

## MASON'S SAORED HARP. bCLEOTAC HARHONY:

NEW : GOLLEOTTON OF ('IUROT MOSIC,

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de matevi notes.


THNOTHV B. MASON.


EAIAUGEI, HEVISED ANDIMPROYEDEDITION

CINCINNATI



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## MASONS' SACRED HARP—ENLARGED AND IMPROVED,

Is adapted to the wants of all denominations. The varicty of metres is much greater than in other collections of music. But wery few bymns are contained in the nymn books of the different dcnominations of Christians, for which a tune may not he found in the Sacred Harp. It contains a great variety of very beautiful Psahn and Hymn tunes; a collection of intercsting Anthems, Set Pirces, Sacred Songs, Sentences and Chants, which are short, easy of performance without instrumental aid, appropriate to the various occasions of Christian worship, the wants of Singing Schools, Musical Societies, and pleasing and useful to singers, for their own private practice and improvement.
The Harp contains much valuable music, which has been drawn from the highest sources of musical taste and science in Europe, especially in Germany. It also abounds with the sublime and beautiful arrangements and compositions of the Masons, of which the following are specimens, viz. Missionary Hymn, page 139. Haste, O Sinner, 221. O! praise God in his Holiness, 224. Watchman! tell us of the night, 188. Inverness, 95. Norwich, 119. Carinth, 57. Hebron and Ward, 49. Uxbridge, 43. Epping, 212. Carlow, 133. Si bbatl, 126. Ohney, 96. Haduam, 114. Sardis, I65. Rowley, 162. Oliphant, 137. Olivet, 147, \&c \&c.

## From the St. Louis Observer.

We have examined the Sacred Harp with care, and do not hesitate to give the style and harmony of the tunes our unqualified approbation. The music combines in an eminent deuree, that chastencss, simplicity and farility of expression, which ought ever to characterize devotional tunes. The pieces are in exquisite harmony and taste. Were we to name all the tuncs of pre-eminent excellence. we should select a large proportion of ali contained in the volume. It is just the kind of music which, it scems to us, the angels would love to sing. We are confident that the Harp needs only to be known, to be introduced at once into universal favor.
From the Standard. Written ly Professor Niles, President of the Musical Society in South Hanover College, Indiana.
The style of music contained in the Sacred Harp, is chaste, sublime and beautiful. The harmonies throughom are in the highest style of scientific accuracy and skill. We are contident that the name of Mason will secure for it the wide circulation it deserves.

## From the Cincimati Joumal.

The "Sacred IIarp" has been very much needed. The senior editor, Professor Lowell Mason, of the Boston Academy of Music, has long been estecmed, both in Europe and America, one of the ablest musicians of the aqe. Ite has been for many years, president of the Boston IIandel and Haydn Musical Society; is author of 'Handel and Haydn ColJection of Church Music;' a work, said the London Harmonican, several years since, 'which is not surpassed by any publication of the kind in the world; it is highly honorable to Anierican talent, and shows clearly, the rapid progress of Americans, in musical science.' to itmerican talent, and shows cleary, the rapid progress of Americans, in musical science.
Ife has since arranged 'Choral Harmony, a collection of Anthems, \&c., published by the Handel and Iraydn Society: 'Boston Collection of Anthems,' published by the Handel and Haydn Society: 'Lyra Sacra,' a collection of original and selected Anthems, Chants \&e: 'The Choir, or Union Collection of Sacred Music,' and several other valuable musica! works.

Professor T. B. Mason, of the Eclectic Academy of Music, Cincinnati, is a very ablo musician. We are familiar with all Mason's musical publications, have carefully examined every page of the 'Sacred Harp,' which is the last production, and think it is not too much to say it contains the cream of all the other works. It may be justly entitled the beautics of music.' It contains a great number of pieces eomposed by Mason, of almost unequalled excellence. The Anthenis and Set Pieces are very beautiful. The music in the llarp is rich, beautifnl, flowing, melodions and tasteful in its character-of a style perfectly simple and intelligible, so as to be easily sung.

From the Pittsburgh Christian Herald.
The Sacred Harp will prove a highly useful work. It undoubtedly forms the best manual of Church music, ever issued from the press. It has been prepared cxpressly for the West and South, and should be nossessed by every individual who desires the progress of nusic in our country.

Extracts from various notices of Mason's Musical works.
The Harnnencon, p:blished ot London, England, says of Mason's II. \& II. Col., "It is one of the most complete collections of Psalmody ever published. The tunes are well arranged, the harmonies are faulticss, and the devotional character of both words and music has been attended to most strictly."
From the Christian Spectator. The tuncs have been prepared with constant reference to the grand object of Sacred Music, the excitement of devotional feeling. It is cmphatically 'religious harmony.'
From the Misstonary Herald. The current testimony of good judges, is that the melodies are singularly judicious and complete.

From the Christian Advocate. We congratulate the public on the appearance of music arranged and harmonized with accuracy, judgment, and elegance. We hope it may be. come the standard of Sacred Music.
From the Hudson (Ohio,) Observer. The authors of the Sacred Harp are well known as musical composers of high merit, whose songs of praise are heard in all the churches.

Masons' various Collections of Psalm and IIymn tunes, Anthems, Choruses, \&ce, have all been pre-eminently popular and uscful, in the estination of men of seience and taste, hoth in Lurope and America. The Harp is the authors' last production, and it contains the 'beaulies' of all the former publications.

Revised, Improved, Enlarged, and Price Reduced!

## THESACREDHARP:

## ECLECTIC HARMONY:

## C 0 LLECTION 0 F CHURCH MUSIC, CONSISTING OFAGREATVARIETYOF

psalm and hymi tunes, anthems, sacred songs and chants, ORIGINALANDSELECTED;

## Encluding many new and beantiful subjects form the most eminent Composers.

HARMONIZED AND ARRANGED EXPRESSLY FOR THIS WORK.

## BY LOUEELL MASON:

Professor in the Boston Academy of Music; Editor of Handel and Haydn Collection of Saered Music; The Choir, or Union Collection; Choral Harmony; Lyra Sacra, \&ec.
AND BY
THMOTEY B. VIASON:
Professor of Sacred Music, and Organist at the Fourth Strect Churen
ENLARGED, REVISED, AND IMPROVED EDITION.
CINCINNATI:
PUBLISHED BY TRUMAN \& SPOFFORD. 1850.

## PUBLISHER'S ADVERTISEMENT.

The "Sacred Harp was undertaken at the request of many highly respectable individuats, who have long felt the importance of the introduction of an elevated style of Sacred Masie arranged on the immovable basis of scienee and correet taste. It has been prepared with special reference to the wants $i^{-}$ the West, and it is believed will meet with approbation, and supply a defieiency the lovers of sacred song have long experienced, and receive such a share of patronage as it shall be found to merit.

It contains, in addition to the most farorite and useful tunes in common use, a great variety of new and valuable musie, much of which has been proeurcd from Europe, and has been written expressly for the Editors, and furnished in manoscript, by English and German composers. It also eontans a va riety of beautiful subjects from the works of Haydn, Mozarl, Cherubini, Nauman, Marcello, Mehul, Himmel, Winter, Weber, Rosini, and other celebrated anthors; all of which have been arranged and harmonized expressly for this work, and are now for the first time published. A great number of very beautiful compositions have been taken, by permission, from the Handel and IIaydn Society Collection; Choir or Union Collection; Lyra Saera, and other musieal publications of the senior Elitor.

Most of the music in this work is flowing, melodious, and tasteful in its eharaeter-of a style "perfoctly simple and intelligible, so as to be easily sung. Simple and natural harmony is vastly better adapted to impress the heart, and promote devotional feeling, than the most highly wrouglit pieces of scientifie skill. The most subline and the most pathetie are always the most simple. Sacred musie should be like the gospel, which commends itself by its simplicity and sublimuty, alike to the learned and the unlearned."

It is hoped the "Saered Harp" will prove a highly useful work. It was carefully examined in manuseript, by the Boston Aeademy of Musie,* and by varions Professors of Music, Organists, and Teachers of singing, whose unqualified approbation it received; and it undoubtedly forms one of the best manuals of Church Musie ever issued from the press.

The publisher would further remark, that the "Saered Harp" is printed in patent notes (contrary to the wishes of the Authors) under the belief that it will prove much more acceptable to a majority of singers in the West and Sonth.

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\text { Entercd according to act of Congress, in the year } 1843 \text {, by William 'T. Truman, in the Clerk's Office for the District Court of Ohio. }
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of Editors and puhlishers of Music are cautioned against republishing pieces from this work. With the exception of the few old tunes, the whole of the "Saered Harp," including Hhe arrange ments from European aubors, is chamed as property, and has becn secured aecording to law. 'The Aulhor's arrangement from European suljects in the Handel and Haydn ('ollection, have often been inserted in other publications, wihout permission. All such pieces have to be metrically arranged, and harmonized, and most of them require such material allurations, as to become almost entirely new compositions. To arrange and harmonize snch peculiar melodies with judgment, accuracy and elegance, as much knowledge and lator aro requisite as to compose new music; and they are considered as eopy-right tunes onder the law, made and provided for the protection of such property. Very many of the old tunes in this volume have been altered, newly arranged and harmonized, and are made moch nore easy of execution, beautiful and useful. All such alterations, arrangements, and harmonies arc also claimed as property. It is hoped that a froper sense of justice and propriety, without the aid of the law of copy-right, will be sufficient security to the proprietors of this work. Ihcy ask, and intend to require, that their legal claim to the benefit of their labors shall be respected.

