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CHURCH HARMONAST: A COLLECTION OF SACRED MUSIC, CONSISTING OF A CHOICE SELECTION OF

PSALM AND HYMN TUNES, ANTHEMS, INTROITS, SENTENCES, \&c., FROM $I H E$ WORKS OF


CAREFULLY SELECTED AND COMPILED
DY A COMMITTEE.
"Venite exultemus Domino."-Psalm xcr.

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## PREFACE.

The " sacred Harmony," with its admirable Supplement, has done good service to the Churches of Canada; but, for obvions reasons, has been found inadequate fully to meet the wants of the Church and the public generally. Desirous of supplying this want, and furnishing a conplete Sacred Musie Book, to be used by all the Church choirs and congregations under its care, the late Conference appointed a Committee, cousisting of the Rev. Dr Green, President, Rev. Dr. Wood, Ex-President, and Rev. Dr. Jeffers, Editor, with full power to employ competent persons to compile such a work. The Committee, after adding several good and popular musicians to their number, applied to the principal choirs in the Province to aid them in selecting such tunes, from approved authors, as they might wish to have incorporated in the new book. In responding to this call, several parties have rendered valuable assistance, to whom the Committee would tender their grateful acknowledgements.

The labor of compiling has principally devolved upon the Rev. J. A. Wiliams, Rev. N. Burifash, B.A., and J. B. Boustead, R. M. Satage and C. W Coates, Esqrs., who have been, from their youth, engaged in singing our Church Psalmody ; and who, by their ability and persevering industry in bringing the work to maturity, have laid the Committee under lasting obligations, and they hereby tender to these gentlemen their cordial and sincere thanks.

The Committee have now the pleasure of piesenting to the Church and public, a collection of Sacred Tunes and Anthems which, it is believed, will he found second to none now in use, either for purity of style or richness of harmony.

It has not been so much their purpose to present new music to the public as to give anew to the world many pieces hallowed by long use in the sanctuaries of the family and the Church, and endeared to myriads by their power to please, and warm the heart to praise.

Some of the pieces will, doabtless, be considered difficult, and will require a little more than ordinary perseverance to master them; but they are worth the trouble. Try them; and persevere until they are learned. They wil' 'ear singing They are not of the wear-out kind. Many of them bave been devoutly and harmoniously sung by our forefathers.

An effort has been made to correct an evil (loudly and justly complained of ), namely, the alteration, by musical meddlers, of many of our old, well-known tunes ; in consequence of which the majority of worshippers in the congregation are compelled to be silent, while they have as good a right as the choir to sing the praises of God.

Much that is called "Church Music," at the present day, is distinguished by the regularity of its cadences and the chime of its simple harmouy ; but it possesses no power to lay hold of our moral nature, or to inspire us to "sing with the spirit and the understanding also." An attempt has beeu made to exclude everything of a tame, monotonous, imbecile character; and to embody grave, touching, and earapturing tunes, to eukindle Aevotion, and cause the spirit of the Christian to glow with piety.

[^0]
## INTRODUCTION TO THE SCIENCE OF MUSIC.

## CHAPTER 1

## GENERAL DIVISIon

1. There are three distinctions made in musical sounds; or musical sounds differ from one another in three respects. namely:
§2. (1) They may be long or short,
(2) They may be high or lono,
(3) They may be soft or loud.

8 3. From the fact that these three distinctions exist in the nature of musical sounds, arises the necessity of three principal divisions of the sulject, or of three different departments, ne department being founded on each of the above distinctions.
§4. (1) That department which is founded on the first distinction is called Rhythm, and relates to the length of sounds.
(2) That deparment which is founded on the second distinction is called Melody, and relates to the pitch of sounds.
(3) That department which is founded on the third distinction is called Dynamics, and relates to the strength or force of sounds
\$5. General view

| Distinctions. | Departments. | Subjects. |
| :--- | :--- | :--- |
| Long or Short. | Rhythm. | Length. |
| Hhg or Low. | Melony. | Pitch. |
| Soft or Loud. | Dynamics. | Strength or Force. |

66. Each of these departments requires particular exercises, and should be pursued separately, until one department can no longer dispense with the others.
QUESTIONS.

How many distinctions are there in musical soands 1
What is the first distinction? Second 1 Thirl?
How many separate departinents are there in the elementary principles of masic?

What is the first department called ? Second ? Third?
On what distinction in the nature of musical sounds is Rнythm founded?
Meludy $?$ Dynamica?

To what in the nature of musical sounds does RHyTEE rolate 9 Melody 1 Dyuamics ?

## CHAPTER II. <br> PART I. RHYTHM : or

DIVISION OF TIME AND LENGTH OF SOUNDS.
§7. During the performance of a piece of music, time passes away.
This must be regularly divided into equal portions.
[F'or illustrations of this subject, see Masen's Manual of Instruction in the Ele ments of Vocal Music, p. 35.]
8. Those portions of time into which music is divided are called Measures.
§. Measures are again divided in parts of measures.
\$10. A measure with two parts is called double measere;

$$
\begin{aligned}
& \text { " "THREE " TRIPLEMEASURE; } \\
& \text { " " FOUR " QUADRUPLEMKASURE, }
\end{aligned}
$$

\$11. The parts of measures are marked by a motion of the band Thie $i_{s}$ called beating time.
$\oint 14$. Double time has two motions or beats, namely: Downward beat and Upward heat.
\$13. Triple time has three beats, namely: Downward beat, Hither beat, and Upward beat.
\$1.1. Quadruple time has four beats, namely: Dowaward beat, Hither beat Thither beat, and Upward beat.
o 15. Sextuple time has six beata, namely: Downward beat, Downward beat, Hither beat. Thither beat, Upward beat, Lpward beat.
\$16. The character used for sopurating the measures is called a bar, and is made thus:

## ACCENT.

817. Double time is accented on the first part of the mensure.

Triple time as accented on the fort part I the meaure

Quadraple thme is accented on the frot and thitd parts of a measure.
Sexmple time is accented on the first and fourth parts of the measure

## QUESTIONS.

What is that fact in the nature of mosical sounds, from which arises the neces sity of a regular division and marking of the time? What is the most important requisite in all good performances? Ans. Correct time.

What is that which is more difficuli to acquire than anything else in music Ans. Correct time.
What is that in which singers are usually most deficient? Ara. Time.
What is that to which those who are learning to sing are usually unwilling to attend? Ans. Time.

What are those portions of time called into which music is divided 188.
What are those portions of time, smaller than measures, called ? $\$ 9$.
How many parts has double measure ? Triple? Quadruple? Sextuple ?
How do we mark the different parts of measures in music? What is that motion of the hand called?

How many motions or beats has double measure, or double time? Triple? Quadruple ? Sextuple?

What is that character called which is used for separating measures $\boldsymbol{f}$
Note. Observe the difference between a bar and a measure. Do not call a measure a ber
On which part of the measure is double time accented? Triple ? Quadruple ? Sextuple ?

## CHAPTER III

singina im convection with beating time and accent.
18. The teacher gives out a sound to the syllable la (a as in father or in far) at a suitable pitch, say, E or F --first line or space, Treble clef, (disregarding the octave between male and female voices,) and after repeating it frequenty, calling the attention of the school $w$ it in various ways, requires those who feel certain that they can make the sound right, to imitate him; afterward he requires those wh, lhink it probable that they can make it right, to imitate; and, finally, the whotes
§ 19 The pupils are now fequired to beat and sing one la to each beat in dif. ferent kinds of measure. Mind the accent.
\$ $\mathbf{2 0}$ Seat Quadruple time, and sing one la to each beat.
After this has been done, the teacher may wnte on the oacs poard as follows:-
IIe then pohts and says,-
The characters I have written represent the sounds we have sung; they are called notes. Notes represent the length of sounds. Made in this form, they are called Quarter nutes, or Quarters (Crotchets.)

Norz. The aames Crotchets, Minums, tce, are given here. although th is strongly recomananded

* adhery to the more signsecsint lirms, Quarters Haives, although tt is strongly racomamended

121. A sound that continues as long as four quartors, is a wholo sound. Cxer cise. The note representing a whole sound is made thus, $O$ and is called a whole note. (Semilarere.)
E2. A sound that continues as long as two quarters is called a half sound Exeroise.

The note representing a half sound is made thus, $p$ and is called a half noto. (Minim.)
$\$ \mathbf{2 3}$. A sound that continnes as long as three quarters is called Three-quarterm. Exercise. The note representing this sound is a dotted half, thus: $p$.
Note. Dotting a note adds one half to its length
6 24. Beat, and sing to each part of the measure, or to each beat, two sounds. Exercise
We now sing eighths; the note representing an eighth sound is made thus, and is called an Eighth note. (Quaver.)
95. Beat, and sing to each part of the measure, four sounds. Fxercise. We now sing sixteenths; the note representing a sixteenth is made thus, and is called a Sixteenth. (Semiquaver.)
\$26. The teacher may now exhibit all the notes at one view, showing their relative length, thus:

127. Thirtyseconds (Demisemiquavers) may also be exhibrtea, but it is not necessary to exercise on them

$\$ 25$. Sometimes three notes are sung to one part of a measure, or in the usual time of two notes of the same kind. When this is done the figure 3 is placed over or under them thus,


QUESTIONS
By what characters do we represent the length of sounds?
How many kinds of notes are there in common use? Ans. Five.
What kind of a note is this 2 i (writing the note und then beerd)

INTRODUCTION TO THE SCIENCE OF MUSIC.

## Wrat knd of note in this $\rho$ ? this $P$ ? this this ? this ? this 1 (64) <br> The teacher will question, suo, as to the comparative length of notes.

When three notes are sung to one part of the measure, what are they called? How marked ?

## CHAPTER IV.

## varieties of meascire

129. There are different varieties of Double, Trinle, Quadruple, and Sextuple time, obtained by the use of different notes on each part of the measure. Each variety of time is designated by figures, expressive of the contents of a measure, placed at the beginning of a piece of music.
$\$ \mathbf{3 0}$. If the parts of quadruple measure are expressed by quarters, the measure is called pour-rour measure, and is thus marked:
Note. The characters $C$ or are often used to denote quadruple and double measure.
6, however, recommended to discard the nse of them, and substitute numerals in all cases.
8 31. If the parts of quadruple measure are expressed by halves, the measure is called Foor-rwo measure, and is thus marked:

$$
\frac{4}{2} \rho 00010 \rho \rho 0
$$

832. In the same manner let the teacher illustrate all the varieties of measure in common use, as in the following examples:


833. Different kinds of notes may also occur in the samb measure, as in the following examples:


QUESTIONS.
How are different varieties of measure obtained ? \$29.
By what do we designate tho different varieties of measure? Ans. By figurea What do the figures placed at the beginning of a prece of music express? Ans The contents of each measure.

## CHAPTER V.

rests.

8 34. We are often required in music to count or beat certain parts of a measure, or a whole measure, or any number of measures, in sileuce. This is called resting, and the sign for it is called a rest.
§35. Fach note has its corresponding rest, which is nf equal length with the note it represents.
© 36. Exampic. Whole rest. . Halfrest. = Quarter rest. Eighth rest. $=$ Sixteenth rest. 크
The teacher exhibits the rests upon the board
§37. Rliythmical exercises with rests.

$$
\begin{aligned}
& \text { quarter rests. }
\end{aligned}
$$

## CHAPTEK VII.

STAPF, SYLLABLES, CLEFS, LETTERS, INTEPYALQ

0 44. The scale is written on horizontal lines, and on the spaces between those lines Five lines are commonly used for lhis purpose, which, together with the spaces, are called a staff.

EXAMPLE.

945. Each line and space of the staff is called a degree; thus the staff contains nine degrees, five lines and four spaces.
$\$ 46$. If more than nine degrees are wanted, the spaces below or ahove the staff are used; also additional lines, called adped unes.

EXAMPLE.

847. The sound one we will now write upon the first added line balow the staff, two upon the space below, three upon the first line, and so on.

> EXAMPLE.

\$48. In singing, certain syllables are applied to each of the different sunds of the scale. To one is applied the syllable Do. (pronounced doe;) to two, Re, (ray;) to three, Mr, (mee;) to four, FA, (fuh, a as ar. father;) u five, sol, (sole; : (ray;) to lhree, mi, (mee; (lah, a as in father;) to seven, si. (Bee;) and to eight, po, agaiu.
The scale is now sung ascending and descending with $l a$, and also with the approfriare svila
Note. Those teachers who use seven syllables in solmization will oms section 49, and pass to section 50.
$\$$ 49. In singing we apply certain syllables to the somnds of the scale, as for lows:-To one we apply the syllahle FA, ([ronounced fah, $a$ as iu father;) to two sota (sole; ) to three, LA, ( $a$ as in father;) to four, fa; to five, sol ; to six, la ; ta seven, M, (mee:) and to eight, FA, again.
seven, Mr. (mee;) aud to eigh, FA, again.
 olaced upon the eecond sonce. The whoie scale is then written tias:-


## Practise as befare

651. The sounds of cne scate are also named from the first seven letters of the alphabet, namely: A, B, C, D. E. F, and G.

652. When the scale is written as in the first example above, a character callad the Treble Clef is used at the beginning of the staff. This 18 also called the G Clef, and fixes G upon the second line of the staff.
When the scale is written as in the second example above, a character called the Base Clef is used at the beginning of the staff. This is also called the F Clef, and fixes $F$ upon the fourth line of the staff.

EXAMPLE OF the Clefs.

653. The distance or step from any one round in the scale to another is called an INTERVAL.
\$54. In the regular ascending and descenaing scales there are two kinds of intervals, namely: whole tones and half tones.
$\$$ 55. Frum one to two, and from two to three, are whole tones; from three to four is a half tone; from four to five, from five to six, and from six to seven, are whole tones, and from seven to eight is a half tone. Thus there are five whole tones and two semitones in the scale
Nots. It is very important that the pupils should become thoronghly acquainted with the scale, th numerals, lettera, sylables, and intervais, before proceeding any further.
QUESTIONS.

What are those lines and spaces called on whish the scale is written?
The teacher points and asks, Which line is this? Which space is this? \&c. What is each line and space of the staff called 1 How many degrees does the staff canain? When mon than nine digreas ans wanted, what is used?
in the isase "lel, and proint as he asks the following or simmur fuestions:-Tu which sorud of the scale do I now point? The answer shomild lie given by numerals What syllable is applied to one? to two ? \&c. What telter is one? two ? \& ic What syllable is C? D: \&cc. What numeral is Do? Rn? \&c. What numeral is C? D? \&c. What is the distance from any one sound of the scale to aumher called? Ans. An Interval. How many kinds of intervals are there in the scale? What are they called? How many whole tones? How many half tones? What is the interval from 1 to 2 from 2 to 3 ? from 3 to 4 ? se:

## CHAPTER VIII.

OF THE DIFFERENT SOUND3 OF THE sCALE.
\$56. Having become familiar with the scale in its regular progression, we mnst now learn to strike each sound separately, or in connection with any other sound. In order to do this, we must pay attention to each partacular sound. We com mence with three in connection with one.
857. Turfe. The pupils sing by syllables $1,2,3$, and repeat thref several times. After which the teacher should write lessons like the following, and require the whole to sing them.

88. Five. The pupils sing 1, 2, 3, 4, 5-repeat 5 . Sing $135,153,31$ \%, $351,513,531$, scc. The teacher sings similar successions to the syllable la: the pupils determine what they are, and answer by numerals.
The teacher writes lessons like the following:-

\$59. Eight. Sing the scale and prolong 8. Sing 1, 3, 5, 8. Sing those four sounds in the following order:-

| 1358 | 3158 | 5133 | 8135. |
| :--- | :--- | :--- | :--- |
| 1385 | 3185 | 5183 | 8133 |
| 1538 | 3518 | 5318 | 8315 |
| 1583 | 3581 | 5381 | 8351 |
| 1835 | 3815 | 5813 | 8513 |
| 1853 | 3851 | 5831 | 8531 |

The tenter

EXAMPEE IN TWO PARTS.


