, 115.
§ 100. The interval between one and eight, or between two and nine, (or two of the next series,) is called an Octave. Elementary Exercise, 116.

## CHAPTER XVIII.

## MELODICS.

## MAJOR AND MINOR INTERVALS.

§ 101. Seconds.

1. A second consisting of a half-step, is a Minor (small) Second.
2. A second consisting of a step, is a Major (great) Second.
§ 102. Thirds.
3. A third consisting of a step and a half-step, is Minor.
4. A third consisting of two steps is Major.
§ 103. Fourths.
5. A fourth consisting of two steps and a half-step is a Perfect Fourth.
6. A fourth consisting of three steps, is a Sharp Fourth.
§ 104. Fifths.
7. A fifth consisting of two steps and two half-steps, is.a Flat Fifth.
8. A fifth consisting of three steps and a half-step, is a Perfect Fifth.
§ 105. Sixths.
9. A sixth consisting of three steps and two half-steps, is Minor.
10. A sixth consisting of four steps and a half-step, is $\mathrm{M}_{\mathrm{AJOR}}$.
§ 106. Sevenths.
11. A seventh consisting of four steps and two half-steps, is a Flat Seventh.
12. A seventh consisting of five steps and a half-step, is a Sharp Seventh.
§ 107. Octave. An Octave consists of five steps and two half-steps.
Note.-In addition to the intervals already mentioned, there are others arising out of the chromatic scale, but as they rather bclong to the study of harmony, further notice of them is omitted in this

## CHAPTER XIX. <br> MELODICS. <br> THE MINOR SCALE.

§ 108. In addition to the Minor Scale in its natural form, as explained at $\S 71$, there are also other forms which, bcing altered from the natural form, may be called artificial.

## EXAMPLES.



This differs from the natural form, by the introduction of Sharp-Seven.


In this form, Sharp-Six and Sharp-Seven are both introduced. It is only minor in its lower tones, the upper part of the Scale being major. In connection with this form of the ascending Minor Scale, it is usual to present the natural form in descending.


This is derived from the natural Minor Scale, and differs from that only by commencing on five. Yet it is sometimes treated by composers and theoretic writers as a distinct form of the Minor Scale.


This is, in like manner, a derived form, from 2.


Derived from 3.


This form may be regarded as commencing on 5 , with sharp-seven, and sharp-four.
Note.-It is not supposed to be necessary to give any further explanations or illustrations of these forms of the Minor Scale; the pupil who is able to sing the Chromatic Scale with tolerable accuracy will not find much difficulty in any form of the Alinor Scale.
§ 109. Every Major Scale has its relative Minor, and every Minor Scale has its relative Major.
§ 110. The relative Minor to any Major Scale is based upon its sixth, and the relative Major to any Minor Scale is based upon its third.
Note.-The distinguishing feature of tho Major and Minor Scates is tho third. The Maior Scale is known by its Major third, and tho Minor Scale is known by its Minor third.

## CHAPTER XX. <br> MELODICS.

## TRANSPOSITION OF THE SCALE.

§ 111. When the Scale is based on $C$, it is said to be in its natural position, or natural; but the pitch of the Scale may be changed, and, when any other pitch than C is taken as one of the scale, it is said to be transposed.

Note 1.-The transposition of the Scale consists not in any change of the position of the notes by which it-is represented on the staff, for it may be represented in different positions while its pitch remains the same, or it may be represented in the same position while its pitch is changed; but it consists in changing
the pitch, or in taking some other pitch besides c as one, or as the basis of the Scale.
Note 2.-The term natural, as here used, has reference to the representation of the scale and not to the
scale itself.
§ 112. The letter which is taken as the pitch of the Scale, or as one, is called the rey letter, or simply the key. Thus, if C be taken as one, the Scale is said to be in the кey of C; if D be taken as one, the Scale is said to be in the key of D , and so on. By the key of C , is meant that the Scale is based on C , or that C is taken as one; by the key of D , is meant that the Scale is based on $\mathbf{D}$, or that D is taken as one, and so on.

See Note on the word key, at § 21.
§ 113. In transposing the Scale, its proper relations must be preserved by the use of the intermediate-tones; or, in other words, in transposing the Scale, it is necessary to omit certain tones belonging to the key, from which the transposition is made, and to take such intermediate-tones as may be required to constitute the new key, or to secure in it the proper order of Scalc-intervals. See § 67.

Note.-The difficulty in transposing the scale consists in the transfer of absolute to relativo pitch.

## CHAPTER XXI.

## MELODICS.

## transpostion of the scale by fifths.

§ 114. First transposition of the Scale by Fifths, from C to G. All the tones which constitute the key of C, will be found to belong also to the key of $G$, with the exception of $F$.
§ 115. To preserve the proper order of intervals between Six and Seven, and between Seven and Eight in this transposition, it is necessary to take the tone F -sharp as Seven in the new key

## THE SINGING SCHOOI.

§ 116. The sign of F-sharp (\#) is placed at the beginning of the staff, immediately after the clef, and is called the Signature (sign) of the key. Thus, the signature of the key of $G$ is one sharp, or $F$-sharp. The signature of the key of C is said to be natural.


Explanation.
On the upper staff, in the above diagram, the Scale is represented in the key of C . The distances of the notes one from another, represent the different intervals, as steps and half-steps. On the lower staff $G$ is taken as one, A as two, B as three, C as four, D as five, E as six; and thus far the intervals are right. But as the interval between six and seven must be a step, it is seen at once, that F will not do for seven, because the interval between $\mathbf{E}$ and F , is but a half-step; it becomes necessary, therefore, to take the intermediate tone, F-\#, for seven, and this gives the proper interval between six and seven, viz., a step. The interval between F -\# and G being a half-step, $G$ is taken as eight, and the Scale is complete in the key of $G$, thus:


Note.-The transposition of the scale is one thing, and tbe illustration of it quite another. The sign of transposition is often mistaken for the reality, and the pupils are supposed to understand the subject idea of the reality can only be acquired through the ear; not from verbal explanations or descriptions or from marks, signs, diagrams, or any illustrations to the eye.

## CHAPTER XXII.

## MELODICS.

## RELATION OF TONES.-TONE OF TRANSPOSITION.

§ 117. Tones are said to be related as follows: if C be one, D is two, $\mathbf{E}$ is three, and so on; or, D is two to C , or two considered in its relation to C as one; so, also, E is two to $\mathrm{D}, \mathrm{F}$ is two to E , and so on; so, also, E is three to $\mathrm{C}, \mathrm{F}$ is three to D , and so on.
Again: C-\# is sharp one, D-\# is sharp two, F-\# is sharp four, G-\# is sharp five, and A -\# is sharp six, when considered in relation to C as one.

Again: D-b is flat two, E-b is fat three, G-b is flat five, A-b is flat six, and $B-b$ is fat seven, when considered in relation to $c$ as one.
§ 118. The intermediate tone required in transposition, is called The Tone of Transposition, or, (in written music) The Note of Transposition. Thus. the tone of transposition between the keys of $C$ and $G$, is $F=\#$.
§ 119. It will be observed that, in the foregoing transposition from C to G, the pitch of the scale has been removed a fifth; and that the intermediate tone $\mathrm{F}=$, or sharp four, has been found necessary to preserve the proper order of the intervals: bence the following rule: "Sharp four transposes the scale a fifth;" or, "The tone of transposition, between any key and its fifth, is sharp four."

## CHAPTER XXIII．

## MELODICS．

## TRANSPOSITION OF THE SCALE BY FIFTHS，CONTINUED．

§ 120．Second transposition of the Scale by fifths；from G to $\mathbf{D}$ ．
§ 121．To preserve Scale relationship，or the proper order of intervals between six and seven and between seven and eight in this transposition，it is necessary to take C －并 as seven in the new key．
§ 122．The sign of C －井 is placed at the beginning of the staff，a little to the right of the previous sharp，and the two sharps are taken together as the sign of the key，or as the signature．
One, two, three, four, five, six, seven, eight.

Nore．－An explanation of the above diagram is supposed to be unnecessary，as it would be similar to that at \＆ 116 ．
§ 123．Third transposition of the Scale by fifths，from $D$ to $A$ ．G．\＃is sharp four to D．G－\＃，therefore，is next introduced．

Elementary Exercises， 154 to 171.
§ 124．Fourth transposition of the Scale by fifths；from A to E．D．\＃\＃is sharp four to A ． Elementary Exercises， 172 to 189.
§ 125．Fifth transposition by fifths；from E to B．A－\＃is sharp four to E ．
§ 126．Sixth transposition by fifths；from B to F－井．E－井 is sharp four to B ．
§ 127．Seventh transposition by fifths；from F－\＃to C－\＃．B－\＃is sharp four to F 井．
§ 128．Eighth transposition by fifths；from C．\＃to G－烒．F Double Sharf（written thus： $\mathbf{F} \times$ ）is sharp four to C －丮．
§ 129．The Scale may be still further transposed by fifths：to the key of D－\＃，with nine sharps（two double sharps）；to the key of A－\＃，with ten sharps（three double sharps）；to the key of E －拃，with eleven sharps（four double sharps）；to the key of B－\＃，with twelve sharps（five double sharps）， and so on．
Note 1．－The key of $B$－\＃is the same to the ear as the key of C．The difference is not in the thing it－ self，but merely in the sign．
Note 2．－The keys beyond F－并（six sharps）are but seldom used，as the same variety may be more easily obtained in transposition by fourths．The keys beyond $\mathbf{E}$（four sbarps）are seldom used in church music．

## CHAPTER XXIV．

## MELODICS．

TRANSPOSITION OF THE SCALE BY FOURTHS．
Note．－The reason why the Scale is transposed by fifths or by fourths，is this：those keys which are based on five or four of any given key are its most nenrly related keys．Any key，and the key which is based upon its ffth，have all their toues but one in common．Thus to the key of C belong al the tones which belong to the key of $G$ ，with the exception of $F$ sharp；and to the key of $G$ belong all the tones which belong to the key of $C$ ，with the exception of $F$ ；hence the near relation between the two
keys. Again, the same is true of any key, and the key which is hased on its fourth. The key of $\mathbf{C}$ and F , for example, have all their tones in common with a single exception. Hence the near relation.
§ 130. First transposition of the Scale by fourths; from C to F .
§ 131. To preserve the identity of the Scale, or the proper order of intervals between three and four, and between four and five, in this transposition, it is necessary to take $B \cdot b$ as four in the new key. B-b is, therefore, the sig. nature to the key of F .


One, two, three, four, five, six, seven, eight.
Note.-An explanation of the ahove diagram would he so similar to that at Section 116, that it is supposed to he unnecessary. B-b is taken for four, and not $A-=$, so that the proper nomenclatnre may he Scale may be represented hy the regularly successive degrees of the Staff.
§ 132. It will be observed that, in the foregoing transposition from C to F , the pitch of the Scale has been removed a fourth; and the intermediate tone, B-h, or flat seven, has been found necessary to preserve the proper order of the intervals. Hence the followng rule: "Flat sever, transposes the Scale a fourth;" or, "The tone of transposition, between any key and its fourth, is flat seven.

Elementary Exercises, 190 to 209.
§ 133. Second transposition of the Scale by fourths; from $F$ to B-b.
§ 131. To preserve the proper order of intervals between three and four, and between four and five in this transposition, it is necessary to take E-b as four in the new key.
$\S$ 135. The sign of $E \cdot b$ is placed a little to the right of the previous flat, and the two flats are taken as the signature.

Elementary Exercises, 210 to 227.
§ 136. Third transposition of the Scale by fourths; from B-b to E. $\boldsymbol{b}$. $A-b$ is flat seven to B-b. A-b, therefore, is the next flat introduced.

Elementary Exercises, 228 to 245.
§ 137. Fourth transposition of the Scale by fourths; from E-b to A-b. D. $\downarrow$ is flat seven to E-D. D-V, therefore, is the next flat introduced.

Elementary Exercises, 246 to 263.
§ 138. Fifth transposition by fourths; from $A-b$ to $D-b$. G-b is flat seven to A-b.
§ 139. Sixth transposition by fourths; from D.b to G.b. C.b is flat seven to to D.b.
§ 140. Seventh transposition by fourths; from G-b to C-b. F.b is flat seven to G-b.
§ 141. Eighth transposition by fourths; from C.b to F.b. B Double Flat (written B-bj) is flat seven to C-b.
§ 142. The Scale may be still further transposed by fourths: to the key of B-bl, with nine flats (two double flats); to the key of E-bl, with•ten flats (three double flats); to the key of A.b?, with eleven flats (four double flats); to the key of $D-b b$, with twelve flats (five double flats); and so on.

Note 1.-The key of $D_{H} \rightarrow$ is the same to the ear as the key of $C$. The difference is not in the thing itself, hut merely in the sign.
Note 2.-The keys heyond G-b (six flats) are hnt seldom used, as the same variety may he more easily obtained in transpositions hy sharps. The keys heyond $A \rightarrow$ (four flats) are seldom used in church music.
Diagram furnishing an illustration of the transposition by fifths or by fourths through the whole circle of keys.


Explanation.-Commencing with the key of $C$; we pass to the right hy fifths, as follows: $G, D, A$, E, B, F-年, D-b, A-b, J-b, B-b, F, back again to C; or commencing with C, we pass to the let hy fourths, thus: F, B-b, E-b, A-b, D-b, G-b, B, E, A, D, G, back again to C. It will he understood the keys, hut this view is confined to the mere names and signs; in reality there is hut one key.

## CHAPTER XXV.

## MELODICS.

## APPOGGIATURA-TURN-SHAKE OR TRILL-PORTAMENTO.

§ 143. Passing Tones. Tones not essentially belonging to a melody are often introduced into musie, called Passing Tones. They are sometimes represented by notes of smaller size than those in whieh the musie is mostly written, though this distinction is not generally observed.

Note.-Passing tones, considered with respect to harmony, do not belong to the ehord in which they occur.
§ 144. Appoggiatura. When a passing tone precedes an essential tone on an aecented part of a measure, it is called an appoggiatura.
Note.-From Appoggiare, an Italian word, which signifies to lean, or to rest upon. An appoggiatura is a tone on which the voice leans or rests in its passage of intervals, or from one tone to another. The appoggiatura is generally considered a tone of emhellishment, hut it should rather be regarded as a tono of expression, since it is designed to give tenderness or pathos to a performance.


Performed.

§ 145. After tone. When a passing tone follows an essential tone, on an unaceented part of a measure, it is ealled an After Tone.

§ 146. The Shake or Trill. A rapid alternation of a tone with the conjoint tone above it, at an interval of either a step or a half-step, is called a Shafe or Trill.
Note.-The shake is a very brilliant musical embellishment. Its proper practice gives floxibility to the voice.

ILLUSTRATION.

§ 147. The Turn. A tone sung in rapid suceession with the eonjoint tones above and below it, so as to produce a winding or turning melodic motion or movement, is called a Turn. The turn has a variety of forms, a few of which may be illustrated, as follows:-

§ 148. Portamento. When the voice is instantaneously conducted by a concrete passage, or graceful and almost imperceptiblc glide, from one tone to another, so as to produce a momentary previous recognition or anticipation of the coming tone, such a carriage or transition of the voice, or such a blending or melting of one tonc into another, is called Portamento.

Note 1.-The portamento should only occur between tones of comparatively long duration, and in connection witb words or tones expressive of deep emotion. This beautiful grace, which, when properly introduced, gives an inexpressible charm to singing, is sometimes, nay ofteu most sadly misrepresented, caricatured or counterfeited, and coarse slides, or vocal avalanches are heard in its place. Ferrari, in
bis "Singing Method," has applied the very significant term "harsh shrieks" to these frightful lurchings bis "Singing Method," has applied the very significant term "harsh shrieks" to these frightful lurchings
of the voice; but, by wbatever name they may be called, tbey sbould be most watchfully and determinof the voice; but, by wbatever name they may be called, tbey sbould be most watchfully and determinately escbewed.

## ILLUSTRATIONS.*

## Written



Note 2.-The ornaments, graces, or embellishments of vocal music, some of wbich have been merely glanced at in this chapter, with the partial exception of passing tones, cannot be said to belong to ordinary singing, and certainly not to choir or chorus-singing. The turn, the shake, and the portamento, ratber heloug to that artistic style which can only be acquired by the few possessing naturally great flexibility should they be attempted even by these until they bave been carefully studied for years under the direction of an accomplished teacber.

## CHAPTER XXVI.

## DYNAMICS.

## DEGREES OF POWER.

§ 149. Mezzo. A musical sound of medium power or force is called Mezzo (pronounced met-zo) ; such a sound is indicated by the term mezzo, or by an abbrcviation of it, as mez., or by its initial $m$.
§ 150. Piano. A tone somewhat softer than Mezzo, or a soft tone; is called Piano (pee-äh-no), and is indicated by the term piano, pia. or p .
§ 151. Forte. A tone somewhat louder than Mezzo, or a loud tone, is called Forte (fōre-te, or four-te), and is indicated by the term forte, for. or f .
§ 152. Pianissimo. A tone softer than Piano, is called Pranissimo (pee-äh-níss-i-mo), and is indicated by pp.
§ 153. Fortissimo. A tone louder than forte, is called Fortissimo (fore-tiss-i-mo), and is indicated by ff.

Note 1.-There are also modifications of the above-mentioned degrees of power, as Mezzo-Forte Mezzo-Piano.

Note 2.-Mezzo, Piano, and Forte are Italian words, which are universally used as technical terms in music.

Note 3.-Tbe instrument called the Piano-Forte derives its name from these words. It should not be called Piano-Fort, but Piano-For-te.

Note 4.-The different degrees of power, or at least p. m. and f. should be practically introduced a the commencement of a singing class.

## CHAPTER XXVII.

## DYNAMICS.

## FORM OF TONES.

$\S$ 154. Organ Form. A Tone commenced, continued, and ended with an equal degree of power, is called an Organ Form, or an Organ Tone. It may be indicated by parallel lines, thus :
Note 1.-The Organ Form takes its name from the organ pipe, which can only produce a tone of one equal degree of power.
Note 2.-The Organ Form is not often used in vocal music, except in passages in which one part holds a steady tone for a considerable time, while the other parts sing various harmonies.
§ 155. Crescendo Form. A tone commencing Piano and gradually increasing to Forte, is called Crescendo (cre-schen-do). It is indicated by cres. or by two divergent lincs, thus: $\qquad$
§ 156. Diminuendo Form. A tone commencing Fortc, and gradually diminishing to Piano, is called Decrescendo or Diminucndo (de-cre-schendo or dim-in-oo-en-do). It is indicated by decres. dim. or by two converg. ent lines, thus: $\qquad$
§ 157. Swell. An union of the Crescendo and the Decrescendo produces the Swell Form: indicated by the union of the divergent and convergent lines, thus: $\qquad$
Note 1.-The swell is sometimes called the Drawn Tone; tho term Mcssa di voce, is also used to designate this tone form.
Note 2.-The acquisition of this form of tone is one of the most difficult things in the art of song. It constitutes the polish or finishing touch in artistic excellence. "It is the result," says Garcia, in his admirable "School of Singing," "of all other studies;" and again, "to draw the tones well is to be a good singer.
Note 3.-The application of Crescendo and Dimuendo to phrases and sections, or to passages of several measures, is comparatively easy, and coustitutes one of the greatest beauties of choir singing.
§ 158. Pressure Form. A very sudden Crescendo or Swell is called the Pressure Form. It is thus marked, $<$ or $>$.
Note, -This dynamic form is sometimes used to expross ridicule, sarcasm, or irony. It belongs mostly to burlesque, to the ludicrous, or to comic in singing.
§ 159. Sforzando. A tonc which is produced very suddenly and forcibly, and instantly diminished, is called an Explossve Tone; or Sforzando, or Forzando (sfōrt-zan-do or fōrt-zando). It is designated thus $>$, or by sf. or fz .

