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## THESACREDHARP:

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ECLECTIC HARMONY: <br> \title{
ECLECTIC HARMONY: <br> ${ }^{\wedge}$ <br> C 0 LLECTI 0 N 0 F CH CRCH MUSIC, <br> Consisting of agreat varietyof
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PSALM AND HYMN TUNES, ANTHEMS, SACRED SONGS AND CHANTS,
ORIGINALANDSELECTED;

## Including many new and beantifuil subjects from the anost eminent Composen.s.

HARMONIZED AND ARRANGED EXPRESSLY FOR THIS WORK.

## HBLIWELLIASON:

Professor in the Boston Academy of Music; Editor of Handel and Haydn Collection of Sacred Music; The Choir, or Union Collection; Choral Harmony; Lyra Sacra, \&e. and by
TIMOTHY R. HASOV:
Professor of Sacred Music, and Organist at the Fourth Strect Church.
ENLARGED, REVISED, AND IMPROVED EDITION.

CINCINNATI:
PUBLISHED BY WILLIAM T. TRUMAN

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1844
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## PUBLISHER'S ADVERTISEMENT.

'Tue "Sacred Harp" was undertaken at the request of many highly respectablc individuals, who have long felt the importance of the introduction of an elevated style of Sacred Music arranged on the immovable basis of science and correct taste. It has been prepared with special reference to the wants of the West, and it is believed will meet with approbation, and supply a deficiency the lovers of sacred song lave long experienced, and receive such a share of patronage as it shall be found to merit.

It contains, in addition to the most favorite and useful tunes in common use, a great variety of new and valuable music, much of which has been procured from Europe, and has been written expressly for the Editors, and furnished in manuscript, by English and German composers. It also contains a variety of beautiful subjects from the works of Haydn, Mozart, Cherubini, Naman, Marcello, Mehul, Himmel, Winter, Weber, Rosini, and other celebrated anthors: all of which have been arranged and harmonized expressly for this work, and are now for the first time published. A great number of very beautiful compositions have been taken, by permission, from the Handel and Haydn Society Collection; Choir or Union Collection; Lyra Sacra, and other musical publications of the senior Editor.

Nost of the music in this work is llowing, melodious, and tasteful in its character-of a style " perfectly simple and intelligible, so as to be easily sung. Simple and natural harmony is vastly better adapted to impress the heart, and promote devotional feeling, than the most highly wrought pieces of scientific skill. The most sublime and the most pathetic are always the most simple. Sacred music should be like the gospel, which commends itself by its simplicity and sublimity, alike to the learned and the unlearnel."

It is hoped the "Sacred Harp" will prove a highly useful work. It was carefully examined in manuscript, by the Boston Acarlemy of Music,* and by various Professors of Music, Organists, and 'Teachers of singing, whose unqualified approbation it received; and it undoubtedly forms one of the best manuals of Church Music ever issued from the press.
The publisher would further remark, that the "Sacred Harp" is printed in patent notes (contrary to the wishes of the Authors) under the belief that it will prove much more acceptable to a majority of singers in the West and South.

Entered according to act of Congress, in the year 1s43, hy William T. Truman, in the Clerk's Offee for the District Court of Ohio
$\sigma \mathcal{E}$ Editors and publishers of Music are cautioned against republishing pieces from this work. With the exception of the few old tunes, the whole of the "Sacred Harp," including the arrangements from European authors, is claimed as property, and has lieen secured according to law. The Author's arrangement from European subjects in the Handel and Haydi Collection, have often been inserted in other publications, without permission. All such pieces have to be metrically arranged, and harmonized, and most of them require such material alterations, as to become almost entirely new compositions. To arrange and harmonize such peculiar melodies with judgment, accuracy and elegance, as mucb knowledge and labor are requisite as to compose new music; and they are considered as copy-right tunes under the law, made and provided for the protection of such property. Very many of the old tunes in this volume have been altered, newly arranged and harmenized, and are made much more easy of execution, beautiful and useful. All such alterations, arrangements, and harmonies are also claimed as property. It is hoped that a proper sense of justice and propriety, without the aid of the law of copy-right, will be suffieient security to the proprietors of this work. They ask, and intend to require, that their legal claim to the benefit of their labors shall be respected.

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## EDITOR'S ADVERTISEMENT.

The Sacred Harp is a work on which the editors have bestowed much time and labor, and in which they have found much pleasure. It was undertaken (by request) with a full sense of the responsibility of preparing a work to be used in the worship of God. It is now given to the public with the hope that it will mect the wishes of those who have for a long time felt the need of a collection of scientific music adapted to the improved and improving taste and judgment of the western community.

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

It is believed the Sacred Harp will prove a highly practical work. All the tunes will occasionally be useful, and most of them can be casily performed without instrumental aid.

The following is the arrangement of the several parts.
The Base is placed upon the lowest statf, and should always be sung by the lowest voices of men.
The Treble is placed upon the staff next above the base, and should always be sung by the highest voices of females.
The Alto, Counter, or Second Treble, is placed upon the staff ncxt above the Treble, and should always be performed by boys, before their voices change, or by the lowest female voices.

The Tenor is placed upon the upper staff, and should always be sung by the highest voices of men.
The introductory rules are plain and simple, and amply sufficient, in the hands of a judicicus instructor, for acquiring the art of reading music. Cincinnati, Ohio, September, 18 LOWELL MASON. A 2

## TO SINGERS.

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

Selections: Carlow, page 133: Merdin, 144 : Lucas, 155 : Rowley, 162: Urmund, 149 : Oakham, 163 : Sardis, 165 : Marion, 182 : Louisville, 197: Templeton, 201: Weldon, 142 : Yarmouth, 138 : Oliphant, 137: Kendall, 136: Fleming, 134 : Coburn, 133: Crocket, 130 : Edgar, 129 : Brentford, 45 : Hymn, 221 : Grant, 120 : Zebulon, 118 : Augusta, 30 : Zion, 187 : Wayland, 150 : Haddam, 114 : Dalston, 113 : Sudbury, 104 : Brighton, 102 : Olney, 96 : Inverness, 95 : Lockport, 93 : Rindge, 81 : Conway, 80 : Topsham, 77 : Fulton, 73 : Nichols, 70 : Danvers, 24 : Lanesboro', 67: Foster, 110: Bolton, 63: Milburn, 59: Carinth, 57: Illinois, 48: Orford, 47: Wayne, 33: Stow, 113: Sabbath, 126: Northampton, 154: Bethleham, 210: Blake, 297: Burlington, 214: Epping, 212: Kedar, 203: Gethsemane, 175: Prescott, 173: Hymn, 171: Olivet, 147: Pisgah 145: Missionary Hymm, 139: Wilmot, 121: Nashville, 106: Litchficld, 62: Douglass, 54: Ward, 49: Hebron, 49: Uxbridge, 43: Marcellus, 169.

Mifion's: Ashfield, 39: Sunderland, 50: Kambia, 100: Norwich, 119: Hanover, 50: Blackburn, 62: Eastport, 64: Lebanon, 66
Anthems, Sct preces, \&c. viz: Doxology, page 230: When shall we meet again? 226: O, Praise God in his Holiness, 224: Thankgiving, 214: Daughter of Zion, 213: Praise God, \&c., 207: Llark! tho song, \&c., 204: Hymn, 189: Salvation, 218, \&c. \&c.

