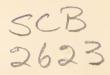




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SONGS*FOR*ALL*WITH*SUPPLEMENT. By E. T. POUND,

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BARNESVILLE, GA.

Showing Diagram of Pound's Improved System of Twelve Letter Staff, and its Comparison with the Seven Letter Staff.



Time and experience have led us to believe that the science of music may be more readily learned by the above representation, hence we offer it to the public, hoping our efforts may prove beneficial to future generations.

Our grateful acknowledgements are hereby tendered to Mess. Fillmore Bros., Cincinnati, C., J. J. Head With a delphia, Pa. and S. Rudolph, of Virginia, for the use of their various systems of notation, and to all friends who have kindly contributed to our pages.

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PREFACE.

ALTHOUGH there are many works extant which are very meritorious, yet all fail, to some extent, to meet the author's idea of a book for classdrill, social singing, etc. Hence, he has been induced, after much thought and consideration, to offer to the teacher, to the student, and to the lover of music, "Songs for All," the price of which will place it in reach of every one; and the music selected for its artistic beauty and simplicity, from the best compositions of many of the best writers of music and poetry, will commend itself to every one.

We are prepared to say to those in search of theory, that it may be found in "Songs for All," the best that can be gleaned from the works of the most prominent authoritics.

Returning his sincere thanks to the many friends, whose liberal contributions and kind assistance greatly aided and encouraged the author in the preparation of this work, and hoping to receive a liberal patronage, he commits it to the tender mercies of the expectant public.

AUTHOR.

Entered according to Act of Congress, in the year 1882, by E. T. POUND, at the Office of the Librarian, Washington, D. C.

ELECTROTYPED AT THE FRANKLIN TYPE FOUNDRY, CINCINNATI.

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LESSON L

1. What is Music? One of the seven liberal arts.

2. Why ealled an art? Because practice and repetition are essential to render pleasure to one of the most important of the five human tonations of the voice. senses; viz., hearing,

3. How many of the human senses are brought into use in the of mankind? practice and cultivation of musical art?

Three. To-wit: hearing, seeing, and feeling.

4. Which of these three is most important?

ear-a mechanical structure.

5. Which is next important?

Feeling. Because, from the ear, the undulations of the air are conveyed to the brain and nerves, and hence the whole nervous sysam of mankind is affected, and participates in the pleasures derived a great interest may be aroused. from musie.

6. What importance is attached to seeing?

principally, in learning all the characters to be observed for the scienti- musical instrument. fic performance of any musical composition.

7. From what is the name of Music derived?

From musa, because the invention of this art is to be attributed to the Muses. Diodorus derives it from an Egyptian name, intimating now inquires if all present can talk? that music was first established as a science in Egypt after the flood; and that the reeds on the banks of the river Nile produced the first music by the wind blowing upon them. Others say the first ideas of music were received from the singing of the birds.

8. Is it not equally as rational to attribute its origin to mankind?

Since musical intonation, in the infancy of language, must have been the natural result of passionate feeling; and that, as man has

speech, wherever there is speech there is song. Hence, we believe its origin to be more ereditable to mankind.

9. How are the thoughts of mankind mostly expressed?

Sometimes by signs to be observed by seeing but mostly by in-

10. Are not different tones used to express the various passions

For joy, anger, fear, desire, etc., each has its peculiar tonc. This is understood by all human beings naturally.

11. If there be musical pleasure to be derived from tones pro-Hearing. Because, by means of the air, sound is conveyed to the duced by mankind in speaking, can this be intensified by singing as an art?

> To a large extent it can; and, by closely studying the science which teaches the properties, relations, and dependences of all melodious sounds, and their combinations by the law of nature into harmony,

12. Of all the known arts, which is the most natural to man?

It is reasonable to infer that music is the most natural and easy By this one of the human senses we derive the science of music of performance; his structure, well studied, is found to be a complete

LESSON II.

13. The forcgoing lesson being fully appreciated, the instructor

None present that have not tongues, and we are lively talkers.

14. What language do you speak?

The English language.

15. How many letters in your language?

Twenty-six.

16. How many of them are vowels-the body of the language? Five. A, E, I. O, U, and sometimes W and Y.

17. What are the other letters called, and what purpose do they serve?

They are consonants, and serve as the proper attire for the vowels. 18. Then how are the vowel sounds-the body of our language-

formed?

By the shock of the glottis, and are ealled enunciation.

19. Is the tongue brought into use in forming the vowel sounds? It is not; it is kept still.

20. When the consonants are properly produced, where arc they delivered?

At the end of the tongue, and are called *articulation*.

21. Which letters are the emotional elements of our language?

The vowels; and the consonants wrap thought around the emotion, and therefore properly clothe the language.

22. Are there any advantages to be obtained by practicing the vowel and consonant elements of our language?

Great advantages accrue to the vocalist who thus uses time judiciously.

23. What are some of the advantages?

The proper formation of smooth, pleasant, round, soft tones, and the aquisition of the habit of throwing off all surplus, unnecessary rough sounds, that are not resonant and unpleasant to the ear

24. What are the advantages in articulating consonants?

The proper use of the tongue, teeth, and lips combined enable the singer to drop the tones and the words off nimbly at the end of the tongue, so as to have every thought in all the words properly conveyed to the audience, thereby rendering the exercises enjoyable and pleasant to all present.

25. At this point the elass, at the discretion of the instructor, will be required to practice vowel sounds a considerable number of times, ments; but, if we will connect art with the science, and render the endeavoring to form pure, sonorous, resonant, reverberating tones, which exercises pleasing, there should be four departments. are musical and pleasant to the ear.

A, E, I, O, U repeated first slowly, and increased to rapidity. Then use such words as: blame, blast, blithe, blow, blue, black; claim, clean, clime, close, clew, clay, cleff, cliff, clot, cloud; flame, flee, fly, flow, flew, flab, flit, flute, flood, flown, flock; glare, gleam, glide, glow, length in time or movements whether fast or slow. It is the outline gloom, glad, glim, gloss, glut, glimpse, grain. Let care be taken that and measure of motion. the vowel sound stands prominent to itself. The instructor using whatever pitch he may prefer for this exercise.

LESSON III.

26. How many positions of the lips and mouth must be assumed in talking or singing to utter all of the consonants properly?

Three positions.

27. What is the first position?

The lips must be pressed together, and break them apart with the force of the breath, as follows : in words commencing with B, P, F.

B. Bright boys, blue birds, blow, bloom, blow.

P. Pindars by the peck are sold for forty pennies.

28. What is the second position?

The tongue must be pressed against the roof of the mouth, and force the breath forward with power, as in words beginning with D, T, S.

D. Duty demands that day-time be well devised.

T. There are those who think truthfully.

S. Soar, silvery sounds, soothe the savage soul.

29. What is the third position?

In the third position, the tongue in the center is forced against the roof of the mouth, and broken away by the force of the breath. as in words commencing with C, G, and K, as-

C. Checse is curdled from cream.

K. Cats are kind to the children.

G. Goats climb without claws.

LESSON IV.

30. Into how many departments is music divided?

Musical science is generally said to be divided into three depart-

31. What is the first department?

Rhythmics.

32. Of what does Rhythmics treat?

It treats of and relates to all musical characters that pertain to

33. What is the second department? Melodics.

-1

34. What does Melodics teach?

It explains every thing that pertains to the *pitch* of musical tones, and deals chiefly with the first seven letters of the English alphabet, of musical tones, what the lips are to the mouth, and are the only and their marks of clevation and depression, to-wit: Sharps and Flats, aperture through which the air passes to and from the lungs.

35. What is the third department?

Dunamics.

36. Of what does Dynamics treat, and from what derived?

particularly to the strength or power of musical tones.

37. What are we to infer from the idea of the *power* of tones, etc.?

From this department we are taught all of the beauties in expression—the performing of loud or soft tones.

38. Do we understand from loud and soft tones, the life and spirit that is given to musical performance?

the art of breathing soul into song.

39. What would the fourth department teach?

Quality of Tone is the fourth department, and teaches the use and management of the voice.

40. In the use of the voice when and how are the tones formed?

By the vocal apparatus, in which respiration or breathing is the *the palate*—thus forming a double arch. first operation in the production of sound.

41. How is the operation of tone formation commenced?

several in number, meeting gradually on rising until they are resolved a triangular space, between which are the tonsils. into two large tubes, which form the divisions of the wind-pipe or Trachea.

42. With what does the *Trachea* connect?

parts, and have the power of playing into each other, and moving together in the gradual raising or lowering of the voice.

43. What are those four parts called?

Cartilages—the thyroid, circoid, and two arytenoids.

44. What are the vocal chords?

The Larynx, on the fore part of the throat, is sometimes called the Adam's-apple, and has one horizontal membrane on each side of it, which are called the vocal chords.

45. What is the form of these membranes or vocal chords?

The opening between them is of a triangular form, near half an inch wide, and is called the *Glottis*.

46. What other name go these vocal chords bear?

They are called the lips of the *Glottis*; and are, in the formation

47. What comes next above the vocal chords?

Immediately above is the superior Glottis, as the Larynx ends in a wide opening, formed by two folds of the mucous membrane, which It is derived from the Greek word dunamis-power-and relates is covered by a small tongue called the Epiglottis, just at the root of the tongue.

> 48. What is the eavity called which is just at the back of the throat, and extends as far forward as the root of the mouth?

The Pharynx.

49. Where docs the voice first strike in formation?

By the shock of the vocal chords around the Larynx the tone is The soul-inspiring part comes from this department, and teaches formed, and, in passing out, impinges upon the Pharynx, which modifies it.

50. With what does the *Pharynx* connect?

It communicates above with the nasal apparatus.

51. How is the palate of the mouth situated with the above?

The upper part of the mouth is furnished with a soft, fleshy curtain, from the center of which hangs the conical part called the Uvula-

52. What is suspended from the uvula or palate?

From this are two fibers, called the posterior props; and in front The lungs, receiving the air, exhale through the bronchial tubes, of them, also pendant from the *palate*, are two smaller fibers, forming

53. What advantages are to be derived from this lesson?

From the study of the vocal apparatus, respiration, exhalation of It communicates immediately with the Larynx, composed of four breath, the anatomical structure of the general music-making department, the vocalist may derive much information of importance to aid in making pleasant musical tones.

LESSON V.

54. It has been ascertained that all present can talk, and we suppose they can also sing. Is the talking voice the singing voice?

It certainly is, to a great extent.

55. If you can talk, please count.

One, two, three, four, five, six.

56. If counting one, two, be a measure in music, how many measures would the counting of one, two, three, four, five, six, be?

Three measures.

57. In your counting six in three measures, you should assume an we proceed to keep the performers together? erect position, eyes to the front, face upon a level, shoulders thrown slightly back. Will you all do this?

We will, assuredly.

58. Will you now count one, two, six times?

We will. One, two; one, two; one, two; one, two; each measure. one, two.

59. How many measures would that be?

Six measures.

60. When there are two counts to the measure, what kind of time or movement is it called?

Double time, and is indicated by a figure 2 over the upper part of the music, and serves as a numerator to number the notes in a measure. If there be a figure beneath the first, it serves as a denominator, and names the part into which the whole note is divided.

EXERCISE No. 1.
$$2$$
 d u , d u .

61. In Exercise No. 1 what rhythmical characters are introduced?

Figures, the fraction, two-halves, single bars, measures, notes, and close.

62. What does the under figure, the denominator, indicate?

That the whole note, or longest note used, is divided into two in Exercise No. 1. What are they called? parts, and it names these parts halves.