Note 1.-This tone-form is of great importance both to the speaker and to the singer. The energetic style of singing, as in many of Handel's choruses, for example, is much dependent upon it; indeed, some degree of it is always needed in the very first utterance of the voice, for without it the tone will be destitute of life and expression. Its power is distinctly felt in the manner in which good performers on stringed or wind instruments produce their tones, or in the very first utterance of a tone, or in the manner in which the attack is made upon it. Much of the dulness, heaviness, stupidity, and lifelessness so
prevalent in rocal music, and especially in choir-singing, is to be attributed to the absence of this dynamic prevalent in rocal music, and especially in choir-singing, is to be attributed to the absence of this dynamic form of delivery. It is hy no means intended that every tone should he given Sforzando; far indeed from this, hut the element of slorzando is to tones the lifegiving power. It is, however, very hahle to he overdirected by good taste, it will he likely to degenerate into a mere lunging or jerking of the voice gruntlike, coarse and disagreeable.
Note 2.-The mark indicating tho pressure form of tone is often printed instead of that which indicates the Forzando. The observance of the mark as thus erroneously applied would, in many cases, bo quite ludicrous. The mark is often applied in this form, $\wedge$.

## CHAPTER XXVIII. <br> DYNAMICS.

## LEGATO-STACCATO, AND PAUSE.

§ 160. Legato. When successive tones are performed in a closcly connected manner, so as to be bound into one another, or intervolved, they are said to be sung Legato, (Lc-gä-to, or Le-gah-to.) The Lcgato is indicated by a curved line, called a tie ( - ).
Note.-The same character is often used to show how many tones are to be sung to one syllable.
§ 161. Staccato. When tones are delivered in a short, pointed, distinct, or very articulate manner, they are said to be Staccato, (Stac-kä-to, or Stac-kah-to.) Staccato is indicated by points, thus: (llll 11
§ 162. Half-Staccato. A less degree of Staccato, or Male-staccato, is indicated by dots, thus: (. . . .).
§ 163. Pause. When the duration of a tone is prolonged beyond tho time indicated by the note by which it is represented, such prolongation is
called a PaUse, and the character by which it is indicated, receives the same name (か).

* Note.-The pause is often called the Huld.


## CHAPTER XXIX.

## DYNAMICS.

## EMISSION OF TONE-PURITY OF TONE.

Note.-If there is anything of elementary importance in teaching singing-classes, it is that of vocal utterance, or the emission of the voice. This should engage the most careful attention of the teacher from the very first attempls of the pupil to produce musical soumds. A good delivery of the voice, and also purity of tone, should be sought for in the very first lessons, and they should be kept constantly in view during the whole course of instruction.
§ 164. Emission of Tone. Vocal utterance, or the emission of tone, should be instantaneous, decided, and firm; without drawling, hesitancy, unsteadiness, and the like. The tone should be produced by a very distinct movement or motion of the glottis, which being shut, is suddenly opencd for the emission of the sound, as by a "vigorous shock." This motion, or "shock of the glottis," has becn compared to the action of the lips energetically pronouncing the letter p , or to the action in the vault of the palate in articulating the hard c , as in come, or k , as in kind. The tone thus produced strikes the ear at the precise point of time, as by percussion. Like a spark from a living coal, it has life and power, and makes itself felt. Garcia, in his singing school, says, "I recommend the shock of the glottis as the only means of obtaining sounds purely and without bungling;" and again he says, "the master must insist on the tones being attained by the shock of the glottis."

Note 1.-Any one who gives attention to the production of tones hy a good instrumentalist, or to the manner in Which they strike the ear when the attack is made upon them, or when they are first hrought forth hy a skilful player, cannot fail to observe their great superiority in promptness and energy of delivin a performance of choral music with orehestral accompanime delivery of instrumental and vocal tones in a performance of choral music with orchestral accompaniment is very great; while the instrumental lifeless. Indeed, choir or chorus-singing can hardly be heard without revealing the fact that whatever pro-
ficiency may have been made in reading music, so far as it relates to time and fune, the proper use of the vocal organs in the enunciation or emission of tone has heen sadly neglected.
Note 2.-Caution. In the attempt to acquire the true delivery of the voice, there is danger that one may go too far, and suhstitute a slock of the lungs, or of the chest, or of the whole vocal region for one of the glottis merely. This may result in a violent outhreak, rough and hoisterous, calling forth the remark, "he sings hy main force." It hardly need be said that this extreme should be avoided. There is a proper medium for tho utterance of tones, between a careless, indolent, drawling manner on the ono hand, and a terrihle vocal eruption on the other.
Note 3.-Let it not be supposed that an accurato idea of the production of vocal tones can he communicated by any attempt at description; the true idea can only he imparted hy illustration, or hy living example. No one who cannot himself produce a tone in a proper manner, can teach a pupil to do so, for hy pattern or hy example the work must he done. As it is of little use for a man to preach religion who is not himself a virtuous or good mau, so the work of a teacher of vocal music, who, in addition
§ 165. Purity of Tone. A tone is pure when it is full, round, sonorous, and resonant, and when no extraneous sound is mixed with it; it is impure when it is stifled or muffled, when it is guttural or nasal, or when it partakes of an aspirated, husky, or hissing quality.

Note.-"The purest tone is obtaiued, first, by flattening the whole length of the tongue; sccond, by partially raising the veil of the palate; third, by separating the pillars at their base."-Garcia.

## CHAPTER XXX.

## DYNAMICS.

## EXPRESSION OF WORDS IN CONNECTION WITH SOUNDS.

Note.-The complaint is often made that the words cannot he heard, or are not carefully spoken in singing ; but it cannot be expected that one who delivers the voice (tones) in a careless, indifferent, lifeless manner, should articulate or pronounce words in any other way, whereas, if the hahit of a careful utterance or emission of tones has heen formed, it is almost suro that there will he a correwords.
§ 166. Vowel or Tonic Elements. It is upon the tonic sounds (vowels) only that the voice should dwell in singing. They should be formed with accuracy, and carefully prolonged, without changc. To insure this, the same position of the vocal organs should be preserved during the whole continuance of a tone, no change or motion of the throat, mouth, or tonguc, nor indeed of the head or body, should be permitted.

## THE SINGING SCHOOL.

Note.-It is a very common fault for singers to pass from the tonic element, and to allow the voice to dwell upon a subordinate sound ; as the vanish of a compound tonic element, or some succeeding or final consonant sound admitting of prolongation. Thus, for example, the word arm, is of en erroneously sung än-r--m, or ür $-\cdots-\mathrm{m}$, instead of ä---rm; the word great, is sung greã---e--t, or
 of chä $-\cdots$--rge; the word fear, is sung fear $\cdots \cdots$, or $\mathrm{fe} \cdots a r \cdots$, instead of fen $\cdots \cdots$ ar. It would be easy to multiply examples, but these must suffice.
§ 16\%. The most important vocal element to the singer is that which is heard in the word $a h$, and which is represented by the letter a with two dots above it, thus, ä. This is the richest, most open, broad, and euphonous sound that can be found in any language, or that can be produced by the human voice. It is also the most natural sound, for, while all other sounds require some preparation or modification of the vocal organs, this is produced by merely dropping the under jaw, so as to open the mouth in the most easy and natural way. It is of great importance that the pupil should acquire the true sound of this element, since it prepares the way for all the others. To convey with as great accuracy as possible a correct idea of it, the following list of words is given, in each of which it occurs:
Arm, ah, há, harm, bar, car, far, par, tar, aunt, daunt, gaunt, haunt, jaunt, taunt, father, saunter, gauntlet, barb, hark, mar, garb, harp, dart, cart, park, marl, snarl, barn, arch, harsh, balm, palm, charge, charm, psalm, farm, alarm, becalm, guard, lark, smart.

Note.-This is not the place to attempt a full description of the elements of the language; a teacher rocal music must be supposed to be familiar with these. It may be well, however, to say, that the onic element heard in the word Do (Doo), will be found very useful, especially for softening and smoothing the voice.
§ 168. Consonants. These should be delivered quickly, smartly, distinctly, and with the greatest precision. Yet, since they do not sing, they should be given with no more force than is necessary clearly to identify the word spoken. The neglect of a careful utterance of the consonants is a principal cause of indistinctness in the articulation of words.
§ 169. Common Errors. Errors in pronunciation are often heard not only in choirs, but also in the singing of those who have given much attention to the cultivation of the voice. The following are some of the most common faults :

1. The sound of $a$ in fate for that of $a$ in fat or hat; as àtone for atone; other words in which the same error is often heard are, adore, among, amid, alone, amaze, alarm, awake, away, above, about, afar, again, agree, arise, \&c.
2. The sound of $i$ in pine for that of $i$ in pin; as divert for divert; other words are, digress, direct, divulge, fertile, hostile, engine, \&c.
3. The sound of $o$ in no, for that of $o$ in done; as, testimonny for testi mony ; other words are, nugatory, patrimony, matrimony, dilatory, \&c.
4. The substitution of $e r$ for ow: as foller for follow; other words are, window, sorrow, widow, pillow, shallow, fellow, \&c.
5. The omission of $g$ in such words as end with ing; as runnin for running; other words are, writing, speaking, walking, singing (sinin), \&c.
6. The omission of the soft $r$; as, laud for Lord; other words are, storm, morning, war, far, star, depart ; also, fust for first, bust for burst, \&c.
7. The omission of the characteristic feature, or trilling of the hard $r$, in such words as great, gracious, grand, green, repent, return, rich, rest, rough, right, wrong, and generally where the $r$ precedes a vowel.
8. The omission of the letter $h$, in such words as when, why, which, while, whence, hail, heaven, hope, happy, \&c.
9. The aspiration of the $h$ in words in which it should be silent, as humble for umble, \&c.
10. The substitution of a harsh hissing sound (snake-like) for the more mild yet penetrating whistle which the letter $s$ properly represents.
11. Cummand for command; the same error is heard in the words complete, comply, commend, correct, corrupt, \&c.
12. Goodniss for goodness; the same error is heard in endless, matchless, boundless, anthem, forget, \&c.
13. Evidunce for evidence; the same error may be observed in silence, prudence, ardent, excellent, providence, influence, contentment, judgment, even, \&c.
14. Verbul for verbal; so, also, in infant, dormant, countenance, musical; also in appear, arrive, abjure, gentleman, \&c.
15. Regelar for regular ; so, also, in educate, singular, articulate, perpendicular, \&e.
16. Joining the last letter of a word with the following word; this is a very common fault. The following examples, although they will not probably be found in a psalm or hymn, are excellent for illustration and practice:

A nicc house, for an ice house.
A nox, for an ox.
This sour, for this hour. Such a notion, for such an ocean.
17. Without any attempt at classification, the following are given as specimens of common errors :

| Agin for agăin. | Fountāne for fountain. | Hev for have. <br> Agāne for again. |
| :--- | :--- | :--- |
| Pasters for pastures. | Sence for since. |  |
| Solitood for solitude. | Tew or tue for two. | Setting for sitting |
| Toon for tune. | Shell for shall. | Wuth for worth. |

Toon for tune
Yaller for yellow. two. Shell for shall. The soldier's steer, for the soldier's tear. That laststill night, for that last still night. On neither side, for on either side.
Bear u' sonward, for bear us onward.

Mountāne for mountain
The word and is often narrowed down so as to sound like end, or yeand, yet with a kind of nasal snarl or mewl, by which it is easy to be distinguished from a proper human sound. Arnd is the opposite extreme, equally to be avoided.
The word ämen should not be be sung ämen, or ay-men, but always ämen or ah-men. Awe-men is the opposite extreme.
Jerüsalem is often improperly pronounced Jec-ru-say-lem.

## § 170. A few hints follow:

1. The indefinite article, represented by the letter a, should never receive the sound of $\bar{a}$, (as in ale or in fate,) but a sound nearly the same as is heard in had or in hat; or perhaps a shade broader, or towards that of ä ; yet it must never be ä (ah).
2. The definite article (t-h-e) should never receive the sound of thee, but when it comes before a vowel the e should reccive nearly the same sound as is heard in the word pin, or perhaps a shade nearer to é; when it occurs before a consonant, its rowel sound should be the same as that of the indefinite article.
3. The word $m y$ in the solemn style in which it usually occurs in psalmody, should receive the long sound of $i$, as my God, (mì); but in familiar style, even in sacred poetry, it should receive the sound of short $i$; in the passage
"I myself will awake right early," the word myself should be pronounced with the sound of $i$ in him.
4. The termination $e d$ in chanting the psalms, in such words as bless-ed, sav-ed, form-ed, prepar-ed, \&c., should be distinctly pronounced as a separate syllable; the solemnity of the style requires it.
5. The word wind, in common conversation, and in reading prose, is universally pronounced with the sound of $i$ as in pin, win, \&c. In poetry, on the contrary, it is common to give it the sound of $i$ in mind, find, \&c. Professional singers always adopt the latter usage, and pronounce the word wīnd. Which of the two shall prevail in church singing should depend upon custom. As everything eccentric, affected, or pedantic should be avoided, perhaps the safest course for choirs is to follow the minister, and pronounce wind or wind, according to his example.
6. The word heaven is sometimes used by the poets in one and sometimes in two syllables; thus, in the line, "Bread of heaven," it is made to consist of two syllables; but in singing, as in speech, it should always be pronounced in a single syllable, or heav'n. The words lyre, wire, hour, \&c., should also be pronounced in one syllable.
§ 171. Accent, Emphasis, and Pause. The laws to which accent, emphasis, and pause are subject in reading, should also be observed, generally, in singing; but if poetry is to receive a musical expression, it must be, to some extent, subjected to the laws of music; yet the laws of music must not be permitted to conflict with those of elocution, but such a liberal interpretation of both must be allowed as will enable the singer most happily and effectively to unite the two-speech and song.
§ 172. Finally, in all vocal performances close attention should be given to both words and music. The singer should grasp the spirit of both, and make them his own; he should make an cntire surrender of himself to his work, throw in his whole soul into the performance, and produce a living song, which shall draw out and lift upwards his own heart, and the hearts of those who hear; so shall he produce the effects for which music is designed, and for which it is so admirably adapted.

## MUSICAL NOTATION IN A NUTSHELL.

## INTENDED FOR SKILLFUL TEACHERS AND APT PUPILS.

## CHAPTER I. INTRODUCTORY.

§ 1. There are three departments in the elements of musie, as follows:

1. Rhythmics, treating of the length of tones.
2. Melodics, treating of the pitch of tones.
3. Dynamics, treating of the power of tones.

## CHAPTER II. RHYTHMICS.

§ 2. The relative length of tones is ascertained by a supposed division of time as it passes, into equal portions; these portions of time are ealled Measures, or Parts of Measures.
§ B. Measures and parts of measures may be indieated, 1st, to the ear, by equally counting or telling over the parts, as one, two; one, two, \&c.; and $2 d$, to the eye, by motions of the hand ealled Beats, or Beating Time.
§ 4. A measure with two parts, having an accent on the first part, is called Double Measure, as one, two; one, two, \&e.
§ 5. A measure with three parts, having an accent on the first part, is called Triple Meascre ; as one, two, three; one, two, three, \&c.
§ 6. A measure with four parts, having an aeeent on the first and third parts, is called Quadruple Measure; as one, two, three, four; \&e.
§ \%. A measure with six parts, accented on the first and fourth parts, is called Sextuple Measure.
§ 8. Measures are represented to the eye by interspaecs between vertical lines; the dividing lines are called Bars.
§ 9. The relative length of tones is represented by eharacters called Notes.
§ 10. Silenee is indicated by eharaeters called Rests.
§ 11. There are several kinds of notes and rests in eommon use, as follows:-Whole note, (Semibreve), Half note, (Minim), Quarter note, (Crotehct), Eighth note, (Quaver), Sixtecnth note, (Semiquaver), and thirty-seeond, (Demisemiquaver).
§ 12. By the addition of a dot, a note is made to represent a tonc one half longer than it does otherwise; thus a dotted whole is equal to three halves, a dotted half is equal to three quarters, \&c.
§ 13. The Quarter may be at first most conveniently taken as a standard of measurement, and from it the various lengths or forms of measure may be obtained; first, by the union of parts of measure, thus obtaining halves and wholes; and seeond, by a division of the parts of measure, thus obtaining eighths and sixteenths.
§ 14. Illustrations of the various forms of measure obtained by the union of parts of measure.

$$
\begin{aligned}
& \text { For Double measure, see "The Singing School," } \% ~ 31, \text { pagc } 11 . \\
& \text { For Triple } \\
& \text { For Quadruple" }
\end{aligned}
$$

§ 15. Illustrations of various forms of measure obtained by dividing the parts of measure.
For thesc, see Elcmentary Exerciscs, page 49, and onward, and also see Vocalizing Exercises, page 67, and onward.

## CHAPTER III. MELODICS.

§ 16. Musical sounds (tones) when considered with respect to relative pitch, are arranged in a certain series, called the Scale.
§ 17. The Seale consists of eight tones; these are named from the names of numbers; one, two, three, four, five, six, seven, eight.
§ 18. In the earlier singing exereises, the following syllables are used in connection with the tones of the seale:-

$$
\bar{D}_{o, ~ R e, ~ M i, ~ F a, ~ S o l, ~ L a, ~ S i, ~ D o . ~}^{\text {. }}
$$

Note 1.-For pronunciation, see page $9,818$.
Nore 2.-The syllables are mostly designed for those who are musically weak, or who are yet in their pupilage ; they should not be eontinued too long, nor rclied upon too exelusively, The pupils never to use them as sueh. The vowel, or vocal sound, best adapted to singing exercises, or to training the voiee, is that of $a h$, being the same as is heard in the first syllable of the word father.
§ 19. The absolute pitch of tones is indicated by letters, as:-A, B, C, D, E, F, G.
§ 20. The pitch C is taken at first as the basis, or as one of the scale, and the scale is then said to be in the Key of C. The order of the tones in the Key of C is as follows: C, D, E, F, G, A, B, C.
§ 21. The relative pitch of tones is represented by a character called the Staff.
§ 22. The Staff consists of five lines with their interspaces. Each line and each space is called a Degree; thus the staff contains nine degrees.
§ 23. The compass of the staff may be extended by the spaces below and above, and also by additional lines, called Added lines.
§ 24. The scale may be represented in various positions on the staff.
§ 25. To fix the position of representing the scale, and to indicate absolute pitch, one of the letters is used as a guide, and when thus used it is called a. Clef.
§ 26. There are two clefs, or clef-lctters, in common use: first, the F Clef, placed upon the fourth line, and second, the G Clef, placed upon the second line.
Note.-See example of the scale represented by both clefs, at page $10,620$.
§ 27. The F clef is used for low male voices, or BASE; the G clef is used for high male voices, or Tenor, and also for female voices both low and high, or Alto and Treble. When used for Tenor voices, it signifies $G$ an eighth or octave lower than when used for Alto or Treble.
Note.-The four parts are frequenly represented on two staves, in whioh case the Tenor is written upon the same staff with the Base, with the $\mathbf{F}$ clef.
§ 28. Extension of the Scale. See p. 14.
§ 29. Intervals. See p. 16.
§ 30. The scale thus explained is called The Diatonio Scale.

## CHAPTER IV.

## CHROMATIC SCALE.

§ 31. In addition to the scale already explained, called the Diatonic Scale, there is another scale formed by the introduction of intermcdiate tones between those tones of the Diatonic Scale, which are separated by the interval of a step. This scalc consists of thirteen tones, and twelve intervals of a half-step each; it is called the Chromatic Scale.
§ 32. The intermediate tones are named from either of the Diatonic Scale-tones between which they occur, with the addition of sharp or flat prefixed or annexed. Thus the intermediate tone between one and two may be named Sharp one, or Flat two.
§ 33. Characters called Sharps and Flats are used as signs of the intermediate tones, or of the tones named Sharp or Flat.
§ 34. Sharps or Flats (signs) are cancelled by a character called a Naturad.
§ 35. Chromatic Scale represented. See p. 19, 20. (Halle.-3)

## CHAPTER V.

## TRANSPOSTIION OF THHE SCALE.

§ 36. When any other pitch than that of C is taken as oue, the scale is said to be Transposed. Thus G may be taken as one, in which ease the scale is said to be transposed to $G$, or to the Kcy of G.
§ 2\%. In transposing the scale it is necessary to reject some of the tones in the given key, or the key from which the transposition is to be made, and to introduce in the new key certain intermediate tones, so that the scalc-relationship may be preserved, or so that the scale-model or scale-pattern, as in C, may not be broken.
§ 39. The natural order of transposing the scale is by fifths or by fourths; in these transpositions there is but one tone in the given scale which will not be required in the new scale ; conscquently but onc new tone (intermcdiate) will be required to form the new scale. The scales of one and of its fifth, or of one and of its fourth, are, therefore, said to be clcsely related.
\$39. First transposition by fifths from C to G . In this transposition the tone F is dropped, and the tone $F$ sharp is introduced, and thus the proper form of the scale is secured. The sign or Signature of the Key of $G$ is one shar'p.
§40. Sccond transposition by fifths from G to D. C is dropped, and C sharp is introdueed. The Signature of the Key of D is two sharps.