- The Bu-ton Academy of Music is an association for the promotion of Musical science. It was incorporated in 1832, and promises to be one of the most aseful institutions in our rountry. I ze Eclectic Academy of Music in Cincimnati, has recently been established on the plan of tho Boston Academy. Its object is the same, and has several hundred pupils under the instruction of Profsor 'I B Mason


## EDITU合ADVERTi今EMENT。

The Sacred LIarp is a work on which the ediors have hestowed much time nud labor，and in which they have found much pleasure． It was undertaken（by request）with a full sense of the responsibility of preparing a work to be used in the worship of God．It is now given to the public with the hope that it will meet tho wishes of those who have for a long time fell the need of $n$ collection of scientific music adapted to the improved and improving taste and judgment of the western communty．

In addition to a choice selection of old and familiar tunes，the Sacred IIarp will be found to contain many beatiful subjects from the works of the most celebrated masters，now for the first time harmonized and arranged as metrical tuncs．They increase very much the varicty of elegant psalm and hymn tuncs，which cannot fiil to gratify the lovers of sacred song．Many beautiful compositions have been presented the editors in manuscrip．t by eminent German and English composers．The music will be found rich in harmony，melodious and easy of exceution．The editors are fully convinced from observation，experience，and a carcful consideration of the subject，that music for religious worship should be composed in a style simple and sublime．A mere display of science in composition，and skill in execulion，is as much ont of place in a psalm tune as is a mere display of oratory and graceful gesture in prayer．Music may be sery scientific and yet not of a devotional character，and therefore not appropriate to the worship of God．While the editors have paid particular attention to the scientific accuracy of the work，they have endeavored by the harmony and arrangement of the diflerent parts，and the great varicty of style and metre， to present a manual of sacred music that should be adapted to call forth all the holy emotions of the soul．

It is believed the Sacned Ifare will prove a highly practical work．All the tunes will oceasionally be useful，and most of them co a be easily performed without instrumental ad．
The following is the arrangement of the several parts．
The Base is placed upon the lowest staff，and should always be sung by the lowest voices of men．
The Treble is placed upon the staff next above the base，and should always be sung by the highest roices of females．
The Alto，Counter，or Second Treble，is placed upon the staff next above the Treble，and should always be performed by boys，before their voices change，or by the lowest female voices．
The Tenor is placed upon the upper stall，and should always be sung by the highest voices of men．
The iniroductory rules are plain and simple，and amply sufficient，in the hands of a judicicus instructor，for acquiring the art of reading muse． Cincinnatt，Ohio，September， 18

## TO SINGERS.

The Publisiers would recommend Singing Masters, Choristers and Vocalists generally, to examine the following, among other tunes, believmg that the beautiful flowing melodies, and rich harmonics of which they are composed, will be sufficient, (aside from the numerous other excellencies of the work,) to please the admirers of chaste, sublime, and devotional Psalmody:-

Selections: Carlow, page 133: Merdin, 144 . Lucas, 155: Rowley, 162 : Urmund, 149 : Oakham, 163: Sardis, 165 : Marion, 182 : Louisville, 197: 'Templeton, 201: Weldon, 142: Yarmouth, 138: Oliphant, 137: Kendall, $136:$ Fleming, 134 : Coburn, $133:$ Crocket, $130:$ Edgar, 129: Brentford, 45 : Ilymn, 221 : Grant, 120: Zebulon, 118 : Augusta, 30: Zion, 187: Wayland, 150 : ILaddam, 114: Dalston, 113 : Sudbury, 104: Brighton, 102: Olney, 96 : Inverness, 95 : Lockport, 93 : Rindge, 81 : Conway, 80 : Topsham, 77 : Fulton, 73 : Nichols, 70 : Danvers, 24 . Lanesborv', 67: Foster, 110: Bolton, 63: Milburn, 59: Carinth, 57: Illinois, 48: Orford, 47: Wayne, 33: Stow, 113: Sabbath, 126: Northampton, 154: Bethleham, 210: Blake, 227: Burlington, 214: Epping, 212: Kedar, 203: Gethsemane, 175: Prescott, 173: Ilymn, 171: Olivet, 147: Pisgal 145: Missionary IIymn, 139: Wilmot, 121: Nashville, 106: Litehficld, 62: Douglass, 54: Ward, 49: 1lcbron, 49: Uxbridge, 43 : Marcellus, 169.

HIIfors: Ashfield, 39: Sunderland, 50: Kambia, 100: Norwich, 119: Hanover, 50: Blackburn, 62: Lastport, 64: Lebanon, 66
Antheans, Set Pieces, dec. viz: Doxology, page 230: When shall we meet again? 226: O, Praise God in his Holiness, 224: Thanksgiving, 214: Daughter of Zion, 213: Praise God, \&c., 207 : Hark! the song, \&e., 204: Hymn, 189: Salvation, 218, \&c. \&e.

## INTRODUCTION TO VOCAL MUSIC.

## Lesson I. General Divisions

§ 1. We shall consider the subject of Vocal Music under these three natural divisions: viz., riythm, melody, and dynamics.
92. I. Ruytum treats of the length of sounds, and divisions of time.
§ 3. II. Melody treats of the pitch and succession of sounds.
§4. III. Dynamics treats of the strength and force of sounds.
65 . These three divisions embrace all the different modifications of sounds used in singing.
§ (i. In Rhython we are to consider sounds as long or short.
§ 7. In Meloty, we consider sounds as high or low.
68. In Dynamics, as loud and soft, \&e.

## FIRST DIVISION: RHYTIIM.

## Lesson II. Measures.

§9. The Time of a piece of music is divided into small equal portions, called Measures; like the following line:

| Measure | Measure | Measure | Measure |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |

The teacher singa four measures, as the first line of Vuke Street; and beata the time.
§ 10. The long lines drawn between the successive measures are called bars.
§ 11. Each of the measures is again divided into smaller equal portions, called parts of measures.
§ 12. Every measure contains Two, THREE, or Four, or sometimes six equal parts.


Measures of four parts.


The teacher sings aome measures of each of these kinds; and says la for each part of a measure
§ 13. A measure with two parts is called double measure.

| 6 | 6 | THREE | 6 | 6 | TRIPLE | 6 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 6 | 6 | FOUR | 6 | 6 | QUADRUPLE | 6 |
| 6 | 6 | SLX | 6 | 66 | SEXTUPLE | 6 |

## Lesson III. Beating Time and Accent.

§ 14. The parts of measures are marked by a quick motion of the hand, called beatino time.
§ 15. In double measure, the hand falls at the first part, and rises al the second.

The teacher gives the example, while he waye, downoard beat, upuard beat : thea la, la.
\$ 16. In triple measure, the hand falls at the first part, moves to the left or towards the breast at the second, and rises at the thircl.

The teacher, while he gives the exsmple, says, downward beat, hather beat, upwara beat: thon $l a, ~ l a . t$,
§ t7. In quadruple measure, the hand moves as in triple measure for the first three parts, and to the loft or from the breast for the fourth part. For the fourth part, the teachersays, thether beat.
§ 13. The sextuple measure is so litte used, that we leave it to the discretion of the teacher.
§ 19. In singing, we utter some parts of the measure louder than the rest; this is called accent. The louder parts of a measure are called accented, and the softer parts unaccented.
§ 90 . In double measure, the first part is accented, and the other unacrented.
§ 21. In triple measure, the first part is accented, and the other two unaccented.
§ 9.. In quadruple measure, the first and third parts are accented, but the third not so much as the first; and the second and fourth unaccented.
Lesson IV. Notes.
§ 23. The parts of measurcs with which we have become acquainted, are filled with notes.
§ 24. The notes most trequently used for this purpose are these - 1 called quarter notes [crotciets:] though namp notes
 are also used for this purpose.
§ 95. Other notes are derived from quarters, as follows:
§ 96. Four quarters united into one sound, form a whole note [sembreve:] made thus: 0
§ 27. Two quarters united into one sound, form a malf note [minim; ] made thus:
§ 28. A quarter dicided into two equal sounds, forms eighths, [quavers;] made thus:
§ 29 . A quarter devided into four equal sounds, forms sixteentis, [semiquavers;] made thus:

§ 30. I quarter divided into eight equal parts, forms tminty seconds [demisemiquavers;] formed thus:

§ 31. The following table shows the comparative value of the several kinds of notes, compared with quarters:

§ 39. When threc equal notes are united, a note equal to two is used with a point or dot after it, which stands for the third ite; thus:
equal

§ 33. A point thus adds to a note one half its value.
§ 34. A second point is sometimes used, which adds half as much more to the first point, or the note is increased thrce fourths its length; thus,

§ 35. When three notes are to be performed in the time of tioo of the same kind, a figure 3 is placed over them: thus,
 occupy only the time of
\$ 36. These are all the notes now commonly used The nouble note [breve] formed and the sisty fountil are sometimes found.