63. What does the upper figure denote?

It is the numerator, and numbers two half notes, and locates that number, or their equivalent, in a measure

64. What is a measure?

The space between two bars.

65. What is a bar?

An upright or vertical mark to divide musical exercises into measures.

66. What do those large bars at the close of Exercise No. 1 indicate? They are placed at end of that exercise, and are called the close. 67. What are notes?

Marks of musical tone.

68. In Exercise No. 1 how many notes, and their names?

There are ten half notes and one whole note, filling six measures? 69. In order to perform accurately the exercises above, how shall

Let each note have tone applied to it as the singer moves the hand down or up, as marked d and u.

70. What is the rule for marking time?

That the hand goes down at the beginning and rise at the end of

71. What else is to be observed that will enable the performer to be accurate in all exercises?

Be exceedingly careful to see that the hand, in getting from one measure to another, seems to climb over the bar.

72. Suppose we place a 2 over a 4 at the first, as a movement indicator, then how will we proceed?

This will signify two quarter notes in a measure, and the hand will go down as you sing the first and up to the second, then over the bar to get into the next measure, and so on throughout the entire exercise.

73. What kind of time or movement where a 2 is the upper figure? Double time, and has two motions to the measure.

74. In Exercise No. 2 we have a different kind of note from those

They are quarter notes; have a filled head and stein.

75. Suppose we introduce a figure 3 as the upper number, and a figure 2 the lower number at the beginning, what will they indicate?

The denominator 2 will divide the whole note into halves, and the numerator 3 will number these halves or their equivalent in every measure.

EXERCISE No. 3. $\frac{3}{2}$ $\begin{vmatrix} & & \\$

76. In Exercise No. 3 we observe in the last measure a whole note with a dot to the right of it. What does that indicate?

That it is equivalent to three halves, the dot adding half its length in time.

LESSON VI.

77. Suppose we use a 4 over a 2, or a 4 over a 4, then how will we indicate the movement by the hand?

The under figure 2, in the first place, divides the whole note into two parts; and the upper figure 4-the numerator-numbers and places four half notes, or their equivalent, in every measure, unless the music in the first measure does not begin on the first part of the measure; in that event, the first and last measures will both be fractions of a measure, and will contain just enough notes to fill one whole measure.

Exercise No. 4.
$$\begin{array}{c} 4\\ 2\\ u, dl r u, dl r u, dl r. \\ u, dl r. \\ \end{array}$$

78. In Exercise No. 3 how many motions to the measure, and how performed?

Three motions, and performed down, left, up, and is called triple measure, and indicated by a figure 3.

79. In Exercise No. 4 how are the motions performed, how indicated, and what is its name?

Performed with four motions to the measure-down, left, right, up-hand moving over the bars to every succeeding measure; the upper number (4) is the indicator, and its name is quadruple measure.

80. If there be at the first a figure 6 over a 4, or six over 8, then how do we perform?

If there be 6 over a 4, there are six quarter notes in a measure; if six over 8, there are six eighth notes in a measure, or their equivalent; and, to omit trouble, we will perform two motions to the measure, the second and third, and moving upward for the use of the fourth, and all characters that pertain to pitch in music-high or low tones. remaining still until the fifth and sixth are performed. This is called sextuple measure.

81. In Exercise No. 5 we find notes having turns to their stems. What shall we call these notes?

four equal to one half, and eight equal to one whole note.

82. If 9 over 8 be used as indicating time or movement, what will it be called?

Compound Triple, having nine counts in the measure, and one motion to three counts, making three motions to the measure.

83. If 12 over 8 occurs, how is the measure divided and how performed?

It will be compound quadruple, performing four motions in a measure, as in quadruple, and one motion to every three notes or their equivalent.

EXERCISE NO. 7.

12 000 0 uss, dss lss rssuss, dsslas rssuss, daa

84. What do the rests indicate, and how many used? Silence, five used, whole rest _, half rest =, quarter rest 2 er 💘 eighth rest 🌱 sixteenth rest 😂

LESSON VII.

MELODICS.

85. From what is the name of this department derived?

From melos, a Greek term, which the ancients applied to the sweetthe hand moving downward as the first note is used, remaining still for ness of any melody or leading part of a tune, and it literally treats of

86. Exercise No. 8.

What character is this.

Some would call this a musical staff; but we call it a fence five rails or five planks high, with one panel or one measure.

87. Why is it not a staff?

Because it neither represents Length, Pitch, or Power, having no They are eighth notes, two being equal to one fourth note in time; figures for time, or rhythmic representation; no clef to fix any lettering, and only one measure.

know how high or low, and how long or how short to sing them?

denote a relative length, and a melodic character to denote a relative pitch of high or low tones.



89. In Excreise No. 9 why is the first part called a melodic character?

line. It is the old Roman F, and locates F on that line, and G on the space next above its line, then A on the next line; coming below the fourth line, E will be on the next space, and so on in regular succession until the first seven letters of the English alphabet are placed upon the staff of five lines as representatives of pitch.

90. Why is the latter part of Exercise No. 9 both melodic and rhythmic?

Because it has both a clef, representative of pitch; and figures, representatives of relative length, upon it.

91. How many degrees does a musical staff contain?

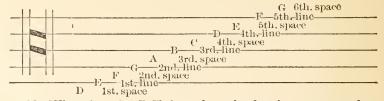
line should be called the first space; space between the first and second C Clef Staff. line, the second space; space between the second and third line, the third space; space between the third and fourth line, the fourth space; space between the fourth and fifth line, the fifth space; and space above the fifth line, the sixth space.

92. Is not this a different order of naming the degrees of the staff lines and spaces from what has been in use the last century?

It is; but, nevertheless, we believe it to be the simplest, the most correct, and shows conclusively that one clef may represent one staff fully, with all of its degrees; and counting them in this way would give to each voice eleven sounds, which are precisely half of the octayes which are on a general score for male and female voices-half of the human voice on each staff represented. [We give Mr. T. W. female voices?

88. Suppose notes were placed on the five lines above, would we Dennington, of Texas, eredit for suggesting the idea of six spaces, in an article on practical views and common-sense thoughts on musical We would not, until a rhythmic character is placed at the first to characters, in March, 1882, for the Pike County (Ga.) News.]

EXERCISE NO. 10. C Clef Staff for Tenor Voice.



93. When does the C Clef stand on the fourth space, next degree above the third line, and locate C there, and the remainder of the first Because a character like an inverted O: is inserted in the fourth seven letters of the alphabet in regular succession above or below?

When used for the high male or tenor voice.

94. Where is the lowest degree of the C Clef Staff?

On the space below the first line, which is the first space, and the letter D, and gets the same pitch that D, the third or middle line of the F Clef Staff or Bass voice gets. We may also have added lines below the first space, and above the sixth space, to embrace notes that transcend the boundary of any staff.

95. What observation can easily be made that impresses the mind more favorably with this arrangement than with the old arrangement?

That the middle line (D) of the Bass voice (F Cleff Staff) is just Eleven. Five lines and six spaces. The space below the lowest at the center of that staff, and is the first space of the Tenor voice or

EXERCISE NO. 11. G Clef Staff for Female Voices.



96. How does the G Clef locate the lettering on the staff for

It locates G on the second line, is an octave higher than G the female voice to be naturally more acute than the male voice, and for second live in the C Clef Staff, and its letters are placed in regular this reason we prefer a G Clef for their staff, and a C Clef for the succession, like the other two clefs place them. 97. How much higher is G, sixth space, or space above fifth line,

Tenor voice.

G Clef Staff-Contralto and Soprano Voices.

in the C Clef Staff, for female voices, than in the C Clef Staff for Tenor or male voices? G¹¹6th, space Precisely oue octave higher; and by this we fully understand the -5th-line-5th, space -4th-line C 4th. space C Clef Staff-Tenor Voice. A 3rd, space EXERCISE No. 12. G 6th. space F 2nd, space -5th-line F Clef Staff-Bass Voice. -E-Ist-line E 5th, space D 1st. space D-4th-line A second C 4th. space -3rd. line State of the 6th. space 5th-line 3rd, space -2nd-line 5th. space 4th. line G 103. What is that voice called that can F 2nd. space $E_{-3rd,-line}$ 4th. space produce C, 2d added line below the F Clef D 1st. space Staff? C 3rd, space -2nd-line G-1st. line Basso. Notes running this low belong to instrumental music. It -E Ist. space added line below is a rare thing to find a good Basso voice. 104. What voice is it that sings from E, 1st added line below F 98. What is the leading or characteristic feature of the Clef? Clef Staff, to E, 5th space of C Clef Staff? The low Baritone. It is to locate the letters on the staff. 105. What voice sings from G, 1st line of F Clef Staff, to G, 6th 99. What do the letters signify, and what do they represent? They signify that every degree of the staff has an absolute pitch, space of C Clef Staff? The high Baritonc. and each letter has its own pitch to represent. 106. What voice sings from C, added line below C Clef Staff, to 100. How many letters are used? The first seven of the English alphabet: A, B, C, D, E, F, and G. C, 4th space of G Clef Staff? The Tenor (male) voice. 101. When we go higher than the seventh, then what occurs? 107. What voice ranges from E, 1st line of the C Clef Staff, to Repeat the first, and call it 8, to complete a scale, if we go no higher; but if we go higher than 8, the eighth becomes 1, and next E, 5th space of the G Clef Staff? above it 2, and so on. The Contralto (female) voice. 102. What is a Scale in Music? 108. What voice will sing from G, 2d line of C Clef Staff, to G, It is derived from the Latin word Scala—a ladder—and signifies 6th space of G Clef Staff? The low Mezzo Soprano (female) voice. any series of tones rising or falling from any given pitch to the great-109. What voice will sing from C, added line below the C Clef est practicable distance through such intermediate degrees as render the exercise the most agreeable to the ear, and in which all harmonical Staff, to C, 2d added line above the G Clef Staff? as well as melodical divisions may be most commodiously divided. The high Mezzo Soprano (female) voice.

110. What voice would sing from E, 1st line of G Clef Staff, to E, 3d added line above the G Clef Staff?

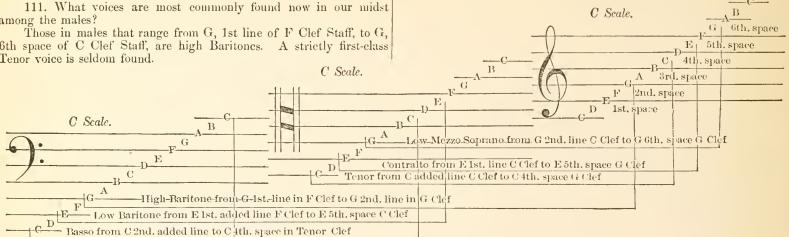
None but a strictly Soprano (female) voice, and Soprano voices are as often to be found in females as Bassos are in the male voices.

111. What voices are most commonly found now in our midst among the males?

6th space of C Clef Staff, are high Baritones. A strictly first-class Tenor voice is seldom found.

112. What voices are most numerous among the females? Contraltos and low Mezzo Sopranos.

EXERCISE No. 13.—Example showing the compass of all voices.



*High Mezzo Soprano from C, added line below G Clef, to C, 2nd added line above G Clef Staff. Soprano from E, 1st line G Clef, to E, 3d added line above G Clef Staff.

LESSON VIIL

113. What is a Sharp?

A melodic character, and is a mark of elevation, thus: #, and has four crosses.

114. What does each cross in the Sharp represent? The four crosses represent each point in every Tetrachord. 115. What is a Tetrachord?

