NATIONAL

CHURCH HARMONY,

DESIGNED

FOR PUBLIC AND PRIVATE DEVOTION,

IN TWO PARTS.

MUSIC ARRANGED FOR THE ORGAN AND PIANO FORTE,

BY INTRODUCING SMALL NOTES.

EDITED BY N. D. GOULD.

SECOND EDITION.

BOSTON:

LINCOLN AND EDMANDS.

J. NOURSE, BANGOR : GLAZIER & Co., HALLOWELL; :: HYDE & Co. AND S. COLEMAN, PORTLAND; DORR & HOWLAND, WORCESTER; S. BUTLER AND SON, NORTHAMPTON; A. S. BECKWITH, PROVIDENCE; D. F. ROBINSON & Co., HARTFORD; COLLINS & HANNAY, AND D. FFLT, NEW YORK; BENNUTT & BRIGHT, LTICA; FLENCH & PERKINS, PHILADELPHIA, CUSHING & SONS, & J. JEWETT, BALTIMORE; WM. RILEY, CHARLESTON; HUBBARD & EDMANDS CINCINNATE.

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YORK UNIVERSITY MUSIC DEPARTMENT

3 Forgotten Tunes of 1769 Are Sought

BUFFALO, Feb. 28. (A)—Wanted: Three forgotten tunes, which Washington may have hummed when he went courting, so a musical grandfather's clock built about 1769 may be restored.

The tunes are "Address to Sleep," "Seaman's Hymn" and "Lady Anthem." The Library of Congress searched for them in vain and if you know anything about them, the Grosvenor Library of Buffalo wants to hear from you.

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Entered, according to act of Congress, in the year, 1832, by
LINCOLN & EDMANDS,

in the Clerk's Office of the District Court of Massachusetts

PREFACE.

In presenting this work to the public, the Editor believes that its improvements and additional music, justify him in adding it to the valuable collections of music now in use. He wishes simply to mention a few of the merits of the book, sensible that on them will depend the success of the volume, in a christian and enlightened community.

1st. As the use of the Organ and Piano Forte is becoming common in houses of public worship, and in families; and as few have the opportunity to become so versed in the science of Music, as to be able to play the harmony, even of plain psalmody, from figures, it is deemed necessary to devise some method of placing it before the performer on the staff, in such a manner as to be plain and familiar; and this too without confusing the vocal parts. It is believed that the new plan here adopted, of introducing harmony on the Base and Treble staff, in small notes, will meet with general approbation, and that this improvement alone, is sufficient to ensure the book a grateful reception.

2d. The metrical times are so arranged, that on most of the pages will be found two of different character, on such relative keys as will enable Choirs to pass readily from one to the other, when the sentiment of the words of the same hymn require music of different characters.

This convenience must be very obvious.

3d. The conciseness and clearness of the Rudiments—the adaptation of additional words to the common tunes, to give variety, and prevent

Scholars from learning Time, Accent, Tune, Words, &c. by rote,—must be an advantage readily perceived by teachers and choristers.

4th. The book is divided into two parts, for the purpose of distinctly introducing occasional pieces, peculiarly calculated to interest singers in cultivating skill in execution, time, expression, &c. which owing, to the necessary sameness in psalmody, cannot be exercised to the degree which is requisite to perform even plain church music with decision and independence. In selecting the common tunes for the *First Part* we have had regard to quality, rather than quantity,—believing that a multiplicity of them tends rather to confuse than assist the leader of singing; and that frequently in attempting to learn too many tunes, few are learned so thoroughly, that they can be properly applied to other words than those set to the music.

5th. The publishers by stereotyping the work have determined that the music in this collection shall remain subject to no change except the addition of tunes and correction of mistakes which may possibly occur.

6th. It is believed that there is in this collection a larger proportion of music which has never before been published, than has been inserted

in any other compilation of the kind now in use.

In the selection of the Tunes, it has been our object to accommodate the whole to the wants not only of the city, but of the country in general. Whether the selection and arrangements be judicious or not, the public must decide. The great labor of preparing the work in its present form, and the liability to have typographical errors escape the eye, owing to the multiplicity of notes, must be obvious to every one.

Tunes that have long been treated as public property, and harmonized differently by different compilers, and even by the same compilers, have been published in the form in which we thought they had by long practice become most familiar to the public,—and we would gladly give credit to every individual who claims the harmony, we have quoted, if we knew positively where it was due. We perfectly agree in regard to the alteration of correct familiar tunes, with a celebrated European musician, when he says, "That the alteration of a single note even in the Base, in a tune made familiar to the ear and memory, by long practice, will instantly disturb, if not dissipate the devotion of a whole choir, and congregation." And experience has taught us, that in common choirs, without an organ, it requires more labor to unlearn one such note, and substitute another, than to learn an entire new tune.

The Editor with pleasure acknowledges his obligations to Messrs. Hansen, Heinrich, Zeuner*, Webb and Paddon,—Professors of Music in Boston, for their contributions to these pages; for these compositions and others heretofore presented by these gentlemen to the American

public, the friends of Music cannot but feel grateful.

The Music in the Second Part is generally presented as written by the authors themselves. In a few instances words have been changed for

the purpose of making them useful, and appropriate on particular occasions.

Chants have been omitted in this work; not because we do not admire this species of music, but because we know that almost every book published of late, has contained more or less of them. If, however, other editions of this volume should be called for, the public may expect an additional part of this species of Music.

It is our hope, that the arrangement of rudiments and tunes, and the selection and style of the Music, will give the volume a place among the many valuable works already published. We also trust that it will assist in exciting an interest in the pleasing and important part of public worship, for which it is designed; and be instrumental in preparing many to continue this revealed employment of singing praises to God and the Lamb in heaven.

Boston, May, 1832.

* This gentleman has lately published a volume of Original Music, consisting principally of Anthems and Chants, which will be found a rich treat to the lovers of refined Music.

NOTICE TO THE SECOND EDITION.

THE Publishers' anticipations of the sale of this work have been more than realized. Fifteen hundred copies have been sold in two months. The Editor has corrected this Second edition,—which is now presented to the public, with his thanks, and with the determination of the Publishers to render the style of the work equal to the patronage it is receiving.

Boston, Aug. 1832.

INTRODUCTORY RULES.

I shall first give a definition of certain words used in Music, that they may be understood when they occur in these introductory rules. On account of different words being used by different authors, and sometimes by the same authors, to convey the same meaning, it seems to be necessary that every compiler should give information what he means by the terms he uses.

Staff,-Five parallel lines.

Noles,—Characters written on the Staff, to represent sound.

Tone,—The distance from one note to the next, above or below. sometimes implies quality of voice, as good and bad tone.

Whole Tone,—The greatest distance from one note to another.

Semi-Tone,—Half the distance of a Tone.

Pitch,—Implies the degree of depth, or height of a sound.

O taxe or Eighth,—Is eight successive notes either rising or falling. Time,—Implies the duration of a single sound, or a succession of

any number of sounds.

Interval,—Is the distance, reckoned either by tones or semitones,

from any given note to another,

Unison,—Two notes on the same letter and pitch sounded at the same time.

Consonants,—Are notes situated on different parts of the octave, which when sounded together, are pleasing to the ear.

Dissonants,—The reverse of Consonants.

Melody,—Is the succession of sounds on the Staff, so as to make a Tune.

Part,-Includes the notes, &c. written on a Staff.

Harmony, -Is the combination of different parts.

Diatonic, -Scale, regular rising or falling of the Octave.

Chromatic,—The Octave rising or falling by Semi-tones.

. Air,—1s the leading or governing part of Harmony, sometimes called Melody or Soprano.

Transposition,—Is the removal of the notes of a part or tune higher or lower on the Staff.

Gamut,—Shows the situation of notes and letters on the Staff.

Rest,—Is a character valued in time, but not in sound.

Key note,—Is a note which determines the spirit of the tune

Mode,—Is applied to time and Key.

Internation,—Is the making sounds correct, and correct intervals Solfagio or Solfaing,—Is the application of certain syllables to notes in singing.

Governing Note, -One from which all others are reckoned.

Base, -The lowest male voice.

Tenor, -Medium, male voice.

Treble,-Highest female voice.

2d Treble,—Lowest female, or highest male voice.

Strain, -A line or sentence of a piece of Music.

Solo,—A single part.

Duct,—Two parts.

Trio,-Three parts.

Round,—Two or more voices commencing a word or line after each other, and following at the same distance.

Tonic, - Applied to the Major and Minor Key.

WITH A CONCISE EXPLANATION.

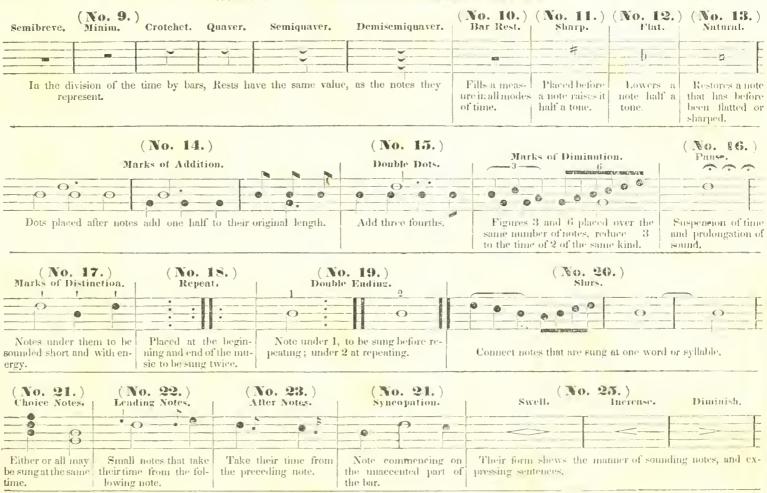
Staff. (No. 1.)			(No.			
sol la fa sol la MI fa sol la fa sol	Semibreve.	Minims.	Crotchets.	Quavers.	Semigunvers.	Demisemiquavers.
4-5 3-3 1-3 1-3 1-3 1-3 1-3 1-3 1-3 1-3 1-3	-0	0	9 0	9 9	8 0 0	0000
re mi fa sol la SI do re mi fa sol Lines and Spaces on which Music is written. Pronounced—rae, mee, fa, sol. la, see, doe.	Longest note nsed in Music,	Half the length of the Semibreve.		Half the length of the Crotchet.	Half the length of the Quaver.	Half the length of the Semiquaver.

CHARACTERS and MODES OF TIME.

COMMON TIME.

(No. 3.) Bars.	Double Bar.	(No. 4.) Brace.	(No. 5.) Leger Lines.	(No. 6.) Clefs.		(No. 7.) Ist Mode.			2d Mode.	
		2382		<u> </u>	6	c-	0	0 0	e	0 0 0
1			Added when notes are out of the limits of the staff.		used to dis- ne part from	Sign		easure.	Sign.	Measure. 2 Beats in a Bar.

	TRIPLE TIME.			COMPOUND TIME.				
3d Mode.	1st Mode.	2d Mode.	3d Mode.	1st Mode.	2d Mode.	(No. 8.)		
9 0 0 0	2 -0 -000	3 0 000	3 8 8 8 8	6 6 6 6	8 0.0.0.			
Sign. Measure. 2 Beats.	Sign. Measure.	Sign. Measure. ts in a Bar.	Sign. Measure.	Sign. Measure. 2 Beats in	Sign. Measure. a Bar.	Is placed where the tune ends.		



FIF. GAMUTS. SEGNATURES and EXPLANAMORY SCALES.

No. 26.

No. 27.

· No. 28.

Names of the Notes on the Stall for the G and F Cler, when the different								
		Signatures.						
Treble Gamut. Bass Gamut.	.Treble or G	Signatures are appl	1	井井井井	MI or SI* is on B when there are neither Flats or Sharps.			
A—lst Leger above. C 1st Leger above.	Clef.	b b b b b b	片 井井	or b b b	If B be D MI or Sl is on B			
G Ist Space above. B 1st Space above.	fado M/SI	MI SI la la		i— -solre-	B & E on A			
E 4th Space. G 4th Space. D—4th Line.————————————————————————————————————		sul sol fa fa -fa -fa - la - mi-	sul	_ MI—-8I—	B E & A on D			
C 3d Space. E 3d Space. B—3d Line.————3d Line.————————————————————————————————————		- la mi sol re -sol		solsol-	B E A & D on G			
A 2d Space. C 2d Space. G—2d Line.————————————————————————————————————		-MI—SI— $-la$ —la—		lani				
F 1st Space. A 1st Space. E—1st Line.——G—1st Line.——	fa do MI St 	- sol sol sol sol sol - fa - fa -	fa fa la ini la—ini— sol—re		If F be # MI or SI is on F			
D lst Space below. F lst Space below. E—lst Leger below.	ا بلاید سر	fa fa ru mi	#### b	# #	F & C on C			
2 22 25gct solott 12 15t Edge solott	1	日 井井		7	F C & G on G			
	bbbb		or		F C G & D on D			

Scales to explain Semitones, Relative situation of the Clefs, Effects of Flats, Sharps, &c.

No. 29.	No. 30.	No. 31.	C # 0 Ist Leger A G # 0 F # 0	i	MINOR 7th O	
-2d Leger D - lst Leger C B	E D C C C C C C C C C C C C C C C C C C	E 13	· D # 0 · C # 0 · C # 0 · A # 0 · G # 0	E D	PLATFORM STATE OF THE STATE OF	OCTAVE FA C DO SUBTONIC MI B-SI SUBMEDIANT LA A=LA=OCTAVE DOMINANT SOL G-SOL-SUBTONIC SUBDOMINANT-FA F-F SUBMEDIANT
Base Staff divided into Semitones.	D C lst for B C ls		- Scale of d shew the	B b c c c c c c c c c c c c c c c c c c		SUPERTONIC—SOL D—RE—SUBDOMINANT— MAJOR TONIC FA C DO MEDIANT MI B—SI—SUPERTONIC— LA A LA MINOR TONIC al in— Technical appellations to the several distances from the Major and

Plate IV. The deverning Note, Major and Minor Tonic, as removed by Plats and Sharps.

G Clet. 😽	杆	# #	b	ьь	### for b b b b #### for b b b
			-Major-F	F	
E . la mi .	E .	E	MI or SIE.	i i i È i	Major . E Major . E
Dre	D	-Major—D——	-Minor-D		
Major C. fu do	· · · · · · · ·	Mor SIC .	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	C D Minor . C
B—.MI or S1—	B	-Minor—B			
					$egin{array}{cccccccccccccccccccccccccccccccccccc$
					Mmor SI G A Major G A
Gsol	-Major—G		G	-Minor—G	Minor F
F . <i>fa</i> . fa .			Major F .	F .	F Minor F
	-Minor-E-	E	Mor SI E		E - Major E - Minor SI D E Major .

Examples of Errors in Singing.

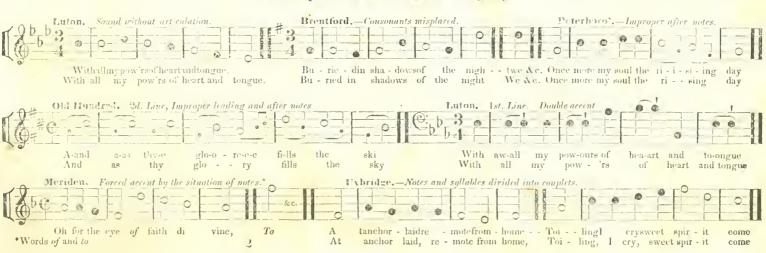


PLATE V

EXERCISES FOR THE VOICE, AND BEATING TIME.



The school may be divided into two divisions, each taking the part most convenient for their respective voices, and proceed together, beating the time and sounding the notes on the staff he commences with. Either of the bars of the 13th or 14th Lesson may be taken to commence an octave on some convenient pitch, keeping the same number of notes each degree rising and falling.

N. B. f—for the falling, and r—for the rising beat, where to take breath.

No. I. Staff.

Question. What are musical characters written upon? Answer. Five lines and four spaces, called a Staff.

Q. What is the use of these lines and spaces? A. They determine the pitch of sound, or notes, by their situation on the Staff.

No. 2. Notes.

Q. How many kinds of Notes are there? A. Six.

Q. What are they called? A. Semibreve, Minim, Crotchet, Quaver, Semiquaver, and Demisemiquaver.

Q. Which is sounded the longest? A. A Semibreve.

Q. How many Minims is a Semibreve equal to? A. Two.

- Q. Is the relative proportion the same between each note, in the order they are mentioned? A. It is—2 Minims, or 4 Crotchets, or 8 Quavers, or 16 Semiquavers, or 32 Demisemiquavers, being equal in value to one Semibreve.
- Q. What is meant by value? A. The duration of time the note is sounded.

Q. How is its length known? A. By its form.

What Letters are applied to the Octave? A. The first seven

of the alphabet, A, B, &c.

Q. What is the use of these Letters? A. In vocal music they are used as references, in regard to the pitch of notes, they being always on the same lines and spaces. For players on Instruments, they direct to holes, strings or keys to be used.

No. 3. Bars.

Q. How many kinds of Bars are there? A. Two; Single and Double.

Q. What is a Bor? A. Perpendicular lines drawn through the Staff.

Q. What is the use of a Single Bar? A. It divides the notes of a tune into equal Measures.

Q. What is Measure? A. It is the division of notes or rests of

different value, so that the space between every two bars shall contain an equal value to some given note, which is called a Masure note.

Q. What is the use of a Thick or Double Bar? A. It is placed

at the end of a line of Poetry, and of a Sentences in Prose.

No. 4. Brace.

Q. Where is a Brace placed? A. At the beginning of a tune, connecting the parts sung at the same time.

Q. How many parts are generally connected in Psalm Tunes? A. Four.—Base, Treble, Second Treble, and Tenor, placed in the foregoing order, beginning at the lowest.

No. 5. Leger Lines.

Q. For what purpose are Leger Lines used? J. To preserve the order and distances of notes placed out of the compass of the Staff, their distances above and below being the same as the lines of the Staff.

Clefs.

Q. What is the use of a Clef? A. Clefs, placed at the beginning of a tune, are used to distinguish one part from another.

Q. How many kinds of Clefs are used in Psalmody? A. Two.

- Q. What are they called? A. Base and Troble, or F and G. Clef.
- Q. Why termed F and G? A. Because they are placed on those letters. Treble voices sound a note on a given line an ectave higher, than a Tenor voice, and thus the harmony is arranged.

Q. Are these Clefs stationary? A. They are.

Q. Do you find any other Clefs used in Music? A. The C Clef was formerly used for the Alto,—and is now frequently used in secular music, in the body of tunes, where the notes used would go far out of the compass of the Staff.

Q. Why is it then used? A. Because by removing the Clef, or placing it above or below its usual place C, it carries the whole body of the otes on the Staff along with it, for instance; several notes in the Le are placed on C, D, E, which would be above the Staff on

the first and second leger line—by introducing the G Clef, it would place the same notes and pitch on the 3d space, 4th line, and 4th space; and this principle may explain the F Clef being used for voices on a low pitch, that notes within the compass of the voice may be brought within the compass of the Staff; that is, a note on the first space in the Bass would with a G Clef, be on the 2d leger below the Staff.

No. 7. Modes of Time.

