BY

THE TRIUMPH:

COLLECTION OF MUSIC CONTAINING AT

INTRODUCTORY COURSE FOR CONGREGATIONAL SINGING, THEORY OF MUSIC AND TEACHER'S MANUAL, ELEMENTARY, INTERMEDIATE AND ADVANCED COURSES,

FOR

SINGING SCHOOLS AND MUSICAL CONVENTIONS,

AND

TUNES, HYMNS, ANTHEMS AND CHANTS, FOR CHOIRS.

EDITED BY

CEO. F. ROOT.

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PREFACE.

In the first department of the TRIUMPH the effort is made to furnish a means by which any company of people may join in a musical utterance of words, and it is thought that this department will not only promote the object for which it is prepared, but will be useful to teachers in getting up classes, as many learners having made a beginning in this way, will desire to pursue the subject more scientifically, and will go on with the other departments of the book.

In the second department, not only the elementary principles or doctrines are set forth in order, but a mode of teaching those

which are most important is proposed.

The third department is called the "Elementary Course," and goes through the major keys without accidentals. The lessons

here are intended for the first term of the Singing School.

In the "Intermediate Course," which is the fourth department, accidentals and the relative minor are introduced in lessons which assume such various musical forms as it is believed will make them attractive and useful to singers in the second stage of their musical

An important feature in these departments will be found in the arrangement by which tunes and other pieces in the body of the book may be used in the Singing School with the lessons, being so prepared that they contain the same kind of difficulties.

The fifth department is called the "Advanced Course," and as its name indicates, is for advanced singers.

Of the Tunes, Hymns, Anthems and Chants, which form the body of the book, it will only be said that they have been prepared with great care, and it is believed will not disappoint the friends of the various authors whose names are found with them. It may here be stated that the editor is responsible for all tunes and other pieces to which no name is attached.

It is unnecessary to specify further the new features of the TRIUMPH. They will be discovered by all who use the book, and will doubtless receive whatever attention and respect they may merit.

The TRIUMPH is peculiarly fortunate in having among its contributors and special friends some prominent musical men in different parts of the country, whose names are here mentioned in the order in which their contributions were received: C. M. Wyman Keene, N. H., H. R. Palmer, Chicago, T. M. Towne, Wisconsin, and J. E. Gould, Philadelphia. It is proper also to mention as being more immediately connected with us, P. P. Bliss, J. R. Murray, and a son of the editor, F. W. Root.

Our obligations are hereby acknowledged to all who have aided us, and especially to Messrs. Mason Brothers, of New York, for

copyrights from their books that we are permitted to use.

It is with great pleasure that this opportunity is taken to express the obligations that we, in common with all American composers, teachers and musicians, are under to our beloved Dr. Mason, who has been the chief instrument in the hands of the Divine Providence in placing music, and its universal and intelligent acquirement, in the position it occupies wherever the English language is spoken. If he shall approve the TRIUMPH, we shall have great hope that it will be acceptable and useful to all.

Entered according to Act of Congress, A. D. 1868, by Root & Caby, in the District Court of the United States for the Northern District of Illinois.

INTRODUCTORY COURSE

FOR CONGREGATIONAL SINGING.

LET THE PEOPLE PRAISE THEE, O GOD, LET ALL THE PEOPLE PRAISE THEE. PS. LXVII.

of any of the powers of a man is felt first by the man himself. This being it that emotional quality, which, carried further, becomes singing. true, they are in error who think there is no use in singing unless they can benefit or entertain others: for singing is not only an expression, but an have affections exactly alike, it is a work that all may see cannot be done exercise of our emotional nature; and the one who sings, is by this law the by proxy. Every one, therefore, who wishes to improve his emotional first to be affected by the act.

A man then may exercise and strengthen certain good affections in himself, even if he cannot sing well enough to entertain others; indeed, this repeating together, in the ordinary speech voice, the following hymn:may be done if he cannot sing any tune at all: for the mere emotional utterance of words that he loves, has the effect to strengthen the affections if the people are not supplied with books, may give out the hymns two lines at a that they bring into exercise.

In ordinary congregations all could be benefitted by this emotional utter- Let the utterance be deliberate and distinct. ance, if once the idea of musical entertainment could be banished, and musical people would be willing to use simpler modes of utterance.

[It should be said here that singers can bring the best resources of their art to the singing of simple tunes; and every noble heart among them will be glad to do so if it will benefit his neighbor; and on occasions of public worship he will never, for his own particular benefit desire to use a tune so difficult that it will exclude others from participating, for that would be selfish, and utterly opposed to the spirit of our Christian religion.]

Every one has a song voice as well as a speech voice, and when the

If we do a right action, the first effect is upon ourselves, for the exercise | friend-every expression of love to the Lord or to the neighbor-has in

Another cannot sing our affection for us, for beside the fact that no two nature must exercise it himself.

Should any congregation desire to try this, a beginning may be made by

It would be well to have a leader who knows something of music, and who,

- 1 Let us with a joyful mind, Praise the Lord for He is kind: For His mercies shall endure. Ever faithful, ever sure.
- He, with all-commanding might, Filled the new-made world with light: For His mercies shall endure, Ever faithful, ever sure.
- 3 All things living He doth feed; His full hand supplies their need; For His mercies shall endure, Ever faithful, ever sure.
 - 4 Let us with a joyful mind, Praise the Lord, for He is kind: For His mercies shall endure, Ever faithful, ever sure.

We might derive both benefit and pleasure from uttering in this way words we speak are emotional rather than intellectual-of the affection such other words as contain and express sentiments that we love, and more than of the thought-something of the song-voice comes into them. that we can utter as our own, but we will not stop here, we will try to Every term of endearment to father, mother, brother, sister, wife, child, or acquire a form of utterance that will be more emotional, and in which we

FOR CONGREGATIONAL SINGING.

can more strongly exercise our affections. It must be remembered, how- I It should here be said that in all words the vowels are the emotional ever, that no form is useful that requires much thought while we are using elements, and the consonants the thought elements. If we are speaking to obliged to attend to his posture, or the grammatical structure of his sen- but go quick and straight to the consonants. If, on the other hand, we tences, or the pronunciation of his words; and a singer who is always are appealing to their feelings, and trying to draw out their emotions, we thinking of his tune or the sound of his voice is in a similar difficulty.

It is true that we have to learn all the forms that we use, but it is ted by the two ways in which we utter the following sentences:equally true that they answer their right purpose only in proportion to the ease and absence of thought with which we use them. What we have done so far, we could do with very little thought, for we are accustomed to this simple utterance of words; the next step, however, will introduce us to a form that we are not accustomed to, and to which we shall have to give more time and practice.

Repeat again this hymn with the ordinary speech voice, but now sep- for music, must be emotional rather than intellectual. arate the syllables from each other and give each one with force, being also careful to give each an equal amount of time. If each is also made short, it will aid in keeping the voices together. It may be represented

If the audience have the words before them, this may be done altogether, (after the leader has given an example); if not, he may give out two lines at a time, as before.

[The leader will remember that this is spoken, not sung.]

What we have now done is not the step we wish to take-only a preparation for it, for this would not be a good form for the expression of either it steadily throughout. Most of the audience would unconsciously fall into the thought or affection.

We will now repeat this hymn again, but this time let us prolong the sound of the vowel in each syllable.

it. A man in prayer would be much hindered if he were continually the intellects or reasoning powers of men, we do not dwell on the yowels. unconsciously prolong and dwell upon the vowels. This would be illustra-

Intellectual. Two things, each of which is equal to a third, are necessarily

Emotional

O wondrous power! O tender love! That brought our Savior from above.

It is hardly necessary to say in this connection that words, to be good

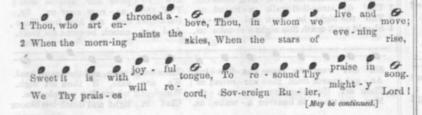
Let us now repeat this hymn with this same regular movement, but dwell more on the vowel sounds, making the last syllable in each line about twice as long as either of the others. This may be represented thus:-

[While nothing would be said here about the pitch of the voice, it would be well for the leader in giving the example to take a pitch about D below, and keep

Let us now take another hymn, and express it in the same way, only we will all try to give the same sound of voice. It is not necessary to have all the voices at the same sound or pitch, but the natural tendency will be to | get together in this respect, and it will be pleasanter to do so.

is with joy - ful tongue, To re - sound Thy praise in song. We Thy prais - es will re-cord, Sov-ereign Ru - ler, might - y Lord.

We have been so accustomed to hear tunes with these hymns, that the monotony of this mode of utterance, although emotional, will prevent its being useful. We will, therefore, vary the sound or pitch of the fifth and sixth syllables in each line. We will make them a little higher than the others. This may be represented thus:-



The teacher will probably understand that this higher pitch is but one step above the others.]

We will now give another form for the utterance of the first hymn, but it will be easier to tell where these large dots are that note the sounds, if we have a line, on, or above, or below which, we can place them. And now it will not be necessary to print the words higher or lower with the tune, for the dots or notes will show the changes of the words. It should here be said that notes help even those who do not understand music at all, for they are a picture of the tune, and go up or down, or skip around, just as the

Let us all now join in the next tune, being guided by the notes.

NORTHWEST. 7s.

with a joy - ful mind, Praise the Lord for He is kind; 2 He, with all com-mand-ing might, Filled the new-made world with light; 3 All things liv - ing doth he feed; His full hand sup-plies their need; 4 Let us with a joy - ful mind, Praise the Lord for He is kind;

For His mer - cies shall en - dure, Ev - er faith - ful, For His mer - cies shall en - dure, Ev - er faith - ful, ev - er sure.

In the following hymn we will use a still higher sound; so in the representation we must have another line :-

BLONDEL, 7s.

1 Thou, who art en-throned a - bove, Thou, in whom we live and move; 2 When the morn - ing paints the skies, When the stars of eve - ning rise,

3 Decks the spring with flowers the field, Har - vest rich doth au - tumn yield? 4 Sov-ereign Ru - ler ! might - y Lord, We thy prais - es will re - cord :

Sweet it is with joy - ful tongue, To re-sound thy praise in song. We thy prais - es will re - cord, Sov-ereign Ru - ler, might - y Lord ! Giv - er of all good be - low, Lord, from Thee those bless-ings flow. of these bless-ings, we Pour the grate - ful song to Thee.

As soon as a form or tune is acquired so that we can use it without effort; we may commence the work of self-improvement; but if we are not accustomed to fix our minds on the words sung, but are more inclined to listen to the tune, we shall find it difficult to concentrate our thoughts as we ought.

We shall be like untrained children at school, who are disturbed and distracted by every unusual sight or sound, and must try many times before we can take the sentiments contained in the words fully into our hearts, and bear them upon our song unobstructed and unhindered, up to the great object of all worship.

The following hymns and selections are designed to be sung by all the | people in any congregation. Not one need be silent, who has the power of · speech. That some may not get the sound exactly with the others should not prevent them from joining, for in these simple forms a few times trying will remedy that difficulty in almost every case; and if it does not, the worship is so much more important, that the form is of but little consequence in comparison.

ELVIRA. 7s.

1 All ye . na - tions praise the Lord ! All ye lands your voi - ces raise ; 2 For his truth and mer - cy stand, Past, and pres - ent, and to be.

000000000000000 Heaven and earth, with loud ac - cord, Praise the Lord-for ev - er praise! Like the years of His right hand. Like His own e - ter - ni - tv.

BROOKWELL, 8s & 7s.

1 Hark! what mean those ho -ly voi - ces, Sweet-ly sound - ing through the skies!

2 Hear them tell the won-drous sto - ry, Hear them chant in hymns of joy : 3 "Christ is born, the great A - noint - ed, Heaven and earth His prais - es sing !

Lo! th' an -gel - ic host re - joi - ces; Heavenly hal - le - lu - jahs rise. "Glo-ry in the high-est, glo - ry ! Glo - ry be to God most high ! Oh re -ceive whom God ap - point-ed For your Proph-et, Priest and King !

ST. GEORGE, L. M.

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1 From all that dwell be-low the skies, Let the Cre - a - tor's praise a - rise 2 E - ter - nal are Thy mer-cies Lord, E - ter - nal truth at-tends Thy word :

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Let the Re-deem-er's name be sung, Thro' ev-ery land, by ev-ery tongue. Thy praise shall sound from shore to shore. Till suns shall rise and set no more.

WHITEWATER, S. M.

1 Oh, bless the Lord, my soul! Let all with in me join, 2 Oh, bless the Lord, my soul! Nor let His mer - cies lie 3 'T is He for - gives thy sins; 'T is He re - lieves thy pain;

And aid my tongue to bless His name, Whose fa-vors are di - vine. For - got - ten in un-thank - ful - ness, And with-out prais - es die. 'T is He that heals thy sick - ness - es, And makes thee young a - gain.

GRETRY. 8s & 7s.

000000000000000 Sav - ior, breathe an eve - ning bless-ing, Ere re - pose our spir-its seal : 2 Tho' de - struc-tion walk a - round us, Tho' the ar - row near us fly, 3 Tho' the night be dark and drea - ry, Dark-ness can not hide from Thee .

4 Should swift death this night o'er-take us. And our couch be-come our tomb. 00000000000000

Sin and want we come con - fess - ing : Thou canst save, and thou canst heal, An - gel guards from thee sur - round us : We are safe, if thou art nigh. Thou art He who, nev -er wea - ry, Watch-eth where Thy peo-ple be. May the morn in heav-en a - wake us, Clad in light and death-less bloom

HALCYON, S. M.

1 How gen - tle God's com - mands ! How kind His pre - cepts are ! 2 Be - neath His watch - ful eye His saints se - cure - ly dwell : 3 Why should this anx - jous load Press down your wea - ry mind ? 4 His good - ness stands ap - proved, Un-changed from day to day;

Come, cast your bur - dens on the Lord. And trust His con-stant care, That hand which bears all na - ture up. Shall guard His chil - dren well. Haste to your heaven-ly Fa-ther's throne. And sweet re-fresh-ment find;

I'll drop my bur - den at His feet. And bear a song a - way.

MYRTLE HILL, S. M.

000000000000 1 While my Re - deem - er's near, My shep - herd and my guide, 2 To ev - er fra - grant meads, Where rich a - bun-dance grows, 3 Dear Shep-herd, if I stray, My wander-ing feet re - store;

I bid fare well to anx ious fear; My wants are all sup - plied,

His gra-cious hand in - dul - gent leads, And guards my sweet re-pose. To Thy fair pas-tures guide my way, And let me rove no more.

LAUREL WOOD, C. M.

0 0 0 0 0 0 0 0 0 0 1 Our Father, God, who art in heav - en, All hal-lowed be Thy name ! 2 Give us, this day, our dai - ly bread, And, as we those for - give 3 In - to temp - ta - tion lead us not; From e - vil set us free;

Thy king- om come; Thy will be done, In earth and heaven the same! Who sin a - gainst us, so may we For - giv - ing grace re - ceive. And thine the king dom, thine the power And gio ry, ev er be.

We have here a higher sound, and in the representation will use another line.

ODA. C. M.

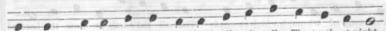
0 0 0 0 0 0 0 0 0 0 0 1 Oh, that the Lord would guide my ways, To keep His stat-utes still ! 2 Oh, send Thy Spir - it down, to write Thy law up - on my heart; 3 Or - der my foot-steps by Thy word, And make my heart sin-cere ; 4 Make me to walk in Thy com - mands, 'T is a de - light-ful road;

Oh that my God would give me grace To know and do His will. Nor let my tongue in dulge de ceit. Nor act the li ar's part. Let sin have no do - min - iou, Lord, But keep my con-science clear, Nor let my head, nor heart, nor hands, Of fend a-gainst my God.

Where two words are sung to one note, they are uttered quicker

ORVIS. L. M.

1 Sweet is the work, my God, my King. To praise Thy name, give thanks and sing, 2 Sweet is the day of sa - ered rest; No mor -tal cares shall seize my breast;



To show Thy love by morning light, And talk of all Thy truth at night. Oh, may my heart in tune be found, Like Da-vid's harp of sol-emn sound

LEAVITT. S. M.

I The Lord my Shep - herd is; I shall be well sup - plied: 2 He leads me to the place Where heaven-ly pas - ture grows : 3 If e'er I go a - stray, He doth my soul re - claim: 4 While He af - fords His aid, I can not yield to fear;



Where liv-ing wa - ters gent - ly pass, And full sal - va - tion flows. And guides me in His own right way, For His most ho - ly name. Tho' I should walk thro' death's dark shade, My Shep-herd's with me there.

PALMTREE, S. M.

2 Oh, let Thy ris - ing beams Dis - pel the shades of night; 3 How beau - teous na - ture now! How dark and sad be - fore! 4 May we this life im - prove, To mourn for er - rors past;

The sun it - self is but Thy shade, Yet cheers both earth and sky. And let the glo-ries of Thy love, Come like the morn - ing light! With joy we view the pleas - ing change, And na-ture's God a - dore. And live this short, re - volv - ing day As if it were our last.

ROWENA. L. M.

1 Soon may the last glad song a - rise, Thro' all the mil-lions of the skies. 2 Let thrones and powers and king-doms be O - be - dient, might-y God, to Thee 1 3 Oh, let that glo-rious an-them swell, Let host to host the tri-umph tell,

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And, o - ver land and stream and main. Wave Thou the scep-ter of Thy reign! That not one reb - el heart re-mains, But o - ver all the Sav - ior reigns!

1 Songs of praise the an-gels sang, Heaven with hal-le-lu-jahs rang,

2 Songs of praise a - woke the morn, When the Prince of Peace was born: 3 Heaven and earth shall pass a - way; Songs of praise shall crown the day: 4 Saints be - low, with heart and voice, Still in songs of praise re - joice;

......

When Je - ho - vah's work be - gun, When He spake, and it was done. Songs of praise a - rose when He Cap - tive led cap - tiv - i - ty. God will make new heavens and earth; Songs of praise shall hail their birth. Learn-ing here by faith and love, Songs of praise to sing a - bove.

1 How sweet, how heaven-ly is the sight, When those who love the Lord | 1 O hap - py land! Where saints and an - gels dwell; 2 When each can feel his broth-er's sigh. And with him bear a part!

In one an - oth - er's peace de-light, And so ful - fil His word! When sor-row flows from eye to eye, And joy from heart to heart.

EVERHART, 7s.

1 Sons of Zi - on, raise your songs! Praise to Zi - on's King be - longs; 2 Sore the strife, but rich the prize, Pre-cious in the Vic-tor's eyes; 3 Sing we then the Vic-tor's praise; Go ye forth and strew the ways; 4 Place the crown up - on His brow; Ev - ery knee to Him shall bow;

His the Vic-tor's crown and fame; Glo-ry to the Sav-ior's name! Glo-rious is the work a-chieved, Sa - tan van-quished, man re - lieved! Bid Him wel-come to His throne; He is wor-thy, He a - lone! Him the bright-est ser - aph sings; Heaven proclaims Him "King of kings!"

1 O God, my heart is ful - ly bent To mag - ni - fy Thy name; 2 To all the listening tribes, O Lord, Thy won-ders I will tell; 3 Be-cause Thy mer - ey's bound-less height The high-est heaven tran-scends. 4 Be thou, O God, ex - al - ted high A - bove the star - ry frame;

My tongue, with cheer-ful songs of praise, Shall cel - e - brate Thy fame, And to those na - tions sing Thy praise That round a - bout us dwell. And far be-yond th' as - pi - ring clouds Thy faith - ful truth ex - tends. And let the world with one con - sent, Con - fess Thy glo - rious name.

PINE GROVE, C. M.

GUEST, C. M.

2 But ev - ery voice in yon - der throng On earth has breathed a prayer: 3 When, free from en - vy, scorn and pride, Our wish - es all a - bove, 3 Thou heaven-ly Friend! Thou heavenly Friend! Oh, hear us when we pray!

We long to join that glo-rious band, And all their an-thems swell. No lips un-taught can join that song, Or learn the mu - sic there. Each can his broth-er's fail-ings hide, And show a broth-er's love. Now let Thy par-doning grace de-scend, And take our sins a - way.

When two sylfables are printed under one note, they are to be sung quicker. They are to take as much time only as one syllable in the other

BERRINGTON. 11s & 10s.

Bright Cold Say, Vain Bright	est and on his shall we ly we est and	best cra- yield of best	of the dle the him, in fer each of the	sons dew cost am sons	- drops a	re shi vo	n -	ing!
Dawn Low O Vain	 on our lies his dors of ly with	dark Head E gold dark	with to	he	lend beasts of fa	us thine of the ferings di vors se us thine	i - v	aid ;

-		•					TITO .	
Star		of the	East,	the ho	- ri -	zon a		dorn - ing,
An	-	gels a	- dore	Him in	slum -	ber re	0.	clin - ing,
Gems		of the	moun -	tain, and	pearls	of the		o - cean,
Rich		er, by	far,	is the	heart's	a - do		ra - tion,
Star		of the	East,	the ho	- ri -	zon a		dorn - ing,
-		Man 11 12			THE REAL PROPERTY.			

Guide where our	in - fant Re - deem - er is laid Mon - arch, and Say - ior of ail	and the lot out the state a state to the state and
Myrrh from the Dear - er to	for est, or gold from the mine God are the prayers of the poor	TELFORD. 8s & 5.
Guide where our	oloff. S. M.	• • • • • • • • • • • • • • • • • • • •

this the kind re - turn? Are these the thanks we owe? 2 To what a stub - born frame Hath sin re - duced our mind? 3 Turn, turn us, might - v God. And mold our souls a - fresh; 4 Let past in - grat - i - tude, Pro - voke our weep-ing eyes, .,,,,,,,,,

Thus to a - buse e - ter - nal Love, Whence all our bless - ings flow! What strange, re-bel - lious wretch - es we! And God as strange-ly kind! Break Sov-ereign Grace! these hearts of stone, And give us hearts of flesh. And hour - lv. as new mer - cies fall. Let hour - ly thanks a - rise.