## Lesson V. Varieties of measure.

§ 37. The varicties of measure are determined by the kind of notes, and the number of parts in the measure, which are shown by two figures placed one above the other, thas $\begin{array}{ll}4 & 3 \\ 4 & 4\end{array}$ \&c. The upper figure denotes the number of parts, and the lower figure, the hind of notes. Thus $\begin{aligned} & 3 \\ & 4\end{aligned}$ denotes three quarters [crotchets] in a measure; and it is then called three four time or measure.
§ 33. The double measures are

tuo quarters or their equivalent in a measure;

two half notes, or their equivalent in a measure
§ 39. The triple measures are

three quarters or their equivalent in a measure,

three halves or their equivalent in a measure,

three eights or their equivalent in a measure.
§ 40. The quadruple measures are

four quarters or their equivalent in a measure;

four halves or their equivalent in a measure

§ 41. The sextuple measures are

§ 42 . Some other measures are sometimes used, but they will explain themselves

## Lesson VI. Rests.

§ 43. Rests are marks of stence, and derive their name and their length from the notes whose place they supply.
Quarter rest $\left|\begin{array}{c|c}\text { Half rest } & \text { Whole rest } \\ \text { above the line }\end{array}\right|$
Eighth rest the line $|$
N. B. The whole rest, however, always fills a measure in every variety of measare
§ 44. Rests may be pointed in the same manner as notes; that is, a pointed rest is equal to three halves of the same rest without a poin':
thus. F0 equals $9 \% 9$ or $F 9$

## INTRODUCTION.

## SECOND DIVISION; MELODY.

## Lesson VII. The Scale.

§ 45 Some sounds are higher than others, as in the following series:


The teacher sings the scale of eight notes, with the syllable $t a$.
§ 46. The lowest sound in this series is called ove, the acret is called two, the third is called taree, and so on up to elght.
§ 47. The distance from one to two is a tone, also from two to three, four to fire, five to six, and six to seven.
§48. The distance from three to four, and from seven to eighi, is only half as great, and is called a semi-or half-tone.
§ 49. Two tones and then a semitone constitute a tetrachord; as the first four notes of the above series; the last four notes also form a tetrachord
§50. To get the sounds correctly, each of the notes of a tetrachord has a distinct name; thus:

§ 51. Two tetrachords taken one above the other, form the scate thus:

§ 59. In this collection of music, one is $A$, named fa [pronounced fah, or a in father], two is sol [sole], three is la [lah], four is fa, five is soL, six is LA , and seven is 11 [mee $]$.

The teacher should practise each tetrachord separately, before the scale is undertaken.
§53. In practising the scale, after the scholars can go through witn the eight notes in succession, but one note should be taken at a lesson.
§ 54. The following is the method of practising The scholars sound one, two, three, or fa, sol, la; then they sound thrce several times; and finally alternate one, three, until they get the interval well fixed in the ear; and can give la correctly, when the teacher says three, and then $f a$ when he says one.
§ 55. Five is then practised in the same manner, in connection with one and three. Afterwards, eight is taken with them.
§ 56. These four principal notes are now practised a long time, before the other notes are undertaken.
§57. Then seven, four, six, and too are gradually added.
The details of this system may be found in Mason's "Manuat of Instruction in the Elements of Focal Music :"-for sale by the publioners, Truman, Smith and Co. Cincinnati.

## Appendir to Lesson VII.

§ 58. The most correct method of solmization is to apply a distunct syllable to each note of the scale: viz., the syllable do to one, re [ray] to twoo, mi to three, fa to four, sol to five, $\mathrm{L} \Delta$ to six, and sl [see] to sezen. Indeed, by pursuing the common method of only four syllables, singers are almost always superficial. It is therefore recommended to all who wish to be thorough, to pursue the system of seven syllables, disregarding the different forms of the notes.

## Lesson VIII. The Staff.

§ 59. The notes of the scale are written on five lines, and in the spaces between them: which are called the staff. Example.

§ 60. The lines and spaces are numbered first, second, third, \&c. from the bottom upwards.
§61. When the notes ascend above or descend below the staff, adDed lines are used; as follows:

§ 62. Different staffs are used for the different parts, which are indicated by the clefs. Thus, $\frac{9}{\text { @ }}$ is used for the Treble, and is used for

## the Base.

The Alto or Second Treble and also the Tenor use the Treble clef, but the Tenor sing their notes an octave lower than the Treble.
§63. In the natural scale, the eight notes are applied to the two staffs as follows:

§ 64. This scale may be extended both upwards and downwards, by repeating these same notes; in ascending above, we call eight, one; and in descending below, we call one, eight; as follows:

§ 65. The lines and spaces, or the degrees of the staff, are named from the first seven letters of the alphabet : the degree where one of the natural scale is written, is called $C$, two is $\Pi$, and so on; as follows:

§66．The scale thus formed by the natural tones and semitones，is called the diatonic scale，or scale by tones．

## Lesson IX．Chromatic Scale．

§67．By examining the scale in $\S 51$ ，we shall find that some of the intervals are tones and others semitones．Each of the whole tones may be divided into semitones；and thus we shall have a chromatic scale， or scale by semitones．
§68．These intermediate semitones are formed either by elevating or depressing the whole tone．Thus，the semitene between $\mathbf{C}$ and $\mathbf{D}$ may be either $\mathbf{C}$ elevated or $\mathbf{D}$ depressed half a tone．
§69．The sign of elevation is called a sharf，made thus \＃；and the note before which it is placed，is called a suarped note．
§ 70．The sign of depression is called a flat，made thus $\mathfrak{b}$ ；and the nete before which it is placed is called a flatted note．
§ 71．In ascending，we use sharped notes；and in descending，flatted notes；as follows：

Curomatie seale．

§72．To sing a sharped semitone correctly，we must change the termination of the appropriate syllable to ee．Thus，in ascending we bay，fa，fee，sol，see，la，fa，fee，sol，see，la，lee，mi，fa．
§ 73 To sing a flatted semitone，we change the termination to ay． Thus，in descending，we say，fa，m，may，la，lay，sol，say，fa，la，lay， soL，say，ra

## Lesson X．Transposition of the Scale．

§ 74．We have thus far taken one of the scale，called also the key note，on C；but any other letter may be made one，by making some of the letters sharp or flat，so as to bring the semitones between three and four，and seven and eight．
§ 75 ．To render the necessary changes more evident，we will exhibit tho two following natural seales，one with the numerals，the other ex－ tended with the letters：

§ 76．If we apply one to $C$ ，the tones and semitones will corres－ pond．Thus，the natural place for one is $C$ ．
§ 77．If we apply one to $G$ ，two will come to $\boldsymbol{A}$ ，three to $\boldsymbol{B}$ ，four to $C$ ，five to $D$ ，six to $E$ ，but seven will come half the way from $F$ to $G$ ，or to $\boldsymbol{F} \boldsymbol{N}_{\text {．Thus，if }}^{\boldsymbol{F}}$ is sharped，or if there is one 井，the key note or one is $G$ ．
§ 78．If we take D as one，we shall find in the same manner， $\boldsymbol{F}$ and $C$ must be sharped．Thus，if $\boldsymbol{F}$ and $\boldsymbol{C}$ are sharped，or if there are two \＃\＃\＃s，the kcy note is $D$ ．
§ 79．A as one requires $\boldsymbol{F}, \boldsymbol{C}$ and $\boldsymbol{G}$ sharp：or if there are three升井茾s，the key note is $A$ ．
§ 80．If $\boldsymbol{F}, \boldsymbol{C}, \boldsymbol{G}$ and $\boldsymbol{D}$ are sharped，or four 井\＃\＃\＃\＃，the key note is $E$ ．
§81．If we take F as one，$G$ and $A$ will come right，but four comes between $\mathbf{A}$ and B ，or to $B \boldsymbol{B} ; \boldsymbol{C}, \boldsymbol{D}$ and $E$ will also come right．Thus if
$B$ is flatted，or if there is one $t$ ，the key note is $F$ ．
§89．B B as one requires also $E$ flat．Thus，if $B$ and $E$ are flatted，or if there are two tlls，the key note is BH．
$\S 83$ ．If $B, E$ and $A$ are flatted，or if there are three $\mapsto \mapsto b s$ ，the key note is $E$ ．
§ 84．If $B, E, \boldsymbol{a}$ and $\boldsymbol{D}$ are flatted，or four $b \in b D$ ，the key note is 月 $^{\text {B }}$

## Lesson XI. 'Signature.

§ 85. The flats or sharps, in the previous lesson, are not placed before each note to be elevated or depressed, but are placed at the beginning of the tune immediately after the Clef. They are then called the signature.
§ 86. The following examples contain the signatures and key notes of the preceding lesson:

§87. The parallel or curve lines at the left hand of and connecting the several staffs on which the parts which sing together are written, are called a brace; and the parts thes written under each other, measure under measure, are called a score
§ 88. The prineipal notes of these several keys must be given, and the different intervals practised, according to $\S 53$ to 57 , before any attempt is made to sing tunes.

Lesson XiI. Modulation.
§ 89. Sometimes a tune passes from one key into another, during its movement, and then back again: this is called modulation.
$\S 90$. The signs of elevation or depression necessary for the new key, cannot all be placed in the signature; but those altered letters which are not in the signature, must have the sign of alteration placed before the notes which are to be alterad. As an example, see Ellenthorpe, p. 98, second line of the words; where we find D sharped in the treble and alto, which with the signature indicates the key of four $\boldsymbol{\# s}_{\text {s }}$, or $E$.
§ 91. Such flats or sharps occurring in the middle of a tunc, are called aceidentals; in distinction from the essential marks of the signature.
§ 92. The keys to which tunes usually modulate are such as have one more or one less flat or sharp than the signature: and such are called relative kefs.
§ 93. As an instance of one more sharp, see second line of Ellenthorpe, as above; and also, second line of Danvers, p. 24 .
§ 94. As an instance of one more flat, see p. 45, Talbot, third line, and p. 134, Tamworth, third line.
§ 95 . As an instance of one less sharp, sec, p. 190, Mymn, filth line.
§96. As an instance of one less flat, see, p. 41, Wakefield, second line.
§ 97. In the two last examples, we wish to take away one sharp or flat contained in the signature. This we do by means of the cancelling $\operatorname{sign}$ b, called a natural; as in the examples.
§ 93 . The natural, when it takes away a sharp, depresses the sound, the same as a flat: on the other hand, when it takes away a flat, it elevates the sound, the same as a sharp.
$\S 99$. When the same note appears according to the key, and then immediately flatted or sharped, the change is merely transient or chromatic, and not a modulation; as in Swanwick, Sourth line, Alto, and Falkland, third line, Base.