Q. What is the use of Modes of Time? A. They denote the value of the notes between the Bars; the time or movement of the tune, and the method of regulating the time, and accent.

Q. How many kinds of Time? A. Threc.—Common, Triple,

and Compound.

- Q. How are they measured? A. Common by even numbers. Triple by odd numbers, having three notes to fill a bar, and three beats in a bar. Compound Time is so called, because it partakes of the Common and Triple, having even beats to a bar, but odd notes to a beat.
 - Q. How many Modes of Common Time? A. Three.

Q. What are the Characters used to designate them? A. 1st,

C; 2d, C with a bar through it; 3d, the figures $\frac{2}{4}$.

Q. What is the Measure Note, or value of notes, between the bars in Common Time? A. Two first a Semibreve, the third a Minim.

Q. What is the Measure Note in each Mode? A. 1st, dotted Semibreve; 2d, dotted Minim; 3d, dotted Crotchet.

Q. How many Beats in a Bar? 1st, four; 2d and 3d but two.

Q. What do you understand by the Figures which are used to represent Modes of Time? A. The lower figure shows how many parts the Semibreve is divided into, and the upper one how many of those parts fill a Bar, that is $\frac{2}{4}$ 4 Crotchets are equal to a Semibreve, and 2 of the same fill the Bar.

Q. How many Modes of Triple Time? A. Three 1st, $\frac{3}{2}$; 2d,

 $\frac{3}{4}$; 3d, $\frac{3}{8}$.

 2 Q. How do you know the two Modes of Compound Time? A. By the figures $\frac{6}{4}$ and $\frac{6}{8}$.

Q. What is the measure notes in these two Modes? A. 1st,

a dotted Semibreve; 2d, a dotted Minim.

Q. What are the motions of the hand in keeping time where there are four beats? A. 1st, the ends of the fingers rested; 2d, the whole hand; 3d, hand raised to the ends of the fingers; 4th, the whole hand raised. (See Plate No. V.)

No. S. Close.

Q. Does a tune always end where the Close is placed? A. Not always; the letters D. C. or Da Capo, or some other directions may be given at the close, to repeat and end with some other strain of the tune Rounds, end where a hold or pause is placed over the notes.

OCCASIONAL CHARACTERS. Plate II.

Q. Rests are characters which bear the same proportion in the time as the notes they represent, and are always used to fill the Bars of those parts that are occasionally silent, in the performance of atune.

Q. What Rest fills a Bar in all Modes of Time? A. The

Semibreve Rest is called the Bar Rest.

No. 10, 11, 19. Sharp, Flat, & Natural.

Q. What is the use of a Sharp? A. When set before a note raises it a semitone.

- Q. What effect has a Flat? A. Set before a note lowers it a semitone.
- Q. How far does a Flat or Sharp have influence when set before a note? A. On the notes which follow in the same bar, on the same line or space.
- Q. What their effect, and what are they called, when placed at the beginning of a tune? A. They are called the Signature, and have effect on all the notes on the line or space on which they are placed, through the tune.

Q. Have they any other effect? A. Yes, they remove the Mi

er SI, one of which is the governing note in Music, according to the syllables made use of by the learner—See No. 1. Plate I.

Q. Where do you find the governing note in the several Signatures! A. Where there are neither Tlats nor Sharps MI or SI is on B. If B be Flat MI or SI is on E, &c. See Plate III, `co 26.)

Q. Where, in the Octave, are Flats and Sharps introduced? A. The Sharp on the upper, and the Flat on the lower note of a semitone.

Q. Why? A. Beenese along reverse it, the order destroys the interval, by running two topes 1.35 and, and heaving an interval of three sourtones, either no over or below it.

Q What is the use of the Natural? A. It restores a note made flat or sharp to its original sound.

No. 11, 15, 16. Marks of Addition, &c.

Q. What is a mark of Addition? A. A Dot er Period.

Q. How much does a Dot add to a note or rest? A. One half its original length.

Q. What is a dotted Semibreve equal to? A. Three Minims.

Q How much does a double dot add to a note. A. Three fourths to its original value.

Q What is the mark and use of the character that diminishes the time of notes? A. Figures 3 or 6, placed over a many notes reduces three notes to the time of two, and six notes to the time of four.

No. 17, 18, 19, 20. Choice Notes, Pause, Staccato, &c.

Q. How are notes sung which have a Staccato Mark placed over them: A. Distinctly—making the note shorter than the usual time, and a short rest after, to make up the time.

Q. What the use of a Hold? A. It gives Electly to the performer

to protract the sound of the noted of the noted of its usual length.

Q. Does the hand continue its mation while the sound is protracted? A. No—the motion is, uspended, or the hand rests for the voice; but Staccato'd notes may be made shorter than their true time, and a rest substituted for sound, while the time is kept regular.

Q. What is the use of a Hold in music called Rounds? ... It

shows where the parts end together.

Q. Are there any notes in Ps. In the which performers take the liberty to make a Hold, when the north to the and over the note?

A. Yes, the last note to exemine on the continuous continu

Q. Are there any exceptions? A. We re a rest fellows the

last note in a line, and where the sense force is no

Q. Where is a Repeat placed ε_{-} , L. At b b, ends of the part of a time to be sung twice.

No. 21, 42. Double that in and Sine.

Q. What is a Double Ending? A. Figures 1 and 2, placed over

the last notes of a time that repeats.

Q. How are they sung? A. The note or notes under figure 1, are sung before repeating, and those under figure 2, at repeating, omiting the note under the figure 4, unless connected by a slur,—when both are sung the last time.

Q. What is the use of a Slur? A. It connects notes which are

to be sung at one word or syllable,

Q. Is there any other method of connecting notes? A. A straight mark connecting the feet or stems of the notes, answers the same purpose

Q. How are notes performed connected by a Slur, which stand

on the same line or space? A. As one note.

No. 22, 24, 25. Formation of Sounds.

Q. What do you understand by the Swell, &c. A. 'Their forms represent the manner in which the notes under them, should be sounded; the Swell being proper for all notes of any considerable length.

Q. On what part of a bar is an Appogiature placed? A. The Appogiature on the accented part, and the After Note on the unac-

cented.

Q. What proportion of time do they occupy? A. They borrow their time from the note to which they are connected, and are divided latween the two at the pleasure of the performer.

Q. What do you understand by Syncoputen? A. It is when notes in a bar are so situated, that a note commences on the unac-

cented, and ends on the regular accented part of it.

Q. What is a Trill? .1. It is the making of a note many shorter ones on the same line or space, and the next above or below. It is classed among the graces in musick—unnecessary in psalmody, not easily executed so as to be graceful, nor described or taught but by example.

No. 26. Natural or Biatonic Scale.

Q. What do you understand by the Diatonic Scale? A. It is a succession of sounds, which nature seems to have produced.

Q. Are the seven notes at equal distances one from another, in the progress of rising and falling the octave? A. Two of the seven are but half the distance, of the other five. (See Scale of Reference Plate III. No. 30.)

Q. What are the distances called? A. Semitones.

Q. What letters are applied to these notes? A. The first seven

of the alphabet.

Q. In solmization or solfaing, what words or syllables are used? A. Formerly the following syllables were applied to the seven letters, fa, sol, la, fa, sol, la, mi; but the modern and more convenient method is by applying the syllables do, re, mi, fa, sol, la, si; pronounced doe, rae, mee, faw, sole, law, see.

Q. Why the better method? A. Because a different syllable is applied to each of the seven notes, so that from any given letter or syllable, above or below, when the same letter or syllable occurs

again, another octave is known to commence.

Q. Are the Letters always on the same lines and spaces in each part? A. They are,—although by the application of a flat or sharp, we say the letter is raised or flatted a semitone; but the letter remains stationary, while the pitch of the note only on the line or space with it is removed.

Q. In solfaing, are the same syllables always applied to the same lines and spaces? A. They are not, but are removed on the staff by flats and sharps, called the signature, placed at the beginning of a tune.

Q. Do these syllables always stand in the same relative situation?

A. Always—The signature removing the governing note, all the notes in the octave follow it.

Q Which is the governing note \mathcal{A} . MI or SI.

Q. When there are neither flats nor sharps at the heginning of a tune, where is the governing note. A. (See Scale Plate III, No. 28.)

Q. What are the names of the notes above the governing note?

A. Do, re, mi, fa, sol, la—or (fa, sol, la, fa, sol, la.)

Q. What below? A. The same syllables reversed, la, sol, &c. Q. Where are the Semi or half tones found? A Between the

letters B, C, and E, F. (Plate IV.)

Q. Are they always found between these letters? A. They are not, but are liable to be removed by Flats and Sharps, to any other letters.

Q. On what letter does the octave in the Major Scale commence?

A. On C. (Plate V.)

Q. Where in the Minor? A. On A.

Q. In rising an octave, are the letters permitted to remain natural? A. All in the Major, but in the Minor the 6th and 7th are raised a semitone ascending, but descending assume their original tones and names. (See Plate V. No. 10.)

Q. Are the names of the notes changed in any instance? A. The notes that are raised in the Minor Scale are usually called Fi

and Si.

Q. Why? A. Because in using those syllables the right tone is more readily produced than by calling them their usual names.

Q. If there are but seven letters used, how do they form an eighth or octave? A. By adding the first note of the next octave; that is, when passing to any extent above or below any given note, every eighth note is the same as the first—therefore when we have sounded seven notes we have made all the different notes, and when the eighth is sounded, it is rather the commencement of another octave, than the conclusion of the first.

Q. How do you count distances or degrees? A. From any given note or Tonic, count that and the lines and spaces between, including also the last note.

Q. What is the distance from a line to a space, or a space to a line? A. A Second.

Q. What is a Second called? A. The Super-tonic, from its being next above the Tonic. (See Plate III. No. 34.)

Q. How do you know the other distances, and what are they called? A. From one line or space on which the Tonic's found, to the next, is a Third, called Mediant.

Q. Is this an important interval? A. It is; because on it depends the nature of the mode, reckoning from the Major or Minor

Tonic.

Q. Repeat the other distances in the Octave from any given Tonic.

A. From a line to second space, or space to second line, is a Fourth, called the Subdominant. From line to third line, or space to third space, is a Fifth, called the Dominaut. From line to third space, or space to third line, is a Sixth, called the Submediant. From line to fourth line, or space to fourth space, is a Seventh, called the Subtonic or Leading Note. (See Plate 111. No. 34.)

Q. Why is the Sixth and Seventh, in the Minor Mode or Key, sharped? A. The seventh is the leading note to the octave, and requires but a semitone between them; the seventh being sharp'd, leaves three semitones between the sixth and seventh, which is not admissible; therefore the sixth is only raised a semitone, which before

being rais'd, was but a semitone from the 5th.

Q. Are all the thirds, fifths, &c. at equal distances? A. They are not—a third that includes a semitone as from A to C, is called a Minor or lesser third,—including but one whole tone, and one semitone, while from C to E, are two whole tones, which is called a Major, and so with other distances—the 3d, 5th, 6th, &c. that contain the greatest number of semitones are called Major, or sharp, or greater, or perfect; and the less number, Minor, or Flat. (Plate III. No. 33.)

Q. What are we to understand by the Major and Minor Tonic στ Key, and how are they known? A. By the last note in the Base,

if it is below MI or SI it is Minor, if above, it is Major.

Q. What makes the difference? A. It is because the first third above the last note in the Minor Tonic, contains one semitone less, than when it ends above M or S1—and these Tonics or thirds being a key to the harmony of the whole tune or strain, the spirit or character of the music is influenced thereby.

Q. Where do the Semitones occur in the Minor Scale? A. Between the 2d and 3d, and 5th and 6th, from MI or St.

Q. Where in the Major? A. Between the 3d and 4th, and 7th and 8th, from MI or SI.

Q. How many Semitones are there in an Octave? ...l. Thirteen.

Q. How can that be, when we say an octave contains but five whole, and two half tones? A. When we speak of intervals or semitones from one given note to another, we reckon those between; but when speaking of notes, tones, or semitones, contained in any given distance; we count the first given sound one, and the next note two, Se, whereas between those notes there is but one interval.

Q. How are intermediate notes in an octave counted? A. The intermediate note is reckoned in the distance, both from the upper and lower note. See Octave from C to C. (Plate III. No. 32.)

Q. Supposing a note placed a fourth above the Tonic, what would

be the distance from that to the octave above? A. A. Fiith.

Q. Are other distances reckoned in the same manner? A. They are, so that the two distances from any given note to the last notes in the eighth or octave, make nine, the same principle is observed in counting other distances.

Chromatic Scale, or the Simil Semitones.

Q. How is the Staff divided? A. Into semi or half tones. See No. 29.

Q. What Scale does this form? A. The Chromatic Scale.

Q.—Of what use is this Scale?—d.—Its principal use is, that each Semitone may form a Wonie, and retain the natural scale entire.

Q. By what means is this effected? A. By the introduction of flats or sharps—by which the MI, or governing note, may be removed to any place on the Staff, and the whole scale with it; differing only in tone or pitch. (See Plate VI.)

Q. By what number of degrees are the sharps introduced A. By fifths from the MI, counting upwards, and fourths counting downwards.

Q. Why is F the first letter that is sharped? A. Because by sharping or raising this letter one semitone it gives place to the governing note MI or S1, and thus the scale becomes perfect, F being five degrees above the natural MI or S1.

Q. What is the next letter to be sharped? A. C.

Q. Why? A. Because this is the first fifth above the last MI or SI, it then becomes MI or SI, and again the scale is perfect, and thus through the whole of the introduction of sharps—retaining the sharp on every preceding letter.

Q. How are the flats regularly introduced? A. By fourths

counting upwards, and by fifths counting downwards.

Q. Why is B the first letter flatted. A. Because it is five degrees below F, which is to be considered as SI or MI in the introduction of flats and sharps. F sharp taking the place of SI or MI in sharps, and E a semitone below F natural, taking the place of SI or MI in the introduction of flats,—thus every fourth becomes MI or SI, in flats, and MI or SI, is flatted at every regular introduction, and the next fourth up or fifth down becomes SI or MI.

Q. What is the difference between a tune with four flats and three sharps, or four sharps and three flats, the names of the notes being the same? A. The pitch and every note of the tune with flats is a semitone lower, than the one with sharps. (See Plate IV.)

Q. Why? A. Because four of the seven letters being flatted in one signature, and the three remaining left natural, in the next, being sharped in the other, makes the difference of a semitone in the whole.

Accidental Flats or Sharps in Solmization.

Q. Where accidental Flats or Sharps occur, do the notes retain their names? A. In order to produce correct intonation or sound

so essential to good singing, it is necessary to change the syllables applied to the notes.

Q. Why do you call the note immediately after the introduction of an additional Flat, Fa, or Fa or Do? A. For two reasons, first, to remedy the difficulty of making a whole tone, in passing down from Fa or Do, and calling the next MI. Second, because when a Flat is regularly introduced, MI or SI of the preceding signature, always becomes Do or Fa in the one which follows.

Q. What is the name of a note following an additional sharp to the signature? A. Si or Fi.

Q. Why is the syllable Si or Fi used, when sharps are introduced? A. Where the change has but a momentary effect, the right sound is easily made by substituting one of those syllables, and less likely to confuse the learner, as the other notes may generally retain their place and name.

Q. What do you do when a Natural occurs? A. If it is to raise

a note, it is treated as a Sharp, if to depress, as a Flat.

Q. Is there no other method? A. There is, where the Key or Signature is changed and continues so for a considerable time, it is well to change the names of the whole of the notes, to the signature assumed.

Explanation of Musical Terms.

KINDS OF MUSIC.

Anthem, -Music set to Prose.

Chorus,—Music for a full Choir.

Duetto or Duett,—Two parts.

Fugue or Fuge,—Music in which one part falls in after another, in a similar melody.

Interlude,-Instrumental passage in a tune.

Quartetto,—A piece of music of several parts, each of which occasionally takes the leading melody.

Quintetto,—Music containing 5 parts, (see quartetto.)

Solo,-For a single voice.

Symphony or Sym.—For Instruments.

Tasto Solo or T. S .- No Chords but Unisons.

Trio,-A composition for three voices.

Tutti,—All together.

Verse,-One voice to a part.

MOVEMENT.

Adagio,-The slowest movement.

Allegretta,-Rather quick.

Allegro,-Brisk.

Andante,-Rather slow and distinct.

Andantino,-Quicker than Andante

Con Spirito,-With spirit.

Da Capo, or D. C.—Close with the first strain.

Fine,—The end.

Largo, or Lento,-Slow.

Larghetto, Quicker than Largo.

Legato,—Notes performed close and gliding Moderatu,—Between Andante and Allegro.

Spirituoso,-With spirit.

Vigoroso,-With energy.

Vivace, -In a brisk and lively manner.

EXPRESSION.

Affettuoso,-With tenderness.

Crescendo or Cres.-With an increasing sound.

Diminuendo or Dim.—With a decreasing sound.

Divoto,—In a solemn manner.

Dolce,—Sweet and soft.

Farte or For.—Loud.

Fortissimo, Fortis, or FF.-Very loud.

Grove, (see Adagio,)—With deep emotion.

Mezza Forte, or MF.—Rather loud.

Mezzn Piano, or MP.—Rather soft.

Mezza Voce, - Moderation of voice.

Maestoso,—With majesty.

Piana, Pin. or P.—Soft.

Pianissimo, Pianiss, or PP.-Very soft.

Tacit — Be silent.

PRACTICAL OBSERVATIONS.

It is deemed inexpedient, in a work designed for the Church, to enter minutely into the science of Music.

The theory and practice of Music cannot be separated; we have therefore introduced all the rules necessary to perform the Music in this and similar books, and nothing that is not absolutely necessary to be learned and understood. A celebrated vocalist once said, that " to be a good singer, a hundred requisites were necessary, and one that had a good voice, had ninety-nine of them, and the hundredth, was sublime conception: " which implies comprehending the musical composition, and the sentiment of the words, so as to give expression to both. How many are there who have sung the most sentimental words, time after time, without even thinking of any thing more than to sing the tune. Separate from this consideration, there are habits contracted in the manner of singing, which we are perfectly unconscious of; and are strangely unwilling to believe, or even to hear exposed, or our perfection questioned. And we are so blind, or rather deaf to them, that we are ready to see and condemn that in others, which needs repeated evidence, to satisfy us that we practise them ourselves. To detect our own inaccuracies, we should occasionally sing alone, and be candid hearers of our own performance, and we shall probably find much to condemn. It singers were not generally too proud to be told their faults, they might often correct had habits, before they become fixed.

It is a mistaken notion, that seems to prevail among those that are about learning to sing, that if they attend school one quarter, and learn the rules well, they can then read or sing music at sight; but to acquire the art of sounding notes placed promisciously on the staff, the voice must be directed by the eye, and nothing but long and persevering practice can accomplish it: and the earlier in life, the practice is commenced, the better. Besides the art of making the sounds of different notes, there are many other things to be attended to, which, if neglected, neither the music nor sentiment will have any effect; such are Tone, Istornation, Time, Accept & Emplysis, Enurciation, Emplession, Adaptation, &c.: which I shall

endeavor to explain in a familiar manner.