CAPULET. 8s & 7s. Double.

1 Glo-rious things of thee are spo - ken, Zi - on, cit - y of our God: 2 On the Rock of A - ges found - ed. What can shake her own re-pose?



He whose word can ne'er be bro-ken, Chose thee for his own a-bode, With sal - va - tion's wall sur-round - ed, She can smile at all her foes.



Lord, Thy church is still Thy dwell-ing, Still is pre-cious in Thy sight; Glo-rious things of Thee are spo-ken, Zi - on, cit - y of our God; Yow the Lord (the king - slove, Turones and our - piece fall;



Ju - dah's tem - ple far ex - cel - ling. Beam-ing with the gos - pel's light. He whose word can ne'er be bro-ken. Chose thee for His own a-bode.



1 Sing of Je - sus, sing for - ev - er, Of the love that changes
2 Thro' the des - ert drear He leads them, With the bread of heaven He 2 Thro' the des - ert drear He leads them. With the bread of heaven He 3 There they see the Lord who bought them. Him who came from heaven, and 4 Sing of Je - sus, sing for - ev - er, Sing the love that changes



nev - er : Who or what can from Him sev - er, Those He makes His own? feeds them, And thro' all the way He speeds them To their homes a - bove. sought them, Him who by His spir - it taught them, Him they serve and love. nev - er : Who or what can from Him sev - er, Those He makes His own?

KINSIE. 7s & 5s.

1 On - ward speed thy con-quering flight, An - gel, on - ward speed! 2 On - ward speed thy con-quering flight, An - gel, on - ward fly! 3 On - ward speed thy con-quering flight, An - gel, on - ward speed! Cast a - broad thy ra - diant light, Bid the shades re - cede: Long has been the reign of night, Bring the morn - ing nigh; Morn-ing bursts up - on our sight. Lo! the time de - creed: 200000000

Tread the i - dols in the dust, Heath - en fanes de - stroy: Un - to thee earth's suf - ferers, lift Their im - plo - ring wail; Now the Lord His king - dom takes, Thrones and em - pires fall;

Spread the gos - pel's love and trust, Spread the gos - pel's joy. Bear them heav - en's ho - ly gift, Kre their cour - age fail. Now the joy - ous song a - wakes, "God is All in All !"

FARWELL, 8s, 7s & 4.

Palend to Giord up - faith - ful

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prove; Moth-ers cease their own to cher - ish; Heaven and earth at last bright; But can nev - er cease to love thee; Thou art pre-cious in



RECTOR. 7s & 6s.

0 0 0 0 0 0 0 0 0 0 I In heaven - ly love a - bid - ing, No change my heart shall fear, 2 Wher-ev - er He may guide me, No want shall turn me back: 3 Green pas-tures are be - fore me, Which yet I have not seen;

And safe is such con - fid - ing. For no - thing chang - es here. My Shep-herd is be - side me, And no - thing can I lack, Bright skies will soon be o'er me. Where dark - est clouds have been:

000000000000 The storm may roar a - bout me, My heart may low be laid, His wis - dom ev - er wak - eth. His sight is nev - er dim: My hope I can not meas - ure; My path to life is free;

But God is round a - bout me. And can I be dis-mayed? He knows the way He tak - eth, And I will walk with Him.

My Say - ior has my treas - ure, And He will walk with me.

1 O hap - py land, O hap - py land, Where saints and an - gels dwell; 2 But ev - ery voice in yon - der throng On earth has breathed a prayer; 3 Thou heaven-ly Friend! Thou heaven-ly Friend! Oh hear us when we pray! 4 Be all our fresh, our youth-ful days To Thy blest ser - vice given;

We long to join that glo - rious band, And all their an-thems swell.

No lips un-taught may join that song, Or learn the mu - sic there. Now let Thy pardon-ing grace de - scend, And take our sins a - way. Then we shall meet to sing Thy praise, A ran-somed band in heaven.

WITHINGTON. 8s & 7s. Peculiar.

1 God is our ref - uge ev - er near. Our help in trib - u - la - tion;

2 The stream that flows from Zi - on's hill, Shall yet, se - rene -ly glid - ing,

There-fore His peo - ple shall not fear A - mid a wreck'd cre - a - tion;

With joy the ho - ly cit - y fill, His pres-ence there a - bid - ing;

, , , , , , , , , , , , ,

Tho' moun-tains from their base be hurled, And o - cean shake the sol - id The Lord, her glo - ry and de - fense, Will guard his cho - sen res - i -

world, The Lord is our sal - va - tion, The Lord is our sal - va - tion, dence. His time - ly aid pro - vid - ing. His time - ly aid pro - vid - ing.

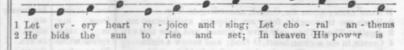
CLEAR LAKE. 6s & 4s.

I God bless our na - tive land. Firm may she ev - er stand,

2 For her our prayer shall rise, To God, a - bove the skies.

Thro' storm and night: When wild the temp - ests rave, Ru - ler of On Him we wait: Thou who art ev - er nigh, Guard-ing with

wind and wave, Do Thou our coun - try save, By Thy great might. watch - ful -eye, To Thee a - loud we cry, God save the State! WINONA. 8s & 6s.



rise: Ye rev - erend men and chil-dren, bring To God your sac known. And earth sub - dued to Him, shall yet Bow low be - fore



ri - fice: For He is good,-the Lord is good, And kind are His throne: For He is good,-the Lord is good, And kind are



all His ways: With songs and hon - ors sound - ing loud, The Lord all His ways: With songs and hon-ors sound-ing loud, The Lord



Je - ho - vah praise; While the rocks and the rills, While the vales



and the hills. A glo - rious an - them raise, Let each pro - long and the hills. A glo - rious an - them raise, Let each pro - long



CHANT NO. 1.

1 Have mercy upon me, O God, according to Thy | lov - ing | kindness: 2 Wash me thoroughly from my iniquity, and cleanse me
3 Against Thee, Thee only have I sinned, and done this evil in thy
4 Create in me a clean heart, O God; and renew a right spirit within me. 5 Restore unto me Thy salvation, and uphold me with Thy free Spirit. According to the multitude of Thy tender mercies, Blot out my trans-gressions.

For I acknowledge my transgressions; and my sin is over be-fore me. That Thou mayest be justified when Thou speakest, and be | clear when | Thou- | judgest.

Cast me not away from Thy presence, and take tme not away from Thy presence, and take not Thy | Ho - ly | Spir - it | from me. Then will I teach transgressors Thy ways, and sinners shall be con- | vert - ed | un - to | Thee.

When two notes are printed over one syllable, it indicates that two sounds are to be sung to it.

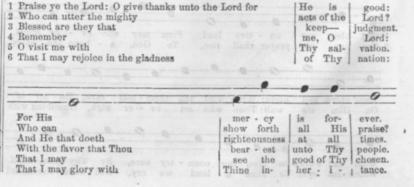
CHANT NO 9

. CHANT IV	J. D.		
0	9	0 0	-0
The Lord is my shepherd; I He re- Yea, though I walk through the valley of the	ahadaw of	shall not storeth my	want.
	leath, I will	fear no of mine days of my	evil: enemies life
0			-
He maketh me to lie down in green pastures			
He leadeth me in the paths of righteousness For Thou art with me; Thy rod and Thy Thou anointest my head with oil: my And I will dwell in the	1	he still— lis name's ey com - fort run - neth he Lord for-	waters. sake. me. over.

CHANT NO. 3.

0		-	
1 God be merciful unto 2 That Thy way may be 3 Let the people praise 4 Oh let the nations be glad and 5 Let the people praise 6 Then shall the earth 7 God	tor var da		O God, joy; O God, increase;
0	0 0		-0
And cause His Thy saving Let For Thou shalt judge the people rightcous-	health a-	shine up- mong all people	on us. nations. praise Thee.
ly, and govern the And God, even And all the ends of the	na-tions all the our own earth shall	peo - ple God, shall fear—	earth. praise Thee. bless us. Him.

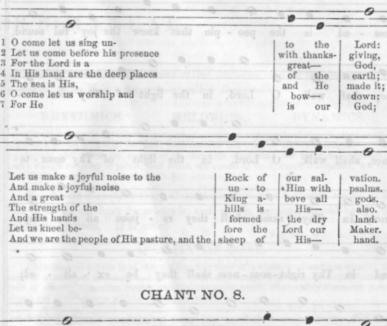
CHANT NO. 4.

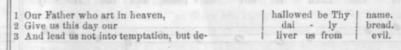


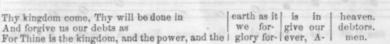
CHANT NO. 5. CHANT NO. 7. 1 O give thanks unto the Lord; call up-2 Sing unto Him: sing 2 Sing unto Him: ho - ly name. 4 Seek the Lord, 5 Remember His marvellous works that psalms unto him. ho - ly name. and His strength: He hath done; 4 In His hand are the deep places 5 Remember His marvellous works that 6 O ye seed of Abraham 7 He is the 8 He hath remembered His covenant His— Lord our for— for— gervant; God; For He 7 For He Make known His Talk ye of Let the heart of them re-|deeds a- | mong the | people. all His wondrous works. joice that seek the Lord. Seek His His wonders and the Ye children of face for ev - er - more. judgments of His mouth. Ja - cob His- chosen. His judgments l are in | all the | earth. The word He commanded to a thousand thousand gen - er- ations.

CHANT NO. 6.









ANTHEM, NO. 1. Blessed is the People. They shall walk, O Lord, in the light of Thy coun - te - all that is with - in me, all that is with - in me bless nance, shall walk, O Lord, in the light of Thy coun - te - His ho - ly name, Bless the Lord, O my soul, and for - get nance; In Thy name shall they re - joice all the day, not all His ben - i - fits: Who for - giv - eth all thine in-and in Thy right-eous-ness shall they be ex - alt - ed; | iqui - ties, who heal - eth all thy dis - eas - es, Who re - deemeth For the Lord is our de-fence, and the Ho-ly thy life from de-struc-tion: Who crowneth thee with lov-ing one of Is - ra - el is our King, and the Ho - ly kind - ness, who crowneth thee with lov - ing kind - ness and ten-

ANTHEM, NO. 2. Bless the Lord. Bless - ed is the peo - ple that know the joy - ful sound,

Bless the Lord, O my soul, and all that is with - in me, one of Is - ra - el is our King, A - men, A - men. der mer - cies, Bless the Lord, O my soul, Bless the Lord.

THEORY OF MUSIC.

AND TEACHER'S MANUAL.

CHAPTER I.

GENERAL VIEW OF THE SUBJECT

I. A musical sound is called a

TONE.

II. Every tone has three properties, viz.:

LENGTH, PITCH,

POWER.

[If either of these properties could be taken away from a tone, it would cease to exist. It is therefore necessary, in written music, in order to represent a tone, to have something to stand for its length, and to have something to stand for its pitch. and something to stand for its power: and it will be easily seen that no representation of a tone can be complete, that does not provide for all these things.

III. There are different lengths of tones, there are different pitches of tones, and different degrees of power of tones. We may take any one pitch and any one degree of power, and practice different lengths; or we may take one length and one degree of power, and practice different pitches; or we may take one length and one pitch, and practice different degrees of power: and thus, although we must have the three properties, length. pitch and power, in every tone we make, we may give more prominence to one or the other, as our musical progress may require.

IV. It might be supposed from the foregoing, that music would naturally divide itself into three departments-one in which the length of tones is the principal thing, one in which the pitch of tones is the principal thing, and one in which power of tones is the principal thing. This is the fact-and all that relates to the length of tones whether in music written or What are they? Can a tone exist without length? Can it exist withperformed, is in a department called Rhythmics, and all that relates to the out pitch? Can it exist without power? How many departments are

pitch of tones is in a department called Melodics, and all that relates to the power of tones is in a department called Dynamics.

RHYTHMICS. MELODICS.

DYNAMICS.

It will thus be readily understood, that when we speak of the rhythmic character of a piece of music, we have reference to the time or different lengths of tones employed; and when we speak of its melodic character, we refer to some of the many things relating to pitch; and when we speak of its dynamic character, we refer to differences of power or strength.

V. There is another thing about tones that does not seem really to belong to either of these departments, and which, perhaps, should have a department by itself. It is called

QUALITY OF TONE.

The tone of a flute is of one quality, the tone of a violin is of another quality, the tone of a trumpet another, and so on. All may sound together, each producing a tone of exactly the same length, exactly the same pitch, and exactly the same power -and yet a difference will be distinctly perceived.]

VI. Different qualities of tone are needed to express the different emotions that man experiences; and there are, and of course must be, just as many "qualities of tone" as there are kinds of emotions; for tones are the sounds or outward manifestations of emotions, and the voice can produce as great a variety of tones as to quality, as the heart can experience as to emotions, each emotion having its own peculiar sound.

What is a musical sound called? How many properties has a tone?

AND TEACHER'S MANUAL.

Whole Note.

What is the first? The second? In which department is the length of tones studied? pitch of tones studied? In which the power of tones? When we speak of the rhythmic character of a piece of music what do we refer When we speak of its melodic character to what do we refer? When we speak of its dynamic character to what? What is another ed by thing about tones that is worthy of attention? Are the sounds produced by different instruments alike or different as to quality? How many qualities of tone can be produced by the human voice?

CHAPTER II.

RHYTHMICS, NOTES AND RESTS.

VII. If you make a succession of sounds, about as fast as the pulse beats, they may be represented by characters called

QUARTER NOTES.

This being the easiest length to sing, the quarter note is the standard from which we reckon and practice.] [Take the pitch G for these exercises in Rhythmics.]

VIII. Sounds, each twice as long as a quarter note, are represented by

HALF NOTES.

IX. Sounds, each three times as long as a quarter note, are repre-

DOTTED HALF NOTES.

X. Sounds, each four times as long as a quarter note, are represented by WHOLE NOTES.

XI. Sounds, each six times as long as a quarter note, are represent-

DOTTED WHOLE NOTES. a CHAPTER . .

XII. The following table gives the notes that stand for sounds, half and quarter as long as those represented by quarter notes, with their names :

Quarter notes.

XIII. A DOTTED QUARTER NOTE is as long as three eighth notes, and and a DOTTED EIGHTH is as long as three sixteenths.



[Here, only the length or time of the tones is represented; sentation of any particular pitch or degree of power. The note, when it stands alone, is not enough to represent all the properties of a tone, for, although by it you can tell how long, it gives you no idea how high or low, or how loud to sing.

XIV. If any of these sounds are sung, (and they may be, to "la," or any other syllable,) care should be taken to have the breath well taken, the tone freely given out, the vowel sound right, the consonant well emitted, and the pitch and power kept equal and steady.

XV. The first quality of tone to be made use of, is that which is most favorable for giving out the voice or delivering it well, and this is necessarily not very emotional; for the great object at first is to utter sounds and syllables, and without obstruction caused by any wrong position of the vocal

Of course, this involves taking the breath fully, using it economically, and using the right muscles both in taking and giving it out. It involves, also, opening the mouth according to the vowel or word you utter, so that the lips, mouth and tongue will not offer any unnecessary hindrance to the coming out of the tone, and also such a position of the throat as will not be either pinched up or choked on the one side, nor distended and cavernous on the other.

XVI. A figure three (3) placed over or under any three equal notes reduces the length represented by them to that of two of the same kind without the figure. Notes thus written are called TRIPLETS.

XVII. If you were to sing an exercise like the one indicated in paragraph VII, only passing in silence the time of some of the quarter notes, such silence might be indicated by

QUARTER RESTS.

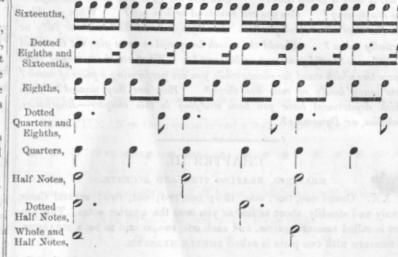
XVIII. There are as many kinds of rests as there are kinds of notes.

Dotted Quarter. Quarter. Dotted Eighth. Eighth. Sixteenth

the same piece.

[There are other notes and rests such as Double, Thirty-seconds, Sixty-fourths &c., but they are seldom used.]

The following table shows all the notes in common use.



What are the characters called that represent the length of sounds? What kind of notes stand for that length which is the easiest to sing? What kind of notes stand for sounds twice this length, or, in common language, What kind of notes are twice as long as quarter notes? What kind of notes are three times as long? What kind of notes are four times as long? What six times? What kind of notes are half as long as What are a quarter as long? How many sixteenths are XIX. Each rest occupies as much time as its corresponding note in equal to an eighth? How many to a dotted eighth? How many sixteenths to a quarter? To a dotted quarter? To a half? To a dotted half? To a whole? To a dotted whole? How many eighths are equal to a quarter? A half, &c., (and so on with quarters

AND TEACHER'S MANUAL.

What is such a group called? Can you tell by a note alone how high or with the counts, or beats, are the real measures. how low to sing? Can you tell how loud or how soft? What one thing partially taken? Should the mouth be opened so as to give out the sound freely? Should you stoop or be erect? What are the names of those How many kinds of rests are there? How are they named? In measures in all. which department have you been studying in this chapter-Rhythmics, Melodics, or Dynamics?

MEASURES. BEATING TIME AND ACCENTS.

XX. Count one, two; one, two; one, two; several times; evenly and steadily, about as fast as you sang the quarter notes. This process is called measuring time, and each one, two, is said to be a MEASURE. A measure with two parts is called DOUBLE MEASURE.

XXI. You may measure time by motions of the hand-indeed, this is left, up. the common way while singing, and each two motions will manifest a measure. The motions are usually down, up. These should always be prompt, the hand resting, if necessary, at the point where it stops.

XXII. Now, sing quarter notes to the syllable "la," and move the hand, or "beat time," while you sing.

This may be represented thus:

Firm-ly now each voice is ring-ing, While to-geth-er all are sing-ing.

XXIII. The little upright lines are called bars, and the spaces between them are called measures. The two bars at the close, form what is

and miscellaneously.) How does the figure 3 affect a group of notes? | called a double bar. Notice that the portions of time that you measure

These spaces between the bars in which the notes are written are only signs of does the note alone stand for? In singing, should the breath be fully or measures, but for brevity are usually called measures—just as you say that this, \$100, is a hundred dollars, when it is only its sign.]

XXIV. Now, sing six quarter notes (three measures), and then a tone characters which stand for silence while you are performing a piece of music? as long as two beats, or a whole measure. Do this twice, making eight

This would be represented thus:

Come ve tim - id ones draw near, There is naught to dread or fear.

XXV. Count one, two, three; one, two, three; one, two, three; several times, evenly and steadily, about as fast as before. This is measuring time again, but now our measures have three parts instead of two, and are called TRIPLE MEASURES.

XXVI. The motions of the hand in beating triple time, are down,

XXVII. Sing four triple measures, one sound to each beat. That would be represented thus:

Cheer - ful - ly, Care - ful - ly, Hope - ful - ly, Joy - ful - ly,

XXVIII. Sing four measures again, but now put a half and quarter note in each measure.

XXIX. Now, four measures again, but with a dotted half in each.

XXX. Count one, two, three, four, several times, evenly and steadily as before. These are QUADRUPLE MEASURES.

XXXI. The motions of the hand for this kind of time, or measure, are down, left, right, up.

Ev-'ry step that we are tak-ing, Shows some prog-ress we are mak-ing.

XXXIII. Four measures again, but now a half and two quarters in

Half, quar-ter, half, quar-ter, half, quar-ter, half, quar-ter.

XXXIV. Now, a dotted half and a quarter in each measure.

XXXV. Now fill each measure with a single sound

XXXVI. Measures with six counts, or beats, are called SEXTUPLE MEASURES.

XXXVII. The beats for sextuple measures are, down, down, left, right, up, up.

XXXVIII. Now three quarters and a dotted half in each.

O come and sing, Friends one and all, Sweet voices bring Quick to the call.

XXXIX. Now fill each measure with a single sound.

[In any of the foregoing kinds of measures, we may have eighths by singing two sounds to a beat; triplets, by singing three; sixteenths, by singing four, &c.]

XL. In any kind of measure we naturally give more strength to the first part. This is called

ACCENT.

XLI. In quadruple measure there is a lesser accent also upon the third part; and in sextuple upon the fourth part.

In order to make the accent of the music agree with the accent of the words, when the words begin with an unaccented syllable, the music has to commence on the last part of the measure. In such cases, the last measure of the piece always lacks as much time as is used before the first full measure commences.

XLII. When a tone begins upon an unaccented part of the measure, and continues through an accented part, the natural accent is set aside, and a new accent given, called

SYNCOPATION.

The natural accent is, by the rules of good taste, often set aside, and it is rarely well to make it prominent for any length of time.]

In the foregoing lessons, attention should not only be paid to the rhythmic idea, which is the prominent one, but to breathing, delivering the tone, enunciation and pronunciation, and so begin at the right place, the cultivation of the voice.