[^0]
## Lesson Xill. The Minor Scale.

$\S 100$. The scale we gave in $\S 51$ has the semitones between three and four, and secen and eight. and is calted the masor seale or mode; but there is another, called the misor scale or mode, which has one semitone betwren tuo and three; this gives the music a plaintive pathetic character.
§ 101. In the minor mode, instead of the fa above mi, la below mi is taken as one, or the key note. This is the case, whatever is the signature; so that the hey note of the minor mode, is always two notes lower than in the major mule with the same signature.
§102. The following are the key notes, in the minor key, for each signature:

§ 103 When we descend in the minor scale, the intervals of the seale are all correct, or the semitones are between five and six, and two and three; but in ascendung, as the ear requires the note before the key note to be a semitone below it, we are obliged to elevate seven a semi-
tone; and also six, in order to have only a tone between six and seven Example:


The syllables appropriated to the elevated notes are fee and see
§ 104. In flat signatures, the notes are elevated by means of the natural b, see 897; see also Cabot and Canton p. 52.
§ 105 . The frequent occurrence of these aceidentals is an easy method of determining that a tune is in the minor key. As examples, see Windham, p. 39, and Hanover, p. 50.

## Lesson XIV. Modulation: Minor Keys.

§ 106. Modulations take place in the minor, in the same manner as in the major keys. Examples with one more sharp, see p. 75, Corwen, last part of the first line; with one less that, see p. 100, Kambia, second line.
§ 107. Modulations are often made from the major to the minor key with the same signature. This is indicated by the sharped fifth, which becomes the sharp seventh of the new key, called the relative minor. As an example, see p. 57, Patmos, second line.
$\S 103$. Similar modulations are nade from the minor to the major key; which is indicated by the loss of the sign of elevation before the seventh, which then becomes the fifth of the new key, called the relative major. Example, p. 39, Aslifield, last part of the second line, and first part of the third, and p. 52, Canton, second line.
§ t09. In major keys, modulations are made into minor keys with one less sharp, or one more flat. This is indicated by the sign of depres-
sion before the seventh, and by the elevation of the key note for the sharp seventh of the new key. Examples, p. 190, Hymn, end of the fifth line, and begioning of the sixth Sometimes only the elevated key note is seen. Examples, p. 101, Somers, third line; p. 100, Horeb, fourth line.
§ 110. Sometimes a modulation takes place from a major to a minor key, with the sume key note, called the tovic minor. This is indicated by the flat third. Example, p. 218, Mymn, fifth and sisth lines.
© 111. We have been thus particular on the subject of modulation, hecance nono can sing correctly, without knowing in whal key he is singing,

## Lesson XV. Names ano qualities of the dhferent notes of THE SCALE.

§ 112. One or the key note of the scale is callfod the tonic, becanse determines the pitch or tone of the scale. From this, all the other notes are reckoned; and with it, the prineipal parts of a piece of music commonly begin and end; and regularly the base always cods with it. Hence, in giving the pitch, the tonic is tirst soundel.
§ 113. Fire, the next most important note of the scale, and the last note but one in the base of every regular close, is called the mominant,
e. the governing note; thus named, because it leads the ear to expect a elose. The tenor and alto often begin and end on the dominant; but seldom the other parts.
§ 114. Three is called the mediant, because it is midway between the tonic and dominant. In some respets, it is the most important note of the scale, as it distinguishes the minor from the major mode.
§ 115. Eight is called the ocrave, and differs from the tonic only in piteh.
§ 116. One, three, five, and cight, are the principal notes of the scale, or the common chord of the key note. On some one of these notes, every part of a piece of musie regularly begins and ends: hence, in giving the pitch, these four notes are usually sounded.

It is a fault in giving the pitch, to sound five and not three, as three only determines the mode.
§117. Two is called the scpertonic, because next above the tonic.
§ 113. Seven is called the subtonic, because next below the tonic. It is also called the leading note, as it regularly leads to, or requires the tonic after it.
§ 119. While the base takes the dominant preparatory to a close, two other parts regularly take seven and two, and often four, which with the base constitutes the dominant ehord. (See next Lesson.)
$\$ 120$. Four is called the suroominant, because it is the next below the dominant.
$\S 121$. Six is called the submediant, because it is midway between the octave and mediant below it.
§ 192. No piece of music ean regularly begin or end on two, scven, four or six

## Lesson XVI. Intervais

5 123. The distance from one sound to another in the scale, is called an 1 がTEDVA. Intervals are counted by the degrees of the scale from the lowest note upwards; thus, we say a fifih from $C$ is $\boldsymbol{G}$ : when we count the interval downwards, we wse the word below; thus, a fift below C is F .
th counting the degrees for the intervals, both cetremes are included. Thus, when we say, from C to E is a third, we count- C is onc, D is two, and E is three.
$\S 124$. When the same note is repeated, it is ealled a Unison, marked 1. By intersion, the unison becomes an octave, marked 8.

§ 125. An interval is inverted when one of the notes is transposed an octave, or when the note previously the lowest becomes the highest.
§ 126. An interval from one note to that on the next decree above, is called a SECond, marked ; inverted it becomes a scucnth, 7 .


## 16

INTRODUCTION.
§ 127. When one degree intervenes between the two notes, the interval is called a third, marked 3; inverted it bccomes a stxth.
§ 198. When two degrees intervene, the interval is called a fourth, marked 4; inverted it becomes a
fifth.
§ 129. When three degrees intervene, the interval \} is a FIFTII, marked 5; inverted it becomes a fourth.
§ 130. When four degrees intervene, the interval is a sixtm, marked 6 ; inverted it becomes a third.
§ 131. When five degrees intervene, the interval \} is a seventif, marked 7; inverted it becomes a second. \%
§ 132. When six degrees intervene, the interval \} is an octave, marked 8 ; inverted it becomes a unison. $\}$
§ 133. An interval consisting of a tone is called a shajor second; and one of a semitone, a minor secund. \}
§ 13; An interval consisting of two tones, is call- ) ed a misor third; and one of a lone and a semitone, a minois thired.

§ 135. An interval consisting of three tones is called a sharf fourth; and one of two tones and a semitone, a perfect fourth or simply a fourth.

§ 136. An interval consisting of three tones and $a\rangle$ semitone is called a perfect fifth, or simply a fiftil; and one of two tones and two semitones, a flat fifth.

§. 137. An interval consistong of four tones and $a\}$ semitone is a masor sixth; one of three tones and tivo semitones, a minor sixth.

§ 138. An interval consisting of five tones and a) semitone is a sharr seventh; and one of four tones and two semitones, a flat sevenith, or simply a seventin.

§ 139. The unison, octave, fifth and fourth, and the thirds and sixish are consonant [sec next lesson] intervals, the first four are perfect and the others imperfect consonances. 'The seconds, scvenths, sharp fouth, and tlat fifth are dissonant intervals.

## Lesson XVII. Chords.

§ 140. When two or more notes are sounded together, the combination is called a chord: if agreeable to the ear, it is called a consomm chord, or a coscond; if disagrecable to the ear, it is called a dissonam chord, or a discord.
\& 141. A chord consisting of a fundamental note or base, and of its third and fifth, to which the oetave may be added, is called a common cnond: if the third next the base is majcr. it is called a major chord, if minor, a minor chord.
§ 142. A chord consisting of a hoss, its third, fifth, and seveath, is ealled a chord of the seventu. This chord is usually based on the dommant, and has the screnth flat.

\$143. The intervals of the chords are not taken according to the degrees of the scale, but according to the letters: thus, the common chord having $\mathbf{C}$ for its fundamental note, is made up of $\mathbf{C}$, its third $\mathbf{E}$, its fift $\mathbf{G}$, and sometimes its octave $\mathbf{C}$, wherever these notes may be placed; E may be in the treble, G in the tenor, and C in the alto, or in any other order. so long as the right letters are used. If the fundamental note is not in the base, but some other note as E or C in the above instance, the chord is said to be inverted.
\& 144. Common church music is made up almost entirely of the above two chords and their inversions; and a knowledge of the order in which these chords should succeed each other, constitutes the science of harmony
§ 145. Common chords occur most frequently with the tonic as the findamental note; next the dominant, then the subdominant, sometimes the submediart, and rarely the mediant and supertonic.

It must be rememberel, that the tonic is one of the scale. whatever may be the signature; ard that the notes of the several chords may be tuken in any of the parts.
§ 146. The Chord of the serchilh most frequently occurs on the dominant; it is then called the dominant seventh. 'This chord is regularly folloued by the tomic chord; which succession constitutes the regular cluse or cadence.


To those who wish to pursue this subject, we would reeommend Porter's "Musical Cyclopedia."