Exercise No. 14.

A string of four notes, and is the exact half of every scale of eight notes, each string of four having two large and one small interval.

116. What is a Flat?

A Flat is a melodic character, and denotes depression. Made thus: b.

117. What is a Restoral?

A character made thus: 1, melodic in its nature, and its office is to restore from a previous Sharp or Flat to the original tone belonging to the degree on which it is placed.

118. What is a sound?

Any thing that can be heard.

119. What are musical tones?

All sounds that have appreciable pitch; that can be classed as strictly of a melodic character.

120. What is a Key Note?

The last note that can be seen in every correctly written Bass, and the fundamental note in every piece of music.

121. What is a Key Tone?

That tone which, when sounded, is to the ear what the key note is Scale in G Clcf Staff? to the eve.

LESSON IX.

122. What is the Diatonic Scale?

Any scale that proceeds from one, its key note or tonic, to eight, its duplicate, and containing five large and two small intervals.

123. Give an example of the Diatonic Scale in C.

Exercise No. 15.

1-5-20394950607980 G Scale. 124. When

124. What are the proper divisions of the Model Diatonic Scale in C in Exercise No. 15?

From one to two is a wide interval, and is called a major second. From two to three, wide interval, and is called a major second. From three to four is a narrow interval; they are tied together, and indicate a nearer proximity to each other, and the interval is called a minor second. From four to five, a major second; from six to seven a major second, and from seven to eight, a minor second.

125. How many major and minor seconds in the Diatonie Scale of C?

Five major seconds and two minor seconds.

126. Where do the minor seconds always occur?

Between three and four and between seven and eight.

127. What is the difference between the Scale of C above and the Scale of G?

No difference as to the distribution of the major and minor seconds. They are precisely the same, only the keys are located on different letters, and therefore the G Scale looks higher to the eve, and sounds higher to the ear.

LESSON X.

128. Why are figures or numbers from one to eight used in Exereise No. 15?

small interval, and also from seven to eight.

129. Why have we a Sharp written on the second space of the G

Simply to show that there is one tone in this seale that is not in the C scale, and that is FZ.

130. What is the use of a # being placed on the space where F is located?

If it were not placed there, we would have the upper tetrachord of one C Scale first, and then the lower tetrachord of another higher C Scale following in succession above, and it would not be a scale built upon the Tonic or Key Note G.

131. Do we infer from this Sharp on the second space that wherever F occurs that we must sing or play higher than F?

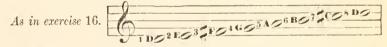
That is exactly what we do. A minor second higher than F will be F_z, and that will make our G Scale sing precisely like the C or Model Scale.

132. Are all scales built in this manner?

All Diatonie Scales are built by commencing upon any degree, line, or space you please, and proceeding by Major and Minor Seconds, as in the C or Model Scale.

LESSON XL

133. In building a Diatonie Scale on D, taken as one, a key, or tonie, how would you proceed?



134. Now read the D Scale.

D is one, E is two, FI is three, G is four, A is five, B is six, CI is seven, and D is eight as well as one.

135. Now explain why F[#] and C[#] are taken in this scale, and F and C dropped.

Because, if F[±] had not been taken instead of F, we would have had a minor second from two to three-E to F; and hence F docs not answer our purpose, so we let F alone, and take F2, which is a minor second higher, and our scale thus far is correctly built. We then pass from F[±], three, to G, four, a minor second, which is correct, Merely to teach pitch relation. From three to four is always a and like three to four in Model Scale. From G, four, to A, five, is a major second. Correct. From A, five, to B, six, is a major second,

and is what we want. From B, six, to C², seven, is a major second, 148. What are they? and is right. C would not do, because it would spoil our scale. Then Very Soft, indicated by pp, which is the abbreviation for pianissimo. from C[#], seven, to D, eight, would be a minor second, and that would and is in the superlative degree—the very softest expression to be made be correct. And now this D Scale all through is precisely like the above a whisper. Scale of C. The only difference, it is one degree more elevated in pitch. Soft, indicated by p, abbreviation for piano. Medium, denoted by m. Loud, indicated by f, abbreviation for forte. LESSON XIL Very Loud, indicated by ff, abbreviation for fortissimo, and is the 136. Are all Diatonic Scales built as in the C, G, and D Scales as superlative degree in power-the loudest expression to be made. 149. What other signs for Dynamical terms? in the foregoing Lessons? We have the Legato Mark, which is a slur, thus: ----. We They are. All we have to do is to keep the intervals right with have the Staecato 1, and the Mareato --- a dot over or under notes. Sharps or Flats. 137. When a Second is spoken of, what is meant? 150. What is the use of the Legato, as in Exercise No. 17? Any tone that is one degree above or below another. 138. What is a Third? Any note or tone two degrees higher or lower than another. We are taught to glide smoothly from one tone to another in either 139. What is a Fourth? ascending or descending. 151. What do the Staceato and Marcato marks teach? Any note or tone three degrees higher or lower. 140. What is a Fifth? The Staceato, to sound very pointed, distinct, and emphatical. The Marcato or dot, half Staccato. Any note or tone four degrees higher or lower. 141. What is a Sixth? Any note or tone five degrees higher or lower. LESSON XIV. 142. What is a Seventh? Any note or tone six degrees above or below another. THE SCALE AND ITS INTERVALS. 143. What is an Eighth? Any note seven degrees higher or lower than its comparative note. 152. Of what is the Scale eomposed? 144. Are all Seconds, Thirds, and Fourths, etc., of the same size? Of eight notes or degrees. They are not. There are Major Seconds and Minor Seconds, 153. How many sounds in Nature? Major Thirds and Minor Thirds, and so on all through. There are said to be seven. 145. If the entire scale were subdivided into Minor Seconds, how 154. Why do we use eight to complete an Octave or Seale? many would there be? While the eighth completes an octave, it is the first one, or the Twelve. foundation for the same scale an octave higher in pitch; thus eight becomes one, and next above eight or one is two. LESSON XIII.

DYNAMICS.

147. How many different degrees of power are used in music?

The different force or power of sounds as used in music.

146. What does Dynamies teach?

Five.

155. If eight notes constitute a scale, how is this scale built?

As its name is derived from *Scala*—signifying a ladder—it proceeds something after the order of a ladder, only having its intervals larger or smaller, according to the place they occupy.

156. If the lowest degree in the scale is called one—the Tonic or Key Note—what would the next above it be called?

Two-Supertonic-from its being next above the Tonic; and the interval from one to two would be called a Whole Step, or, more properly, a Major Second.

157. What is the next above two called?

Three is its relative name. Mediant is the name for its position, because it is midway between one and five-the two most important Second more than the same degree would have in pitch if it were not degrees in the scale—and there is a major second above two (especially used. in a Major Scale).

158. What is next above three called?

next below five, the Dominant, and it is a minor second higher than three in the Major Scale.

159. What is the name for the fifth in the Major Scale?

it occupies the most important position of any in the scale, except one, the key or tonic, and is a major second higher than four.

160. What is next above five or the Dominant?

Sec, relatively, and for position is called the Submediant. It is the scale-but is of minor importance compared with the mediant or position. This is to be judged of by the composer. third for position. It is a major second higher than five.

161. Next above six, what is its name?

Seven, for its relative name. Is called the leading note by many, because it is next below the tonic. It may be called the Subtonic, separate and alone, with relation or in connection with the balance of particularly in the Minor Scale, and is the characteristic note of the its scale, or, in other words, seven, which seems the most difficult to Harmonic form of Minor Scale by being sharped. In the Major Scale, produce by the voice in some scales, by taking its pitch for one in a it is a major second higher than six.

162. What would next above seven be called?

Eight, completing the scale. If you go higher, it becomes one; and hence would establish fully the idea that there are only seven primary sounds in Nature, and is a minor second higher than seven.

163. Now, how many intervals have we observed in passing over the foregoing scale?

Seven. From one to two, a major second; from two to three, a major second; three to four, a minor second; four to five, a major second; five to six, a major second; six to seven, a major second; and from seven to eight, a minor second. This is for the Major Scale Intervals. (The instructor will show the Minor Scale on blackboard at the proper time.)

LESSON XV.

SHARPS, FLATS, AND RESTORALS.

164. What is a Sharp?

A double cross, made thus: #, and signifies an elevation of a Minor

165. What is a Flat?

A character like this: b, and informs us that we sing or play a Four. The relative name Subdominant, from its position, being Minor Second lower than the same line or space upon which it is located would be performed without it.

166. What is a Restoral?

A character after this order: 2, and informs the performer that Five is the relative name, and Dominant its position name, because the tone previously performed-Sharp or Flat-now goes back to its original representative by line or space of the staff.

167. How many different tones may be sung or played to any line or space of the staff?

Three. We may play or sing A Sharp or Flat by having its line midway between five and eight-two of the most important points in or space represented by those characters, if proper to do so, in the com-

> 168. We often hear performers speak of natural tones. Is one tone more natural to the voice than another?

> All are the same to the voice or instrument. Each one taken new scale, would apparently become easier. This should be studied closely.

LESSON XVL

DYNAMICS.

169. What department in music is Dynamics? It is the life-giving department, and has five degrees of power. 170. What are those five degrees? Very Soft, abbreviated pp, for pianissimo, in its superlative degree. Soft, abbreviated p, for piano. Medium, abbreviated m, for Mezzo or Metzo. Loud, indicated by f, for forte.

Very Loud, indicated by ff. for fortissimo.

171. What use have we for these different degrees of soft or loud tones?

exercises; words expressing different sentiment would fail to accomplish the desired result.

LESSON XVIL

TRANSPOSITION OF KEYS.

172. What does transpose in the changing of position of keys mean?

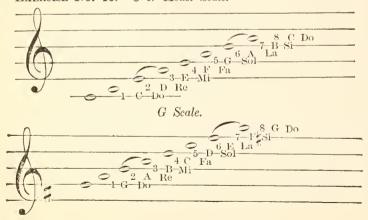
To locate the Tonic, one, or the foundation of a scale on a different degree from that of C, or the key of the Model Scale, or to change from any other position.

173. What is the Model Scale?

A scale commencing with its key note, tonic, or one with the letter C. 174. When C is taken as the *Tonic* or key, then what is the order of the intervals in the scale?

From one to two, two to three, four to five, five to six, six to seven are major seconds or large intervals; and from three to four and from seven to eight are Minor Seconds or small intervals.

175. Will you give an example of the C or Model Scale with its large and small intervals?



EXERCISE NO. 18.—C or Model Scale.

We observe, in the above scale, that the notes for three and four are tied together, and those for seven and eight are tied together, repre-Without them there would be a monotony of performance in all senting the minor seconds as being smaller than the other intervals, which are major seconds.

176. Suppose we wished to write a scale commencing on G-say, take G as one-how would that scale be written?

(See example above under G Scale.) From G, one, to A, two, is a major second; and from A, two, to B, three, is a major second, and thus far is written like the Model Scale of C; from B, three, to C, four, is a minor second (and is also a minor second in the Model Scale from B to C); from C, four, to D, five, is a major second; from D, five, to E, six, a major second, like the same intervals in the C Scale: and, now, from E, six, to F# would be a major second, and that would be correct to make the intervals like the Model-Scale intervals; and for this reason we drop F that was used in the Model Scale, and substitute F sharp for seven of the G Scale; then from F sharp, seven, to G, eight, would be a minor second, precisely like the interval from B to C in the C or Model Scale.