In singirg the above and similar lessons, let the male and female voices be formed into separate casses, and sing each of the parts alternately.
§60. Seven. Sing the scale and prolong 7. Seven naturally leads to 8, or after 7 we maturally expect to hear 8 It is perfectly easy to sing 7 iu connection with 6, wr immediately succecding to 8 . In order, therefore, to strike 7 correctly, and separately, we must think of 8 . This will serve as a gitide to 7.
§ 61 . The tencher gives out similar lessons to the following: 5878,3 8 78 , $1878,1387,3587,1587,187,397,587$, Sce. Also, 17,37,57, \&c.
leessons like the foilowing may be written and sung in one of two parts

$\$ 62$ Four. Sing the scale and dwell on 4. Four naturally leads to 3, as 7 does to 3. Three, therefore, is the gruide to 4.

$$
\$ 63 \text { The teacher gives out, } 134,534,834 \text {, \&c., also } 14,54,84 \text {, \&c. }
$$


604. Two. One or taree will either of them guide to two.

EXAMPIE

165. Six. Sing the acale and prolong 6. Five will guide to 6.


Nots. The teacher will spend more or less time upon the foregoing chapter, according to circuinstances. It is however quite important; and if sutticieut tuaie be spent upon these exercises, the easter will all thal follows be acquired

## QUESTIONS.

When we have learned the scale in its regular progression, and when we desire to learn each sound separately, with what do we commence in connection witn one? Ans. Three. Sing one. Sigg tliree. What sound do we take after one and three ? Ans. Five, Sing one. Sing three. Sing five. What sound do we take next ? Ans. Fight. (Sing as before.) What sound do we take alter eight ? Ans. Seven. What is the distance from seven to eight? To what does seven naturally lead-nt what does the ear naturally expect after seven? Ans. Eight. If we would strike seven correctly, what must we think of as a guide to it? Ans. Fight. (Practisc.) After one, three, five, eight, and seven, what soumd do we take? Ans. Four. To what dues four naturally lead? Ans. Three. What is the distance from three to four? What is the guide to four? (Practise.) After four what sound d we take? Ans. Two. (Question and practise.) After two what sound, \&c. Aus. Six. (Question and practise.)

## CHAPTER IX.

Extension of the scale and classification of the difperent minds of voice.
§66. We have thus far become acquainted with the scale of eight sounds; but, generally, every one has a greater compass of voice than is required to sing the scale, and can extend it upward above eight ; or downward, below one.
$\$ 67$. When we sing above eight, we consider eight as one of a new scale above; and when we sing below one, we consider one as eight of a new scale, below
868. Example of the scale extended abuve and below.


## QUESTIONS.

When we sing higher than the scale, what do we consider eight 1 When we aing lower than the scale, what do we consider one? What letter is applied to one of the upper male? To two? \&c. What syllable? So also question with respect to the lower scale.
69. The human voice is naturally divided into four classes, namely, lowest male voires. or basz; highest male voices, or tenor; lowest female voices, or alto; highest fumaio voices, or treble. Buyb, befure their voices change, also sing the Alto.

## EXAMPLE.


70. Practise the foregoing example as follows. The Base commence with G,
the lowest sound; at $\qquad$ E they are joined by the Tenor, and both proceed to
gether to $\overline{\square!0}$ Here the Alto unite, ant tho three parts sing together
 On this note the Base stops and the Treble begins. The Treble Altu, and Tenor go on to ?
or $\rightarrow \frac{70}{7}=$
Here the Alto stops, and the Treble roes on alone. In desceud.
ing, let the c-vera. parts unite on tnat note on which they stopped in ascending, and stop on that ante on which they commenced in ascending.
\$71. The Treble or G Clef is commonly used for Tenot and Alto; but when used for Tenor it always denotes $G$ an octave, or eigr notes lower than when used for Treble.

## EXAMPLE.



The same sound or unison, namely: middle C is here represented by tne Tenor Clef on the third space, and by the Treble Clef on the first added line below.
$\$ 72$. The teacher should here explain the difference between the male and female voices, showing that the latter naturally sing an octave higher than the former. In order to prove this, let him give out the middle C as a pitch,
namely, $\qquad$ , and require the female voices to imitate him. They will, in almost all cases, sing an octave higher, namely, (\$二, unless they have been already tanght to distinguish between the two. To make it evident to them that they du siug au octave nigher, the teacher shomld require them to dwell upon tho
sound (g) , while he, beginning with $\qquad$ , sings the whole ecale, mecending
be has done this, they will perceive that he now sings the same soand shem, or that his voice is in unison with theirs. It is important that thes distnction should be mearly and practically understood.

$$
\text { See "Manual" Adpendx for the Teacher, chap. } 37 .
$$

## QUESTIONS.

Into how many classes is the buman voice naturally divided? What are the 1owest male vonces called 1 Highest? What are the lowest female voices called! Highest? What part do boys sing? Which Clef is used for Tenor and Alto? When the Treble Clef is used for Tenor, dues it signify $G$ an octave higher or luwer than when used for Treble? What is the natural diference, or interval, between male and female voices?

## CHAPTER X.

chromatic scale.
\$73. Let the teacher write the scale on the board, and review what was said m chap. vii, by asking questions similar to those found at the end of that chapter.
In writing the scale, leave room between the whole tone intervals for inserting the semitoues.

EXAMPLE.
EXAMPLE.

8 74. Between any two sounds, a tune distant from each other, as from one to two, S.c., anothor sound may be sung. Thus all the whole tones may be divided, and a scale be formed of semitones only, called the chromatse scale.
975. The semitone between any two sounds, a whole tone distant, may be nbtained either by elevating the lower of the two, or by depressing the upper.
f 76 . In ascensting, the semitores are usually obtained by elevation. The sign of elevation is made thus $⿻$ H, and is called a sharp. A note thus elevated is said to be sharped.

The teacher may now introduce the sharped notes, so as to present the following exaruple:-


67\%. In descending, the semitones are usually obtained by depression. The oign of depression is made thus $b$, and is called a fat. A note thus depressed is said to be Ralled.

## Exhibit the following example, in connection with tho other.


\$78. In speaking of the altered notes (sharped or flatted) by numerals, we always say, sharp one, sharp funr, flat six, Ant seven, Noc. ; but in speaking of them by Jetters, we say, C sharp, D sharp, E, Hat, B Hat, se.
§ 79. A sharyed note naturally leads upward, or after a sharped nose the ear naturally expects the next note above it; hence, the nute above is always tne guide to a sharped nute.
880. A flatted note naturally leads downward; hence the note below is always the guide to a flatted note.
§ 81 . When a note is sharped, the syllable appropriated to it in solmization terminates in the vowel sonnd $e$-thus Do becomes when sharped, De; Rae be comes $\mathrm{Re} ; \mathrm{Fa}, \mathrm{Fe}$, \& c.
882. When a note is flatted, the syllable approprated to it terminates in the vowel sound $a$ (as in fate)-thus, Do becomes Da; Si Sa; La (lah) Lay, \&c.
of Wis. When a sharped or flatted note is to be restored to its natural sound, the foliowng character , called a natural, is placed before it. A natural takes away the force of a flat or sharp.

## QUESTIONS.

Which of the intervals of the natural scale (Diatonic) may be divided ? Ans. The whole tones. What is that scale called which is formed wholly of semit ines? In how many ways may the semitones be obtained? In ascending, how do we obtain the semitones? What is the sign of elevation called? In descending, how are the semitones obtained? What is the sign of depression called? Does a sharped note lead upward or downward? What note is the guide to a sharped note? What is the guide to sharp fur ? sharp two? \&c. Does a flatted notr lead upward of downward? What note is the guide to a flatted note? What is the guide to flat six? flat three? \&c. When a note is sharped, with what vowel sound does the syllable applied to it terminate? What syllable is applied to sharp four ? slarp six ? \&c. When a note is Hatted, with what vowel sotud does the syllable apprupriated to it terminate? What syllable is applied to flat three? flat seven? \&c. Whiated to it terminate? sharped or Hatted nute is to bo reshred, what character is used? What is the use of a natural ?

## CHAPTER XI

TRANSPOSITION OF THE SCALE.
884. In all our exercises, hitherto, we have taken $C$ as one of the ecalo, or a the key note, or tonic When $C$ is thas taken for one sto enale is said to be is its
natural position, the natnral key being that of $C$. But any other letter may be taken no one of the scale; and when this is done, the scale is said to be transposed. Thus, if D be taken as one, the scale is said to be transposed to D, or to be in the key of D ; if E be taken as one, the scule is said to be in E . \&.
\$85. In the transposition of the scale, care must be taken to preserve the relative order of the tones and semitones; that is, from three to four, aud from seven to eight, must always be semitones, and the rest whole tones, whatever may be tuo key.

## EET OF $G$; FIRST TRANSPOSITION BY sHARPS.

The teacner writes the scale in $C$, on the upper staff, on the board, and says:-
86. We will now transpose the scale to $G$, or take five of the $C$ scale as one of a new scale.
He writes the scale, beginning with G, on the lower staff, directly under the C scale, and then
88. We will now proceed to examine the $G$ scale, and see if the semitones are right.

Nots. In order to find out the proper interval from one sourd to another, in the scale in any three a whole tone: from three to four a half tone, sce: but in be a whole tone: from two to actual interva! from one sound to another, we must examine it by letters: thus, from $B$ to $D$ is a whole tone, sic

## Examination.

Ques. What mast be the interval from one to two ? Ans A tone
Ques. What is the interval from G to A 1 Ans. A tone.
Pointing at the same time to the letters on the C scale
Thus we see the first interval is right.
Ques. What must the interval be from two to three? Ans. A tone.
Ques. What is the interval from A to B ? Ans. A tone
Pointing as before.
Ques. What must the interval be from three to fourl Ans. A semitone.
Ques. What is the interval from B to C ? Ans. A semitone.
Ques. What must the interval be from four to five? Ans. A tone
Ques. What is the interval from C to D? Ans. A tone.
Ques. What must the interval be from five to six ? Ans. A tone.
Ques. What is the interval from D to E:? Ans. A tone.
Ques. What must the interval be from six to seven? Ans. A tone.
Qres. What is the interval from E to F ? Ans. A semitone.
The teacher now observes, - Since the interval from six to seven must be a tone, and since from $E$ to $F$ the interval is but half a tone, we must sharp $F$, in order to
preserve the proper onder of the intervals in the scale of $G$. He writes a sharp before $F$, and pointing asks.- -

Qwes. What fetter is seven nuw ? Ans. F sharp.


Ques. What must be the interval from seven to ougnt Ans. A semitnon.
Ques. What is the interval from F柋 to G? Ans. A semitupe.
§88. The teacher observes, In trausposing the scale to G , we hare found ona sharp necessary, namely, before $F$. Instead of writing this sharp beiore every $\mathbf{F}$ which may occur in a piece of music in this key, it is placed once for all. at the commencement of the piece, on the letter altered. It is then called the stanatiras of the key. Thus one sharp. or $F \neq$ is the signature of the key of $G$. When there is neither Hat nor sharp in the signature, it is said to be natural: it is then the sig nature to the key of C
\$89. A sharp or flat in the signature affects all the notes on the letter on which it is placed; not only those whichare written on the same degree of the staff, but also those which are written an octave higher or lower
590 . The scale being now transposed, the numerals and syllables applied to it have all changed their places; but the letters remain as before, with the exception that $F$ 井 is substituted for $F$.
\$91. In the transposition of the scale from $\mathbf{C}$ to $\mathbf{G}$, it is carried a fifth higher or a fourth lower. Thus, a ffith above is the same thing as a fourth below.
Explain and illustrate

## QUESTIONS.

When the scale is in its natural position, what letter is one?
Where any other letter than C is taken as one, what is said of the scale? Ans. It is transposed.
In transposing the scale, of what must we be particularly careful? Ans. The order of the intervals.
In transposing the scale to G, what sound 18 it necessary to alter? Aus Four. What must we do to it? Ans Sharp it. What does the sharp fourth become in the new key 1 Ans. Seven
What is the signature to the key of G? Ans. F\# Why is F\# necessary in the key of G ? Ans. To preserve the relative order of the intervals.

What is the signature to the kev of C? Aus. Natural.
How much higher is the key of $G$ than that of $C$ ? How much lower is the key of $G$ than that of $C$ ?
Nore. Tunes in the key of $G$, whose rhythmical construction is not too dufficult, may now be introduced and practised
key of D; second transposition by sharps
§92. The key of D is examined in connection with that of G , in the same man. ner as was $G$ with that of $C$. A new sharp will be found necessary, namely, on $C$, which having been found as hefore, the teacher remwes it to the signature, and then presents to tho school the key of D) with two sharps.

## QUESTIONS.

In tramsposing the scale from G to D, what sound must wa aiter? Ane. Fors What muet we do with it? Ans. Sharp it. What does the suarp fourth bocores

To the new key? Ans Beven. What is the signature to the key of D? Ans. Two sharps. What letters are sharped ? Ans. $F$ and $C$. Why are these sharpa necessary in the key of D? Ans. To preserve the proper order of tones and semitones in the scale. Ilow much higher is the key of $D$ than that of $G$ ? How much lower ? Tures in the key of 1 D may now be introduced.
KEY OF A; THIRD TRANSPOSITION BT SHARPS

5 9:3. Fxamine the key of $A$ with tbat of $D$; and investigate the scale by the ames procees as beiure

Questions, after the same manner as at 092
Introduce tunes in A .
§9.1. It will be perceived, that if the fifth of any key, natural, or with sharps in the signature, be taken as one of a new key, a new sharp must be introduced, namely, gn the fourth; which sharp fourth becomes the seventh in the new key.

> KET OF E; FOURTH TRANSPOSITION BY SHARPS.
95. Examine the key of $E$ in connection with that of $A$, and proceed as Defore.

Questions after the same manner as at $\langle$ 92.-Sing tunes in $\mathbf{E}$
\$96. It is not necessary to proceed further in the transposition of the scale by tarpw, as others very seldom occur.

## CHAPTER XII.

mey of F ; first transposition er plats.
6 97. In the transposition of the scale, we have hitherto always taken five as one of a new key; we will now take four as such.
98. The teacher writes the $C$ scale on the upper staff, and the $F$ scale (without the signatire) below it, and investigates as before. It will be found that from three to four is a whole tone; and a flat must be introduced on seven, of the C scale on $B$, in order to preserve the relative order of tones and semitones in the new key of $F$.
§9). The teacher may explain in relation to this transposition after the same raminer as at $\$ 88$.
6100. In the trausposition of the scale from C to F , it is carried a fourth higher, or a fith louer; thus a fourth above is the same as a fiflh below.

## QUESTIONS.

In transposing the scale from C to F , what sound must we alter ? Ans. Seven. What must we do with seven? Ans. Flat it. What does the flat seventh become in the now key 1 Ans. Four. What letter is seven in the key of C? Ans. B. What lotter is four in the key of $F$ ? Aus. Bb. What is the signature to the key of F : Ama. One flst. What letter is fatted ! Ame. B. Why is Bb necesary in
the key of F? How much higher is the key of $F$ than that of C 1 Huw male lower?
Tunes in F may be introduced.
kEy of Bb, second transposition bi flate
1101. The fourth from $F(B D)$ is taken as one, and the scale investigated as befure. They will find that $E$, the seventh in the key of $F$, must be Hatted. Questions as at $\downarrow 100$.-sing tunes in Bb.
KEY OF Eb; third transposition rt flats.
$\$ 102$. In examining the scale in E b, it will be found necessary to fiat A. Questions after the same manner as at $\$ 100$.
8 103. If the fourth of any key (natural, or with flats in the signature; a taken as one of a new key, a new flat must be introduced, namely, on the seventh; which flat seventh becomes four in the new key.
introduce tunes in $B$ b.

## kEy of Ab; fOURTh transposition by flats.

0 104. In examining the scale in $A b$, it will be found necessary to flat $D$.
Questions after the same manner as at 0100 . $\operatorname{Sin}_{;}$in Ab
$\oint$ 105. Further transposition by flats is unnecessary. Others, nowever, may be exhibited and explained, if the teacher thinks pruper.
For further remarks and isfustrations, see "Manua :"

## CHAPTER XIII.

## MODULATION INTO REEATINE KEYS.

$\$ 106$. Preparatory exercises.