For the further transposition by fifths, see p. 24.
§ 4 4 . First transposition by fourths, from C to F . In this transposition the tone B is dropped, and the tone B flat is introduced. The Signature of the Key of F is one flat, or B flat.
§ 42. Second transposition of the scale by fourths, from $F$ to $B$ flat. $E$ is dropped, and $E$ flat is introduced. The signature of the Key of $B$ flat is two flats, or $B$ flat and E flat.

For the further transposition by fourths, see p. 25.
§ 43. The Minor Scale, see pages 17 and 21.
§ 44. Dynamics, see page 27.
The foregoing summary or nutshell view of elementary matter, it is believed, will be quite sufficient for ordinary class teaching. A good tcacher will be able to make such illustrations of the forms of characters on the black board, or such reference to them, or to the more extcnded view of elementary principles contained in the foregoing pages, as may be best adapted to promote the interests of his class, or as circumstances may seem to require. Explanations, definitions, or descriptions, should be short, occupying only a small portion of the time devoted to the singing lesson. Let the teacher say but little, and let the pupils sing much, for it is only through the appropriate exercise or action of the pupils themselves that improvement is to be expected.

## ELEMENTARY EXERCISES.

The following Exercises should be sung sometimes slower, and sometimes quicker; sometimes louder, and sometimes softer; sometimes to La, sometimes to syllables, and sometimes to poetry.


Who made the sun with beams so bright? Who made the moon to shine at night?
IN. 1 .


Lo, the bright, the ro - sy morning, Calls me forth to take the air,


Checrful spring with smiles re - turn - ing, Ushers
in the new-born year.


No. 等. This may be sung in two parts, or as a Round.


Note. By a Round is meant a picce of music, in which, one part commences after another, and voices should commence when the first voice or voices arrive at the figure 2 .
IV. 8.


let it abound，We shall all bless the sea－son in whieh it was found．
FO．${ }^{\circ}$


Sweet is the smile of the pur－ple－eyed morning，Shed soft on the


10． 10.


Sweet is the smile of the pur－ple－eyed morning，Shed soft on the

ereseent，a－dorning The dim western sky at the parting of day．
Note．Exercises 9 and 10，may be sung together；let the class be divided，and while the first division sings 9 ，let the second division sing 10 ；then change，and let the first division sing 10 ，and the second division sing 9 ．The division may be made according to sex，or otherwise．

## 



Be to 0 －thers kiad and true，As you＇d have them be to you．


N゙ゅ． 12.


1．Lit－tle drops of water，Lit－tle grains of sand，
．Lit tl deeds Lit－tle


| Make the might－y ocean， | And the plea－sant land． |
| :--- | :--- | :--- | :--- |
| Make our earth an E－den，Like the heaven a－bove． |  |


Come，come，come，come，come，come，come，come，come，yes，yes，yes，I come．


No． 10.


Note．Nos．13，14， 15 may be sung in two parts，or as Rounds．

## No. 16.



Life is like a ship in mo-tion, Sometimeshigh and sometimes low; Where $3: 2$
eve-ry one must brave the o-cean, What-so -ev-er wind may blow.


While we'resafe from storm or show-er, Waft-ed by the gen-tle gales, We'll

seize the present, passing hour, And to the breeze un-furl our sail.


See the stream, so smoothly gush-ing, O'er the roek-y ledge is rush-ing,


Swift as shaft from bat-tle-bow; Hark, the hills and woods re-sounding,


To its roar, as foaming, bounding, Rage its an-gry waves be-low.

## No. 18.



See thestreamso smoothly gushing, O'er the rock-y ledge is rush-ing,


Swift as shaft from bat-tle-bow; Hark, the hills and woods re-sounding,
 Note. Exercises 17 and 18 may be sung together.

T0. 19.


No. 20.


The tallest pines must feel the pow'r Of win-ter's blast, the loftiest tow'r Comes

cloud-eapt em - i - nence di-vide, And spread the ru - in round. Note. Exercises 19 and 20 may be sung together.

No. 21.


No. 22.


$$
\text { Note. A strong accent should be given to the notes marked thus }>.
$$

No. 23.


Smil - ing May Comes this way, Mak-ing all things fresh and gay,


Mu - sic floats, Soft - est notes, Hear from sweetest warb-lers' throats.
ショ.24.


## No. 25.

##  <br> Do $\operatorname{Re}$ Mi Fa Sol La Si Do <br> Do Si La Sol Fa Mi Re Do.

Note. The scale, as here represented, should be daily sung, in long, sustained tones, and with great attention to steadiness, firmness, and to an open, full, sonorous quality of voice.

Ne. 86. - In two parts.


No. $2 \%$

O tell me,
O tell me,
O tell me,
O tell me, why?

$\mathrm{n} \circ$,
no,
no.

## N(1). 28.


$\mathrm{Ne}-\mathrm{ver}$;
ne-ver;
ne-ver;
ne-ver roam.

## No． 29.


Yes，
I will，
I will，
I will，I will a－way．

푸․ 30．


स्थの．『見。


Note． 31 and 32 may be sung together．

## N1．B2．


$E$－cho
through
the
courts
a－－round
＊In solfaing this passage，but one syllable should be used for two ticd notes．

Ne．33．－In two parts．


O blithe new com－er，I have heard，I hear thee and re－joice； 0

tell me，shall I call thee bird？Or but a wan－dering voice？Cuekoo．
सo． 3 置．


N6． 35.

sweet bloom－ing flow－ers So fra－grant are found；
swell the full cho－rus A－round and a－［Omit ．．］round．
N0．36．

＊These notes should reeeive a strong aecent．See $\delta 4$ 亿


Scatter-ing ev - ery bles - sing o'er our hap - py
land.
No. 39.


Fo. 39.


Hail, all hail, hail, re-riv-ing spring, We rejoice, we rejoice, and loudly sing.
Observe a strong accent for this mark $\geqslant$.
ㅍ. 1.40 .


WO. 41 THEN.



When doubt and dark-ness are withdrawn, Be - fore the light of truth.
NO. B9. Tune.


1. The morn of spring sheds mild its beams, The waste be - gins to bloom,
2. 'Twas thus the day-spring from on high Beamed on our win-try waste;


And flowers and plants, with wi - gor new, Break from their win - try tomb.
The de - sert blos-somed as the rose, The wil-der-ness was blest.

No. 683. Tune.


1. How hap - py he who loves to hear

In - struction's warn-ing voice;
2. She guides the young with in - no - cence, In plea - sant paths to tread:


$$
\begin{aligned}
& \text { And who ce - les - tial wis - dom makes His car - ly, on - ly choice. } \\
& \text { A crown of glo - ry she be - stows Up-on the hoa - ry head. }
\end{aligned}
$$

No. 定。


## ELEMENTARY EXERCISES.



Ev - er faith-ful, firm and sure, Friend from friend, what want we more?

## No. 46.

 Cheerful and happy, in friendship with all men, Forgiving, rejoieing, exulting we sing.

No. 48. Round in two Parts.


Ga - ther ros - es while they blow,
Id - ly let no mo-ment flow.
No. 48. Round in two Parts.


While we meet in peaee a - gain, Sing with joy the grate-ful strain.
No. 89 .


Bright-ly free-dom's gifts are strown, O'er the land we eall our own;


Grate-ful off' - rings ev - er bring, Songs of sa - ered prais-es sing.
캉. 50.


Right main-tain, And wis - dom gain, To guide our way a-bove.

## No. 51.



Now the win-try winds a-rise, See the dark and eloud - y skies.

No. 52.


Cull the flow-ers'Mong the bow-ers, Sweetest po-sies, Pinks and ros-es,


## No. 53.



While the thrushes, In the bush-es, Sing to-geth-er, This warm weather,


Cull the flow-ers'Mong the bow-ers, Sweetest po-sies, Pinks and ros-es.
Note. Exercises 52 and 53 may be sung together.

뿐(5) 5.


Haste thee, win-ter, haste a-way, Far too long has been thy stay;


Far too long thy winds have roared, Snows have beat, and rains have poured.


Far too long thy winds have roared, Snows have beat, and rains have poured.
Exercises 54 and 55 may be sung together.

No. 56.


Ev - ery one must brave the o-cean, Though the winds may blow.

1No. 5\%.


Ev - ery one must brave the o-ccan, Though the winds may blow.
Exercises 56 and 57 may be sung together.
븅. 58. TUNE.


Sweet sum-mer crowns the smil-ing earth, With beau-ty, light and love;


## No. 60.


hills, My na - tive land full well I love, Which peace and plen-ty fills.

## No. 61.



Sing we a-loud, the chorus we raise, We join in the song of thanksgiving and praise.
No. 62.


## 픙. 63.



Dark and deep the wa-ters flow-ing, While our boat is swift-ly row-ing,
Now the boisterous winds are blowing, And on waves we high are soar-ing,


And the dis-tant thun-der roar-ing, Bids us quiek-ly seek the shore; Yet we safe-ly reach the mooring, And our eares and fears are o'er.

Ne. G4. FOUR PART SONG.-"Green the Grass is Springing."


No. ©e. FOUR PART SONG.-"The Fading Lieaf."

found me, I fade with those a-round me, All murm'ring life is brief. o'er me, The flow'rs sprung up be-fore me, Of eve-ry ehanging hue. eall - ing, The flow'rs and leaves are fall - ing; To - morrow we are dust.


No. 6\%.-Two beats to a measure.


No. 68.


Cold the wind is blow - ing, And the storm is loud;


No. 69.


The wind is loud-ly roar - ing, And win-t'ry is the blast, The


No. 8 (10.


Eve - ry one must brave the o-cean, What-so - ev - er wind may blow.

TUNE. COLESHILL.


My safe - ty com-eth from the Lord, Who heav'n and earth hath madc.


T®. 89.
THE AFFLICTED MOTHER.


1. O soft-ly sleep, my bon-nie bairn, Rock'd on this breast o' mine,
2. Diy up, dry up, ye bri-ny tears, Lest on my bairn ye dreep;


The heart that beats sae sair with-in Will not a-wa-ken thine. Oh, break in si-lenee, wae-fu' heart, And let my ba-by sleep.

No. 7 3.- Exercises in compound forms of measure; eighth notes.


No. 74.



N(1). $\boldsymbol{y}^{5}$.


Ne. 76.

No. \%\%.


No. 78.

| $9 \cdot 9^{1} 9$ 9 9-4 |
| :--- |


No. 79.


No. 80.



No. 81.



No. 84.


No. 85.


Na. 8\%.


No. 88.



[^2]No. 89.


No. DO. - In two parts.


Peace-ful herds are graz - ing On the ver-dant plain.

N(D. Di. - In two parts.


Note. Exercises 90 and 91 are given as specimen of different varieties of measure. They are the same to the ear, and only differ in the noting, or in the characters by which they are represcnted.
170. 92.


뚱. 98.


Note. Exercises 92 and 93 may be sung together.



No. Si.

(1)

## (2-a <br> Note. Exercises 94 and 95 may be sung together.

No. 96.


Nの. $9 \%$ 。

| 04 |  |
| :--- | :--- |
| 22 | 0 |


Note. Exercises 96 and 97 may be sung together.
N(1). 98.


Note. Exercises 97 and 98, only differ in notation; they represent precisely the seme thing, both as respects time and tune.

## No. 99 .

Sharp-four and Flat-six. Five will serve as a guide to either of these tones.


№．县目


No．目（12）
Sharp－one，and Flat－three．Two will serve as a gude to either of these tones．


N（1）相
Sharp－five，and Plat－seven．Six will serve as a guice to either of these tones．


No．且包里。
Sharp－five，and Flat－seven．

N®． 1 （15．
Sharp－four，and Flat－seven


T（1） 10.

## Sharp－four，and Flat－seven．



Sharp－two，Sharp－four，Sharp－five，and Flat－seven


Fo．H08．
Sharp－eight，Sharp－six，Sharp－four，and Sharp－two


No，$⿴ 囗 十$
Sharp－four，and Flat－seven．


ELEMENTARY EXERCISES.

No. 116.


No. $11 \%$.
7
(1)
(1)
No. 118.-Scale. G Masor.


## No. 119.


No. 120.-Scale. E Mrinor.


## No. 121.


(Halle.-4)

No. 122.
(1)
(2)

No. 123.
4.4
$\frac{4}{9}-4=0=0$


No. 124.

(1)

No. 125.

 La. . . .

No. 126.


## No. $12 \%$



No. 128.
ROUND IN THREE PARTS.
"Salvation belongeth unto the Lord."


Hal-le-lu - jah!
Hal-le - lu - jah!
A - - men.

No. 129. ROUND IN THREE PARTS.-"Come, O come away."


No. 130. ROUND IN THREE PARTS.-"O Music."


No. 1isi. ROUND IN FOUR PARTS.-"Hail to the Montr."


1\%. 132. ROUND IN THREE PARTS.-"Would you be loved."


## No. 133.

Nots. This Lesson may be sung at first slowly, and afterwards gradually increased to very quick. It will afford a good exercise on the rapid articulation of words.


May-day now is sweetly smiling, Hearts of care and gricf be-guil-ing,


Let us quick-ly go a May - - ing, . .


## R9. 136.



## No. $13 \%$.



## No. 138.



## No. 139.



## No. 140.




No. 1 1 11.

 $l a, d i, m i, s o l, m i, d i, \quad l a$,

$$
s i, s i, r e, m i, \quad s i, m i, r e, s i, \quad l a .
$$

No. 142.

> IN TWO PARTS.


## No. 143.




N®. 145. Two beats.


No. 146. ROUND, IN FOUR PARTS.-"Morning Bells."


ㅍ. 14\%. ROUND, IN THREE PARTS.—"Come, Come, Come."


No. 148. ROUND, IN FIVE PARTS.-"Good Night."


Now to all Good-night, Now to all Good-night, Good-night.
No. 149. ROUND, IN TWO PARTS.-"Warble for us."


No. 152. ROUND, IN four Parts.- "Village Bells.


One, two, three, four, five, six, seven,


A - long the

bells. One, two, three, four, five, six, seven, eight. One, two, three, four, five, six, seven, eight. Hark.

IN. 直51. ROUND, IN THREE PARTS.—"Now we will sing."


No. 153. ROUND, IN THREE PARTS.—"Hark the distant Clock."


Hark the distant clock re-minds us, That an - th - er hour is fled,


No. 151. Scale in A Major.


No. 155. Scale in $\mathrm{F}=$ Minor.


No. 156.


No. 1 aF.


No. 158.


No. 159.


Note. 158 and 159 may be sung together.
No. 160.


Note. This lesson may be sung by two divisions, as indicated by the figures.
No. 161.


No. 162.


No. 163.
ROUND, IN TWO PARTS.


No. 164.


Hallelujah, Hallelujah, A . . . men, Hallelujah, Hallelujah, A - men.
No. 165. ROUND, IN THREE PaRTS.-"The Pastures are clothed."


No. 168. ROUND, IN THREE PARTS.-"To the pratse of Truth."


No. 169. SONG.-"The way-worn Traveler."


Faint and wea-ri-ly the way - worn tra-vel-er Plods un-Wan-dering drear-i - ly, and sad un - ra-vel-er of the D. c. Oh, how brisk-ly then the way-worn tra-vel-er Treads the


-     - lu-jah, Hal-le-lú-jah, Hal-le-lu-jah, Hal-le-lu-jah, Halle-lu-jah, A men.

No. $\mathbf{1 \%}$ [血. MARCH SONG.-"Come and March the rounds with me."


Come and march the rounds with me, Come and march the rounds with me,


0 the morn-ing, morn-ing light! Wel-come, wel-come, cheer-ing sight!


No. 182. Scale in E Major.


No. 173. Scale in CH Minor.


| elementary | y exercises. |
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No. 184. SENTENCE.-"Hard Things before us."


No. 185. ROUND, IN FOUR PARTS.-"Come and sing a merry Song."


1. Come andsing a mer - ry song, Wake the cheer-ful glee,
2. En - vy, an - ger hence a-way, E - vil pas-sions flee;


Now the joy-ous tones pro-long, Hap - py, hap-py we; \}


0! hap-py we, 0 hap-py we, 0 hap - - py, hap-py


No. 186. ROUND, in FOUR PARTS.-"Three Things abe sought for."


No. 18\%. ROUND, IN THREE PARTS.-"How sweet to be noaming."

bloom - ing, Thro' wood-land and grove, Thro' wood - land and grove.

bloom-ing, Thro' wood-land and grove, Thro' wood - land and grove.



No. 189. SONG.-"Charming little valley."


1. Charming little val - ley, Smiling all so gay - ly, Like an an - gel's brow 2. Skies are bright above thee, Peace and quiet love thee, Tranquil little dell;


[^3] the young; where there is a pure and gentle spirit, it can never fail to please.

No. 190. Scale in F Major


No. 191. Scale in D Mrnor.


No. 192.


## NO. 193.



## No. 194.



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No. 201. ROUND, IN THREE PARTS.-"Now the sun sings in the west." 20, 20

Now the sun sinks in the west; Af-ter la - bor com-eth rest.


No. 202. ROUND, IN FOUR PARTS.-"In the field."


No. 205. ROUND, IN THREE PARTS.-"Like a May-day."


To. 20G. ROUND, IN THREE PARTS.-"Now abideth fath."


No. 20\%. ROUND, IN THREE PARTS.-_"The merry month."


The mer - ry month be - gins to-day, That drives the win-try


No. 208.


Note. 207 and 208 may be sung together-each in three parts, and 209 may be added as a base.
No. 209.

The merry, merry month, The month of May, The merry, merry month, The

month of May, The merry, merry, merry, merry month of May.
No. 210. Scalc in Bb Major.

No. 211. Scale in G Minor.


1ヵゅ. 212.


No. 213.
$\begin{array}{ll}-p_{4} \\ 0^{0} 4 & 0\end{array}$

No. 214. ROUND, IN TWO PARTS.- "Hallelujah."


## No. 215.



No. 216.
 $d o, m i, s o l, d o, m i, s o l, f a, m i, r e, d o$.


## No. $21 \%$.




No. 218.



If we in harmony together join, We ever must observe the rule of tune and time.

## No. 219.



No. 220.
ROUND, IN THREE PARTS.
"The noblest hero of the whole."


No. 221. ROUND, IN TWO PARTS.-"Join with me, and sing."


Join with me, Join with me, Join with me, and sing this song, And let your

voice be loud and long, Join with me, Join with me, Join and sing this song. Join,

No. 222. ROUND, IN THREE PARTS.-"If we in harmony."

No. 223.
SONG.--" Номе."


How can I for-get thee, Dear-ly lov'd home? No, I still will love thee, Tho ${ }^{\prime}$

far from thee I roam; Home, Home, Dear-est, hap-py home.

No. 224. ROUND, IN TWO PARTS.-"So Join to sing good nigit."


Sing good night, good night, our parting day, And then we all to home will hie away. So join to

No. 225. ROUND, IN FOUR PARTS.-"How shall I count."


No. 226. ROUND, IN TWO PARTS.-"O sing praises."

all his won-drous works, his won-drous works. A - . . . men.

No. 22\%. SENTENCE.—"HaSte, O maste away."



## ELEMENTARY EXERCISES.



No. 238. ROUND, IN FOUR PARTS.-"June, lovely June."


June, lovely June, Now beautifies the ground, And the notes of the cuekoo sweetly sound.
No. 239. ROUND, FOR THREE VOICES.-"By the rivers of Babylon." (a)
 wept, when we remembered Zion, We hanged our harps upon the willows in the midst thereof.

No. 240. ROUND, IN FOUR PARTS.-"Good night."


No. 241. "Bells are ringing." From "the Shawm."


1. Bells are ring-ing, Maids are singing, By the village tree; Wreaths and banners 2. Bright in gushes Smiles and blushes Come and flit a - way; Harvest now is



N ©. 242. ROUND,_IN FOUR PARTS.—"Good night!"


No. 243. ROUND, IN, THREE PARTS.-"Ever blooming, ever gat." Ev-er blooming, ev-er gay, Ev-er weleome, love-ly May.

No. 24t. ROUND, IN THREE PARTS.-"Gather rose-buds."


Gather rose-buds while you may, For time will quickly pass away, Then gather

No. 245. ROUND, in THREE PARTS.- "Oh, that I had wings."