## THIRD DIVISION; DYNAMICS.

Lesson XVIII. Force of Sounds.
§ 147. In order to indicate how particular notes or whole passages should be sung, certain characters or words are used.
§ 143. A sound uttered by the ordinary exertion of the organs, is called a medium or middle sound; marked m., mez, or mezzo. All sounds not otherwise marked, are to be performed mezzo
§ 149. A sound uttered by a somewhat stronger exertion of the organs, is called a loud sound, marked $f$, for. or forte. A very loud sound is marked, $f f$. or fortissimo; and as loud as possible, $f f f$.
§ 150. A sound uttered with some restraint of the organs, is called a soff sound, marked p., pia. or piano; a very sofl sound is marked pp. or pianissimo; and as soft as possible, ppp.
In practising these sounds, the scholars should begin with the medinm sound, and then give the loud and very loud, or the soft and very soft; the teacher giving th. example.
§ 151. A sound which commences soft, and gradually grows louder and louder, is called an incrasing sound, marked cres., crescendo, or thus $\sim$.
§ 152. A sound which commences very loud, anò gradually decreases to silence, is called a decreasing or diminishing sound, marked dec., decrescendo or dim., dimineendo, or thus $=$
§ 153. A sound which gradually increases and then gradually diminishes, is called a suchling sound, or a suell, marked $\qquad$
The teacher should require the scale often to be sung with each of the above, and sometimes with the following tones.
§ 154. A short sound, struck with a sudden crescendo or swell, is called a pressure sound, marked rf., rinforzando, or $<$ or $<$.
§ 155. A sound very forcibly struck and suddenly diminished, is called an explosive sound, marked fz., forzando, or $>$
§ 156. When the notes are to be sung very short and distinct, so as to give life and energy to the execution, the word staccato or the marks 1 1 1 are used.
§ 157. When the notes are to sustained their full length, and gent y swelled and diminished, so as to give tenderness and pathos to the performance, the term legato is used
For other terms of expression, see the definition on $\mathrm{p} x \mathrm{x}$.

## Lesson XIX. Articulation and Eniphasis.

§ 158. Besides the dynamic designations of the last lesson, voca. expression depends chicfly on articulation and emphasis.
§ 159. The tone in singing depends chiefly on the rowels. Hence these must be uttered with special accuracy, and must be duly prolonged.

The teacher should cause eaeh of the vowels to be sounded and sustained, and also the seaie to be sung with them. He should first give the example; and then see that the sounds are performed, from beginning to end, with the organs imnoveably fixed in one position, without the least change.
§ 160, The articulation or the distinct utterance of the words, depents ahmost cntirely on the consonants. These should be struck or soundwid with force, distinctness, and great care. The sounds should be prolanged only on the vowels; and the consonants, whether at the beginning or end of the syllable, should be quickly articulated, not prolonged.
The indistinctness of the words in singing, arises from the neglect of the above directions. The consonants are commonty prolonged, and those belonging to different words are apt to he ram together. To obviate this, after the vowels are properly sung, different consonants should be gradually prefixed and annexed to them, and the scale sung with syllables.
§ f61. It is as essential to good singing as to good speaking, that sone words and syllables should have more stress of voice than others; and that the same syitable should be accented in singing as in speaking: such words and syllables are called accented or emphatic.
§ 16?. If the poetry is properly construeted, the emphatic syllable falls on the accented part of the measure. If otherwise, the emphasis of the worda must be attended to, and the rhythmical aceent neglected.
The teacher should require some lines to be rehearsed with the proper emphasis, and then sung with the same emphasis.

Lesson XX. Connection of stllables and words.
§ 163. The breath must not be drawn in singing any more than in speakine, in the middle of a word. Nor, when several notes come to ..." as liahle, should there be interruptions between them; as fa-ha-ther, the fither; but the several notes should be blended with smoothness, but arot whout distinctness
$\leqslant$ rit. Vords which are intimately connected in sense, as the article 8 runcr the preposition and its noun, should as seldom as possible
be separated by drawing the breath between them. In fact, the breath should be no oftener drawn than fullness and firmness of tone require.
§ 165 The practise of brcathing regularly at a particular place in each measure, should be specially guarded against; and also the habit of leaving the sound abrubtly to take breath, or as it is sometimes called catching breath. The breath should be taken quickly yet gently.
§ 166. In taking breath, great care must be had that as little noise and ceremony as possible be made; and that the mouth retain the position it had, while performing the previous note; by no means forming itself into the shape necessary for the following note, or closing itselt while taking breath.

## Lesson XXI. Sentinent.

§ 167. Musical expression depends chicfly on the feeting whieh the singer possesses, and imparts to the performance, by the proper tones and correct delivery of the words. Hence, in instricting, the teacher should always select such words and music as will interest the singers, ond then both by precept and example be unwearied in his exertions to mopress on them the importance of striving to express the sentiment. He should tell them of the impiety of singing serious words, in a thoughtless manner.
§ 168. In the performances of public worship, the leader should be particularly eareful in the selection of the tunes, and the singers should be deeply and seriously impressed with the idea that they are engaged in the worship of the supreme beivg. The expression should be such as naturally proceeds from the sentiment of the words. All artificial expression in which the heart is not engaged, is trifling ind ridiculous, not to say hypocritical and impious.

## Lesson XXII. The Vohee.

§ 169. Since it is necessary from the first, that the teacher and school should be acquainted with the properties of a good tone, we close the introduction with remarks on the following topics.
§ 170. I. Pronuetion of rocal sounds Our metbod of producing vocal sounds is similar to that of a wind mstrument. We inhale a
quantity of air, and force th out through the vocal organs. If we wish to produce a very low sound, the internal organs, particularly the opening of the throat, are expanded, and the air is firced ont with as little velocity as wil! make a distinct vocal sound. On the other hand, if we wish to produce a very high sound, the same intermal organs are contracted, and the air is forced out with as great a velocity as can be produced without screaming. The power of thas expanding and contracting the organs is, in a great measure, the result of practice. The sound stould be made chiefly at the opemng of the throat, and merely modified by the external oryan= of the mouti, viz. the tongue, the tecth, the pabate, and the lips. The mouth shoxld be so completcly open, that the somet may meet with no obstruction in its couse, and the organs hept in a fircel position urithout the least cariation. A full and retentive hreath is necessary to a till and firm tone; and to acquire this, the schorms shofd frequently practise some rocal smad, and give it as full, as smooh, and as long as possible. To improve the roice and give it chlme, we should accustom omrsples to sing the scale with explusive and the other dynamic tones. In this way, the internal organs will become more elastic and subject to command. By a continut exercise of the organs, in the manner above described, most persons in time may acquire,

S 171. II. The most essentile quabities of a goon rune; viz. purity, fullness, firmness, and certainty.

1. A tone is pure or clear when no extraneons sound mixes with it; mpene when something like a hissing, screaming, or huskiness is heard in connection with it. Inparity is offen produced by the interference of the parts of the mouth; they get in the way, and the sound is thus obstructed and indistinct.
2. A tone is full, wher it is given with a complete, free, and unconstrained exertion of the appropriate organs of sound. The breath should be fully drawn, and used only to produce the sound. That tone is fanst which is produced by a negligent use of the organs, by a want of breath, or by a waste of it, that is, air escapes which does not go to make up the sound. Exercises in the explosive tone will greatly assist is acquiring the proper manner of taking breath.

3 and 4. A tone is firm and certan, when immediately on being given, it is the correct somid, and continues so to the end

Hence, the following are faults: A wavering and trembling of the voice. Striking a wrong note and then sliding up and down to the correct sound. A negligent or carctess beginning and ending of the sound. A too great clecation or depression of the sound. 'The only remedy for these defects, is, first, thave the correct sound in the ear, then to strike it firmly and surely, and finally, to keep the organs in the same fixed position withent the least deviation, as before directed
\$179. To correct faults. If the teacher hears a faulty tonc in a scholar, let him endeavor to imitate it, and in doing so, he should give close attention to the organ by which the fiulty sound is produced. Let him then sing a god tone, with the use of the appropriate organs; and the scholar will immediately discover and correct his fault. It is highIy ineful also for the tracher to give out faulty somas, and to require the pupils to imitate them, contristang them with those which are correct.
§ 133. General phectiovs Let the teacher require the scholars always to stand erect, with the head looking directly forward, the breast bending a little outwards, and the mouth duly open. The mouth should be open so far that the end of the fore finger may have free play between the teeth. The tongue should lie naturally and still in the moth. The teacher must give all attention to the observance of these rules, if he would not have more faulty tones than good. For example: By a straining of the lungs and a violent holding back of the voice, a guttural and sometimes a husky sound is produced. By closing the teeth, a hissing sound is occasioned. An overstraining of the voice, by forcing out the sound too violently, produces a screaming and sometimes a bawling. A disagreeably coarse or shrill sound is produced, by opening the month too little, and thrusting out the chin, and to some extent drawing back the tongue. A nasal sound is occasioned by pressing the roots of the tongue somewhat against the palate.
For much important information on musical taste, and on the duties of a teacher \&e, consult Porter"s "Musical Cyclopedia"*; artıcles Dynamics, Breath, Expression, Choir, Chorister, Isalmody, \&c. Sce also Mason's Musical Manual.

## Explanation of Musical Terms

Adagio, very sluw, heavy, and expressive. Ad libitum, at pleasure; may be omitted or performed.
Affetuoso, with lenderness and deep feeling.
After note, a small note that follows the principal note, from which it borrows !!s time.
Azlegretto, somewhat quick and animated.
Aleegro, quick, slight and spirited.
Avdante, with a distinct and gentle accentuation ; and with moderate quickness.
Andantino, somewhat gentle and distinct
Appogiature, a small note that precedes the principal note, trom which it borrows its time. Apposiatures and After motes are not counted in the rhythm; and whatever time is given to them is taisen away from the notes to which they belong. They usually borrow time equal
to their own length; see p. 215, in the Treble, at the word'reach, where the small note and the principal note which follows, each take the time of a quarter note, as at the word 'carth' in the same line. When an Appogiature precedes a pointcd note, it may take two thirds the time, or twice its own length.
A tenfo, in the regular time, after an ad libitam.
Brs, twice; written over a passage to be repeated.
Cantabile, gracefal, melodions.
Chores, music intended for the whole choir.
Cos srifito, with animation.
Wa capo. or D.C. repeat and close with the first strain : as (irecnville, p. lis?.
IJulece, with sweetness and dehcacy.
Duptro or Duer, music for two volces.
Grave, slow alld heavy, denoting solemnity.