Q. Toxe. What is understood by this term? A. It is the making vocal sounds, which may either be good or bad.

Q. What is good tone? A. That which proceeds from the chest—free, open, round and clear.

Q. Are all capable of making sounds in this manner? A. All who have an ear for Music, may avoid bad tones, though all cannot make equally good ones.

Q. What constitutes bad tone? .1 Harsh, rough, jerking, squeaking, nasal or monotonous sounds.

Q. What is the cause of these? A. Want of proper instruction, self-complacency, and a foolish ambition to make a noise rather than music.

Q. INTONATION. What is understood by intonation? A. It is the art of making and sustaining perfectly, a given sound, and to pass from that to other notes of a time, making the distances perfect, from one note to another. This is called singing in time.

Q. Do all persons who sing tunes, sing in tune? A. They do not; very many may be said to sing tunes, and are called good singers by those who value singing according to the degree of noise made; while their intonation is such, that they never can be said to sing in tune.

Q. What is the cause of this? A. It may have been caused by hearing incorrect singing, untuned instruments, carelessness, want of strength; but the most probable cause, is a disposition and attempt to make more mose than the organs are able to sustain, determined to be heard at all events, till the voice and car become vitiated.

Q. What is the consequence of having such voices in a Choir? A. Intelerable singing.

Q. Does this make all the bad singing? A. There may be singing out of time, or want of experience in the time, but it is presumed that three fourths of the horrid gratings of Music, has arisen from false intonation.

Q. May not a whole Choir sing so as to drown or absorb such voices? A. Probably not, because if all but one or two of these powerful voices, have correct ears, (rather than bear the discord of the falling voices,) they will conform to them, i. ϵ . of the two cyrls, they will choose the least.

Q. Do imperfect voices always fall from the Key? A. There may be an instance (of one to a thousand,) of a voice being sharp, but it is so rare, that we do

not look upon it as a fault.

Q. Is the falling of voices gradual, or on some particular notes? A. Usually on the highest notes, but sometimes a gradual fall from the first to the last note.

- Q. If individuals are unconscious of their fault, and have so much confidence in their powers of voice, how shall they be convinced? A. Let them take a pitch from an instrument, then sing a tune through without it, then let the instrument sound the same letter they commenced with, and if they cannot before perceive their gradual descent, and find they have lost a whole note somewhere, it may satisfy them of their error.
- Q. Are not some voices treacherous, sounding notes far away from the one intended? A. They are. But voices that occasionally step out of the way, and return immediately, are not so much to be dreaded, as those that are continually sliding down.
- Q Time. What is meant by time? A. It is the regulator of Music, but requires neither musical genius nor ear; still it is one of the most essential acquirements in the performance of Music; without it, there can be no harmony; in it all who hear participate; and, in the must of a performance of a piece of music, confusion of time will, in an instant, change the countenances, and put in consternation a whole audience.

ACCENT & EMPHASIS. These terms may be applied to Music, or words.

Q. How is accent made? M. By sounding the accented note full, and the unaccented note softer; not, to sound every note loud, and laboring to sound the accented note still louder, and in this way destroying the voice as well as the music.

Q. Are Accents always regular, either in Music or words? A. They are not; sometimes the lines of Music commence on an accented, and sometimes on an unaccented part of the bar, and it is the same in regard to poetry. (See Plate IV.)

Q. How are these things reconciled? A. Whatever the situation of a note may be in the bar, if the word that applies to it requires an emphasis, it must be given. To lead learners to a consideration of this subject, in some of the tunes on the first pages of the book, some words are printed in ROMAN CAPITALS, to receive emphasis, some in ITALIC CAPITALS, Emphatic words on unaccented notes, and some in small ltalics unaccented words.

Q. Does the relative situation of notes ever lead to an accent, where you would wish to avoid it? .f. It is so where a note, which is applied to an unaccented word or syllable, is a considerable number of degrees higher than the preceding

note, (See Plate IV.)

Q. Should there ever be two accents on one note? 3. Never. (See plate IV.)

Q. ARTICULATION, OF ACCENTUATION. How are we to articulate words in singing? A. So far as we can, we should conform to the strictest rules of pronuncia-

tion in reading.

Q. Why can we not in all cases? A. It is owing to the suspension of the voice on long notes, slurs, &c. Q. On what letters of words or syllables, should the principal sound of the note be made? A. On the vowel or vowels, and the mouth closed suddenly, to articulate a consonant at the end of a word, both in slurs and long notes; for, if the mouth is closed to pronounce the consonant, before the note or slur is completed, nothing but a nasal sound can follow.

Q. What causes bad articulation? A. Performers are generally so intent on the notes, time, &c., that they seem to leave the words to take care of themselves, sometimes dividing the notes and words into couplets, (See Plate IV.) sometimes by carelessly joining the last letter of a word to the following word, and various other ways, as may be seen (Plate IV.) In short, it is because they merely make use of the words to sing the tune, as they do fa sol la, instead of making use of

the notes, to sing the words.

Q. Why are singers so frequently in contention? A. The enemy of souls, if he can preach and pray, cannot sing; nothing, therefore, he so much dreads, as harmony, either of voice, or feeling, among a company of singers; and if a Choir have no higher motives in singing, than to amuse themselves and hearers, depend upon it, some false reasoning will be presented, to excite jealousies and animosities among them; and even the most frivolous circumstances, such as the good sense of the individual is ashuned to relate, will be exaggerated into tremendous abuses.

Q. Teachers. Can any precise rules be given to Teachers or scholars, so that they can learn or teach without example? A. If it is hardly possible for a man to become an accomplished orator without a tutor, it can hardly be supposed he will be able to sing well, when, in addition to good reading, he has to attend to all the

requisites for good singing, before mentioned.

Q. Is it necessary that a man should be a good reader in order to be a good singer or Teacher? A. A person may read well, and not be a good singer: a man may

teach Music, in itself considered, well, without noticing the words: but it cannot be expected, that any one can give expression, to the sentiment of the words, unless

he understands language.

Q. In teaching, should leading notes, unprinted and unauthorized, be permitted, such as are found in (Plate IV). A. By no means, if you want to have them spoken distinctly: this style of singing, belongs to secular Music, if anywhere, but such as are usually added, are those arising from false taste, or an indolent habit, making these unseen notes merely to slide from one note to another, instead of promptly speaking the note and word.

Q. Should teachers and leaders of Choirs, either with voice or instrument, move so much forward as to be distinctly heard before others? A. By no means; it is possible to dietate sound and expression, and still keep the voice in apparent time with others; and this is the grand secret of leading and teaching sacred Music.

Q. As you have not given directions what Music to apply to words that are Doetrinal, Didactic, or Historical, permit me to ask the question? A. Until those who read them, learn that it is not reason, but passion, that sings, and that no additional force can be given to facts, after they are once well read, by drawling them through a tune—I can only say, sing them in the tune you can sing with the greatest ease.

Q. If a whole psalm or hymn is read, the greater part of which is cheerful and the remainder plaintive, and I select a tune for the cheerful, and just as all are prepared to commence, direction is given to omit the only words applicable to the tune selected, what is then to be done? A. Much can be done to accommodate tunes to words, by the manner of singing them, but if those who read them cannot tell before they commence reading, what is to be sung, and what omitted, I must refer you to them for an answer.

Q Why do those who have learned to sing, so soon relinquish it? A. Because they probably say, or think—'I have done my part; I will let young people do the singing." But would the same individual dare to say the same in regard to any

other religious duty? We leave this for our readers to answer.

Q. Perhaps you will say, I sing in my pew, will not that answer my obligations?

A. If you and others sincerely believe you can render equal assistance there, then you are excusable.

Q. But is singing in the pews, no assistance to a Choir? A. Never; but often an annoyance, especially where those that sing do not know enough about it to

desist where a solo or duet is sung.

And now, to conclude, an all important question arises, especially to the friends of Religion.—Has the practice of Sacred Music any tendency to influence those youth who are engaged in it, in preparing the heart for the reception of Religious Truth? To this I can only make the following statement, and leave the subject for the public to make their own inference. In the course of the last thirty years, I have attempted to instruct more than five thousand different individuals, in Sacred Music, and from information which I have been able to collect I can say with confidence, that more than one half of that number, are, or have been professors of religion.



M. Darkness and clouds of aw-ful shade, His dazzling glory shroud in state; Justice and truth his guards are made, And FIX'D by his pa - vil-ion wait.

V. Oh! let thy hand support me still. And lead me to thy ho-ly hill, Where toil, and grief, and pain, shall cease, Where all is calm, and all is peace.

In the above lessons it is designed that the females should sing the Treble, and the males the Base. Each part to be learned by note, and then applying the words, paying particular attention to the Emphatical words, stops, and marks; rarying the time, tom and spirit of each time, to accommodate the music to the different character of the words. Thave omitted marks to dictate the expression, &c., knowing that if a teacher has not judgment to dictate, and skill to teach by example; written directions will be of little use. In varying tunes to express words, the feelings must be brought to bear on the subject; or it will only be variation without expression.

CONTENTS OF THE INTRODUCTORY LESSONS.

Page 5. Explanation of the meaning of certain words and phrases made use of in Writing and performing Sacred Music.

PLATE I. Page 6th. The characters which are indispensable in

Writing Music, with a concise explanation of their uses.

PLATE II. Page 7. Occasional characters used in Music.

PLATE III. Page 3. Gamuts, Signatures, and Explanatory Seales. No. 26. The letters applied to the Staff, in the G Clef. No. 27. Shewing the names of the notes on the Staff, when the different Signatures are applied; the Signatures for the Tenor and Treble being above the Staff, and those of the Base below; so that the eye may assist the memory in learning the names of the notes. No. 28. The letters that transfer the MI or SI, to different lines and spaces. No. 29, 30, 31, 32, 33, and 34, a Seale to explain the Semitones, contained in the G and F Clefs, the relative situation of the two Clefs,—names of distances from one given note to another, and names of the relative distances in the Octave, reckoning upward from the Major and Minor Tonic.

PLATE IV. Page 9. Shows the different situations of the governing note, as removed by Flats and Sharps,—and the situation of each Major and Relative Minor Tonie or Key, as removed by the Signatures. Also some of the errors frequently heard among performers of Sacred Music, exposed and illustrated by examples.

PLATE V. Page 10. Lessons for exercising the voice, on the Major and Minor Key,—and for forming correct sounds, making accent, and keeping time.

Page 11. Particular explanation of the Staff, Bars, Brace, Leger

Lines, Clefs, Modes of Time, and Close.

Page 12. Occasional Characters. The Flat, Sharp, Natural, &c. Page 13. Marks of Addition, Diminution, Staccato, Hold, Repeat, Double Ending, Swell, &c.

Page 14. Diatonic Seale, Solmization, Major and Minor Tonic,

or Key.

Page 15. Distances—Staff divided into Semitones; Chromatic

Seale; order of introducing Flats and Sharps.

Page 16. Definition of words used to direct in the performance of Music; viz. Movement, Expression, number of voices employed, &c.

Page 17. Observations explanations, and directions in regard to the requisites to good singing; viz. Tone, Intonation, Time, Accent

or Emphasis, Punctuation, Pronunciation, &c.

Page 18. Expression. A few hints to Teachers, Singers, &c.

Page 19. Lessons for practice; calculated to assist the learner, in adapting words to Music, and Music to words.

The following Letters placed at the beginning of Tunes, in the first part of this work are used to explain the character of the Music and Words.

P. Music adapted to Plaintive words expressive of pity, grief, &c. M. Majestic expressive of Power, Majesty, Wonder, &c.

C. Cheerful, adapted to words of Joy, Praise, &c.

V. Music best calculated to be Varied, so as to give expression to words of different character, and easiest to sing when words have no character for Music.

We are aware that in regard to the character of familiar tunes much depends on association. If we have been accustomed to sing or hear a tune sung to particular words, whether applicable to the Music or not, we associate the tune with the words; hence it will not be strange if some should differ with us in opinion in regard to the application of the above letters.

CHURCH HARMONY.

PART I.

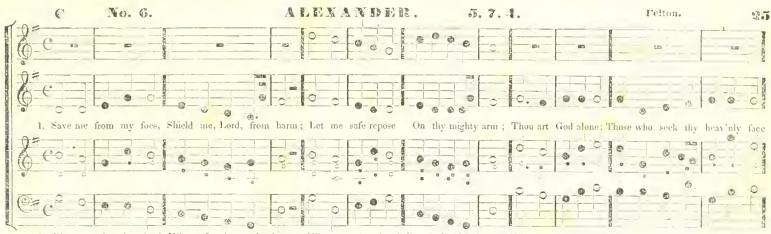
MUSIC ADAPTED TO SACRED POETRY.



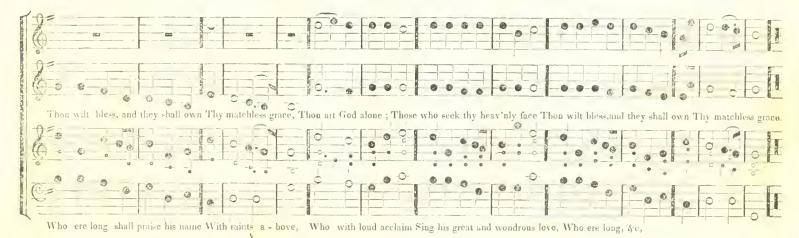




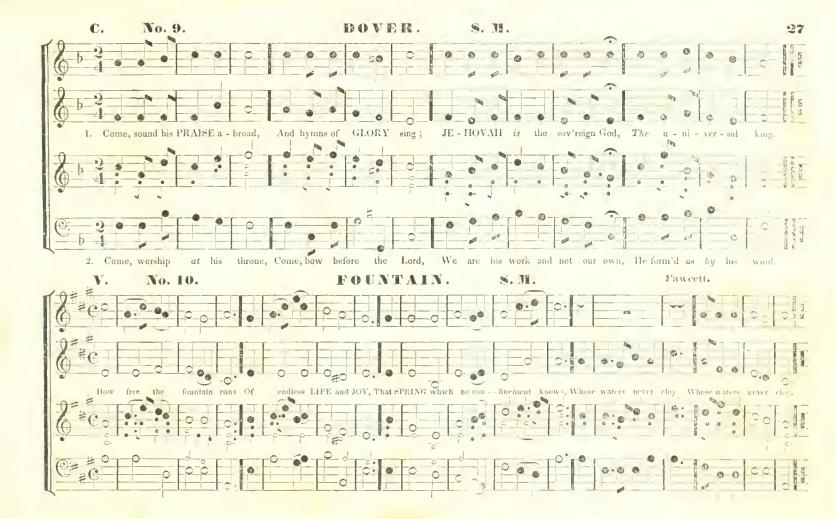




2. Pleasant is the land Where Je - ho - vah's known; Where a pious band Bow before his throne : Who with loud acclaim Sing his great and wondrous love.