177. Suppose we were to count five or a fifth from G to D, as in the distance or interval from C to G counted in the foregoing, what would be the result?

We would find, to take D as the Tonic, and draw the scale on a blackboard or paper, that a second sharp would be introduced, and that two sharps would be the signature to the D Scale, the tone C being dropped, and C sharp being substituted for seven of the D Scale.

178. As long as we continue to move by fifths from a former key, what will be the result?

One additional sharp will be introduced every time to preserve the proper order of intervals from six to seven and from seven to eight, and this is the seven to eight regulator.

179. If we move from the Model or C Scale by counting four from C, thus: C, one; D, two; E, three; and F, four, and then take F as the Tonic, key, or one, what would be the signature?

One flat, and this would be brought in on the fourth degree of the F Scale, to make the interval from A, three. to B flat, four, a minor second, in order to be a picture of from three to four in the C Scale.

180. Could we not proceed to build the Scale of F farther than A, three, without the use of one flat on the line represented by B?

We could not. The principal use of flats in musical scales is to be compelled to start out with one upon the line or space represented keep the intervals from three to four in every instance like the Model by B, with a flat upon it, and that would then be ealled key of B Scale, and this is the three to four regulator.

181. If we count a fourth from F to get a new key, to what point and in writing this seale a second flat will become necessary in use would we attain?

from B flat, and that will be on its fourth degree, and E flat, and so Counting thus: F, one; G, two; A, three; B flat, four, we would on, introducing a new flat when you move by fourths. EXERCISE No. 19.



182. In the above examples from the C or Model Scale, what has tervals, five of these intervals being major and two minor seconds. So been the order of moving?

From C to F a fourth. Then one flat becomes essential to pre- wide intervals, or five wide and two narrow. serve the order of intervals from three to four and from four to five. Then from F to B flat another fourth, and a second flat a fourth from plained? F or B flat was obliged to come in to preserve the order of intervals again, and so on, every time a move of a fourth is made, adding one every student. new flat to operate particularly on four of the scale, and the balance of the scale kept right without any further help.

LESSON XVIII.

183. What is a Diatonic Scale?

A scale of eight notes, representatives of tone, having seven in-

ealled, literally, from dia, through, and tonus, tones-a scale chiefly of

flat; or, if the scale is written from one to eight, the B flat Scale;

184. What other scale besides the Diatonic Scale should be ex-

The Chromatic Scale should be understood at an early period by

185. What is the Chromatic Scale?

It is a seale composed entirely of minor seconds.

186. If we start out with C as the foundation in this scale, as we have formerly in the Model C or Diatonic Scale, how would we proceed to produce a Chromatic Scale?





LESSON XIX.

187. How many forms of the Minor Scale are in use? Three, to some extent: Natural, Harmonic, and Melodic.

188. Which one of these forms are mostly used?

The Harmonic. The Natural (so called) is no more natural to the performer, to the ear, or in any other way easy of performance; and the Harmonic now stands as the generally acceptable form of Minor Scale in use. The Melodic differs from the Harmonic by having sharp six and sharp seven in ascending, and by taking off those sharps in descending.

189. How does the Minor Scale differ from the Major Scale?

By having its first minor second between two and three in the or sol sharp, in the Harmonic form of the Minor Scale. Natural, in the Harmonic, and Melodic; and its second minor second between five and six in the Natural, between seven and eight in the Harmonic form by sharping seven and having an augmented second from six to seven in Harmonic, and the second minor second between seven and eight in Melodic by sharping six and seven in the ascending scale.

190. How are Minor Scales produced?

third below or six above, and if we wish to pass from major to minor

Cast the eye at the signature at the first of the score and to the given of their talent. last note in the Bass.

LESSON XX.

192. Why is one scale called a Major Scale and the other a Minor Scale?

Because the third from one to three in the Major Scale is composed of two major seconds, while the third in the Minor Scale from one to three is composed of one major and one minor seconds, and called a minor third from one to three, while the third in the Major Scale is a major third higher than one.

193. From what we have thus far learned about the different scales, what is the distinguishing feature in the Minor Scale?

The minor third from one to three, from la to do, and sharp seven,

194. If C is one in the Major Scale, what is its relative minor?

A-a minor third below or a major sixth above.

195. If G is one, by one sharp major, what is the minor?

E-a minor third below or a major sixth above G.

196. When is a second, third, or fourth, major intervals, and when are they minor intervals?

They are major intervals when there is no minor second in the in-Every Major Scale has a relative Minor which commences on its terval; and minor when there is one minor second in each one.

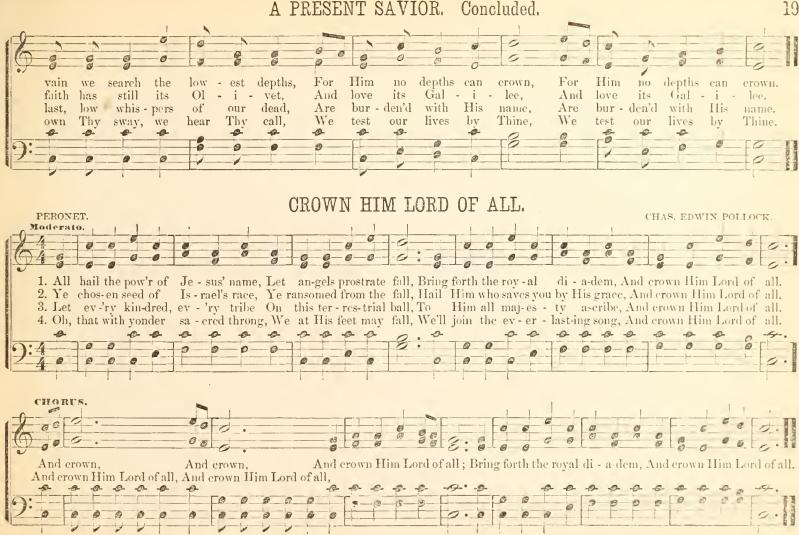
third below or six above, and if we wish to pass from major to minor mode, sharp five of its scale, which is seven of the minor, and this causes an immediate modulation from major to minor mode. 191. How do you know when you are in a major or minor mode? to pleasure to the performers and their audience, and, in worship, that they offer not unto their Maker an indifferent performance, but that it be of the best possible to be



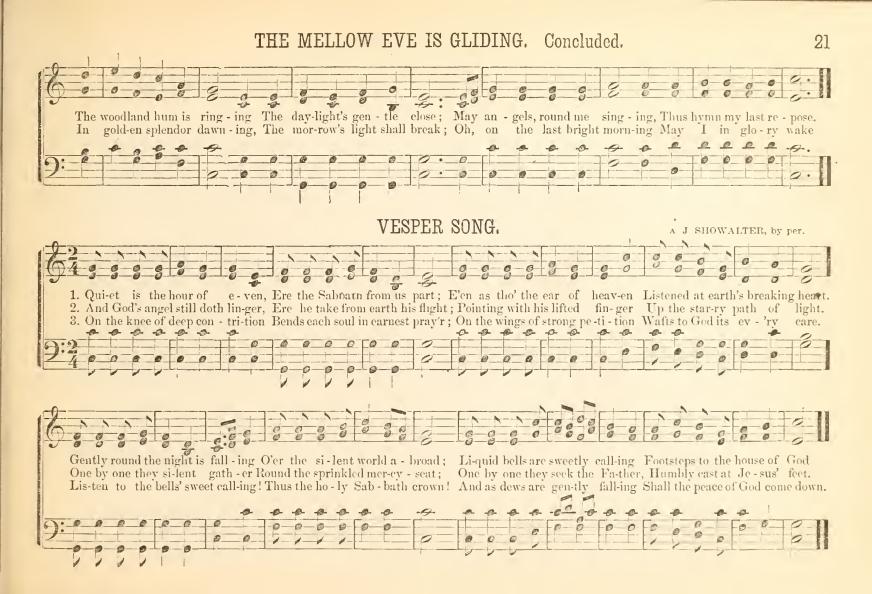
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A PRESENT SAVIOR. Concluded.









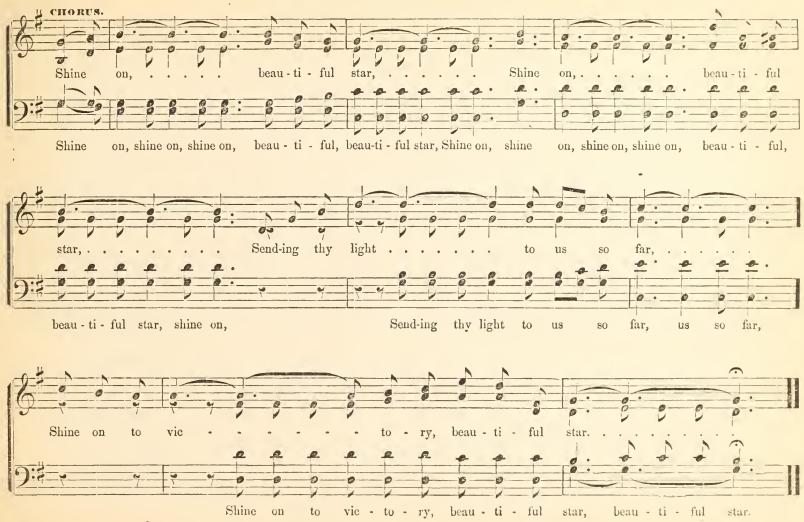




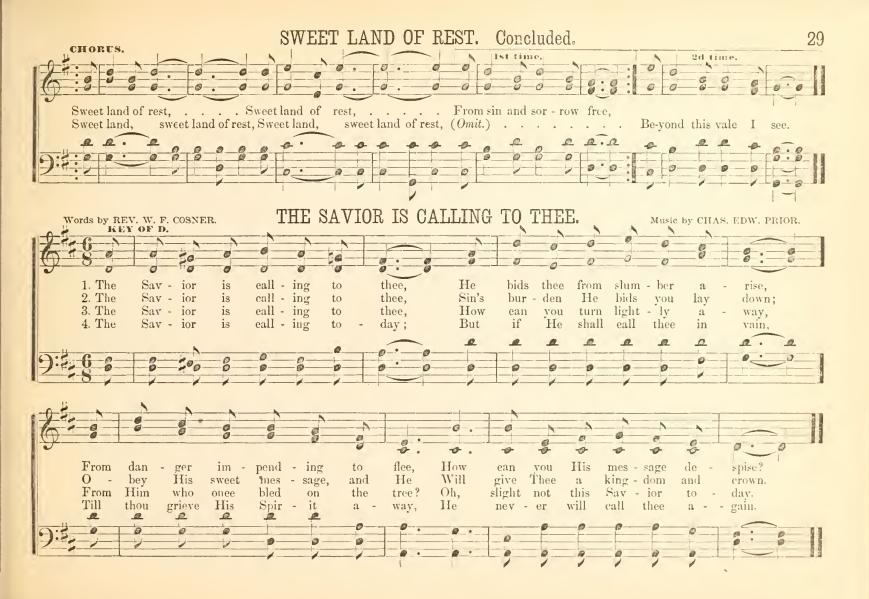


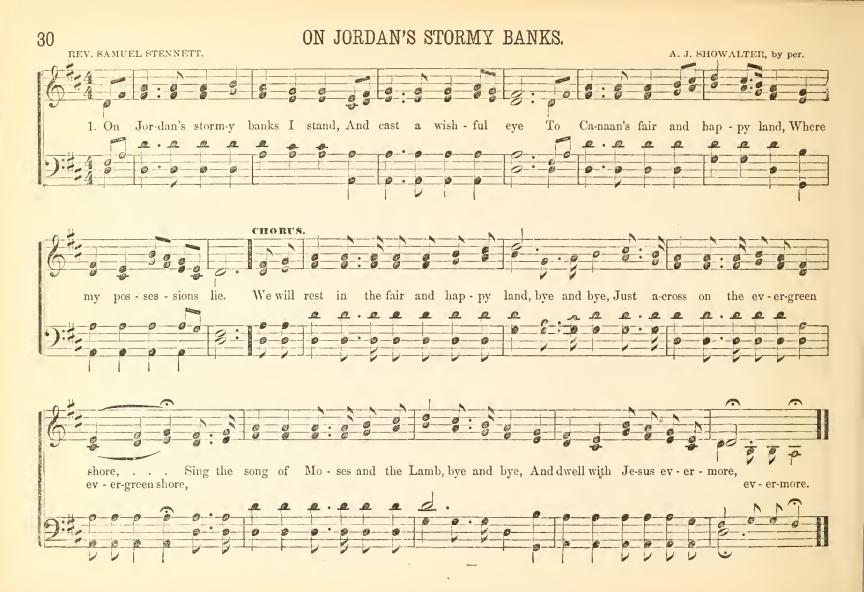


STAR OF VICTORY. Concluded.