How many kinds of measures have we learned? How did we at first manifest them? By what other mode, beside counting, can they be manifested or marked? What kind of measure has two parts, and is manifested by two counts, or beats? How are the beats made? kind has three parts? (and so on through all.) What are the little upright lines called? What the two at the close of each lesson? What are the spaces between the bars in which the notes are written called? Which are the real measures, those written in the books, or those manifested by counts, or beats? Which are the signs of measures? In beating time, which are better, sluggish or prompt motions? How many quarter notes will fill a measure in double time? How many in triple? (and so on) What one note will fill a measure in double time? What one in triple? (and so on.) What two will fill a measure in What two in quadruple? What other two? (and so on.) How many eighths would be required to fill a measure in double time? (and so on.) What is that stress of voice called which we apply to position be while we are singing? (and so on about cultivation of the voice.) one, is distinguished at a glance. In which department have we here been studying-Rhythmics, Melodics, or Dynamics?

CHAPTER IV.

[The study of Melodics, or the pitch of sounds, usually commences with C; but G is better, because it is nearer the pitch of voices, and thus easier for those whose voices are not true, and also because having been practicing in Rhythmics at that pitch, the pupils will be more likely to give it in tune.

XLIII. We have named the different lengths of tones by the different names of notes. Their pitches are named by letters. The pitch we have been using is named G.

[The teacher here sings G, F, E, D and C-first with "la," and then with syllables sol, fa mi, re, do. It will be a good plan for the class to do the same, and then name the pitches as he sings (without skipping), and also to sing as the teach-What er calls for the sounds by their pitch names.]

XLIV. The pitch of a tone is represented to the eye by a line or space in what is called

THE STAFF.

The staff may have as many lines and spaces as there are different pitches of tones, each pitch having its own line or space to represent it (each line and space of the staff is called a degree). This would, however, make so many lines and spaces necessary, that it would be impossible to distinguish them quickly from another. To obviate this difficulty, three important plans have been made with regard to the staff.

XLV. The first is to print only five long lines, which, with the spaces certain parts of the measure? Where does this accent naturally fall in between, and above and below them, afford the means for representing double measure? In triple? (and so on.) What is that accent called nearly all the pitches of the tones of vocal music; and when more degrees which is given to a tone when it commences upon the unaccented part of a are wanted, add them by means of short lines. By this plan, any degree measure, and continues through the accented part? What should our of the staff, whether made by a long line or space, or by a short or added

XLVI. Another plan about the staff is, to make the lines and spaces

(degrees) of the staff stand for different pitches by means of characters | . XLIX.

It may be said in passing that the use of clefs is an expedient to make the five long lines, with their spaces, represent as far as possible the pitches most commonly made use of, and so avoid, as much as po-sible, the added

XLVII. There are three clefs used in this book. Th

TREBLE CLEF.

Making the second line of the staff stand for the pitch G, and especially suited to ladies' voices; and the

TENOR CLEF.

Making the second line also stand for G, (or rather the third space for C, which, however, amounts to the same thing), but suited to men's voices, and so to a pitch an octave lower than the treble. The other is called the

BASE CLEF.

may be made to stand for five different pitches, while using the same clef, through). How many clefs have we? by means of characters called respectively sharp, flat, double sharp and What does the treble clef indicate? What the tenor? What the double flat. This expedient greatly diminishes the number of lines and base? In which department are we here studying? Is the staff a spaces needed for the representation of the different pitches of tones, and rhythmic, melodic, or dynamic character? In which department are greatly simplifies the appearance of the staff.

leg. Eighth deg. Ninth Jug. - Tench dag -Sound that First one Second space Fourth day Fifth day Sixth day. Second day Thank day Fourth day Fifth day Sixth day.

[It will now be readily seen, that the lines and spaces of the staff indicate the pitch of tones, but give no idea how long they should be, nor how loud or soft, and thus that the staff is only a melodic character-indicating nothing of rhythmics or

How is the length of a tone named? How is the length of a tone represented? (By a note in both cases: we speak of singing quarter notes, and call the characters that stand for these sounds by the same name.) How are the pitches of tones named? By what are the pitches of tones represented? (Here the answers are different. Letters are the names of pitches, but the staff represents them to the eye. Some systems make the letters do this, but the staff is better, because it is pictorial.) How many long lines are there in the staff? How many spaces are there connected with these long lines? Would a staff be perfect that was written so near the top of a page or blackboard that there would be no space above, or so near the bottom that there would be no space below? Then do the space above or the space below belong to the staff, or are they added spaces? What is the first ADDED space? (Ans. That which is caused by the first added line). What other name has each line and space of the staff beside first line, first space, &c.? How many degrees are there in the staff, if you do not count the added degrees? What is XLVIII. The third thing about the staff, is that each line and space the other name of the first degree? The second, &c.? (and so on

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CHAPTER V.

THE SCALE.

L. If you sing from the pitch C upwards, the eight tones next represented, you will observe a completeness in them that you have not experienced before.



[Male voices may sing from the treble clef, although it is not strictly correct

LI. A series of tones having such a completeness is called a

SCALE.

A scale is a family of tones, eight in number, and as a family they have and the smaller, names that describe their family relations. These names are some of the names of numbers.

It is not necessary to use the tenor clef until the extension of the scale and the classification of the voices. The men at first may all sing from the base clef.]

LIII. You notice that the tone whose pitch is C (either the lower or the upper), has in this scale one peculiarity over all others, viz. : it is the most satisfactory as a resting or stopping place, or ending-indeed, a piece of music made of the tones of this scale could not sound finished or ended without it. This tone is called the key-note.

In one of the old musical systems of Europe the syllables do, re, mi, &c., are used as the pitch names of tones; but when the names of letters are the pitch names, as in our country, the syllables are no more the names of tones than the words of a piece of poetry would be. They are used when there are no other words to the music, chiefly for the benefit of the pronunciation, enunciation and articulation.]

LIV. The difference of pitch between any two tones is called an

INTERVAL.

LV. There are two kinds of intervals, larger and smaller, in the scale. The larger are called

STEPS,

HALF STEPS.

LVI. The intervals between three and four, and seven and eight, are half steps; all the others are steps.

How many tones has the scale? What are their scale names? What is the pitch name of one? What is the pitch name of two? Of three? &c. It is common to drop this more correct phraseology (pitch name or name of the pitch) and say simply, the pitch; as for example, What is the pitch of one? What is the pitch of two? &c. syllables are sometimes used in singing the scale, and tunes and exercises made from its tones? Are syllables the names of tones? What is one or eight of the tones of the scale called? What is the pitch of our key-note? Is the scale a rhythmic, melodic or dynamic character? What is the difference of pitch between any two tones called? How many intervals are there in the scale? How many kinds of intervals

What is the name of the inter-What are they called? val produced by one and two, or C and D? What by two and three, or Do intervals belong to Rhythmics, Melodics or Dynamics?

VARIETIES OF MEASURE

LVII. Thus far each part of a measure has been occupied by a quarter note, or its value. Any other kind of note may be taken for this purpose, and so we have

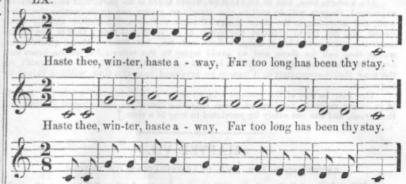
VARIETIES OF MEASURES.

its value), in each part of the measure, or a half or an eighth. In ordinary vocal | but only relative length.] music, varieties of measure are unnecessary; but, being in common use, we introduce them.

LVIII. The different varieties of measures, as well as the different kinds, are indicated by figures in the form of fractions. The upper indicating the kind, and the lower the variety of measure.

LIX. There may be as many varieties of measures as there are kinds of notes. The following, however, are those only in common use.





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

The above three examples all represent the first part of the same tune, and [A tune will sound just the same whether represented with a quarter note (or | would be sung in the same time, and they show that notes do not represent positive,

> How are varieties of measures formed? What form do figures assume to indicate kinds and varieties of measures? Which figure indicates the kind of measure? Which the variety? Do notes represent positive or relative length? Do varieties of measure address the eye or ear? Do they belong to Rhythmics, Melodics, or Dynamics? What position should you take while singing? Should the breath be taken partly or fully? Should the tone be made with much breath or little? Should the throat assume a cramped and distorted, or a natural position? Should the mouth be too close, the tongue too much raised, or drawn back into the throat, or any obstruction offered to the free giving out of the tone? What is the correct sound of the vowels called? (Ans. Good pronunciation). What is the correct utterance of the consonants called? (Ans. Good enunciation). What is the distinct and correct giving of each successive sound in singing called? (Ans. Good articulation).

AND TEACHER'S MANUAL.

[In a single tone, and in an exercise where there is no particular emotion to be] expressed, singers will do well to aim simply at giving out or delivering the voice well, and attending to the other things of vocal culture and notation already mentioned, and not try to produce too much of an emotional tone; that is, not try to make the voice sound large, deep, hollow, sad. &c., but reserve those qualities for words that call for them, and so avoid injury to the voice; for, as the heart can not experience any strong emotion long at a time without injury to the health, so the tone that corresponds to it cannot be produced long at a time without injury to

This may be one of the reasons why so many voices give out while the health is in other respects good-such tones requiring distention and unusual positions of the throat, and can not safely be persisted in long at a time.]

CHAPTER VII.

EXTENDED SCALE AND CLASSIFICATION OF VOICES.

LXI. It is well for the pupils to understand the difference of pitch that exists between the adult male and female voice. To accomplish this, A whole rest is also called a let all sing eight of the scale. They will really sing an octave apart.

but most of the pupils will suppose that they are singing at the same pitch. There are various modes of making the right of this understood. One very good way is to have the female voices sustain eight, while the teacher (a man's voice) sings from his eight up to theirs. The blending at the last will show that he started an octave below, and came up to their pitch. Then have the men's voices sing their eight, and ask the females to give that exact pitch. Most of them will sing an octave too high at first; but all can soon be brought to see that their one is the same tone as to pitch, as the eight of the men's voices.

LXII. When men sing from the staff with the treble clef, they are not singing the exact pitch indicated, but what is called an eighth or octave below it. So, when women sing from the base clef, they sing an octave above the real pitch indicated there.

LXIII. Tones an octave apart have the same letters for pitch names, because there is such an agreement between them as to make them sound almost as if they were at the same pitch.

LXIV. The following example represents, as it were, a scale of two octaves in compass, and a larger staff made by putting the treble and base together (with one added line). Now, regard the male and female voices as one extended voice, and sing the following exercises, the former singing only on the base clef; and the latter on the treble (of course both singing on the added line).

LXV. The character at the beginning that connects these two staves is called a

BRACE.

MEASURE REST.

and is used to fill a measure in any kind of time



Sing we now the up-ward scale, Yes, sing we now the upward scale.



Down-ward, too, and do not fail. Yes. down-ward, too, we will not fail.

give that tone, and considering it one, go up the scale into the pitch of the but because the use of added degrees is avoided. treble staff, singing do, re, mi, &c,

LXVII. As it would not be convenient to represent the higher tones of men's voices by notes on the treble staff, we will represent them by added degrees on the base staff.

[It would be well here to explain with regard to registers, which subject will be found treated of in another place with other matters of the voice. It will, probably be the case that some of the voices will have to change to the falsetto at two (D). certainly, some will change at three (E), and still more at four (F), leaving but few that can sing five (G), in the chest register. The pupils should be cautioned against straining their voices-encouraging them, however, to sing the high tones by using the falsetto, a certain amount of cultivation in that register being good for all, although only used in singing, by a certain kind of voice. When this is done, it should be said that those who can sing these higher tones (about F to G) without using the falsetto, may consider themselves tenors, or as possessing tenor voices, and in the following exercise may sing the upper part. The remainder of the men's voices may take the lower part, or, as it is commonly called, the base.]

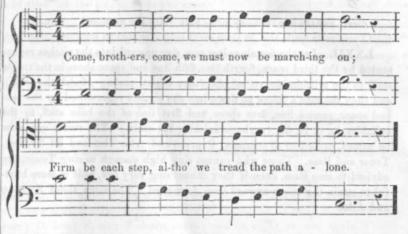


Firm be each step, al-tho' we tread the path a - lone

It might be well to have each part sung alone at first, with the syllables, an perhaps with the words-observing as the first and most important thing, all that has before been taught with regard to the cultivation of the voice, and questioning upon the lessons as may be necessary.

LXIX. It will now be seen why a tenor clef is used. In the follow-

LXVI. Hitherto, the men have sung no higher than eight of their || ing representation of the same song, it will be seen that it is easier for the scale, or one of the scale represented on the treble staff. Let them now tenors to read the music, not only because they have a staff to themselves,



LXX. Let the female voices sing down into the pitches of the base clef, commencing with what has been one to them, but now considering it eight. Those who can sing these notes firmly, down as low as G, or five of the base scale, can sing what is called ALTO, or SECOND.

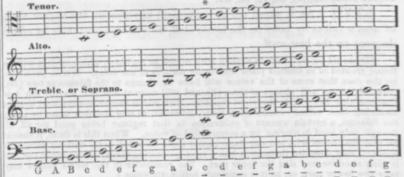
LXXI. This part cannot be conveniently written on the base staff, so the treble staff with added lines below, is used



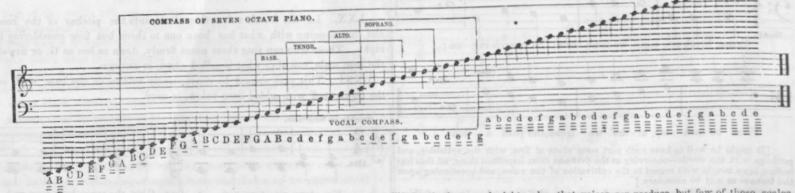
clear, For the har - mo - ny pre - pare With the great-est [These parts would also be more easily sung if printed on separate staves.]

LXXII. Let the female voices now sing upward into the pitches represented by the third space, fourth line, fifth line, and space above in the treble staff, to the syllables do, re, mi, &c. (they might, perhaps, finish the scale) and then the men's voices go down into the pitches represented by the second space, second line, first space, and first line of the base staff, to the syllables do, si, la, &c. (perhaps finishing the scale.) The voices may now be named, according to compass, Soprano and Alto (1st and 2d Treble), Tenor and Base. Those who cannot sing high enough to sing Tenor, are advised to sing Base, even if they cannot sing very low, as it is more hurtful to strain the voices upward than downward. The same about Soprano and Alto.

LXXIII. The following example shows the way the four parts are represented in our common vocal music, and also the compass of



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



[It will be, of course, noticed that there are several of these scales, or series of || being both one and eight; also, that voices can produce but few of these scales, eight tones, above (or below) each other, and joined together by each key-note many kinds of instruments going both higher and lower. As each series is named as to pitch by the same letters (C, D, E, &c.), it is evident that they should have some mark to distinguish the particular series they belong to. This is done to the eye by large and small letters and dashes, and to the ear by the use of the words large, small, once marked, twice marked, &c. For instance, the pitch indicated by the second space in the base is named small c; the octave above that, (middle of is named once marked small c; the octave above that twice marked small c, and so on. The octave below the second space in the base is called large C; the octave below that, once marked large C, and so on.]

[The foregoing diagram represents nearly the highest and lowest tones the ear can appreciate. As to the voice compass, some voices can go higher and some lower than the compass shown here, but these are about the tones used in ordinary step higher, named F sharp. When this is made manifest, and the sharp vocal music.]

[It will be a pleasant exercise to start at middle C, and all go down as far as possible; then, starting at the same place, go up. Then, beginning as low as any of the voices can sound, go to the highest; then, if you have a piano or cabinet organ, let that begin at the lowest and go up, the voices joining when they can.]

How much difference of pitch is there between the adult male and female voice? When men sing from the treble clef, how much lower do they sing than the pitch indicated? Why do tones an octave apart have the teacher. the same letters for a pitch name? What is the character called that shows how many staves are to be used at once in a piece of music? What are the higher male voices called? peculiar use has the whole rest? What are the higher female voices called? What clef is used to represent the exact pitch of tenor About how many of these eight-pitch scales, or octaves, are con-How many in the vocal compass? How many ordinarily in a single voice? Since but seven letters are used as pitch names, how are period of the school.] the different octaves distinguished? What is the once marked, small c

LXXIV. The teacher will take the pitch G, and considering it in his own mind as eight of a new scale, sing down, thus:



Those who have not studied music before will be surprised to learn, that they are not singing F in their descent, but in its place another tone, a half explained, the teacher sings an exercise like the following, and asks if C is now a good home, or resting place, or key-note.



Observe, that the two preceding exercises are not written, but simply sung by

LXXV. From this point it will not be difficult for the pupils to understand, that when F sharp is used instead of F, G becomes the key-note of a new scale family-that A, instead of being six, is two; B, three; C. four : D, five : E, six : F sharp, seven : and G, eight, or one, again.

[As F sharp is much easier sung when in this way than when sung as a chromatic tone (sharp four in the key of C), nothing would here be said about the chroin the great scale of sounds? How many are used in an ordinary matic, nor would it be explained until after using all the intermediate tones, as they occur in the different major scales. It would be well, however, to practice the chromatic and minor scale as well as the major, by imitation, or rote, from a very early

> LXXVI. The term KEY is sometimes given to the tones of a scale. The key of C, for example, consists of the tones A, B, C, D, E, F and G, with this difference between key and scale, that these tones in any order, either of succession or combination, are still the key of C, while only a certain order of succession puts them into the form of the scale of C.

> LXXVII. The key of G consists of the tones A, B, C, D, E, F sharp and G, in any order or combination they may have, while they form the scale of G, only when they follow each other in intervals of seconds. We,

key of C, rather than in the scale of G or C—the key-note, of course, giving sharp.] the name to the key.

[It would be well now to practice in the key of G, by calling for various tones, the pupils applying "do" to one, "re" to two, "mi" to three, &c., bringing out the

LXXVIII. It will be easily seen here that the line and spaces of the staff that stand for the pitch whose name is F, are of no use as they are now, because we have no such pitch in the key of G. From this it is easy to show, that the character called a sharp modifies those lines and spaces, so that they no longer stand for F, but for F sharp.

[The attention of teachers is called to the fact that it is much easier to sing F sharp as one of the tones of a diatonic scale rather than as a chromatic tone; and much easier to represent it by modifying the line or space of the staff once for all throughout the entire tune, than to do so only for a measure or part of a measure, as is done by an accidental-consequently, that the key of G properly comes before the introduction of sharp four, or any other tone of the chromatic scale.]



LXXIX. Since F sharp is a half step higher than F, it will be found that the steps and half steps occur in the same order in the scale of G that scale, to be complete, must have eight.] they did in the scale of C.

the sharp is the signature of the key of C.

therefore, speak of a tune or piece of music as being in the key of G, or the | [If the pupils do not yet realize that they sing F sharp instead of F, it is easy to

LXXXI. If you substitute C sharp for C, having all the other pitches the same as in the key of G, you will have a key or family of tones, of which the key-note is D.

LXXXII. The scale of D then consists of the tones D, E, Fg, G, A, B, C# and D, and will be just as easy to sing as the scale of C, because the steps and half steps occur in the same order.

[These tones, named with the word sharp, are no more difficult than the other tones when used in this way.]

LXXXIII. If you substitute G sharp for G, having all the other pitches as in the key of D, the result will be the key of A.

LXXXIV. The scale of A consists of the tones A, B, Ct, D, E, Ft. Gt and A.

LXXXV The key of E consists of the tones A, B, Ch, Dh, E, Fh and G. The scale of E consists of these tones in order from E to E in-

LXXXVI. The key of B consists of the tones A#, B, C#, D#, E, F# and G#. The scale of B consists of these tones in order from B to B

The key of F sharp consists of the tones At, B, Ct, Dt, Et, Ft and G#. The scale of F# is from F# to F# inclusive.

[It will be seen from the foregoing that a key consists of seven tones, but a

LXXXVII. These pitches, which have been named by the word sharp, LXXX. The sharp, in the preceding lesson, not only modifies the degree of the staff on which it is placed, but every other degree named F; the pitch between A and B, which was before named A sharp, is also someand when so placed, is the SIGNATURE of the key of G. The absence of times called B flat, and a character called a flat is used to make the staff stand for this pitch when occasion requires.

LXXXVIII. The flat makes any degree of the staff on which it is placed stand for a pitch a half step lower than it does in the key of C.

LXXXIX. If you substitute B flat for B, having all the other pitches the same as in the key of C, the key of F will be the result. The scale of F consists of the tones F, G, A, B2, C, D, E and F.

XC. If you substitute E flat for E, keeping the other pitches as in the key of F, the result will be the key of B flat. The scale of B flat consists of the tones B2, C, D, E2, F, G, A and B2.

XCI. The scale of E flat consists of the tones E2, F, G, A2, B2, C D and E2. The key of E flat consists of these tones in any order.

XCII. The scale of A flat consists of the tones A2, B2, C, D2, E2, F. G and Az.

XCIII. The scale of D flat, consists of the tones Db, E2, F, G2, Ab, Bb. C and D2.

XCIV. The scale of G flat consists of the tones G2. A2, B2, C2, D2, E2, F and G2.

These scales are easy to sing because the steps and half steps occur in the same order in each. In fact, the tones named by the words sharp and flat are used for the purpose of making this order of intervals, that the scales may be thus easy and | the keu of G? natural; and these tones, when used in this way, are no more difficult to sing than any others, and are just as natural-using that word in its ordinary signification.

occurs, and another to the great scale of sounds. For instance: the tone C is one in one key; two in another; four in another; three in another; six in another, &c. has, however, always its place or absolute pitch among all the sounds (irrespective note? of keys), that the ear can appreciate. So numerals are used as the names of relative pitch (scale relations), and letters as the names of absolute pitch.

and flats to indicate the keys above mentioned.