## INTRODUCTION TO VOCAL MUSIC.

## Lesson I. General Divisions.

$\oint 1$. We shall consider the subject of Vocal Music under these three naural divisions: viz., riytha, melody, and dynamics.
§2. I. Rifthm treats of the longth of sounds, and divisions of time.
53. II. Melody treats of the pitch and succession of sounds.
§4. III. Dynamics treats of the strength and force of sounds.
6 5. These three divisions embrace all the different modifications of sounds used in singing.

66 . In Rhython we are to consider sounds as long or short.
§7. In Melody, we consider sounds as high or low.
§8. In Dynamics, as loul and soft, \&c.

## FIRST DIVISION: RHYTHM.

## Lesson II. Measures.

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

§ 10. The long lines drawn between the successive measures are called bars.
§11. Each of the measures is again divided into smaller equal portions, called parts of measures.
§12. Every measure contains two, three, or four, or sometimes six equal parts.

Measures of two parts.


The teacher sings some mensurcs of each of these kinds : and says'la for each part of a moasure
§13. A measure with two parts is called double measure;

| 6 | 6 | TIIREE | 6 | 66 | TRIPLE | 66 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 66 | 66 | FOUR | * | 66 | QUADRUPLE | 66 |
| 6 | 6 | SIX | 66 | -6 | SEXTUPLE | 6 |

Lesson III. Beating Time and Accent.
§ 14. The parts of measures are marked by a quick motion of the hand, called beating time.
§15. In double measure, the hand falls at the first part, and rises at the second.

The teacher gives the example, while he says, doonnoard beat, upyrarld bert; then $l a, l a$.
$\$ 16$. In triple measure, the hand falls at the first part, moves to the left or towards the breast at the second, and rises at the third.

The teacher, while he gives the example, says, downward beat, hither beat, upwura beat; then la, la, la.

## INTRODUCTION

§ 17. In quadruple measure, the hand moves as in triple measure for the first three parts, and to the left or from the breast for the fourth part.
For the fourth part, the teacher says, trither best.
§ 13. The sextuple measure is so little used, that we leave it to the discretion of the teacher.
§ 19. In singing, we utter some parts of the measure louder than the rest; this is called accent. The louder parts of a measure are called accented, and the softer parts unaccented.
§ 20 . In double measure, the first part is accented, and the other unaccented.
$\S 91$. In triple measure, the first part is accented, and the other two unaccented.
§ ํ.. In quadruple measure, the first and third parts are accented, but the third not so much as the first; and the second and fourth unaccented.

## Lesson IV. Notes.

\& 23. The parts of measures with which we have become acquainted, are filled with notes.
§ 24 . The notes most frequently used for this purpose are these - called quarter notes [crotchets:] though half notes [minins] $p \rho d j$ and sometimes eighth notes [quavers] - 1 are also used for this purpose.
§ 25. Other notes are derived from quarters, as follows:
§ 26 . Four quarters united into one sound, form a whole note [semibreve:] made thus: o
§ 27. Two quarters united into one sound, form a half note [minim; 7 made thus:
§ 98 . A quarter divided into two equal sounds, forms eighths, [QUaVERS;] made thus:
§ 29. A quarter divided into four equal sounds, forms sixteenths, [semiquaters;] made thus:
§ 30. A quarter divided into eight equal parts, forms thirty seconds [Demisemiquavers;] formed thus:

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

§39. When three equal notes are united, a note equal to two is used with a point or dor after it, which stands for the third 1 te; thus:
equal

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

§ 35. When three notes are to be performed in the time of two of the same kind, a figure 3 is placed over them: thus, the time of
§36. These are all the notes now commonly ued The double note [breve]
formed IT and the sixty fourth

## Lesson V. Varieties of measure.

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

two quarters or their equivalent in a measure;

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

three quarters or their equivalent in a measure,

three halves or their equivalent in a measure,

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

four quarters or their equivalent in a measure;

four halves or their equivalent in a measure.

four cighths or their equivalent in a measure.
§ 41. The sextuple measures are

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

## Lesson VI. Rests.

§ 43. Rests are marks of silence, and derive their name and their length from the notes whose place they supply.
Quarter rest $\left|\begin{array}{c|c}\text { Half rest } & \text { Whole rest } \\ \text { above the line }\end{array}\right|$
Eighth rest
below the line $|$
N. B. The whoie rest, however, always fills a measure in every variety of measure § 44. Rests may be pointed in the same manner as notes; that is, a pointed rest is equal to three halves of the same rest without a poir':
thus. $F \cdot \theta$ equals 977 or $F 4$

## SECOND DIVISION; MELODY.

## Lesson VII. The Scale.

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


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

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

§ 52. In this collection of music, one is $A$, named fa [pronounced fah, or $a$ in father], two is sot [sole], threc is la [lah], four is $\mathrm{FA}_{1}$ five is sol, six is LA , and seven is mirnce].
The teacher should practise each tetrachord separately, before the scate is undertaken.
§ 53. In practising the scalc, after the scholars can ge through with the cight notes in succession, but one note should be taken at a lesson.
$\S 54$. The following is the method of practising The scholars sound onc, two, three, or fa, sol, la; then they sound three several times; and finally alternate one, three, until they get the interval well fixed in the ear; and can give la correctly, when the teacher says thrce, and then $f a$ when he says onc.
§ 55. Five is then practised in the same manner, in connection with one and three. Afterwards, eight is taken with them.
$\S 56$. These four principal notes are now practised a long time, before the other notes arc undertaken.
§ 57. Then seven, four, six, and two are gradually added.
The details of this system may be found in Mason's "Manual of Instruction in the Elements of Vecal Music:"-for sale by the publisners, Truman, Smith and Co. Cincinnati.

## Appendix to Lesson VII

§ 58. The most correct method of solmization is to apply a distinct syllable to each note of the scale: viz., the syllable no to one, re [ray] to two, mi to three, fa to four, sol to five, la to six, and si [see] to seren. Indeed, by pursuing the common method of only four syllablos, singers are almost always superficial. It is therefore recommended to all who wish to be thorough, to pursue the system of seven syllables, disregarding the different forms of the notes.

## Lesson VIII. Tie Staff.

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

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

§69. Different staffs are used for the different parts, which are indicuted by the clers. Thus, is used for the Treble, and the Base.

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

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

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

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

## Lesson IX．Chromatic Scale．

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

Chromatic scale．

§ 72．To sing a sharped semitone correctly，we must change the termination of the appropriate syllable to ce．Thus，in ascending we say，fa，fee，sol，see，la，fa，fee，sol，see，la，lee，Mi，Fa．
§ 73 ．To sing a flatted semitone，wo change the termination to ay． Thus，in descending，we say，FA，MI，may，la，lay，sol，say，Fa，la，lay， ©ob，say，fa

## Lesson X．Transposition of the Scale．

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

§ 76．If we apply one to $C$ ，the tones and semitones will corres－ pond．Thus，the natural place for one is $\mathbf{C}$ ．
§77．If we apply one to G，two will come to $\mathcal{A}$ ，three to $B$ ，four to $C$ ，five to $D$ ，six to $E$ ，but seven will come half the way from $F$ to $G$ ，or to $\boldsymbol{F}$ 井．Thus，if $\boldsymbol{F}$ is sharped，or if there is one 井，the key note or one is $G$ ．
$\S 78$ ．If we take $D$ as one，we shall find in the same manner，$F$ and $\boldsymbol{C}$ inust be sharped．Thus，if $\boldsymbol{F}$ and $C$ are sharped，or if there are teo \＃\＃s，the key nole is $D$ ．