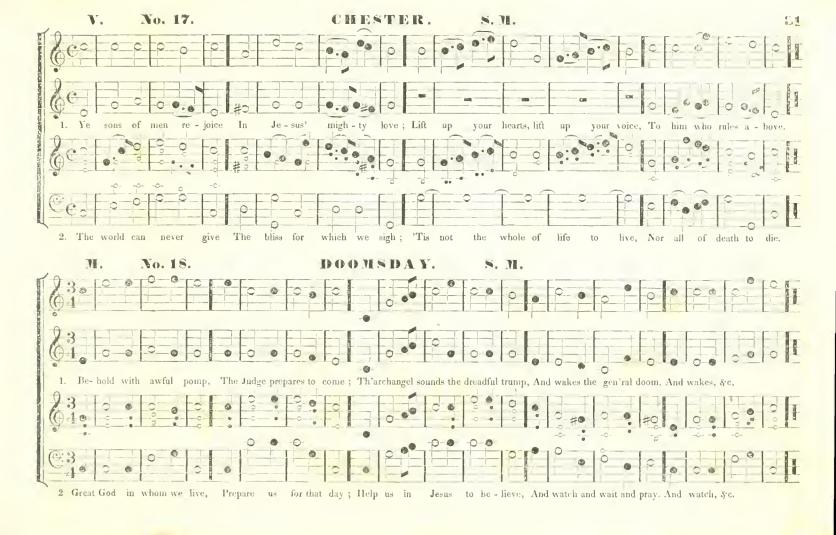




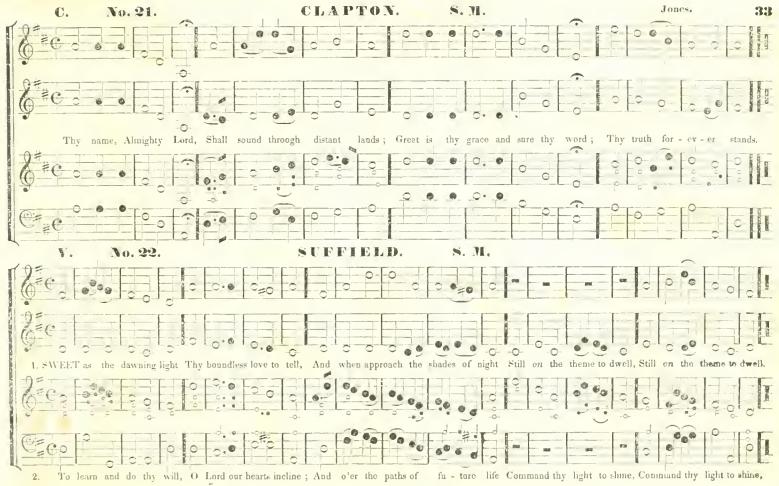








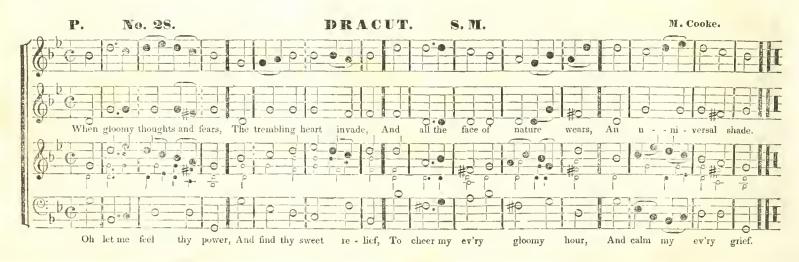


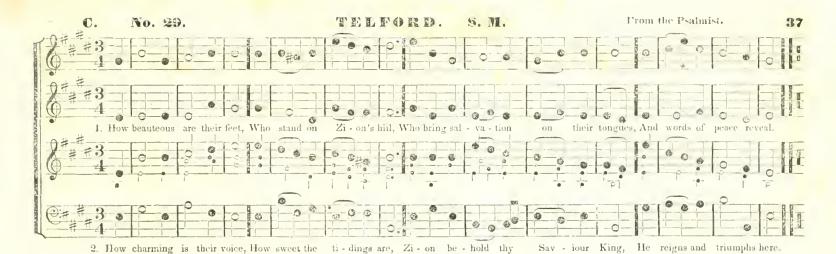






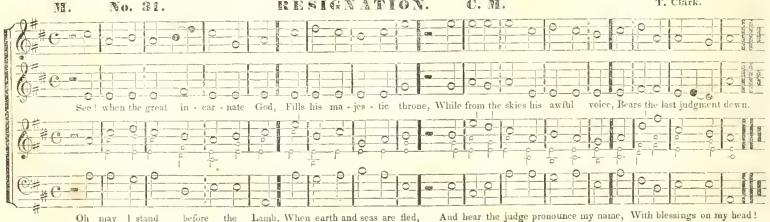






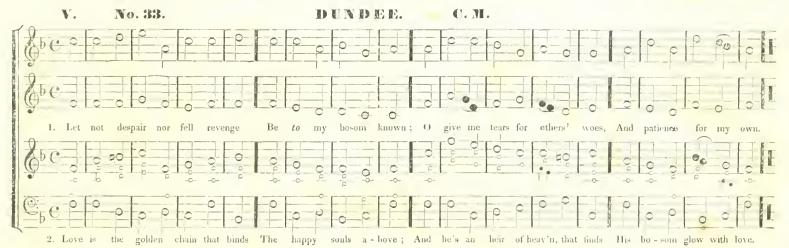




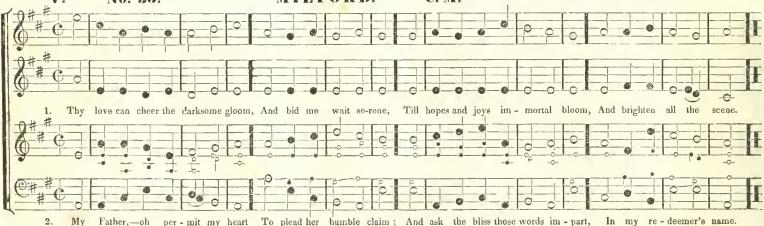


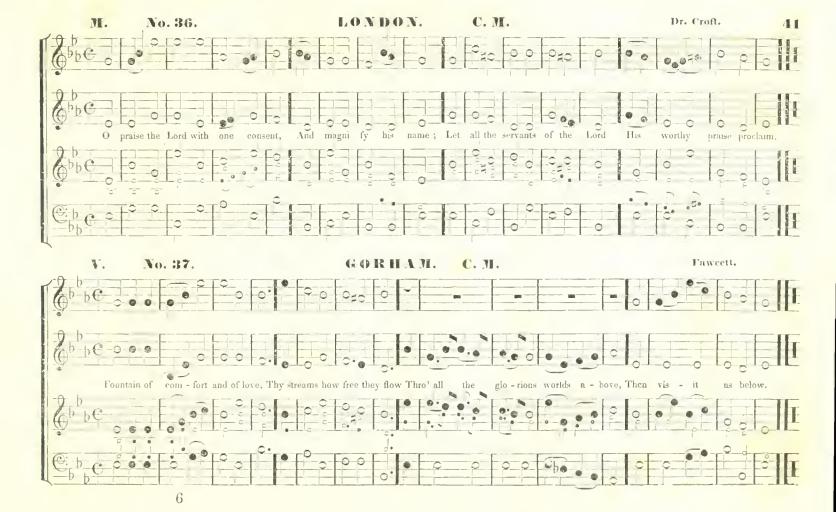


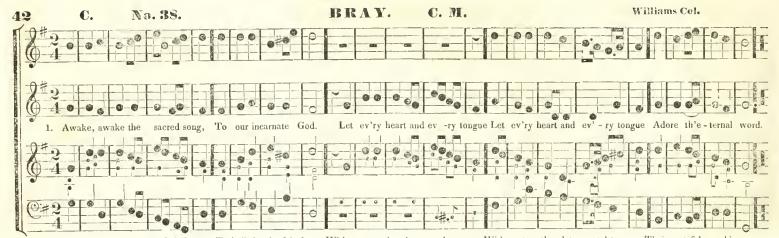
2. Oh! may my homble soul he found Among that favor'd band; And I with them thy praise will sound Thro'out Immanuel's land, Thro'out Immanuel's land.



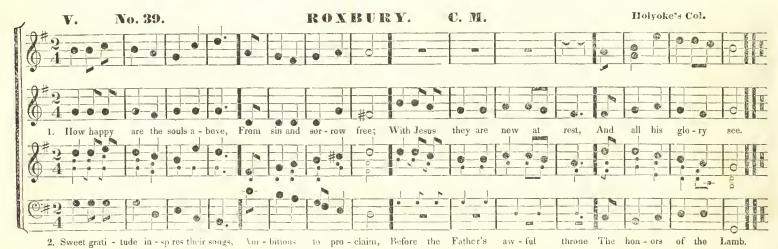








2. Adoring angels tun'd their harps, To hail the joyful day, With rapture then let mortal tongues With rapture then let mortal tongues Their grateful worship pay.





2. Blest Saviour intro - duc'd by thee, Have we our race be - gau: And crown'd with vict'ry at thy feet, We'll lay our laurels down. We'll lay our laurels down.

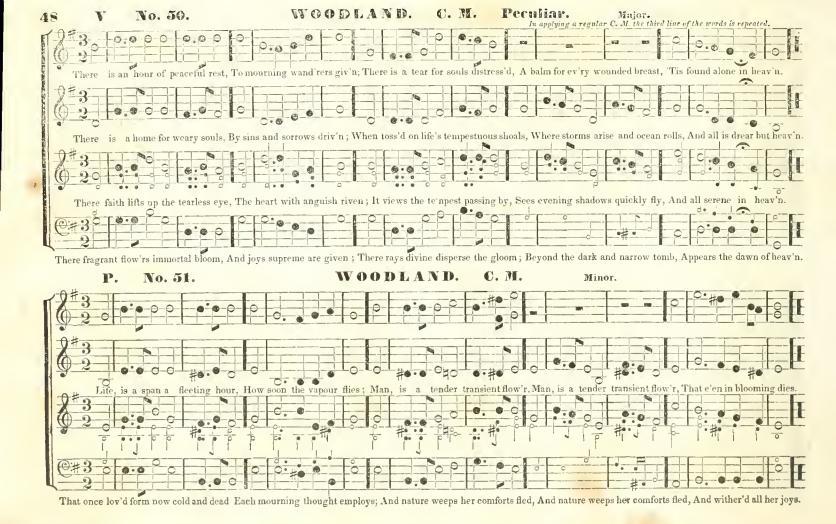


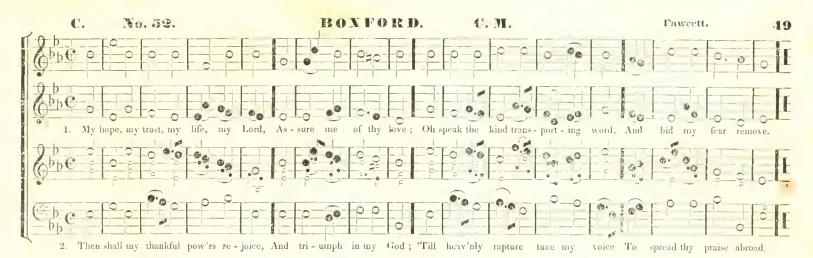


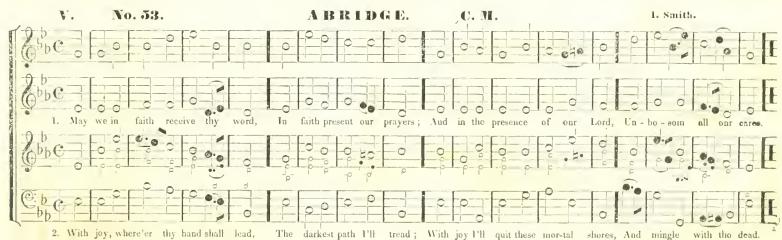




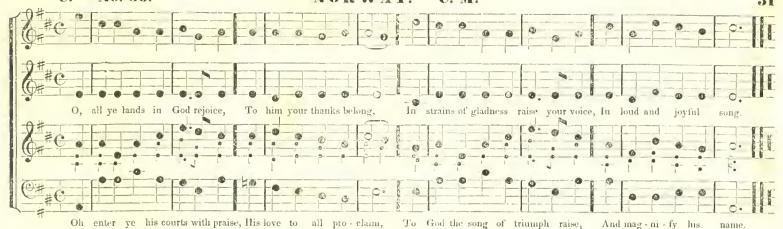




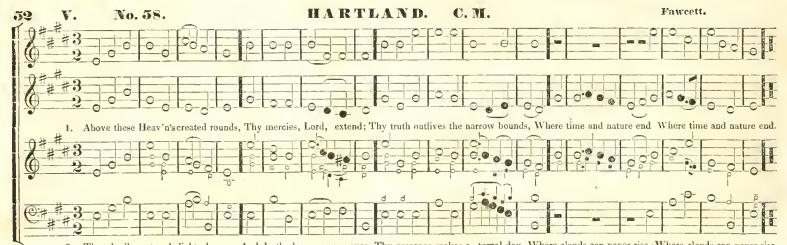










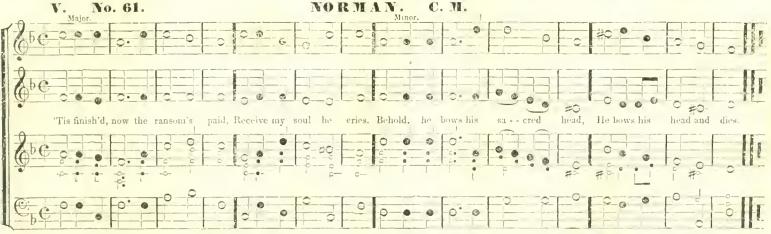


2. Though all creat - ed light decay, And death close up our eyes, Thy presence makes e-ternal day, Where clouds can never rise Where clouds can never rise.

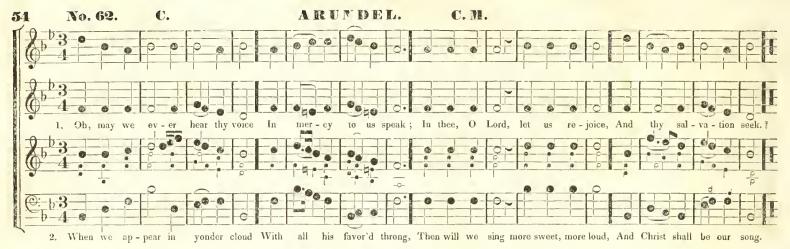




2. With gentle voice call me thy child, And speak my sins forgiv'n; The accents mild shall charm my ear, Like all the harps of heav'n. Like all the barps of heav'n.



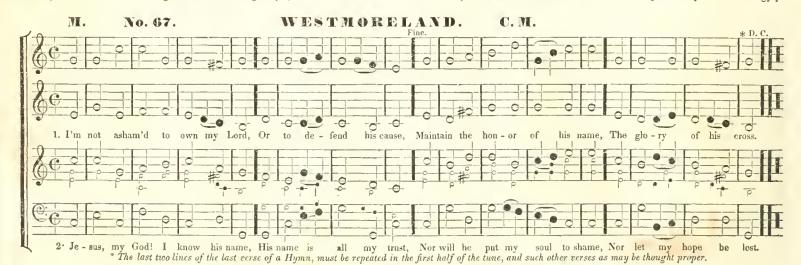
But soon he'll break death's envious chain, And in full glo - ry shine, O Lamb of God, was ev - er pain, Was ev - er love like thine.









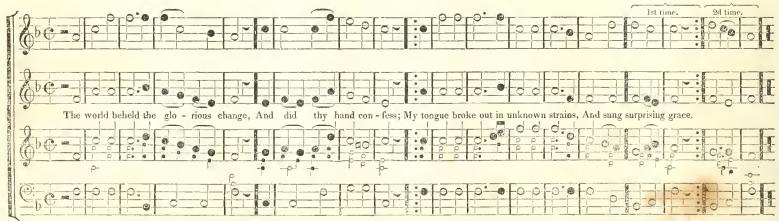












^{*} In opplying the above tune to a Hymn, the first part may be sung separate, and the last part applied only when the spirit of the words require it.





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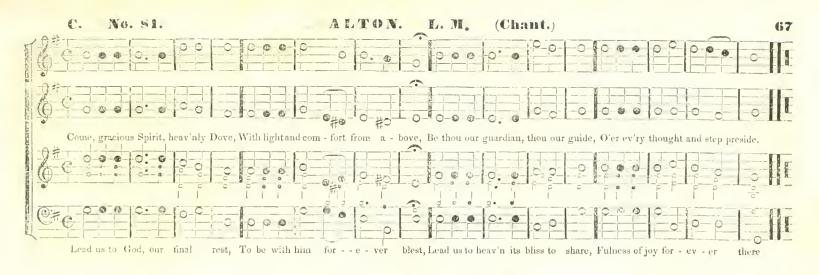
at his feet The church adore around, With vials full of odours sweet, And harps of sweeter sound.

And harps of sweeter sound.

Then shorten these delaying days, And bring the promisid hour.

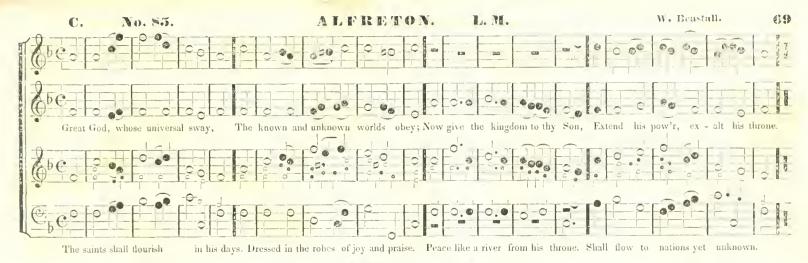
And bring the promisid hour.

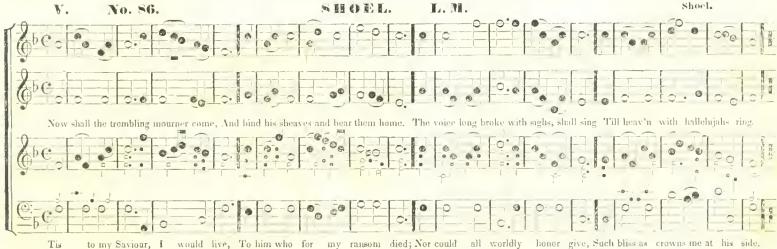




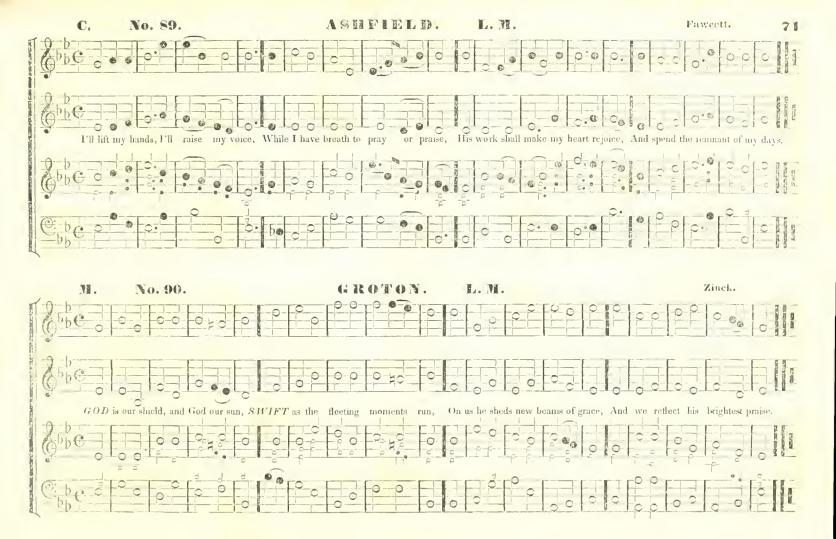






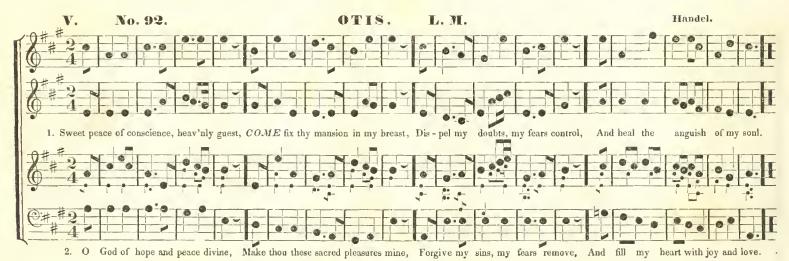






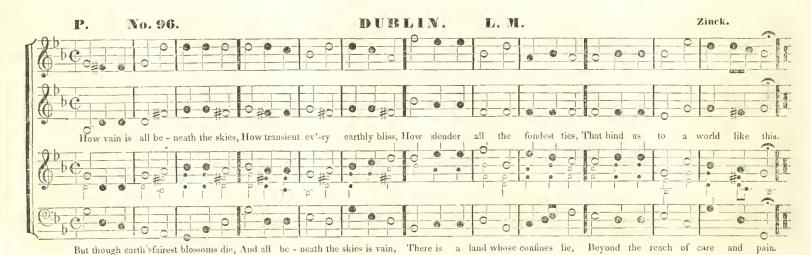


2. The Lord sits sov'reign on the flood, O'er earth he reigns for -ev - er King, But makes his church his blest abode, When we his awful glories sing.









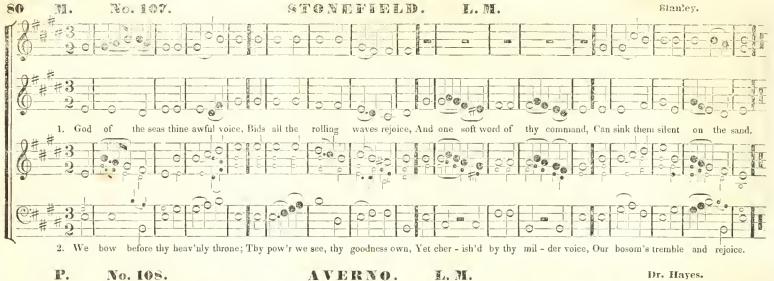


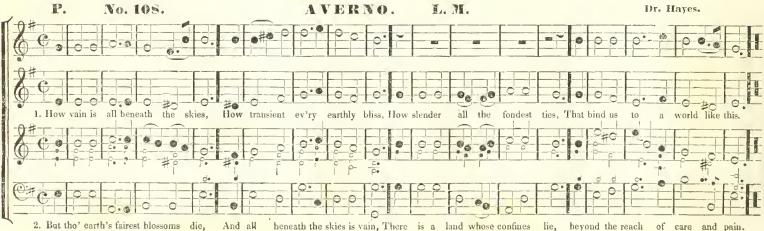


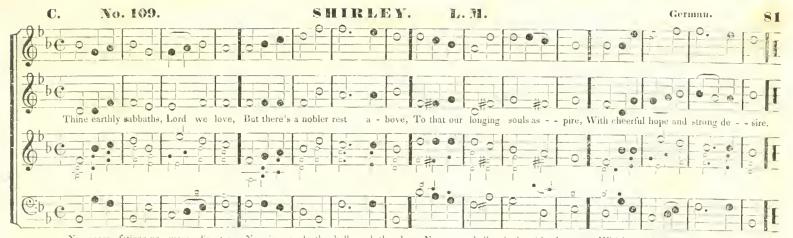




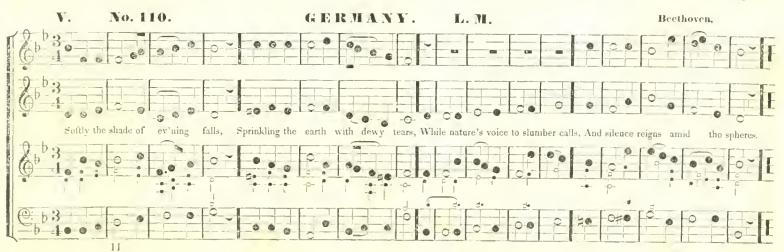








No more fatigue no more dis - tress, Nor sin, nor death, shall reach the place, No grouns shall mingle with the songs, Which warble from immortal tongues.