1. The scholars sing the $C$ scale; then assume two as oue of another scale, which they also sing through; then threa; then four, and so on. A scale is formed upon each, as far as the voice exteudu.
2. They take eight, seven, six, \&c., as five, and complete the scale, ascending aind descendiug.
3. Simifar exercises should be practised, until the scholars can immediately take any sonnd which is given them, and consider it as any other sound, and from that form the scale, upward or downward.
$\$ 10 \%$. When, in a piece of musis, the acale is transposed, such change is called modllation.
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FIRST MOLULATION, OR FROM ONE TO IITE.
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From $C$ to $G$
$\oint 108$. What is the signature to the key of C 9 What is the signature to the key of GI

## What is $F$ in the $G$ scale 1 Ans. Reven.

## Fo what does $F$ tead? Aks. To (

© 109. F in the note of modulation from the key of $C$ to that of $G$. The enarp fourth is always crie note of modulation from any key to its fifth.

Questions. What is the note of modulation from $C$ to $G$ ? From $D$ in $A$ ? From A to E? From F to C ? \&s.
0110 . When modration occurs, the melodic relations of the sounds, and often the syllables, applied w solmization, must be changed according to the new key. $\oint 111$. When a modulation occurs from C to $\mathrm{G}, \mathrm{C}$ appears no longer as one; but, according to the G scale, as four; A as two; D as five \&c.

EXAMPLE.

112. RuLs 1 If several notes, on the same degree, occur before the note of modulation, the chanpe is most conveniently made on the last.
See the above exarnpie, where the second note on $D$ is changed to five.
6113 . Rule.2. If no two notes, on the same degree, precede the note of modulation, tha change should be made on a note somewhat longer than the rest.

\$114. Role 3. 1f long notes are not to be found on which the change can be made, we must quickly regard the second or third note, before the note of modulation, as belonging to the coming key.


Nors The teachor will be able to pount ous numorous examples, st they cocur in aumot every nure of unes.

## ECOND MODURATIOM, OR PROM C TO F。

115. What is the signature to the key =f C ?

What is the signature to the key of Fi
What is Bb in the F scale? Ans Four
\$116. Bb is the note of modulation, from the key of C to that © F . The flat sevanth is alwnys the note of modulation from any key to its fourth.

Quesirons. What is the note of modulation from $C$ to F ? From F to Bb ? From G to C? de.
§ 117 . See $\$ 110$
§ 118. When a modulation occurs from $C$ to $F, C$ appears no longer ato one but, according to the $F$ scale, as five, $D$ as six, \&cc.

§119. Rules the same as at $\$ 112,113,114$.
6140 . These two modulations are the most common. It is not thonght neces sary to speak of others in this place. Further remaris may be found in tho "Mary to spe
© 12 1. In such changes as usually occur in Psalmody, extending only to one or two measures, it is not advisable to make any change of кvilables, but merely to ar ther the termination of the note of modulation; but in longer pseces, or where the change is continned for sonme time, not only that part which has the note uf modulation, but also the other parts, should adopt the solmization of the new key.

QUESTIONS.
When the scule is transposed, what is such change called ? What is the most common modulation? Ans. From one to five. What the next? Ans. From one to four.
When modulations occur, what must be done with the syllables ? Ans. Changea according to the new key.

## CIIAPTER XIF.

## MNOR scate

1122. Hitherto we have sung semitones hetween three and four, and between seven and eight, and this is tho order in which they must always occur in the natu ral scale. But there is another scale, nut uatural, but artificial, in which the eemi unes are difformtily placesi

## NTRODUCTION TO THE SCIENCE OF MUSIC


123. The teacher should sing the Minor scale slowly, carefully, and repeat edly, until the pupils can tell him what sound he flats in ascending, and what sounds he flats in descending; and where the semitones occur
$\$ 12$ in ascending (Minor scale) the third is flatted; in descending, the coventh, sixth, and third are flatted
§125. In ascending (Minor scale) the semitones occur between two and three, and seven and eight; in descending, between six and five, and three and two.
126. This scale is called the minor scale or mode, (by the Germans moll, soft,) because it moves on more softly and gently than the other which we have hitherto practised, and which is called the major scale, or mode, (by the Germans, dur, hard.)

See "Menual," 449
§ 127. Instead of marking the flatted sounds of the Minor Ceale, one by one, with flate, as in the above example, we mark them in the signature.

## EXAMPLE



112\%. As six and seven are not flatted in ascending, we are now obliged to alter these two sounds from the signature, by the sign of elevation; in this case a natural.
149 . It will be perceived that Eb Major has the same signatare as C Minor, namely, three flats.
$\$ 130$. Every Minor scale has the same signature as the Major scale, which is based on its third. Hence these two are said to be related. C Minor is the relaGive Minor of E O Major; and Eb Major is the relative Major of C Minor.

6 131. The letters and syllables are the same in the relative modes, but the *amorals are changed. Thus, the syllable Do is applied to EW in both cases, dhoagh it is one in the Major, and three in the Minor mode.

139 . If the sigatare is three flats, the music may be either in Eb Major, or C Minor In which of the two it is, however, can only be known by an examina-
t tion of the scale or chords, or by the ear, which, when practised, immediately dietingurshes the one from the otner.
$\oint 133$. If the Minor scale is practically understood in C , it will be easy to transpose it to any of the other letters. Some of the most common Minor modes should be written upon the board, examined, and practised.

## QUESTIONS

In the ascending Minor scale, what sound is flatted?
In descending ?
In the ascending Minor scale, where is the first Bemitone ?
Ans. Between two and three. Where the second?
In descending, where is the first semitone found?
Ans. Between six and five. Where the second?
What two sounds of the ascending Minor scale must be altered from the signsture? Ans. Six and seven. What must be done to them? Ans. They must each be raised a semitone.

What is the relative Major scale to C Miror? To D ? To E? \&c.
What is the relative Minor scale to C Major? To G? To D? \&c.
What syllable is applied to one in the Major mode? In the Minor ? \&c.
Which mode is the most common, Major or Minor? Ans. Major.
Which is the most brilliant or lively? Which is the most mournful? Which best expresses joy or praise ? Which best expresses sorrow, grief, penitence?

## CHAPTER XV.

INTERVALS.
0 134. We have hitherto spoken of the intervals of a tone and semitone, but there are also other intervals, namely, seconds, thirds, fourths, fifths, \&uc.

EXAMPLES.

1. Unison.


Nors Althougn the unison is not strictly an interval, yet, in the theory of music, it is apoleod of and treated as one
2. Seconds.


014. Syncopated notes. When a note commences on an nnaccented, and continued on an accented part of a measure, it is called a syncopated note.
11.1. Pause. When a note is to be prolunged beyond its usual time, a cha115 . Stacculo is placed over or under it. Example: o.
manner, it is said to be staccato.

146. Legato. When singing is performed in a smooth, gliding manner, it is said to be Legato
Note. The distinction between Staccato and Legato is very important, and should be well and (17 Tiou
91-17. Tie. A character called a Tie is used to show how many notes are to be sung to nus syllable. The same character is often used to deuote Legato style. Example: .
11.8. Repeat. Dots across the staff require the revetition of certain parts of the piece.


Question an this chapter.

## CHAPTER XVII

## PART III. DYNAMICB.

149. Musical sounds may be either soft or lond. From this fact, in the nature of musical sounds, arises the necessity of the third department in the elements of music. called dynamics, which treats of the force or strength of sutuds.
150. A sound, be it loud or soft, must still be of a good quality It must sever be so suft or so loud, as to injure the quality of tone.

## DYNAMIC DEGREES.

9 51. Mezzo. A sound produced by the ordinary exertion of the organs is a medium or middle sound: it is called mezzo, and is marked $M$.
momed: is in callod prano. (promounced neaxo, and is mand of the organ is a soft
a loud sound; it is called porteduced by a strong or fill exertion $x$ the organs th is called rorte, and is marked $F$.
become technical terms in music, and are used by all nations, by long usage, have 6 155. Applications of the that are used by all nations.
6 155. Applications of the three principal Dynamic degrees to the scale.

0156.
tion of the Pianissimo. If a sound is produced by a very small, but careful exercalled pianissimo, (pronounced peanisser so loud as to be a good audible tone, it is alled pianissimo, (pronounced peanissemo,) and is marked PP.
\$157. Fontissimo. If a sound is delivered with a still greater exertion of the organs than is required for Forte, hut not so loud as to degenerate into a scream, ortissimo, and is marked FF
§158. The five Dynamic degrees, applied to the scale:


## CHAPTER XVIII

## DYNAMIC TONES.

§159. Organ tone. A tone which is commenced, continued, and ended with an equal degree of force, is called on organ tone.
Note. The organ tone should be exclusively practised in the first stage of a musical education. It is difficult to acquire a firm, steady, equal tone. Untu thas is acquired the pupu should
not attempt any other Dynamic tone
160. Crescendo. A tone commencing soft and increasing to loud is called
a crescendo tone; and is marked cres. or a crescendo tone: and is marked cres. or
a 16 . Diminuendo. A tone commencing loud and gradually diminishing to or 169 a DIMINUENDO TONE, and is marked dim. or
called a swerming tone, ar a swecting of a union of Crescendo and Diminuendo it s 163 . Crescendo. Diminuenc. It is marked $\qquad$
\$163. Crescendo, Diminuendo, and Swodl, are not only applied to individuad tones, but also to passages in music.
siug the reebe in Crencendo. Diminnendo. and swalime mones.
-164. Pagasure tone. If a singse short sound is sung with a very sudden forcible Crescendo, or Swell. there arises the Pressure tone-marked $<$ or $<>$ It is often applied to sy $A$ tated passages.
§ 165 . Explosive tone. A single short sound which is struck suddenly, with very great force, and instantly dimimished, is called an explosive tone. It is marked $>$, or $f z$. (forzando, or $8 f$. (sforzando.)


The practice of this tone is calculated to give great power and strength to the voice.
166. Expression. The proper application of Dynamics to music constitutes essentially that which is usually called expression. Dynamics should be much practised; no other exercises have such a powerful tendency to bring out, strengthen, and improve the voice.
See "Manual," for mose particular instructions.

## CHAPTER XIX.

expression of words, in connection with sounds, and miscellaneous directions.
816\%. Besides the Dynamic designations of the last chapter, vocal expression depends essentially on Articulation, Accent, Pause, and Emphasis.
168. Vowel sounds. The vowel sounds only should be sustained in singing. It is on these alone that the voice should dwell. They should be delivered with sccuracy, and carefully prolonged, withoat being changed. To insure this, the organs of sound should be immovably fixed from the beginning to the end of a sound; not the least change should be allowed in the position of the lips, teeth, tongue, or throat; nor indeed of the head or body.
§ 169. Consonants. Articulation is almost entirely dependant on the consonants. These should, therefore, receive very particular attention, and be delivered or articulated very quickly, smartly, forcibly, distinctly, and with the greatest precision. The neglect of a careful utterance of the consonants is a principal cause of indistinctness in singiug.
$\$ 170$. Accent. Accent is as important in singing as in speaking. If the poetry be regular in its construction, aud is properly adapted to the music, the accentustion $\mathrm{o}_{\text {E }}^{\text {tha }}$ two will correspond. If otherwise, that of the former must, in general, be attended to, and the musical accent made to conform to it.
\$171. Pajsk. Pauses, both grammatical and rhetorical, are also essential to rood singing. In general, whe: necessary, they mast be ublained, not by a pause
in the time, the computation of which should be regularly carfied ons, bat by shortening the preceding note; as in the following example, namely:-

\$74. Emphasis. Emphatic words should be given with a greater ur less de gree of the explosive tone, ( 8 f., ) without reference to rhythmical accent. In coun mon psalmody its application is often very difficult, from a want of a proper adaptation of the poetry to the music, or appropriateness of one to the other. The effect of Emphasis may often be increased by a momentary pause.
$\$ 173$. Opening of the mouth. The mouth should, in general, bo so far opened as to admit the end of the fore finger freely between the teeth. Singers do not usually open their mouths sufficiently wide to give a free and full passage to the sound.
§174. Taking breath. (1) In taking breath make as little noise as possible, (2) Let it be done quickly, and without any change in the position of the mouth.
(3) Never breathe between the different syllables of the same word.
(4) When several notes come together, to one syllable, do not breathe between them, except in long running passages, or divisions where it canmot be avoided.
(5) Words which are intimately connected in sense, as the article and its noun, or the preposition and its noun, should not be separated by taking breath.
(6) The practice of breathing at a particular part of the measure, or of rhythmical breathing, should be avoided.
(7) Take breath no more frequently than is necessary.
(8) Exercises on the explosive tone ( $f z$.) will greatly assist in acquiring the art of taking breath.
$\$ 175$. Quality of tone. The most essential qualities of a good toue are purity, fulness, firmness, and certainty.
(1) A tone is PURE, or clear, when no extraneous sound mixes with it; imptre, when something like a hissing, screaming, or huskiness is heard. Impurity is usually produced by an improper position of the mouth.
(2) A tone is furc, when it is delivered in a free and unconstrained use of the appropriate organs of sound. A tone is Faint, when it is produced by a careless or negligent use of the organs.
(3 and 4) A tone is Firm and certain, which, being correctly given, is beld stearlily, without change; and which seems to be perfectly under the control of the performer. Hence the following are fauts, namely:-
(1) Striking below the proper sound and slidiug up to it, as from five to eight, \&c.
(2) A wavering, or trembling of the voice.
(3) A change just at the close of the tone, produced by a careless relaxation of the organs, which should alwaye be beld firm and immovable in their orover our tou uutil the sound camses

## EXPLANATION OF MUSICAL TERMS

Adagio (or Ado.) signifies the slowest time.
A 1 libtum, at deasure.
1 fiettuoso, in a style of execution adapted to express affec
tion, tenderness, supplication, and deep emotion.
Allegro, a brisk and sprightly movement
Allegretto, less quick than Allegro.
Alto, Counter, or high Tenor.
Amoroso, in a soft and delicate style.
Andante, with distinctness. As a mark of time, it implies a medium between the Adagio and Allegro movements.
Andantino quicser than Andante.
Anthem, a musical composition set to sacred prose.
A tempo, in tume.
Bass, the lowest part in harmony.
Brs, this term denotes a repetition of a passage in musc. Caniabile, elegant, graceful, melodious.
Canto, song ; or, in choral compositions, the leading melody Chorus, a composition or passage designed for a full choir. Chromatuc, a term given to accidental semitones.
Con furia, with toldness.
Crescendo. Cres., or $\longrightarrow$ with an increasing sound. Con spirito, with spirit.
Da Capo, or D. C., close with the first strain.
Diminuendo, Dim., or $\Longrightarrow$, with a decreasing sourd.
Dirge, a piece composed for funeral occasions.
Divoto, in a soremn and devout manner
Duetto, or Duel, ma sic consisting of two parts.
Dulce, sweetness, sofuess, gentleness, \&c.
Expressivo, with expression
Forte, strong and full.
Fortssamo, very loud.
Fugue, or Fuge, a plece in which one or more of the parts
lead, and the rest follow in duffereat utervals of wue

Forzando, [or $f z$.] the notes over which it ts placed are to be boldly struck with strong emphasis.
Giusto, in an equal, steady, and just time.
Grave, Gravemente, deep emotion.
Grazioso, graceful ; a smooth and gentle style of execution, approachung to piano.
Harmony, an agreeable combination of musical sounds, or different melodies, performed at the same time.
Interlude, an instrumental passage introduced between two vocal passages.
Interval, the distance between any two sounds.
Largo, somewhat quicker than Grave.
Larghetto, not so slow as Largo.
Legalo, signufies that the notes of the passage are to be der
formed in a close, smooth, and gliding manner.
Lento, Lentemente, slow.
Melody, an agreeable succession of sounds.
Mezza roce, with a medium fulness of tone.
Mezza, half, middle, mean.
Moderato, between Andante and Allegro.
Oratorio, a species of musical drama, consisting of aurs, re citatives; duets, trins, choruses, \&c.
Ooet ture, in dramatic music, is an instrumental strain, which serves as an introduction.
Orchestra, the place or band of musical performances.
Pastorale, a composition generally written in measure o 6-4 or 6-8, the style of which is soothing tender, and delicate.
Piano, or Pra, soft.
Pranessumo, Praniss., or PP., very soft.
Pomposo, grand, dignified.
Presto, quick.
Prestissimo, very quielt

Quartetto, a composition consisting of parre aut in ot ath occasionally takes the leading melody.
Quintetto, music composed in five parts, anch on whines. no sional! y takes the leading melody.
Recitaitive, a sort of stvle resembling speaking.
Rippernno, full.
Sempre, throughout; as sempre piano, eoft thrownt nit
Soprano, the treble or higher voice part.
Sostenuto, sustaining the sounds to the uthome , inerl nominal length.
Staccato, the npposite to Legato, requiring a atan what late, and distinct style of perlormance.
Siciliano, a composition written is meastia iy 4 or 6-s.
to be performed in a slow and gracefur ite . 1 .
Soave, agreeable, pleasing
Soto Voce Dolce, with a swertness of come
Spirituoso, with spirit.
Solo, a composition designed for a single vowe ar netrument.
Vocal solos, duets, \&c. in modern music, an, twaliy aco companied with instruments.