Lafghetto, slow, but less marked than largo.
Largo, very slow, delicate and sustained.
Monerato, moderate, rather animated.
PaUse, a character placed over a note indicating that it may be prolonged beyond its strict time. When written at the end of a line, the prolongation may be ahout one beat.
Iontoso, dignified, grand.
Prestissimo, as quick as possible.
l'resto, very quick.
Quantertu or Quantet, music for four voices.
Queniftto or quintet, music for five voices.
Recirative, a species of music, between singing and speaking, in which the simger is not restricted in time.
Rervar, a character placed at the end, and sometimes at the berinning of a stran, to denote a repetition. . $\$$ or $\%$

Siciliano, music in sextuple time, per form in a slow and graceful manner. Slur, a character drawn over as many notes as are sung to one syllable. $\rightarrow$ Solo, music for one voice.
Soprano, the Treble.
Sostenuto, notes sustaincd the full tine. Spiritoso, with spirit.
Symphony, or Sym, a passage for instry ments.
Sracopation, a note commencing on the unaccented part of the measure, and terminating on the acconted.
'Tentpo, lime.
Trio, music for thee voices.
'rutti, all the voices.
Unison, all sing the same melody.
Ferse, one voice on a part.
Vivace, in a brisk and lively manner.
Fur it complete dictionary of musical termss sete "Musical Cyclopeda"

## REMARKS ON TIIE USE OF THE INTRODUCTION, AND ON THE PERFORMANCE OF THE MUSIC.

The Introduction is designed either to be committed to memory and recited. in the same manner as has heretofore been practiced in the usual method of teaching, or to serve as a guide for those teachers who preder the inductive plan of Pestalozzi. When this plan is adopted, the teacher should have a black board, with two stalls drawn across it in white lines, and placed in such a situation that it can be distinctly seen by the whole school. On this he may write mmerous examples for practice, both those which relate to time, ind those which relate to the scale or the practice of the diflerent intervals; and also to the force of sounds. The feacher should always go on the principle of learning one thing at a time; and not procecd until each lesson is understond.
'The details of the system here sketched, are found in Mason's •Manal of Instruction, designed particularly for teachers; in which will be found numerous practical examples.

In the music, it will be observed that the Treble or leading meiody is placed next to the Base. This arrangement is adopted for the convenience of the instrumental performer. This part is always to be sung by female roices, and by them alone. When sung by men's voices, it iurerts the natural order of the parts, and produces disallowed progressions in harmony. The Alto is intended to be sung by the lowest female and boys' voices. If it is undertaken by men, they will sing the notes an octave above; and always remain silent when the tenor rests, or when the part is marked, ad Treble.

It will be observed that many of the particular meters are adapted to different varieties of words, as Worthing, p. 13I; at the end of the second and fouts lines of which the tied notes may be sung to two syllables or to one; so of Grcenville, p. 132; Armley, 157; Syrid, p. 148; Berkley, p. 153; Rowley, p. 162, \&c. (See note bottom page 156.)

## SACRED HARP.




H. MI.
[Chars1.]


Praise Gud, from whom all blessings flow ; Praise him, all creatures here below; Praise him above, ye heavenly host, Praise Fathor, Son, and Ifoly Ghost.



H. Pi.


## HLENEDON. L. M.




[^1]


## ELLENTHORPE. L. M.



O Say, how may earth and heaven unite? And how shall man, with angels, join? What link harmonious may be found, Discordant na- tures to com - bine? 0 Loud swell the pealing organ's notes ! Breathe forth your souls, in raptures high ! In praises, men with an - gels, join; Musie's the language of the sky.


## HEYDEN. H. M




## AOUESTA. L. N.

$(0)$

 4 Jesus, we come, at thy command; With faith, and hope, and hum- ble zeal, Resign our spre-its to thy hand, To numband guide us, at thy with.


##  <br> E. 浬. <br> Altered from S. Itolyoke



$$
\begin{aligned}
& 2 \text { All ye bright armies of the skies, Go, worship, whe. the Saviur lies: Angels and kings before him bow, Those gods on high, and godabeluw } \\
& \text { (9) \#- }
\end{aligned}
$$





## 





## HINBON. H. MI.



TATNALL. H. M.




## WINDIIAM. $\quad$ _. RL.



## ASHECELD. L. MI.







## QUITO. L. M.




 (9-4-1 (64



## HYMAN. H. M.



## DUKE STREEET. <br> L. 11



## ALERETON. L. II.

0 1 Dless, O my sonl, the liv-ing God, Call home my thoughts that rove abroad; Let all the powers with - in me join, In work and worship so di-vine. (92-2 (92-20p

2 Dlcss, O my soul, the God of grace: His fa - vors claim thy high-est praise: Let not the wonders he liath wrought, Be lost in sa-lence, and for - got.



SOCTIO. K. II.



## 



$$
1 \text { The heavens declare thy glo ry, Lord, In every star thy wis - dom shines; But whenour eyes be - hold thy word, }
$$



[^2]\[

$$
\begin{aligned}
& \text { Now shall the trembling mourner come, And bind his sheaves, and bare them home; The voice, long broke with sighs, shall sing, Till heaven with hatlelujahs ring. }
\end{aligned}
$$
\]

(9,
God of my life, to thee be - long the grateful heart, the joyful song; Touched by thy lave, each tuneful chord Resomnts the grodness of the Lont.

## 




HESIRON. L. N.


WIIV. I.. 限.



4 That sacied stream, thine holy word, Supports our faith, our fear con-trols: Sweet peace thy promises afford, And give new strength to fainting souls.
(*)


SUNDERLAND. L. M.


St. RAUL's. L. M.


## 





30 let the saints, with joy, record, The truth and greatness of the Lurd; How great his works! how kind his ways! Let every tongue proclaim his praise.


## CAIBTE L. M.






2 Now God invites, loow blessed the day! How sweet the Gospel's charn ing sound! Come, simer haste, oh, haste away, While vet a parduning God is found.


## CMNON. C. NE




(0-b $\quad \mathrm{b}$


## WCETHGED. G.TH.








DOUGLASS. C. N.



* Sce Lanesboro', page 67





## HOLYOKE. C. M.


( -6




## MHIBURN. C. M.





## LONDON. C. N.



## DUNDEE. C. PL.




LITCHFIELD. C. M.



## BOLTON.

C. NI.
(6x-6 1 Ye humble souls, approach your God, With songs of sacred praise; For he is good, supremely good, And kind are all his ways. And kind are all his ways.
 (064) Great God, to thy almighty love, What honors shall we raise (Nor all the raptured songs above, Can render equal praise. Can



GRTONVHLIE. C. M.
$10-6$
 Majestie sweetness sits enthron'd $\mathrm{U}_{\mathrm{P}}$. on the Saviour's brow; His head with radiant glories orown'd, His lips with graco oerflow. His tips with grace o'cerlow. (0-6 (0) 6






## 







## MDEBAMN. C. MR.










1 There is an hour of peaceful rest, To mouming waderers given : There is a tear for souls distressed, A balm for every wounded breast, ' 'Is found alone, in heaven.

2 There is a home for weary souls,
By sins and sorrows driven;
When tossed on life's tempestunus shoals; Where storms arise, and ocean rolls, And all is drear, but heaven.

3 There faith lifts up the tearless eye, The heart with anguish riven;
It views the tempest passing by,
Sees evening shadows quickly lly, And all serene, in heaven.

4 There fragrant flowers immortal bloon And joys supreme are given;
There rays divine disperse the gloom; Beyond the dark and narrow tomb, Appears the dawn of heaven.


## OVEIETAN. C. M.












## EVESTEHEN. C. M.

$$
\begin{aligned}
& \text { (8) }
\end{aligned}
$$

$$
\begin{aligned}
& \text { (1) } \\
& \text { Chiny to God who reigns a - bove, Let peace surromnd the earth, Let peare sarround the earth; Murtals shall know their Maker's love, . A their Redeemer's hith. At their Redeemer's birth }
\end{aligned}
$$

## 

(1)



$\begin{array}{ll}A-1 \\ 1020 & 0\end{array}$
 R-5 10 00 O-

## NETV TGIRE. C. PH.


(1)
(-b
(ab-





3 'Through all the earth, the nations round Shall thee, their God, confess; And, with glad hymns, their awful dread Of thy great name ex . . press




## 




$\square$


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





## COISVEN. C. VI.




PUTNEV. C. M.


TOPSHATI. C. NH. 「Double.,





## 


I'm not ashamed to own my Lord, Or to de ...fend hiscause;



(9-0









## DEVIZES. C. M.







[^3]

## 





* "itha stran may be pentomed by two Trebles, or by the Tentr and Dase.



## DRAYTON. ©. M.



DOWVN. C. M.




2 I choose the path of heavenly truth, And glo-ry in my choice; Not all the riches of the earth, Could make me so re-.-joice.


## EVARSAW. C. M.



## 


Come, lloly Spirit, eome, Let thy bright beams arise; Dis - pel the sorrow from our minds, The darkness from our eyes.



1 "Vis thine thelense the heart, To sancti - fy the soul, To pourfreshlife in every part, [nmir] And new cre - ate the whale.


## 









HINSTENI. S. M.