What are the names of the pitches of the tones that make the key of G? (Begin the naming with A.) What pitch is used in the key of G that is not found in the key of C? What in the key of C, that is not in What tones make the key of D? What tones are here What that are not in G? (and so on of all the [It will now be seen that a tone has two relations: one to the key in which it scales.) How many tones does it take to make a key? How many to make a scale? How does a key differ from a scale? What is a key-How much higher is F sharp than F? How much lower than How much lower than G is G flat? How much higher than F Is the difference between F sharp and G flat a difference in XCV. The following table shows the staves properly modified by sharps name or sound? How does it affect a line or space of the staff to place a What is the effect of a flat? Do sharps and flats afsharp upon it?

the word flat or sharp, any harder to sing than the others? What is the lines or spaces upon which they are placed, throughout the tune, or unpitch of one in the scale of C? Of two? What is the pitch of one in til contradicted by another signature, or by accidentals; whereas, the same E? (and so on through all). What syllable do you ap- an accidental through many measures. ply to one in any key? Where do you get the pitch names of tones? Where the relative or scale names? What is RELATIVE pitch? is ABSOLUTE pitch? Are syllables the names of tones?

CHAPTER IX.

MODULATION AND ACCIDENTALS.

XCVI. A piece of music begins and ends in the same key, but another key is often introduced during its progress.

XCVII. Going from one key to another during a piece of music is

MODULATION.

Modulation is, therefore, indicated by changing the signification of the lines or spaces of the staff somewhere in the tune, instead of at the beginning. The characters that do this are called

ACCIDENTALS,

when so used.

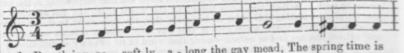
XCVIII. If a line or space already modified by a sharp, or a flat, is li

fect notes directly? (Ans. No.) What do they affect? (Ans. The | to be restored to its original signification, a character called a natural (2), staff only.) Are the pitches in these scales that are named by the use of is made use of. Sharps, flats and naturals, when used as signatures, affect Of two? Of three in the key of C? Of three characters when used as accidentals, only affect the line or space upon In A? What is four which they are placed to the end of the measure in which they occur. This in C? In G? (and so on through all). What is the name of the rule has but one exception, viz.: when the last note of the measure is on interval caused by one and two of any of these scales? Two and three? the degree of the staff affected by the accidental, and the first note of the Three and four? (and so on through all). What is the signature of the next measure is on the same degree, the effect of the accidental continues (Ans. One sharp). What to the key of D? What through that measure also, thus making it possible to continue the effect of

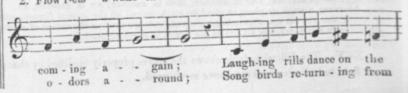
XCIX. The effect of an accidental may at any time be done away by another accidental.

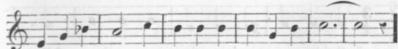
C. In the following tune, the introduction of the tone F sharp instead of F, brings in the key of G, which, in this case, continues through the

The natural in the third line stops the power of the sharp (which otherwise would continue through the measure), and makes that space of the staff stand for F again. The B flat brings in the key of F, but the effect of that accidental does not continue beyond the measure in which it occurs.



1. Breath-ing so soft-ly a - long the gay mead, The spring time is 2. Flow'r-ets a-wake in the sweet ver-nal air, And fling their new





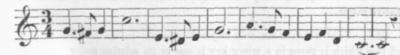
hill-side a - bove. And mur-mur a - way on the far dis-tant climes, With joy make the wood-lands re - sound.

When another key is introduced in the course of a piece of music, what is said to take place? How is modulation indicated? What are the characters called that do this? If a degree of the staff already modified is to be restored to its former signification, what character is used to indicate it? When sharps, flats, or naturals are used as signatures, how far does their power extend? When used as accidentals, how far? What is the exception?

CHAPTER X.

CHROMATIC SCALE.

CI. A tone not belonging to a key may be introduced and passed over so quickly as not to give the impression of a change of key. For example:



O the glad day, O the glad day, When they came back from the war.

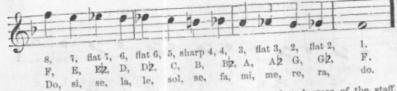
CII. Such tones are called CHROMATIC TONES. Take any scale and introduce these tones wherever it can be done (wherever the interval is a step), and you have the

CHROMATIC SCALE

The scale we have already, may be called the

DIATONIC SCALE.





[Since sharps, flats and naturals do not affect notes, but degrees of the staff, chromatic tones cannot be indicated in a signature.]

When a tone not belonging to a key is passed over so quickly as not to change the key, what is it called? How is the chromatic scale formed? How many tones has the chromatic scale? What are their scale names? What their pitch names? What syllables are affixed to them? What syllables are applied to them? What kind of interval occurs in the chromatic scale?

CHAPTER XI.

THE MINOR SCALE.

CIII. Take away five in either of the keys we have been using, and substitute a tone a half step higher, and a great change will be made; not only another key will be the result, but it will be a key of a different kind, more sad and mournful. Take out G from the tones that make the key of C, for example, and put in its place G sharp, and you have a key of this kind. It is called a minor key.

CIV. The keys we have been using are called major keys. (There are no chromatic keys-chromatic tones may come into major and minor keys).

CV. Here is a tune in this key that is made of the tones A, B, C, D, E, F, and G sharp. Try to tell by the sound what the key-note is.



1. Sad-ly a - round us the au-tumn leaves fall, 2. Deep in the for - est the gloom-y winds sigh,



While the dark clouds hang a - bove like a Bird songs and flow - ers no long - er are nigh.

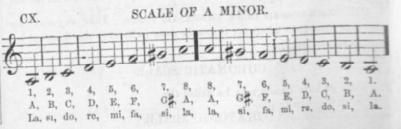
[The G sharp, which is one of the tones of this key, is represented by an a widental, and not in the signature. One reason for this is, that relative keys may h the same signature; another is, that another kind of minor scale has G in it as well as G sharp.

CVI. The key-note here is A.

CVII. The key of A minor is said to be the relative minor to the key of C major.

CVIII. Every major key has its relative minor, and every minor its relative major.

CIX. That which is six in a major key is one in its relative minor, and that which is three in a minor key is one in its relative major



CXI. A degree of the staff that is already modified by a sharp, can | be made to stand for a pitch still half a step higher by placing upon it a the key of A minor? What the key of E minor? (and so on through the character called a double sharp (X), and a character called a double flat keys). What is the relative minor to C major? (22), makes a degree of the staff already affected by a flat, stand for a pitch major to A minor? What is the relative minor to G major? still a half step lower.

[It will be remembered that keys having the same signature are said to be relative keys.]

CXII. The following table shows the signatures and key-notes of the minor keys.

[There are several kinds of minor scales. The one used here is generally considered the best. It is called the harmonic minor scale.]



How is the minor key made from any major key? the relative major to E minor? (and so on through the keys).

CXIII. If you sing a sound with medium strength, it is said to be mezzo (pronounced metzo), and is indicated by this word or its abbrevia-

CXIV. The following table gives the names and abbreviations of the different dynamic degrees, with their meanings.

Pianissimo (pp), very soft.

Piano (p), soft.

AND TEACHER'S MANUAL

Mezzo piano (mp), between medium and soft.

Mezzo (m), medium

Mezzo forte (mf), between medium and loud.

Forte (f), loud.

Fortissimo (ff), very loud.

CXV. The following table shows other dynamic names and characters, which are, however, made known under the head of EXPRESSION.

), a tone commenced, continued and ended Organ tone (with the same strength.

Crescendo (cres. or -), commencing soft, and gradually in-

Diminuendo (dim or ____), commencing loud, and gradually di-

Swell (______), a union of the crescendo and diminuendo. minishing.

Pressure tone (<), a sudden crescendo.

Forzando (>), a sudden diminuendo.

What is its abbre-What is the name in music for a very soft tone? What is its What is the musical name of a soft tone? What is an organ tone? abbreviation? (and so on through the table). What is a crescendo? (and so on.)

CHAPTER XIII.

MISCELLANEOUS.

CXVI. Where different tones are closely connected, they are said to be LEGATO. Such a style is indicated by a curve (), over or under the notes.

CXVII. When such a line is placed over or under two notes on the same degree of the staff, it makes them stand for one sound, and is then called a tie.

CXVIII. When tones are made that are disconnected—as it were pointed—they are said to be STACCATO. This style of performance is indicated by characters like the following, one over each note (1 1 1 1).

CXIX. Half way between legato and staccato, is MARCATO, indicated by a dot over each note.

the note.

CXXI. Dots placed before a bar, signify REPEAT. Their influence extends back to the beginning of the piece, or to a double bar, or to dots placed across the staff.

CXXII. DA CAPO, or D. C., signifies go back to the beginning, and close at the word FINE. DAL SEGNO, or D. S., signifies go back to the sign \$5.

CHAPTER XIV.

CXXIII. It may be well to present here, in a condensed form, those points in vocal culture which, in addition to what have been mentioned, are useful for singers to know, and as occasion may require, to practice.

The organs of the voice may be enumerated and defined as follows:

THE LUNGS .- Something like sponges that may be distended or compressed at pleasure, by filling their cells with air, and breathing it out again.

THE ABDOMINAL and INTERCOSTAL MUSCLES, under and at the sides of the lungs, that do the work of distending and compressing them.

The WINDPIPE or TRACHEA that goes from the lungs to

The LARYNX (Adam's apple), in which are

The VOCAL CHORDS; which consist of two muscles, something like lips, that when brought together, and the air forced between them, vibrate and produce the voice. The opening caused by these muscles is called

The GLOTTIS, which may be called the mouth of the windpipe. If the tone could be heard just as it comes from the glottis, without a place to resound in, it would probably be anything but agreeable; but it passes into

The PHARYNX, a flexible cavity, which may be seen just above the tone to be sung should be prolonged beyond the time usually indicated by roots of the tongue, and there receives to a great degree its musical quality,

BREATHING.

The breath should be taken by spreading the ribs apart and raising them upward, at the same time drawing in at the waist. When the lungs are thus filled, they seem to press upward, and to be fullest and most distended at the top, which is the best possible position for managing the breath, and for giving the singer confidence that it will not give out. This latter condition is, however, not fully attained unless the use of the breath in singing be in the right way, and that includes the two following important things, viz. : making use of as little breath as possible, and holding the well together. abdominal muscles firmly in their drawn in position. In words, the breath should generally be taken only when marks of pronunciation or rhetorical pauses would be proper. Taking the breath in the syllables of a word, or after unaccented words, should be avoided.

DELIVERY OF THE VOICE.

A good delivery of the voice depends upon adjusting the vocal organs for each word or vowel sound, so that there shall be no unnecessary obstruction by lips, teeth, tongue, or contraction of the throat. Some of the words and sounds of our language are much better for forming and delivering the tone than others; still, the words should not be sacrificed to the sound, although they may sometimes render a good delivery difficult. Common faults in this matter are closing the lips or teeth too much, raising the tongue or drawing it back into the throat, and contracting the throat.

PRONUNCIATION AND ENUNCIATION.

Good pronunciation depends upon forming and giving the vowel sounds correctly, and good enunciation upon the distinct utterance of the consonants. As more strength in the various muscles of articulation is required for singing than for ordinary speaking, frequent practice of the elements alone, separated from words, is very beneficial.

VOCAL ELEMENTS.

Give each vowel its exact sound, and see that the tones are well formed and delivered. Do not distend the pharynx, or in any way try to make the voice emotional, for there is here no emotion to be expressed. Simply see that the tones are given without obstruction from lips, tongue or teeth, that the lungs are well and rightly filled, and the breath properly used, and that the vowel sounds are pure and exact. Sing two or more measures in a breath, if you can, but do not exhaust the lungs. Connect the four vowels



Observe that you are to give the sounds that these letters stand for in

CONSONANT ELEMENTS.

AND TEACHER'S MANUAL.

the language, and not the names of the letters themselves. For instance, | ter, and in men's voices the falsetto. At about this point another change but enough to give force and distinctness.



REGISTERS. .

All singers can produce series of different kinds of tones, technically called Registers; and, if they sing through the whole extent of the voice, their proper limits. No voice is injured by singing where it produces the cannot avoid making them. For example, a male voice beginning with a tone easily; but the organs of the voice, like other parts of the body, may low tone cannot ascend to his highest without breaking more or less dis- be strained and overworked, and as it were sprained and even broken. tinctly into a more feminine and fluty kind of tone, usually known as falsetto. It is a singular fact, that all voices-both of men and women-make the change of register in about the same place. All go from their lowest tone up to about middle C (say from middle C to the G next above), with grades of joy and sorrow, fear, reverence, awe, &c., have the organs and a firm and masculine kind of voice, called the lower or chest register, then a powers for giving them exact and true expression, and the different sounds rounder and more fluty kind of voice begins, and continues to about one oc. of the voice, that are used for this purpose are technically called qualities of

I indicates the first of the two elements that make the word "la," which is takes place, and the voice again assumes a firmer and more ringing qualgiven while the end of the tongue is held against the roof of the mouth lity, which continues upward through the remainder of its compass. This is just back of the front teeth-the sound, of which m is the sign, with the called in women's voices the upper register, but in men's voices not named, mouth closed; n as in no, v as in vow, th as in thou, d as in do, b as in as it almost never used. Indeed, men use the second register, or falsetto, bow, g as in go, r as in row, which should be rolled or trilled, not much, but little, and many voices not at all—the lowest, or chest register being that which includes almost all their available tones. Some female voices make excellent use of the few tones of the chest register that are allotted to the sex, while others use it too much and too high; and still others, who, from natural organism or neglect, have so little strength in its tones, that they make but little use of it. The medium and upper registers are, consequently, the most important to the female voice. It is not desirable that the break from one register to the other should be removed, for by it beautiful effects are sometimes produced. The great work is equalizing these registers, and it is accomplished by practicing on the lower tones of the medium register, until they become more firm, like those of the lower, and modifying the upper tones of the lower register, until they come nearer the quality of the medium. Those who sing alto are often tempted to carry the chest register too high, not only producing, in doing so, a harsh, masculine tone, but weakening the lower part of the medium register, and injuring, if not destroying, the symmetry that should exist in every cultivated voice. The practice of the registers is excellent for every voice, if they are kept in

QUALITIES OF TONE.

All persons who have the capacity to experience the different kinds or tave above middle C; and this is called in women's voices the medium regis. I tone. The pharynx is the organ by which the qualities of tones are prin-

cipally made, and when guided by right understanding of this subject, and || be done, and make the work more lively and interesting than by using accustomed to be shaped into the right form to express the emotions of the either book or blackboard; or, he can call for tones of the scale (after they singer, becomes wonderfully sensitive to every shade of feeling. Some have learned the scale), making a point of whatever he is practicing. singers seem to adjust the pharynx to produce one quality of tone, and this As before intimated, it would be well to practice the major, minor and tone they never vary except to make it louder and softer. If a base, he dis- chromatic scales by rote from an early period. Such practice is not only tends the pharvnx, perhaps, so that he may get the large or deep quality of great importance in the real work of learning to sing, and of training that he delights in ; and this prevails, whatever may be the subject of his the musical perceptions, voice and taste, but may be made very interesting. song. Such a person seems always to be thinking of his voice, instead of The teacher sings such a tone, or phrase, or scale, or part of a scale, as he what he is singing about, and, of course, never gives a true expression, ex- wishes the class to learn, and they give it after him-first one, then the cepting to words that belong to that quality. Another has a preference other (teacher and class), in perfect time—the teacher adapting his exfor a different quality; but his performance is liable to the same objection, amples to their capacity and their needs, and drawing, perhaps, his examples if he does not change according to the emotion to be expressed.

The following table, from Palmer's "Rudimental Class Teaching," shows at a glance all the sounds of our language.

A has four sounds-ale, arm, all, at. B has one sound -babble, Chas four sounds-city, come, discern, ocean. D has two sounds-deed, effaced. E has two sounds-eel, ell. F has two sounds-fife, of. G has three sounds-gem, gone, mirage (mo-ras) H has one sound-high. I has two sounds-isle, itt. J has one sound-June. K has one sound-kirk. L has one sound-listlessly. M has one sound-mum. N has two sounds-noon, bank. O has three sounds-ode, moon, bon. P has one sound-peep. Q has one sound-queen.

R has two sounds-farm, bright. S has four sounds -so, as, sure, treasure. T has two sounds-title, portion. U has three sounds-mute, up, full, V has one sound-vivid. W has two sounds-way-ward, pow-wow. X has three sounds-sex, exist. Xerxes. has three sounds-yet, rhyme, hymn, Z has two sounds-fizzle, azure. Ch has three sounds-cheek , chagrin, choir, Gh has three sounds-cough, aghast, furlough. Ph has one sound-nephew. Th has two sounds-thin, then, Wh has one sound-when. Oi has one sound-oil. Ou has two sounds-found, soup.

The foregoing subjects may be taken up at any time in the progress of degree. a class, and practiced upon more or less, according to circumstances. The opening of each lesson is a good time to do this; and a good way is, to and vowel sounds and words as are most needed, and in the way they should are, doubtless, best learned in this way.

and illustrations from the surrounding circumstances. This course keeps the work fresh and full of life, the teacher making constant variety in his examples, and the class watching with interest the new things that the teacher brings out, and always keeping themselves ready to "follow the

This plan of alternate singing between teacher and pupils is excellent for improvement in all the points of vocal culture: and since music is so eminently an imitative art, this is a legitimate and orderly way of making attainment in it.

It is quite an art to do this kind of work, for it requires not only knowledge and musical skill, but fertility of invention, and great readiness and aptness in "turning things to account." However, "practice makes perfect," in this as in other things, and all who will, may acquire it in some

It is an excellent plan to spend the first half hour of each lesson in this "viva voce" (living voice) teaching and practice, and preparation for it on have the teacher sing as he wishes the pupils to sing, and have them imi- the part of the teacher will be time well spent. The major, minor and tate. The exercise should follow from teacher to pupil without loss of time, chromatic scales, the elements of language, the different qualities of tone, and with constant variety. He can in this way give out just such tones exercises for execution and expression, and many other things in music,

CHAPTER XV.

ELEMENTARY WARMONY.

CXIV. We have called the scale a family of tones, with C for the principal one, or, as it were, the head of the family. Each tone of the scale may in turn be the principal of another kind of family, called a chord. chord consists of three or more tones of different pitches heard together.

The chord family is different from the scale family, inasmuch as it consists of tones heard together, while the scale consists of tones heard one after another, or, the scale consists of seconds succeeding each other, while the chord consists of different intervals produced simultaneously.

music consists mostly of a succession of chords. The one most used is called the common chord.

The common chord is made by taking any tone, and giving it, with its be represented thus: third and fifth, or, in other words, by considering any tone of the scale one, and finding from it, three and five, and then combining them together. Let us take C as one, all singing it to "la;" now sing three from it, or a third (remember that intervals are always reckoned upward, unless otherwise especially directed); now five from it, or a fifth. Now choose which you please, the principal tone, or its third or fifth, and give them all together. In doing this, you are producing the common chord of C.

The female voices are singing what would be noted thus:

The male voices what would be noted thus :

higher scale, or in a lower one, they would be right also. Any possible giving the principal tone of the chord, or its third or fifth.

combination of the tones C, E and G, or all the tones named with these letters, make only the common chord of C.

In the study of chords every tone and its octave are regarded as the same; for example, in the chord of C, every C is regarded as one, or eight; every E, three; and every G, five-so that any E is the third in the chord A of C, and any G the fifth. According to this, there are but three different tones in the common chord, although by doubling them or adding their octaves, you may increase the number.

Vocal music is mostly written in four parts; therefore, to give each part a tone, one of the tones of the common chord must be doubled, or its octave taken. We have one, three, five, and one or eight; or, we may have one, When we hear a choir sing, or a band play, or a piano or an organ, the three, five and five (at the same pitch, or an octave above or below); or, we may double the third, although that is avoided as much as possible.

Bases sing one, altos three, tenors five, and sopranos eight. This would



har - mo - nv. our na - tive land.

If any possible combination of the tones C, E and G will make the common chord of C, it follows that the common chord of C may have many forms. In the following lesson, some of the forms are given that it may have within the vocal compass. Observe that all the tones of this lesson are in And both are right: and were one, three and five to be given in a still the common chord of C. Please notice while you sing, whether you are



See the bright sun in his glo-ry a-rise, Flood-ing with ra-diance the earth and the skies.

Now, let us take another tone of the scale, and build a common chord upon it. Let it be five-five of the scale is then taken as one of a chord, and as the pitch of five is G, the chord is named the chord of G. What is a third from G? or, if G is one, what is three? What is a fifth from G, or five, in the chord of G? The common chord of G is then composed of the tones G. B and D. All sing these tones, giving them one after the other: then, choosing which you please, sing them all together. You observe that the lesson consists of different forms of but one chord, that which is formed on G, or five of the scale. It will be an excellent plan to name before singing, the tones each part has (first, third, fifth, or one three, five).

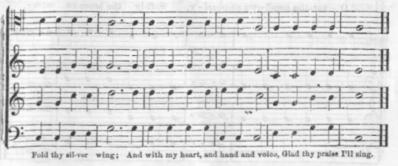


Let us now sing a song in which we shall have alternately the common chord of C, and the common chord of G, or the chord formed on one of the scale and chord formed on five. It will be a very good plan to name the chords before singing. As the tone G belongs to both chords, when you see that note in the part you sing, you will have to notice the other parts before you can tell which chord it belongs to.



Wel-come, wel-come, hour of song, Pleas-ant is thy sway—
At thy pres-ence, pure and bright, E - vil flies a way.

Rest thee here, sweet hour of song,



Let us now form a chord on four of the scale. All sing four, now a third above it, now a fifth. We see that taking four of the scale as one of the chord, one, three and five gives us F, A and C, or the common chord of

Notice the fact that the tone C belongs not only to the chord of C, but to troduce them here. the chord of F (just as G belongs both to the chord of C and the chord of on five of the scale, and the chord on four.