679．A as one requires $F, C$ and $G$ sharp：or if there are three井执s，the key note is A．
§80．If $\boldsymbol{F}, \boldsymbol{C}, \boldsymbol{G}$ and $\boldsymbol{D}$ are sharped，or four 找㘫井s，the key note is $E$ ．
$\S 81$ ．If we take $\mathbf{F}$ as one，$G$ and $A$ will come right，but four comes between A and B ，or to $B \boldsymbol{B} ; \boldsymbol{C}, D$ and $E$ will also come right．Thus if $B$ is flatted，or if there is one $\forall$ ，the key note is $F$ ．
§89．By as one requires also $E$ fat．Thus，if $B$ and $E$ are flatted，or if there are two the key wote is $B \neq$ ．
§ 83．If $B, E$ and $A$ are flatted，or if there are three $\forall$ ，the key note is $E b$ ．
$\S 84$ ．If $B, E, A$ and $D$ are flatted，or four bobos，the key note is $\boldsymbol{A B}_{\square}$

## Lesson XI. Signature.

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

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

Lesson XII. Moddlation.
§ 89. Sometimes a tune passes from one key into another, during its movement, and then back again: this is called modulation.
§ 90. The signs of elevation or depression necessary for the new key, cannot all be placed in the signature; but those altered letters which are not in the signature, must have the sign of alteration placed before the notes which are to be altered. As an example, see Ellenthorpe, p. 28 , second line of the words; where we find $D$ sharped in the treblo and alto, which with the signature indicates the key of four 井s, or $E$.
§ 91 . Such flats or sharps occurring in the middle of a tune, aro called accidentals; in distinction from the essential marks of the signature.
§ 92 . The keys to which tunes usually modulate are such as have one more or one less flat or sharp than the signature: and such are called relative ifeys.
§ 93. As an instance of one more sharp, sce sccond line of Ellenthorpe, as above; and also, sccond line of Danvers, p. 24.
§ 94 . As an instance of one more flat, see p. 45, Talbot, third line, and p. 134, Tanworth, third line.
§ 95 . As an instance of one less sharp, see, p. 190, Hymm, fifth line.
§ 96 . As an instance of one less flat, sec, p. 41, Wakefield, second line.
§ 97. In the two last examples, we wish to take way one sharp or flat containcd in the signature. This we do by means of the caneelling $\operatorname{sign} h$, called a natural; as in the examples.
§ 98 . The nutural, when it takes away a sharp, depresses the sound, the same as a tlat: on the other hand, when it takes away a flat, it elevates the sound, the same as a sharp.
$\S 99$. When the same notc appears according to the key, and then immediately flatted or sharped, the change is merely transient or cliromatic, and not a modulation; as in Swanwick, Courth linc, Alto, and Falkland, third line, Base.
For modulations to minorkeys, $6 e$ Leason XIV

Lesson XIII. The Minor Scale.
§ 100. The scale we gave in $\S 51$ has the semitones between three and four, and seven and eight. and is called the major scale or mode; but there is another, cailed the mina? scafe or mode, which has one semitone between tho and three; this grves the music a plaintive pathetic character.
§ 101. In the minor mode, instead of the fa above mi, la below $m$ i is taken as oxe, or the key cote. This is the case, whatever is the signature; so that the tiey note of the minor mode, is always two notes lover than in the major mode with the sane signature.
§ 102. The following are the key notes, in the minor key, for each signature:

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


The syllahles appropriated to the elevated notes are fee and see
§ 101. In flat signatures, the notes are elevated by means of thi natmal $\Rightarrow$, see 597 ; see also Cabot and Canton p. 5.
§ 10.j. The trequent occurrence of these accidentals is an easy method of determining that a tune is in the minor liey, As examples, ser Windham, p. 39, and Hanover, p. 50.

## Lesson XIV. Modulation: Minor Kers.

§ 106. Modulations take place in the minor, in the same manner as in the major keys. Exanples with one more sharp, see p. 75, Corwen, last part of the first line; with one less flat, see p. 100, Kambia, second line.
§ 107. Modulations are often made from the major to the minor key with the same siguature. This is indicated by the sharped fifth, which becomes the sharp seventh of the new key, called the relative manor. As an exampie, see p. 57, Patmos, second line.
§ 108. Sinilar modulations are made from the minor to the major key; which is indicated by the loss of the sign of elevation before the seventh, which then becomes the fifth of the new key, called the relative major. Example, p. 39, Ashfield, last part of the second line, and first part of the third, nnd p. 52, Canton, second line.
§ 109. In major keys, modulations are made into minor keys with one less sharp, or one more flat. This is indicated by tho sign of depres-
sion before the seventh, and by the elevation of the key note for the sharp seventh of the new key. Examples, p. 190, Hymn, end of the fifth line, and beginning of the sixth Sometimes only the elevated key note is seen. Examples, p. 101, Somers, third line; p. 100, Horeb, fourth line.
§ 110. Sometimes a modulation takes place from a major to a minor key, with the same key note, ealled the tonie monor. This is indicated by the flat third. Example, p. 218, Hymn, fifth and sixth lines.
5111. We have heen this particular on the subject of modulation, because no one can sing correctly, whthout howing in what key he is sunging.

Lesson XY. Nameg and qualities of the different notes of the scale.
\$112. One or the key note of the seale is called the tonic, because determines the pitch or tone of the seale. From this, all the other notes are reckoned; and with it, the principal parts of a piece of music commonly begin and end; and regularly the base always ends with it. Hence, in giving the pitch, the tonic is first sounded.
6 113. Five, the next most important note of the scale, and the last note but one in the base of every regular elose, is called the dominant,
e. the gorerning note; thus named, because it leads the ear to expect a close. The tenor and alto often begin and end on the dominant; but seldom the other parts.
§ 114 . Three is called the mediant, because it is midteay between the tonic and dominant. In some respects, it is the most important note of the seale, as it distinguishes the minor from the major mode.
\$115. Eight is called the octave, and differs from the tonic only in piteh.
§ II6. One, three, fire, and eight, are the principal notes of the scale, or the common chord of the key note. On some one of these notes, every part of a piece of music regularly begins and ends: hence, in giving the pitch, these four notes are usually sounded.
It is a fault in giving the pitch, to sound five and not three, as three only determines the mode.
§ 117. Two is called the sepertonic, because next above the tonic.
$\$ 118$. Seven is called the subtonic, because next below the tomic. It is also called the xeading note, as it regularly leads to, or requires the tomic after it.
§ 119. While the base takes the dominant preparatory to a close, two other parts regularly take seven and two, and often four, which with the base constitutes the dominant ehord. (See next Lesson.)
§ 120 . Four is called the subdomnant, because it is the next below the dominant.
§ 121. Six is called the submediant, because it is midway between the octave and mediant below it.
§ 192. No piece of music can regularly begin or end on tioo, seven, four or six

## Lesson XVI. Intervals

§ 123. The distance from one sound to another in the scale, is called an interval. Intervals are counted by the degrees of the scale from the lowest note upwards; thus, we say a fifth from $C$ is $G$ : when we count the interval downwards, we use the word below; thus, a fifth beloro C is F .