Then would I flee a-way, flee a-


Mo. 246. Scale in Ab Major.

## 

No. 24\%. Scale in F Minor.


No. 248. ROUND, IN TWO PARTS.


N®. 249.




No. 251.


No. 252.


No. $25 \%$.


No. 254.


No. 255.


EXERCISES.
No. 256. ROUND, IN TWO PaRTS.-"Take these flowbets."


No. 25\%. SONG.-"Softly, Gently flow our days."


No. 258. ROUND, IN FOUR PARTS.—" When a weary task."


No. 259. ROUND, in FOUR PaRtS.-"Keer thy heart."


Keep thy heart from sad re - pin - ing, And thy way'll be al-ways shin-ing.

No. 260. ROUND, IN TWO PARTS.-"Love God with all your soul."


Love God with all your soul and strength, With all your heart and mind;


And love your neighbor as your-self; Be faith-ful, just and kind.

No. 261. ROUND, IN THREE PARTS.-"In summer morn."


Mo. 262. ROUND.-"The bell doth toll."


No. 263. ROUND, IN TWO PARTS.-"Deal with another."


## No. 264. VOCALIZING EXERCISES.



No. 266.


No. 267.


No. 268.


No. 269.-For No. 269, sing No. 268, beginning with the last measure, and then going backwards.

vocalizing exercises．

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## No. 316. HARVEST HOME.





2. The king may make a knight, or lord, A mar-quis, duke, and all that; But hon - es - ty needs no reward, And kings can nev-er buy that.

s. Then let us pray, that come it may, As come it will, for all that; When with the might shall be the right, And truth shall reign, and all that.



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[^4]

Home, home, home, sweet home, there's no place like home, there's no place like home.

came at my call, Give them with that peace of mind, dearer than all. Home, home, home, sweet home, there's no place like home, there's no place like home.



"Honor to the worthy." Concludrd.

be shown,
be shown, to the wor
thy be shown.


 be shown,

No. 329. SONG. "Come, join with merry roundelay." From the German.

never come again; Hence, gloomy sadness; Hope bids thec re - tire. Har-mo-ny, Har-mo-ny, hope still re-new-ing, And carc, old hon - es - ty nev - er sub-du-ing.

never come again ; Hence, gloomy sadness; Hope bids thee re - tire. Har-mo-ny, Har-mo-ny, hope still re-new-ing, And care, old hon-cs - ty nev - er sub-du-ing.



When the might with the right, And the


When the might with the right, And the






A-way, a-way, a-way, a-way, our path a-gain pur-su-ing,


Melody by B. Hime.




## "Cheerily, and our task is done." Concluded.



No. 338. SONG. -"God speed the right." Music from the German. Words by W. E. Hickson.



TABLE I.
Metrical and Descriptive Tables of

## Congregational Tunes.

In the following table we have attempted to give a general idea of the tional tunes, by dividing them into throc classes.
In class Ist will he found the names of tunes sutied for hymus of a bold and joyful character.
$\quad \mathrm{cl}$. The names of snch tunes as arc
suited for hymns of a mediun character. suited for hymns of a medium character.
A large portion of the hymns belong to A large po
this class.
3d. Tbe names of such tunes as are suited for hymns plaintive or mournful. This classification is quite arbitrary ; so that in some cases a tune might, with propriety, be removed lirom one class to anotbcr. A congregation when moved, so ats to enter heartily into the psalmody,
will so sing as to make almost any tunc will so sing as to make almost any tunc appropriate ${ }^{\text {a }}$ good tulle, of general
character, will yield or accommodate itsclf to the prevailing state of feeling among the people.
In addition to these thrce classes, we have added the names of a few tunes, less congregational in their character, but which may be occasionally sung, picrhaps, with good cffect. As singing progresses among a people, more elaborate
iunes mar be introduced; provided, howlunes may be introduced; provided, how-
ever, that the very simple or true conever, that the very simple or true con-
gregational style shall always he continued. This will be needful so long as the declaration of the Saviour remains true-" The poor yo bare always witb you."

## LONG INETRES. <br> 1. Bold, Joyful.

## Erfulh...

Saxony .........
Arda.
Dusseldorf
2. Medium.

Lotha.
Iosco
Rockingham
129
131 E
115
131
107
104
104


St. Anne's
London
Lintzen
New York Tune
St. Bernard.
Tallis.
York … ....................................... 180

Nottingham
Phuvah.
Bedford

Downs
3 Dundee.
alton.
Manford.
Soroto .
Notting H i
Shorne.

4. More Difficult.

Balerma
Dédham ......................................... 190
Gibson.... ...................................... . . . . 189
Bartlett
Elim...
Elim.....
Fleming
Litchfiel
$M e d f i e l d ~$
Medfield.
Ortonville
Peterborough ................................ 1819 191
Rissab.
And many others.

SHORT METRES.

1. Bold \& Joyous.

Cbaplin.
Boylston Boylston
Noyes...
 St. Brides
Hobart
Bethnal.
Hereford.

## 4. More Difficult.

## St. Thomas Silver Stree

Furth
Wresley
Wesley
Scott..
Scott..
I. P. M.

Nashville

Laban.
Camelon
Pultney
Camelon
Pultney
Eror...

Eror....
Dover .....
Morning
A

## 


St. Nichael
State Stree
Olmutz
Olmutz ...
Rock
Rock
Olner..
Sandlin
$\qquad$
$\qquad$

Gotha..


Charles
Clinton
Hinsdal
Hinsdale.
Dalston
Hender
Dalston...
Rees H.

## Santee......... Thornhill..... Church Street . Waldo ....... <br> Waldo


C. P. M.
S. P. III.
H. M.

Lubeck 7 's
St. Nicola
Nurember
Irvah.
Kenwood
Latrobe
Sandlin
Vernon

Temple
Bishopsgat
Manton...
Corinth

200
Ohio
Laneton ............................... 236
Cecil ........s, 7's, \& 4's. 243
246
212
213
Calvary.................................................
Calvary
7's \& 6's.
246
Missionary Hymn \& 6'...
Amslerdam 7's, 6's \& 7.

It is not supposed to be important to metres. 217

$$
\begin{aligned}
& 218 \\
& 218
\end{aligned}
$$

In the following table we have given, 19 few of the best congre nationes of a very ever have, or tbat we suppose ever will be written. L. M.

$\qquad$
C. MI.

Phuvah.
Tallis................................................. 178 Dundee ............................................ 18 Windsor........................................ 17
S. M.

Badea . .

## TABLE III.

In this table a few tunes are named, which, being generally known, are therefore, perhaps, among the best to be used at first, or in the introduction of congregational siuging.
Ord Hundredth.
L. II.

Uxhridge
Hebron
Wells..

## DESCRIPTIVE TABLES.



## THE HALLELUJAH.




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1. Be-hold the path that mor-tals tread, Down to the re-gions of the dead! Nor will the fleet-ing mo-ments stay, Nor can we measure back our days!
2. Qur kin-dred and our friends are gone; Know, O my soul, this doom thy own; Fee-ble as theirs my mor-tal frame, The same my way, my home the same.


3. A - wake, my soul, thy way pre - pare, And lose in this each mor-tal care; With stead-y feet that path be trod, Which, through the grave, conducts to God.
4. Je-sus, to thee my all I trust; And if thou call me down to dust, I know thy voice, I bless thy hand, And die in smiles at thy com-mand.

 was composed. "Ulm" and "Prescott" may be sung in connection.

Slowly.

* HERHascobruri In MI.


1. O, happy they who dwell in light, And walk with Jesus, clothed in white! Safe landed on that peacefulshore, Where pilgrims meet to part no more.

2. Relcased from sorrow, toil, and strife, And welcome to an endless life, Their souls have now begun to prove The height and depth of Je - - sus' love
3. There, gazing on his beauteous face, They tell the wonders of his grace, And while they sing with rapture sweet, They bow, adoring, at . . . his feet.







4. Though dark and stormy is the day, The clo-sing scene shall yet be bright; Those gloomy cloudsshall passa-way, At e - ven - tide there shall be light.
 2. What, tho' in tears of gricf you sow, The work is good, the seed is right; Soon you shall reap in joy, and lo! At e - ven - tide there shall be light.
 5. Hail, glorious morn, whose ri-sing sun At-tains at once his ut-most height, No more in darkness to go down, Nor yield a - gain to gloomy night.


## * IDT

Rev. W. Hayergal. 1852.


O, render thanks to God a-lone, The fountain of e-ter-nal love; Whose merey form, thro' a - ges past, Has stood, and shall for e - ver last.

Maestoso. Fropremer The Russian Evening Hymn.
 1. Give thanks to God, he reigns above; Kind are his thoughts, his name is love; His mercy a - ges past have known, And a - ges long to come shall own.

2. He feeds and clothes us all the way; He guides our footsteps lest we stray; He guards us with a powerful hand, And brings us to the heavenly land.

3. O, let the saints with joy record The truth and goodness of the Lord! Howgreat his works, how kiad his ways! Let every tongue pronounce his praise.

2*

1 88 Maestoso.
(1) 4

1. Rise, crown'd with light, great Salem, rise ! Exalt thy head and light thine eyes; See, a long race thy courts a-dorn, Of sons and daughters yet unborn.
2. See nations at thy gates attend, And low-ly in thy tem-ple bend; See crowds on every side a-rise, Ea-ger to mount above the skies.


3. See heav'n its portals wide display, And pour on thee a flood of day ; Thy day shall shine for - ev - er bright, For God himself shall be thy light.
4. See heav'n its portals wide display, And pour on thee a flood of day; Thy day shall shine for - ev - er bright, For God himself shall be thy light.
5. What tho' the skies in smoke de-cay, Roeks fall, and mountains melt away ? Fix'd is his word, his power remains: Thy glorious King, Mes-si-ah, reigns.


This is the word of truth and love, Sent to the na-tions from a-bove; Je-ho-vah here resolves to show What his almighty grace can do.




1. God in his earthly temple lays Foundation for his heav'nly praise; He likes the tents of Jacob well, But still in Zi - on loves to dwell.


2. His mer-ey visits every house That pay their night and morning vows, But makes a more delightful stay, Where churches meet to praise and pray.

3. What glories were described of old! What wonders are of Zion told! Thou city of . . our God below, Thy fame shall all the na - ions know.


TE M




1. $\{$ Sweet is the light of Sabbath eve, And soft the sunbeam lingering there, $\}$

-0 0 on wings of faith and prayer. $\}$
2. The time how lovely, and how still! Peace shines and smiles on all below,-

The plain, the stream, the wood, the hill, All fair with evening's setting glow.



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1. $\{$ The billows swell, the winds are high, Clouds over-cast my wintry sky; $\}$
(Out of the depths to thee I call; My fears aregreat,my strengthis small; \} 2.0 Lord, the pilot's part perform, And guide and guardme thro' the storm, Defend mo from each

2. \{ Amid the roaring of the sea, My soul still hangs for help on thee; \}
3. \{Thy constant love, thy faithful care, Is all that saves me from despair. \} 4. Dangers of every shapeand name Attend the followers of the Lamb, Who leave the world's de-

4. Tho' tempest toss'd, and half a wreck, My Saviour thro' the floods I seek; Let neither winds nor stormy main, Foree baek my shattered bark again. Let neither winds nor

stormy main Foree back my shattered bark again.
5. $\{$ This heavenly calm within the breast, The dearest pledge of glorious rest, $\}$
6. $\{$ Whieh for the chureh of God remains, The end of cares-the end of pains. $\}$ 4. With

7. In ho - ly du - ties let the day-In ho - ly pleasures, pass a-way; How

joy, great God, thy works we view, In varied scenes, both old and new; With praise, we think on mercies past; With hope, we future pleasures taste.

swect, a Sabbath thus to spend, In hope of one that ne'er shall end! How sweet, a Sabbath thus to spend, In hope of one that ne'er shall end! (hallelduah--8)
$\qquad$ matima. x. ma.





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* Arda. x. m.



 ountmanatoin. I. ma.
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citimad. x. ma.

 DANBT. I. M.





* FOSEMTAMND Is MI.


2. That sa-cred stream, thine holy word, Supports our faith, our fear controls: Sweet peace thy pro-mi-ses afford, And give newstrength to fainting souls,



## Slow and seft.


3. I lay my bo - dy down to sleep; Peace is the pil - low for my head; While well-ap-point - ed an - gels kecp Their watchful sta - tions round my bed. 4. Thus, when the night of death shall come, My flesh shall rest be - neath the ground, And wait thy voice to break my tomb, With sweet sal-va - tion in the sound.


Moderato.

* FINOPIA IE M.

From N. Sintzel. by L. M. 23


1. See from the rock the fou - tain rise! For you in healing streams it rolls; Money ye need not bring, nor price, 'Tic free to humble, contrite souls.

2. Nothing ye in ex-change shall give; Leave all ye have, and are, be-hind: Free-ly the gift of God re-ceive, With grateful heart, and lowly mind.


Slow and Soft.

Geo. F. Root.


Great God, to thee my evening song With humble grat-i-tude I raise; Oh, let thy mar - by tune my tongue, And fill my heart with lively praise.


Moderato.



1. Best are the saints, who sit on high, Around thy throne above the sky; Thy brightest glop - rises shine a-bove, And all their work is praise and love.

2. Best are the souls, who find a place Within the temple of thy grace; There they be - hold thy gen-tler rays, And seek thy face, and learn thy praise.



Andante.

## * InAMIBEFRT. Ti ML



1. Blest are the men, whose hearts areset To find the way to Zi - on's gate: God is theirstrength, and thro' the road They lean up-on their helper, God.


Allegro.

## * ANOERAME In Mr.



1. From all that dwell be-low the skies, Let the Cre - a - tor's praise arise' 'Let the Redeemer's name be sung, Thro' every land, by every tongue, Thro' every land, by every tongue.


2. E-ter ${ }^{\boldsymbol{\sigma}}$ nal are thy mereies, Lord! E-ter - nal truth attends thy word; Thy praise shall sound from shore to shore, Till suns shall rise and set no more, Till suns shall rise and, ete.


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From M. H. de St. Paul, by L. M.


1. How vain is all beneath the skies! How transient every earthly bliss! Howslender all the fondest ties, That bind us to a world like this!

2. The evening cloud, the morning dew, The withering grass, the fading flower, Of earthly hopes are emblems true, The glory of a passing hour!
3. But, tho' earth's fairest blossoms die, And all beneath the skies is vain, There is a land, whose confines lie Beyond the reach of care and pain.


Declamando.



Ye Christian heralds, go, proclaim Sal-va-tion in Immanuel's name; To distant climes the tidings bear, Aud plant the rose of Sharon there.


Gently, Softly.

Lowell Mason. 1850.

2. Bid our eon-flict-ing passions cease, And terror from each conscience flee; Oh, speak to every bosom peace, Un-knownto all whoknownothee.
3. Give us to taste thy heavenly joy, Our hopes to brightest glo-ry raise: Guide us to bliss without al - log, And tune our hearts to endless praise.


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${ }^{1}$ Moderato.

* IUTHETMING世IOIN.


1. I wait-ed meekly for the Lord, He bowed to hear my cry: He saw me resting on his word, And bro'tsal-va - - . . ion nigh!

2. Firm on a rock he made me stand, And taught my cheerful tongue To praise the wonders of his hand, In new and thank - - fol song.

3. I'll spread his works of grace abroad, The saints with joy shall hear, And sinners learn to make my God Their on - ly hope . . . and fear.


The cloud hath filled the sa-credplace, The glo - ry hath appeared, The Lord hath shed abroad his grace, And all our hearts are cheered.


Moderato.
\% DEA. O. TE


1. On God, my soul, with patient hope, Resigned, in silence wait; He bears my sink-ing spirits up, Then let my joy be great, Then let my joy . . . be great.

2. God my sal - va-tion shall complete; From him my glory springs; Rock of my strength! my soul shall wait Its refuge in his wings, Its refuge in ... . his wings.

3. My Rock! my Saviour! my defence! My er - er - lasting stay! Not all my foes shall pluck me thence, Nor move my soul a-way, Nor move my soul a - way.

J.AWA. O. M.
 \& 4


 piowidient o. ma.






(Halle.-10)

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## 



Now let me make the Lord my trust, And practise all that's good: So shall I dwell among the just, Aad he'll provide me food, Andhe'll provide me food.


1. Soon as I heardmy Father say, "Ye children, seek ny grace;" My heartreplicd, without delay, "I'll seek my Father's face, I'll seek my Father's face."

2. Let not thy face be hid from me, Nor fromnmy soul away; God of my life, I fly to thee, In each distressing day, In each distressing. day.

3. Should friends and kindred, near and dear, Leave me to want, or die, My God will make my life his care, And all my need supply, And all my need supply.


GIMINOA. C. NM.






 batrab. o. ma.






1. O Lord, my heart cries out for thee, While far from thine abode; When shall I tread thy courts, and see My Saviour, and my God? My Saviour, and

2. Lord, at thy threshold I would wait, While Jesus
is with - in, Rather than fill a throne of state, Or dwell in tents of sin, Ordwellin tents

3. Could I command the spacious land,

For one blest bour at thy right hand, I'd give themboth away, I'd give them both

\% WTEIAGMMETE OM.


1. Return, $O$ wand'rer, now return! And seek thy Father's face! Those new desires, which in thee burn, Were kindled by his grace.
2. Return, O wanderer, now return! And wipe the falling tear: Thy Father calls, no longer mourn, 'This love invites thee near.



3. The Lord is good, the heavenly King, He makes the earth his care; Visits the pastures every spring, And bids the grass appear, And bids the grass
appear.
$\rightarrow$


4. The softened ridges of the field Per-mit the corn to spring; The valleys rich pro-vi-sion yield, And all the laborers sing, And all the la - - borers sing.


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3. Should friends and kindred, near and dear, Leave me to want or die; My God will make my life his care, And all my need sup - ply, And all my nced supply.
4. Wait on the Lord, ye trembling saints, And keep your courage up; He'll raise your spi -rit,when it faints, And far ex-ceed your hope, And far ex-ceed your hope.



Slow lay.


1. Come, O ye saints, your voices raise To God, in grateful songs; And let the memory of his grace, Inspire your hearts and tongues, Inspire your hearts, etc.

2. Her deepest gloom, when sorrow spreads, And light and hope depart, His face ce - les - taal morning sheds, And joy re - vive the heart. And joy revives the heart.


Slowly.
THE HADRON.
O. MI.

Josiah Osgood.


Blast are the un - defiled inheart, Whose waysarcrightandclean; Who never from the law de-part, But fly from every sin.


Slowly.

From C. G. Reefer, by L. M.


1. How shall the young secure their hearts, And guard their lives from $\sin$ ? Thy word the choicest rules imparts, To keep the conscience clean, To keep the conscience clean.

2. 'This like the sun-a heavenly light, That guides us all the day; And, tho' the danger $\mathrm{r}_{\mathrm{s}}$ of the night, A lamp to lead our way, A lamp to lead our way.

3. Thy preceptsmakeme truly wise; I hate the sinner's road; I hate my own vain thoughts that rise, But love thy law, my God, But love thy law, my God.
4. Thy word is eq - er-last-ing truth, How pure is every page! That holy book shall guide our youth, And well support our age, And well support our age.



* DESIRER


1. When verdure clothes the fertile vale, And blossoms deck the spray; And fragrance breathes in every gale, How sweet the vernal day! How sweet the vernal day!

2. Hark! how the feathered warblers sing! 'This nature's cheerful voice; Soft music hails the lovely spring, And woods and fields rejoiec, And woods and fields re-joiee.


IERENTME C. NM.
From Cit. King, B. M. 1740. By L. M.
$\mathrm{g}^{2} 2$

1. My Shepherd will sup - ply my need, Je-ho-vah is
2. He brings my wandering spirit back When I forsake

3. When I walk throw the shades of death, Thy presence is my stay; One word of thy sup-port-ing breath Drives all my fears a - way, Drives all my fears a - way.
4. The sure pro-vis - ions of my God Attend me all my days; O, may thy house be mine abode, And all my work be praise, And all my work be praise.


Moderato.
IsO「HEIs.
O. MI.

Altered from "Cantica Laudis." L. M.


1. By col - Si - lo - am's shady rill, How sweet the li - by grows! How sweet the breath beneath the hill, Of Sharon's dew - y rose, Of Sharon's dew - - - y rose.