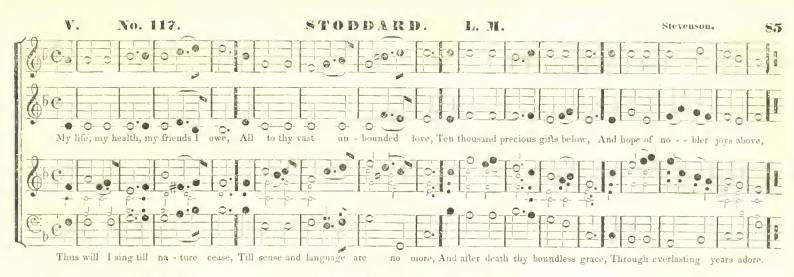
L. P. M. I urge no mer - its of my own. No worth to claim thy gracious smile,
And when I bow be - fore thy throne, Dare to converse with God awhile,
The name blest Jesus is my plea, Dear - est and sweetest name to me.





Fill ev'ry heart with mournful care, And fill our souls with faith and prayer.

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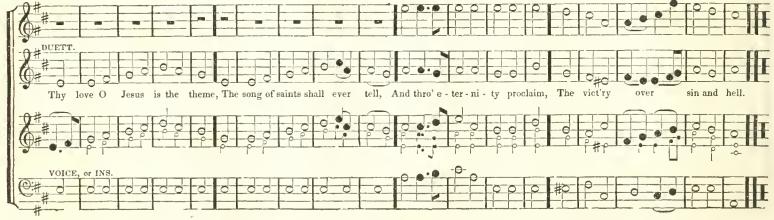






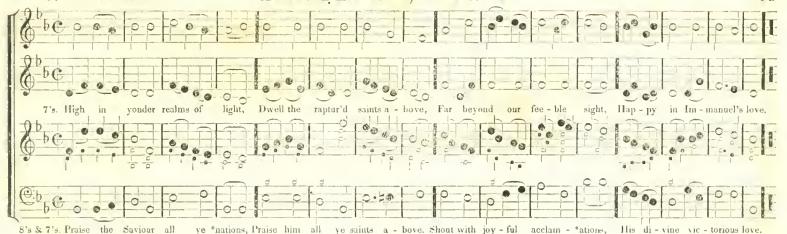


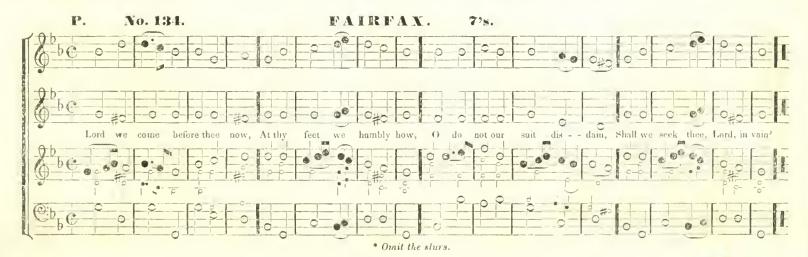






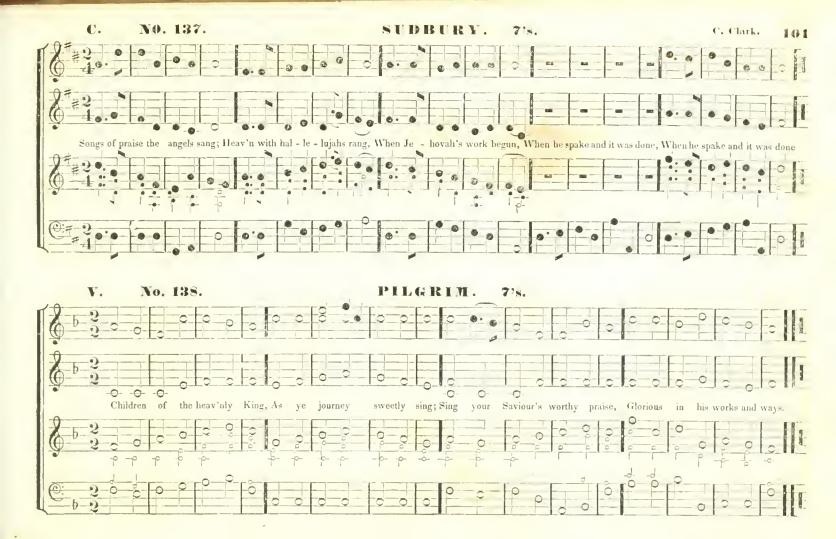








L. M. How soon, O Lord, will life de - cay, How soon this world will pass away, Oh! what can mortal friends a - vail, When heart, and strength, and life shall fall.











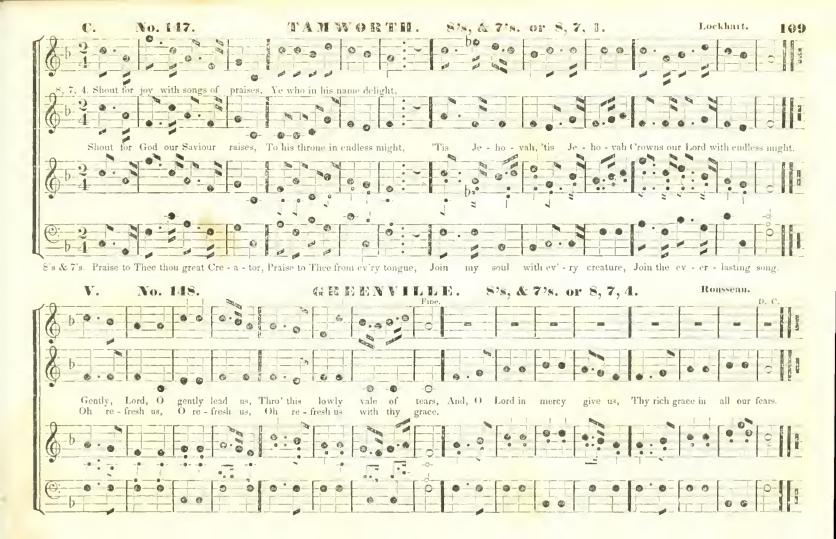








2. Sweet the moments, rich in blessing, Which before the cross I spend, Life, and health, and peace possessing, From the sinner's dying friend.

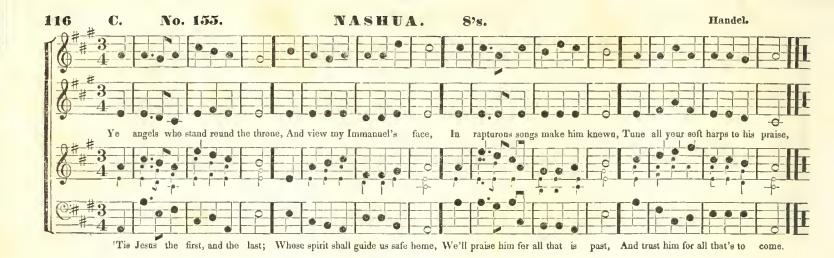




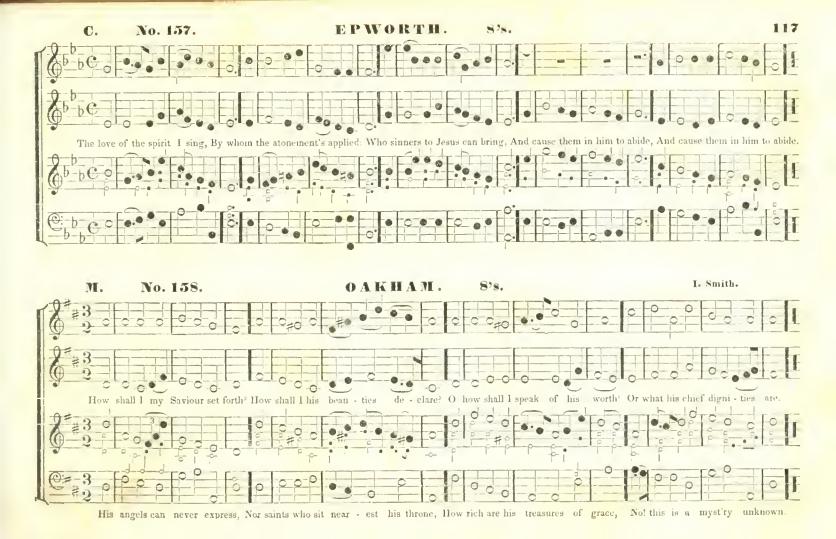




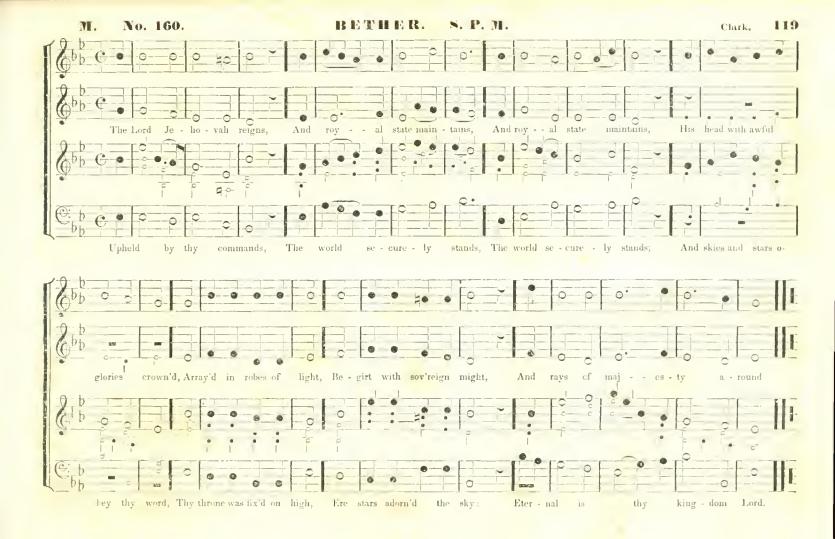




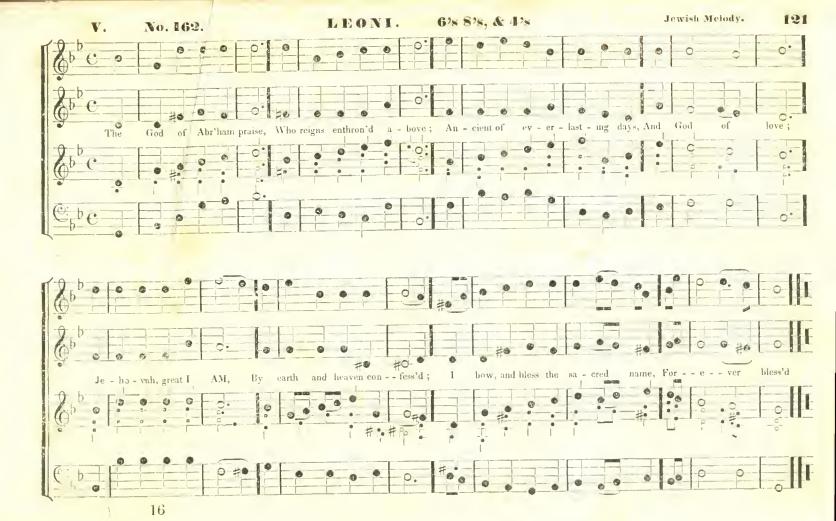




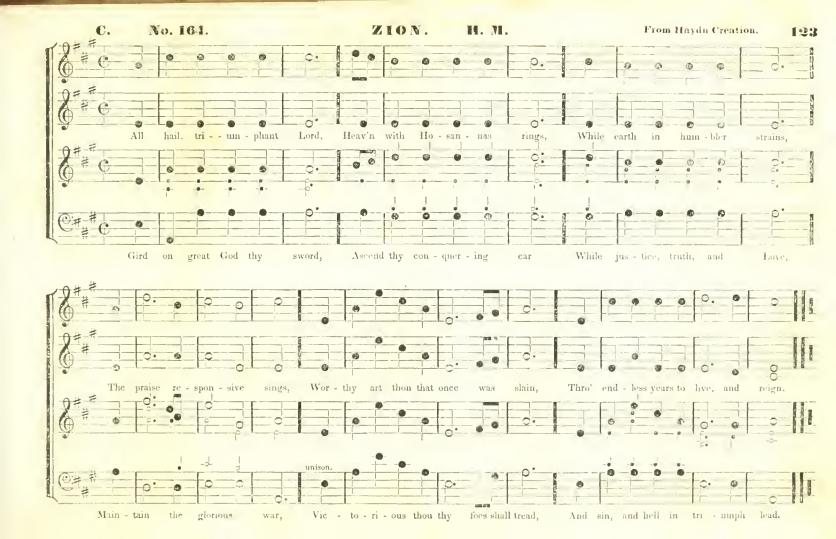














The small notes in the Tenor and Bass, may be sung or omitted.



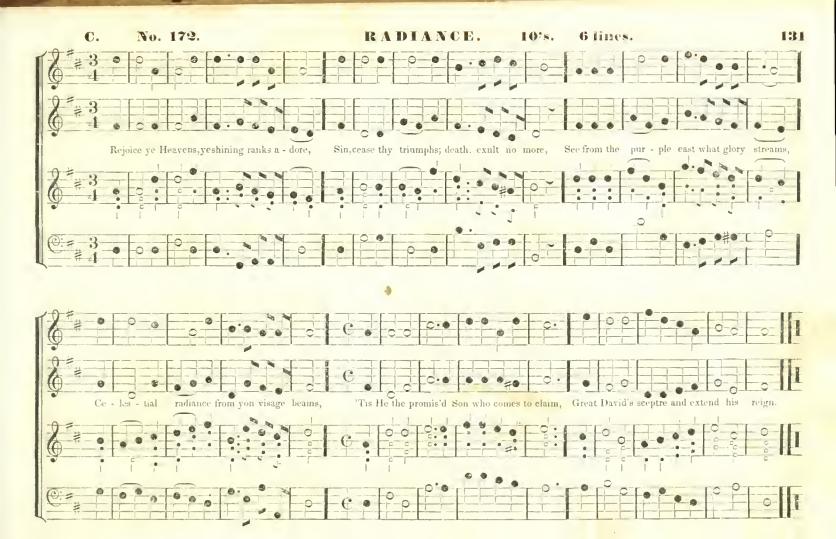










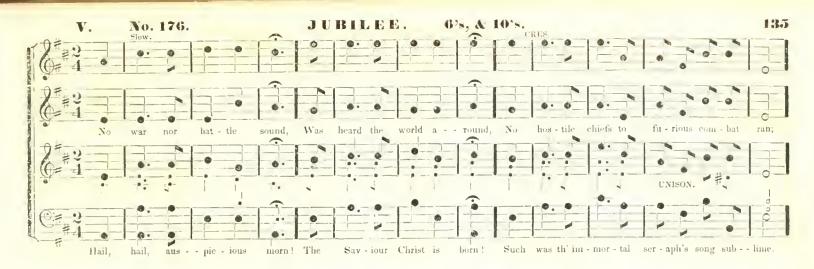


The God of glo - ry sends his summons forth, Calls the south na - tions and awakes the north, From east to west his sov'reign order spread,













SELECT MUSIC FOR RELIGIOUS WORSHIP.

PART II.





praises, To Je - ho - vah three in one Repeat only for this verse.—Endless praises, endless