S. In.


# DY <br>  <br> (10) <br> (1)  

## 



## 



 4 Now let our songs abound, And ev..ery tear be dry; We're marching through lm... menuel's ground, To fair . . er worlds on high.


CdB品. Tobesung og onitted at pleasure.




HVVEIRNESS. S. M.



##  <br> 



SHONINGEON. S. NH.
Church Psalmody, Hymn 239.

 $\begin{array}{ccc:c}0.0 & 0 & 0 & 0\end{array}$



KINETM. S. NE.


## UUAR.S. M.

$$
\therefore \text { A- }
$$

## 

$$
\begin{aligned}
& 100 \\
& \text { KAMBEA. S. M. }
\end{aligned}
$$

## VVATCHMAN. S. M.






WIRENTHINI.
S. M. or 4 6's and 2 S's*
 SODIERE.
H. M. G limes.





* By omitting the first mote in the last two linea








And shows the path to God and heaven;









## 








## STOPV．HE．N．








## 







> ADE最的。

质．阳．


4 Gird on，great God，thy sword，Ascend thy conquering ear，While justice，truth，and love，Maintain the glorious war：Victorious，thou thy foes shatt tread，And sin and hell in trimph lend．





## NEXVEUEE. KK。目








## 熼OPKMNTON. H. M.


















PLEYEL'S HYMN. g's.




3
Spread for thee, the festal board See with richest dainties stored; To thy Father's bosom pressed, Yet again a child confessed, Never from his house to roam; Come and welcome, sinner, come

## 4

Soon the days of life shall end, Lo, I come, your Savior, Friend! Safe your spirits to convey To the realms of cndless day, $\mathrm{U}_{\mathrm{p}}$ to my eternal home; Come and wetcome, sinner, come?

1 Softly now the light of day, Fades upon my sight away: Free from care, from labor free, Lord, I would commune with thee. Lord, I would commune with thee. 0\#-

2 Soon, for me, the light of day, Shall forever pass away: Then, from sin and sorrow fire, Take me, Lord, to dwell with thee! Take me, Lord, to dwell with ther.


## 






Thur let all our sabaths perve, Till we join the churcha
hove. "I'has let ath our sabuthsprove, Till we join the ehurc. a
hove




Bless thy word to young and old, Fill us with a Savior's love; And when life's short tale is told, Nay we dwell with thee a - bove.


EDGALE. $8^{\prime} \mathrm{s}, \mathrm{F}^{\prime} \mathrm{s}, \mathrm{A}, \mathrm{F}^{\prime} \mathrm{s}$.




## 




## 

8 : Far from mortal cares re - treating, Here our willing fontsteps meeting, Mer - cy from atove proclain in Every heart to heaven Mer - cy from alove proclaim - ing, Peace and pardon trom Peace and pardon from the skies.

Sordid hopes and vain
de - sires,
as-pires. $\int$ From the Fount of glory
conce, ?
done. $\}$ Let not the weight of $\sin$ dis - tress you, Cease to heave the plaintive sigh
7. Come untome, all ye that 17 - bor; Simners, heavy la - den cone,
None are more welcome to the Sav-ior, Than the wretched and in - done.
A hearty welcome now awaits yon; Come, and you shall nev- er die.

 Oh! refresh us, Oh: refresh us, Oh! re - Iresin us, witl thy grace.

beaming, Light celestial cleers on eyes,

COHOTRIN.
189


$$
\text { CAELADV. } 5 x, 7 \text {, }
$$



Yes! we trust the day is breaking, Joyful times are near at hand; \} When he choospe, Darmees flies at his command.
God, the mighty God, is speaking, By his word in every land;



Oh!'tis pleasaut, 'tis re - vi-ving To our hearts to hear, cach day,? Those enlightemag, Who in death [omit - - - - and darkness lay,
Joyful news from far ar - ri - ving, How the gosjel wins its way; $\}$ Those enlightemng, Who in death [omit


CAMWORTH. 8 's, 7 's, \& 4 .


FLEMING. $\quad 8 \cdot s, 7 \prime s, \& 4$.

${ }^{1}$ Come se sinners, poor and wretched, Come in mercy's gracious hour? Jesus read - y stands to suve yous, Full of pily, tove and power! the is a - he, He is wiling, duoble no more.
 Q4 4 -曻


2 Praise the Lord, for he hath spoken ; Worlds his mighty word ubeyed;
Laws which never can be broken, For their guidance he hath made.

Hallelujah, Ame:
3 Praise the Lord, for he is glorious ; Never shall his promise fail ;
God hath made his saints victorions, Sin and death shall not prevail.

Hallelujah, Am
4 Praise the God of our salvation, Hosts on high his power proclam; Heaven and earth, and all creation, Praise and magnily his name! Hallelujah, Aw


(0)


YARMOUTH. 7 's $\mathbb{S}$ G's.
Church Psalmody, IIy. 538.





RICHITONH. 7's, 6's. d:



- Tcnor and Base, or two 'Irebles.








$$
-
$$

## 

Church l'selunody, Hy 711







URIUVI.
5 s's A 4.
Words from Methodist Hymn Book.



## SAVANNAII．10＇s．fince．




 Imperial salem，crowned with ligh，arise，Exalt thy towering liead，and tift thine eyes；See beaven its dazzing portals wide display，And break upon thee，in a flood of day


## WIL'TON. 10 's. filines






And while e - ter - ni - ty its course shallmn, llis grodness, in perpetu - al showers, descending, Ex - alt in songs and raptures ne - ver ending.




## 



## 



-7 F-7- 5

$\left\lvert\, \begin{aligned} & -8 \\ & -7)^{-2}\end{aligned}\right.$







3 Othat ench in the day Of his coming may say, '1 have fonght my way throngh, ilhave finished the work thou didst give ine to do.' Othat each from his


flown, The moment is gone; The moment is gone; The mil - len - ni - al year Rushes on to my view, Ande - ter - nity's here. And eter - nity's here.




4 While below, if we stray, From the source of true joy, Let thy mercifut hand Return, and incline us to obey thy command.

5 Our friends, may they share Thy blessings while here, And crown them above, Where joys will inerease, from the fountain of love.

6 May we shortly there meet, Around thy blessed seat; Thy love to adore, Where pleasure and praise will abound evermore

[^4]
## ARMLEY. L. II. Or J's





## 3

Afraid to pursue by ourselves the dark way, Thy rod and thy staff be our comfort and stay: We know by thy guidance, when once it is past, To life and to glory, it brings us at last.

## 4

The Lord is become our salvation and song,
His blessings have followed us, all our life long,
His name will we praise, while he lends to us breath, Be joyful through life, and resigned in our death.

## 


 Q




 02





3 Cold on his cradle the dew drops are shining, Low lies his head with the beasts of the stall, Angels adore him in slumber reclining, Maker and Monareh, and Savior of all.

4 Say, shall we yield him, in costly devotion, Odors of Edom, and ,fferings divine?
Gems of the momain, and pearls of the ocean, Myrrh from the forest, or gold from the mine?

5 Vainly we offer each ample oblation; Vainly witl gifts would his favors secure! Richer by far is the heart's adoration; Dearer to God are the prayers of the poor. Bishop Heber


* Thatune may be sung as Common Metre by ending here.









Then when your work is done, And all your conflicts past,
Ye shall o'ercome, through Christ alone, And stand en - tire at last.


## 

'縣e jeg'ail in God.'




'Be joyful in God all ye iands of the carth.' Concluded




3 The Lord is great, his mercy how abounding! Ye angels, strike your golden chords! O praise our God! with voice and harp resounding, The King of kings, and Lord of lords.



PRESCOTN. 1 's.



## .3

Who, who would live alway, away from his God; Away from yon heaven, that blissful abode,
Where rivers of pleasure flow o'er the brigh: plain:s, And the noon tide of glory eternally reigns:

4
Where the saints of all ases, in harmony, meet, Their Savior and brethren, iransported to greet; While the anthems of rapture unceasingly roll. And the smile of the lord is the feast of the soml Episcopal Coll.
(




GETMASEMINE. S's \& 6. Words from Manual of Christian Psalmody.


- For the remainiag verses, seo the opposite page


## 


2 Thou art gone to the grave, we no lon - ger be - hold thee, Nor tread the rough path of the world by thy side; But the wite arms of mercy are
 ( 3 Thuort gone to the grave, and its mansions for - sak - en, Perhaps thy tried spir - it in doubt lingered long; But the suashine of heaven beamea

I Thou ast gone to the grave, but 'twere wrong to deplore thee, When God was thy ransom, thy guardian and guide; He gave thee, and took thee, and



## 



I When God revealed his gracious name, And changed my mourn - ful state, My rapture seemed a pleasing dream, The grace appeared so great.
 (1) 3 Great is the work : my neighborscried, And owned thy power $\mathrm{d}_{1}$. . vine; Groat is the wonk! my heart replied, And be the glo - ry thine.



 4 The Lord can clear the dark - est skies, Cangive us day fornight; Let joyfulthanks to God arise, And songs of new delight.
M 1







ERADFORI, H. IH.


## 3

With life he clothes the spring, The earth with summer warms He spreads th' autumnal feast, And rides on wintry storms: His gifts divine Through all appear And round the year His glortes shine.




0 (9)
1 Oh how eheating, Oh how fleeting, Is our earthly being! 'Tis a mist in wintry weather, Gathered in an hour togecher, And as soon dispersed forever.