(halleldjah-11)

2. Now to the Lord who dwells above, Let songs of praise resound; Who with his never failing love, Has fenced my ei-ty round, Has fenced my eity round.

3. All ye who on the Lord re-ly, And rest your hopes above, He shall with strength your hearts supply, And bless you with his love, And bless you with his love.



4. $\{0$, speed thee, Christian, on thy way, And to thy armor cling; \}


5. \{The shield of faith repels the dart, That Satan's hand may throw; \}




Moderato.

W. B. Bradbury.




2. The power thatgaveit still supplies The gracious lightand heat; Its truths upon the nations rise; Theyrise, but never set
3. Let ever - last-ing thanks be thine For such a bright display, As makes a world of darkness shine With beamsofheavenly day,

They rise, but never set. With beams of heavenly day










Allegro.

## 


joy, and peace, in thee? Oh, when, thou city of my God, Shall I thy courts ascend, Where congregations ne'er break up, And Sabbathshave no end? And Sabbaths have no end?

onward press to you. Why should Ishrink at pain and wo? Or fcel at death dismay? I've Canaan's goodly land in vicw, And realms of endless day, And realms of endless day.



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## Slowly.



178 Nolernto. *SAYBROOIS. O. MI. (Dobble.)




 Whinturior. O. ma. (Double) (Chanty yyma

 it, "Could I, when being carried to my grave, wake up just to hear what tune would be sung at it. I should like it to be Dundee; or, as we call it, Windsor."


"Or plaintive Martyrs, worthy of the name." Burns.



 fourth line.

176 STM. ANIN's O. ML









Lontong. C. ma.


 (5xate
 mutzana. o. ma.


 (2)


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$$

I love the Lord-he heard my cries, And pitied every groan; Long as I live, when troubles rise, Ill hasten to his throne.


This is one of the best German Tunes.
MUINHOET. D. TM (Double.)


1. $\left\{\begin{array}{l}\text { To celebrate thy praise, O Lord, I will my heart prepare; } \\ \text { To all the listening world, thy works, Thy wondrous works, declare. }\end{array}\right\}$ 2. The thought of them shall to my soul Exalted pleasures bring; While to thy name, O thou Most High, Triumphant


This fine old Tune is commonly attributed to John Hermann Schein. 1620.
ANTMWHER.
C. ML

German Tune.



Lord, thou wilt hear me when I pray; I am for ev-er thine: I fear be-fore thee all the day, Nor would I dare to sill



Lord, thou wilt hear me when I pray; I am for ev-er thine: I fear be-fore thee all the day, Nor would I dare to sin.


## 

Lowele Mason. 1830.


 $0-\frac{1}{2}$

2. For faith-ful is the word of God; His works with truth abound; He jus-tiee loves-and all the earth Is with his goodness erowned.



 quired an alteration of the inner parts."-Rev. W. H. Havergal.

## MTMAR O NI



## 



## Slowly, Gently,

1. In mercy, Lord, re-mem-ber me, Thro' all the bours of night; And grant to me most graciously The safeguard of thy might.


2. With cheerful heart I close my eyes, Sinee thou wilt not re-move: Oh! iu the morning let me rise, Re - joicing in thy love.
3. Or, if this night should prove the last, And end my transient days; Oh! take me to thy promised rest! Where I may sing thy praise.


##  <br> From "Congregational Church Music," London.


5. In all the vary:ng scenes of time, On thee our hopes depend; Iu every age-in every clime, Our Father and our Friend.


COHETHITEM, MA.
"Hamburger Melodienbuch." 1604.

2. His mer-cy reigns thro' cvery land-Proclaint his grace a-broad: For - ev - er firm his truth shall stand, Praiseye the faith - ful God.








 STr. sirsirarod. O. MI.
 suntmiar. o. ma.




EHITMI.
C. M工. (Double.)





cimatr. o. ma.

1. Still on the Lord thy bur - den roll, Nor let a care re-main: His-mighty arm shall bear thy soul, And all thy grief sus-tain, And all thy grief sus - tain.


2. Ne'er will the Lord his aid de - ny, To those who trust his love: The men, who on his grace re - ly, Nor earth nor hell shall move, Norearth nor hell shall move.


3. To thee, be - fore the dawning light, My graeious God, I pray; I med-i - tate thy name by night, And keep thy law by day.


4. My spirit faints to see thy grace, Thy promise bears me up; And while sal - va - tion long de - lays, Thy word supports my hope.
5. When midnight darkness veils the skies, I eall thy works to mind; Mythoughts in warm de - vo - tion rise, And sweet aceept - anee find.


## AFITINTGROM. O. M.

Dr. Arne.


## 

From Glaser, by L. M.


1. Lord, in the morning thou shalt hear My voice as - eend-ing high; To thee will I di-reet my prayer, To thee lift up mine eye.
 3. Thou art a God, be-fore whosesight The wicked shall not stand: Sinners shall ne'er be thy delight, Nor dwell at thy right hand.

2. But to thy house will I re-sort, To taste thy mer-eies there; I will frequent thine ho-ly eourt, And worship in thy fear
3. Oh may thy Spir - it guide my feet In ways of righteousness; Make every path of du-tystraight, And plain be - fure my face.













4. Ye wretehed, hungry, starving poor, Be-hold, a ro-yal fcast! Where mer-cy spreads her bountcous store, For cv-ery humble guest. (02

5. There Je-sus stands with o-pen arms; He calls-he bids you come: Tho' guilt restrains-and fear a - larms, Be - hold, there yet is room.


## 



In the "National Psalmody" (Scotch, published at Edinburgh,) this is said to be a "Spanish Melody of the 16th Century."


# ATESITDGTE O. IN. <br> Isaao Smitt, London ; died abour 1800. 



1. My Sariour, my al-mighty Friend, When I be-gin thy praise, Where will the growing numbers end, The numbers of thy grace?


2. Thou art my ev - er - last-ing trust, Thy goodness I adore; And since I knew thy graces first, I speak thy glories more.


## 



The Tenor and Alto may change parts.






1. Great God, at thy command, Seasons in or - der rise; Thypower and love in eoncert reign, Thro' earth, and seas, and skies:
2. How balm - y is the air! How warm the cheering beams! And to re-fresh the ground, therains Descend in gen-tle streams.


3. With grate-ful praise we own, Thy ev - er bounteous hand, Whosegifts, with various fruits and flowers, A-dorn and bless the land.
4. Our brightest praise we give For thy re-deem-ing love, 一 Our par-don, peace, and joy be-low, Our hope of heaven a - bove.


5. Is there a blissful home, Where kindredminds shall meet, Andive, and love, nor ever roam From that serene re-treat? From thatserene re-treat?



6. Our wandering foot-steps guide, Through all this desert place; Beneath thy beams we'll trace the path Of pu - ri - ty and peace, of pu - ri-ty and peace.
7. Dcath's vale shall lose its gloom, Cheered by thy vital ray, And op - en to our long-ing eyes The road to per-fect day, The road to per-fect day.


## 



1. Sing to the Lord most high; Let ev-ery land a - dore; With grate-ful heart and voice make known His goodness and his power, His goodness and his power.


* EROOEX E MM.

Geo. F. Root.


1. Our fes - tal morn is come ! Now, Lord, we come to thee: Thy house shall be our joy - ful home, Thy name our me - lo - dy, Thy name our me - lo - dy.
2. "Thesc temples of thy grace, How beau-ti - ful they stand! The ho - nors of our na-tive place, And bulwarks of our land, And bulwarks of our land."
3. Our fa-thers built this fane, And watch'd the livelong night; They sleep in death, but we re-main To hail a pu - rer light, To hail a pu-rer light.

4. Then blow the trumpet, blow; The psalm, the psaltry take: Let ev-ery heart with praise o'erflow, And every tongue awake, And every tongue a - wake.
5. Sound, sound that sweetest strain, The gospel ju - bi - lee! Till bursting from oppression's chain, The nations shall be free, The na-tions shall be free.
6. Thus let us keep the feast, Thus wake to righteousness; And teach the world from sin re-leased, The Lord our God to bless, The Lord our God to bless.

7. Sweet is the work, 0 Lord, Thy glorious name to sing; To praise and pray, to hear thy word, And grateful offerings bring, And grateful offerings bring.
(9) 0
8. Sweet-at the dawning light, Thy boundless love to tell; And when approach the shades of night, Still on the theme to dwell, Still on the theme to dwell.

9. Sweet-on this day of rest, To join in heart and voice, With those who love and serve thee best, And in thy name rejoice, And in thy name re - joice.


## * AIRGOHA S. M.



1. My Maker and my King! To thee my all I owe; Thy sove - reign boun - ty is the spring, Whence all my blessings flow. 2.Thou ever good and kind! A thousand reasons move, A 4
(a)



Allegretto. Feque me Me (Double.) Mendelssohn.

3. For her my tears shall fall ; For her my prayers ascend ; To her my cares and



toils be given, Till toils and cares shall end. 4. Beyond my highest joy I prize her heavenly ways. Her sweet communion solemn vows, Her hymns of love and praise, Her hymns of love and praise.



1. How gen-tle God's com-mands! How kind his pre-cepts are! Come, cast your bur-dens on the Lord, And trust his con-stant care.

2. We close the sa - cred day, The hal-lowed day of rest; Im - part thy spi - rit, Lord, we pray, To make it tru - ly blest.
3. The truth our ears have heard, Im-press on ev-ery heart, Nor from our memory let thy word Like fruitless seed de - part.
4. In vain thy ser - vants sow; They wa-ter still in vain, Till thou the pro-mised grace bestow, And breathe up-on the plain.
5. Then shall the dead a - rise; The dy-ing then re-vive; The de-sert bloom like pa-ra-dise, And all a - round shall live.


## 



## 202 Allegro. <br> * EATNDEOEPM. MI.



1. Come, we that love the Lord, And let our joys be known; Join in a song with sweet aecord, And thus surround the throne, And thus surround the throne.

 2. Let those re - fuse to sing, Who never knew our God; But ehildren of the heavenly King May speak their joys abroad, May speak their joys a - broad.


## 

From Dr. Filitz' Collection, 1846.


From Nagell.


1. Onee more, be - fore we part, We bend the suppliant knee, And lift our souls in prayer and praise, E - ter - nal God, to thee.
(1)
2. Where'er we tra-vel, go; Where'er we rest, a-bide; Do thou our path on earth surround, And all our footsteps guide.

3. We ne'er a - gain on earth May thus to - ge - ther meet; O grant that in our home a-bove, We may each o-ther greet.
4. Thus, Lord, be - fore thy throne, Our last a-dieus are given; In life and death may each fare well, Till all shall meet in heaveu.








OARLTON. S. m.




 1923 -

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THRPREFEORD. S. MM.


## DEININIS:

Es. $\mathrm{S}_{\mathrm{I}}$
From H. G. Nageli.

Slow and Soft.


1. How gen - tle God's commands! Howkind his pre-cepts are! Come, cast your burdens
on the Lord, And trust his constant care.


2. His boun-ty will provide, His saints se - cure-ly dwell; That hand which bears cre - a - tion up, Shall guardhis children well.
3. Why should this anxious load Press down your weary mind? Oh, seek your heavenly Father's throne, And peace and comfort find.

4. How charming is th
place Where my Re-deemer God
Unveils the glories of his face, And sheds his love a - broad!


5. Here, on the mer-cy seat, With ra-diant glo-ry crowned,
6. To him their prayers and cries Each contrite soul pre - sents:
$9 \div b^{2} \frac{4}{6-2}+1$

Our joy-ful eyes be - hold him sit, And smile on all a - round. And while he hears their humbie sighs, He grants them all their wants.



## 




Slowly.

* EIDGAIE

5. INE
6. Sweet is the work, 0 Lord, Thy glorious name to sing; To praise and pray, to hear thy word, And grateful offerings bring, And grateful offerings bring.

7. Sweet, at the dawning light, Thy boundless love to tell; And when approach the shades of night, Still on the theme to dwell, Still on the theme to dwell.

8. Sweet, on this day of rest, To join in heart and voice, With those who love and scrve thee best,And in thy name rejoice, And in thy name re - joice.



9. We come with joy - ful song, To hail this hap-py morn: Glad ti-dinge from an an-gel's tonguc,"This day is Je-sus born, This day is Je-sus born"

10. What transports doth his name To sin - ful men af - ford! His glorious ti - tles we proclaim, A Saviour, Christ, the Lord, A Saviour, Christ, the Lord.

11. Glo - ry to God on high, All hail the hap-py morn: We join the an - thems of the sky, And sing,"The Saviour's born,"And sing,"The Saviour's born."

(ballelujai-14)


12. Oh! bless - ed souls are they, Whosesins are eovered o'er; Di - vine - ly blest, to whom the Lord Imputes their guilt no more.


13. Theymourn their fol - lies past, And keep their hearts witheare; Their lips and lives, without de - eeit, Shall prove their faith sin - eere.
14. While I eoneealed my guilt, I felt the festering wound; But I confessed my sins to thee, And rea - dy par - don found.


STM PERTMTES: SM. Dr. Howard, London. died, 1783.


## IREIING. S. NE.

(9)

## COINInIE. S. MI.



## 




1. Your harps, ye trembling saints, Downfrom the wil-lows take: Loud to the praise of love di-vine, Bid every = string a-wake.


2. Tho' in a foreign land, We are not far from home, And near-er to our house a - bove We ev-ery moment come.
3. When we in dark-ness walk, Nor feel the heavenly flame; Then will we trust our gra - eious God, And rest up - on his name.


Arranged from a Gregorian Chant, (Tone VIII.) by L. Mason, and first published as a Metrical Tune in 1834.


## 

L. Mason. 1832


SM. TMEIOMIAS. B. M.
A. Williams, about 1770.215


L.' Mason. 1833.



217

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


 * Charles. 工. P. m.

ALBION. I. P. MA.
From J. A. P. Schultz, by L. M.





218 \% OVIFPRHONT. C. P. Mr. ( $8,8,6 ; 8,8,6$.) L. P. M. by omitting the ties and using the small notes.




 olintion. o. p. m.





## Moderate.

## * FHENTDIERSON. S. W. ML.





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Slowly.


## 

 $\because$
$\{$ Yo dy - ing sons of men, Im-merged in sin and wol \}
\{Now mer-cy calls a - gain, Its mes-sage is to you!\} Ye per-ish-ing and guilt-y, come! In mer-cy's arms there yet is' room.




3. $\{$ By thine hour of dark does - pair, By thine a - go - ny of prayer, \} ~
3. $\left\{\begin{array}{l}\text { By thine hour of dark ides - pair, By } \\ \text { By the purple robe of scorn, By thy wounds, thy crown of thorn, }\end{array}\right\}$ By thy cross, thy pangs and cries, By thy per-fect sa-eri-fiee; Jesus, look with pitying eye;
4. $\left\{\begin{array}{l}\text { By thy deep ex-pir-ing groan, By the sealed sepul-chral stone, }\end{array}\right.$

O, by all thy pains and woe, Suffered once for man below, Bending from thy throne on high, By thy vie -tory in the hour Of the subtle tempter's power; Jesus, look with pitying eye;
 Mighty God, ascended Lord, To thy throne in heaven restor'd, Prince and Saviour, hear our cry,


AFRTATEI $75=$ (Double.)


Hear our so-lemnli - ta - ny.


Hear our eo-lemnli - ta - ny.


1. "Give us room, that we may dwell," Zion's children cry aloud : See their numbers, how they swell! How they gather like a

2. Loo thy sun goes down no more, God himself will be thy light: All that caused thee grief before Buried lies in endless

cloud! Oh how bright the morning seems! Brighter from so dark a night: Zi - on is like one that dreams, Filled with wonder and delight.

night. Zion, now arise and shine! Lo! thy light from heaven is come! These that crowd from far are thine; Give thy sons and daughters room.

3. Rock of a - ges! cleft for me, Let me hide my - self in thee; Let the wa - ter and the blood, From thy side, a heal - ing flood, Be of fear and sin the cure; Save from wrath, and make me pure.


4. Shouldmy tears for - ev - er flow, Shouldmyzeal no lan-guor know, This for sin could not a-tone; Thoumustsave, and thou a-lone:



5. Come! said Jesus' sa - cred roice, Come, and make my paths your choice: I will guide you to your home, Weary pilgrims! hi - ther come.
6. Hi - ther come, for here is found Balm for cvery bleeding wound, Peace, which ever shall en-dure, Rest, e - ter - nal, sa - cred, surc !





7. Wake the song of ju - bi-lce, Let it e-cho o'er the sea! Now is come the promised hour; Jesus reigns with sovereign power! Jesus reigns with sovereign power!

8. All ye nations, join and sing, 'Christ oflords andkingsis Kingl' Let it sound fromshore to shore, Jesus reigns for-ev - er-more! Jesus reigns for-ev - ermore.
9. Now the desert lands rejoice, And the islands join their voice; Yea, the wholecreation sings, 'Jesus is the King of kings! Jesus is the King of kings!'




10. When I faint, with summer's heat, Thou shalt guide my weary feet To the streams, that, still and slow, Through the verdant meadows flow.
11. Safe the dreary vale I tread, By the shades of death o'erspread; With thy rod and staff supplicd, This my guard, and that my guide.



J. Pleyel.

12. Heavenly Fa - ther, so-vereign Lord, Be thy glo-rious name a-dored; Lord, thy mer-cies nev-er fail ; Hail, ce - les - tial good-ness, hail!而 4

13. Though un-wor - thy, Lord, thine ear, Deign our hum - ble songs to hear; Pu - rer praise we hope to bring, When a - round thy throne we sing.

 $\frac{0}{9} \frac{1}{4}$
14. $\left\{\begin{array}{l}\text { Je - sus, } \mathrm{Sa} \text { - viour of } \mathrm{my} \text { soul, } \\ \text { While the } \mathrm{me} \text { to thy bo - som fly; } \\ \text { ra }\end{array}\right.$ Cov-er my de-fence-less head With the sha-dow of thy wing.

All my trust on thee is stayed: All my help from thee I bring:



[^5]Allegro.
INETERTHMETEREG: 75 (or 7s, 6 lines, by repeating the first period.) Froma German Tune.
233



German Tune.


1. Who, o Lord, when life is o'er, Shall to heaven's blest mansions soar; Who, an ev-er welcome guest, In thy ho-ly place shall rest?


2. He, who shuns the sin-ner's road, Lov - ing those who love their God; Who, with hope and faith unfeigned, Treads the path by thee ordained;



3. Angels! roll the rock away! Death! yield up thy mighty prey! See! he ri - ses from the tomb, Ri - es with im-mor - tall bloom. Hal - le - lu-jah, Hal-le-lu-jah.

4. 'Wis the Saviour, seraphs, raise Your tri-umphant shouts of praise; Let the earth's re-mo-testbound Hear the joy - in-spir - ing sound. Hal - le - lu-jah, Hal-le-lu-jah.


* The harmony parts are by Rev. Mr. H.

HITNDIERE $7:$
From Naini, pupil of Palestrina, 1560.


1. As the hart, with When, O when, with
ea - ger looks, Panteth for the wa - ter brooks, So my soul, a - thirst for thee, Pants the live - ing God to see; ii - leal fear, Lord, shall I to thee draw near?
D. 0.


- 


2. Why art thou east down, my soul? God, thy God, shall make thee whole: Why art thou dis-qui-et-ed? God shall lift thy fallen head, And his coun-te-nance benign, Be the saving health of thine.



1. Safely through an -o-ther week, God has brought us on our way; Let us now a blessing seek, Waiting in his courts to - day: Day of all the week the

2. While we seek sup-plies of grace, Tho' the dear Redeemer's name; Show thy re - con - ceil - ing face, Take a - way our sin and shame; From our worldly cares set

free, May we rest this day in thee, May we rest this day in thee.


TATINTHES: BS de 7 B. (Double.) Spanish Melody.

-


1. Gen-tly, Lord, $O$ gen-tly lead us Through this lonely vale of tears;

2. In the hour of pain and anguish, In the hour when death draws near,

3. 

2-

Through the chan - gee thou'st de -creed us, Till our last great change ap - pears: When tempta - ion's darts as - sail us, When in de - vious paths we stray, ©. Let thy good-ness nev - er fail us, Lead us in thy per-fect way.

if. Sup - fer not our hearts to lan-guish, Suffer not our souls to fear:





1. $\left\{\begin{array}{l}\text { Is-rael's Shepherd, guide me, feed me, Through my pilgrimage be-low, } \\ \text { And be - side the wa -hers lead me, Where thy flock rejoi - cong go. }\end{array}\right\}$ Lord, thy guar-dian presence ever, Meekly kneeling I in - plore; interlude after d. o. I have found thee, and would never, Never wander from thee more.