In counting the degrees for the intervals, both extremes are included. Thus, when we say, from C to E is a third, we count-C is one, $\mathbf{D}$ is two, and E is three.
§124. When the same note is repeated, it is called
unison, marked 1. By inversion, the unison becomes
n octave, marked 8 .
§ 125 . An interval is inverted when one of the notes is transposed an octave, or when the note previously the lowest becones the highest.
§ 126. An interval from one note to that on the next degree above, is called a second, marked 2 ; in-
verted it becomes a seventh, 7 .

§ 127. When one degree mitervenes between the two notes, the interval is called a tmind, marked 3 ; inverted it becomes a sirth.

§ 193. Whey fro degrees intervene, the interval is called a fourth, marked 4 ; inveried it becomes a fifth.
§ 129. When three degrees intervene, the interval \} is a firti, marked 5 ; inverted it becomes a fourth.
§ 130. When four drgrees intervene, the interval) is a sixth, marked 6 ; inverted it becones a third.
§ 131. When fire degrees intervene, the interval is a seventa, marked 7; inverted it becomes a second. \&
§ 132. When six degrees intervene, the interval \} is an octave, marked 3 ; inverted it becomes a unison. $\}$

§ 133. An interval consisting of a tome is called a \} major second; and one of a semitone, a mivon second. $\}$

§ 134. An interval consisting of two tones, is called a major third; and one of a tone and a semitone, a minor third.

$\delta$ 135. An interval consisting of three tones is called a sharp fourth; and one of two tones and a semitone, a perfect fourth or simply a fourtin.

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

§ 137. An interval consisting of four tones and $a\rangle$ semitone is a masor sixth; one of three tones and two semitones, a mivor sixth.

§ 133. An interval consisting of five tones and a semitone is a sharp strenth; and one of four lones and two semitones, a flat secenth, or simply a seventio.

§ 139. The unison, octave, fifth and fourth, and the thirds and sixth, are consonant [see next lesson] intervals, the first four are perfeet and the others imperfeet consonances. The seconds, sevenths, sharp fourth, and that fifth are dissonant intervals.

## Lesson XVLI. Chords.

§ 140. When two or more notes are sounded together, the combination is called a euorn: ii agreeable to the ear, it is called a consonant ehord, or a concond; if disagreeable to the ear, it is called a dissonant chord, or a discorn.

S 141. A ehord consisting of a fundamental note or base, and of its third and fifth, to which the octave may be added, is called a common chord: if the third next the base is major. it is called a masor chord, if minor, a mivor chort.
§ 142. A chord consisting of a bass, its third, ffich, and seventh, is called a chord of the seventir. This chord is usually based on the dominant, and has the seventh flat.


8 143 . The intervals of the chords are not taken acending to the degrees of the scale, but aceording to the letters: thus, the common chord having $C$ for its fundamental note, is mode up of $\mathbb{C}$, its third $\mathbb{E}$, its fifti $G$. and sometmes its octave $\mathbb{C}$. wherever these notes may le placed; E may be in the treble, G in the tenor, and $C$ in the alio, or in any ohaer order. so long as the righl letters are used. If the fundamental bote is not in the base, but some uther note as E or C in the above instance, the chord is said to be incerted.
§ 144. Common church mosic is made up almost entirely of the above two chords and their inversions; and a knowledge of the order in which these ehords should succeed each other, constitutes the seience of HARMONY
§ 145. Common chords occur most frequently with the tonic as the fundamental note; next the dominant, then the subdominant, sometimes the submediart, and rarely the mediant and supertonic.

It must be rememberef, that the tonic is one of the scale, whatever may be the signature ; and that the notes of the several chords may be taken in any of the parts.
§ 146. The Chord of the seventh most frequently occurs on the dominant; it is then called the dominant seventh. This chord is regularly followed by the tonic chord; which succession constitutes the regular elose or cadence.

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

## THIRD DIVISION; DYNAMICS.

## Lesson XVIII. Force of Sounds.

§ 147. In order to indieate how particular notes or whole passages should be sung, certain characters or words are used.
$\$ 148$. A sound utiered by the ordinary exertion of the organs, is called a medium or middle sound; marked m., mez, nr mezso All sounds not otherwise maked, ate to be perfonned mezzo

8 149. A sound uttered by a somewhat stronger exertion of the organs, is ealled a loud sound, marked f., for. or forte. A very loud sound is marked, $f f$. or fortissimo; and as loud as possible, $f f f$.
§ 150. A sound uttered with some restraint of the organs, is called a soft sound, marked p., pia. or piano; a vary soft sound is marked $p p$. or pianissimo; and as solt as possible, ppp.
In practising these sounds, the scholars should begin with the medium sound, and then give the loud and very loud, or the sofl and very soft; the teacher giving th example.
§ 15t. A sound which commences soft, and gradually grows louder and louder, is called an increasing sound, marked cres., cresccudo, or thus $\sim$.
§159. A sound which commences very loud, and gradually deercases to silence, is called a decreasing or diminishing sound, marked dec., decrescendo or dim., diminuendo, or thus $>$
§ 153. A sound which gradually increases and then gradually diminishes, is called a swelling sound, or a swell, marked
The teacher should require the scale often to he sung with each of the above, and sonetimes with the frllowing tones.
§ 154. A short sound, struck with a sudden ereseendo or swell, is called a prcssure sound, marked $\because f$., rinforzando, $<$ or $>$.
§ 155. A sound very forcibly struck and suddenly diminished, is called an explosive sound, marked fz., forzando, or $>$
§ 156. When the notes are to be sung very short and distinct, so as to give life and energy to the execution, the word staccato or the marks
111 are used.
§ 157. When the notes are to sustained their full length, and gently swelled and diminished, so as to give tenderness and pathos to the performance, the term legato is used

For other terms of expression, see the definition on $p x x$.

## Lesson XIX. Artieulation an Empbasis

§ 158. Besides the dynamic designations of the last lesson, yoca. expressinn depends chiefly on articulation and emphasis
§ 159. The tone in singing depends chiefly on the vowels. Hence these must be uttered with special accuracy, and must be duly prolonged.
'The teacher should cause each of the vowels to be sounded and sustained, and also the scaie to be sung with them. He slonld first give the example; and then see that the sounds are performed, from beginning to end, with the organs immoveably fixed in one position, without the least change.
§ 160 , The articulation or the distinct utterance of the words, depends alnost entirely on the consonants. These should be struck or sounded with force, distinctness, and great care. The sounds should be prolonged only on the vowels; and the consonants, whether at the begimning or end of the syllable, should be quickly articulated, not prolonged.
The indistinctness of the words in singing, arises from the neglect of the above dirpetions. The consonants are commonly prolonged, and those belonging to different words are apt to be run together. Toobviate this, after the vowels are properly sung, different consonants should be gradually prefixed and annexed to them, and the scale sung with syllables.
\$161. It is as essential to good singing as to good speaking, that some words and syllables should have more stress of voice than others; and that the same syilable should be accented in singing as in speaking: such words and syllables are called acconted or emphatic.
§ 169. If the poefry is properly constructed, the emphatic syllable falls on the accented part of the measure. If otherwise, the emphasis of the words must be attended to, and the rhythmical accent neglected.

The teacher should require some lines to be rehearsed with the proper emphasis, and then sung with the same emphasis.