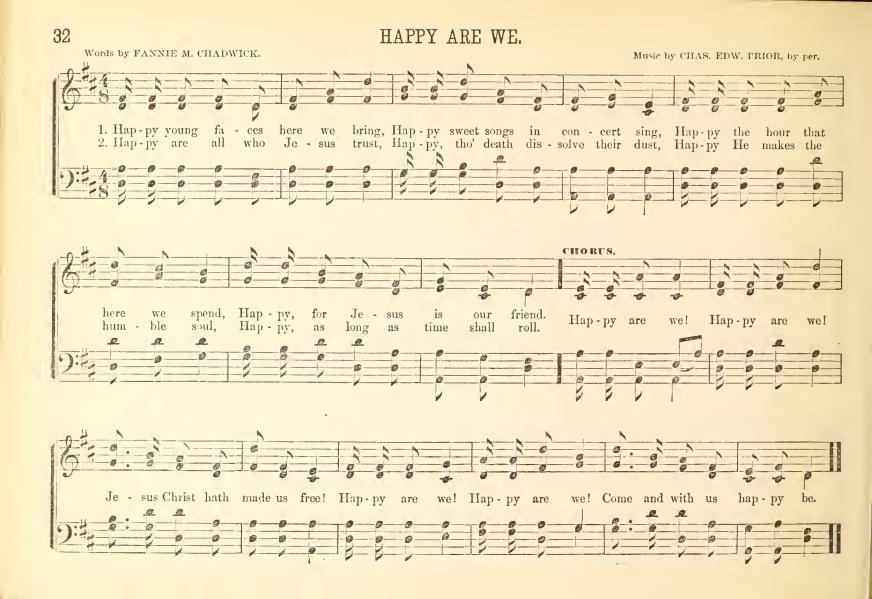
SWEET LAND OF REST. 28 "There remaineth therefore a rest to the people of God."-HEB. iv: 9. REV. W. T. DALE. R. A. GLENN. 0 8 9 9 0 1. Sweet land of rest be - yond this vale, Where pleas - ure sweet shall nev - er fail, Where pil - grims, freed from 2. There ev - er - last - ing spring a - bides, And liv - ing wa - ter gen - tly glides, There ver - dant past - ures 3. His hand shall wipe off ev - 'ry tear; His pres - ence calm each anx - jous fear; There pains and groans and Statutes. 0-0-0-0-0-0-0-0-care; To - geth - er rest and wor - ship there. There on a green and flow - 'ry mount, We toil and the sain'ts on high. There God, the Lamb, shall ev - er reign, Whose well sup - ply The wants of all griefs are And death it - self shall be no more. When we've been there ten thou - sand years, Bright o'er. 20- **2** 0 0-0 shall to - geth - er each re-eount The toils and sor - rows of the way, And sit and sing thro' end - less day. pres-enee fills this wide do - main; There ev - 'ry heart is filled with joy, And praise is their di - vine em - ploy. few - er years to spend, For, oh, our years shall have no end. shin-ing as the whirl - ing spheres, We'll have no





LA REFFEIK.

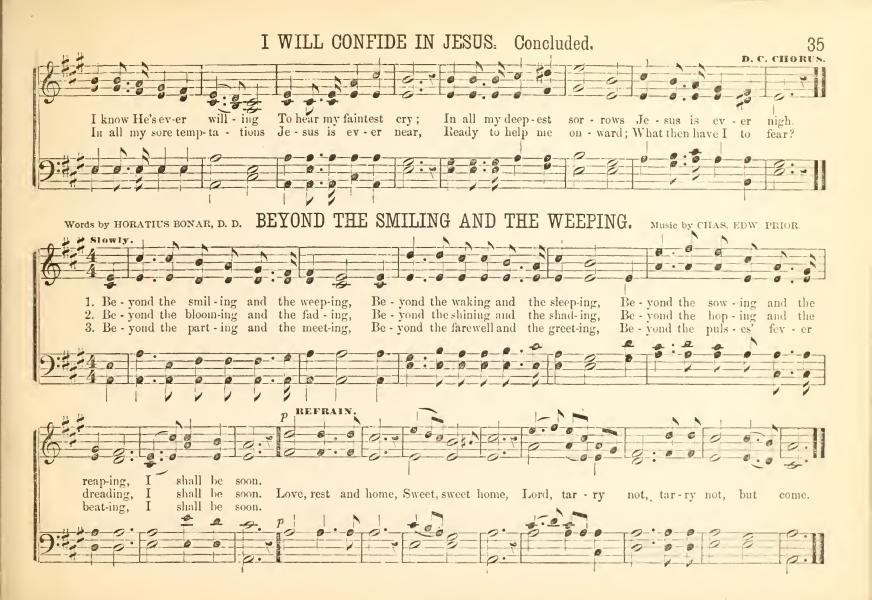




"REJOICE, YOUR NAMES ARE WRITTEN IN HEAVEN."







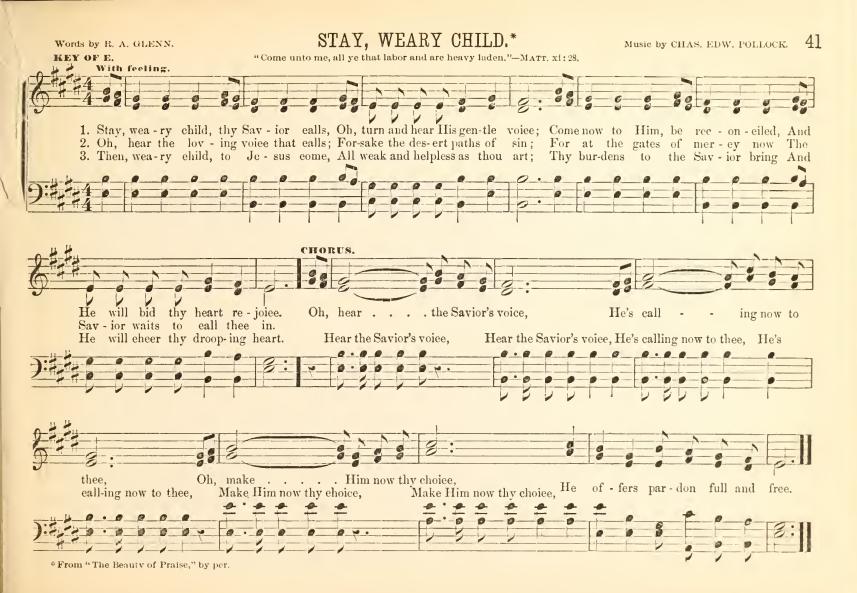






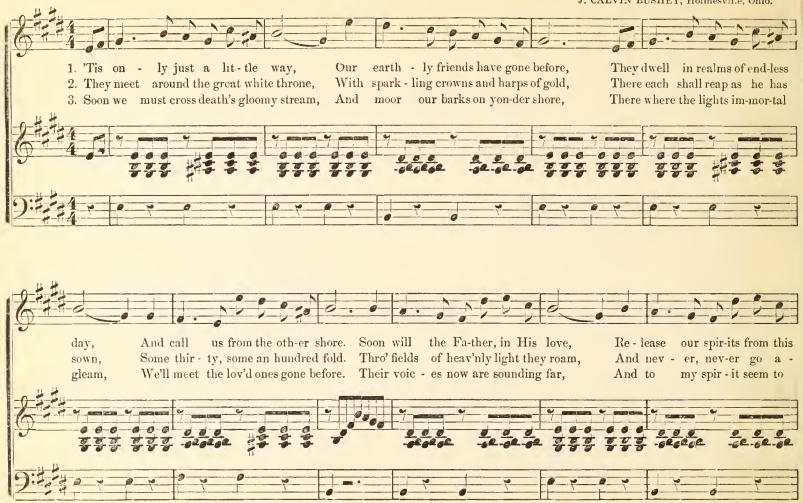






'TIS ONLY JUST A LITTLE WAY.

J. CALVIN BUSHEY, Holmesville, Ohlo.



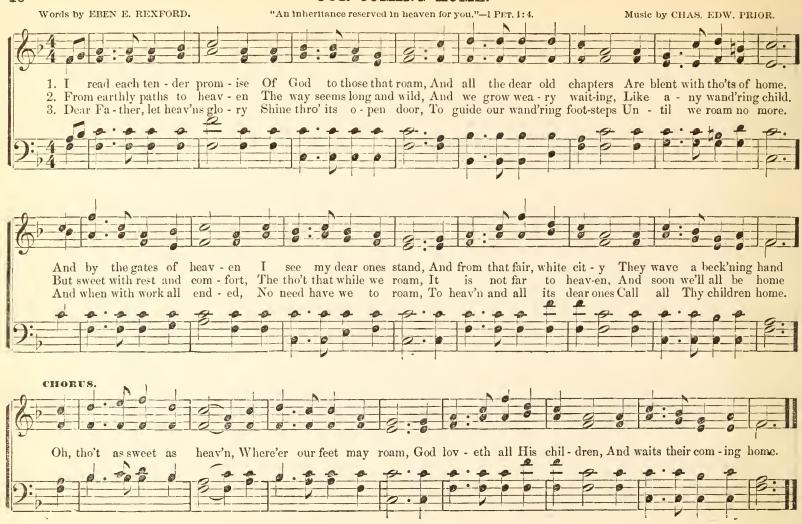
'TIS ONLY JUST A LITTLE WAY. Concluded.







"OUR COMING HOME."