2. $\left\{\begin{array}{l}\text { May the grace of Christ our } \mathrm{Sa} \text { - viour, And the Fa-ther's boundless love, } \\ \text { With the Ho - by Spi-rit's fa - var, Rest up - on us from a - hove. }\end{array}\right\}$ Thus may we a - bide in u-nion Witheaeh other, and the Lord, $\quad$ interlude after d. o. And pos - sos, in sweet comm - non, Joys which earth eannot af - ford.


A. J. Abbey.

3. Hark! what mean those holy voices, Sweetly sound - ing thro' the skies? Lo! th'ange-lie host re-joi-ces; Heavenly hal - le - lujahs rise, Heavenly hal - le -lu-jahs rise.

4. Hear them tell the won-drous sto - ry, Hear them chant in hymns of joy, "Glory in the highest -glory! Glory be to God most high! Glory be to God most high!



5. Tho' the night be dark and dreary, Darkness ean-not hide from thee; Thou art he, who nev-er weary, Watchest where thy peo-ple be.
6. Shouldswift death thisnight o'ertake us, And our couch beeome our tomb, May the morn in heav'n a-wake us. Clad in light and deathlcss bloom.

7. Hal - le - lu - jah! praise ascending, Shall ourfaith-wing'd breathingsstay?Lord, beforethine altar bending, Let the heathen hail the day!
8. Hal - le - lu - jah! Saviour, hear us! Downward send thy quick'ning Dove; Mayhissilverpinions bear us To the realms of rest and love!




9. Lord, dis-miss us with thy blessing; Fillour hearts withjoy and pcace! \{ Let us, each thy love pos-sess-ing, Triumph in re-deeming grace:
\{ Oh re-fresh us, Oh re-fresh us, Travelling thro' this wil - der-ness.


## 

Geo. F. Root








* JAMMES. Bs, Ts do 4.


1. $\left\{\begin{array}{l}\text { God is in his ho ll temple, All the earth keep silence here ; } \\ \text { Worship him }\end{array}\right.$

2. $\left\{\begin{array}{l}\text { Hail him, here, with songs of praises, Him with prayers of faith surround; }\}\end{array}\right.$
3. $\left\{\begin{array}{l}\text { Hail nm, here, with songs of praises, Him with prayers of faith surround; } \\ \text { Hearken to his glorious gospel, While the preacher's lips expound; }\end{array}\right\}$ Blessed, Blessed, They who know the joy - furl sound.
4. $\left\{\begin{array}{l}\text { Tho' the heav'n, and heav'n of heavens, o thou great un-seareh-a-ble! } \\ \text { Are too mean to com - pre-hend thee, Thou with man art pleased todwell; }\} \text { Welcome, Welcome, God with us, Im-man - u - el } .\end{array}\right.$





Hamidin. ss, 75 ce 4.



 (2)






 24

2. $\left\{\begin{array}{l}\text { Oh, may all en-joy the bless - ing Whiehthy word's designed to give! }\}\end{array}\right.$
2. Let us all, thy love pos - sess - ing, Joy - ful - ly the truth re-eeive, SAnd for - ev - er, And for - ev - er To thy praise and glo - ry live.


Old Church Melody, from the "Congregational Tune Book." London.



1. $\{$ Hark! from yon-der mount $a$ - rise Notes of sad-ness, Je - sus dies! \}
2. $\{$ On the eross the Lord of lords, Love for
3. $\left\{\begin{array}{l}\text { Mor - tal, for your guilt I die, Guilt that dared your God de - fy; } \\ \text { Do }\end{array}\right.$
4. $\begin{cases}\text { Blood for you I free - ly give; Death I taste that you may live; }\} \text { Will you, Sin - ner, Free sal - va-tion now re - eeive? }\end{cases}$



5. $\{$ When the vale of death ap-pears, Faint and eold this mor - tal elay, \}
6. $\left\{\begin{array}{l}\text { Blest Re-deem-er, soothe my fears, Light me thro the gloom-y way; }\} \text { Break the sha-dows, Ush-er in e-ter - nal day. }\end{array}\right.$

7. $\{$ Up . ward from this dy - ing state, Bid my wait-ing soul as - pire; \}
8. $\left\{\begin{array}{c}\text { O pen thou tho erys-tal gate; To thy praise at - tune my lyre } ;\end{array}\right\}$ Then, tri-um-phant, I will join thimmor - tal ehoir.

9. From God alone

My mercies I receive;
To him alone
I would forever live.
5. Then aid my tongue,

Companions on the road,
To raise a song
Of gratitude to God.
6. Hallelujah! -

Let all their voices raise;
Hallelujah!
To God be all the praise.



1. Let tears descend! Man's noblest friend In deeds of love un-tir - iug, Now, a - mid reproach and shame, Is with thieves expir - ing.
2. Let tears descend! Man's suffering friend His soul to God is breathing: Ran-som for a guilty world By lus death be-queathing.
3. Let tears descend! Man's faithful friend In dreary grave is ly - ing: Weep no more! sweet slcepis there, Restandstrengthsupplying.


Moderato.



1. The Lord is true! His kind pa-ter-nal love, His people ne'er forsakes;
2. $\{$ The Lord is true! In all the paths we rove, Ourgood hiscarehe makes. $\}$ By his almighty pow'r we're guarded, By his unbounded grace rewarded: The Lord is true.
3. The Lord is true! 'Tis to his pitying eye We owe our every good:
4. $\{$ He saw our woe, And sent his Son to die, To save us by his blood: $\}$ A gift so rich he deigned to of - fer, Lestwe our sin's desert should suffer, The Lord is good.

5. $\{$ The Lord is true! His kind pa-ren-tal cye, His children e'er surveys;
[true.
$\{$ Heguards their good; He smiles to see their joy, And fills with peace their ways: $\}$ When sorrows press, their heart he lightens, And with new joy their face he brightens, The Lord is
6. The Lord is true! My soul forget him not, Nor e'er forsake his ways:
7. $\{$ Be true to Him, And he will bless thy lot With wealth thatne'er decays: \} Will smile andbless thee still for-ever, When dcath from earth thy soul shall sever, The Lord is true.



1 To-day, the Saviour calls,Ye wand'rers home;
0 ye benighted souls, Why longer roam.
2 To-day, the Saviour calls,O hear him now
Within these sacred walls To Jesus bow.






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1. Thro' thy pro-tect-ing carc, Kept till the dawning, Taught to draw near in prayer Heed we the warning: $\}$ Ev - cr-more praising thee, God of the morning.

0 thou great Onc in Three, Glad-ly our souls would be


 \| first ending.


In Jo-sus we are safe, When 2. The woes of life we feel, And its temptations; But let us nobly fill Our proper stations: Soldiers of Christ, hold fast, The war will soon be past, When victory comes at last, We'll meet in glory.
3. But oh! what joys shall crown That happy meeting;
may our mu - sic swell, And time our joys dis - pel, Nev-er- no, nev - er! cure from worldly woes; Our songs of praise shall close Nev-er- no, nev-er!
 We'll bow before thy throne, Each other greeting; Refreshed, again we start, Though for a while we part, Yet always joined in heart, We'll meet in glory.

## *







dis - si-pate thy slumbers! Shake off thy deadly ap - a-thy, And marshal all
stay thy hand no long -er; Tho' Sa - tan's mighty legions fight, The arm of God
God
$\qquad$ stay thy hand no long-er; Tho' Sa-tan's mighty legions fight, The arm of God . . . . . is stronger.

pro-phe-ey ful-fil-ling; The hearts of stubborn Jews relent, In God's own time see the heavens rending, And rieh, and rieher blessings still, From God's bright throne
. .
thy numbers.

. made villing.
des-cend-ing.

1. The God of Abra'm praise, Who reigns enthron'd a2. The God of Abra'm praise, At whose supreme eom-

2. The God of Abra'm praise, Whose all-suf-fi-cient
3. The whole triumphant host Give thanks to God on










* Hymn by Rev. II. G. O. Dwight, Americnn Missionary at Constantinople.

3. Unwilling kings obeyed, And sheathed the battle blade, And called their bloody legions from the ficld; In silent awe they wait, And close the warrior's gate, Nor know to whom their homage thus they yield.
4. The peaccful conqucror goes,

And triumphs o'er his foes,
His weapons drawn from armories above;
Behold the vanquisked sit
Submissive at his feet,
And strife and hate are changed to peace and love.

* DOINEROE OE Ce ROS Iambic. $(6,10,6,10$.)


1. Wilt thou not vis - it me? The plant be-side me feels thy gen-tle dew; Each blade of grass I sce, From thy deep earthits quickening moisture drew.
2. Wilt thou not vis - it me? Thy morning calls on me with chcering tone; And ev - ery hill and tree Lend but one voice, the voice of thee a - lone.

3. Come ! for I need thy love Morethan the flow'r the dew, or grass the rain; Come like thy Ho - ly Dove, And let me in thy sight re - joice a - gain.
4. Yes! thou wilt vis - it me! Nor plant, nor tree, thine eye delights so well, As when from sin set free, Man's spi-rit comes with thine in peace to dwell.



This is the original form of this celebrated tune ; see a C. M. arrangement at page 178, Phuvah. \& See the hymn, "Christ is my light and treasure."

Psalm 23, Jones's Versification.





 2



1. Re - buke me not in an - ger, Nor in thy wrath chastise; Tm filled with pain and lan-guor, In mer-cy hear my cries. But thou, how long, Joe-

2. Who in the grave can bless thee, In death thy name a - dore? With an - gish I ad - dress thee, With groans thy help imp- ploce: My sight is dim with


-     - ho - rah? Return, thy help pro-claim: Oh, do not give me of - er, But save me for thy name.

sighting, My pil-low swims in tears; For all my foes are try-ing To fill my heart with tears.


Away, ye evil doers!
The Lord has heard my cries, His help my hope secures,

And peace and joy supplies: Jehovah heard my calling,

And he will always hear; My foes will soon be falling,

In sudden shame and fear.
Jones's Psalms.

Geo. James Weibe.


1. The morning light is breaking ; The darkness disappears ; The sons of earth are waking To pen - i-tential tears: Each breeze that sweeps the ocean Brings tidings from afar


MIISSIOINATETY FITIMIN. $7 S$ de GS. Iambic. No. 1. Common Copy. L. Mason. 259







MISSEOOINAEE EMTMMIN. No. 2.


MIISSIONNAEETHEMIN. No. 3.


## 2641









Lift up your heads in joy-ful hope, Salute the hap-py morn, Each heav-en-ly pow'r Proclaims the gladhour: Lo, Je - sus, the Saviour, is born.






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1. \{ Lord, how shall youth learn heavenly truth? Thy statutes let them pon-der;
to find give heart and mind, 0 let me ne - ver wan-der. \{ Thy word with-in, to keep from sin, I sa-credly have hid-den; 0 blessed
2. $\left\{\begin{array}{l}\text { Thy works of old my lips have told, The words thy spi-rit teach-es; } \\ \text { Thy way I love, thy law a - bove, All earth-ly good and rich- }\end{array}\right\}$


## MEONTMOUMIEI.* <br> 8s de 75. Iambic. (8,7;8,7;8,8,7). $\dagger$ <br> M. Luther.



Lord! teachme thy word, And what is there for - bid - den.
 2. Oft, in the si-lence of the night, My soul her griefs is sigh-ing; And morn, withits re -
 turn-ing light, No respite is sup-ply - ing: A glance at heav'n re-lief bestows, That home of rest no sooner knows, But joys reign there for - ev - er.


* This celebrated tune is here restored to its original melodic form, as composed by Luther. It is taken from the complete edition of his hymns and tunes, as published by C. v. Winterfeld, Leipzig, 1849 . + See the hymn, "Great God, what do I see and hear."
* EOD. IOS. Iambic. $(10,10 ; 10,10$ )

From Hofmeister.


666 * TIDOE. IOS. Iambic. ( $10,10,10,10$.) Or 6 lines, by repeating the first two sections.


1. A -gain the day re-turns of ho-ly rest, Which, when he made the world Jehovahblest; When, like his own, he bade our labors cease, And all be piety-and all be peace.
2. Let us de-vote this con-se-crat-ed day, To learn his will, and all we learn o-bey; So shall he hear, when fervently we raise Our supplications, and our songs of praise.


SAMAINATII IOS: Iambic. $(10,10 ; 10,10$.) From Pleyel.


+ From "The Boston Handel and Haydn Society's Collection." Adapted from Pleyel, by L. Mason, 1820.



1. $\left\{\begin{array}{l}\text { The God of glory sends his summons forth, Cals the south nations, and a wakes the north ; } \\ \text { Fromeast to west the sovereign orders spread, Thro' distant worlds and regions of the dead }\end{array}\right.$



2. The Lord is great! ye hosts of heaven, adore him, And ye who tread this earthly ball; In ho-ly songs rejoice aloud before him, And shout his praise who made you all.
3. The Lord is great ! his majesty how glorious! Resound his praise from shore to shore; O'er sin, and death, and hell now made victorious, He rules and reigns for ev - er - more.

*This hymn, partly from the German, was composed by D. Dutron, Jr

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268 * DATMOIN. ©s Ms. Trochaic. (6,4,6,4;4,4,6,4.) or 6 s \& 5 s , by the small notes.









* ATETMIN. 75 © S. Trochaic. (7,7;7,5.)


2. Thouour feeble flesh hast worn;Thou our mortal griefs hast borne ; Thou hast shed the human tear; Gracious Saviour, hear.
3. When the heart is sad within, With the thought of all its $\sin$; When the spiritshrinks with fear, Gracious Saviour, hear.

4. Thou the shame, the grief hast known, Though the sins were not thine own, Thou hast deigned their load to bear Gracious Saviour, hear.
5. When our eyes grow dim in death; When we heave the parting breath; When our solemn doom is near, Gracious Saviour, hear.
6. Thou hast bow'd the dying head; Thou the blood of life hast shed Thou hast fill'd a mortal bier; Gracious Saviour, hear.


Ps. 183 ; Jones's Versification.

7. Bless de - ho - vah, Oh my soul! With all thy powers combin'd;




Ps. 31 ; Jones's Versification.







. $\{$ From the throne of God there springs A pure, a erystal stream; $\}$
8. $\left\{\begin{array}{l}\text { Life, and peace, and joy it brings, To his Je-ru-sa-lem. }\} \text { Rivers of refreshing grace Thro' the sacred city flow, Watering all the hallow'd place Where God resides below. }\end{array}\right.$

9. $\{$ God, most men - ci - full, most high, Doth in his Zion dwell; \} ~
-. $\{$ Kept by him, her tow'rs defy The strength of earth and hell. $\}$ Guardian of a chosen race, Jesus doth his church defend; Saves them by his timely grace, And saves them to the end.



10. Lamb of God 1 whose bleeding love We now real to mind, Send the answer from above, And let us meres find : Think on us, who think on thee, Every burden'd soul release, Oh remember Cal-va-ry, And bid us go in peace.



11. Bro - ther, thou art gone to rest; We will not weep for thee; For thou art now where oft on earth Thy spa - rit longed to be.

12. Bro - then, thou art gone to rest; Thy toils and cares are o'er; And sor - row, pain, and suffering, now Shall ne'er dis - tress thee more.


13. What is life? A varied tale, Deeply moving, quickly told. What is life? A vision pale, Vanishing while we be -hold, Such is life, Such is life, Such is life
14. What is life? A smoke, a vapor, Swiftly mingling with the air. What is life? A dying taper, Glowing but to dis - ap-pear, Such is life, Such is life, Such is life.
15. Such is life: a breath, a span, A moment quickly gone from thce. What is death? O mortal man! Thy entrance in eter-ni-ty, Such is death, Such is death, Such is death!



\{ Je - sus lives! no long - er now, Can thy terrors, Death, ap - pal me;
16. $\left\{\begin{array}{l}\text { Je - sus lives! no long - er now, } \\ \text { Je - sus lives! and well I know, From the dead he will re - call me; }\end{array}\right\}$
17. $\left\{\begin{array}{l}\text { Je - sus lives! I know full well, Nought from him my heart can sev - er ; }\end{array}\right.$
. Life nor death, nor powers of hell, Joy nor grief, henccforth, for ev-er:
18. $\{$ Je - sus lives! henceforth is death Entrance in - to life im-mor - tal;
. Calm-ly I can yield my breath, Fearless tread the frowning por - tal;
Bet - ter life will then commence, This shall be my con - fi-dence.
God will power and grace dis-pense, This shall be my con - fi-dence.
Thou, when faileth flesh and sense, Lord, wilt be my con - fi - dence.





Geo. F. Root.
19. Ere I sleep, for ev-ery fa - vor, This day show'd By my Lord, I do bless my Sa - . viour.
20. O my Lord ! what shall I ren-der To thy name, Still the same, Gracious, good, and ten - der.

21. Leave me not, but av - er love me, Let thy peace Be my bliss, Till thou hence remove me.
22. Visit me with thy sal-va - ion ; Let thy care Still be near, Around my habi - ta - - ton.

23. Thou, my rock, my.guard my tower, Safely keep, While I sleep, Me, with all thy pow - er.
24. And whene'er in death I slumber. Let me rise, With the wise, Counted in their mum - bor.


L. Mason.

25. Star divine, $O$ safely guide him,

Bring the wanderer home to thee; Sore temptations long have tried him, Far, far at sea.
5. Star of hope, gleam on the billow,

Bless the soul that sighs for thee; Bless the sailor's lonely pillow, Far, far at sea.




1. \{ God of evening and of morning, Great Source of all ! \}
\{ While our hearts with love are burning, Prostrate we fall; \} ~ N o w ~ t h y ~ s a - c r e d ~ t h r o n e ~ a d d r e s s i n g , ~ A n d ~ o u r ~ f o l l i e s ~ a l l ~ c o n - f e s s - i n g , ~ W e ~ e n t r e a t ~ a ~ F a t h e r ' s ~ b l e s s i n g ; ~ L o r d , ~ h e a r ~ o u r ~ c a l l . ~
$2-i$
$)^{()^{8}}$

2. $\left\{\begin{array}{l}\text { Ob - ject of our soul's de -vo-tion, Thee we a-dore; } \\ \text { Thee we praise, with sweet emotion }\end{array}\right.$
we praise, with sweet emotion, This favored hour. S Sa-viour, thou art ever worthy, All the heavenly host adore thee, Saints inf cast their crowns before thee, Lord, evermore.

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Behold how the Lord Has girt on his sword; From conquest to conquest proceeds! How happy are they Who live in this day, And witness his wonder - ful deeds!


The hymns "Rejoice in the Lord"-" Come let us ascend"-"How happy are they"-"Come away to the skies"-Be joyful in God"-and others, may be sung to this tune.



1. Our Saviour alone, The Lord let us bless, Who reigas on his throne,The Prinee of our peace; Who evermore saves us, By shedding his blood: All hail,holy Jesus, Our Lord and our God. 2. Preserve us in love; While here we abide; Oh, never remove Thy presenee, nor hide Thy glorious salvation; Till each of us see, With joy, the bless'd vision, Completed in thee.



2. His bounties are free, He hears every plea, And weleomes the ery of the needy.
3. Blest mansions above,

Prepared by his love,
Are waiting at last to reeeive us.
4. My Saviour and friend.

On whom I depend,
My heart shall forever adore thee.




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Gently, Softly.

* E"FERTN ETS Anapestic. $(11,11 ; 11,11$ )

Fern and Amora may be united as in this hymn, or they may be sung






$$
\text { \% OHAMND. H2S éc Bss Anapestic. ( } 12,8 ; 12,8 .)
$$




* Or lIs, by the tie in the first line or section.












Blessed, blessed, blessed be the Lord for-ev - er-more, for-ev - er-more, Blessed be the Lord,
Blessed be the Lord,
Blessed be the Lord, for -


Blessed be the Lord,
Blessed be the Lord,


The Lord's name be prais-ed,
Largo. $\quad$ \% SATMO世TUS:
 Holy, Holy, Ho-ly Lord God Almighty,Heav'n and earth are full of thy glo-ry; Glory be to thee, Glory be to thee, Glory be to thee, O God most high, O Lord most high.