Lesson XX. Connection of syllables and words.
§ 163. The breath must not be drawn in singing any more than in speaking, in the middle of a word. Nor, when several notes come to one syllable, should there be interruptions hetween them; as fa-ha-ther, for father; but the several notes should be blended with smoothness, but not without distinctness
§ 164. Words which are intimately connected in sense, as the article and its noun or the preposition and its noun, should as seldom as possible
be separated by drawing the breath between them. In fact, the breath should be no oftener drawn than fullness and firmness of tone require.
§ 165. The practise ol breathing regularly at a particular place in each measure, should be specially guarded against ; and also the habit of leaving the sound abrubty to take breath, or as it is sometimes called catching breath. The breath should be taken quickly yet gently.
§ 166. Intaking breath, great care must be had that as little uoise and ceremony as possible be made; and that the mouth retain the position it had, while performing the previous note; by no means forming itself into the shape necessary for the following note, or closing itsell while taking breath.

## Lesson XXI. Sentinent.

§ 167. Musical expression depends chiefly on the fecting which the singer possesses, and imparts to the performance, by the proper tones and correct delivery of the words. Hence, in instructing, the teacher should always select such words and music as will interest the singers, and then both by precepl and example be unwearied in his exertions to mnpress on them the importance of striving to express the sentiment. IIe should tell them of the impiety of singing serious words, in a thoughtless manner.
§ 168. In the performances of public worship, the leader should be particularly careful in the selection of the tunes, and the singers shoukd be deeply and seriously impressed with the idea that they are engaged in the worship of the supreme neivg. The expression should be such as naturally proceeds from the sentiment of the words. All artificial expression in which the heart is not engaged, is triting and ridiculous, not to say hypocritical and impious.

## Lesson XXII. Tie Volce.

§ 169. Since it is necessary from the first, that the teacher and school should be acquainted with the properties of a good tonc, we close the introduction with remarks on the following topics.
§ 170. I. Pronuction of vocal sounds Our methad of producing vocat sounds is similar to that of a wind mstrument. Wo imhale a
quantity of air, and force it out through the vocal organs. If we wish to produce a very low sound, the internal organs, particularly the opening of the throat, arc expanded, and the air is forced out with as little velocity as will make a distinct vocal sound. On the other hand, if we wish to produce a very high sound, the same internal organs are contracted, and the air is forced out with as great a velocity as can be produced without screaming. The power of thus expanding and contracting the organs is, in a great measure, the result of practice. 'The sound should be made chicfly at the opeming of the thruat, and merely modified by the external organs of the mouth, viz. the tongue, the teeth, the palate, and the lips. The mouth should be so completely open, that the sound may meet with no obstruction in its course, and the organs kept in a fixed position arithout the least variation. A full and retentive breath is necessary to a full and firm tone; and to acquire this, the scholars should frequently practise some vocal sound, and give it as full, as smooth, and as long as possible. To improve the voice and give it volume, we should accustom ourselves to sing the scale with explosive and the other dynamic tones. In this way, the internal organs will become more clastic and subject to command. By a continued exereise of the organs, in the manner above described, most persons in time may acquire,
§ 171. II. The most essential qualities of a good tune; viz. purity, fullness, firmness, and certainty.

1. A tone is pure or clear when no extraneous sound mixes with it; mpure when something like a hissing, screaming, or huskiness is heard in connection with it. Impurity is often produced by the interference of the parts of the mouth; they get in the way, and the sound is thus obstructed and indistinct.
-. A tone is full, when it is given with a complete, free, and unconstrained exertion of the appropriate organs of sound. The breath should be fully drawn, and used only to produce the sound. That tone is fant which is produced by a negligent use of the organs, by a want of breath, or by a waste of it, that is, air escapes which docs not go to make up the sound. Exercises in the explosive tone will greatly assist is acquiring the proper manner of taking breath.
3 and 4. A tone is firm and certain, when immediately on being given, it is the correct sonnd, and continucs so to the end

Hence, the following are faults: A wavering and trembling of the voice. Striking a wrong note and then sliding up and down to the correct sound. A negligent or careless beginning and ending of the sound. A too great elecation or depression of the sound. The only remedy for these defects, is, first, th have the correct sound in the ear, then to strike it firmly and surcly, and finally, to keep the organs in the same fixed position withent the least deviation, as before directed
§ 172. To correct faults. If the teacher hears a faulty tone in a selolar, let him endeavor to imitate st, and in doing so, he should give elose attention to the organ by which the faulty sound is produced. Let him then sing a good tone, with the use of the appropriate organs; and the scholar will immediately discover and correct his fault. It is highly useful also for the teacher to give out faulty sounds, and to require the pupils to imitate them, contrasting them with those which are correct.
§ 17.3. General diregtions Let the teacher require the scholars always to stind ercet, with the head looking directly forward, the breast bending a little outwards, and the mouth duly open. The mouth shonld be open so far that the end of the fore tinger may have free play between the teeth. The tongue should lie naturally and still in the mouth. The teacher must give all attention to the observance of these rules, if he would not have more faulty tones than good. For example: By a straining of the lungs and a violent holding back of the voice, a guttural ant sometimes a husky sound is produced. By closing the teeth, a hissing sound is oceasioned. An overstraining of the voice, by forcing out the sound too violently, produces a screaming and sometimes a bawling. A disagrecably coarse or shrill sound is produced, by opening the mouth too little, and thrusting out the chin, and to some extent drawing back the tonguc. A nasal sound is occasioned by pressing the roots of the tongue somewhat against the palate.
For much important information on musical taste, and on the duties of a teacher \&c, consult Porter's "Musical Cyclopedia"*; articles Dynamics, Breath, Expression, Choir, Chorister, Psalmody, \&c. See also Mason's Musical Manual.

Abagio, very slow, heavy, and expressive Ap libitud, at pleasure; may be omitted or perlormed.
Arfetuoso, with tenderness and deep peeling.
After note, a small note that follows the principal note, from which it borrows its time.
Allegretto, somewhat quick and animated.
Alefgro, quick, elight and spirited.
Ampante, with a distinct and gentle accentuation; and with moderate quickness.
Andantino, somewhat gentle and distinct.
Appogiature, a small note that precedes the principal note, from which it borrows its time. Appoyiatures and After notes are not counted in the rhythm; and whatever time is given to them is taken away from the notes to which they belong. They usually borrow time equal
to their own length; see p. 215 , in the Treble, at the word'reach, where the small note and the prineipal note which follows, each take the time of a quarter note, as at the word 'earth' in the same line. When an Appogiature precedes a pointed note, it may take two thirds the time, or twice ite own length
A tempo, in the regular time, after an ad libitum.
Brs, twice; written over a passage to he repeated.
Cantabile, graceful, melodious.
Chorus, music intended for the whole choir.
Con spirito, with animation
Da caro. or 1. C. repeat and close with the first strain: as Gireenville, p. I 39.
Dolee, with sweetness and delicacy.
Duetto or Deet, music for two volces.
Gnave, slow and heavy. denoting solensnity.

Largmetto, slow, but less marked than largo.
I.ango, very slow, delicate and sustained.

Moderato, moderate, rather animated.
l'aUSE, a character placed over a note, indicating that it may be prolonged beyond its strict time. When written at the end of a line, the prolongation may be about one beat.
Pomposo, dignified, grand
Pestissimo, as quick as possible.
Iresto, very quick.
Quartetto or Quartet, music for four voices.
Quintetto or Quintet, music for five voices.
Recitatife, a species of music, between singing and spraking, in which the singer is not restricted in time.
liepedr, a character placed at the end, and sometines at the legriming of a strain, to denute a repetition. . $\mathbf{\circ}$ or

Siciliano, music in sextuple time, per form in a slow and graceful manner.
Slur, a character drawn over as many notes as are sung to one syllable. Solo, music for one voice.
Soprano, the Treble.
Sostencto, notes sustained the full time. Spirltoso, with spirit.
Symphony, or Sym, a passage for instru ments.
Syncopation, a note commencing on the unaccented part of the msasure, and terminating on the accented
Tempo, time.
Trio, music for three voices
Tutti, all the voices.
Unison, all sing the same melody.
Verse, one voice on a part.
Vivace, in a brisk and lively manner.