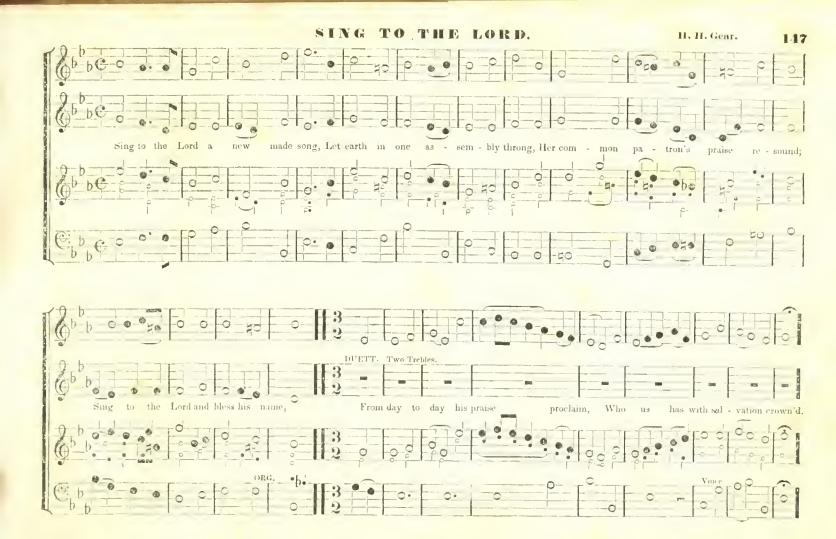




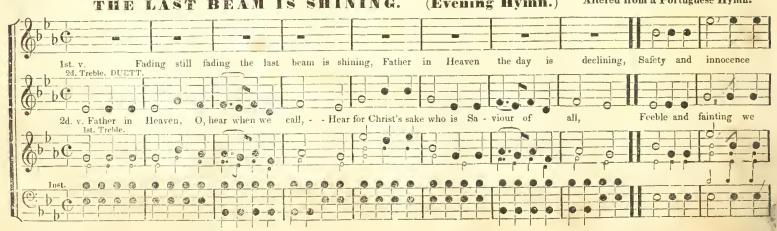


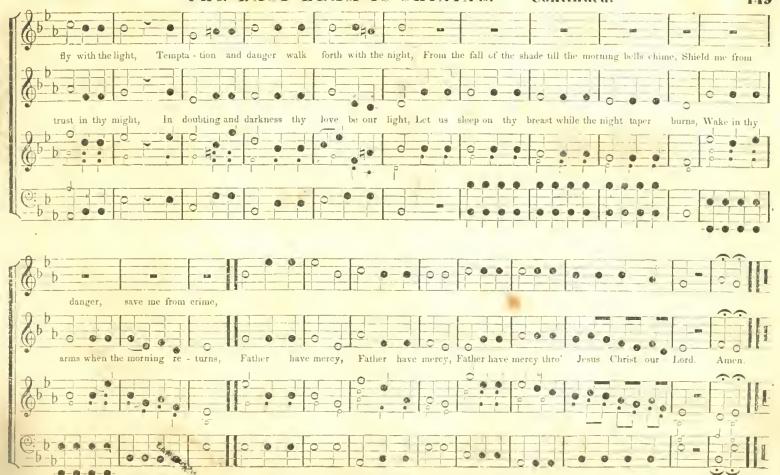










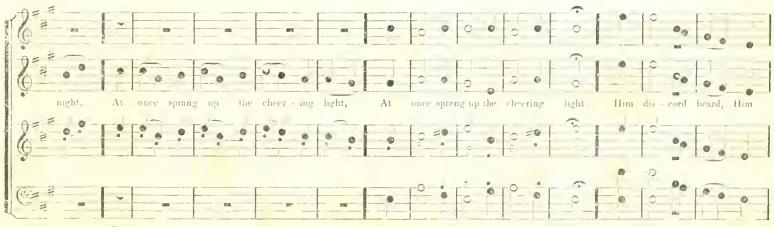






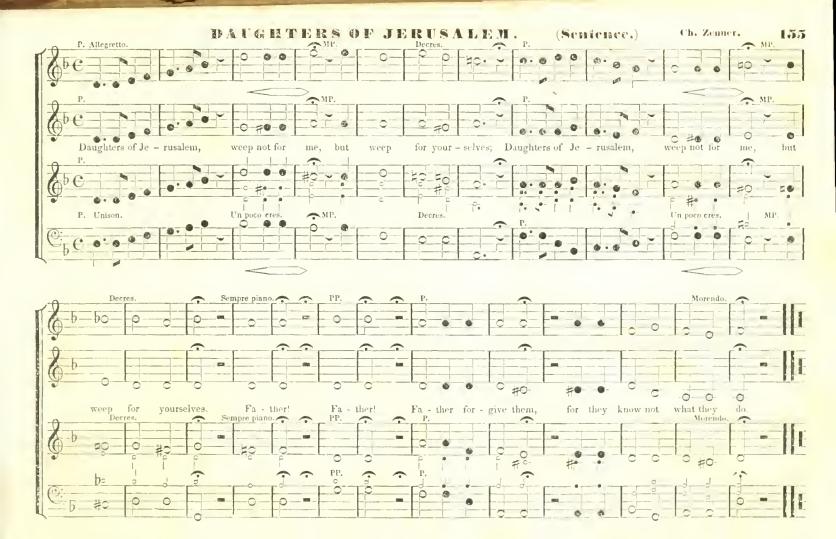






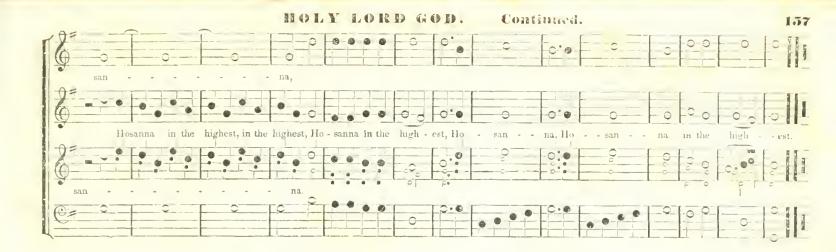


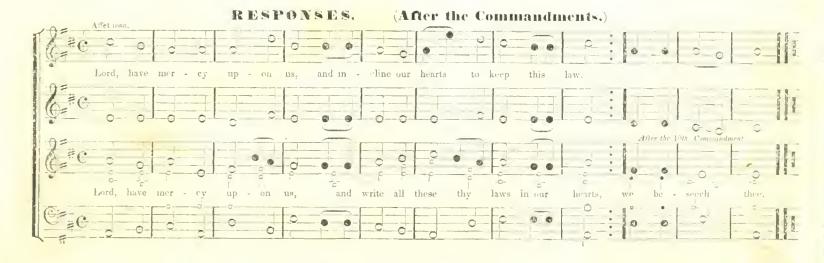
















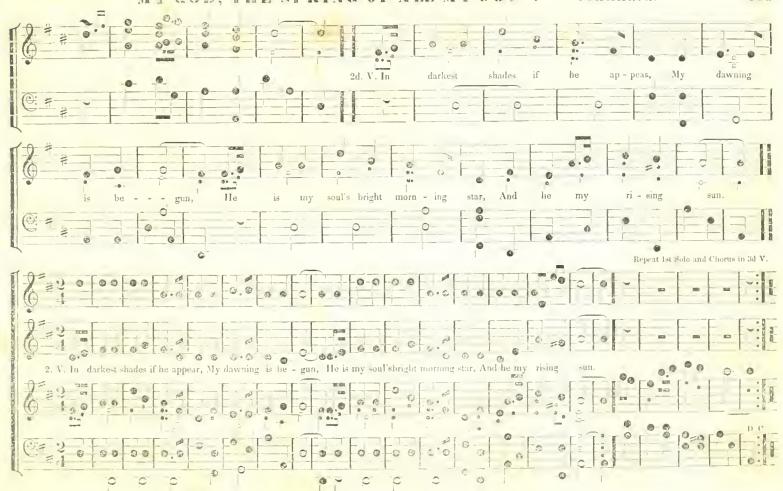




bliss, While Je-sus shows his heart is mine, And whispers

his

3. V. The opining Heavins around me shine, With beams of sacred





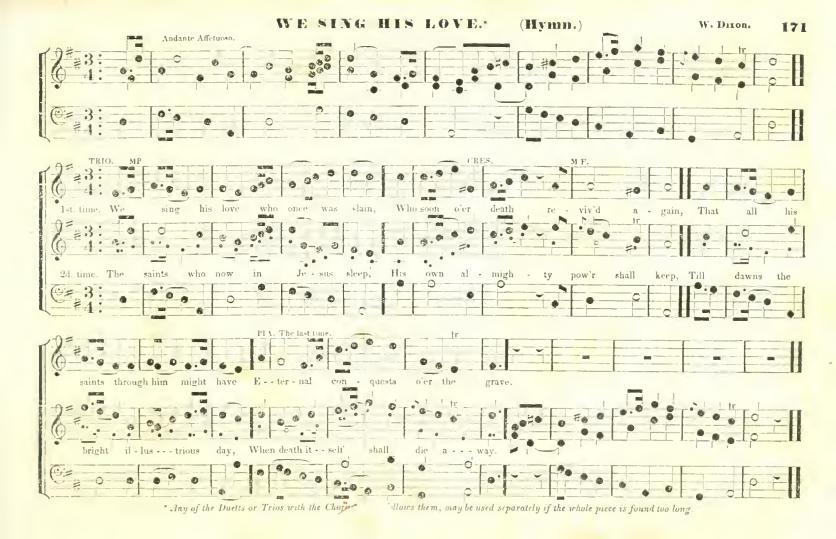


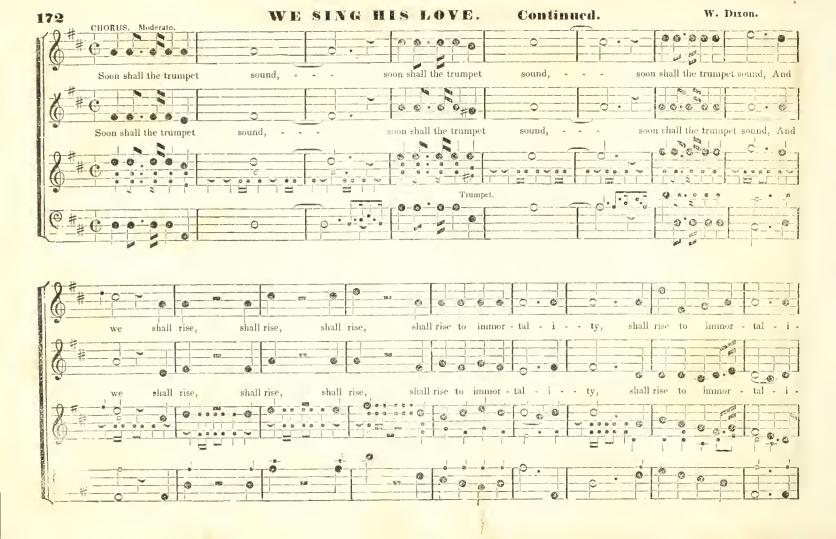






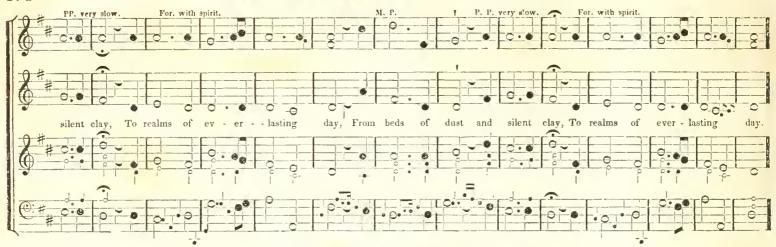










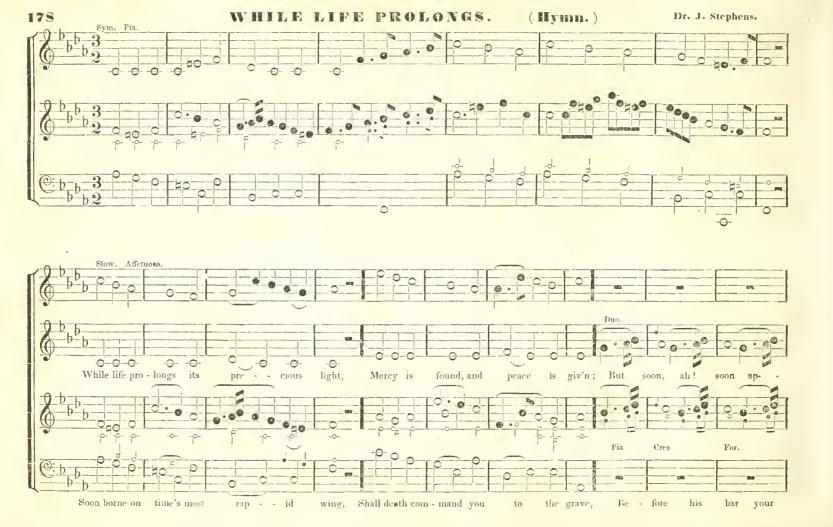




















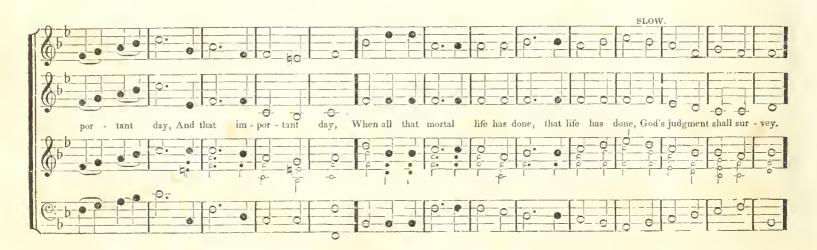


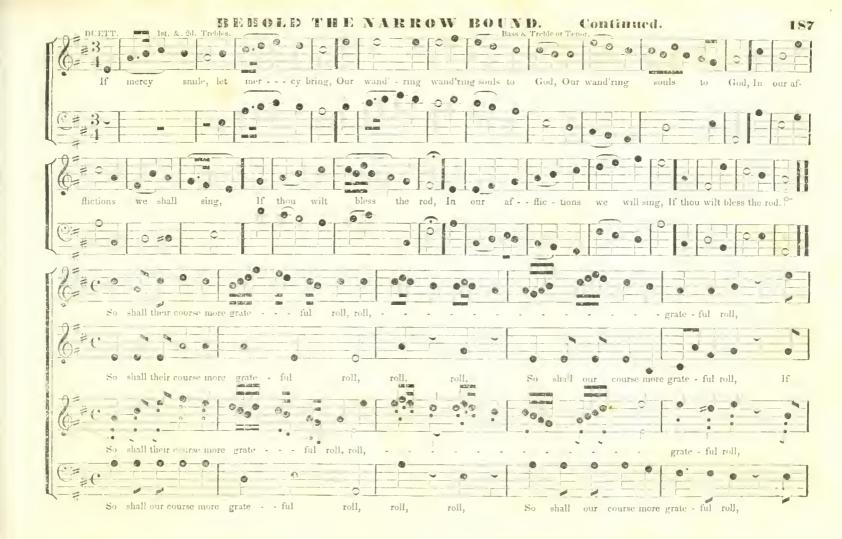
























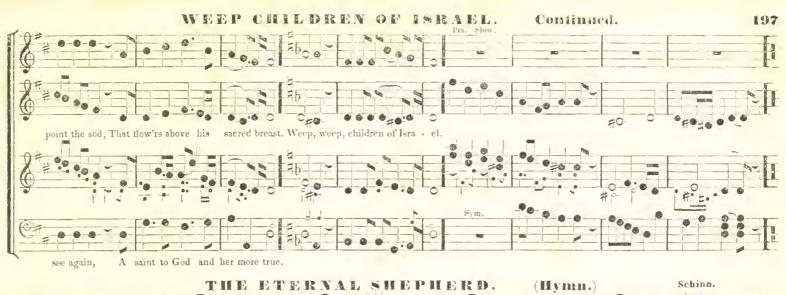


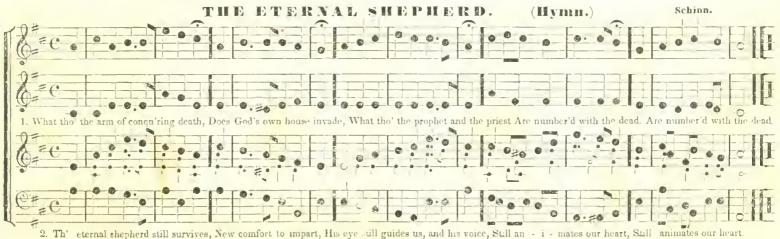






Heaven's dew, Oh! when shall Is - rael see a - gath A saint, to God, and her, more true, Oh when shall Is - rael Subject in Deut. XXXIV. 8. A few words oltered from the original written by T. Moore, to make them suitable to be sung, on the death of a minister.









peace be within thy poace be within thy walls, walls,







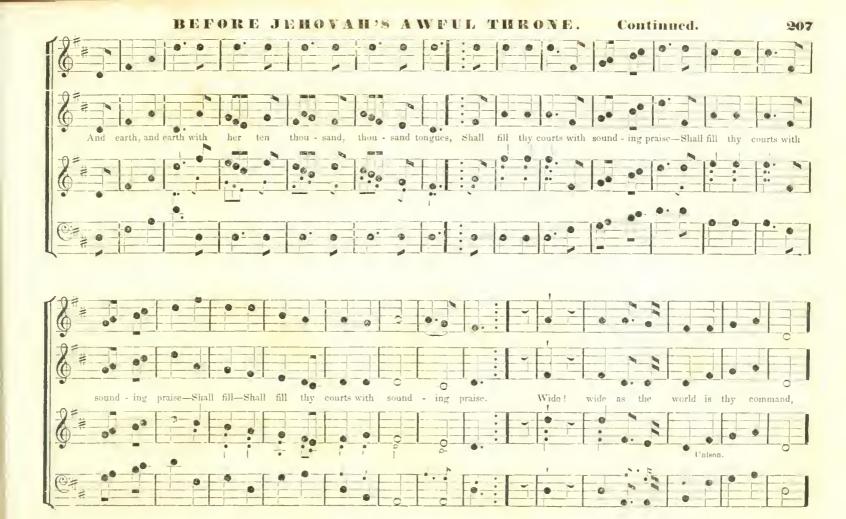




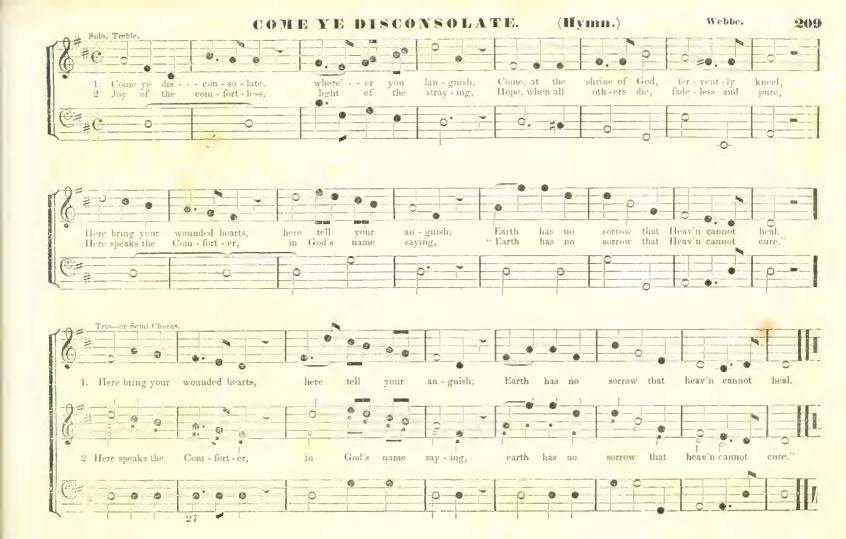


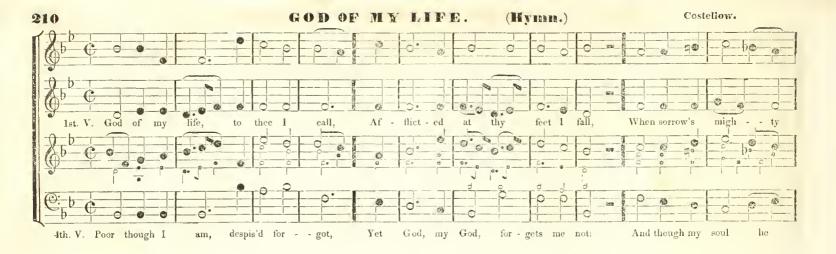




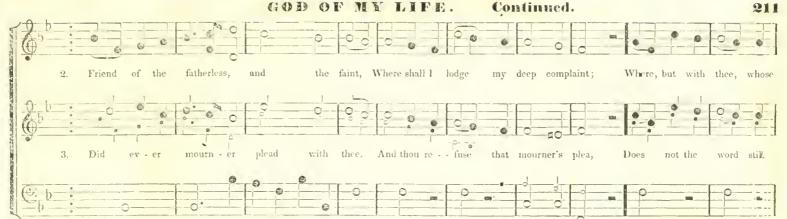




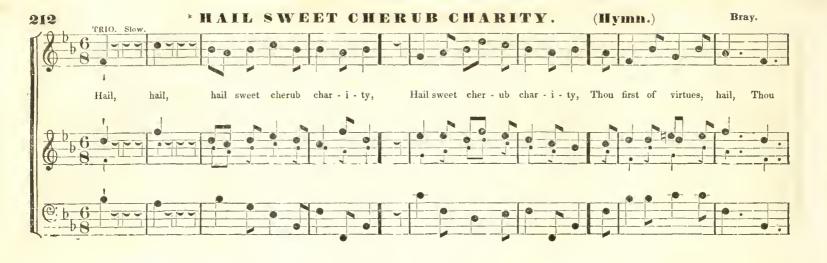












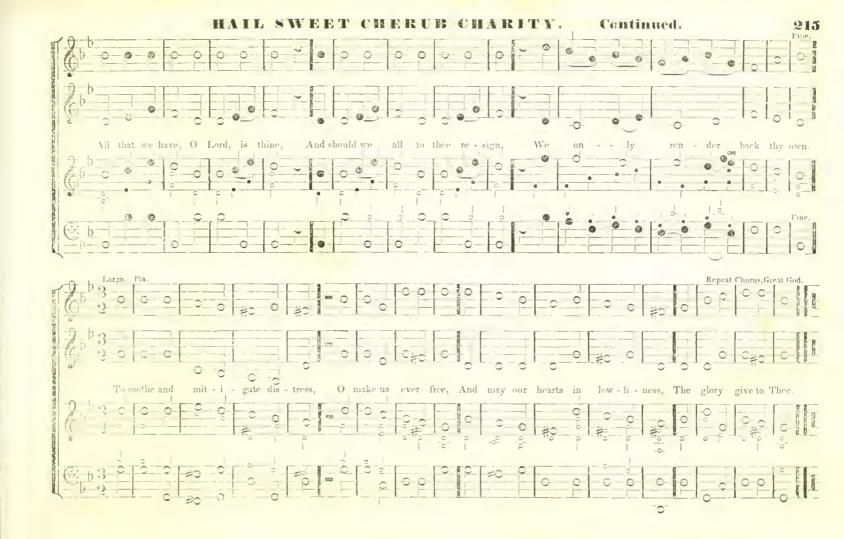


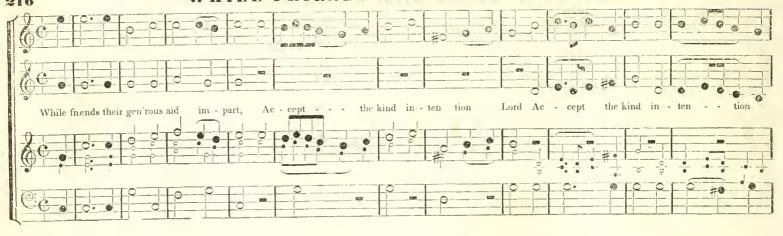
^{*} These words were a part of an Ode, written by the late Mrs. Rowson, and set to music b" the late J. Bray, expressly for the purpose of being performed at the Anniversaries of the Widow and Fatherless Society in Boston.—The limits of this book would not justify publishing the Introduction, being composed of Recitative and Solo.