Symphony, a passage to be executed by instruniris. Thile the vocal performers are silent.
Tempo, tume.
Tasto Solo, denotes that the movement should be
with no other chords than unisons and octaves.
Trio, a composition for three voices.
Tutti, all, all together.
Veloce, quick.
Vigoroso, with energy.
Verse, one voice to a part.
Vivace, in a brist and livelv manner.
Volit, tam over.

## THE CANADIAN

## CHURCH HARMONIST.

## HYMN 540.

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> mpux en.
> Gethsemane. L. M.




Irish. C. M.






St. Matthews. C. M. Concluded.







Trinity. C. M.


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\begin{aligned}
& \text { Liverpool. C. M. }
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|  | Martyrdom. C. M. |  |
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| mras en $\quad$ Harmonia. C. M. |  |  |
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St. Stephens. C. M.
Rev. w. JONES

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Condescension. C. in.



## Broomsgrove. C. M.


Talk with os, Lord, thyself reteal, While here o'er earth we rove; Speak to our hearts, and let us feel The kinit-ling of thy lore, The kimiling of thy love.






aryw sam Axbridge. C. M.










Attercliffe. C. M.






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St. Mary's. c. m.

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Compassion. S. M.




Reuben. S. M. Concluded.


Boylston. S. M.
L. MASON.


Faloon Street. S. M.

| $132 . \mathrm{mmx}$ | Isaiah. S. M. | nomrox |
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Mansfield. S. M. Concluded.



# Great is the Lord, our God, And let his praise be great; He makes his church-es his a - bode, Mis most de-light - ful seat. 

 (f-3,

HYMN 387.
Shrewsbury. S. M.
HARWOOD.

Pris - hers of hope a-rise, And see your Lord ap -pear : Lo ! on the wings of low he fles, And urings redemption hear.



Cranbrook. S. Mi.






HYMN 673.
Sacrifice. S. M.



Christianity. S. M. Concluded.

Narenza. S. M.




Thatcher. S. M.

## Harmony. S. M.







Cleft of the Rock. Conchuctū.

l.et all within us feel his power, And silent bow before his face; I Who know his powr, his grace who prove, Serve him with awfe, with reverence love, Serve, fe.



| Admah. (6 lines 85.) |  |  |
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| 156 mrmen Plymouth Dock. 16 lines 88 |  |  |
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Charity. Concluded.


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| haif ap-pear; The Lord will to his tem-ple come; Prepare your hearts to make him room, Prepare your hearts to make him room. |  |  |  |  |
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I'll praise my Maker while I've breath; And when my voice is lost in death, Praise shall employ my nohler pow'rs! My dafs of praise slaall ne'er be past,
While life, and thought, and

being last, Or im - mor-tal-i-ty endures, My days of praise shall ne'er be past, While life, and thought, and being last, Or immortality endures.




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myyy se. New Street. (48s \& 2 6s.)



| nrsme. Remembrance. (46s \& 2 8s.) |  |  |
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Dunstable. ( 4 6s \& 2 8s.)
193



A - rise, my soul, a - rise, Shake of thy suil-ty fears; Thebleeding Sac - ri - fice In my be - half ap - pears;


| Majesty. (4 6s \& 2 8s.) 197 |  |  |
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& \text { David. (4 lines 88.) }
\end{aligned}
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\begin{aligned}
& \text { Calcutta. Concluded. }
\end{aligned}
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street. (8s. 7s \& 4.)




















Theodora. (4 lines 7s.)




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|  | Mount Hermon. (4 lines 75.) |
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& \text { Ambleside. } 4 \text { lines 7s. }
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Norton. (10 \& \& 1ss.)


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RTMN 495,
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Old German. P. M.




HYMN 576.
Wednesbury. P. M.


Worship, and thanks, and blessing, And strength ascribe to Te - sus! Je - bus alone Defends his own, When earth and hell oppress us.




Joe - sus with joy we wit - ness Al-migh - ty to de - liz - er: Our seals set to That God is true, And reigns a King for ever.










COLLECT. Lord of all power and might
WILEIAM MASON







MOTET. One thing have I desired of the Lord.





Gloria Patri.


SENTENCE. Holy! Lord God of Sabaoth.




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| Hymi. Go to the grave. 10 s. |
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Palm 95.
ANTHEM. 0 come, let us sing unto the Lord.
SAMUEL CHAPPEL. 293




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\begin{aligned}
& \text { HYMN. Vital spark of heavenly flame. }
\end{aligned}
$$



Cease, fond nature, cease thy strife, And let me lan - guish in - to life! Hark! they whis-per, an - gels say, Hark! they whis - per,

an-gels say, "Sister spir-it, come a-way:" "Sister spire - it, come a-way:" What is this absorbs me quite? Steals my sen-ses,



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## Daughter of Zion.



Daurhter of Zion, awake from thy sadness; Awake, for thy foesshall oppress thee no more; Bright o'er thy hills dawns the daystar of gladness; A-






Iaaiah 52. ANTHEM. Awake, awake, put on thy strength.


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\begin{aligned}
& 316
\end{aligned}
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318 $\qquad$ For behold the day cometh.



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\begin{aligned}
& \text { EASTER ANTHEM. Lift your glad voices. }
\end{aligned}
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Salvation, 0 the joyful sound.


334
In Jewry God is known.
J. o. W HI


## 342



Now, Lord, we part in thy great Name.
FATCETT.



## $346$









AIPEIABEIICAI IIVDEX TO TEE TUNNES．

|  |  | PAGE． |  |  | PACE． |  |  | Pacis． |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aarnn．．．．．．．．．．．．．．．．． | 1－7＇8 | 229 | Pishopsthorpe ．．．．．． | C M |  | Culpinstock ．．．．．．．．． | 8－7＇s | 2：8 |  |  | AGr． |
| Alingilon ．．．．．．．．．．． | C M | 118 | liolton ．．．．．．．．．．．．．． | C M | 110 | Curnatock ．．． | 8－1s |  | Essex <br> Eじいいいま |  | 146 48 |
| Alril！ge．．．．．．．．．．．．．．． | C M | 89 | Poylnton ．．．．．．．．．．．．． | S M | 131 | Daisy Hill ．．．．．．．．．． | L M |  |  | 1. II | 48 |
| Admah ．．．．．．．．．．．．．ers | 6－8＇s | 154 | Bralley Church ．．．． | S M | 130 | Dallas ．．．．．．．．．．．．．．．． | S M | 22 42 | Eve山ing IIJmп．．． | L M | 41 |
| Admiration | L M | 53 | Erimhton ．．．．．．．．．．．．． | 6－8＇8 | 173 | Dilston ．．．．．．．．．．．．．． | PMCl． V |  | N Strect |  |  |
| Adoration | L M | 51 | Bristol ．．．．．．．．．．．．．． | （： 11 | 9.3 | Dimmascus ．．．．．．．．．．．．． | C－7＇s | 27.5 233 | Falcon Strect Fitmonth | 11 | 133 |
| Adrent | 8 8 \＆\％＇s | 21？ | Broomsgrove．．．．．．．．． | C M | 108 | Daniel | L．M | 33 | F＇cileral street ．．．．．．． | L．M | 14 64 |
| Alhion | 8－8＇s | 199 | Intriorl ．．．．．．．．．．．．．． | C M | $1 \because 6$ | Itarentry ．．．．．．．．．．．． | L．M | 42 | Feversluam ．．．．．．．．．．． | L． 11 | 64 294 |
| Alfrron．． | L．M | 27 | Buruham ．．．．．．．．．．．． | $4-6$＇s \＆2－8＇s | － 124 | Divid ．．．．．．．．．．．．．．．．．．．． | L．${ }_{\text {L }}$ | 43 205 | Feversham ．．．．．．．．．．． | 4－7＇s | 224 |
| Alma | 4－7＇s | 221 |  |  |  | David＇s IVarp．．．．．．．．．． | C M | $1 \geqslant 1$ | Gabricl ．．．．．．．．．．．．．． |  |  |
| A maziah ．．．．．．．．．．． | 7＇s \＆6＇s | 253 | Calcutta．．．．．．．．．．．．．．． | $8-7$＇s \＆4＇s | 206 | Dudication．．．．．．．．．．．．． | 2－6＇s \＆ 4 －7＇ | 246 | Gatısbor ourh ．．．．．． | C M | 122 |
| Ambleside．．．．．．．．．．． | 4－7＇8 | $2: 7$ | Calvary ．．．．．．．．．．．．．． | 8－7＇s \＆4＇s | 208 | Deliglit ．．．．．．．．．．．．．． | C M | 1.2 | Galilue ．．．．．．．．．．．．．． | PMCl.V | 93 273 |
| Ancrlic Song．．．．．．．．． | L M | 43 | Camberwell ．．．．．．．．． | C M | 116 | Deperadance ．．．．．．．．．． | 7＇s \＆E＇s | 1．2 | Ciay＇s ．．．．．．．．．．．．．．． | $\begin{aligned} & \text { P. } 11 \text { CI. V } \\ & \text { G-8's. } 2 \mathrm{nd} \end{aligned}$ | $273$ |
| Antioch ．．．．．．．．．．．．．． | C M | 92 | Cambridge | S M | 127 | Derbe ．．．．．．．．．．．．．．．．．． | PMCl．I | 254 262 | Gencra | $\begin{gathered} 6-8 \text { © }: 2 n d \\ C 1 \end{gathered}$ | $\begin{aligned} & 171 \\ & 116 \end{aligned}$ |
| Anxicty | 4－7＇s | 224 | Camarla ．． | L M | 56 | Deritund ．．．．．．．．．．．． | CM | 103 | Gevar | $\begin{aligned} & \text { C } 11 \\ & S \end{aligned}$ | 116 |
| Aralia | 8－8＇s | $2 \cdot 1$ | Carey＇s ．．．．．．．．．．．．．． | 6－8＇s | 151 | Deiirg．．．．．．．．．．．．．．．．．．． | c－8 s | 159 | Criman It ima ．．．．． | 4－7＇s | $\begin{aligned} & 135 \\ & 225 \end{aligned}$ |
| Ariol | 4－8＇s \＆2－6＇s | 185 | Caruaby ．．．．．．．．．．．．． | 4－8＇s | 24 | Devizes | （：M | r 78 | （ictliscmane ．．．．．．．． | LMI | 22\％ |
| Arlington ．．．．．．．．．．． | C M | 118 | Carr＇s lane ．．．．．．．．． | C M | 109 | Jevotion | I．M | 73 | Glastonbury ．．．．．．．．．． | L．\I | 34 |
| Asliney ．．．．．．．．．．．．．．． | C＇M | 12， | Castluton ．．．．．．．．．．． | 6－8＇s | 165 | Didsbury ．．．．．．．．．．． | 6－8＇s．2nd | 179 | Cioblu n ．．．．．． | 4－8＇s | 20.6 |
| Assrlum ．．．．．．．．．．． | 7＇s \＆6＇s | 251 | Charity ．．．．．．．．．．．．．． | 6－8＇s | 16： | Dismisision ．．．．．．．．． | 8＇s \＆7＇s | 217 | Cubsh n ．．．．．．．．．．．．．． | 4－88 | 20.0 |
| Atlantic．．． | L M | 28 | Charmouth ．．．．．．．． | C M | 90 | Dovir ．．．．．．．．．．．．．．． | S M | 138 | IIaddam． | 4－6＇s \＆2－8＇s |  |
| Attereliffe | C M | 123 | Chint ．．．．．． | C M | 95 | Drinden ．．．．．．．．．．．．． | I．MI | 39 | Ilamburg | L M | 188 63 |
| Aubirn ．．．．．．．．．．．．．．． | C M | 113 | Christianity ．．．．．．． | S M | 144 | Dulie Street | I，M | 29 | 1lanmathon | L，M | $2!$ |
| Asbritgre ．．．．．．．．．．．． | C M | 114 | Church sitreet ．．．．．． | 8－7＇\％4＇s | 209 | Dundee ．．．．． | C M | 79 |  | 10＇s \＆11＇s | $2!$ 257 |
| Aynhoe ．．．．．．．．．．．．．． | S M | 132 | City lioad Clark＇s | 7＇s \＆6＇s <br> T＇s \＆G＇s | 256 248 | Dunstable ．．．．．．．．．．．．． | －6＇s \＆2－8 | 193 |  | 10＇s \＆11＇s | 257 97 |
| Balerma．．．．．．．．．．．．．． | C M | 115 | Cleft of the Rock．．． | 6－8＇8 | 153 152 | Easthourne |  |  | Inarmony ．．．．．．．．．．． | S MI | 148 |
| Farly | C M | 80 | Compassion ．．．．．．．．． | ¢ M | 128 | Eastor．．．．．．．． | $8-7$ | 141 230 | Harmony | l0＇s \＆ $111^{\prime 3}$ | 261 |
| Parrett | 6－8＇s | 106 | Complaint ．．．．．．．．．． | L M | 75 | Eatun | $8-15$ 688 | 230 $11: 0$ | Tarwi | PM（\％II | 205 |
| Batamont | P M Cl．VI | 278 | Conrlescension | CM | 105 | Jiclus | 2－6＇s \＆4－7＇s | 247 | 1／arwou l！avalut | －8＇s \％ひ＇s | 180 |
| Bedford | C M | 117 | ＇orulill | $\stackrel{\sim}{\text { S }}$ | 14＊ | Cイiindla | 1．M | 61 | H！al＇allı |  | $9 \pm$ |
| Bethrl ．．．．．．．．．．．．．． | S M | 141 | Comontiti $n$ | I．II | 71 | 甘！ | 6－7＇： | 23.8 | 11．I， 110 | I． 15 | 62 |
| Birningham ．．．．．．．．． | L． 11 | 64 | Corontation ．．．．．．．．． | C II | 119 | 1：514 | S II | 14 ？ | II I In | 8 Tis L | 5.9 |
| Dismingltum ．．．．．．．．． | $2-6{ }^{\circ}$ \＆4－7＇s | 242 | Cranlivok ．．．．．．．．．．．．． | S M | 130 | Eylusus ．．．．．． | C M | 119 | He：lstuц ．．．．．．．．．．．．．．．．． | 8－7＇s \＆4＇s | 210 |