For a complete dichonary of inusical termos, set "Musical Cychopedia."

REAIARKS ON THE USE OF THE INTRODUCTION, AND ON THE PERFORMANCE OF THE MUSIC.
The Introduction is designed either to be committed to memory and recited, in the same manncr as has heretofore been practiced in the usual method of teaching, or to serve as a guide for those teachers who prefer the inductive plan of Pestalozzi. When this plan is adopted, the teacher should have a black board, with two staffs drawn across it in w!ite lines, and placed in such a situation that it can be distinctly scen by the whole school. On this he may write numerons examples for practice, both those which relate to time, and those which relate to the scate or the practice of the different intervals; and also to the force of sounds. The teacher should always go on the principle of learning one thing at a time; and not proceed until each lusson is understooul.

The details of the system here sketched, are found in Mason's 'Manual of Instruction,' designed particularly for teachers; in which will be found numerous practical examples.

In the music, it will be observed that the Treble or leading melody is placed next to the base. Tlais arrangement is adopted for the convenience of the instrumental performer. This part is atways to be sung by female voices, and by them alone. When sung by men's voices, it inverts, the natural order of the parts, and produces disallowed progressions in harmony. The Alto is intended to be sung by the lowest female and boys, voices. If it is undertaken by men, they will sing the notes an octave above; and always remain silent when the tenor rests, or when the part is marked, $2 d$ Treble.

It will be observed that many of the particular meters are adapted to different varieties of words, as Worthing, p. I31; at the end of the srcond and fourth lines of which the tied notes may be sung to iwo syllables or to one; so of Greenville, p. 132; Armley, I57; Syria, p. 145: Berkley, p. 153 ; Rowlov, p. 162, \&c. (See note botion page 156.

## SACRED HARP.

DUNSTAN. L: TH:
Madan. $\underset{\sim}{8}$



23


STERELNG. L. MI. [Chant.]




APPLETLON. L.. MI. [Chant.]

(0) - \#-


GTONECDERTB.

1. ITR





$\mathrm{H}_{4}$. 교.
927



LEXDER.
L. 罗:


$$
\begin{aligned}
& 30
\end{aligned}
$$

$$
\begin{aligned}
& 4 \text { Jesus, we coms, at thy command; With fisth, ind hope, and hum-ble zeal, Resign our spir-ito to thy hand, To mould and genide us, at thy with. } \\
& \text { (c) \# }
\end{aligned}
$$



## 




WATNE. L. TI.


$$
\begin{aligned}
& 934
\end{aligned}
$$








## 







ROCCHEGEEAB.
L. Wi *









D

* The Treble and Tenor inay change parto alternately in this tune









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a(2
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目。閶。



And swell your music，to the skies．












## 






## 44

DUKEESTEECT. 目. 䧋


## 



 ( $02-2$ (6)


Now shatl the trembling mourner eome, And bind his sheaves, and bare them home; The roice, long broke with sighs, shall sing, Till heaven with hallelujahs ring


(9)
(6)




## 





6 Oh save a trembling sinner, Lord, Whose hopes, stall hovering round thy word, Would light on some sweet promise there. Nome sure support against despair. b-


## St. PAELS. K. M.


1 Ye nations round the earth, rejoice, Before the Lord, your sovereign King; Serve him with cheerful heart and voice, With all your tongues, his glary sing. Q-b2




## 








## 



[^1]


[^2]

To thee, my righteous King and Lord, My grateful soul I'll raise; From day to day, thy works record, And ev.er fing thy praise.





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

 (e-b2






2 Come, where his glory he displays, Your lips, in thanks, employ; Come, speak the wonders of his grace, In holy songs of joy. In holy songs of ioy.




## HUNEPEC. C. 险.




CEATRENEDN.
C. 挭.


C. 酳.


MELEASE. C. TE.


$0-6-1010$
(a, 1 -

> Majestic swectness sits enthrond fp - on the Saviour's biow; His head with radiant glories crownd, His lips with graco ocerlow. His hips with grace o'erflow.

A-6 6


## GRRAMON. C. 腹.





## HESESNON. C. MI.



# LANESEORO'. C. TI. or 3 s's, 2 © $\%$. Ch. Psaimody, Hy. 639 



1 There is an hour of peaceful rest, To mourning wanderers given: There is a tear for souls distressed, A balm for every wounded breast, ' Tis found alone, in heaven.
a There is a home for weary souls, By sins and sorrows driven; When tossed on life's tempestuous shoals, Where storms arise, and ocean rolls, And all is drear, but heaven.

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

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

## 69

OHIO. C. TH.


## OVERTON. C. M.

 Songs of immortal praise belong, To my al - mighty God; He has my heart, and he my tongue, To spread his name abroad. To spread his name abroad.



2 How great the works his hand has wrought! How glorious in our sight! And men in every age bave sought His wonders with delight. His wonders with delight. (9:\#A

HBIEIY. C. M.


MECELELD. C. M.



## NICHOLS. C.M.


 4 40 may the sweet, the blissful theme, Fill every heart and tongue, Till strangers love thy charming name, And join the sacred song. And join the saered song.

（a）

## NEIV TMIRE．C．谊．





C. NE
(0-3-1-1 1 $\begin{array}{llll}10 & \text { thou, to whom all crea - tures bow, Within this earthly frame, Thro' all the world, how great art thou' How ghorious is thy name. } \\ 0 \text { O } \\ 0\end{array}$


3 Lord, what is man! that thou shouldst choose To keep him in thy mind; Or what his race! that thou shouldst prove, To them, so wondrous kind.


## 





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




COREWEN. C. II.


WILMINGTON. C. M.


## PUTNEY. <br> C. M.



## TOPSHAMI.

C. II.
[ Double.



## WVES'RMOHELAND. C. M. [Domble.]



 4

## ST. ANN'S. C. MI.













[^3]



## 





$$
4 \text { Sweet is the memory of thy grace, My God, my heavenly King; Let age to are, thy righteousness, [omit.] In sonnds of glory sing. }
$$





# 88 <br> PADDINGTON. <br> 8. 畆. <br> (Q \# \# 2 <br> Come, Holy Spirit, come, Let thy bright beams arise; Dis - pel the sorrow from our minds, The darkness from our eyes. <br>    

## 



## 



PENTONVIGLE. S. 臬


## 0


Arranged from a Gregonan Chant.





Stanley.


##    

> REMON. S. II.


## EOCKPCBRT. 3. PI



Cober To be sung or omitted at pleasure.






## 




WMRNER. 9. M.
07


Church Psalmody, Hymn 239.



HISBON. S. DH.



TBOKTGRED. S. M.



WATCHMAN. S. M.




- By omitting the firat note in the last two linea

CATERA。
I. . TI.

6 limes. Methodist Hymn Book, Hy. 249.
103



EATON. L. M.
(t lines.