Bear-ing the song of the wild-bird, Far to the wood-lands a - way.

six and seven; but the common chords of these tones sound very differently | common chord, because it has more tones.

F. Now practice different forms of this chord in lessons like the preceding. | from those that we have; and as they are but little used, we will not in-

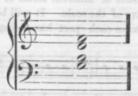
The key-note, in music is sometimes called the Tonic, and the chord G). Let the pupils name the chords in the following lesson, which consists founded upon it the Tonic chord. Five of the scale is sometimes called of the three chords introduced—the chord on one of the scale, the chord the Dominant, and four the Subdominant; and the chords founded upon them are often called the Dominant and the Subdominant chords.

> All sing the tonic chord. Take any tone you please; now again, singing the words "Hail! happy day." Sing the subdominant chord to the same words, now the dominant, and after that the tonic to end with.

You will find that it will not be satisfactory to close a piece of music on any other chord than the tonic chord. What tone of the scale is the tonic chord founded on? What the dominant? What the subdominant?

Bases sing one of the dominant chord, tenors three, and altos five (G.

We will now make a new chord, by having the soprano add F, or seven, to this common chord. This makes what is called the chord of the seventh. and would be represented thus:



You perceive that the chord of the seventh, unlike the common chord, has four different tones-the tone on which it is founded, and its third, fifth and seventh; or, it is like the common chord, only with a seven added instead of eight. The chord of the seventh does not sound well, founded upon the tonic or subdominant, so we shall use it for the present only on We could form a common chord on two of the scale, on three, and on the dominant. The chord of the seventh may have more forms than the seventh. It is, of course, understood that any possible combination of the are singing one, three, five or seven of a chord. tones G, B, D and F, is only the chord of the seventh of G.



Now gent - ly flows the song, Now firm - er and more strong; Now



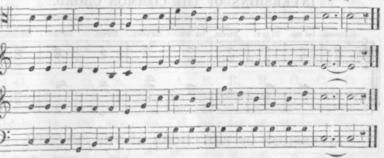
loud - er still, with right good will, The joy - ful notes pro - long.

It will be seen that the common chord is sometimes used without a fifth, and the chord of the seventh sometimes without a fifth, and some times without a third. This is done partly because it would not always base), jump about so as to make the chord full, and partly for other reasons When the base takes three, the chord is said to be in its first inversion;

In the following lesson, the tonic chord is occasionally introduced, be-|| which we cannot now explain. Before singing the following lesson, name cause it is not pleasant to stay too long at a time upon the chord of the each chord, and while singing it, try to notice at each syllable, whether you



1. Spring time is com-ing, and we will be mer-ry, Tra, la, la, 2. While we are sing-ing, the song-birds are call-ing, Tra, la, la,



Good bye, De-cem-ber and cold Jan-u - a - ry, Tra, la, Sweet on the ear is their mel - o - dy fall-ing, Tra, la,

It may be well here to state, that all the different forms of a chord that can be made, while keeping the base one, are said to be differences of posisound well, and would be difficult to have a part (soprano, alto, tenor or tions, and that the differences made by changing the base are called inversions. the chord of the seventh has one more tone than the common chord, it the subdominant. Now on the dominant. Now tonic to close with. This can have one more inversion. So, seven in the base in the chord of the would be illustrated thus, (such a succession of chords is called a cadence) seventh makes the third inversion. When the base is one, the chord is said to be direct.

POSITIONS OF THE COMMON CHORD.



INVERSIONS OF THE COMMON CHORD.

Direct.	1st inv.	2d inv.	Direct.	1st inv.	2d inv.	Direct.	1st inv.	2d inv
0	2	0.	0	2	3	8	8	-8
-0-		-0-		-2-	2			
	44	+	-	#	44			

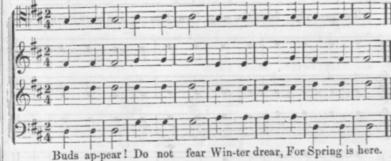
INVERSIONS OF THE CHORD OF THE SEVENTH.

		DOMIN	ANT.	TONIC.	DOMINANT.	TONIC.		
	Direct.	1st inv.	2d inv.	3d inv.	1st inv.	Direct.	Direct.	
77	-0	0	-	0	0	0	-0	
3	9	9	-0-	-	-0-	0 1	0	
	2	2	of larrism		*	2	++	
			0	0	0	2	-0	
		-0-		1				

and when the base takes five, it is said to be in its second inversion. Since | Now form the common chord on the tonic in the key of G. Now on



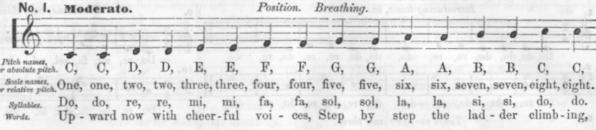
You might chant to each chord such a phrase as "Hail! happy day," or a line of poetry, and so sing a four line verse to the cadence. The following exercise on the tonic, sub-dominant, dominant and tonic will illus-

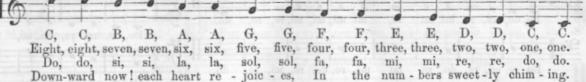


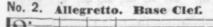
It would be an excellent plan to form and practice in this way the tonic, subdominant and dominant chords in each key After this, it would be well to analyze the chords in the lessons of the elementary course, particularly the one which goes through all the keys on page 79.

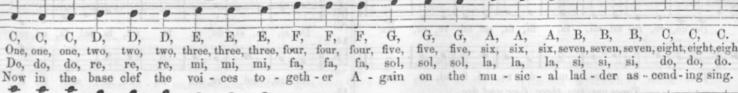
We have here but entered on the subject of harmony. Many chords are used in this book that we have not here spoken of. But what has been done will point out the way in which this important subject should be studied.

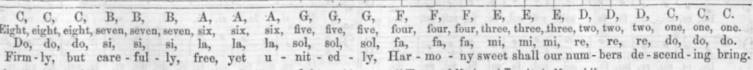
When the Scale, Staff, Quarter Notes and Clef have been introduced, these lessons may be commenced. As Pitch names, men are often called upon to sing from or absolute pitch. the treble staff, and women often find or relative pitch. One, one, it desirable to read from the base, exercises for all are written on both. Introduce the new subjects mentioned over each lesson before practicing it.











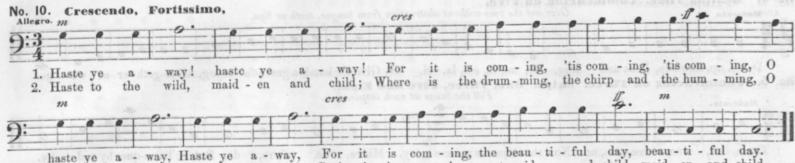
For explanation of any of these terms, or for mode of introducing any of these subjects, see "Theory of Music and Teacher's Manual." The words and directions in italics are to keep the pupil in mind of those things which all teachers agree are important, and which should become habits as soon as possible.

ELEMENTARY COURSE.

BUILDING THE SCALE.



No. 4. Beating Time. Commencing on Five. Give out the tone without obstruction from tongue, teeth or lips. Down, up, down up, Beat and sing, Re, mi, fa, sol, la, si, do, Give the hands a grace-ful swing, All to-geth-er as No. 5. Commencing on Three. Skips. One, Three, Five and Eight. Three, two, one, three, two, one, Now the skips our voi-ces try, Mi, re, do, mi, re, do, But we'll con-quer by and Give out the consonants distinctly. No. 6. Mezzo. Forte. Allegretto. 212 When you see the let-ter M, Mez-zo you must sing, sir, But when F is writ-ten down, Make the mu-sic ring, sir. No. 7, Piano, Give the right sound to the vowels. Soft-ly sing, soft-ly sing, Let the tones be soft and low, When-e'er you see the let-ter P, For it means sing soft, you know. Position. Breathing. Enunciation. Pronunciation. Mez - zo, for - te and pi - a - no, Me-dium, loud and gen - tle, Give them out in or-der fair, With-out a frown or wrin - kle No. 9. Triple Measure. Dotted Half Notes. Moderato. 22 Now let the tones of the new meas-ure ring, For you will find it a ver-y good thing; ver-y good thing; ver-y good thing.



there Spring hath smil'd, Haste to the wild, Spring time is com - ing, sweet maid - en and child, maid - en and child.



1. Slow-ly sound-ing a-long the dell, Hear the tones of the ev'n-ing bell, Rest from la-bor its num-bers tell, Its plain-tive num-bers 2, Soft - ly trill-ing a child-ish lay, Birds and bees 'mid the blos-soms gay, These we heard when the morn was grey, A sim-ple, bird-like lay.



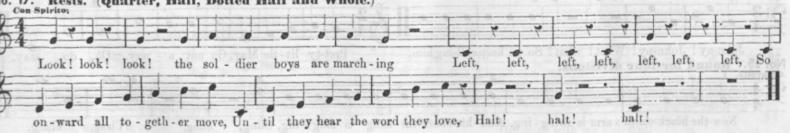
Down, left, right, up, down, left, right, up, three, three, three, three, four, G, G, G, la, la, la, la, down, left, right, up, eight. 1. E - ven meas-ure, what a pleas-ure, 'Tis the time to keep; High-er mounting, to the count-ing, As we on-ward sweep. 2. Roll for -ev - er, rap - id riv - er, Thine a sweet-er song. On thy bo-som hill-side blos - som Sea-ward floats a - long.



1. Bird - ie sweet, Bird - ie sweet, Where may you be go - ing? From the North, Has-ten South, Fear-ful winds are blow - ing. 2. Bird-ie sweet, Bird-ie sweet, When you are re-turn - ing, Come to me, Let me see, What new songs you're learn-ing.

ELEMENTARY COURSE. No. 14. Sextuple Measure. Dotted Whole Note. Down, down, left, right, up, up, re, down, down, left, right, up, up, fa, down, down, left, right, up, up, la, down, down, left, right, up, up, Clear and firm, hold the tones long, Take the breath well to sus-tain, Strive in each line of the song, Time and good tune to main-tain. No. 15. Moderate. 1. Where! where! where are they gone, Where! where! Wil - liam and John? Why have they left us to 2. There! there! beau - ti - ful streams, There! there! how like our dreams, On through the val - ley they O - ver the hills, Down by the rills, They and their boats pass a - way, a - way, They and their boats pass a - way. Oh! at their plays, See our es-trays, While we are left here be -hind, be - hind, While we are left here be - hind No. 16. Beginning on last beat in Measure. Two Tones to one Syllable. Legato Mark, Tie.

Sol, sol, mi, sol, mi, re, mi, fa, re, fa, re, mi, sol, sol, mi, sol, mi, re, mi, fa re, fa, re, do.. How calm, how sweet to rest, When toils of day are done, 'Mid scenes we love the best, And watch the set - ting sun. No. 17. Rests. (Quarter, Half, Dotted Half and Whole.)





No. 26. Difference of Pitch between Male and Female Voice. Real Pitch of Clefs. Middle C. Brace.









and "Bandline," page 229.









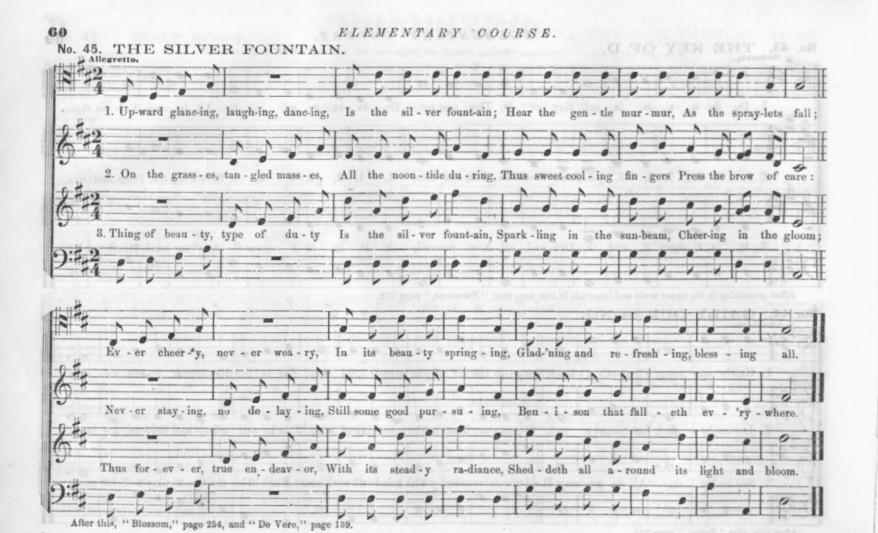




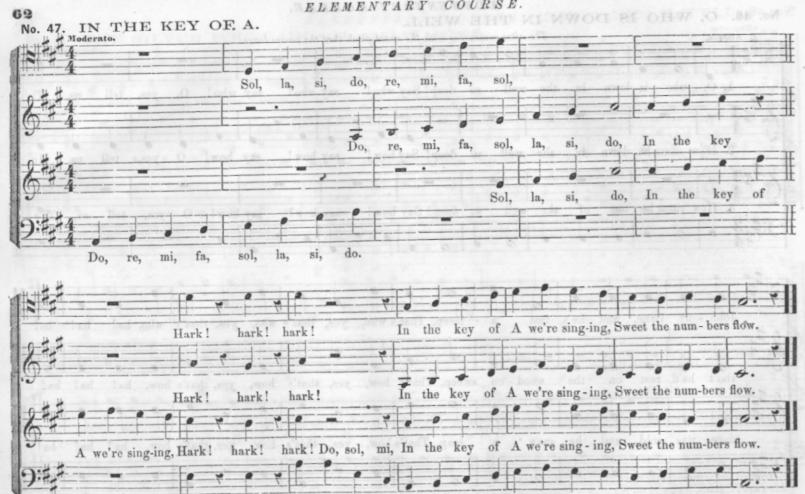




O, WHO IS DOWN IN THE WELL.



The altos commence with the exact pitch that the tenors leave. 1. O, who is down in the well so deep! Say who! say who! say who! O, yes, tell the well so deep! Say how! say how! O yes, tell us, The John - ny Lane, and he's fast a - sleep, That's who, yes, that's who, yes, that's who, ha! ha! ha! the wood - en sweep, That's how, yes, that's how, yes, that's how, ha! leap, That's how, yes, that's how, yes, that's how, ha! ha! ha! After preparing the minds for the change in sentiment, sing "Kennett," page 241, and "El Paso," page 185.



After practicing intervals, sing "Ermine," page 239, and "Jerrold," page 215.



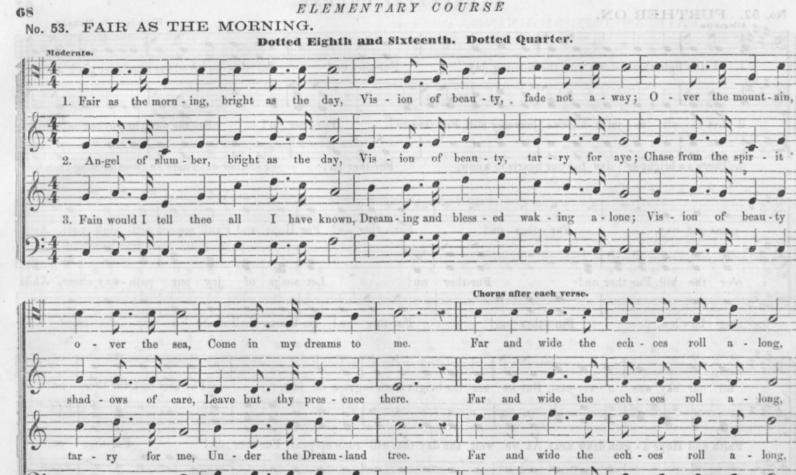








After this, "Andros," page 179, and "Appenine," page 180,



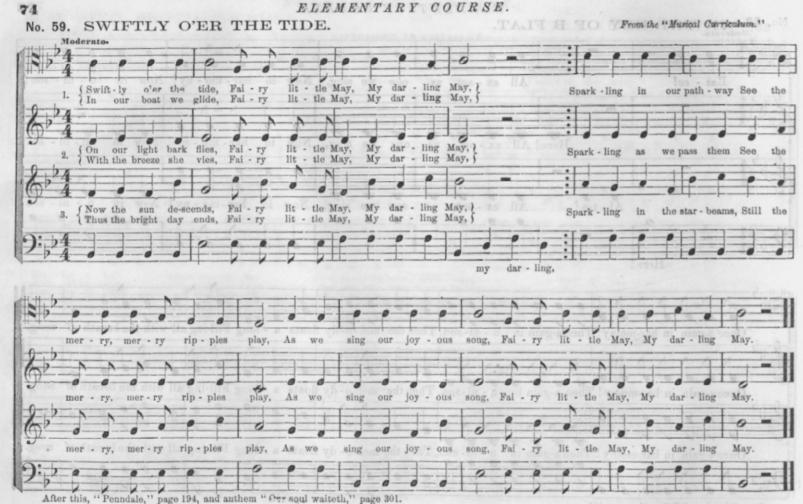


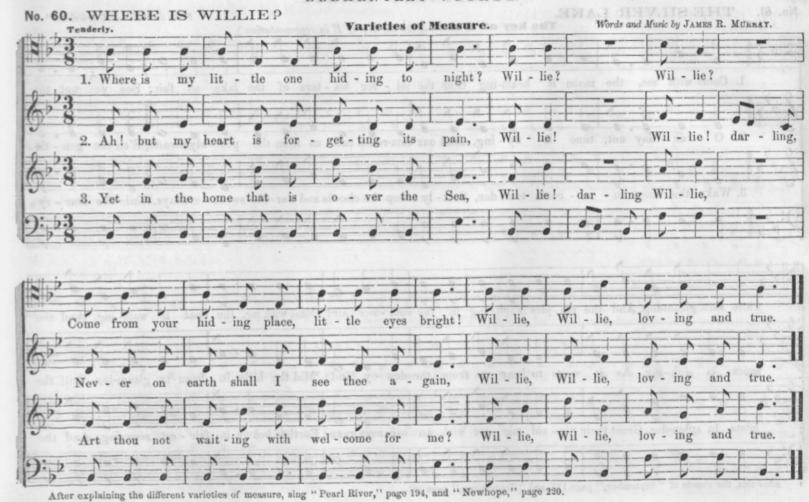


















Cadence Transposed into All the Keys, F. Sol, do do. Home a gain to the key of C, to the key, to the key of

No. 65. The Major Scales.

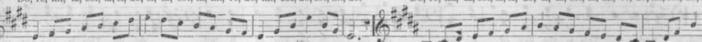
The following lesson should be sung with syllables and also with different vowel sounds sometimes crescendo and diminuendo, and sometimes staccate and some times giving different qualities of tone. When the scale is too high, take the octave below. Sing from beginning to end without stopping, passing from one key to the next in perfect time.



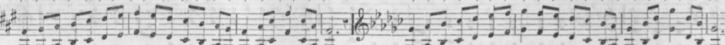
Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do



Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do.



Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do.

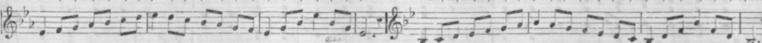


Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do.

Do, re, mi, fa, sol, la, si, do, si, la, sol, fa,mi, re, do,mi, sol,do,sol,mi, do.

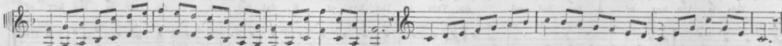


Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do.



Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do

Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do.



Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol,do,sol,mi, do.

Do, re, mi, fa, sol, la, si, do, si, la, sol, fa, mi, re, do, mi, sol, do, sol, mi, do.

Each scale is a fifth from the preceding one, excepting the scale of G flat, which is at the same pitch with the one that precedes it (F sharp). This difference in signs, but not in sound, is called an enharmonic difference.

Transposing by fourths should also be practiced. This takes you through the flats first, and back through the sharps.

INTERMEDIATE COURSE

No. 66. COME JOIN OUR HAPPY THRONG.

H. R. PALMER.

From the "Song Queen," by permission.







The principal difficulty is from six to seven or vice versa. Area shis-Area lone, page 217; Sellevale, page 180; Carwen, page 230; Ballentine, page 210; and Artwell, page 217.

H. R. PALMER. No. 69. "GENTLY SIGHS THE BREEZE." From the " Song Queen," by permission. For the practice of the Triplet. 1. Gen-tly, gen - tly sighs the breeze, As it floats a mong the trees; Like a voice of ser-aph bright, Sing ing to the world good night. 2, Gen-tly, gen - tly sighs the breeze, As it floats a-mong the trees; Like a voice of ser-aph bright, Sing-ing to the world good-night. La, la, la, la, la, &c. Now the birds are gone to rest, O'er the earth night, sa - ble drest. Hides her beau ties from our sight; We, dear friends, must bid good-night. 3222

After this, Hymn, "We shall Know," page 296; Dixfield and Derringford, page 184; and Dear Home, page 212.





No. 72. WHISTLING FARMER BOY.

GEO. F. ROOT.