| Itenshury ............ | P.SEE. |  | Page. |  |  | PAGE. |  |  | Rose Lane............ | C M | $\begin{array}{r} \text { PAGE. } \\ 104 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C M |  | Luther's............... | 6-8'8 | 153 | Northampton Chapel | 18 8 \& 7's | 214 |  |  |  |
| H:albu: .............. | P 1: Cl. I | 26 t | 1.utbrain ............... | 4-6's \& 2-8'8 | 192 | Norton . ................ | 10's \& 11's | 259 | Rothwell............... | L M | 30 |
| Ilumbrton ............ | C-8's | 155 | Ljulia ..................... | C M | 99 | Nottaway ............ | L. M | 46 |  |  |  |
| Motlatua | 8-7'8 | 231 |  |  |  |  |  |  | Sacrifice............... | S MI | 143 |
| H1wward ...... ....... | C M | 94 | Ma.lrid ................ | $6-8{ }^{\prime} 8$ | 171 | Oatland's ............. | C M | 110 | Safety .. ............... | 6-7'8 | 234 |
| Iowell ............. | 2-C's \& 4-7's | 245 | Miajusty ............... | 4-6's ac 2-8'8 | 197 | Old (ierman ......... | P M Cl. II | 267 | Sandbach ............ | L M | 70 |
| Hythe ................ | 4-8's | $2 \cup 5$ | Miamre .............. | L. M | 23 | Oldham .............. | C M | 166 | Sandforth ............ | S M | 150 |
|  |  |  | Manchester ........... | L M | 66 | Old Hundred......... | $\mathbf{L} \mathbf{M}$ | 21 | Sarah .......... ......... | S MI | 132 |
| Ipswich .............. | S M | 136 | Mansticld............. | S M | 134 |  |  |  | Savona | 4-「's | 223 |
| Irene ...... ........... | 2-6's \& $4-7$ 's | 244 | Mansion ............... | 8-8'8 | 203 | Paradise......... ..... | P M Cl. III | 268 | Seville................ | 8-7's | 229 |
| Irish ......... ........ | C M | 79 | Miarsden .............. | 6-78 | 237 | Peck's Trumpet.... | 6-8's | 161 | Sheldon ... ............. | CM | 122 |
| I satah ................. | C M | 134 | Martiu's Lane ...... | 6-8's, 2 nd | 176 | Perseverance ........ | L M | 65 | Shirland ............. | 8 M | 128 |
| Istitul ........ ........ | 8-8's | 202 | Martyn .............. | 8-r's | 232 | Peru .................... | L M | 58 | Shirewsbury .......... | 8 M | 138 |
|  |  |  | Martyriom ........... | C M | 97 | Peterborough ....... | C M | $1(6$ | Sicilian Mariners.. | 4-7's | 221 |
| Jackson's Hymn... | 6-8's, 2nd | 178 | Mathias .............. | S M | 136 | Piety ........ .......... | C M | 89 | Siloam . ............. | 6-8's | 158 |
| Jusse ................. | 8's \& T's | 213 | Muar . .................. | C M | 125 | Pilton .................. | 4-7's | 223 | Simeon's Joy ......... | 6-8's | 169 |
| Job ................... | LM | 31 | Mclbourne........... | L M | 38 | Plymonth Dock.... | 6-8'8 | 156 | Slateford ............. | 2-6's \& 4-7's | S 243 |
| Jusiah ................ | 7's \& 6's | 255 | Mulcombe ........... | L M | 25 | Port IIope ............ | L M | 61 | Sovereign Balm ... | C M | 124 |
| Joy ................... | S M | 141 | Aulville | 4-7's | 222 | Portuga!............... | L M | 36 | Spilsby ................ | S M | 150 |
| Judua .................. | P M Cl. VI | 277 | Messiah | C M | 86 | Portuguese ........... | 10's \& 11's | 253 | Sprowston ............. | C M | 82 |
| Juderment ........... | L M | 68 | Migdol .............. | L M | 57 | Praise .................. | $4-8$ 's \& $2-6$ s | 183 | Spruce Street ....... | C M | I(8) |
| Justiticution ........ | L M | 37 | Miltun Abbey ...... Monmouth | $\frac{\text { S M }}{6}$ | 129 | Prayer ................. | 4-7's | 222 | 紋 Ann's .. .......... | C M | 111 |
| Keliah | C M | 112 | Monmouth .......... | $\mathrm{L}_{\text {6-8's, }}^{\text {L }}$ 2nd | 174 40 | Preparation .......... | 7's \& 6's | 249 | St. Bride's . . .......... | S M | 119 |
| Kculd 11 | C M | 104 | Mount Calvary ..... | 6-7's | 242 | Prescott ................ | 8-8's | 200 | St. Mary's | C M | 180 120 |
| King Street ......... | 10's \& :1's | 261 | Mount Ephram ... | S M | 129 |  |  | 200 | St. Matthew's........ | C M | 84 |
| Kingswood........... | 7's \& 6's | 251 | Mount IIcrmon ..... | 4-7's | $2: 6$ | Queenborough...... | 8's \& 7's. | 216 | St. Pancras ........... | C M | 107 |
|  |  |  | Mount Pleasant .... | C M | 114 |  |  |  | St. Stephen ......... | C M | 88 |
| Lanesborough ...... | C M | 91 | Munich ............... | L M | 76 | Ramsey ................ | 6-7's | 236 | St. Swithin ......... | $4-6{ }^{\prime} ¢ \& 2-8 \cdot \kappa$ | 191 |
| Latrube ............... | 4.8's \& $3-0$ 's | 186 | Murtay .... ........... | $4-5^{\prime} \mathrm{s}$ \& 2-8's | 189 | liapture ............... | P MCl, II | 206 | Steplien .. . | P M Cl. IV | 270 |
| Ladurry | C-8.8 | 164 |  |  |  | Itemcmbrance ...... | 4-G's \& 2-8's | 190 | Stoneficld ........... | L M | 47 |
| Lennox .............. |  | 196 | Narcissus ............ | 4-7's | 219 | İיpose . . . . . . . . . . . | PMCl. V | 274 | Suffolk ................ | C M | 83 |
| İoni ................. | I'M M. V'1 | 276 | Narenza ................ | S M | 115 | I:~uber | S M | 13) |  |  |  |
| Liburia ............ | P M C'l. 111 | 269 | Nutumiah ........... | C M | 101 | Ievelation ........... | C M | 93 | Terah | 6-8's | 157 |
| Linton Green ........ | 6-78 | 233 | Nuwcastle. | L. M | 53 | licwivil. .............. | 4-6's \& 2-8's | 195 | Thatcher | S M | 147 |
| Liverpool | C M | 91 | New lourt | $0-8 \times 5,2 n J$ | 175 | livelatable............ | 4-8's af 2-6's | 183 | Theodora | 4-7'8 | 221 |
| Loudon | O M | 90 | Newhavelf........... | L. I | 45 | liochiugham ......... | L M | 32 | Torouto | C M | 86 |
| Loughborough ...... | L M | 50 | Newington Green... | L M | 74 | IRomatiza......... .... | 8's \& J's | 218 | Townhe'8d............ | 4-i's | $2 \because 6$ |
| Love. ..... .......... | 6-83 | 870 | New Street . .e....... | 4-88 \& 2.6's | 187 | Rose Lill .....a....... | C M | 87 | T'ıuuquility ....osem | L M | 55 |

## AIPIIABETICAI INDEX TO TXIE TUINES.

| Triumph $\qquad$ <br> Trinity $\qquad$ <br> Troas $\qquad$ | $\begin{array}{rr}  & \text { PAGI. } \\ \text { L MI } & 72 \\ \text { C M } & 90 \\ \text { P M Cl. I } & 263 \end{array}$ |  | Walsal .............. ...Ward ............ | C MPage, <br> 127 | Wedñeshnry ........ | page. |  | Windham ........... | L M | PAGIE. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | PMCl. IV |  |  | 271 |  |  |  |
|  |  |  | Wareham .............. | $\begin{array}{ll}\text { LM } \\ \text { L M } & 63 \\ & 26\end{array}$ | Wellspring.......... | 6-7's | 335 | Wirksworth ............ |  | 67 151 |
|  |  |  | Warrington........... | $\begin{array}{lll}\text { L M } & 26 \\ \text { L M } & 57\end{array}$ | West's ............... | C M | 1.0 | Wondrous Cross.... | L M | 151 |
| Uffingham . | L M | 76 |  | Warsaw ............... | 4-6's \& 2-8's 189 | Wexford . .... ...... | L M | 77 | Woodhouse Grove. | T's \& 6's | 253 |
| Venice |  |  | Warwick ............... | $4-6$ C M M S | Whitsuntide........ Wigan .............. | $\mathrm{P}^{6-8 \mathrm{M}} \mathrm{Cl}$, V | 168 272 | York | Ts \& 6 | 25. |
| Vienna .................. | $8{ }^{6}-7 \cdot 8$ | 240 214 | Watchman ........... | S M 137 | Willowby ............. | $4-8$ 's \& 2-6's | 184 | York ................. | C M | 85 |
|  |  |  | Waterstock .......... | $4-6$ '8 \& 2-8's 198 | Wilton................ | L M | 35 | Zalmonah ........... |  | 167 |
| Wakefield ........0000 | L M | 44 | Wearwell........ ....... | $\begin{array}{cc}6-7 \times 8 & 241 \\ \text { C M } & 99\end{array}$ | Wilts | C M | 89 | Zauberflöto ........... | 6-8 | 167 172 |
|  |  |  | Wearwoll | CM 99 | Winchester | L M | 59 | Zeal .................. | S M | 146 |

## ANTIHMES, \&c.

Angels from the realms of glory. (Christmas Anthem) PAGM.
Ascension ..... 32
Awake, awake, put on thy strength ..... 338
Blessed are the d"ad which die in the Lord ..... 305
Christmas Anthem. (Angels from the realms of glory) ..... 3.)
Daughter of Zion
307
307
Doxology
347
347
Easter Anthem (Lift your glad voices) ..... 32i)
Father, breathe an evening blessing.
292
292
For behold the day cometh
318
318
Ciloria Patri.
287
287
Mapny Land ..... 292
Tleavenly Father
29
29
Holy 1 Lord God of Sabaoth ..... 322
Holy! Lord Gad of Sabaoth ..... 289
I will arise. ..... PAGE
In Jewry is God known ..... 279
Jerusalem, my glorious home ..... 33
Lift your glad voices. (Easter Anthem) ..... 320
Lord of all power and might. ..... 280
Now Lord we part in thy great name
342
342
0 come, let us sing unto the Lord ..... 293
O praise the Lord all ye natious. (Thanksgiving Authem) ..... 285
One thing have I desired of the Lord ..... 282
Sacred Peace, celestial treasure ..... 341
Salvation, 0 the joyful sound
326
326
Thanksgiving Antber. (O praise the Lord all ye nations) ..... 285
The Promised Lana ..... 329
Unveil thy bosom, faithful tomb
3.1
3.1
Vital spark of heavenly flame ..... 297

| L．M． | page． | Migdol PAGE． | page． | Page． | pagr． | Page． |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Admiration． | 53 | Morning Hymn．．．．．． 40 | Arlington．．．．．．．．．．．．．． 118 | Kendall．．．．．．．．．．．．．．．．．． 104 | Wilts．．．．．．．．．．．．．．．．．．．．． 89 | Sarah．．．．．．．．．．．．．．．．．． 133 |
| Adoration．．． | 51 | Munich ．．．．．．．．．．．．．．．．${ }^{\text {M }}$ | Ashley．．．．．．．．．．．．．．．．． 120 Attercliffe．．．．．．．．．．． 123 | Lanesborough ．．．．．．．． 91 | York．．．．．．．．．．ene．．．．．．．． 85 | Shirland ．．．．．．．．．．．．．．． 128 |
| Alfreton | 27 | Nerrastle．．．．．．．．．．．．．． 52 | Auburn ．．．．．．．．．．．．．．．．．．．． 113 | Liverpool ．．．．．．．．．．．．．．． 91 |  | Shrewsbury ．．．．．．．．．．．． 138 <br> Spilshy |
| Angels＇Song | 24 | Newhaven．．．．．．．．．．．．． 45 | Abridge ．．．．．．．．．．．．．．．． 114 | Lydia ．．．．．．．．．．．．．．．．．．．．．． 96.98 | S．M． | Spilsly ．．．．．．．．．．．．．．．．． 150 St．Bride＇s ．．．．．．．．．．．．． 149 |
| Atlantic． | 28 | Newington Green．．．． 74 | Balerma．．．．．．．．．．．．．．．． 115 | Martyrdon．．．．．．．．．．．．． 97 | Aynhoe．．．．．．．．．．．．．．．．． 132 | St．Bride＇s ．．．．．．．．．．．．． 149 Thatcher ．．．．．．．．．．．． 147 |
| Birmingham ．．．．．．．．．．． | 64 | Nottaway ．．．．．．．．．．．．．． 46 | Barby ．．．．．．．．．．．．．．．．．． 80 | Mcar．．．．．．．．．．．．．．．．．． 125 | Bethel ．．．．．．．．．．．．．．．．．． 143 | Thatcher ．．．．．．．．．．．．．． 147 |
| Canada | 56 | Old Hundred．．．．．．．．．． 21 | Bedford．．．．．．．．．．．．．．．． 117 | Messiah ．．．．．．．．．．．．．．． 86 | Boylston．．．．．．．．．．．．．．． 131 | Wirksworth ．．．．．．．．．．．．．． 151 |
| Complaint． | 75 | Perseverance．．．．．．．．．． 65 <br> Peru．．．．．．．．．．．．．．．．．． 58 <br> 1 | Bishopsthorpe．．．．．．．． 88 | Mount Pleasant．．．．．．． 114 | Bradley Church．．．．．．． 130 | Zeal ．．．．．．．．．．．．．．．．．．．． 146 |
| Daisy Hill．．．．．．．．．．．．． | 22 | Port Hope ．．．．．．．．．．．．．． 61 | Bolton．．．．．．．．．．．．．．．．．v 110 | Nehemiah．．．．．．．．．．．． 101 | Cambridge ．．．．．．．．．．．．． 127 |  |
| Daniel | 33 | Portugal ．．．．．．．．．．．．．．．． 36 | Broomsgrove．．．．．．．．．．． 108 | Oatlands．．．．．．．．．．．．．．． 110 | Christianity．．．．．．．．．． 144 | 6－8＇s． |
| Daventry．．．．．．．．．．．．．．．． | 42 | Rockingham．．．．．．．．．． 32 | Burford．．．．．．．．．．．．．．．．．．1：6 126 | Peterborough．．．．．．．．．．． 106 | Compassion ．．．．．．．．．． 128 | First Metre． |
| Devotion． | 73 | Rothwell ．．．．．．．．．．．．．． 30 | Camberwell ．．．．．．．．． 116 | Piety ．．．．．．．．．．．．．．．．．．．．．．． 106 | Corubill．．．．．．．．．．．．．．． 142 Cranbrook．．．．．．．．．．． 139 | Admah．．．．．．．．．．．．．．．．．．．． 154 |
| Dresden．．．．． | 39 | Sandbach，．．．．．．．．．．．．．To | C＇arr＇s Lane．．．．．．．．．．．．． 109 | Prescott．．．．．．．．．．．．．．．．．${ }^{\text {a }}$ 95 | Cranbrook．．．．．．．．．．．．． 139 | Barrett．．．．．．．．．．．．．．．．．．．． 166 |
| Duke Street | 29 | Stoucfield．．．．．．．．．．．．．． 47 | Charmouth ．．．．．．．．．．．． 90 | Revelation ．．．．．．．．．．．．． 93 | Duver．．．．．．．．．．．．．．．．．．．．． 132 | Brighton ．．．．．．．．．．．．．．． 173 Careym．．．．．．．．．．．．．． 151 |
| Evfingham． | 48 | Tranquility ．．．．．．．．．．．． 55 | China ．．．．．．．．．．．．．．．．． 95 | Rose Hill．．．．．．．．．．．．．．． 87 | Eastbourne ．．．．．．．．．．．． 141 | Careys．．．．．．．．．．．．．．．．．． 151 Castleton．．．．．．．．．．．． 165 |
| Evening Hymn． | 41 | Uffingham．．．．．．．．．．．．．． 76 | Condescension．．．．．．． Coronation．．．．．．．．．．． 105 109 | Rose Lane．．．．．．．．．．．． 104 | Egypt．．．．．．．．．．．．．．．．．． 149 | Cbarity ．．．．．．．．．．．．．．．．．． 162 |
| Federal Street．．． | 64 | Wakefield．．．．．．．．．．．． 44 | David＇s Harp．．．．．．．．．．． 121 | Sheldon ．．．．．．．．．．．．．． 122 | Essex．．．．．．．．．．．．．．．．．．．． 146 | Cleft of the Rock．．．． 152 |
| Gethsemane | 74 | Ward．．．．．．．．．．．．．．．．．．．． 63 | Delight ．．．．．．．．．．．．．．．．． 102 | Sprereign Balm ．．．．． 124 | Falmouth ．．．．．．．．．．．．． 144 | Desire ．．．．．．．．．．．．．．．．．． 159 |
| Glastonbury ．．．．．．．．．． | 31 | Wareham ．．．．．．．．．．．．．． 26 | Deritend．．．．．．．．．．．．．．．．．． 1102 | Sprowston．．．．．．．．．．．．． 82 | Falcon Street．．．．．．．．．． 133 Gerar．．．．．．．．．．．．．．． 135 | Eaton ．．．．．．．．．．．．．．．． 160 |
| Hamburg． | 63 | Warrington．．．．．．．．．．． 57 | Devizes．．．．．．．．．．．．．．．． 78 | St．Anns．．．．．．．．．．．．．．． 111 | Gerar．．．．．．．．．．．．．．．．．．．． 135 | Homerton ．．．．．．．．．．．．．． 155 |
| Hannathon | 24 | Wextord ．．．．．．．．．．．．．． 77 | Dundee．．．．．．．．．．．．．．．．． 79 | St．Mary＇s．．．．．．．．．．．．．． 126 | $\text { Ipswich ................. } 136$ | Ledbury ．．．．．．．．．．．．．．．．． 164 <br> Love，．．．．．．．．．．．．．．．．．．．．． 170 |
| Hayln．．．．．．．．．．．．．．．．．．． | 62 | Wilton．．．．．．．．．．．．．．．．． 35 | Ephesus．．．．．．．．．．．．．．．． 119 | St．Mathews．．．．．．．．．．． 84 | Isaiah ．．．．．．．．．．．．．．．．．．．． 134 | Love．．．．．．．．．．．．．．．．．．． 170 |
| Hebron | 69 31 | Winchester．．．．．．．．．．．． 59 | Gabriel ．．．．．．．．．．．．．．．． 122 | St Pancras ．．．．．．．．．．． 107 | Joy．．．．．．．．．．．．．．．．．．．．．．． 140 | Luther＇s Hymn．．．．．． 153 Madrid．．．．．．．．．．．．．．． 171 |
| Judgment | 68 | Wondrous Cross．．．．．． 67 | Gainsborough．．．．．．．．． 96 | St．Stephen ．．．．．．．．．．． 88 | Mansfield ．．．．．．．．．．．．．． 134 | Peck＇s Trumpet．．．．．．． 161 |
| Justification．．．．．．．．．．． | 37 | Wondrous Cross．．．．．． 54 | Geneva ．．．．．．．．．．．．．．． 116 | Suffolk．．．．．．．．．．．．．．．．．． 83 | Mathias．．．．．．．．．．．．．．． 136 | Plymouth Dock．．．．．． 156 |
| Loughborough ．．．．．．． | 50 | C．M． | Havanna．．．．．．．．．．．．．．．．． 94 |  | Milton Abbey．．．．．．．．． 129 | Siloam ．．．．．．．．．．．．．．．．．． 158 |
| Mamre | 23 | C． | Hensbury ．．．．．．．．．．．．．．． 81 | Walsal ．．．．．．．．．．．．．．．．．．． 127 | Mount Ephraim．．．．． 129 | Simeon＇s Joy ．．．．．．．．．． 169 |
| Manchester | 66 | Abingdon．．．．．．．orov．．． 118 | Howard．．．．．．．．．．．．．．．．．．．． 94 | Warwick ．．．．．．．．．．．．．． 127 | Narenza．，．．．．．．．．．．．．．． 145 | Terah ．．．．．．．．．．．．．．．．． 157 |
| Mellounne | 38 | Abridge．．．．．．．．．．．．．．．． 80 | Irish．．．．．．．．．．．．．．．．．．．． 79 | Wear Well．．．．．．．．．．．．． 119 | Reuben ．．．．．．．．．．．．．．．．． 130 | Whitsuntide．．．．．．．．． 168 |
| Melcombe．．．．．．．．．．．．． | 25 | Antioch ．．．．．．．．．．．．．．．． 92 | Kelish．．．．．．．．．．．．．．．．．．． 112 | Wests．．．．．．．．．．．．．．．．．．． 160 | Sacrifice ．．．．．．．．．．．．．． 143 Sandforth．．．．o．e．e．．e．e． 150 | Zalmonah．．．．．．．．．．．．．．． 167 |