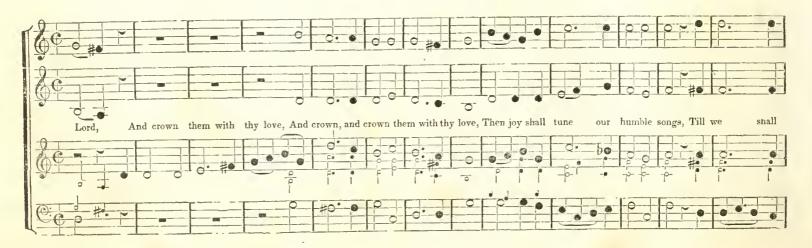


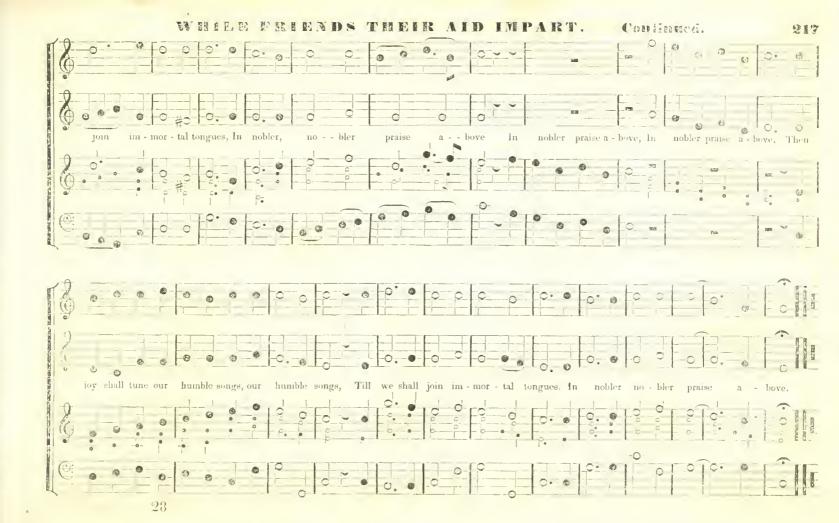




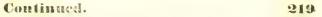








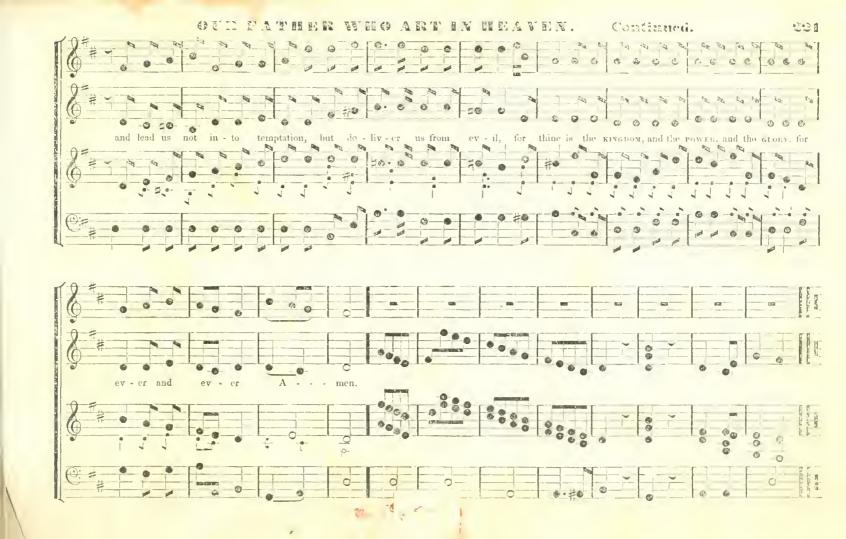


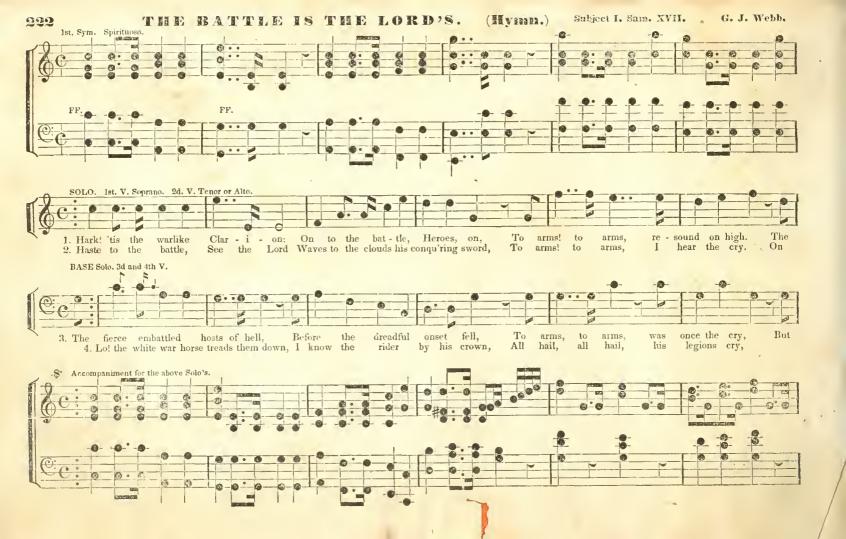










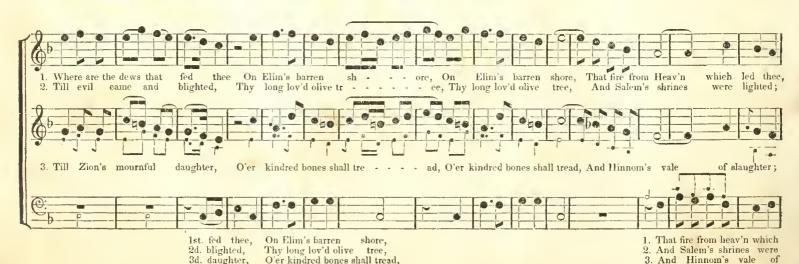






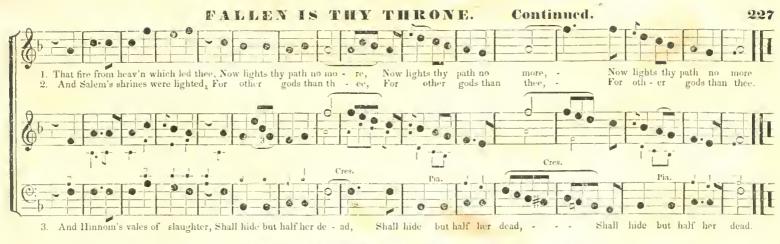






O'er kindred bones shall tread,

3d. daughter,

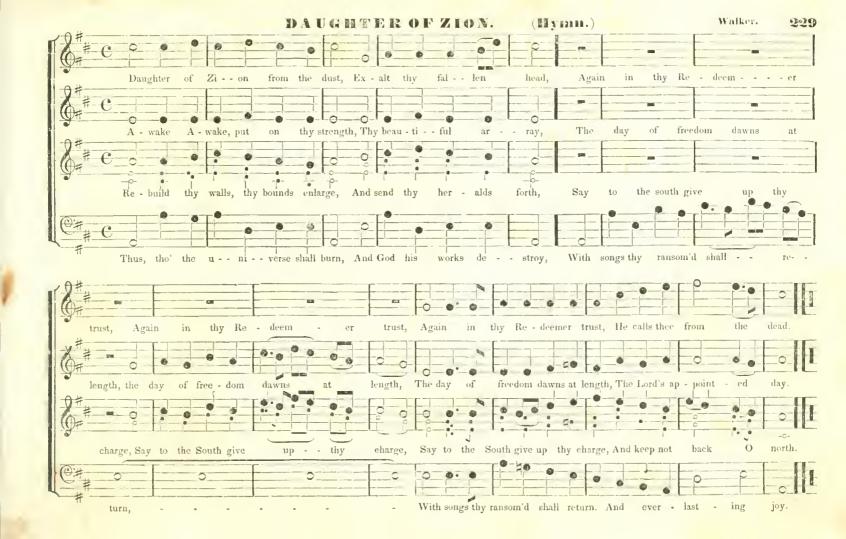




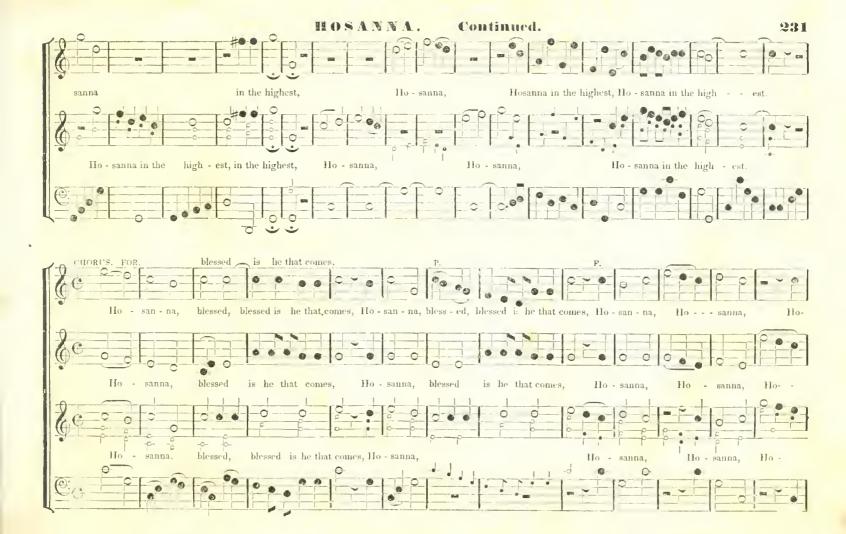
Yet why dost thou mourn Oh, to gladness a - waken, Tho' Je - hovah this ci - ty of God has for - - saken, He pre - serves for his people a

*The Jews are said during the reign of the Emperor Adrian to have purchased with money from the soldiers the privilege of weeping area the site of Jerusalem, or even of gazing
on it at a distance