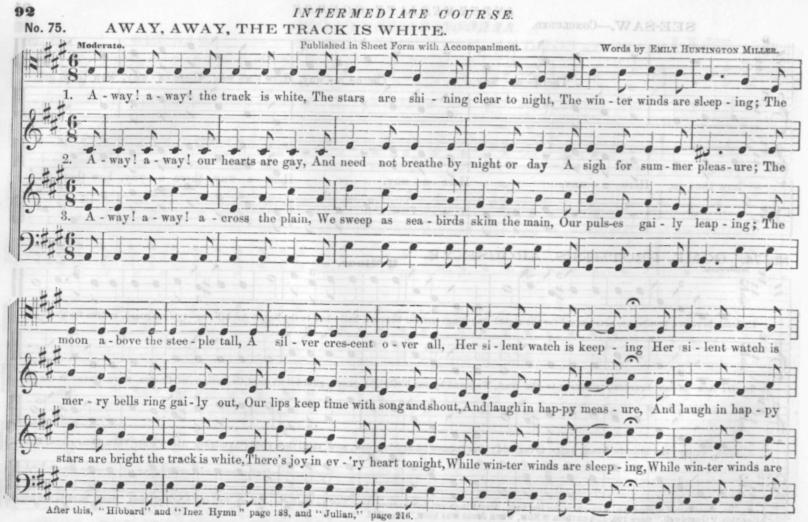


After this -- 'Darrow,' page 184; "Castellan," page 158; "Clare," page 211; and Anthem "Give ear, O Shepherd," page 313.

From " FOREST CHOIR." 1. See the mer - ry farm - er - boy Tramp the mead-ows thro'; Swing his hoe in care - less joy, While dash-ing off the dew 3. When the bus - y day's em-ploy Ends at dew - y eve, Then the hap - py farm - er - boy Doth haste his work to leave; Bob - o - link in ma - ples high Trills his notes of glee; Farm - er - boy a gay re - ply, Now whis - tles cheer - i - ly. Trudg-ing down the qui - et vale, Climb-ing o'er the hill, Whis-tling back the change-less wail Of plain-tive Whip-poor-will. 4. Farmer-boy is blithe and gay, Morning, noon or night; Song or glee or roundelay, He's whistling with delight: Merry heart, so full of glee, Over-full of fun! Hear him whistling merrily Until the day is done.









the music and a few Torpedos, to imitate the crack of the whip, will make the Chorus still more effective.







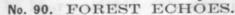










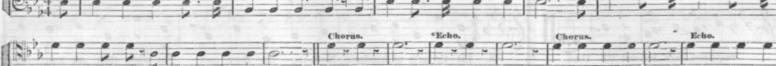


Moderate.

A second dot adds to the length of the note half as much as the first one.

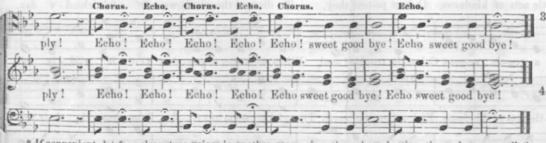
1. A - long the path of the dim old for - est, I strayed in the dew - y dawn; And heard far a - way in the

2. They stirr'd my heart with their low, sweet voices, Like chimes of a ho-lier land; As the far a way mid the



si-lent shadows, The echoes of the morn. Hark! hark! hark! hark! hark! Once a - gain re-ply! Once a - gain re-

si - lent branches, Were happy an - gel band: Hark! hark! hark! hark! hark! hark! hark! Once a - gain re - ply! Once a - gain re -



* If convenient, let four clear, true voices in another room, sing the echo-shatting themselves up until the imitation is correct. The last echo should commence a little before the chorus finish their last word.

3. They floated down thro' the list'ning silence,
Like tones of a silver dream; [sorrow,
From realms far away where there was no
By life's unruffled stream:
Hark! echo sweet, &c.

4. And evermore, thro' the silent marches,
Where life's busy moments throng,
I hear far away in the quiet shadows,
Those blissful notes of song.
Hark! echoes sweet, &c.

No. 91. SEE THE SNOW COME DOWN. Well for us all if our hearts be pure, snow come down, See the snow come down, Ah! we have need of its spotless white 2. See the snow come down,..... the snow come down, See the snow come down, snow come down, come Well for us all if our lives be true, Well, if we all do our work as sure, As beau - ti - ful snowflakes do. Need of the les - son it brings to all, Ah! we have need that its mantle bright, Shall o - ver our poor hearts fall. Whose promise meets us where'er we go, That some-day, some-where in His good will, Our hearts shall be white as snow.

After this, "Look and Live," page 285, "Vineyard," page 199, and "Willow Farm," page 172.





No. 94. The Minor Scales.



ADVANCED COURSE.









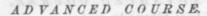
A SWEET LITTLE CHILD. CONCLUDED.





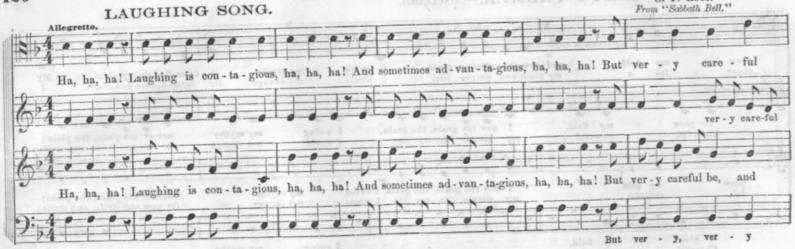
Cuc - koo!

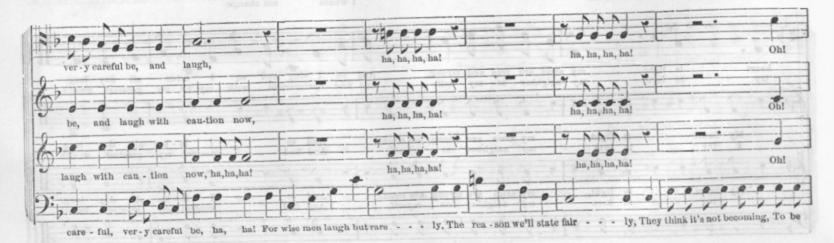
















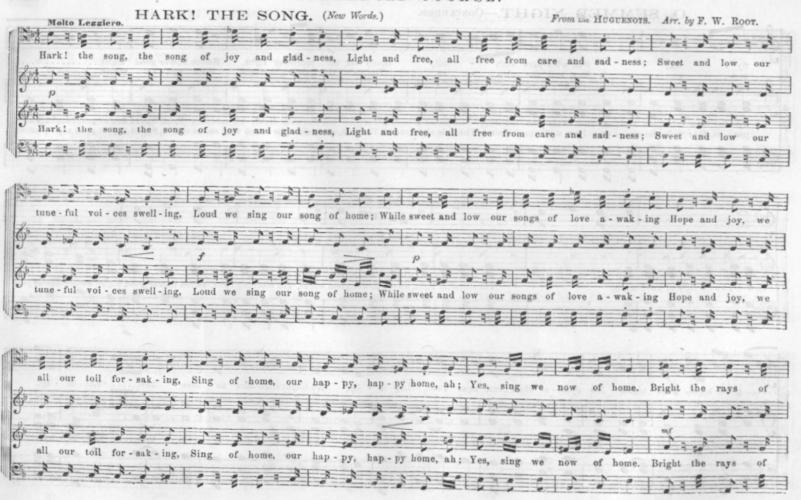












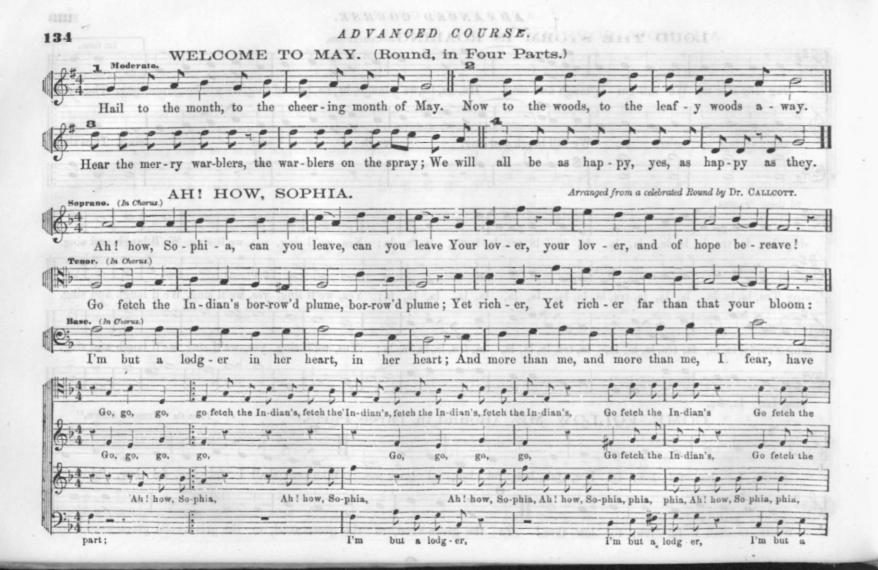


















THE FOREST FESTIVAL.

Words by J. R. MURRAY.





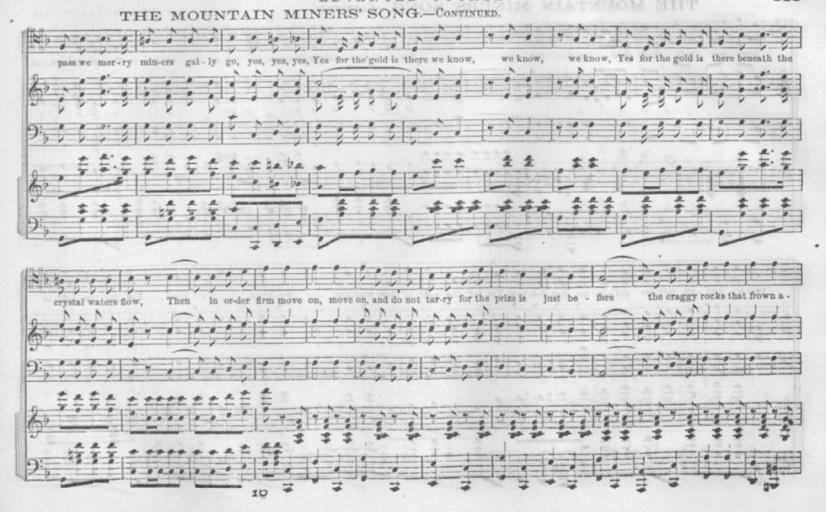








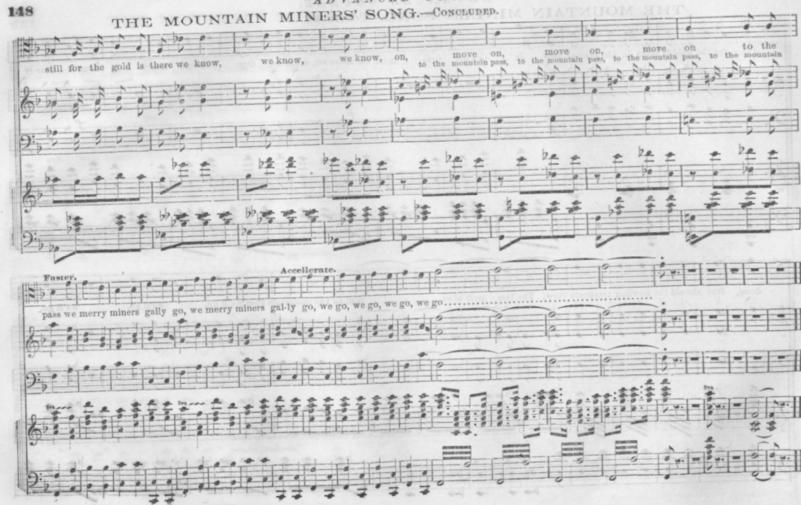


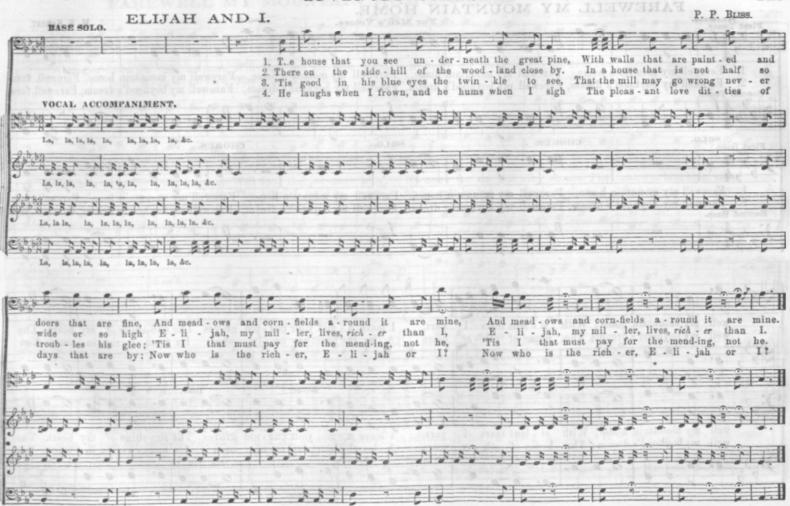




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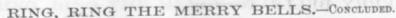










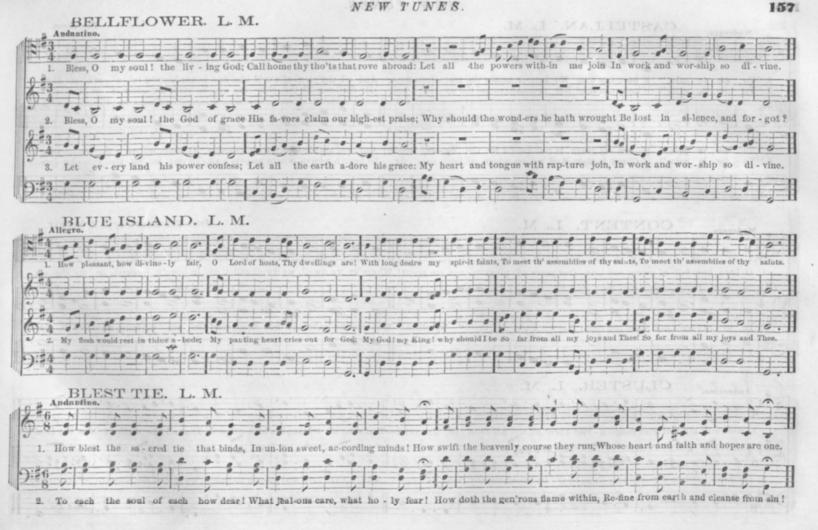




TUNES, HYMNS, ANTHEMS AND CHANTS.













2. Let thrones and pow'rs and king-doms be O - be -dient, might-y God, to thee! And, o - ver land and stream and main, Wave thou the scep-tre of thy reign!







































STANDARD TUNES.























































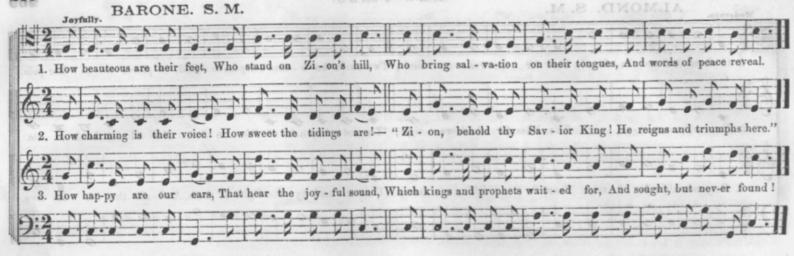
*The affort was made to obtain some music in Mr. Woodbury's hand-writing, but without success. His many friends will, however, be glad to see attached to one of his most beautiful tunes a facetimile of his autograph. See pages 338, 339 and 340, for facetimiles of the hand-writing of other prominent musical men.