## NASIVILLE. L. P. H.




NEDECOUTE.
L. P. M.





PERT. C. P. M







## 






## HARWICPI.

险.

[^4]

5 Give thanks aloud to God, To God the heavenly King; And let the spacious earth, Mis works and glories sing. Thy mercy, Lord, Shall still endure : And ever sure Abides thy word.


## CONNER. Hi M.



[^5]

目. 更.


And bless the
sa - cred hours
hen
hall
my soul new life ob - tain,
Nor Sabbaths
be indulged
in
vain.




1 Ye dyiag gons of faen, Immerged in sin and woe: Now mercy callsagain, Its message is to you! Ye perish - ing and guidy, come! In mercy's arins there yet is room.

 (6)


## 


I Ye bouadless realms of foy, Exall your Maker's name : His praise your songs employ, Athove the star $\ldots$ ry frane; Your volces raise, Ye cherubim, And seraphum, To sing his praise.
( $9 \mathrm{~A} \boldsymbol{4} \mathrm{~A}$
 2 Let all adore the Lord, And praise his holy name, By whose almighty word They all from nothing came; And all shall last Frath chives free; IIfs firm decree Stands ever fast.


NOIE BITC既.
75.


H2 IRT. Gis \& 49s.


Praise ye Jehovah's name, Praise through his courts proclaim, Rise and adore: High o'er the heav'n's above, Sound his great acts of love, While his rich grace we prove, Vast as his power.
 (-3y-1 1


Chur h Psalmody, Hymn 244



时且险OT．79s．


GIRANEE.
719.


## ADULIUTE. <br> 78

123


PEEYEL'S HIYMN. g's.



3 Life and peace to me im - part; Seal sal - vation on my heart: Breathe thyself in - to my breast, Earnest of im - mortal rest.




Love＇s redeeming work is done，Come and weleome，Come and welcome，Come and weleome，sinner，come．


## 3

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

## 4

Soon the days of life shall end， Lo，I come，your Savior，Friend！ Safe your spirits to convey To the realms of endless day， $U_{p}$ to my eternal home； Come and welcome，smmer，come？




TURIN. 7's. 6 lines.








## 藘解

CROCHER日置





## 






## CRSAREA. 8\% 8\%.




\& f. Far from mortal cares re - treating, Here our willing fontsteps meeting, Every heart to heaven ater - ay from atove proclaim - ingr, Peace and pardon from
de - sires, ?
as - pires. $\}$ From the Fount of glory beamng, Light celestial obeers onr eyes


2 shout aloud, and hail the Saflor: Jesus, Lord of all prochain: As ye triumph in his favor, All ye lands dechare his fatne; Lond refoicing, Loud rejoiclng, Shout the honor of his name.


$\left.\begin{array}{l}\text { Yes! we trust the day is breaking, Joyful times are near at hand; } \\ \text { God, the mighty God, is speaking, By his werd in every land; }\end{array}\right\} \begin{aligned} & \text { When he chooses, Dankness flies at his command. }\end{aligned}$



Oh! 'tis pleasaut, 'tis re - vi - ving To our hearts to hear, each day, $\}$
Oh! tis pleasaut, tis re - vi-ving To eur hearts to hear, each day, $\}$ These enlightening, Whe in death [omit - - - - ] and darknesa lay.
Joyful news from far ar - ri ving, Hew the gespel wins its way;
(1)

M




 S．



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

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

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

Hallolujab, Ann.


## OLIPEINT. 8 's, $7^{\prime \prime}$ s, 4.


198

Church Psalmody, IIy. 538.




## 

19






3 Sal - vation' O Salvation! The joyful sound pro-ciaim,

- 1 Till o'er our ransomed nature, The Lamb for sinners blan,

Til earth s re - mutest
Keveemer, King.
nation,
Crfator, Returns in bliss to

RECHMOND. $\quad \mathrm{T}^{\prime} \mathrm{s}, \mathrm{G}$, s .



## 142


Worns from Methodist Mymn Book.


SILOAFI. $\quad 798,6$ s, \& 8.
Words from Methodist Hymn Book.
苼


## 141

MEREIN. $\quad 7^{9} \mathrm{~s}$, 6's $^{\prime} \mathrm{s}, \mathrm{E}^{\mathrm{m}}$




Church Psalnody, Hy. 711





[^6]
## 




| 1 Mark, bark : the gospel trumpet 2 Come, sinners, hear tbe joytul |  |
| :---: | :---: |
|  |  |
|  |  |

## 



## 15

## 

fines.




## 



$$
\begin{aligned}
& 15 \text { 量 } \\
& \text { NOEESTMABTEON. Sis. }
\end{aligned}
$$



TUCAS. E's, fis dilis.
15.5










4 While below, if we stray,
From the source of true joy, Let thy merciful hand
Retum, and incline us to obey thy command.
5 Our friend:, may they share Thy blessings while here, And crown them above,
Where joys will increase, from the fountain of love.

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


## ARMLEY. L. M. OH EDG \&






## 3

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

## 4

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

## 



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

## ROTVLET. 6's A's, or E's de's.




## 



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

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

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

Bishop Heber

AAIEHDS. 8's as.
Manual of Christian Psalinody, Hy. 725.




1 The voice of free grace cries, 'Escape to the mountain:' For Adam's lost race (Christ hath opened a fountain; For sin and uncleanness, and every transgression,






His blood flows sofreely in streams of sal - vation. Halle - lujah to the Lamb, who hath bought us a pardon, we'll praise him again, when we pass over Jordan. Hos blood can :emove hem, it lows from the fountain, lialle - lujah to the Lamb, who hath bought us a pardon, We'll praise him again, when we pass over Jordon.
 He saves us most freely, oh precious salvation.

Halle
lujah tothe Lamb, who hath bought us a pardon, We'll praise him again, when we psss over Jordon.


## ' Morrr of Tiones glopy.'

Words by S. F. Smith
 $(\mathrm{c}$

## 168

## 



1 If life's pleasures charm thee, give them not thy hesrt, Lest the gift ensnare thee, from thy God to part; His faror seek, His prases speak,



4 Dangers may approach thee, let them not alarm, Christ will ever watch thee, and protect from harm; He near thee stands, With mighty hands,












And bless his a - do - rable
name. 4 For good is the Lord,
in - ex - press - ibly
good, And we are the work of his hand $-E$
 -1-题 $\left\lvert\, \begin{gathered}\frac{2}{y} \\ -1\end{gathered}\right.$
"ERe jogfal in God all ye nandes of the capth.' Concluded


## HYMEN, 'The Lord is great,

Church Psalmody, Hy. 731.



3 The Lord is great, his mercy how abounding! Ye angels, strike your golden chords ! O praise our God! with voice and harp resounding, The King of kings, and Lord of lords.
(9-1)

## 









## 3

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

## 4

Where the saints of all ages, in harmony, meet, Their Savior and brethren, transported to greet; While the anthems of rapture unceasingly roll, And the smile of the Lord is the feast of the soul.

Episcopal Coll.
(-b-5
(1)

MEREDEN.
C. H .

*For the remaining verses, de the opposite 1 ing

sson will re - store thee, Where death hath no sting, since the Savior hith died. Where dath hath mo stung, since the

Savior hath
dial.

GENEVA. C. M.



CRANHRDOK. s. TH.