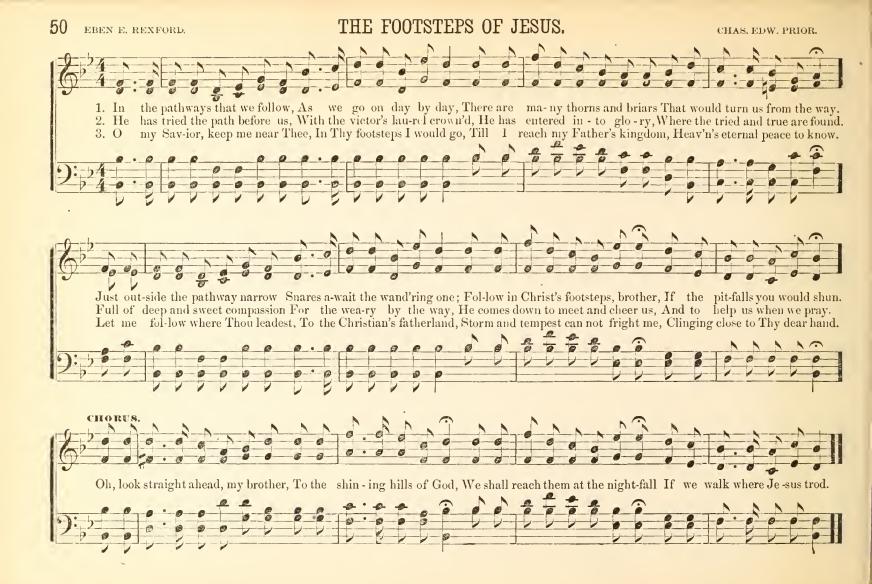


FAR UP IN HEAVEN'S BLUE.*

Music by CHAS. EDW'D PRIOR, Jewett City, Conn. Words by CHAS. EDWIN POLLOCK, Jefferson City, Mo. When 1. There'll come a time, hap py time, all the good and Shall true meet a to geth er Their toil - some jour - ney through, But one, 2. Our dear ones leave us one by still we hope to Death, with i - ev hands Takes lit - tle chil - dren 3. The an - gel too, And some glad day we there; We miss them, it is hap - py 4. Our lov - ing par - ents too are true, But will the thought that thrills my heart As noth - ing else that 5. But oh. the do, Is Sav - ior can $\mathbf{m}\mathbf{v}$ CHORUS. that land, Far heav - en's blue. up in in Far heav - en's blue. gain, inmeet a up blue. What Far in heav - en's meet - ing there will Of hope meet up be. to 8 heav - en's blue. meet ing be. Far up in there- Far heav - en's blue. will up in be Q heav - en's all the good and true, In that land, that hap - py land, Far up in blue.

* Vary time according to sentiment of words. First and last verses should be quite spirited, the others should be sung slowly.







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BLESS THE LORD, O MY SOUL.

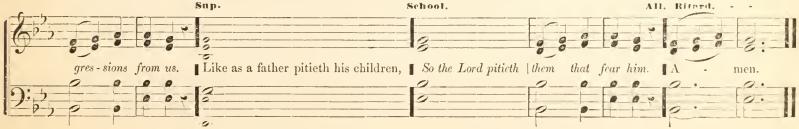


CHAS. EDW. POLLOCK.



BLESS THE LORD, O MY SOUL. Concluded.





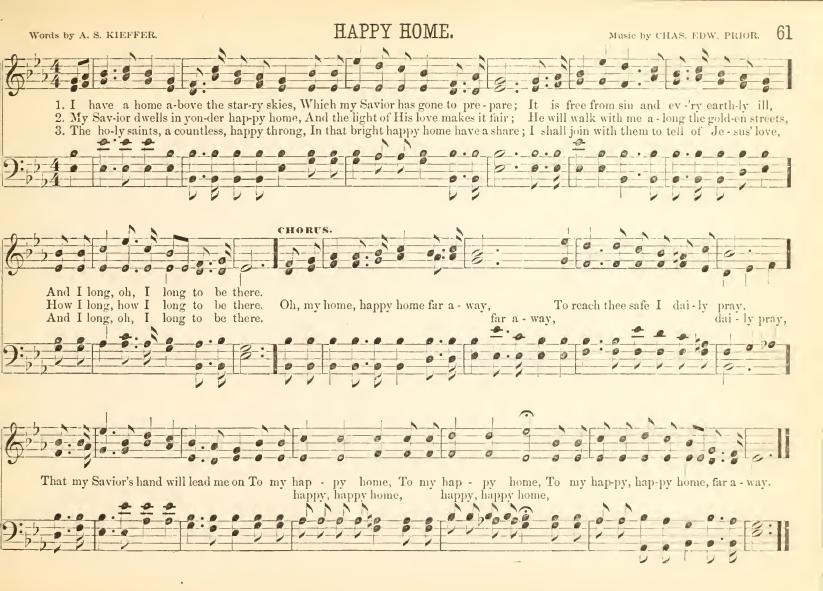






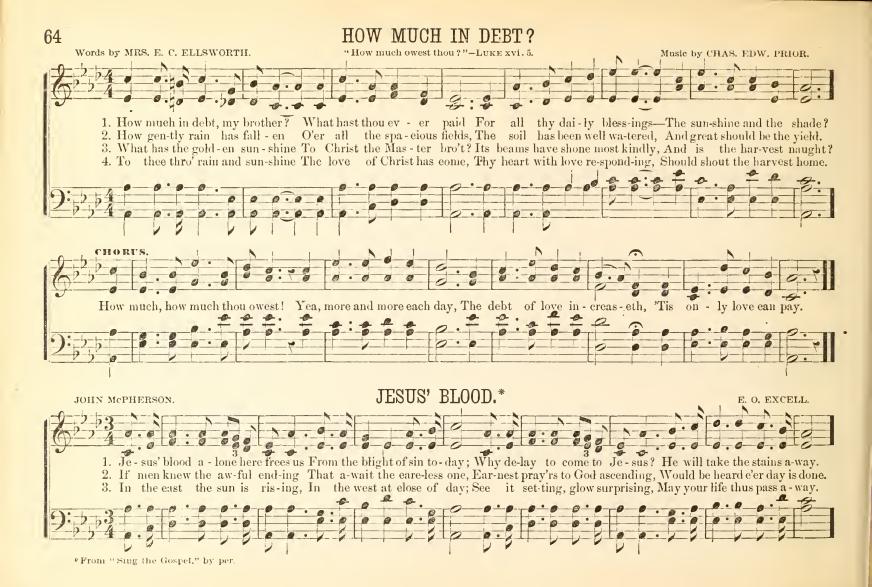
FOLLOWING THE STEPS OF JESUS. FRANK M. DAVIS, by per. 59 FRANK M. DAVIS. Je - sus, Fol - low - ing His steps all the way? Je - sus, Tho' they thro' the dark - ness may lead? 1. Are you fol-low-ing the steps of Are you draw-ing near - er 2. Are you fol-low-ing the steps of Can you see be - youd the 3. Are you fol-low-ing the steps of Je - sus, Nar-row tho' the path - way may be? 'Tis the on - ly way that CHORUS. king - dom, Near - er to the light His of day? to bless - ed Bea - con, Giv - ing all the light need? Fol - low - ing, you fol - low - ing, Are you fol - low heav - en, And from ev - 'ry sin leads to set free. Fol - low - ing, ing His steps all the way? fol - low - ing, Fol-low-ing the steps of Je - sus.





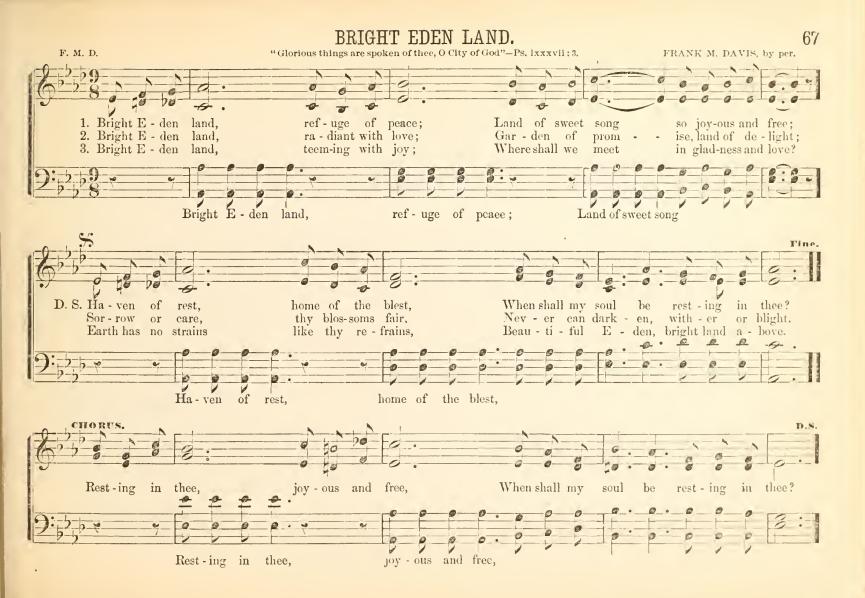






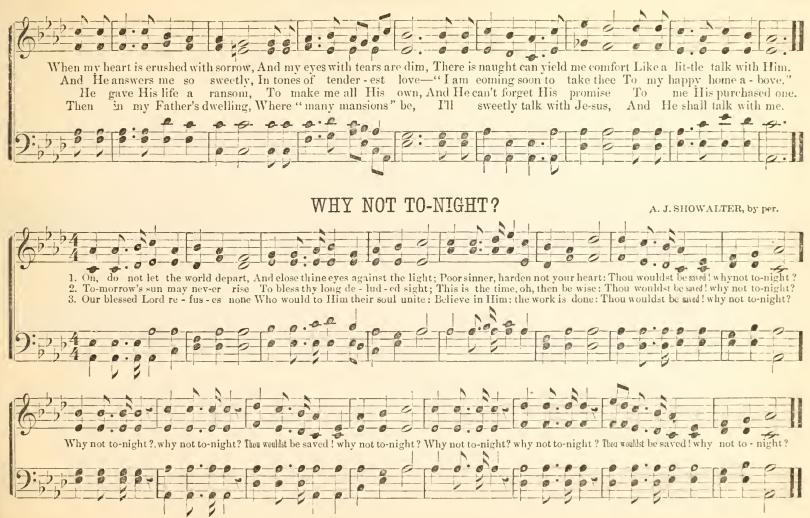








A TALK WITH JESUS. Concluded.





WHISPER PEACE TO OUR SOULS.





THEN I NEED THEE MOST.

Words by REV. E. A. HOFFMAN.

-0--0--12tak - en wing, And sor - row wounds me its sting, Then to Thy cross jovs have with Ι 1. When cherished 2. When sin has robbed me of my peace, And bro't me in - to dis-tress, And left me reft of sore an - guish bent, An hum - ble, weep - ing the cross, in pen - i - tent, My tears and all 3. When at mv 4. When strong temp - ta - tions come to me, To tear my trem - bling soul from Thee, Then to Thy cross for CHORUS. fond - ly cling, For then need Thee Ι most. hap - pi - ness, Oh! then Ι need Thee most. Inall my hours of iov. In all my hours of ef - forts spent, Yes, then Ι need Thee most. help I flee, For then Ι need Thee most! 5 When longs my soul for deeper rest, To be with all thy fullness blest, I lean me, then, upon Thy breast, For then I need Thee most. In of need, Dear Lord, with me re - main. pain, all my hours 6 I need Thee, precious Lord, just now, As at the mercy-seat I bow, And offer up my solemn yow;

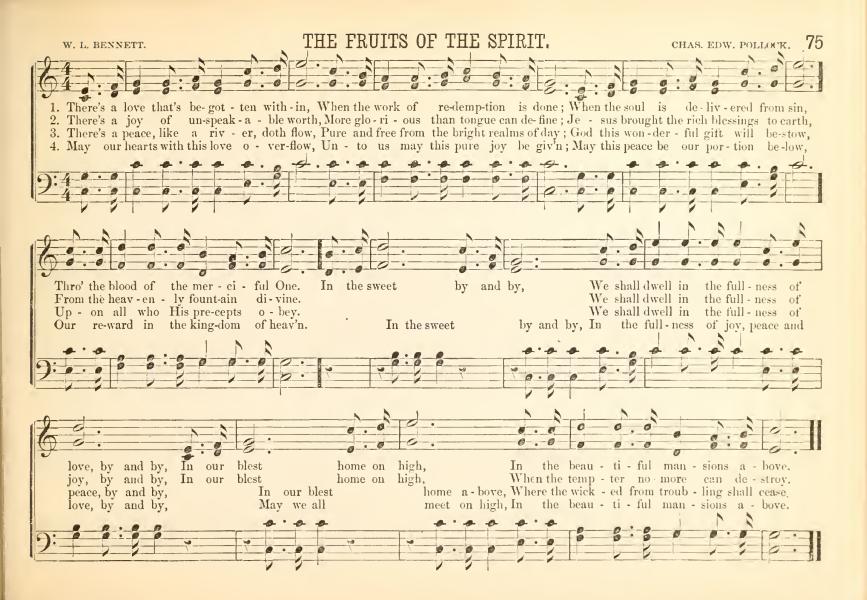
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Music by CHAS. EDW. PRIOR.