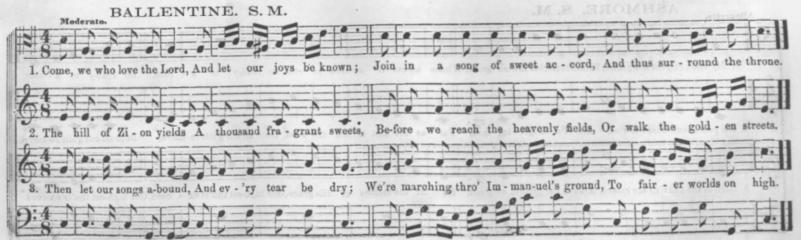








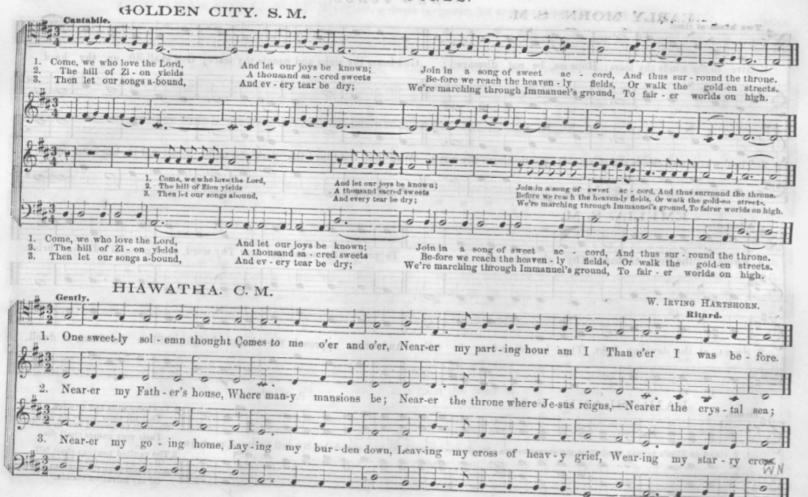




















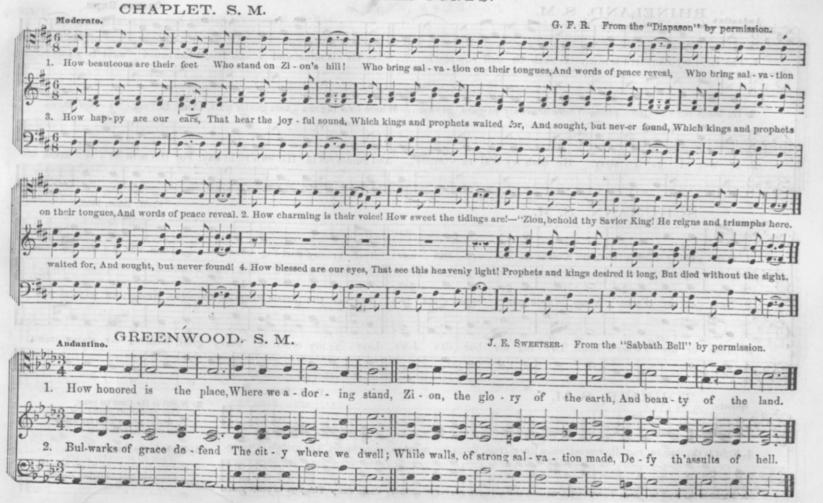










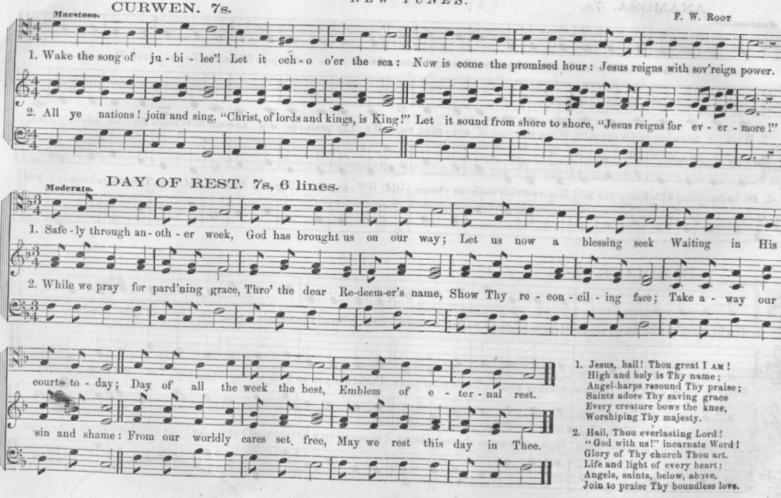








































































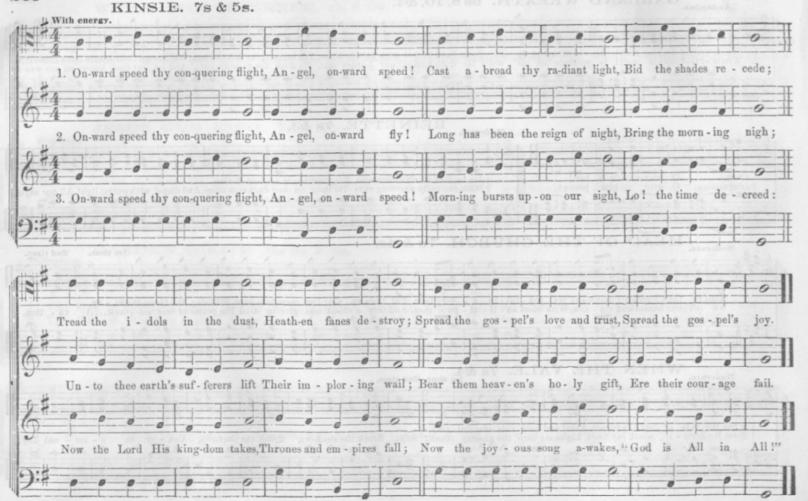










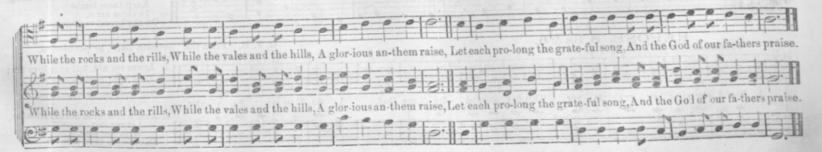












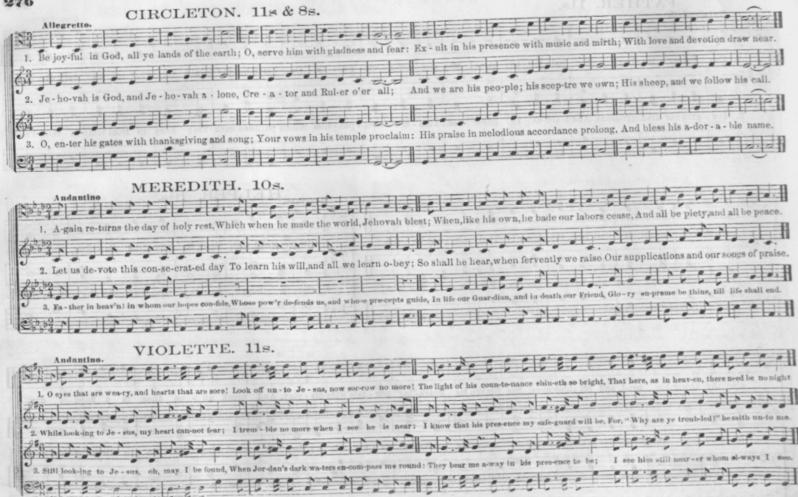












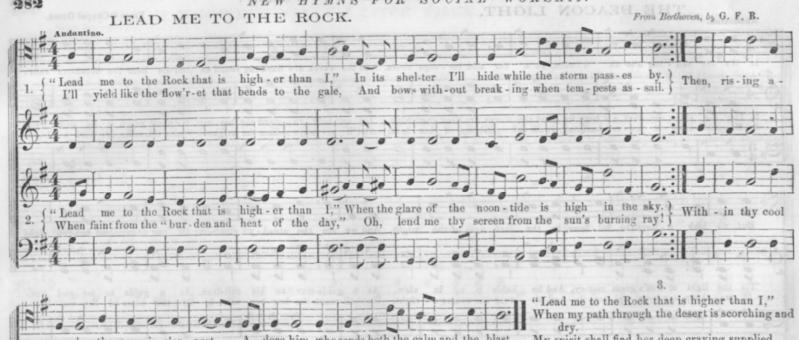


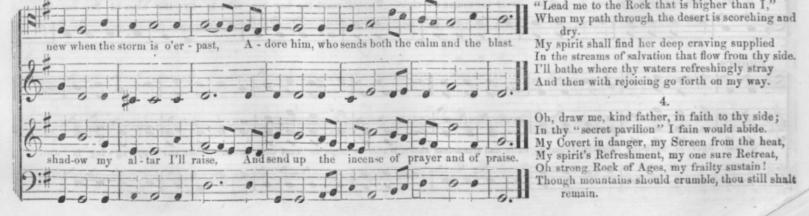




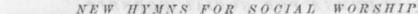








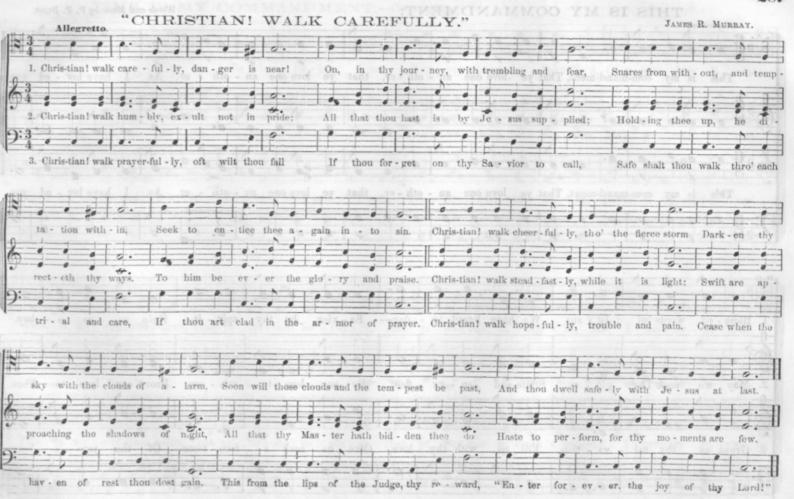














NEW HYMNS FOR SOCIAL WORSHIP. THIS IS MY COMMANDMENT.-CONCLUDED.











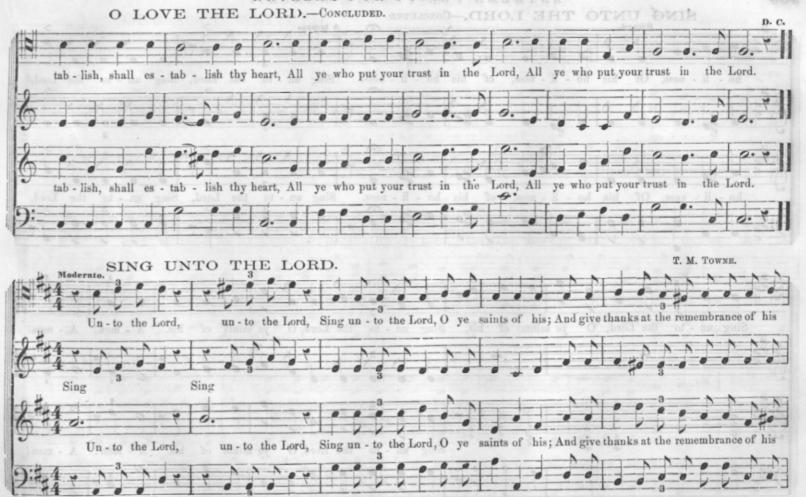


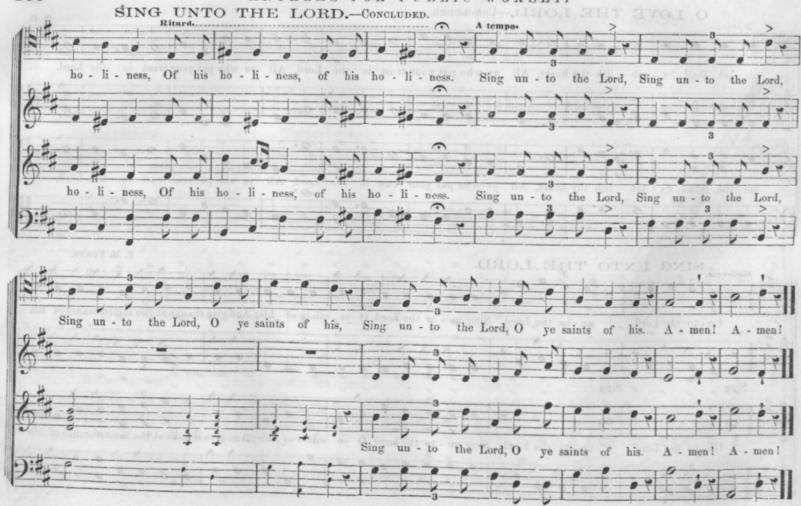




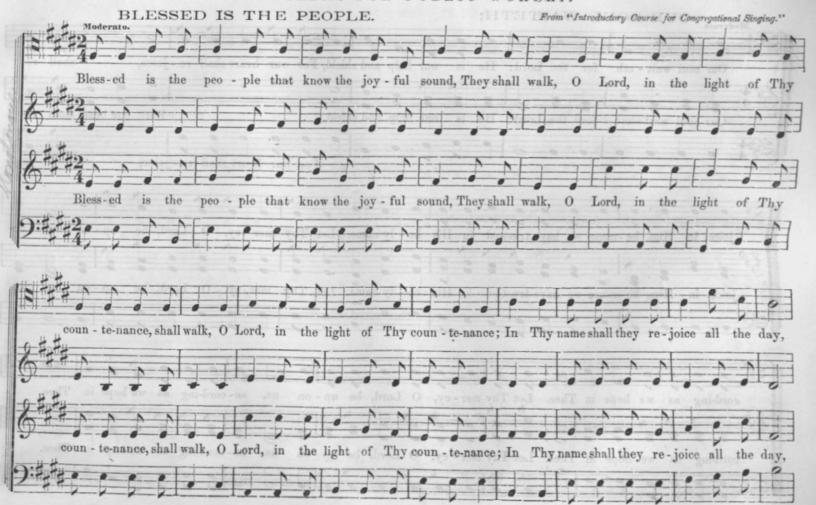




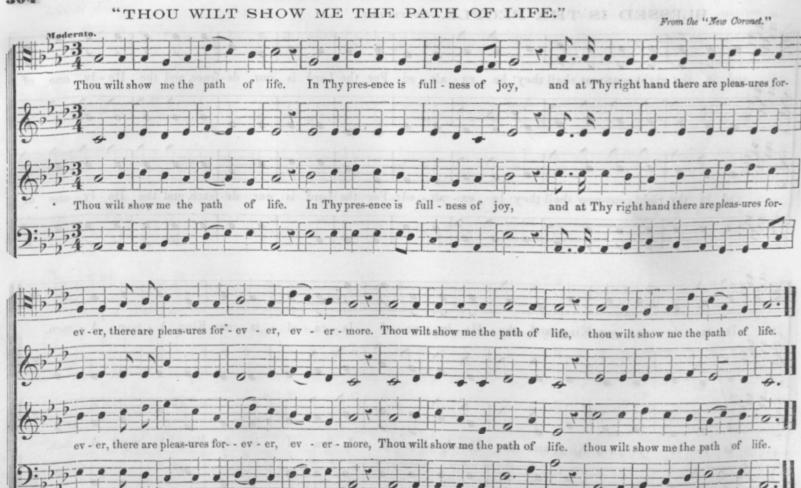






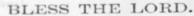




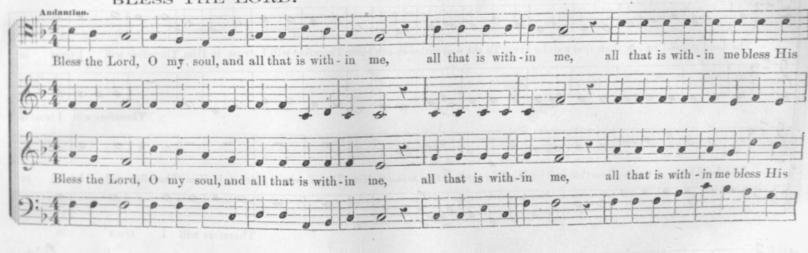


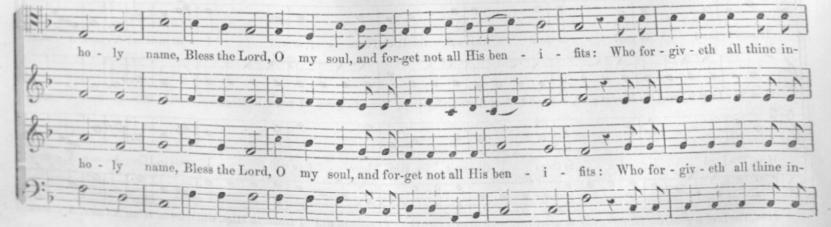


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From "Introductory Course for Congregational Singing."



















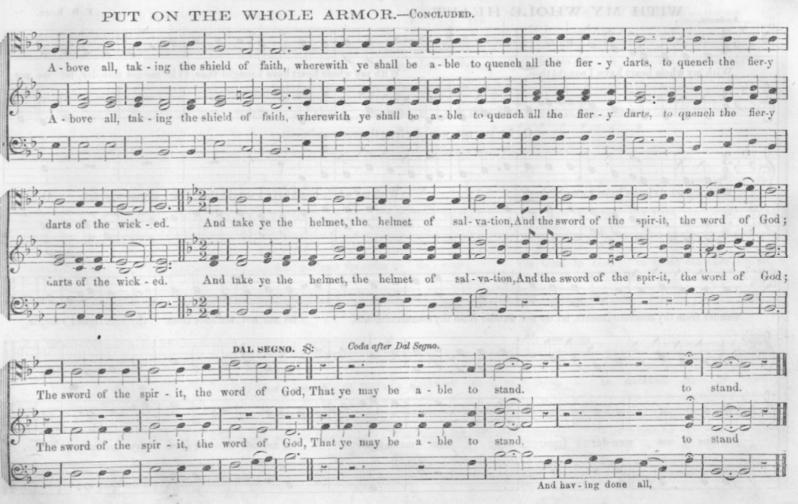










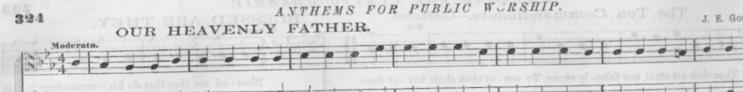






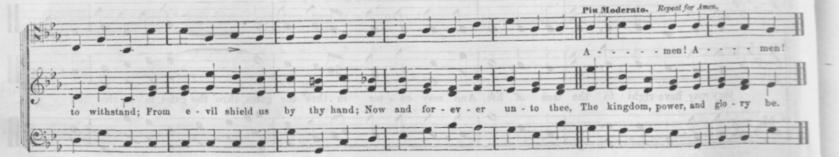






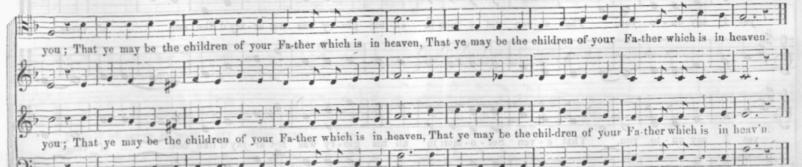
Our heavenly Fa - ther, hear our prayer, Thy name be hallowed every - where, Thy kingdom come; thy perfect will, In earth as heaven, let



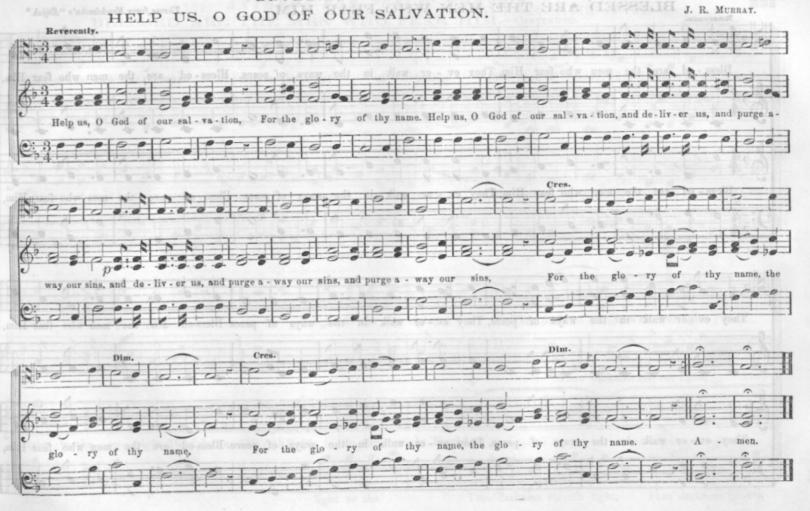


I say unto you, Ye have heard that it hath been said Thou shalt love thy neighbor and Love your en - e-mies, bless them that curse you, do good to them that hate you, and pray for them which dispitefully use you and per - se-cute

Love your en - e-mies, bless them that curse you, do good to them that hate you, and pray for them which dispitefully use you and per - se cute

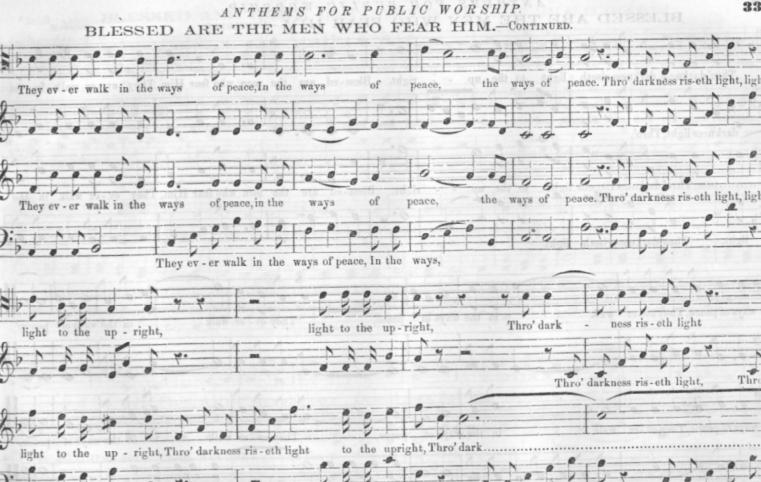






Thro' darkness ris-eth

Thro'darkness ris-eth light,

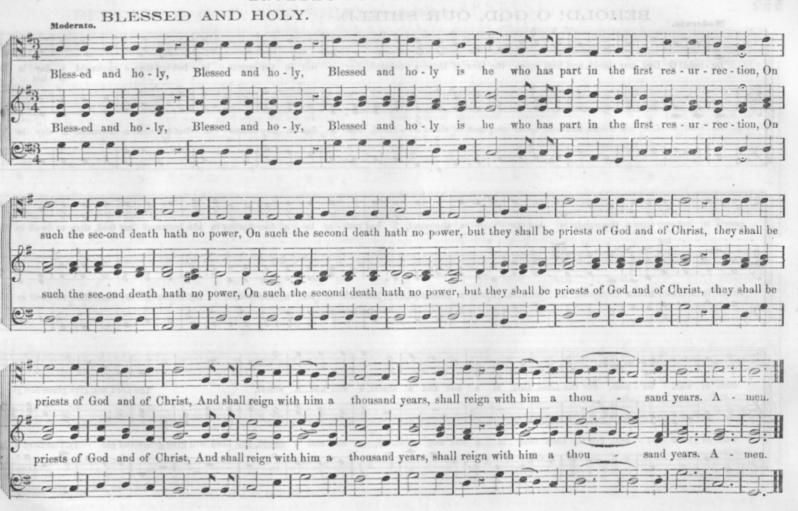


light to the



















We print on this and the two following pages fac similes of the hand-writing (words and music) of the most prominent musical men of our country, feeling confident.

The compositions in each case are excellent, and although not so easily read as printed music, will well repay careful study and a heartfelt performance.—Editor.

The Decision La C-M The Hestings Words a music It is the Father's voice thear,"My son, give one thy heart - My soul responds with fileal par, With faith & hope to I Thear the Savivir justle voice, He make the Father known; He leads me to this heavenly choice Bids me in his deen 3. This helet of mine so prome to stray to changeful i so weak. I near world trust it for a day. But now have gione it away. love knew, My portion Lord those at Thy guidance Low to sike Thu, heavenly Father I adore Tis joy to call the mine I They image to my soul restore, name ripice And Trust in God alone I let me love the mon + more · Make me forever thises &

In the letter in which Dr. Hastings kindly responds to our request for a manuscript in his hand writing, he says, "I enclose an original tune and hymn, both written

The vigor of mind and steadiness of hand here manifested, must strike all with astonishment. - EDITOR.

This beautiful composition was written for, and presented to the editor of this work by Mr. Bradbury, some years ago, as a contribution to a book of Sabbath Evening Melodies at that time in contemplation. By adding another voice to the Trio, a chorus is formed, and the piece rendered more generally useful. The first part is an excellent specimen of Mr. Bradbury's hand-writing.



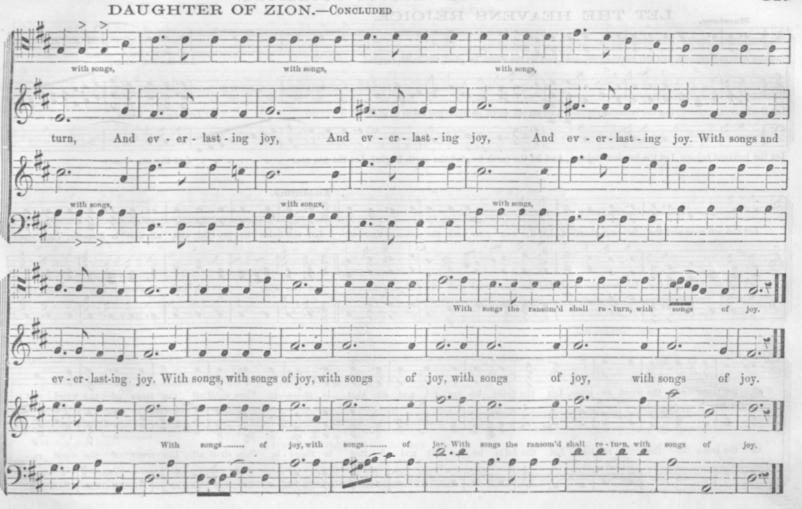




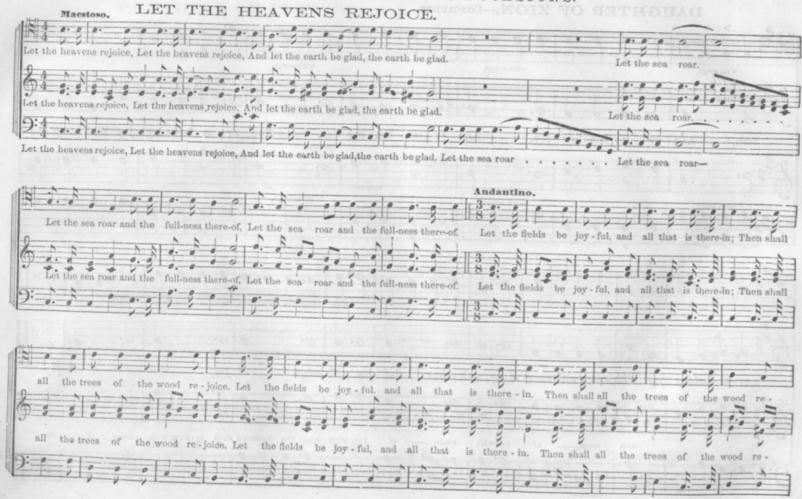


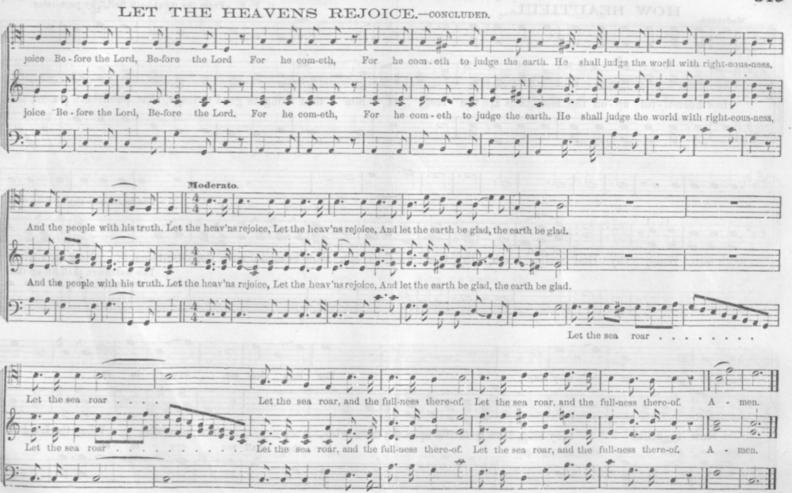
DAUGHTER OF ZION.-CONTINUED.