For thou art great, and do . . est won-drous things;
art God a- .

"All nations whom thou hest made." Concluded.
289

with all. .


I will glo - ri - fy thy name for ev - er - more will



ev - er - more,


## 288 Larghetto. $\%$ IMP FTFHRTH. "God sent his only begotten Son into the world." (1st John 4-9.)


that we might live thro' him,


DTEERIS 7E: (Double.) From Rossinı, by L. Mason.


1. $\{$ Who, $O$ Lord! when life is o'er, Shall to hcaven's blest man-sions soar ?

Who, an ev - er wel-come guest, In thy ho - ly place shall rest? $\}$ He, whose heart thy love has warmed; He, whose will to thine con-formed,
Bids his life un - sul-cied run; Bids his life un - sul-lied run; He, whose words and thoughts are one.


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I will mag - ni - fythee, 0 Lord, for thou hast set me up, and not mademy foes. . . to tri - - umph.
Allegretto.


"I will magnify thee, 0 Lord." Concluded.
291


295

From Zingarelli.


Go not far from me, $O$ God, Cast me not a-way, Cast me not a - way in the time of age, Cast me not a - way in the time of age. For-sake me not, For




That I may


291
"Go not far from me, 0 God." Continved.
 long, o, let my mouth, . . O, let my mouth be fill - ed with thy praise, O , let my mouth, . . . O, let my mouth be fill - ed with thy praise, That I may



Slow.

* IME FP"




## 296 <br> Moderato.

AINHEPEPM. "I was glad when they said unto me."
In part from Dr. Calloott, by L. M.


## Larghetto.



[^6]"I was glad when they said unto me." Concluded.


2. Praise the Lord, Praise the Lord, and may his blessing Guide us in the way of truth; Keep our feet from paths of er-ror, Make us ho-ly in our youth.

3. Praise the Lord, Praise the Lord, ye hosts of heaven; An - - gels sing your sweetest lays, All things ut - ter forth his glo-ry; Sound a loud Je - ho - vah's praise.


## SAMTOTMS: (No.2.)



Ho - ly, Ho - ly, Ho - Iy, Lord God of Hosts; Heav'n and earth are full of thy glo-ry; Glo - ry be to thee, O Lord most high, O Lord most high.


* The original ends here.



Blessed are the people, that know the joy - fuel sound; Blessed are the people, that know the joy-ful sound, The joy - furl sound, They shall walk, O Lord, in the


Blessed are the people, that know the joy-ful sound; Blessed are the people, that know the joy-ful sound, The joy - full

light of thy countenance, Theyshallwalk, O Lord, in the light of thy countenance; Theyshall walk, O Lord, in the light of thy countenance, They shall walk, O Lord, in the

light of thy countenance, They shall walk, O Lord, in the light of thy countenance; They shall walk, O Lord, in the light of thy countenance, They shall walk, O Lord, in the

light of thy coun-te-nance, And in thy Name shall they rejoice all the day, And in thy righteousness shall they be ex-alt-ed. A - men. A - men.

light of thy coun-te-nance, And in thy Name shall they rejoice all the day, And in thy righteousness shall they be ex-alt-ed. A - men. A - men.


B90 Moderato.

Thovgut from one of Jeremiah Clarke's Anthems.


dark, The hills and wa-ters o'er, When a band of exiles moor'd their bark On wild New England's shore, On wild New England's shore, On wild New England's shore. come, In si - lence and in fear, They shook the depths of desert gloom, With hymns of lof-ty checr, With hymns of lof - ty cheer, With hymns of lof - ty cheer.

soared O'er roll-ing wave's white foam, The rock-ing pines in for-est roar'd, To bid them welcome home, To bid them welcome home, To bid them welcome home.
ground, The soil where first they trod, They left unstain'd what there they found, Freedom to worship God, Freedom to wor-ship God, Freedom to wor-ship God.


## slow. WOOTHMAN.* O. MI.



Salvation! O thou bleeding Lamb To thee the praise belongs; Salvation shall inspire our hearts,

And animate our songs.


Salvation! let the echo fly,
The spacious earth around; hile all the armies of the sky Conspire to raise the sound. Oh, glory, \&e.


 both gratitude and humility are so happily expressed. By observing the small notes in the latter strain, it may be made a double C. M.

51828
Andante.

* AITVEPEPEIVI= "O love the Lord." (Ps. xxxi, 23.)

Aug. Kreissmany.

all ye his saints,


> O love the Lord, all ye his saints,

O love the Lord, all ye his saints,
O love the



worship at his footstool, For he is

holy.



"Now unto Him that is able to keep us from falling." Concluded.


* AIN"TGETEMI. "Praise ye the Lord, ye heavenly choir."


Lord for av - er - more, $O$ praise the Lord for iv - er - more.


Lord for iv - er - more, O praise the Lord for iv - er - more.




"Praise the Lord, ye heavenly choir." Concluded.
307







## 






"I waited patiently for the Lord." Continved.
311



FIFIRMMOIN. O. MI.
L. Mason, 1840.

"I waited patiently." Concloded.


Ma-ny shall see it and fear, and shall trust, shall trust in the Lord, shall trust in the Lord, shall
see it and fear, and shall trust in the Lord, shall trust in the Lord.


Slowly.

* EISMMIV. "Father, forgive the tears with which we mourn."
L. Mason.

313









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"My voice shall thou hear in the morning." Covclubrb.


"All hail, thou welcome day." Concluded.






 124






Praise the God of Is - rael, glo-ri - fy his name, Be tell-ing of his sal va - tion, Be tell-ing of his sal-va-tion, be

lem, ex - alt his name, ex - alt his name ev - er-more, ex - alt his name, ex - alt his mame for - ev - er - more.

Moderato.
MOMPIEHTLE "The Lord is my strength and song." (Ps. cxviii. 14, 24.)
329



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show - er, With perfumes fill the air, While in the sha-dy bow - er We hear the bird-ling choir, While in the sha-dy bow - er We hearthe birdling

show - er, With perfumes fill the air, While in the sha-dy bow - er We hear the bird-ling choir, While in the sha-dy bow - er We hearthe birdling





## 



Loud thro' the world proclaim Je - ho - vah's high - est praises,

[^7]


praise his name.
Re-joice,
rejoice, and praise his name. Loud thro' the world proclaim,
pro-claim Je - ho - vah's praises
COInTIECM. "Grant, we beseech thee."
The Earl of Abingdon.


Grant, we be - seech thee, merci - ful Lord,


- don and peace, par-don and peace, that they may be cleansed from all their
$\sin$,


Grant, we be-seech thee, merci-ful Lord, grant to thy faithful peo-ple par-don and peace, par-don and peace, that theymay be cleansed from all their sin, that


Lord,
to thy peo - ple par-don and peace,

they may be cleansed, be cleans - - ed from all their sins, and serve thee, and serve, and serve thee with a qui - et mind, thro' Jesus Christ our Lord, A - men.


Cheerful. OFIOERESSAINMTETBEML. "0 Zion, that bringest good tidings." (Is. xl. 9.) Wm. Jackson, Marham. 339




"O Zion that bringest good tidings." Continued.

lift it up, lift it up



## 342

MIOTHE"Mrif. "The Lord is merciful." (Ps. chi, 8, 9. 10 \& 11.) Fkom the tune "Stonefield," by S. Stanley, about 1820.



power, and might, ...

and power, and might,


if A - rise, O Lord, in - to thy rest; thou, thou, and the ark of thy strength. Let thy priests be clothed in righteonsness; And let thy saints shout,


A - rise, 0 Lord, in - to thy rest; Thou, thou, and the ark of thy strength. Let thy priests be clothed in righteousness; And let thy saints shout,


shout for joy, Let thy priests be clo-thed with righteous-ness; And let thy saints shout, shout for joy, And let thy saints shout for joy, Let thy saints shout, shout for joy.

shout for joy, Let thy priests be clo-thed with righteous-ness; And let thy saints shout, shout for joy, And let thy saints shout for joy, Let thy saints shout, shout for joy.


Allegro Maestqso.

* ATN"PEIEML. "Great is the Lord, and greatly to be praised." (Ps. xlviii. 1-3.)





## 348

## IMOHITHEILe Harvest Hymn. Words translated from the German by H. M. Cady. Music by W. v. D. Lorenz.

Joyfally.



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## 350

* M1OMIEMTI: "Bow down thine ear." (Ps. lxxxiv. 1, 2, \& 12.)




3. "Bring me flesh, and hring me wine,Bring me pine-logs hither: Thou and I will see him dine, When we bear them thither." Page and monarch, forth they went,Forth they went to 4. "Sire, the night is darker now, And the wind blows stronger;"Fails my heart,Tknow nothow; I can go no longer." "Mark my footsteps, good, my page; Tread thou inthem 5. In his master's steps he trod, Where the snow lay dinted; Heat was in the very sod Which the saint had printed. Therefore, Christian men, he sure, Wealth or rank pos $9: 400-0 \cdot 0$


gether; Thro' the rude wind's wild lament, And the bit - ter weather. boldly;"Thou shalt find the winter's rage Freeze thy blood less cold-ly." - sessing, Ye who now will hless the poor, Shall yourselves find blessing.
4. While he spake against their gods, And temples' vain e-rec-tion, Pa-tient-ly they 4. Some theyscoffed,and some they spake Of blas-phe-my and trea-son; Some replied with 5. A - thens heard and scorn'd it then, Now Europe hath re - ecived it: Wise men mock'd and


## Noronimg Preyer:



Venite, Exultemus Domino.

1. O come, let us sing un- | to the | Lord.

Let us heartily rejoice in the | strength of | our sal- | vation.
2. Let us come before his presence | with thanks- | giving,
And show ourselves $\mid$ glad in $\mid$ him with $\mid$ psalms.
3. For the Lord is a | gre-at | God;

And a great | King a-| bove all $\mid$ gods.
4. In his hand are all the corners | of the | earth; And the strength of the $\mid$ hills is $\mid$ hi-s $\mid$ also.
5. The sea is his, | aud he $\mid$ made it;

And his hands pre- | par-ed | the dry | land.
6. O come, let us worship | and fall | down,

And kneel be- | fore the | Lord our | Maker.
7. For he is the / Lord our God.

And we are the pcople of his pasture, and the 1 shecp of |hi-s | hand.
8. O worship the Lord in the beauty of $\mid$ holi- $\mid$ ness. Let the whole earth | stand in | awe of | him.
9. For he cometh, for he cometh to | judge the | earth; And with righteousness to judge the world, and the | people | with his | truth. [Ps. xov.] (Halle,-23)


## Gloria Patri.

Glory be to the Father, and | to the | Son, And | то the \| Holy | Ghost;
As it was in the beginning, is now, and | ever shall | be, World \| without \| end. A- \| men.

Jubilate Deo.

1. O be joyful in the Lord, | all ye | lands;

Serve the Lord with gladness, and come before his | presence $/$ with a $\mid$ song.
2. Be ye sure that the Lord | he is | God;

It is he that hath made us and not we ourselves; we are his people, and the $\mid$ sheep of $\mid \mathrm{hi}-\mathrm{s}$ | pasture. 3.0 go your way into his gates with thanksgiving, and into his | courts with | praise;
Be thankful unto him, and |speak good | of his | name. 4. For the Lord is gracious, hismercy is | ever-। lasting; And his trath endureth from gener- $\mid$ ation to $\mid$ gener- $\mid$ ation.

$$
\left[\begin{array}{lll}
\text { Ps. o.] }
\end{array}\right.
$$



## Benedictus.

1. Blessed be the Lord | God of | Isracl ;

For he hath visited and re- | deem-ed | hi-s | people.
2. And hath rais-ed up a mighty sal- | vation-for | us.

In the house of his | servant $|\mathrm{Da}-|$ vid.
3. As he spake by the mouth of his | holy | prophets; Which have been | since the $\mid$ world be- | gan.
4. That we should be sav-ed | from our | enemies; And from the | hand of | all that | hate us.
[Luke r. 68.]


## Te Deum Laudamus.

1. We praise | thee, $\mathrm{O} \mid$ God;

We acknowledge | thee to $\mid$ be the $\mid$ Lort.
2. All the earth doth | worship | thee, The | Father | ever- | lasting.
3. To thee all Angels | cry a- | loud, The Heavens, and | all the | Powers there- | in.
4. To thee, Cherubim and | Sera- | phin,

Con- | tinu-al- | ly do | cry,
5. Holy, | Holy, | Holy,

Lord | God of | Saba- | oth;
6. Heaven and | Earth are | full Of the | Majes-ty | of thy | Glory.
7. The glorious company of the Apostles | pra-ise | thee.
The goodly fellowship of the | Prophets | pra-ise | thee.
8. The noble army of Martyrs | pra-ise | thee.

The holy Church throughout all the world | doth ac- 1 knowledge | thee,
9. The Father, of an infinite | Majes- | ty Thine adorable, | true and | only | Son;
10. Also the | Holy | Ghost,

The | Com- |-for- | ter.
11. Thou art the King of Glory, | O- | Christ, Thou art the everlasting | Son - of the | Fa- | ther.
12. When thon tookest upon thee to de- \| liver $\mid$ man, Thou didst humble thyself to be | bo-rn | of a | Virgin.
13. When thou hadst overcome the | sharpness of | death
Thou didst open the Kingdom of | Heaven to | all be- | lievers.
14. Thou sittest at the right hand of God, in the Glory | of the I Father.
We believe that thou shalt $\mid$ come to $\mid$ be our $\mid$ Judge.
15. We therefore pray thee, | help thy | servants, Whom thou hast redeenned | with thy | precious | blood.
16. Make them to be numbered | with thy | Saints, In | glory | ever- | lasting.
17. O Lord, save thy people, and | bless thine \| heritage,
18. Govern them and | lift them | up for- | ever.
19. Day by day we | magni-fy | thee ; And we worship thy Name, | ever, World \| without | end.
20. Vouchsafe, O Lord, to keep ns this day | without | sin;
O Lord, have mercy upon us, have | mer-cy up- | on- | us.
21. O Lord, let thy mercy | be up- | on ns, As our | tru-st | is in | thee.
22. O Lord, in thee | have I | trusted, Let me | never | be con- | founded.

10. Gloria in Excelsis.

Glory be to | God on | high,
And on earth | peace, good | will toward | men.
We praise thee, we bless thee, we | worship | thee,
We glorify thee, we give thanks to thee, for I thy great | glo- | ry,
o Lord God, | heavenly | King,
God the | Father | Al- | mighty.
O Lord, the only begotten Son, | Jesus Christ,
O Lord God, Lamb of God, | Son $\cdot$ of the | Fa- | ther.
That takest away the | sins of the | world,
Have | mer-cy up-| on-| us.
Thou that takest away the $\mid$ sins • of the $\mid$ world, Have | mer-cy up- | on- | us.
Thou that takest away the | sins • of the | world, Re- $/$ ceive- $\mid$ our- $\mid$ prayer.
Thou that sittest at the right hand of | God the |
Father,
Have I mer-cy up- | on - | us.
10.

For thou | only art | holy;
Thou | only | art the | Lord;
Thou only, O Christ, with the | Holy | Ghost,
Art most high in the glory of | God the | Fa- | ther.
Amen.

## Evening Prayer.

## Cantate Domino.

1. O sing unto the Lord | a new | song.

For he hath done | marvel-| lo-us | things.
2. With his own right hand, and with his | holy | arm Hath he gotten him- i self the | vieto- | ry.
3. The Lord deelar-ed | his sal- | vation;

His righteousness hath he openly showed in the si-ght | of the | lieathen.
4. He hath remembered his merey and truth toward the | house of | Israel ;
And all the ends of the world have seen the sal- 1 vation | of our | God.
5. Show yourselves joyful uuto the Lord, |all ye|lands; Sing, re-| joiee, and | gi-ve | thanks.
6. Praise the Lord up- on the |harp;

Sing to the harp with a $\mid$ psalm of $\mid$ tha-nks-|giving;
7. With trumpets | also .. and | shawms;

O show yourselves joyful be-| fore the | Lord the | King.
8. Let the sea make a noise, and all that | therein | is The round world, and |they that | dwell there- in
9. Let the floods olap their hands, and let the hille be joyful together be- $\mid$ fore the $\mid$ Lord
For he | eometh .. to | judge the | earth.
10. With righteousness shall he | judge the / world: And the | people with | equi- $\mid$ ty. [Ps. xovini.]

## Bonum est Confiteri.

1. It is a good thing to give thanks un-| to the | Lord And to sing praises unto thy | name, 0 | most- $\mid$ Highest.
2. To tell of thy loving kindness early | in the | morning :
And of thy truth | in the | ni-ght | season.
3. Upon an instrument of ten strings, and up- 1 on the lute;
Upon a loud instrument, | and up- | on the | harp.
4. For thou, Lord, hast made me glad | through thy | works.
And I will rejoice in giving praise for the oper- | ations | of thy | hands.
[Ps. xoir.]
[Gloria Patri.]

## Deus Misereatur

1. God be merciful unto |us, and | bless us. And show us the light of his eountenauce, and be $\mid$ merei-ful | unto | us.
2. That thy way may be $\mid$ known up-on | earth : Thy saving | health a- | mong all | nations.
3. Let the people praise | thee, $\mathrm{O} \mid$ God:

Yea, let $\mid$ all the $\mid$ people | praise thee.
4. O let the nations rejoice / and be $/$ glad For thou shalt judge the folk righteously, and govern the | nations | upon | earth.
5. Let the people praise | thee, $\mathrm{O} \mid$ God:

Yea, let | all the I people | praise thee
6. Then shall the earth bring | forth her |increase: And God, even our own / God shall |give us• his |
7. God | shall bless | us :
[blessing. And all the ends of the $\mid$ world shall $|f e-a r| h i m$. [Ps. Levii.]

## Benedic, Anima Mea.

1. Praise the Lord, $|0 \mathrm{my}|$ soul: And all that is within me | praise his | holy | name.
2. Praise the Lord, $\mid O$ my | soul;

And for- | get not | all his | benefits.
3. Who forgiveth | all thy $\mid \sin$;

And | healeth | all - thine in- | firmities ;
4. Who saveth thy | life • from des-I truetion, $\|$ And crowneth thee with|merey 'and|loving-|kindness.
5. O praise the Lord, ye angels of his, ye that exeel in | strength.
Ye that fulfil his eommandment, and hearken unto the | voice of | hi-s | word.
6. O praise the Lord, all ye his | hosts;

Ye servants of | his that | do liis | pleasure.
7. O speak good of the Lord, all ye works of his, in all places of | his do- | minion;
Praise thou the $\mid$ Lord, $\mathrm{O}|\mathrm{my}-|$ soul. [Ps.ciri.]



## SELECTION 1.

1. Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the | way of | sinners;
Nor sitteth in the $\mid$ sc-at $\mid$ of the $\mid$ scornful.
2. But his delight is in the | law of the L Lord.

And in his law doth he | medi-tate | day and | night.
3. And be shall be like a tree planted by the | rivers • of | water,

That bringeth forth his | fru-it | in his | season.
4. His leaf also | shall not | wither,

And whatso- $\mid$ ever he | doeth shall | prosper.
5. The ungodly | are not | so,

But are like the chaff which the | wind dri- | veth a- | way.
6. Therefore the ungodly shall not $\mid$ stand $\cdot$ in the | judgment,

Nor sinners in the congre- | gation | of the | rightcous.
7. For the Lord knoweth the \| way of the \| righteous.

But the way of the un- | godly | sha-1l | perish.
[Ps. I.]

## SELECTION 2.

1. Give ear to my | words, $0 \mid$ Lord;

Con- | sider-my | med-i- | tation.
2. Hearken unto the voice of my ery, my King, \| and my \| God; For unto | thee will | I- | pray.
3. My voice shalt thou hear in the $\mid$ morning, $0 \mid$ Lord;

In the morning will I direct my prayer unto | thee, and | will look | up.
4. For thou art not a God that hath pleasure in \| wicked-| ness. Neither shall \| evil \| dwell with | thee.
5. The foolish shall not stand | in thy | sight,

Thou hatest all | workers | of in- | iquity.
6. Thou shalt destroy them | that speak | falschood;

The Lord will abhor the bloody | and de- | ceitful | man.
7. But as for me, I will come unto thy house in the multitude | of thy | mercy;
And in thy fear will I worship | toward thy | boly | temple.
8. Lead me, o Lord, in thy righteousness, because $\mid$ of mine | enemies;
Make thy way \| straight be- | fore my | face.
9. Let all those that put their trust in thee rejoice, let them ever shout for joy, because thou de- | fendest | them;
Let them also that love thy name be | joy- | ful in | thee.
10. For thou, Lord, wilt | bless the |righteous;

With favor wilt thou compass | him as | with a | shield.
[Ps. v.]