N巴TEIOAIIINIEX,

| 6-8's. | FAGE. | 8's 7's. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Second Metre. | Lutman ................ 192 |  |  | - 6's. | P. M. chass u. |
| Pace, | Majesty ................. 197 | Advent................... 212 | Culpinstock ........... 228 |  | \%. |
| Didsbury................ 179 | Murray ................... 189 | Dismission............. 217 | Easter ....... ...... ...... 230 |  | Marwich. .............. 265 |
| Gays ...................... 177 | Remembrance ........ 190 | Jesse ...................... 213 | Hotham...................... 230.231 | Asylum................. 250 | Old German............ 267 |
| Jackson's Hymn..... 178 | Reward ................ 195 | Northampton Chapel 214 | Martyn..................... 232 | City Road .............. $256^{\circ}$ | Rapture................ 266 |
| Martin's Lane......... 176 | St. Swithin............. 191 | Quecnborough ....... 216 | Seville..................... 229 | Clark's.............. ... 248 |  |
| Moumouth............. 174 | Warsaw ......... ......... 188 | Romanza.... .......... 218 | Sevile................... 229 | Dependance............ 254 | P. M. oldss III. |
| New Court.............. 175 | Waterstock............. 198 | Vienna.................. 214 | 6 LINES 7'B. | Kingswood.............. 251 | Liberia .................. 269 |
|  | EIGRT8. |  | Damascus. ............. 233 | Preparation ........... 249 | Paradise . ................ 268 |
| 4 | Albion .................... 199 | 4 LINE8 7's. | Eglon... ................ 238 | Woodhouse Grove... 252 |  |
| Ariel..................... 185 | Arabis................... 201 | Aaron . .........e.s.e. ... 220 | Linton Green.......... 238 |  | P. M. OLAss IV. |
| Harwood's............e. 180 | Carnaby................. 204 | Alma...................... 220 | Marsden . ................ 237 |  |  |
| Latrobe.................. 186 | Drvid................... 205 | $\text { Ambleside . ............ } 227$ | Mount Calvary ....... 242 | 10's * 11'8. | Stephen ................ 270 |
| New Street. .......... 187 | Goshen .................. 206 | Anxiety . ................ 224 | Ramsey.................. 236 |  | Wednesbury .......... 271 |
| Praise.................... 182 | Hythe.................... 205 | Feversham.............. 2:4 | Safety.................... 224 | Hanover ................ 257 | P M TLiss |
| Rochdale................ 183 | Israel.................... 202 | German Hymı......... 225 | Venice ................ 240 | Harmony............... 260 | P. M. Class ${ }^{\text {\% }}$ |
| St. John's............... 180 | Mansion . ............... 26.3 | Melville.................. 222 | Watson ................. 241 | King Street. ........... 261 |  |
| Willowby ................ 184 | Prescott ................. 200 | Mount Herman. ...... 226 | Wellspring............ 235 | Norton........... ...... 259 | Dalston .................... 275 Grlilee ................. 273 |
|  | $8-7 \quad 4 \mathrm{~g} .$ | Narcissus ............... 219 | 2-6 4- ¢ $^{\text {¢ }}$ 。 | Portuguese Шymn.... 258 | Gqlilee .................. 273 Repose............. 274 |
|  | Calcutta | Pilton..................... 223 | Birmingham.......... |  | Wigan......................... 274 |
| Burnham................ 194 | Calcutta ................... 206 Calvary................ 208 | Prayer................... 222 | Dedieation.............. 246 |  |  |
| Dunstable ............. 193 | Church Street.......... 2 2.9 | Savonu .................. 223 | Eecles ................. 247 |  | P. M. CLAss 71. |
| Haddam ......... в....... 188 | Helmsley ................ 211 | Sicilian Mariners.... 221 | Howell.................... 245 | Derbe . . . . . . . . 262 |  |
| Lennox.................. 196 | Helston. | Theodora..........e.... 221 | Irene .........e............ 244 | Halton ...................... 264 | Beaumont................ 278 |
|  |  |  | Slaterord ...... ......... 243 | Troag...................... 283 | Judea. ..................... 277 |

## GENERAL INDEX TO TIIE HYMNS ANI）SUITABLE TUNES．

This Index is not Intended to provent the Hymns being sung to other suitable Tunea，but only as a prado gulde to such Tanes as are suitable：nor in the order in which the Tumes are

| 空 | $\left\|\begin{array}{l} \dot{8} \\ \mathbf{E} \end{array}\right\|$ | Firat Lidea | Metres． | Names of Suitable Teses． |  | 迬 | $\begin{aligned} & \text { 炭 } \\ & \text { 2 } \end{aligned}$ | First Linea | Metrea． | Names of Suitable Tunes． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | Ofor a tbou－and ．．． | C．M． | C | Bolton ．．．．．．．．Wilta． | 46 | 48 | Tlie morning fowers | L．M． | Rockingh |  |  |
| $\stackrel{2}{3}$ | 8 | Come，siuners，to．．． | L．M． | Cauada． | Vevotion ．．．．．． ．Effingham． | 46 | 49 | Tome，let us anew．．． | P．M．Cl． 1. | Rockingl |  |  |
| 4 | 11 | 0 all that pass by．．． Hol every one that． |  | llauncer <br> Peru．．． | ．Nurton．．．．．．．．．． $\begin{aligned} & \text { Kiag Street．} \\ & \text { Rothwell．}\end{aligned}$ | 47 48 | 50 | Pass a fers swiftly．．． | L． 31. | Newington Green | －Vareliam | Tr <br> Munich． |
| 5 | 11 | Thy fantufuluess，．．． | 10＇s \＆1 1＇s． | Peru．．．． P （1）． | －Justification．．．．．．．${ }_{\text {Pathwell．}}^{\text {Ranover．}}$ | 19 | 50 51 | Ab，lovely appear．．．． | 8－6．8． | Arabia．．．．． | －Carnaby． | Prescott． |
| 6 | 12 | inutre，turn，why． | 8－7＇к． | Hotlamo | Sprille ．．．．．．．．Pilton． | 50 |  | Blessing，bouour，．．． | 8 －7＇s． | Albin． <br> Hotham | $\left\lvert\, \begin{gathered} \text { Gosl } \\ \text { Sevi } \end{gathered}\right.$ |  |
| 7 | 13. | L．et the bea－te their．． | 8－7＇s． | German Hymin． | Sicilian Mariners．．lloibam， | 51 | 52 | Hark ！a voice di－． | 8 －i’s． | G／riasa Hymi |  | tyn. |
| 0 | 14 | What coud your，．．． | 8－7＇s． | Mount Mermon | －Atıa．．．．．．．．．－－－\％ron | 52 | 55 | Again we lift our． | $2-6{ }^{\text {c }}$ \＆ $1-7$＇ 8 ． | Dedication．． | Irene |  |
| 10 | 3. | －Luners，nover the ．．． | 1．M． | stonefleld | Duke Street．．．．．．Sandmach． | 53 | 56 | Give gory to Jesus．． | $8-8$＇s． | Mancious | Presco |  |
| 11 | 1. | Yod，the wher miled．．． | 10s \＆ 11 ＇8． | Manover | Norton．．．．．．．．${ }^{\text {King Street．}}$ | 5. | 5 5： | Hearken 10 the． | \＆ 6 ＇8． | Preparat | Asey |  |
| 12 | 17. | Cone，se that love．． | S．M． | Wareliam | Hanburg．．．．．．．．． Dallas ．－．．．．．． Essex． | 55 | $5{ }^{2}$ | TLou judge of | S．M． | Wirkswor | Sar |  |
| $1: 3$ | 15 | ilay py ouf，that．．． | 8－7＇s． | Hothama． | Seville ．．．．．．．．．．${ }^{\text {Essex．}}$ Culpinstock． |  | 59 | 10 connes l bo con | M． | Judgment |  |  |
| 11 | 19 | liappy the man that | L．M． | Angel＇s Song | Duke Street．．．．．．Eftinghan． | 58 | 60 | J | L．M． |  | Ware | d 1 |
| 15 | L | ＇lay py the souts to．． | C． 11. | Warwick | Olutiam．．．．．．．．．Attercliffe | $68$ | 60 | Thou God of plor：． | 7＇s A 6is． | Preparation． | City Road | Josiah． |
| 16 | 21 | Itapty the souls that | L．M． | Stonefield | W ird ．．．．．．．．Duake Str | 60 | $\begin{aligned} & 61 \\ & 62 \end{aligned}$ | Rightpous God．．．．． | 1－8＇s \＆2－6＇s． |  | Harwood | New Street． |
| 11 | 2： | Jesus，from whoru．．． | L．M． | Rockiugham | Angel＇s Song ．．．．Mamre． | 61 | 63 | Stand th Omo ${ }^{\text {a }}$ | \％＇s \＆ 8 \％ | Anib | German Hy |  |
| 18 | 23 | Maher．Sivmur of．．． | 7＇\＆\＆6＇s． | A－sviuin | City Road．．．．．Josaah． | 62 | 64 | How bapry are the． |  | Prel | Assylum． | woo |
| 19 | 24 | R．joice evermore．．．． | 10＇s \＆11＇s． | Portugu＇se．．． | Iing Street | 63 | 65 | Wre to the men on | C．M． | Bu |  |  |
| 20 | 2 | iFeary souls，that．．． | 6－7＇s． | Hount 1 alvary． | －Wellsuring．．．．．．Ramsay． | 64 | 66 | By faith wefind． |  |  |  |  |
| 21 | 2 | Ve simile souls．．． | S．M． | 1＇ambridge． | ．Dallias ．．．．．．．．Wirlisivorth． | 65 | 67 | Ye virgia souls． | 1－6＇s \＆2－8＇s． | M j jesty | Lensbury |  |
| 2 | 2 | Bebold the Saviour．． | C．M． | Prescott． | St．ann＇s．．．．．．Abridge． | 66 | 65 | Lo！he corbes with． | 8＇s，7＇s \＆4＇s． | IIelston． |  |  |
| 23 | 2. | Dxtenled on a cur－ | L．M． | R ckingham． | Munich ．．．．．．．．．．Velconbe． | 67 | 69 | Iluw neak t＇u． | 2－6＇s \＆＋－7＇s． | Howell． | Calvary | nsley． |
| 24 | 2 | Ye that fass by．．．．． | L．M． | Ufinglamm | Ingel＇s Song．．．．．Wakefield， | 68 | 70 | How happy is the． | 4－8＇s \＆2－6＇s． | New St | St． | od． |
| 25 | －9 | O thou dear suf－．． | L．M． | Wakebana | Melcombe ．．．．．Windbam． | 69 |  | ［nou，1，rd，on． | 6－3＇s． | Carey ${ }^{\text {a }}$ | Eaton | Marwood． |
| 26 | $3{ }^{\prime}$ | Ithirst，thou woun－ | L．M． | Stonef | Duke Street．．．．．．．Diaisy Uill． | 70 | 72 | It long to belindu． | $8-8.8$ ． | Mansions | Israel |  |
| 27 | 31 | ¿aviour，the wondd＇s． | 2－6＇s \＆1．7＇s． | trene | Dedication．．．．．．．Ecclen． | 71 | 2.3 | Leader of futiful．．． | 6－ช＇s． | Plymnuth Dock． | Tera | Ad |
| 28 | 3. | O love livine！what | 6－3＇s． | llomerto | Terah ．．．．．．．．Luve． | $2 \cdot 2$ | it | Saviour，on we lue |  | Madrid．． |  |  |
| 29 | 33 | Come， s e weary sin－． | 8 － 7 ＇s． | Towubead．．． | －Savona ．．．．．．．．．．Seville． | 73 | 75 | A way with our sor－．． | 8－8\％ | Albion． |  |  |
| 311 | 33 | Where rhall my．．．． | $6-8.8$. | Luther＇s Hymu． | －Eaton ．．．．．．．．Nesire． | 74 | 76 | IV．linnw，by faith．．． | S．31． | Mansfiel | Cambrid | atuas． |
| 31 | 35 | Fee fimbers，in the．． | $6-8 . s$ | P＇！mouth Dock | －Cleft of the Rock．Carey＂ | 75 | 78 | Lift sour eitz of．．． | 8－7＇s， | Alma | Soville． | arias． |
| 32 | 35. | Siuners，beliere the．． | 6－8＇s． | Mairid. . | Terah ．．．．．．．．．Plymouth Dock． | 76 | 70 | What are these ar－．． | 8－7＇s． | Ti，eodnrs | Na | Jartyn， |
| 33 | 3. | Would Jeruy bave．． | 6－8＇s． | Bariett． | Charity ．．．．．．．${ }_{\text {Prighton．}}^{\text {Prastal }}$ | 77 | 79 | The Charch is her．， | $8-5.8$ | Prescott | Carnab | Albion． |
| 34 | 37 | Let eartl and hera－．． | 4－6＇s \＆2－808． | Buruham | －Duvastalle．．．．．．Waryaw． | 38 | 80 | The thirsty are．．．． | $8-8.8$ ． | Israel． | David | arnaby． |
| 85 | 3. | te－us，thon all re－．．． | C． M ． | Hensbur Bristal | －Bedford．．．．．．．．Abridge． | 78 | 80 | A fountain of Life．．． | 8 －8＇s． | Carnaby | Presco | Hythe． |
| 86 | 3 | Lovers of pleasure． | C．M． | Eristol． arlingio |  | 80 | 81 | Terrible thought f．．． | C．M． | Walsa！ | St．Mary＇s | Balerma． |
| $37$ | 4. | O Gow of gand th | C－8．s，${ }_{\text {C．}}^{\text {C．}}$ | Aringion | ．Rose Lare．．．．．．．Wert＇s． | ${ }_{82}^{81}$ | 83 | Fatber of onuipre－．． | 6－8．s． | Luther＇s Hymm | Plymouth Dock | Madrid． |
| 39 | 42 | l＇ather whast ever－． | L． 11. | Justıfication | ．Newhaven ．．．．．．．．Migdol． |  | 83 | Thou Son of God．．． | L．M． | Rockingham | Justificatiol | Variogtom |
| 40 | 43 | Yowichbrurs and．． | 10＇：\＆11＇s． |  | －llarmong ．．．．．．Norton． | 84 | 85 | Come 0 thousall | C．M． | A Aringe |  |  |
| ， | 11 | ）Ca four lielp ia． | C．M． | St．Mary＇s | －Walial．．．．．．．St．Stephen＇s． | 65. | 86 | Spirit of Faith，come | c． | Shirlar |  |  |
| 42 | 11 | －hee we riclore | $\bigcirc$ M． | Clii．a． | st．Mary＇a ．．．．．．Duvdee． | 86 | 87 | Sinuers，your bearts． | 2－6＇s \＆4－7＇s． | Dedicatio |  |  |
| 43 | 45 | And wal lborn to．．． | S． 11. | Sarah | Boylaton．．．．．．．Nt．Bride＇s． | 87 | 88 | Come，Holy Ginast． | C．M． | Sheldon | Uen |  |
| 48 | 47 | And alul I ouly born． | t－8＇s＊－－6＇s． | Wit ${ }^{\text {che }}$ ， | R chdale．．．．．．Latinbe． | 88 | 83 | Father of all，is． | C．M． | Abirgd | Warwic | Ruge |
| $\mathrm{CB}_{6}$ |  | shrinking frow the．－i | L．M． | Cozuplaint |  | \＄91 |  | Inspirer of the as＊．．． | 6－8＇s． | Desire | Carey＇： | Estou． |