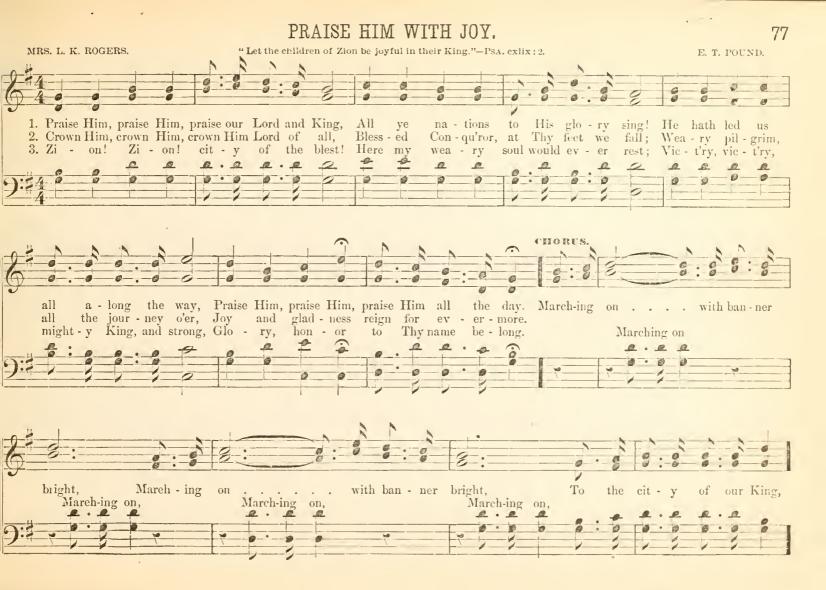
Just now I need Thee most.

TENDERLY LAY HER TO REST.





THE SWEET BY AND BY. 76 R. A. GLENN. CHAS. EDW. POLLOCK. 1. Oh, I long to go home to that man - sion a - bove, That my Sav - ior has gone to pre - pare, 2. There the fa - ther and moth - er each oth - er will meet, When the Say - ior shall call for His own. $_{11}$ 3. There the good and the blest from all na - tions shall meet. And a - bide in those man - sions of love. 1 0 Where there's rest, peace, and joy, and a snow - y white robe, For the chil - dren that safe - ly get there. There the par - ents and chil - dren each oth - er shall greet, In that cit - y a - round the white throne. With new songs on our lips we shall march through the streets, Ev - er - more in that cit - y a - bove. With new songs on our lips G 0 -08 - · · CHORUS. "In the sweet by and by," "We shall meet no more to sev-er;" By and by, by and by, In that land beyond the riv - er. "In the sweet by and by," By and by, by and by, 0000000





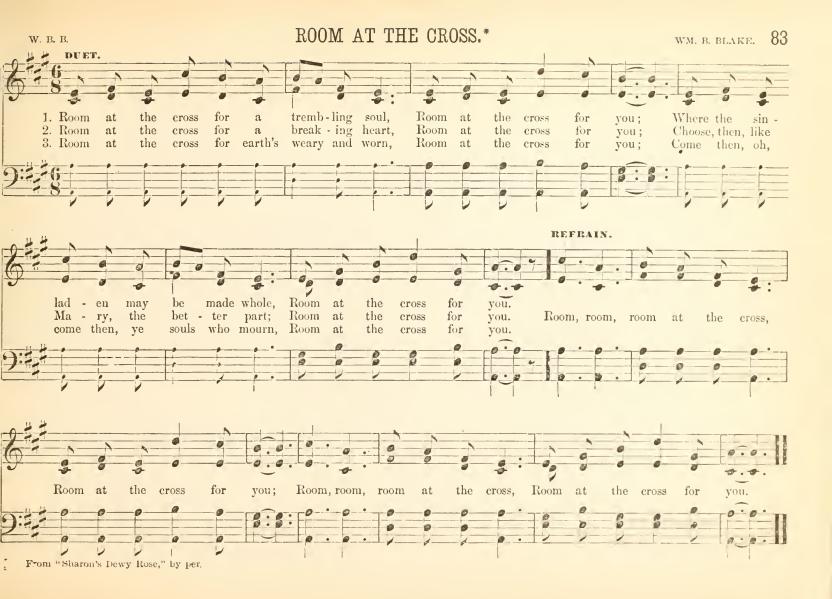




[&]quot;From " Sweet Fields of Eden," by per.









HEAR MY CRY, 0 GOD. Concluded.



BOW DOWN THINE EAR.

CHAS. EDW. POLLOCK. Andante. Bow down Thine ear, O Lord, and hear us; Bow down Thine ear, O Lord, and hear us; Hear ti - tions we of - fer be - fore Thee; Lead Thou us, O Lord, Lead Thou us; Lead us Rit. P PP in - to Thy truth, And hear our pray'r, O Lord, most High! Hear our pray'r, Hear our pray'r.

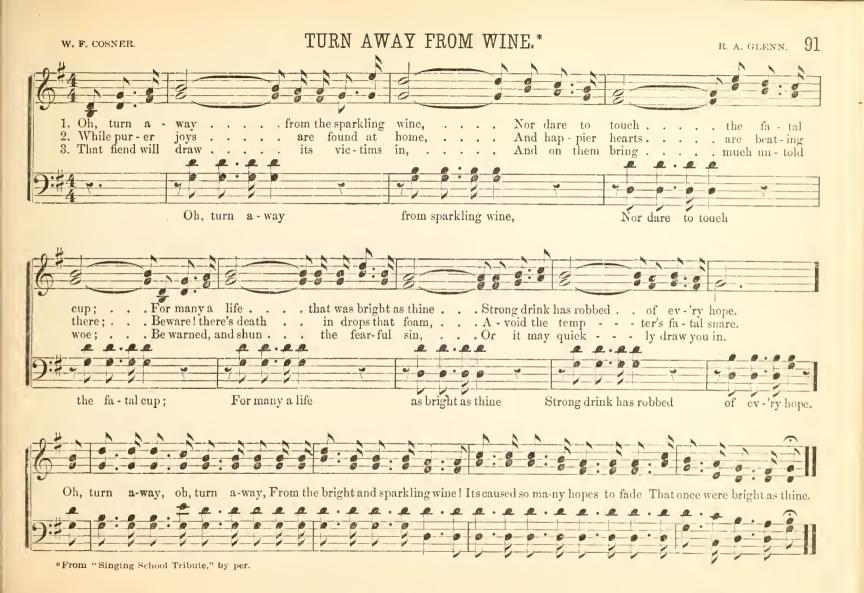




"YE SHALL SEEK ME." Sentence.







92 Words by THOS. MOORE.

SHE IS FAR FROM THE LAND.

Music arr. by MISS MAGGIE ORMAN.



THE LITTLE ORPHAN BOY.

Words and music by REV. W. T. DALE. 93



"GO FEEL WHAT I HAVE FELT."

Note.—A young lady of New York, writing on the subject of temperance, was so full of pathos that a friend accused her of being a maniae on the subject, whereupon she wrote the words of this song. Music by REV. W. T. DALE, by per

1. Go feel what I have felt, 2. Go kneel as I have knelt, 3. Go weep as I have wept 4. Go see what I have scen; Be - hold the strong man bow; With gnash - ing teeth, lips bathed in blood, Be - hold the strong man bow; With gnash - ing teeth, lips bathed in blood, Compared to the strong man bow; See ever the strong teeth, lips bathed in blood, Compared to the strong man bow; See ever the strong teeth, lips bathed in blood, Compared to the strong man bow; See ever the strong teeth, lips bathed in blood, Compared to the strong man bow; See ever the strong teeth, lips bathed in blood, Compared to the strong man bow; See ever the strong teeth, lips bathed in blood, Compared to the strong man bow; See ever the strong teeth, lips bathed in blood, the strong teeth teeth to the strong teeth
2. Go kneel as I have knelt, Im-plore, be - seech and pray; Strive the be - sot - ted heart to melt, 3. Go weep as I have wept O'er a loved fa - ther's fall; See ev - 'ry prom - ised bless - ing swept, 4. Go see what I have scen; Be - hold the strong man bow; With gnash - ing teeth, lips bathed in blood,
2. Go kneel as I have knelt, Im-plore, be - seech and pray; Strive the be - sot - ted heart to melt, 3. Go weep as I have wept O'er a loved fa - ther's fall; See ev - 'ry prom - ised bless - ing swept, 4. Go see what I have scen; Be - hold the strong man bow; With gnash - ing teeth, lips bathed in blood,
3. Go weep as I have wept O'er a loved fa - ther's fall; See ev - 'ry prom - ised bless - ing swept, 4. Go see what I have scen; Be - hold the strong man bow; With gnash - ing teeth, lips bathed in blood,
4. Go see what I have seen; Be - hold the strong man bow; With gnash - ing teeth, lips bathed in blood,
eg e dige de dige de da da
And the cold world's proud seorn; Then suf - fer on from year to year—The soul - re - lief, the seoreh-ing tear. The down-ward eourse to stay; Be dashed with bit - ter eurse a - side, The pray'rs burlesqued, the tears de - fied.
Youth's sweetness turned to gall; Life's fad - ing flow'rs strewed all the way That brought me up to wom - an's day.
A cold and liv - id brow; Go catch his with - ered glance, and see Re - fleet - ed there his mis - er - y.
<u>+ 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2</u>

5 Go to the mother's side, And her erushed bosom eheer,
Thine own deep anguish strive to hide, Wipe from her eheek the tear;
Mark her worn frame and withered brow, The gray that streaks the dark hair now. 6 Go hear and feel and know

All that my soul hath known;
Then look upon the wine-eup's glow,
See if it ean atone;
Think of its flavor—you will try
What we proclaim "'tis drink and die."