## SELECTION 3.

1. The heavens declare the | glory of | God;

And the firmament | sheweth his | bandy | work.
2. Day unto day uttereth speech, and night unto night | sheweth | knowledge.
There is no speech nor language, where their | voice is | not- | heard.
3. Their line is gone out through | all the | earth,

And their words to the $\mid e-n d$ of the $\mid$ world.
4. In them hath he set a tabernacle | for the $\mid$ sun,

Which is as a bridegroom coming out of his chamber, and rejoiceth as a strong | man to | run a | race.
5. His going forth is from the end of the heaven, and his circuit unto the $\mid$ ends of | it:
And there is nothing | hid from the \| heat there- | of.
6. The law of the Lord is perfect, con- $\mid$ verting the $\mid$ soul: The testimony of the Lord is sure, | making | wise the | simple.
7. The statutes of the Lord are right, re- 1 joicing the | heart:

The commandment of the Lord is pure, en- | light- | ening the 1 ejes.
8. The fear of the Lord is clean, en- | during for- $\mid$ ever:

The judgments of the Lord are true and $\mid$ righteous | alto- | gether.
9. More to be desired are they than gold, yea, than | much fine | gold:
Sweeter also than honey \| and the \| honey- \| comb.
10. Moreover by them is thy | scrvant | warn-ed:

And in kceping of them | there is | great re- | ward.
11. Who can under $-\mid$ stand his | errors?

Cleanse thou | me from | secret | faults.
12. Keep back thy servant also from presumptuous sins; let them not have do- 1 minion I over mc:
Then shall I be upright, and I shall be innocent | from the I great trans- | gression.
13. Let the words of my mouth, and the meditation of my leart, be aceeptable in | thy- $\mid$ sight,
0 Lord, my | strength and | my Re- $\mid$ deemer.
[Ps. xix.]

## SELECTION 4.

1. God be merciful unto | us, and | bless us: And cause his | face to $\mid$ shine up- $\mid$ on us.
2. That thy way may be | known up--on | earth, Thy saving | health a- $\mid$ mong all $\mid$ nations.
3. Let the people praise | thee, $\mathrm{O} \mid$ God: Let all the | people | pra-ise | thee.
4. O let the nations be glad, and | sing for | joy: For thou shalt judge the people righteously, and govern the | na--tions up- | on the | earth.
5. Let the people praise | thee, $O \mid$ God: Let | all the | people | praise thee.
6. Then shall the earth \| yield her \| increase, And God, even | our own | God shall | bless us.
7. God | sha-ll | bless us,

And all the ends of the | earth shall | fe-ar | him.
[Ps. LXVII.]

## SELECTION 5

1. God is our $\mid$ refuge $\cdot$ and $\mid$ strength

A very | present | help in | trouble.
2. Therefore we will not fear, though the $\mid$ earth ' be reI mov-ed,
And though the mountains be carried into the $\mid$ midst of | the - | sea.
3. Though the waters thereof $\mid$ roar, $\cdot$ and be $\mid$ troubled,

Though the mountains | shake • with the | swelling there- of.
4. There is a river, the streams whereof shall make glad the | city of | God;
The holy place of the tabernacles | of the |Mo-st| High.
5. God is in the midst of her, she shall | not be | mov-ed, God shall help her, and | that right | ea-r- | ly.
6. The heathen rag-ed, the | kingdoms - were | nov-ed, He uttered his | voice, the | ea-rth | melted.
7. The Lord of | Hosts is | with us; The God of | Jacob | is our | refuge.
8. Come, behold the | works • of the | Lord, What desolations | he hath | made in the | earth.

9. He maketh wars to cease unto the \| end $\cdot$ of the | earth; He breaketh the bow, and cutteth the spear in sunder; he burneth the | chariot | in the | fire.
10. Be still, and know that I I am | God;

I will be exalted among the heathen, and I will be exalted | in the $\mid$ earth.
11. The Lord of | hosts is | with us;

The God of | Jacob | is our | refuge. [Ps. xlvi.]

## SELECTION 6.

1. Lord, thou hast been our \| dwelling | place,

In | a-ll | gene- | rations.
2. Before the mountains were brought forth, or even the earth | and the / world;
Even from everlasting to ever- | lasting, | Thou art | I God.
3. Thou turnest man $\mid$ to de- $\mid$ struction:

And sayest, Return, ye $\mid$ children $\mid$ o-f $\mid$ men.
4. For a thousand years in thy sight are but as yesterday, when \| it is \| past,
And as a | wa-tch | in the \| night.
5. Thou carriest them away as | with a $\mid$ flood:

They |a-re | as a | sleep.
6. In the morning they are like grass which | groweth | up: In the morning it flourisheth, and groweth up; in the evening it is cut \| down, and | wither- | eth.
7. For we are consum-ed | by thine \| anger:

And by thy | wra-th | are we | troubled.
8. Thou hast set our iniquities be- | fo-le | thee:

Our secret sins in the $\mid$ light of $\mid$ thy - $\mid$ countenance.
9. For all our days are passed away | in thy | wrath:

We spend our years as a $\mid$ ta-le $\mid$ that is $\mid$ told.
10. The days of our years are three-score years and ten; and if by reason of strength they be |four-score $\mid$ years,
Yet is their strength labor and sorrow; for it is soon cut off, | and we fly a- / way.
11. Who knoweth the power $\mid$ of thine $\mid$ anger:

Even according to thy fear, $\mid$ so is $\mid$ thy - $\mid$ wrath.
12. So teach us to | number ${ }^{\circ}$ our | days:

That we may apply our | hea-r'ts | unto | wisdom.
[Ps. xo.]

1. I l love the | Lord, Because he hath heardmy voice, |and my |suppli-|cations.
2. Because he hath inclined his ear | unto |me,

Therefore will I call upon him as | long as | I - | live.
3. The sorrows of death encompassed me, and the pains of hell gat | hold up- I on me:
I found |rouble $\cdot$ and | so r-| row
4. Then called I upon the $\mid$ name of the $\mid$ Lord.

O Lord, I beseech thee, dc- I liver | my - | soul.
5. Gracious is the | Lord, and | righteous.

Yea, our | God is | merci- | ful.
6. The Lord pre- | scrveth the | simple,

I was brought low, and | he - | help-ed | me.
7. Return unto thy rest, $|\mathrm{O} \mathrm{my}|$ soul ;

For the Lord hath dcalt | bounti- | fully | with thee;
8. For thou hast delivered my | soul from | death; Mine eyes from tears, | and my | feet from | falling. [Ps. oxvi.]

## SELECTION 8.

1. What shall I render | unto - the $\mid$ Lord

For all his | bene-fits | toward | me?
2. I will take the | cup of • sal- | vation,

And call upon the | na-me | of the | Lord.
3. I will pay my vows | unto the | Lord,

Now in the | presence ' of | all his I people.
4. Precions in the | sight - of the | Lord

Is the | death of | hi-s | saints.
6. O Lord, truly I am thy servant; I am thy servant, and the | son of • thine | handmaid:
Thou hast | loos-ed | my - | bonds.
6. I will offer to thee the sacrifice of | tha-nks | giving, And will call upon the | na-me | of the | Lord.
7. I will pay my vows | unto the | Lord,

Now in the I presence ' of I all his I people.
8. In the courts of the Lord's house, in the midst of thee, | O Je- | rusalem.
Praise I ye-| the - | Lord.
[Ps. oxvx. 12-19.]
SELECTION 9.

1. The Lord | is my | shepherd;

I | sha-ll | no-t | want.
2. He maketh me to lie down in $\mid$ gree-n $\mid$ pastures: He leadeth me be- | side the | sti-ll | waters.

3. He re- | storeth - my | soul:

He leadeth me in the paths of righteonsness | for his । na-me's I sake.
4. Yea, though I walk through the valley of the shadow of dcath, I will | fear no I evil:
For thou art with me, thy rod and thy I staff they I comfort | me.
5. Thou preparest a table before me in the presence I of mine I enemies:

- Thou anointest my head with oil; my | cu-p | runneth | over.

6. Surely goodness and mercy shall follow me all the days I of my I life:
And I will dwell in the l house of the I Lord for- 1 ever.
[Ps. xxir.]
SELECTION 10.
7. Happy is the man that I findeth I wisdom.

And the man that I getteth I under-I standing.
2. For the merchandise of it is better than the | merchandise of | silver,
And the gain there-f of than / fi-ne | gold.
3. She is more | precious than | rubies,

And all the things thou canst desire are not to be com-1 par-ed | unto |her.
4. Length of days is in her I ri-ght | hand;

And in her | left hand | riches and | honor.
5. Her ways are | ways of | pleasantness,

And | all her I paths are | peacc.
6. She is a tree of life to them that lay | hold up-| on her: and happy is every one | that re-| taineth | her.
[Prov. III. \& viir.]

## SELECTION 11.

1. Blessed is he that con-| sidercth - the | poor,

The Lord will deliver | him in | time of | trouble.
2. The Lord will preserve him, and keep him alive, and he shall be blessed up-| on the | earth.
And thou wilt not deliver him unto the will of hi-s enemies.
3. The Lord will strengthen him upon the | bed of | languishing,

Thou wilt make all his | bed in | hi s | sickness.
4. Blessed is he that con-| sidereth the | poor,

The Lord will deliver | him in | time of | trouble.
[Ps. xte. 1-3.]

## SELECTION 12.

1. Out of the deptlis | have I | cried Unto | the-e, | O- | Lord.
2. Lord, | hear my | voice :

Let thine ears be attentive to the $\mid$ voice • of my | sup-pli- | cations.
3. If thou, Lord, shouldst | mark in- | iquities,

O Lord, | who- | stra-ll| stand?
4. But there is for- giveness with | thee,

That | tho-u | may'st be $\mid$ fear-ed.
5. I wait for the Lord, my | soul dotlı | wait,

And in his | wo red | do 1 | hope.
6. My soul waiteth for the Lord more than they that | watch for the | morning :
I say, more than they that ! wa-tch | for the | morning.
7. Let Israel | hope - in the | Lord;

For with the Lord there is mercy, and with him is ple-n- | teous re- I demption.
8. And he shall re- | dee-in | Israel From | a-ll| his in- | iquities.
[Ps. oxxx.]
SELEOTION 13.

1. Have mercy upon me, O Lord, according to thy | lov-ing- | kindness;
2. According to the multitudes of thy tender mercies, | blot out | my trans- | gressions.
3. Wash me thoroughly from | mine in- \| iquity, And | cleanse me | from my $\mid \mathrm{sin}$.
4. For I acknowledge | my trans- | gressions, And my $\mid \sin$ is | ever be- $\mid$ fore me.
5. Against thee, thee only | have I | sin-ned, And done this | evil | in thy | sight.
6. That thou mayest be justified | when thou $\mid$ speakest And be clear when thou- judgest.
7. Create in me a clean | heart, $0 \mid$ God; And renew a right | spirit•with- | in- | me.
8. Cast me not away | from thy | presence, And take not tby | holy $\mid$ spirit | from me.
9. Restore unto me the joy of | thy sal- | vation And uphold me $\mid$ with thy | free- | spirit.
10. Then will I teach trans- | gressors thy | ways; And sinners shall be con- $\mid$ verted | unto | thee.
[Ps. LI. 1-4, 10-13.]


## SELECTION 14.

1. I will lift up mine eyes | unto ${ }^{-}$the | hills, From whence | cometh | my- | help.
2. My help cometh | from the $\mid$ Lord,

Who made | hea-ven | a-nd | earth
3. He will not suffer thy foot | to be | mov-ed;

He that keepeth tbee $\mid$ wi-ll | no-t $\mid$ slumber.
4. Behold he that \| keepeth \| Israel, Shall neither | slumber |no-r | sleep.
5. The Lord | is thy \| keeper ;

The Lord is thy shade up- | on thy | ri-ght | hand.
6. The sun shall not | smite thec • by | day;

Nor the | moo-n | by- | night.
7. The Lord shall preserve thee from |a-ll| evil; He shall pre-| semve | thr- I soul.
8. The Lord shall preserve thy goingout, and thy /coming |in; From this time forth, and |even for | ever- | more.
[Ps. oxxi.]
SELECTION 15.

1. Blessed be the Lord | God of | Israel,

For he hath visited and re- I deem-ed | hi-s | people.
2. And hath rais-ed up an horn of sal- | vation for $\mid$ us, In the house of his $\mid$ servant $|\mathrm{Da}-|$ vid.
3. As he spake by the mouth of his |holy | prophets, Which have been | since the | world be- | gan.
4. That we should be sav-ed | from our | enemies, And from the hand of | all that | ha-te | us.
5. To perform the mercy promised | to our | fathers, And to remember his | holy | cov-e- | nant.
6. The oath | which he | swore

To our | Father | A-bra- | ham :
7. That he would | grant • unto | us

That we, being deliver-ed out of the | ha-nd | of our | enemies,
8. Might serve him without fear, in holiness and righteousiness be- $\mid$ fo-re $\mid$ him, All the | da-ys | of our | life.
[Luke I. 68-75.]
Gloria Pairi.
Glory be to the Father, and i to the | Son, And | to the | Holy | Ghost ;
As it was in the beginning, is now, and |ever shall | be, World | without \| end. A- | men.

## 360

BIBLICAL SELECIIONS, AND CHANTS.

## SELECTION 16.

1. O give thanks unto the Lord; for $\mid$ he is $/$ good:

For his mercy en- $\mid$ dureth for $\mid$ e-- $\mid$ ver. [The above line is to be repeated as a part of every verse.]
2. O give thanks unto the $\mid$ God of | gods:
3. O give thanks to the | Lord of | lords:
4. To lim who alone doeth | gre-at | wonders:
5. To him that by wisdom | made the $\mid$ heavens :
6. To him that stretched out the earth a-| bove the | waters:
7. To him that made $\mid$ gre-at $\mid$ lights :
8. The son to $\mid$ rule by $\mid$ day :
9. The moon and stars to | rule by | night :
23. Who remembered us in our | low es- tate:
24. And hath redeem-ed us | from our $\mid$ enemies:
25. Who giveth food to $|a-11|$ flesh:
26. O give thanks unto the | God of | heaven:

For his mercy en- | dureth for-|e-| ver.
[Ps. oxxxvi.]

## SELECTION 17

1. The earth is the Lord's, and the $\mid$ fullness $\cdot$ there $\mid$ of; The world, and |they that | dwell there- $\mid$ in.
2. For he hath founded it up- $\mid$ on the $\mid$ seas;

And established it mp-| on the | floods.
3. Who shall ascend unto the | hill of the | Lord?

And who shall stand | in his | holy | place?
4. He that hath clean hands, and a| pu-re | heart; Who hath not lifted up his sonl unto vanity, nor | sworn de- | ceitful- | ly.
5. He shall receive the blessing | from the | Lord;

And righteousness from the | God of | his sal- | vation.
6. This is the generation of them that \| se-ek \| him;

That | seek thy | face, O | Jacob.
7. Lift up jour heads, O ye gates, and be ye lifted up, ye ever- | lasting | doors;
And the king of | glory | shall come | in.
8. Who is this | King of | glory?

The Lord, strong and mighty, the Lord, | mi-gh-| ty in | battle.
9. Lift up your heads, O ye gates, even lift them $u_{p}$, ye ever- | lasting | doors;
And the King of | glory | shall come $\mid$ in.
10. Who is this | King of | glory?

The Lord of hosts, , he 'is the | King of |glory. [Ps. xxiv.]


## SELECTION 18.

1. The stone which the $\mid$ builders - re- $\mid$ fus-ed, Is become the |head-stone | of the | corner
2. This the | Lo-rd's | doing,

It is | marvel-lons | in onr $\mid$ eyes.
3. This is the day which the / Lord hath \| made; We will re- | joice 'and be | glad in | it.
4. Save now, I be- $\mid$ seech thee, ${ }^{\circ}$ Q | Lord;

O Lord, I beseech thee, I se-nd | now pros- | perity.
5. Blessed is he that cometh in the | name of the | Lord We have blessed you out of the | ho-use | of the | Lord. 6. God is the Lord which hath | show-ed • us | light; Bind the sacrifice with cords, even unto the |ho-rns | of the | altar.
7. Thou art my God, and | I will | praise thee;

Thou art my God, $\mid$ I- $\mid$ will ex- $\mid$ alt thee.
8. O give thanks unto the Lord, for 1 he is $\mid$ good;

For his mercy en-| du-- reth for-l ever.
[Ps. oxviII. 22-29.]


## SELECTION 19.

1. The Lord reigneth; he is | cloth-ed - with | majesty ;

The Lord is cloth-ed with strength, wherewith | he hath |
2. The world also is es- $\mid$ tablish- $\mid$ ed, [girded - him-|self.

That it can- not be mo-- ved.
3. Thy throne is establish-| ed of | old,

Thou | art from | ever-| lasting.
4. The floods have lifted up, O Lord, the floods have lifted up their | voice;
The | floods lift | up their | waves.
5. The Lord on high is mightier than the noise of | many | waters;
Yea, than the mighty | wa-ves | of the | sea.
6. Thy testimonies are | very | sure;

Holiness becometh thine | house, $\mathrm{O} \mid$ Lord, for- | ever.
[Ps, xoin.]

## SELECTION 20. (Chant 44.)

1. From the recesses of a lowly spirit,

My humble prayer ascends, 0 | Father, | hear it!
Borne on the trembling wings of fear and |meekness:. . For-| give its | weakness.
2. I know, I feel how mean, and how unworthy

The lowly sacrifice I | pour be- | fore thee:
What can I offer thee, O Thou most $\mid$ holy !.. But $\mid \sin$ and | folly.
3. Lord, in thy sight, who every bosom viewest,

Cold in our warmest vows, and | vain our | truest;
Thoughts of a hurrying hour, our lips re-| peat them, . . Our | hearts for-1 get them.
4. We see thy hand, it leads us, it supports us:

We hear thy voice, it | counsels, .. and it | courts us;
And then we turn away! and still thy |kindness . . For- I gives our | blindness !
5. Who can resist thy gentle call, appealing

To every generous thought and | grateful | feeling!
Oh! who can hear the accents of thy | mercy,.. And | never | love thee.
6. Kind Benefactor! plant within this bosom

The | seeds of | holiness, $\|$ and let them blossom
In fragrance, and in beauty bright and | vernal, . . And | spring e- - ternal.
7. Then place them in those everlasting gardens,

Where angels walk, and | seraphs . . are the | wardens;
Where every flower, brought safe through death's dark | portal, . . Be- $\mid$ comes immortal.

Bowring.

## SELECTION 21. (Chant 45.)

1. "Thy will be done!" \| In devious way

The hurrying stream of | life may run;
Yet still our grateful hearts shall | say, "Thy | will be | done."
2. "Thy will be done !" II If o'er us shine A gladdening and a $\mid$ prosperous | sun, ||
This prayer will make it nore di-| vine, "Thy | will be | done."
3. "Thy will be done!" || Though shrouded o'er Our | path with | gloom, $\|$ one comfort, one
Is ours: to breathe, while we adore, "Thy | will be done."
Bowring.




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[^0]:    * See a inost excellent collection of chants in the "Anglican Cbant Book," published by Novello, London, and New York.
    $\dagger$ See Table of Anthems, p. 96.

[^1]:    "Let the people praise thee, O God,
    Yea, lct all the people praise thee."

[^2]:    Note. 87 and 88 may be sung together.

[^3]:    he young; where the Nageli's most beautiful hittle songs. It is equally adapted to the old, as to

[^4]:    * This beautiful song is admirably adapted to the training of a choir to Piano, to a perfect blending of voices, and to a subdued, gentie, quiet, and noiseless style of singing.
    + "Lyre" should be pronounced in one syllable; so, also, "wire." The time may be slackened a very little here, but should not drawl

[^5]:    Heard this tune sung by a large congregation at St. Nicolai church, Leipzig, Feb. 8th, 1852. L. M.

[^6]:    Peace be with - in thy walls,
    Peace bo with -in thy walls,

[^7]:    Je - ho - vah's high-est prais - - . - - es, Je -