GENEKAL INDEX TO TIE IIYMNS AND TUNTE.


GENERAL INDEX TO THE HYMNS AND TUNES．

| $5$ | 2 | Firmt Limen． | Metrea． | Names of Suitable Tunes． |  |  | 安 | \％ | First Lines． | Metres． | Wames of Euitable Tuzes |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 191 \\ & 105 \end{aligned}$ |  | 1rise，my soul，arise， |  |  |  | Slat ford． | 246 | －9 | liy soul througl | L． 11. |  |  |  |
| $\begin{aligned} & 195 \\ & 196 \end{aligned}$ |  |  | L－6－\＆\＆4－8．8． | $\left\lvert\, \begin{aligned} & \text { Irente．} \\ & \text { liockingli }\end{aligned}\right.$ |  | Erc＇es． |  | 29 | ＂oly as thou，© | I．M． | Fffichlam | Wateham． |  |
| 197 |  | Happr soul，who．．．． | 8－$\overline{\text { ¢ }}$ ¢ | Townh |  | behester． | 218 | －29 | Thest be our ever－ | C．M． | Axlridge ． | Gainabnrou |  |
| 19 |  | O what shall I do．．． | $10^{\prime}$ \＆\＆ 11 ＇s． |  | Harmony | dinsto | 249 | $2: 0$ | Great $\mathrm{G}^{\text {d }}$ d to ne． | M． |  |  |  |
| 199 |  | O heavenly King． | $10^{\prime \prime} \&^{*} 11^{\prime \prime} \mathrm{s}$ ． | Portuguese Hym | Nortos． | King Sirce | 200 | 24． | Fiay censelese，unto． | C．M． | Alridge | Lulerma | 8. |
| 200 |  | 31 Father，my dod． | 10＇s \＆ 11 l ＇s． | Innnover．． | Harmony | rinn． | 20. | －42 | Cowre，Fabler，s n．．． | C．M． |  | Rose H | Jundee． |
| 201 |  | And can it be that．． | 6－8＇s． | Cleft of the Rock． | Brighton | Carrett． | 2 n | － 13 | Father，i whom．．． | S．M． | Falmruth． | jny |  |
| 203 | 198 | Arise，my enul， |  | 1．enncr | Du：sham | Majusty． | 254 | 214 | The day of Christ ．．． | L． 31. | Angel＇s Song | Stcnefield． | reastlo． |
| $2{ }^{2}$ | 1200 | Glory to God，wbose Jefue，than soul of．． |  | Aifel | Corovati | Wiltnn． | ＇65 | －45 | Episit of Trutb，es－．． | 6－8＇s． | Desi－ | E．a |  |
| 25 | 2）3 | IF God，I am thine，． | P．M．Cl．II | Harmich | hapture | dera | 2.6 | -16 <br> -47 | Caill Cather，Eon， | C．${ }^{\text {4，}} 18$. | Al ingdon．．．． | Trinity | Ann＇s． |
| 2.6 | －20！ | What am I， O thou． | ${ }^{6}$－ 8 ＇s． | Carey＇s． | Faton． | Siinam． | 238 | $\because 4 \%$ | Jebov：b，God the．．． | C．M． | icilian Marinerz． <br> Pivizes． | $\mathrm{Aa}_{\mathrm{LO}}$ |  |
| 20 | 203 | Jesus is cur com－．．． | 8－7＇s． | Sicilian Mariners | Furerthan | Narci sus． | 2.9 | ：48 | Haill ho：y，holy．．． | C． M ． | 1 bride | Ded |  |
| 2 C 9 | 203 | Come，let us，who．．， | C．M． | Gabric． | Ilenrbury | Keliah． | 260 | －19 | Lloly，holy，holy．．． | 8－i＇s． | Nircis | $1 / 11$ |  |
| 21 | $\because 4$ | Thee will I love，my | $6-8 \mathrm{~s}$ ． | Clarity | Lrimenton． | omertna． <br> ck＇s T．ump |  | 2 | Colie，Father，Son | （6－8＇${ }^{\text {¢ }}$ ． | Mad |  | Imouth Dock． |
| 211 | 205 | Let all men rcjoice． | 10＇s \＆11＇s． | lianove |  | King Street． | －02 | －254 | A nhousand oracl s．． | C. M. | Broomegrove Antinch | Londo 1．dia． | ivid＇s Blarp． |
| 212 | 206 | My brethres belov＇d | $10^{\prime} \mathrm{s}$ \＆I I＇s． | Harmony | Nort |  | 261 | 253 | 0 all－creatıng God．． | $\therefore$ M． | Watchman | Sition A |  |
| $\begin{aligned} & 213 \\ & 214 \end{aligned}$ | ${ }^{2} 27$ | My God，the spring．－ | C． 11. | Oatlanda | Shelde | Kenuail． | $2: 5$ | 23 | O may the power．．． | S．M． | Fatcon S | Reube |  |
| 215 | 208 | Glorious Savinur of．． | 7 7\％\＆ 6 ה | Clutis ．．． | Aabura． <br> Premarat | ＂sgrove． | $\because C$ | －5．3 | Suldiers of Chrisl | S．M． | Beibel | Bri，dley Cliu |  |
| 214 | 2 29 | ItGrite，upexhnust | C．${ }^{\text {If }}$ | Moumt Pipasant | Attercl：ffe |  | 267 | －51． | Cut，above all，lay． | S．M． | Christianaty | Shirland．．． |  |
| 217 | 210 | disus，to thee I． | C．M， | Nehemit | liarlyr | ode |  |  | In felow hip，alone． | S．M． | Eetbel． | Falerouth | arstield． |
| 215 | 310 | See how great a | 8－7＇я | Natcis | Serille | oth | 270 | 25 | Equ＇p nee for the | 6－8．8． | Barrett | Charity． |  |
| 219 | ？ 11 | All thanks be to | F．M．Cl．I． | Ineitor | Derte | Truas． | 8. | $\because 55$ | （）Alurichty God of． | T＇s A6＇s． |  | Bradley Chu | thel． |
| $2: 9$ | 213 | All glory 10 God in | 8－sts． | Istrael． | A） | Arakin． | $\because 7$ | $2: 9$ | Peace I doubtiug．．． | 6－8＇в． | $\left\lvert\, \begin{aligned} & \text { Assylum } \\ & \text { 1 ares's } \end{aligned}\right.$ |  | Bnsiah． |
| 22. | 215 | M．et and right it is． flow bappy gra－．．． | ＇s \＆fing． | Preparatios |  | Amazirh． | $\because 3$ | －60 | $\mathrm{l}_{\text {lini ipotes the d }}$ | 1lis \＆11＇s． | Hano | Po：tuguese 115 | drto |
| 2.3 | ＇191 | When Isiat out of．． | 6－E＇s． | Plumouth Dock | Carle | Th St | －74 27.5 | $\because 61$ | omy ond，my b lle lord unto | ＇s \＆6＇s． | Clark＇s | sfylum． | Amaziah． |
| 224 | 217 | I＇ll praise my Maker． | 6－8＇s．2nd | Brisucon | Jackands It | Gay＇s． | 276 | －62 | Worihip．and thanks |  | Hensbury | Gabriel | Stephen＇s． |
| 22. | 212 | Praice ye the Lord！． | L．M． | Hant：at | Perseveranc | Dresden． | 2：7 | －64 | Jesus，the conquer－ | P．3．M． | siepben．． | Wedmesbury |  |
| 226 | 218 | Eternal Wisdom 1．．． | C．M． | Arlingto | Ruse lane． | Attercliff． | 278 | $\because 6.5$ | Who is this gigan－．． |  | Clark＇s． | Irarmony． | mbill． |
| 22\％ |  | UInw do thy mercics． | L．M． | Atlabtic | Port Depe | Stonefield． | 279 | －67 | Shall I for fear cf．．． | L．M． | Duke Stre | Warring | Migdol |
| 22 | 201 | God of ny life，to | 4－6＇s \＆\％－8＇s． | Isra | Goshe | avid． | －0 | 268 | The Lrird is King． | L．M． | Nencastle |  | d |
| 23 r． | 22.2 | Fountain of life |  | Castleton | Plymouth Dock | Eatou． | －81 | 269 | Ar | 4＇88 2－6＇s | Ariel |  | JoLn＇t． |
| 231 | 2！3 | A way with our fears． | P．M．Cl．III． | Liberia | Paradise ．．． |  | $\begin{aligned} & 2 \mathrm{~S} 2 \\ & 283 \end{aligned}$ |  | Batc | 4－8＇s \＆${ }^{2}-6{ }^{\text {＇n }}$ ． | Roch | New ${ }^{\text {S }}$ | ood． |
| 232 | $\because 25$ | Young men and．．． | $4-6{ }^{\text {＇s }}$ \＆ $28^{\circ} \mathrm{s}$ ． | Burnha |  | Lennex． | $\begin{aligned} & 283 \\ & 244 \end{aligned}$ | － 27 | －God，my hope | $6-8{ }^{\text {6 }}$ ¢ | Carey＇s | Barrett |  |
| 233 | 225 | Happy maa whom | 8－7＇8． | Townhead | Sount Ilermo | Melville． | 2 | 2.3 | Come Saviar | 6－8＇8． | Ma | Eato | （oam |
| 234 | 206！ | Let all that breathe． | L．NJ． | Old Hundre | Adoration | Driby． | $\because 66$ | $2{ }^{2} 4$ | Abrahata，whrn | L．M． | Ma | ， | ventry． |
| 233 | 227 | Father of all，whose． | L．M． | Devotion． | Pirningham | Travquility． | －87 | 275 |  | L．M． | Glastonbury | Dulie | br |
| －3：3 | 248 | En of thy Sire＇s． | L．M． | Craada | Daniel．．．．． | Devotion． | 2¢8 | $\therefore 6$ | $0 \text { God, thy faithf. . . }$ | 4．8＇8 \＆ $8^{\text {2 }} 6^{\prime}$＇s． | Hotham | Srvill | rona． |
| 237 | $22^{32}$ | Eteroal，¢potl 88 | L．M． | Eftugham | Iustification． | Manchester．． | $2 ¢ 9$ | 27 | God of my life． |  | Manchester | Harwood．． |  |
| 238 | 249 | Meetardr ght． | 8－7＇s． | At．xity | Praser．． | Aaron． | －90 | 289 | My God，if I ma | L．M． | Manchester | Tranquility． | ewcantlo． |
| 239 | 230 | Ilail！Father，Son ．． | C．M． | St．Stephen＇s | Ihurt fleasant．．． | T．Its． | 201 | $\therefore 80$ | Fondly my foclith．．． | L．M． |  |  | whaven． |
| 2：0 | $2: 31$ | C）fod，thou but－．．． | L． 31. | Wareham．． | Rockingham． | Mi lcombe． | 2：9 | －0 | To the baven of．． | －＇\＆ $\mathrm{B}^{\prime}$ | Dependan |  | rt Hope． |
| $4!$ | $2 \cdot 3$ | Thou，qrum ned obiy． | L．M1． | Jub | Mame | aryirgton． | －93 | $2 \times 1$ | fisus，my King，te．． | L 11. | Trinmpla |  | syluth． |
| 212 | $23+$ | Cintioun God，uc－．．． | 7＇s E6＇s， | Ascylum． | D．penclance． | rity Road． | 20at | 253 | Jescr，thnu foriteiga | 6－8＇ $\mathrm{B}^{\text {¢ }}$ | ddmati。 | Peck＇s T | ilugat． |
| 213 | 眑： | Thou，my Goci，a．t | Is \＆Grs． | Prepnritio | Kingswood． | Iosinh． | 29.3 | ：81 | Come yef fullowers．． | 7＇s \＆6＇s． | Clark＇${ }^{\text {a }}$ | City Road |  |
| 24. | 237 | Thou，ther er cat．．．．｜ | T＇s \＆G＇s． | Claks＇s | City Road | Wondhouse Grove． | 296 |  | The preving Spilit．． |  |  | Narenza． |  |
| 215 |  | Guod thow art，and．． | Th AL U＇s． | Preparation．． | Dependance． | Assylum． |  |  | Stevherd Divine ．．． |  |  | Atterci |  |