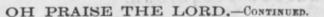










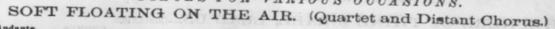




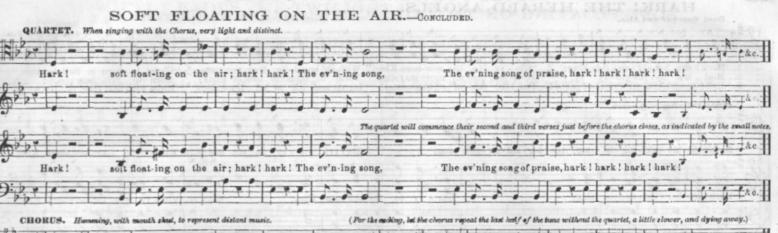


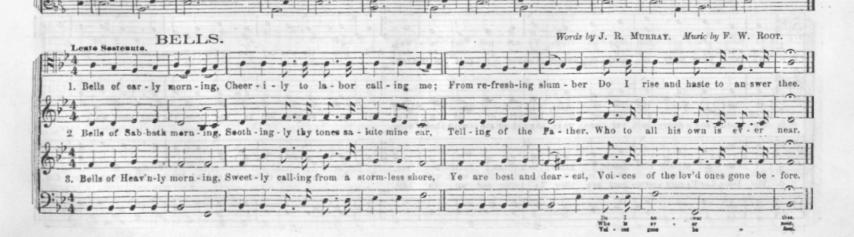












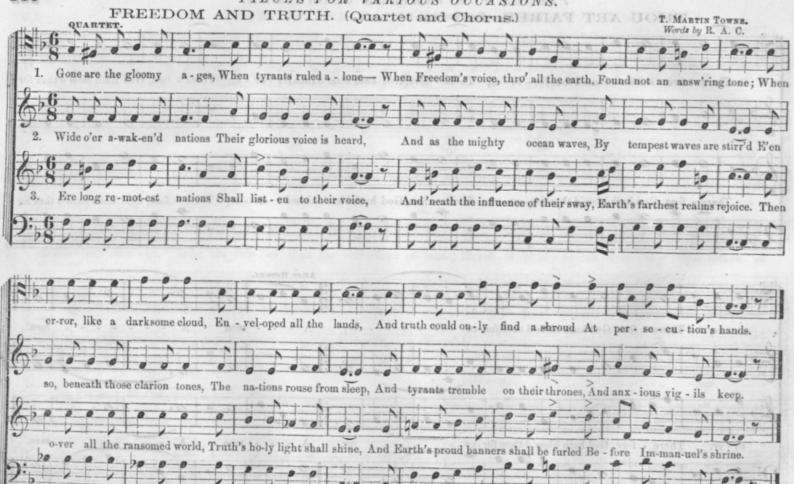




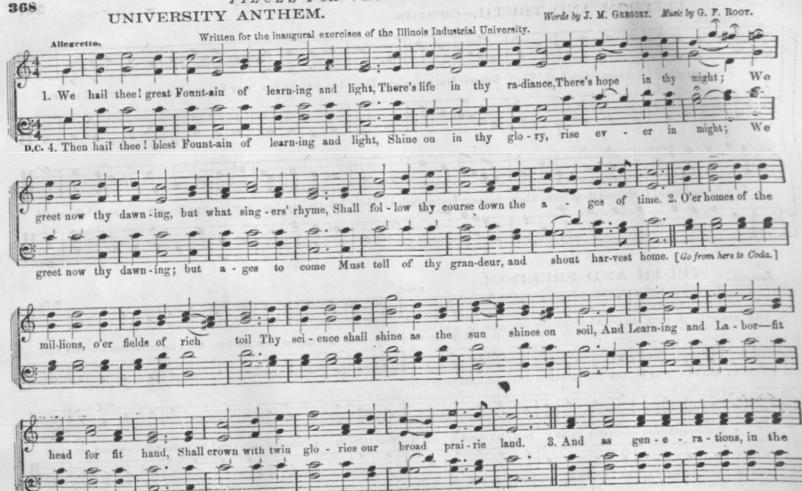
THOU ART FAIRER .-- Recitative, Trio and Chorus.





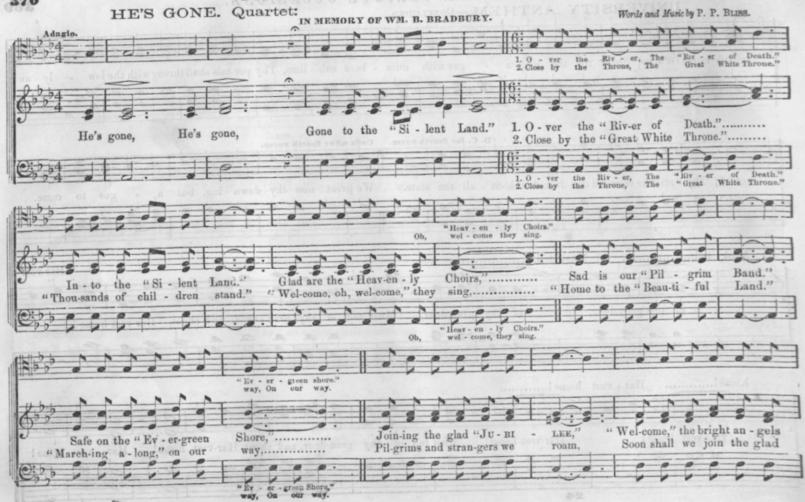


































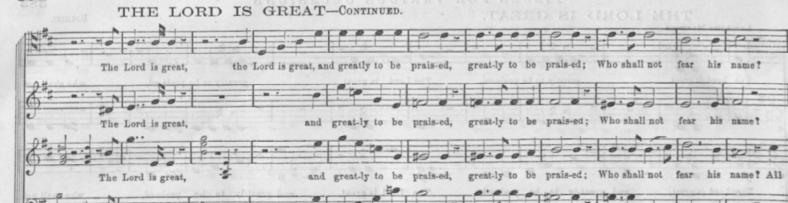
who shall not

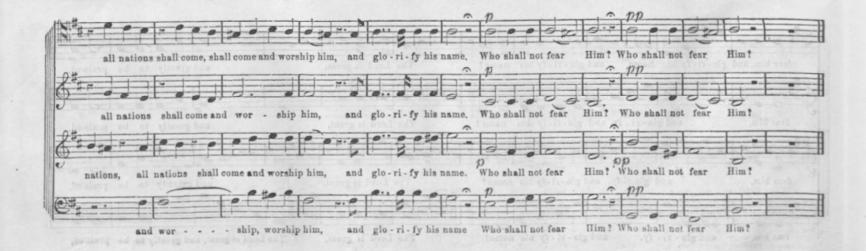
who shall not

who shall not



The Lord is great





and great-ly to be prais-ed, great-ly to be prais-ed; Who shall not fear his name?





THE LORD IS GREAT-CONTINUED. is their glo - ry, He is their glo - ry, their glo-ry and their strength, their glo-ry, He is their glo - ry, glo - - ry, their glo - - ry, their glo-ry and their strength, He is their glo - - - -

. ry and their strength, He is their glo - ry and their strength...... light in the light,

THE LORD IS GREAT-CONTINUED. TANKED BY CHICAL SHIP





Response.



Words supposed to have been written by ROBERT COFFIN. T. M. TOWNE. 90 1. Thy neighbor? It is he Whose aching heart whom thou Hast or burning brow | aid and | bless; | Thy soothing | hand may | press. power to

- Whose eye with | want is | dim. Go thou and | succor | him !
- 4. Thy neighbor? 'Tis the heart bereft 5. Thy neighbor? Yonder toiling slave, Of every | earthly | gem; Widow and orphan helpless left-Go thou and | shelter | them !
- 6. Whene'er thou meet'st a human form 7. Oh, pass not, pass not heedless by! Less favor'd | than thine | own. Remember 'tis thy neighbor worm Thy brother | or thy | son.

3. Thy neighbor? 'Tis the fainting poor 3. Thy neighbor? 'Tis the weary man, Whose years are | at their | brim. Whom hunger sends from door to door- Bent low with sickness, care, and pain-Go thou and | comfort | him !

- Fetter'd in | thought and | limb Whose hopes are all beyond the grave-Go thou and | ransom | him !
- Perhaps thou | canst re- | deem The breaking heart from misery-Go, share thy | lot with | him .-

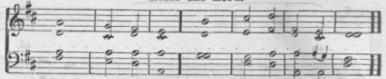
He shall come down



- 1. He shall come down like | rain upon the | mown grass; As | showers that | water the | earth.
- 2. In his days shall the | righteous | flourish ;
- And abundance of peace as | long as the | moon en- | dureth.
- 3. He shall judge the people with righteousness, And the | poor with | judgment.
- 4. He shall have dominion also from sea to sea, And from the | river to the | ends of the | earth.
- 5. His name shall en- | dure for- | ever : His name shall be con- | tinued as | long as the | sun ;
- 6. And men shall be | blessed in | Him : All | nations shall | call him | blessed

THE LOLD IS GREAT

Bless the Lord.



1. Bless the Lord, | O my | soul :

And all that is within me, | bless his | holy | name, 2. Bless the Lord, | O my | soul;

And forget not | all his | bene- | fits. 3. Who forgiveth all thine in- | iqui- | ties;

Who | healeth | all thy dis- | eases 4. Who redeemeth thy | life from de- | struction; Who crowneth thee with | kindness | and with | mercies;

5. Who satisfieth thy | mouth with | good : Thy youth is re- | newed | like the | eagle's.

6. The Lord doeth | righteous- | ness And judgment for | all that | are op- | pressed.

7. He made known his | ways unto | Moses, His deeds unto the | children of | Isra- | el.

O give thanks unto the Lord



1. O give thanks unto the Lord ; call up- | on his | name ; Make known his | deeds a- | mong the | people.

2. Sing unto him, sing | psalms unto | him: Talk ye of | all his | wondrous | works.

3. Glory ye in his | holy | name : Let the heart of them re- | joice that | seek the | Lord.

4. Seek the Lord, | and his | strength : Seck his | face for | ever- | more.

. Remember his marvellous works that | he hath | done : His wonders, and the | judgments | of his | mouth ;

6. O ye seed of Abra- | ham his | servant, Ye children of | Jacob | his- | chosen.

7. He is the | Lord our | God : His judgments | are in | all the | earth.

8. He hath remembered his cove- | nant for | ever ; The word he commanded, to a | thousand | gener- | ations. The Ten Blessings.



Blessed are the poor in spirit : for | theirs is the | kingdom of | heaven.

Blessed are they that mourn : for | they shall be | comfort- | ed. 3. Blessed are the meek : for | they shall in- | herit the | earth.

4. Blessed are they which do hunger and thirst after righteousness; for | they | shall be | filled.

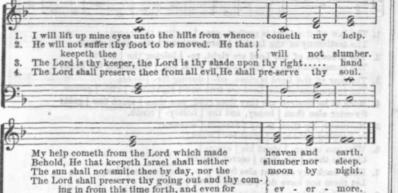
5. Blessed are the merciful: for | they shall ob- | tain | mercy. 6. Blessed are the pure in heart : for | they shall | see | God.

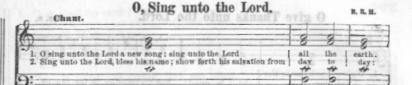
. Blessed are the peace-makers : for they shall be | called the | children of | God. 8. Blessed are they which are persecuted for righteousness' sake: for | theirs is the

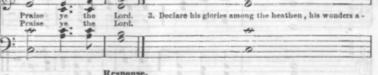
| kingdom of | heaven. 9. Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you, falsely | for | my | sake.

10. Rejoice, and be exceeding glad; for great is your reward in heaven; for so persecuted they the | prophets which | were be- | fore you.

I will lift up mine eyes.







Chant.



4. For the Lord is great, and greatly to be praised; he is to be feared a- | bove all | gods: 5. For all the gods of the nations are idols; but the | Lord

made the | heavens: 6. Honor and majesty are before him; strength and beauty

Give unto the Lord, O ye kindreds of the people, give unto the Lord | glory and | strength.

8. Give unto the Lord the glory due unto his name; bring an offering, and come in- | to his | courts:

9. O, worship the Lord in the beauty of holiness; fear be-

10. Let the heavens rejoice, and let the | earth be | glad: 11. Let the sea roar, and the | fullness there- | of : 12. Let the field be joyful, and all that | is there- | in :

are | in his | sanctuary :

fore him | all the | earth .

13. Then shall all the trees of the wood rejoice be- | fore | the | Lord:

14. For he cometh, for he cometh to | judge the | earth: 15. He shall judge the world with righteousness, and the) | people with his | truth :

Praise ve the Lord.

Praise ye the Lord.

Praise ye the Lord in his holy temple.

Praise ye the Lord.

Praise ye the Lord.

Praise ye the Lord in his holy temple.

Praise ye the Lord. Praise ye the Lord. Praise ye the Lord in his holy temple.

Praise ye the Lord. Praise ye the Lord.

Praise ye the Lord in his holy temple

Ps. lxvii.

0 give Thanks unto the Lord.

G. F. R.

9. The moon and stars to rule by night: For his mor-cy is for-ev-er.

2. O give thanks unto the | God of gods: For his mer-cy is for-ev-er.

4. To him who alone... | dooth great wonders: For his mer-cy is for-ev-er.

6. To him that stretched out the earth a..... | bove the waters: For his mer-cy is for-ev-er.

8. The sun to...... | rule by day: For his mer-cy is for-ev-er.

10. O give thanks unto the Lord, for...... | he is good: For his mer-cy is for-ev-er.

):

Blessed is the Man.

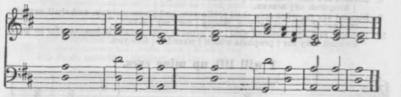


- Blessed | is the | man That walketh not in the | counsel | of the un- | godly:
- Nor standeth in the | way of | sinners,
 Nor sitteth in the | seat | of the | scornful.

- 3. But his delight is in the | law of the | Lord, And in his law doth he | meditate | day and | night.
- And he shall be like a tree planted by the | rivers of | water,
 That bringeth forth his | fruit | in his | season.
- 5. His leaf also | shall not | wither, And whatsoever he | doeth | shall — | prosper.
- 6. The ungodly | are not | se,
 But are like chaff which the | wind | driveth a- | way.
- 7. Therefore the ungodly shall not | stand in the | judgment, Nor sinners in the congre- | gation | of the | righteous.
- 8. For the Lord knoweth the | way of the | righteous;
 But the way of the un- | godly | shall | perish.

Ps. i

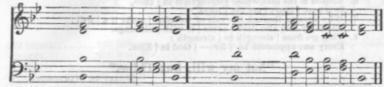
The Law of the Lord



- The law of the Lord is perfect, con- | verting the | soul:
 The testimony of the Lord is | sure, making | wise the | simple.
- The precepts of the Lord are right, re- | joicing the | heart:
 The commandment of the Lord is | pure, en- | lightening the | eyes
- The fear of the Lord is clean, en- | during for- | ever:
 The judgments of the Lord are true and | righteous | alto- | gether.
- 4. More to be desired are they than gold, yea than | much fine | gold:
 Sweeter also than | honey, and the | honey- | comb.
- 5. Moreover, by them is thy | servant | warned: In keeping | them is | great re- | ward.
- 6. Who can under- | stand his | errors? Cleanse thou | me from | secret | faults.
- Keep back thy servant also from pre-Let them not have do- | minion | over | me.
- 8. Then shall I | be up- | right;
 And I shall be inno- | cent from | great trans- | gresion.
- Let the words of my mouth, and the meditation | of my | heart,
 Be acceptable in thy sight, O Lord, my | Strength and | my Re- | deemer.

Ps. xix. 7-14.

The Lord is my Shepherd



- The Lord is my Shepherd, I | shall not | want:
 He maketh me to lie down in green pastures; he leadeth me be- | side the still | waters.
- He restoreth my soul; he leadeth me in the paths of righteousness, for his | name's | sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil; for thou art with me, thy rod and thy | staff, they | comfort | me.

Thou preparest a table before me in the presence of mine enemies; thou
annointest my head with oil, my | cup runneth | over.

Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the | house of the | Lord for | ever.

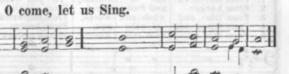
Ps. xxiii.

God, be Merciful unto Us.



- God be merciful unto | us, and | bless us, And cause his | face to | shine up- | on us.
- That thy way may be | known upon | earth,
 Thy saving | health a- | mong all | nations.
- 3. Let the people | praise thee, 0 | God; Let | all the | people | praise thee.
- 4. O let the | nations be | glad, And | sing - | for - | joy:
- 5. For thou wilt judge the people | righteous- | ly,
 And govern the | nations up- | on -- | earth
- 6. Let the people | praise thee, O | God; Let | all the | people | praise thee.

- 7. Then shall the earth | yield her | increase; And God, even | our own | God, will | bless us.
- 8. God will | bless | us:
 And all the ends of the | earth shall | fear | him.

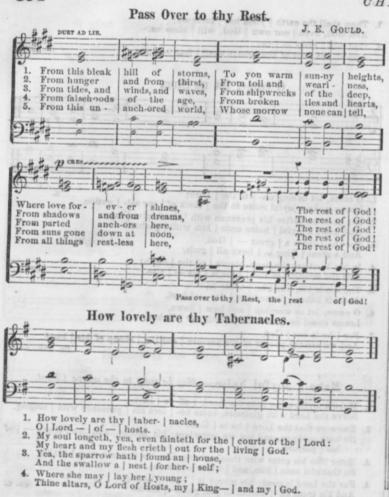


- O come, let us sing un- | to the | Lord; Let us make a joyful noise to the | Rock of | our sal- | vation.
- Let us come before his presence with | thanksgiv- | ing, And make a joyful | noise unto | him with | psalms.
- For the Lord is a | great | God, And a great | King a- | bove all | gods.
- In his hand are the deep places | of the | earth;
 And the strength of the | hills is | his -- | also.
- 5. The sea is his, | and he | made it; And his hands | formed the | dry — | land.
- O come, let us worship | and bow | down, Let us kneel be- | fore the | Lord, our | Maker.
- For | he is our | God, And we are the people of his pasture | and the | sheep of his | hand.
 Ps. xey, i—7.

Make a Joyful Noise .- May be sung to the above Chant.

- Make a joyful noise unto the Lord, | all ye | lands;
 Serve the Lord with gladness, come be- | fore his | presence with | singing.
- Know ye that the Lord | he is | God:
 He hath made us, and not we ourselves; his people, and the | sheep | of
 his | pasture.
- Enter into his gates with thanksgiving, into his | courts with | praise;
 Be thankful unto | him, and | bless his | name.
- For the Lord is good; his mercy is | ever- | lasting, And his truth en- | dureth to | all gener- | ations.

Ps. c.



5. Blessed are they that | dwell in thy | house:
They will | still be | praising | thee.
6. Blessed is the man whose | strength is in | thee,
In whose | heart | are the | ways.
7. Who passing through the vale of weeping | make it a | well:
The carly rain also doth | cover | it with | blessings.
8. They go from | strength to | strength;
Every one appeareth be- | fore— | God in | Zion.

"Not my will, but Thine."
W. IRVING HARTSHORN.

1. "Thy will, not mine," O gracious Lord, My burdened | spir | it | cries,
2. Eternal wisdom cannot err, Nor goodness | be | un | kind,
3. Then should I crave some seeming good, And thou shouldst | deem it |
4. Thus o'er my sorrow-clouded way The bow of | peace shall | shine |
5. And when—O blissful thought—I find In heaven un | bro | ken | rest,

Though oft upon my saddened way Grief's tear drops fill my eyes.
And thou who art thyself the light A. lone canst lead the blind.
In mercy, Lord, the gift with-hold And had 'faith shall aid me still to say, "Thy will be way, not mine was best."

Nearer to thee.

Nearer to thee.

C. M. Wiman.

Nearer my field to thee Near leavel the said of the said of

Nearer, my God, to thee, Near- | er to | thee:
Ev'n though it be a cross That | raiseth | me,
Still all my song snall be, Nearer, my | God, to | thee, | Nearer to | thee.

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