2 Oh how cheating, Oh how fleeting, Are our days departing! Like a deep and headlong river, Flowing onward, flowing ever, Tarrying not, and stopping never. (1) 4

- For semaining verses cee opposite pagn

ZION. 8's, 79s, \&

$\left.\begin{array}{l}2 \text { Lo! thy sun is risen in glory : God himself appears thy friend; ; } \\ \text { All thy foes shall flee before thee; Here their boasted triumphsend }\end{array}\right\}$ Great deliverance Zion's King vouchsafes to send, Great delivetance Zion's King vonchsafes to send (\#\#\#\#3

3 Enemies no more shall trouble ; All thy wrongs shall be redressed; ; All thy conflicts End in an e-ternal rest, All thy conflicts End in an eternal rest.


GILEAD. L. VI. [Chant.]


Last three verses of Hermon.
3 Oh how cheating, Oh how fleeting, Are the world's enjoyments;
All the hues of change they borrow, Bright to-day and dark to-morrow, nt:naled lot of joy and sorrow.

4 Oh how cheating, Ols how fleeting, Is all earthly beauty! Like a summer floweret flowing, Scattered by the breezes, blowing, O'er the bed on which 'twas growing.

5 Oh how cheating, Ol how fleeting, All, ves! all that's earthly!
Every hing is fading, flying, Man is mortal, carth is dying, Christian! live, on Heaven relying



2 The dying thief rcjoiced to see
That fountain, in his day; And there may I, though vilo as he, Wash all my sins away.

3 Thou dying Lamb! thy precious blood Shall never loose its power, Till all the ransomed church of God Are saved, to sin no more.

4 Since first, by faith, I saw the stream, Thy flowing wonnds supply, Rcdeeming love has been my theme, And shall oe, till I die


## LUTHER'S JUDGMENT MYYMN.

[Monmonth. H. M.]



ANTHEPI. 'S sing unto the Lord.'

new song.
Symphony.

> O sing unto the Lorda
new
song, a F$\left[\begin{array}{r}0 \\ d\end{array}\right.$ $0-0$



(0,


Praise

- him, Let the congregation of the saints praise him, the saints praise him, the saints praise him












[^5]



'Salvation belongeth winto the Rond.'

and thy blessing, and thy blessing

## THENEDE, ETMN. C. MI.













4 Let peace within her walls be found，$f$ Let all her sons $u$－nite，To spread with greatiul zeal around，Her clear and slining light．


## HYMN. 'Hark: the song of dubilee.'



## - Harlic the song or Jubiles.




Hal - le - lu-jab! Ital-le - lu - jah!
'Mark: the song of Jubilee.' Concluded.


DOKOEDGES. 'Traise fiod fronn whon all blessings fow.'





Prase God from whom all tleasings flow

'FiPaise God fromi whoni all blesinges flow.




1 Behold how the Lord Has girt on his sword; From conquest to conquest proceeds From conquest to conquest proceeds! How happy are they, Who live in this





9
flis woud be sends foth, Femmenth to the noth ; From east and fiom weat it is heard The rebel is charmed ;
The fie is disamed;
Vo day like this day has appeared.


## 3

To Jesus alone, Who sits on the throne, Salvation and glory belong : All hail blessed name, Forever the same,
Our jry, and the thente of our song

## 




## MYMN, 'Dinginter or eion.'




A - rise ! for the night of thy sorrow is o'er. Daughter of Zi - on, a - wake from thy sadness ! A wake! for thy foes shall oppress thee no more


Th' oppressor is vanquishted, and Zion is free. Danghter of Zion, a - wake from thy sadness! Awake ! for thy foes shall oppres, thee no more.


[^6]

## 'THANKGGHVEVG.

Church Psalmody, Ps. 149.
 E. 1 4 1 3 With glo-ry adornes, his peo - phe shallsing, To God, whodefence and plen - ty sup - plies; Their locd acclamations to him, their great King.



## 



THEAKSGUVINex. Conciuded


## EKYMN. 'Galvation! oh the jogtal sonnd,




 The spa - eious earth around; While all the armies of the sliy, Conspire raise the sound, Con-spire to raise the sound. क. $\rightarrow \mid$

## ANTHEM. : G give thanks minto the Lord.'



- give thanks unito the HoEri.' Conciuded.


HYNLN. 'Histe, sinfler, hom be wise.
Church Psalmody, Hy. 237


[^7]


## ANTELEVL. 'O praise God in his holiness.'

[1's. 150]


HYMN. 'When shall we meef azain.'


2 When shall love freely flow, Pure as life's river!
When shall sweet friendship glow, Changeless forever?
Where joys celestial thrill,
Where bliss each heart shall fill:
And fears of parting chill,
Never, no, never ${ }^{\prime}$

3 Up to that world of light Trake us, dear Savior' May we all there unite, Happy forever!
Where kindred spirits dwell,
There may our music swell;
And time our joys dispel, Never, no, nevel.

4 Suon shall we meet agam, Meet ne'er to sever,
Soon will peace wreath her chain, Round us forever;
Our hearts will then repose,
Secure from worldly woes;
Our sungs of pranse shall close,
Neva, nu. hever:


3 I love to think on mercies past, And future good implore; And all my caies and sorrows east, On him whom I adore.

4 I love by faith to take a view Of brighter seenes in heaven; The prospect doth my strength renew, While here by tempests driven.

5 Thus, when life's toiisome day is o'er, May its departing ray
Be calm, as this impressive hour, And lead to endless day

## 




 （1）能 （1）


'Loreil, ansianiss us witin thy hiessing.s


And we'll sing Halle - lujah, Amen, Ilalle - lujah, And we 'll sing, IIallelujah, A - men, Halle - lujah, to God and the Lamb. Hallelujah for



## BEAMDTH. S. M. [Double.]

Mason.
281




## DUDLIET S. P. M.




 $\mathfrak{O : - 1}$

VVRNTEROH. s'nd $\boldsymbol{7}^{\prime}$ s.
$(1)$


Thou of Iife and light cre - a - tor, In our deepest darkness rise; Scatter all the night of nature, Pour the day up on our eyes,
( $)$


## 



# - Giveat is inc form. Continued. 



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| Somerville | 109 |  |  |  |
| Soulatield | 84 |  |  |  |
| Socho | 4.5 | Awake my sma |  |  |
| St．$\Lambda n \mathrm{nrs}$ | 79 | A way with our le |  | 63 |
| Sterling | 23 | Pebold how the I | ． | 10 |
| St．John＇s | 59 | Eenold the glories | the Lord | 85 |
| St．Martin＇s | 31 | Be joyful in God | ．．．． | 70 |
| stomefield | 26 | Beyond where C＇ | ron＇s waters | 175 |
| $\stackrel{\text { Stonington }}{ }$ | 9 | Come away to the | ies． | 162 |
| Stow | 113 | Come let us anew |  | 15. |
| Ni．Paul＇s | 51 | Come we that love | e Lord | 93 |
| St．＇1＇homas＇ | 89 | Come ye disconso | ． |  |
| Sudbury | 104 | Dangliter of Zion | ．．．． | 213 |
| Sumner | 181 | Ere I sleep for ever | favor ． | 146 |
| Smoderland | 50 | From Greenland＇s | cy mountait | 139 |
| Swanwick | 58 | From the eross ur | fiter haigh． | 124 |
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| Tamworitn | 13.4 | Great is the 1 cord | －．226， 237 | 238 |
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| T＇athal！ | 38 | Hanl thon bles ma |  | 6.4 |
| ＇I＇rmpleton | 201 | Hank lark the erat | trmuret |  |
| ？amkeriving ${ }^{\text {a }} 1$ |  | ［Tark the somer of | abulees． | 211 |
| ＇lhankegrving 170 |  | Huw lovely are | a ellangs | 222 |

Haste O simer
llead of the ehurch trimmbinit
Holy Lord God of Sabbantio．
How heantrons are thy teet．
How heavy is the night．
How pleasing is the voice．
If life＇s pleasures charm thee
I love to steal awlite away．
I would not live alway．
Lift up your stately heads ．
Lord dismiss us ．．． 131,1 ：
Horn of Zion＇s glury．
Jy country lis of thee．．．．197
My faili looks up to thee ．．．． 117
O cease my wandering sonl．．． 9.0
O give thanks unto the I ord ．．220
Oh how cheating ．．．．．．．If 6
0 Lord anobor day is flown
On the mountain＇s topappearing．． $1: 7$
O praise liod in his huliness．．22d
O praise ye the Lord．．．．．．214
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Galvation belongeth ．．．．． 500
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Soldiers of C＇hist anice．．．．．16：
Thee F ${ }^{\text {Thather we prase ．．．．．} 1.50}$
I＇be Iord is great ．．．．．．17
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Watchman tell us of the night ．． 188
Weep not for me ．．．．．．． 190
When liod revealed his gracious 178
Whenshall we meet acan ．．．． 2 g
II halp will ceaseless course the sun 129
With joy we hail the satred day． 203
Ye dying sons of men．．Ils
presbyterian historical socien

$$
\beta_{1}
$$


[^0]:    For modulations to minor keys, see I،esson XIV

[^1]:    * This dassage may be sung liy two 'Iedors and Base-ot by two Trebles and $A$ ito as it is writuen

[^2]:    * The first four notes of his tuno may be shag in unisons.

[^3]:     with the most ardent devotion. Jucidents in the life of Presidebt Dwight, p. 2f:

[^4]:    - The sies in thus and shatar thas, show that the tied notes are to be sung sometimes to one syllable and at others to awn

[^5]:    *Tus passage may be sung alternately by 'I'rebles and 'Tenors

[^6]:    - J'his pasage may be sung as a duett by two Trebles or by Tenor and Dase, or alf the four parts may sing together.

[^7]:    