## 3

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



## 184



## HERMON. 4's, G's \& 8is.



ZION. $\quad 8 \cdot \mathrm{~s}, 7 / \mathrm{s}$, \& 4 .
$\left.\begin{array}{c}1 \text { On the mountain's top appearing, Lo! the saered herald stande! } \\ \text { Welconie news to Zion bearing, Zion long in loostile lands. }\end{array}\right\}$ Mourning captive! God himself shall loose thy bands, Mourning captive ! God himself shall loose thy bands. (1)
$\left.\begin{array}{l}2 \text { Lo! thy sun is risen in glory ! God himself appears thy friend ; ; } \\ \text { All thy foes shall flee before thee ; Here their buasted triumphs end : }\end{array}\right\}$ Great deliverance Zion's King vovehsafes to send, Great deliverance Zion's King vouchsafes to send边

3 Enemies no more shall trouble; All thy wrongs slall be redressed; ; All thy conflicts End in an e-terual rest, All thy conflicts End in an eternal rest.
For thy shame thou shalt have double, In thy Maker's favor blest ; For thy shame thou shalt have double, In thy Maker's favor blest; $\}$


CHECATD.
L. 7 1 I.
[Chant.]


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

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

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

- Watchman : tell us of the night.?



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

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

4 Since first, by faith, I saw the stream,
Thy flowing wounds supply,
Redeeming love has been my theme,
—And shall be, till I die

## 




SAVCTIS



$O$ sing unto the Lord a new song, a new song.


(1) sing ninto the Lort.

Concluded





' Eff ur your otately heads.'


$\begin{array}{llll}1-6-6 & 0 & 0 & 0\end{array}$
 Songs anew of honor framing, Sing ye to the Lord alone;
All his wondrous works proclaiming- Je -sus wondrous worhshath done: $\}$ florious, vict'ry, His right hand and arm hath wom.



[^7]




## CHORUS. 'Salvation belongeth unto the Lord.'


'Salvalion belongeth urito the Hord.'
Continues
891

and thy blessing, and thy blessing.

## 'TEMIPLETON. C. 酸.







209 solu. CCozne, ye disconsolate.'


## KEDAR, C. MI.



4 Let pace within her walls be found, $f$ Let all her sons $n$ - nite, To spread with greatful zeal around, IJer clear and shining light.




bannersfurled! Sheathed his sword; he speaks, 'tis done! Now the kingdoms of this world, Are the kingdoms of his sun, Are the kingdoms of his Son.电点
'Mark: the song of Jubilee.' Continuec.


' Hark ! the song of Jubilec.'
Concluded.
207




Praise God iram whom all bleasings fluw

- Praise God from whom all blessings fow.,

Continued.


Prase him above, Praise han above, Praise hin above, y heavenly host,


Praise Father, Son,
and Holy Ghost





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


Hallelujah we sing, To our Savior and King, And his praises aloud we'll proclain, And his praises aloud we'll proclaim : To the Lamb that was slain, Hal - lelujah a-



* By singing the small notes


## $\stackrel{9}{ }$

His word he sends forth,
From south to the north;
From east and from west it is heard :
The rebel is charmed ;
The foe is disarmed; No day like this day has appeared.

## 3

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

## 




#  




- Tbis parage may bo sung as a duett by two Trebles or by Tenor and Base, or all the four parta may slag together.


## 玉214 <br> HBURLTEGTON． <br> 199s，直具 8.







## 

Church Psalmody，Ps． 149.




3 With glo－ry adornea，his peo－ple shall sing，
＇Io
God，who defence and plen－ty sup－plies；Their loud acclamations to him，their great King，


TRANKSGEVENQ. Contmuea.


Through earth shall be sounded and reach to the skies.


* 2d verse by two Tenors and Base; and sth by two Trebles and Ato.


We mortals, de - lighted, would bor - row your tongue, Would join in your numbers, and chant to your lys. $\left[\begin{array}{llll}0: 0 & 0 & 0 & 0\end{array}\right.$

It oud swelling straisf bis praises express,

TIIANHGGTVENQ. Continued.


Who graciously o-penshis bounti-ful store, Their wants to relieve, Their wants to relieve, and his childrentobless.


We mor - tals, delight - ed, would borrow your tongue; Would join in your numters, Would join in your [our

 tongue; Would join in your numbers, and chant to your lays.

lighted, Would join in your numbers, and chant to your lays, chant to your lays, and chant to gour lays, and elant to your lays

tongue ; Would join in your numbers, and [оміт . . - ]

$T$

## 218 HYNE. 'Salvation: oln the joymil sominf.'







'Salvation: oh the foyfal sonnd.'





## 



 give thanks un - to the Lord, give thanks un - to the Lord, for he is good, for he is good, is good, for his mercy en - dureth for - ever,
Inst.


- Geive thangs minto the Lorel.' Concluded.




[^8]

Blessed are they--are they who dwell in thy house-For they shall always praise thee-they shall always praise thee.


"How lovely are thy dwellings." Concluded.


ac - cording to his ex - cellent greatness; Praise him in the sound of the trampet, of the trumpet, Praise him upon the late, upon the lute and harp;



FITME.
'EVhet ghall we mucea again.'


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

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

4 Soon shall we meet again, Meet ne'er to sever,
Soon will peace wreath her chain, Round us forever;
Our hearts will then repose, Sccure from worldly woes;
Our songs of praise shall close,
Never, no, never!


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

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

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

 Voice.






"Hor't, dusuniss us with thy hessing.'



COMOLOFT








OV - . er . moro.





231
FINDRAT. C. Fi. [DDonhble.]

$$
\begin{aligned}
& \text { (1) } \\
& \text { O, all ye nations, praise the Lord, Each with a diff'rent tongue; In eviry language learn his word, And let his name le sung. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { (9-4 }
\end{aligned}
$$



## 




## 



Great . . . . . . - . - - is the

 ho - liness, in the mountain of his holiness. (1) Great is the Lord, and greatly to be praised; Great is the Lord, and greatly to be praised, In the

'Great is the Lord.' Concluded.


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[^0]:    *The Boston Academy of Music is an assoriatinn for the promotion of Musical science. It was incorporated in 1832, and promises to be one of the most useful institutions in our country. The Ectectic Academy of Music in Cuscinnati, has recently been established on the plan of the Boston Academy. Its object is the same, and has several hundred pupils under the instruction of Profssor T $B$ Mason

[^1]:    1 Come, let us join our cheerful songs, With angels round the throne, Ten thousand, thousand are their tongues, Gut anl their joys are one. But all their joys are one.
    $0-20$
    

    3 Jesus is worthy to re-ceive Hon-or and power divine; Andblessings, more than we ean give, Be, Lord, furever tnume. Be. Lord, for-ev - er thine
    

[^2]:    * Soc Linesuorv*, page 07

[^3]:    
    

[^4]:    2 How mighty is his hand! What wonders hath he done! He formed the earth and seas, And spread the heavens alone. His power and grace Are still the same And let his name IIave endless praise

[^5]:    3 All hail, triumphant Lord! Heaven with hosannas rings : White earth, in humbler strains, Thy praise responsive sings, Worthy art thou, who once wast slain, Through endless years to live and reggn.
    

[^6]:    

[^7]:    - Tase passage inay oe sung alternately by Trebles and Tenors.

[^8]:    4 Maste, 0
    ssnner
    now be blest;
    Stay not, Btay not
    for the morrow's sun; Lest perdi - tion thee
    ar - res
    est, Ere the morrow is bo - gun.

[^9]:    America, 6, 4. . ...... 147
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