GENER．1L LNDEN TO THE HYMNS AND TUNES．

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline 㡙 \& \％ \& Firat Lises， \& Metrea． \& \& Names of Suilable Tunea， \& $$
\dot{x}_{0}^{\infty}
$$ \& First Lines． \& Metres． \& \& Names of Suitable T \& <br>
\hline 29 \& 283 \& 0 woncrous nower． \& 6－8．s． \& Peck＇s Tru \& Ledbury \& 30， 321 \& Haly Lamb． \& －7＇s \& \& The \& － <br>
\hline 299 \& 12－7 \& lfesuc，then lisct． \& \％＇NAn＇s． \& Kincsweod \& isey luma．．．．．．De eudance． \& 251 \％ 2 \& nue．Holv dizost． \& 6－ざッ．｜nl． \& Brigh \& Namaouth \& W Court． <br>
\hline 301 \& $\therefore 9$ \& Jerus， 1 fain woud．． \& S．M． \& $$
Z \div 01 \ldots
$$ \& ．．Brethel．．．．．．．．Remben． \& $35 \geq 331$ \& ge－us．thou a it nur． \& 2－＇s \＆4－テ＇s， \& Ireue \& Decieatioc． \& Iiceles <br>
\hline 311 \& 289 \& Jesus，my skreugtlu． \& S．M． \& Dillas．． \& ．．．Egrpt ．．．．．．．．Gr rar． \& 3031331 \& O Juru，tou ce of \& O－8＇s． 2 nd ． \& Gay＇s． \& Miartyn＇s Lave． \& New Conart． <br>
\hline $30!$ \& －91 \& Lord，that I niay．．． \& 4－7＇s． \& Ambleside \& I iiou ．．．．．．．．．Saroda． \& 351 136 \& Ever falnting with．． \& 7 ＇s \＆ $6^{\circ} \mathrm{B}$ ． \& \& Assy lum．．． \& ependance． <br>
\hline S03 \& 191 \& Ah，when shall I．．． \& 8．M． \& Watchman \& ．Bradiey Church．．．Shirland． \& 355.937 \& Jfsu，ahall I never．．． \& 4 －${ }^{\text {c }}$ 8． \& Alr \& Monnt Herm \& － <br>
\hline 334 \& 203 \& Saviour，on me the．． \& 4－8＇s \＆2－6＇8． \& St John＇s．．． \& －Harwond．．．．．．．Prais \& ${ }^{\text {Re6 } 6} 5339$ \& Lord I believe thy \& C． M ． \& Wear \& Wes \& <br>
\hline 365 \& ：9＋ \& Gracious Redeemer．． \& 8． M ． \& Falcon Sireet \& －Mount Ephraim．．．Aarah． \& 357 340 \& Jesus，tl．e Life，the \& C．M． \& liningdon \& David＇s Llapp \& Rose Hill． <br>
\hline $$
\begin{aligned}
& 376 \\
& 307
\end{aligned}
$$ \& 196 \& Father，in thee．．．．． \& 6－E゙s． \& ＇arey＇s \& Siloam ．．．．．．Entno． \& \＃53 311 \& Opin，Lord．my．．．． \& I＇s．\＆ 6 ＇ \& D＋prudanze \& Clatk＇s \& dsкy／um． <br>
\hline 308 \& 196 \& l want a principlo．． \& C．M． \&  \& Harwick ．．．．．．．．${ }^{\text {Sherdion．}}$ Dundee． \& 35934 3 \& God r farae＂s．．．． \& i＇s．\＆ $\mathrm{j}^{\prime} \mathrm{s}$ ． \& Trepration \& Cily \& Josiah． <br>
\hline 309 \& －98 \& He p，lori，to ．．． \& 4－8＇s \＆2－6＇s． \& Lntrobe． \& Willoughby．．．．．${ }^{\text {Praise．}}$ \&  \& Fhther of Jerus．．．． \& c．M． \&  \& \& <br>
\hline 310 \& 239 \& Listo $a \mathrm{wrar}$／d of ruf－． \& C．M． \& Burford \& York ．．．．．．．．Wilts \& $3 \cdots$ \& le it acenrd \& c． \& SuColk \& L．ye \& <br>
\hline 311 \& ：00 \& Bid me of men be－． \& S．M． \& Shutan \& Hnver．．．．．．．．．Ma hhiar． \& $3 \mathrm{Ci} 31=$ \& What ！nover sj，enk． \& L． M ． \& W i：ches \& Rothwel！ \& ach <br>
\hline 312 \& 301 \& Jesua，my Savinur．．． \& L．M． \& Minmre． \& Wincnester ．．．．．Han burg． \& 3． 14 \％ 8 \& Jesus，the gift di－。 \& 6 －8N． \& Admah \& tarro \& ＇s． <br>
\hline 31.3 \& 30 \& Pierce，fill me with．． \& L．M． \& Tindham． \& Munich ．．．．．．．Newiagton Green． \& 365 34？ \& 0 od of my ralva－． \& －x＇s．2nd． \& Martyn＇ \& New Co \& Snnmout <br>
\hline 314 \& 33 \& IItak，how the．．．． \& S．M． \& Falcon Street．． \& ．．．Wateiman．．．．．．Fislmouth． \& 366351 \& I noou sball bear． \& －8：－2md． \& G：1y＇s． \& Marty ${ }^{\text {²x L Lave }}$ \& Didsbury． <br>
\hline 31. \& \｛ 214 \& Ange＇s your march． \& S．M． \& Bradley Church． \& ．Reuten．．．．．．．．Sarah． \& $367 / 352$ \& 0 come，and cwell．．． \& S． \& Wate \& Bradley Cburch． \& Reuben．．－ <br>
\hline 317 \& 303 \& kternal Power \& L．M． \& naisy Hill．．．．． \& －Tranqcility ．．．．．．．Varrington． \& 36835.3 \& Frither，see this lio．． \& F＇s \＆ $6^{\prime} \mathrm{B}$ ． \& Deperdan \& City road \& Josiah． <br>
\hline 317 \& 1305 \& Alt，Lord，rith \& L．M． \& Wareham \& －Rockirgham ．．．． 1 ebron． \& 3 Ca 3．4 \& 0 God，most merci－． \& L．M． \& Angel＇s Song \& Justificat \& ort Ilope， <br>
\hline 318 \& 3.6 \& A charge to keed． \& S．M． \& Recuber \& －Sarah ．．．．．．．．F Falcun Street． \& 370 \& Пeepra the wnunds．． \& C．M． \& Axbridge \& Trinity \& eritend． <br>
\hline 319 \& 36 \& Watch＇d by the． \& 6－8．8． \& Zalmes \& Terah ．．．．．．．．Tomerton． \& 3.125 \& What now is my－．．． \& 8－8＊s． \& Carnaby \& \& <br>
\hline 920 \& 307 \& Be it ny only wis－ \& $4-88^{\prime} \varepsilon^{2} 2-6{ }^{\prime} \mathrm{s}$ ． \& linrwoot \& New Etreet，．．．．St．Sohn＇s． \& 372 356 \& Give mo the en－ \& 7＇s \＆6＇s． \& Josial \& Dejuenda \& lark＇s． <br>
\hline 321 \& 307 \& Summon＇d my． \& C．M． \& Bedford．．． \& Warwick ．．．．．．Rose lane． \& 3.31258 \& Jesu，thou hound． \& $8 \rightarrow-8$ s． \& Cast \& \& arey＇s． <br>
\hline 32. \& ${ }^{308}$ \& Servant of al＇，to God ef almighty \& C．M． \& $\underset{ }{\text { Brooms rave．}}$ \& －Charnouth ．．．．．．${ }^{\text {Barbry }}$ \& 374358 \& Come，Holy Ghost \& $6-8{ }^{\text {＇s．}}$ \& L．ecthury \& \& adrid． <br>
\hline 32
i21

2 \& \[
308

\] \& | God ef almighty．．． |
| :--- |
| Forth in thy name．．． | \& S．M． \& －hurland Duke stree \& －Can bridge．．．．．．${ }^{\text {Vi＇ton．}}$｜ l Pethel． \& 375 ［3：9 \& Saviour from sin \& 6－8＇s． \& 111 bitsur \& Jer \& Charity． <br>


\hline 32 \& 1310 \& Lil I come rith． \& $7{ }^{7}$ \＆\＆ $0^{\circ} \mathrm{s}$ ． \& Dejendauce \& －City Road．．．．．．．．．Portialı \& | 317 |  |
| :---: | :---: | :---: |
| 817 | $3: 0$ |
| 161 |  | \& 1 waut the spirit \& \& Monm \& Blig \& 隹ire． <br>

\hline 32 ib \& 311 \& Coptain of Isracl＇g．．． \& 6－8＇к． \& Barrett \& －Brig tna．．．．．．．．Piyminuth Dock． \& $\therefore 3836$ \& W1ant shall I do \& ， \& Sto：1n \& Cleft of the Ro \& <br>
\hline 32 i \& \％ 31 \& O thou who memest． \& L．M． \& Marare \& Vre＇sden ．．．．．．．．．Melcuabe． \& 379362 \& 0 Love，I Inrguichi．． \& \& Brichito \& Love \& Ijmoutis Dock． <br>
\hline 228 \& $3^{12}$ \& When quiet in my．． \& 6－s＇s． \& Cleft of the Ruck． \& －Cares＇a．．．．．．．．．Silmam \& 38.1363 \& inimners of hope． \& 6－8＇s \& Z uberfo \& \& Desire． <br>
\hline 329 \& $31: 3$ \& Thee，Jesur，full．．．． \& C．M． \& Nehemiah \& －Lani sbnrough．．．．Pentedd． \& 381565 \& When，my Sario：ar \& ． \& Sichlian LIa \& Aaron ．． \& iton． <br>
\hline 330 \& －13 \& Saviour of all，what \& $6-8 . n$ ． \& Triali \& －Peck＇s Trumpet．．．Charity． \& 38．2．30 \& 0 great Mourtain． \& I＇s \＆6＇s． \& C181k＇s \& King wood \& nsiah． <br>
\hline 331 \& 311 \& Thou，Lord，hast．． \& C． M \& London \& York．．．．．．．．．Livirpool． \& $38313: 7$ \& 4 hoo hath 8 ightod．． \&  \& P parat \& A＝rylu \& ity Road． <br>
\hline $33 \cdot 3$ \& 315 \& Master，I own thy \& $68^{8.8}$ \& \& Madrid．．．．．．．．Eaton． \& 3－1／367 \& I know thest mu Re－． \& C． 11. \& Messiah \& Tinity \& undee． <br>
\hline 333 \& 316 \& Come on，my nart－ \& $4-8{ }^{\prime \prime}$ \＆2－6＇s． \& Ha \& Rochdale．．．．．．New Strect． \& $3 \times 5$＇368 \& Love Divine，all \& 8＇s \＆ 7 ＇s． \& Vicn \& Queer torough \& Romanza． <br>
\hline $33 \pm$ \& ！17 \& Lord，I adore thy．．． \& t－8＇s \＆2－C＇s． \& Latrobe \& Willoughbv．．．．Prase． \& 386 3 39 \& Prof of the Lord a－ \& L． 11 ． \& 1）duan \& Purt llopo \& Warrington． <br>
\hline 335 \& 318 \& Cast on the fidelity．． \& 7＇s \＆6＇s． \& Clark＇s \& Dependance．．．．．Josiah． \& 857370 \& Prisoners of liope，a－ \& S． 13. \& Ipsuich \& Sifrwsbury \& Fincousitreelo <br>

\hline 3.36 \& $$
319
$$ \& Father，in the Name Eternal licam of． \& \[

T's \& 6^{\prime} s .
\] \& Assylam．．． \&  \&  \& 0 that my load of ．．． \& L．M． \& Uld Hundred \& Wareham． \& Windham． <br>

\hline 337 \& $$
\left.\begin{aligned}
& 319 \\
& 3 \geq 1
\end{aligned} \right\rvert\,
$$ \& Eternal licam of．．．． Thou Lamb of Ged． \& \[

$$
\begin{aligned}
& \text { L. M. . } \\
& \text { L. }
\end{aligned}
$$

\] \& | Hamburg． |
| :--- |
| Rockinglam | \& Ifanathon ．．．．．．Dr－sden． Wondrous Cross．Mellourne． \& 3－9／3： 34 \& O Jesus，at thy．．．． \& C．M． \& Arliogtun． \& West＇s．．． \& Wellsprin <br>

\hline $$
\begin{aligned}
& 338 \\
& 339
\end{aligned}
$$ \& 3211 \& （）thou to whose．． \& L．M． \& Hanvathon \& Nottavay Cross．．Dellsourne． \&  \& Since the Son bath． \& 6－i＇s． \& Eaton \& Dathageus \& － ellspring． <br>

\hline 340 \& 32． \& The thing my God．． \& S．M． \& Avnhoc．． \& Spilsbury ．．．．．．．．${ }^{\text {D }}$ Dover． \& 391374 \& lather，supply my．． \& L．M． \& Stout ficld \& Devutior \& Taniel． <br>
\hline 341 \& 32 \& O Jerus，let thy．．．． \& L．M． \& Old Ifundrelth \& Mu：icl．．．．．．．．．．${ }^{\text {Han burg．}}$ \& 303 3\％ \& Holy，and rue，and． \& L．M． \& Reching \& Daventry \& ret Hop， <br>
\hline $3{ }^{13}$ \& 33 \& Cod of eternal truth \& C．M． \& D viz ${ }^{\text {c }}$ \& Sheldun ．．．．．．．Gabriel． \& 39130 \& 6）Cidif our foreo． \& 6－6．5． \& － \& Laton \& <br>
\hline 343 \& $3 \cdot 4$ \& 0 for a leart to \& C． M \& Lisdia \& P＇etriborough ．．．．Carr＇s Lane． \& 39.5 3：－ \& $U$ God，to whom， \& L． 11. \& duoraniol \& ditastic \& street． <br>
\hline 341 \& 35 \& Thnu bidden love \& 6－8＇R． \& Zaub：rfloto \& ．Simeon＇s Joy ．．．．Inve． \& 39153 \& （）Thou，whon once \& L． 11. \& Windiala \& HHoch． \& enare． <br>
\hline 345 \& 326 \& Yo ransum＇d sib \& $4-6{ }^{\text {che }}$ \＆2－5＇s． \& C＇urnham \& －Leminx．．．．．．．．．Alajesty． \& $39 \% 378$ \& J＇su，thy fir ex－ \& L． 31. \& Ni，tt \& luke Sirte \& Portugal． <br>
\hline 316 \& \％ \& For ever here my ．．． \& C．M． \& Charmou \& －Dundce ．．．．．．．．A dridge． \& 3481079 \& S：aviour of the Sin $\%$ ． \& 1－i＇ \& 31nunt \& Prayer．． \& －avur． <br>
\hline 347 \& 328 \& Tecus，my lifel． \& C．M． \& 1）evizes． \& －Micscith ．．．．．．Rose Lane． \& 3．913－0 \& Ligit of Life，Fe．．．． \& 8－7＇s \& Alma． \& Sevill \& Sacisil <br>
\hline $3 \pm 3$ \& 329 \& Ileavenly Father． \& 8 － 7 \％ \& Sicilian Mariners． \& ．Eville．．．．．．．．．．Townhead． \& $400 \mid 380$ \& Jisus comes with．．． \& 4－7＇8． \& Townh \& daron \& ＇ilton． <br>
\hline 249 \& 330 \& Whare the ancient． \& 8－7＇5 \& Culpinstock． \& ．Martyn．．．．．．．．Seville． \& 4011381 \& All thinge are prige．．． \& $8-8$. \& Pl：mouth Dock \& caton \& Clarity． <br>
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