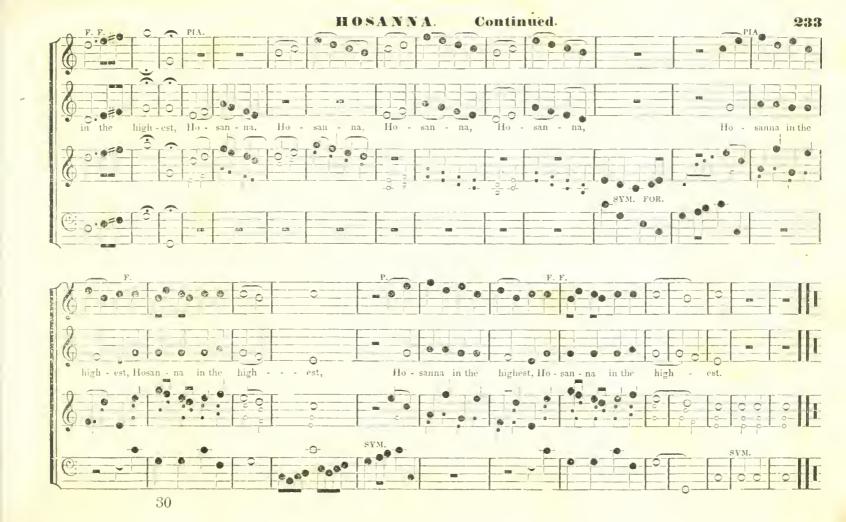


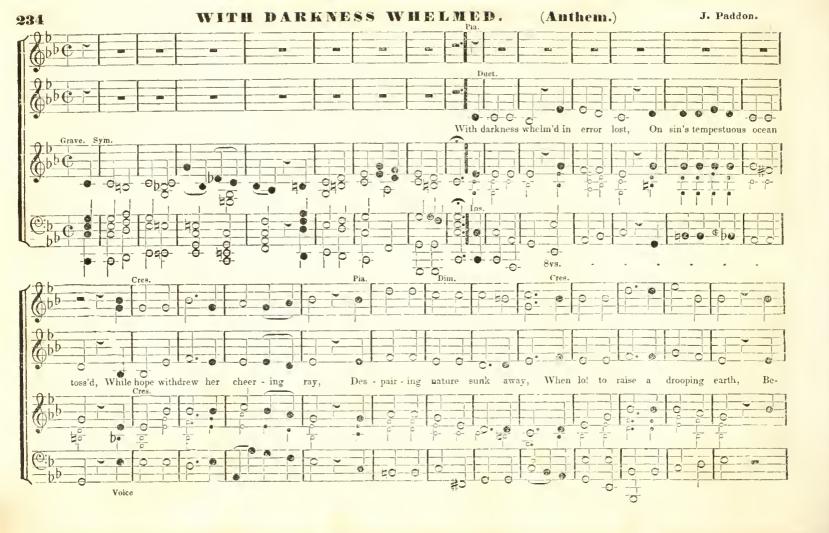


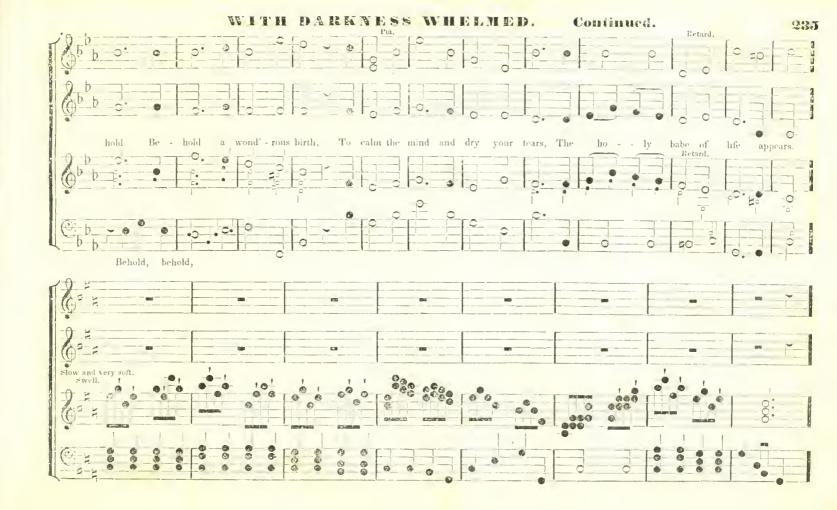




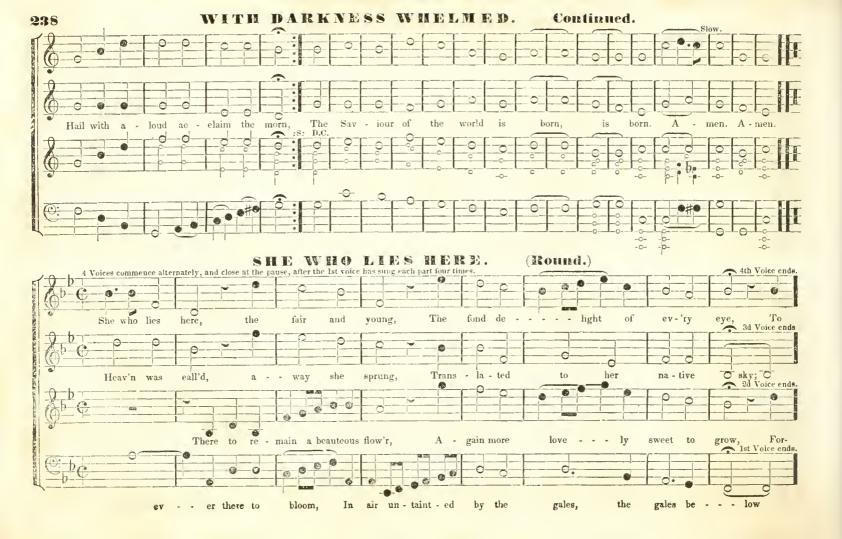














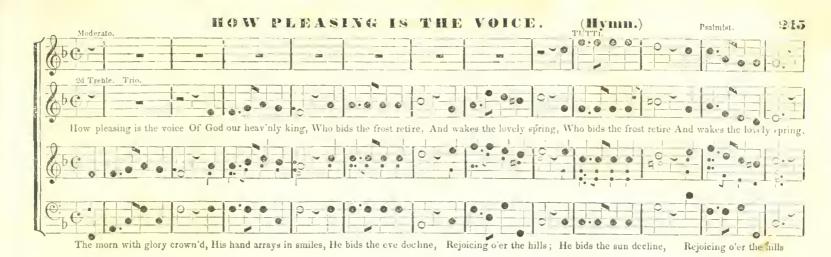








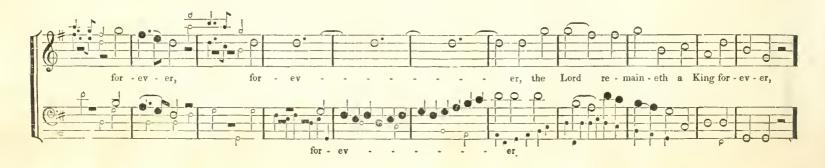






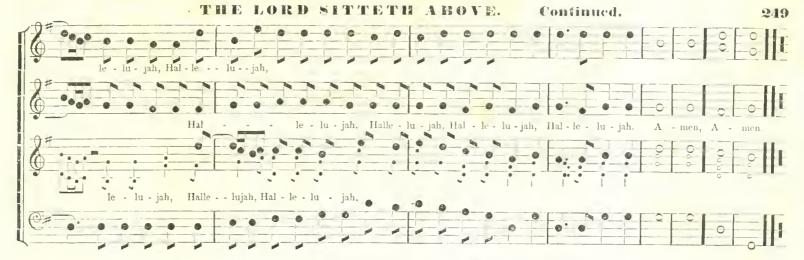




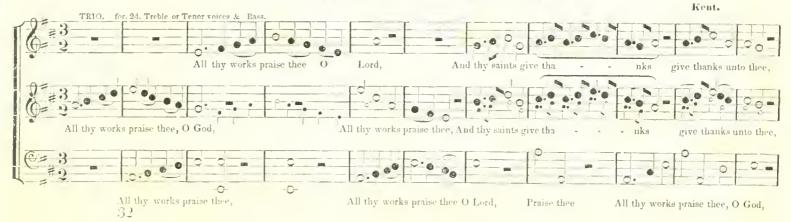


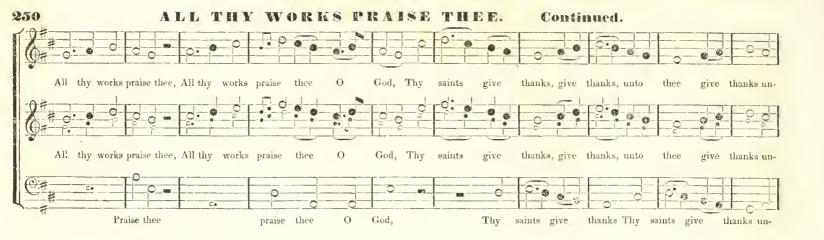


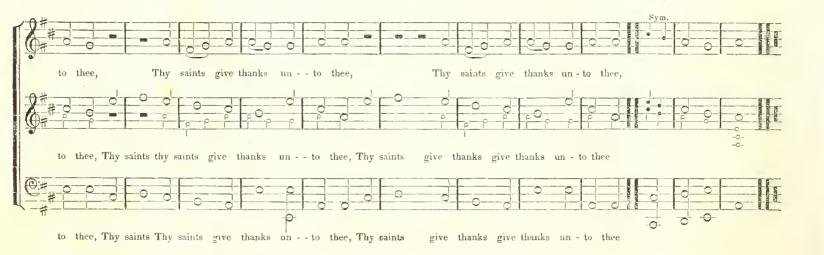


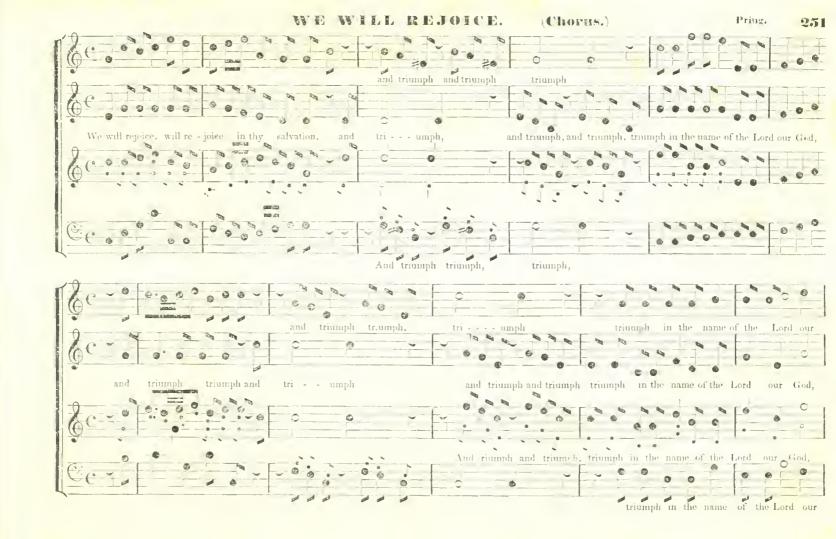








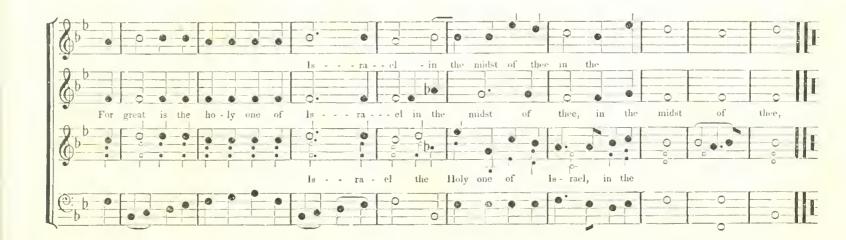








Cry out and shout thou in - hab - it - - ant of Zion,











Continued.



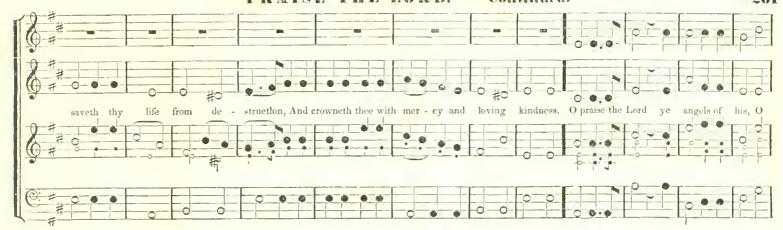


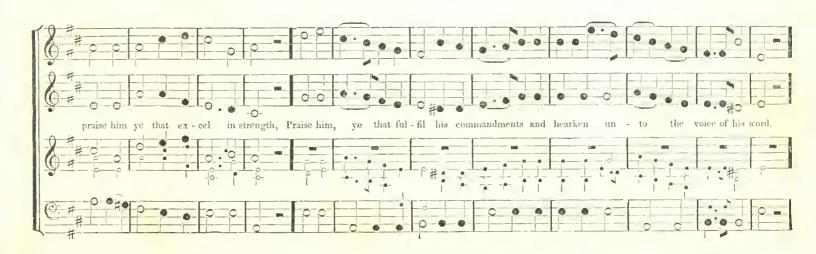












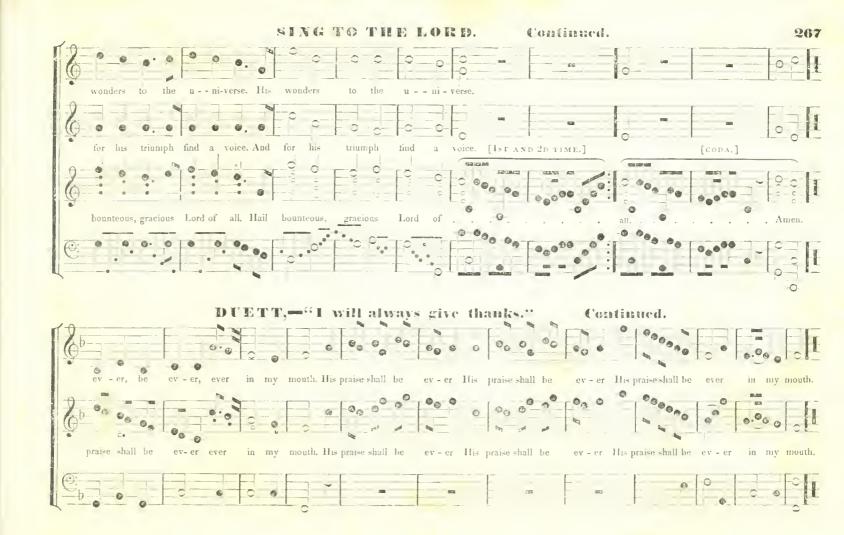












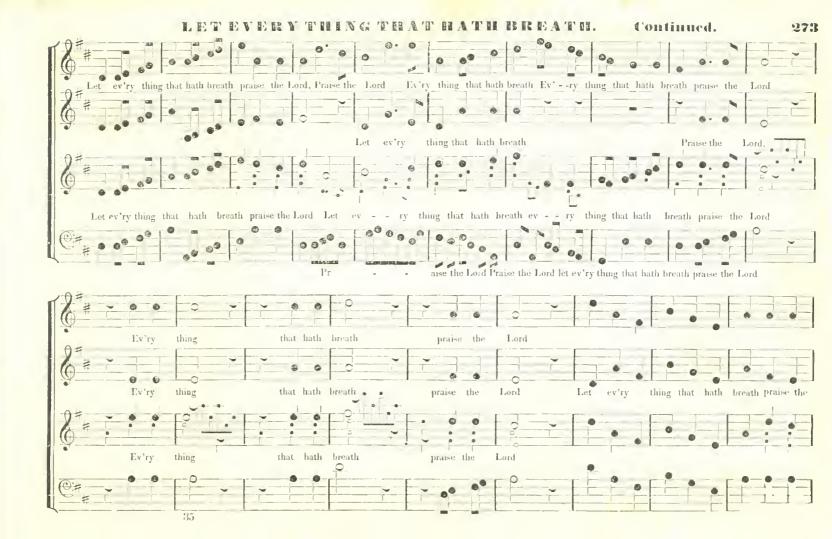




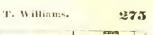


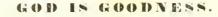




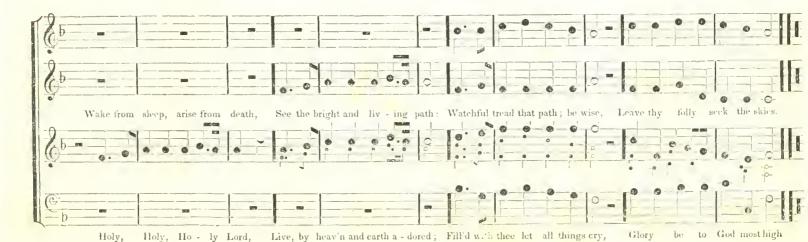






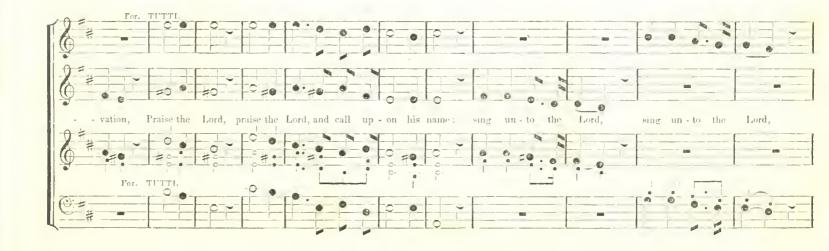




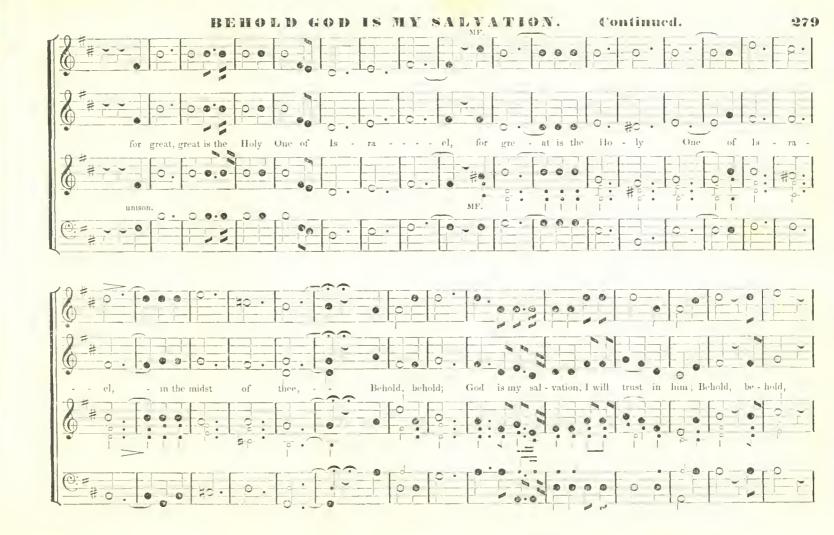






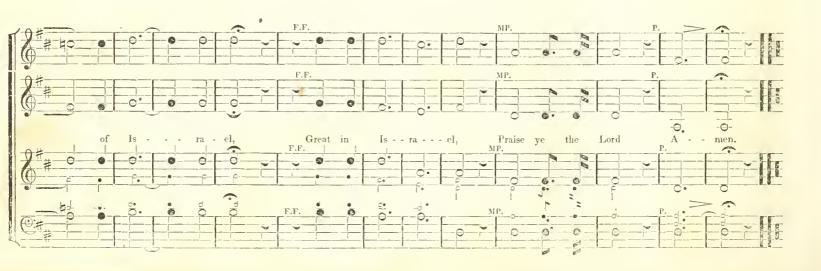


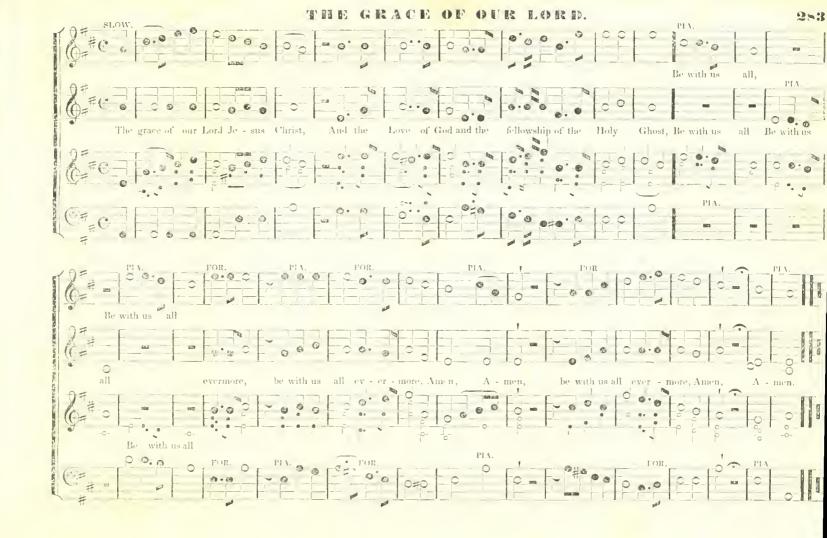


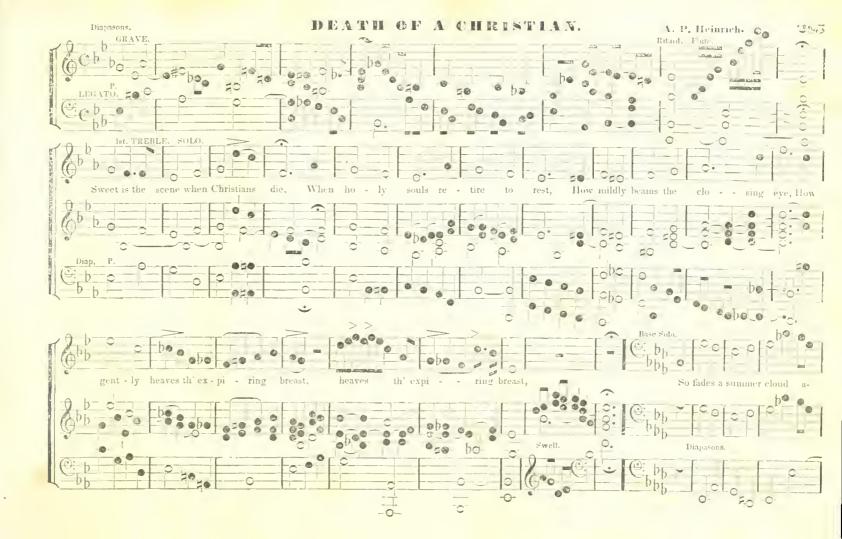






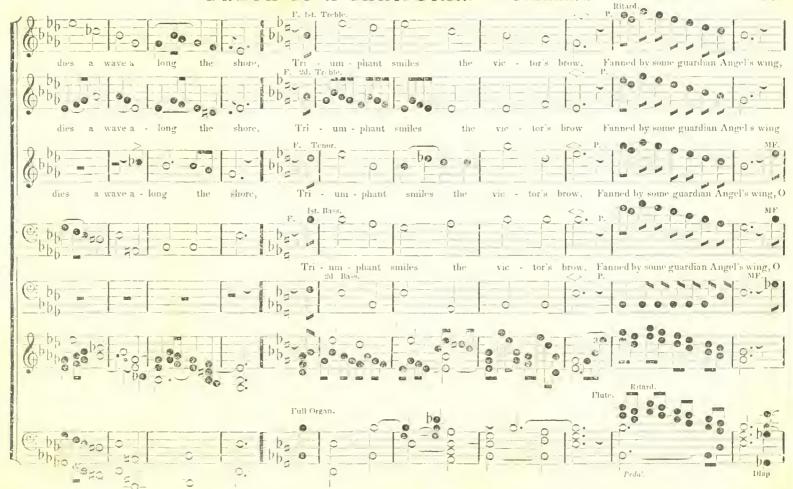


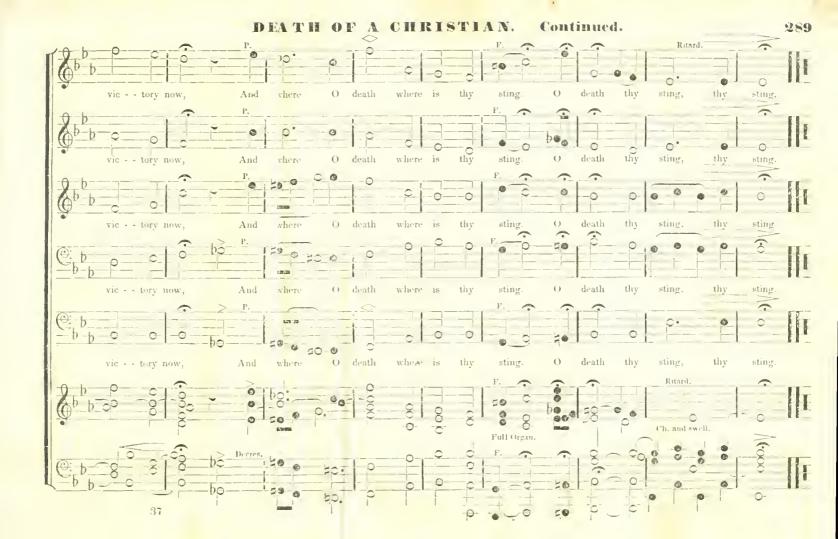












ANTHEMS, CHORUSSES, HYMNS, &c.

			-		
Arise ye people	Page. 259	God is goodness	_ Page.	275	Renember not, O Lord - Page 264
Again the day returns					,
	- 249	Hail, sweet cherub Charity -		212	Shewho lies here 238
*		Holy Lord God of Sabaoth		156	Sing to the Lord a joyful song 265
Blessing, honor, power	- 144			245	
Blessed be the Lord	- 170			230	
Behold the narrow bound		1		~00	Sin O Heavens 218
Beyond the starry skies		I heard a voice from heav'n		193	Sing unto the Lord 252
Behold, God is my salvation -	- 276			184	om the fle ford 202
Before Jeliovah's awful throne -		2		257	The grace of our Lord 283
Be joyful in God		I will always give thanks -			
Come ye disconsolate	- 209	2 will dividy's give thatiks -		~00	This life's a dream 181
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