7 Tell me I hate the bowl?

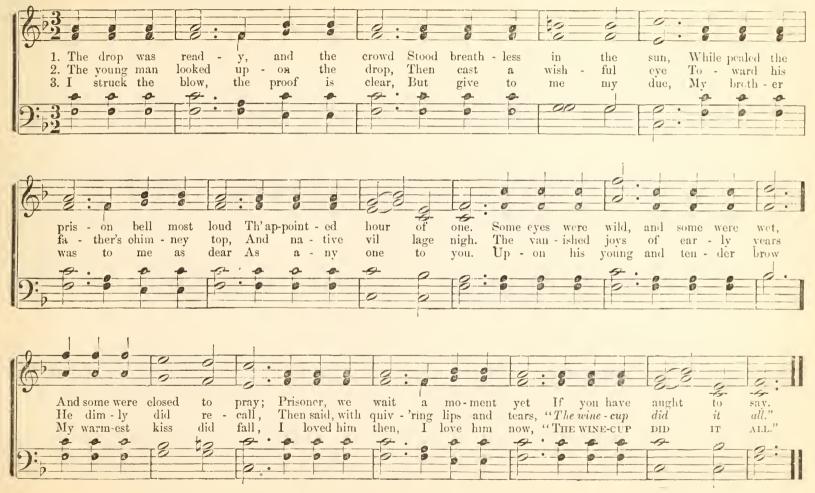
Hate is a feeble word—
I LOATHE, ABHOR: my very soul
With strong disgust is stirred
Whene'er I see, or hear, or tell

OF THE DARK BEVERAGE OF HELL.

THE WINE-CUP DID IT ALL.

Last words of a young man who was executed in England for the murder of a younger brother, while in a fit of intoxication.

Music by REV, W. T. DALE.



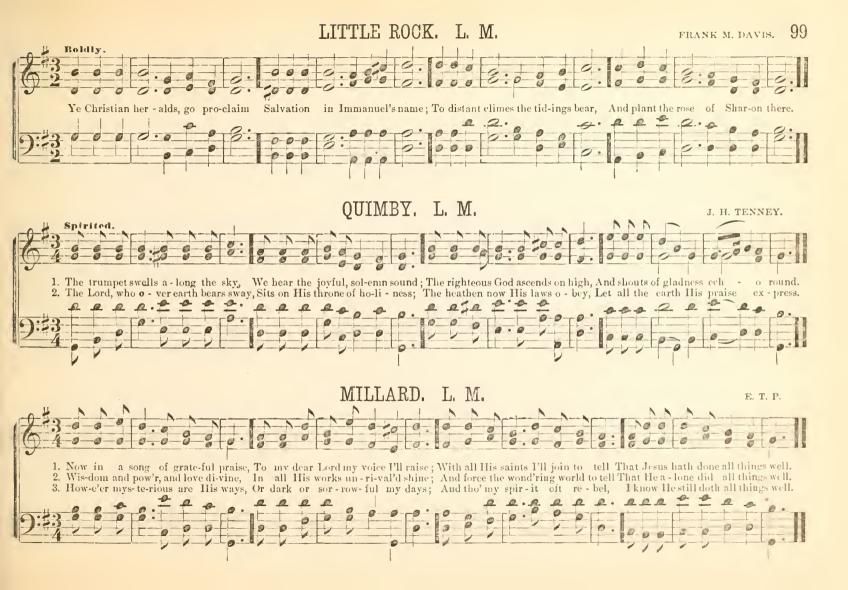


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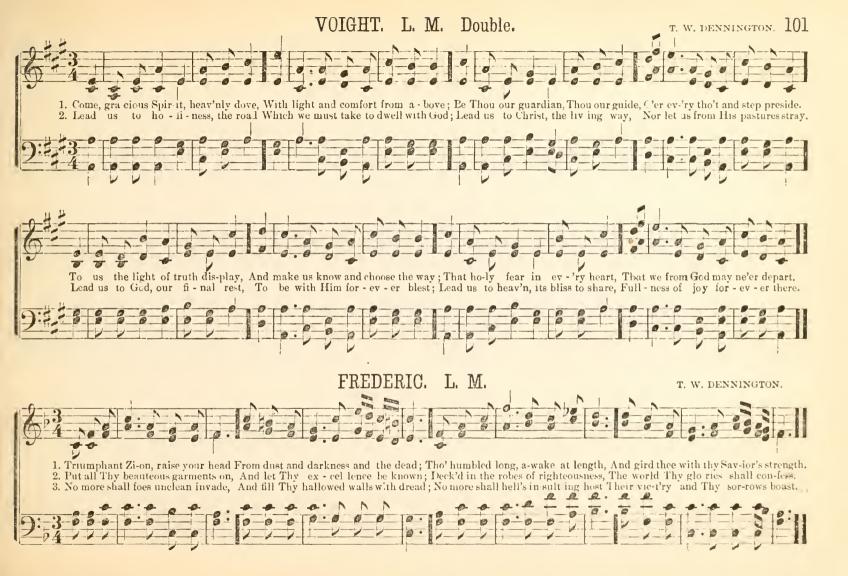






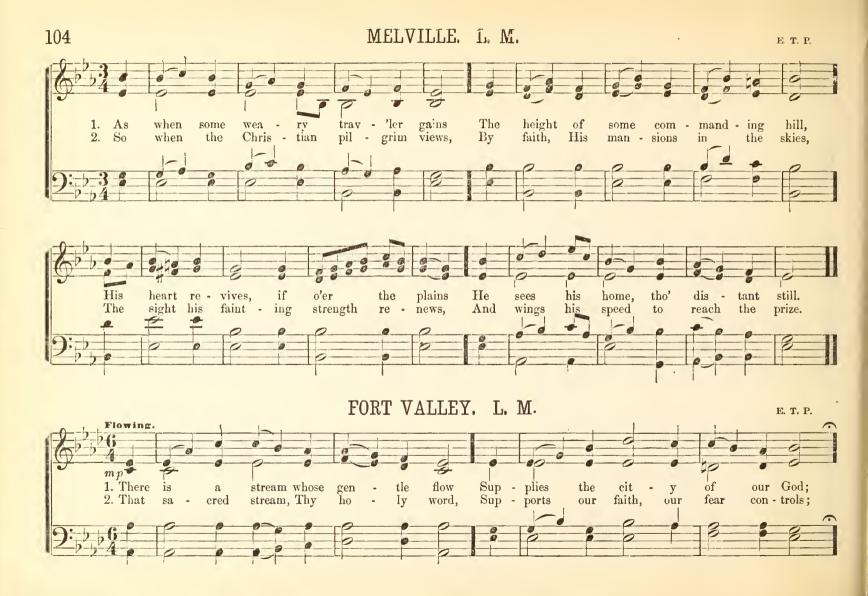


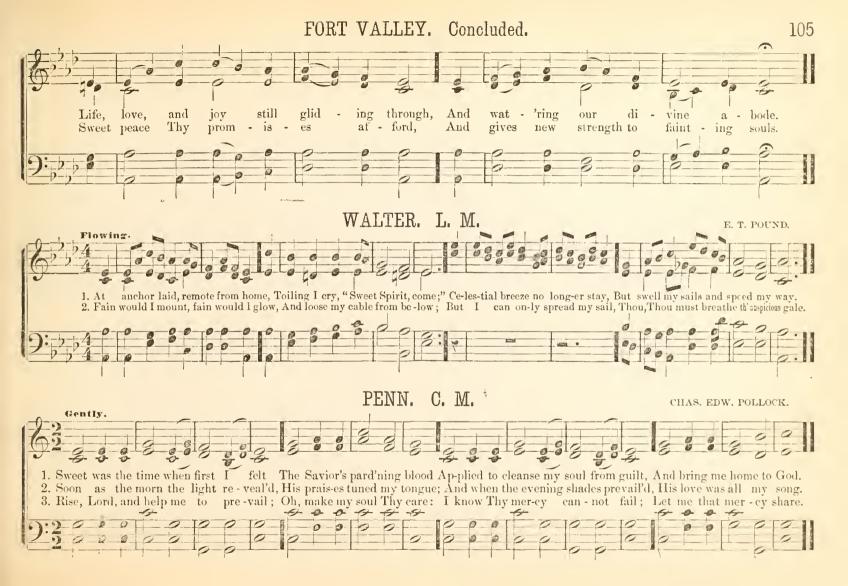






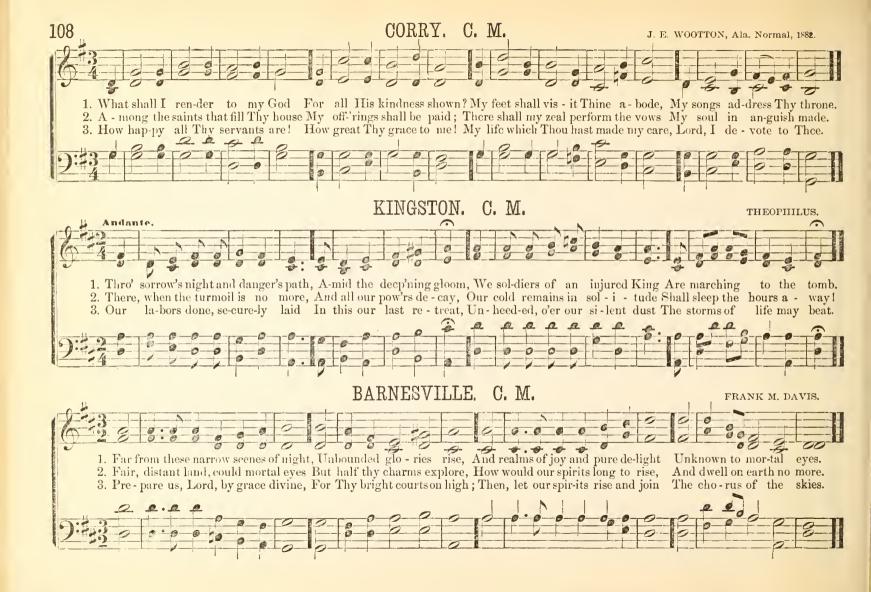






















MORE YEARS SHALL ROLL. 114 S.M. Double. CHAS, EDW. PRIOR. Legato. -14-14 -0more sea - sons come. And we shall be with those that rest, A-sleep with in the tomb. more years shall roll, A 1. A few few . Dim. Cres. O my Lord, pre-pare My soul for that GREAT day; Oh, wash me in Thy pre - cious blood, Then, O And take my sins a - way. 2 4 A few more Sabbaths here 2 A few more storms shall beat 3 A few more struggles here, 5 'Tis but a little while, On this wild, rocky shore, A few more partings o'er, Shall cheer us on our way; And Le shall come again, And we shall be where tempests cease, A few more toils, a few more tears, And we shall reach the endless rest, Who died that we might live, who lives And surges swell no more. And we shall weep no more. Th'eternal Sabbath day. That we with Him may reign. Then, O my Lord, prepare My soul for that BLEST day; Then, O my Lord prepare Then, O my Lord, prepare Then, O my Lord, prepare My soul for that CALM day; My soul for that SWEET day; My soul for that GLAD day; Oh, wash me in Thy precious blood, And take my sins away. And take my sins away. And take my sins away And take my sins away. SHARON. S. M. FRANK M. DAVIS. 8 00 0 0 0 00 03 1. Blest be the tie that binds Our hearts in Christian love. The fel - low - ship of kin - dred minds Is like to that a -bove. 2. Be - fore our Father's throne We pour our ar - dent pray'rs; Our fears, our hopes, our aims are one, Our comforts and our cares. We share our mut-ual woes, Our nut-ual bur-dens bear, And oft - en for each oth - er flows The sym-pa - thiz-ing tear. 4. When we are called to part It gives us mut - ual pain, But we shall still be joined in heart And hope to meet a - gain.



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Beyond the smiling and the weeping	I will confide in Jesus	Sweet land of rest
beyond the shifting and the weeping	1 will confide in Jesus	Sweet land of rest
Beautiful Light	I'll have a golden harp and crown	Sweet home in heaven
Bless the Lord, O my soul	I've washed my robes	Stay, weary child
Bow down thine ear	In the sweet by and by	Search me, O God
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SONG OF THE DAISY.

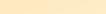


LOVELY MAY.

• E. T. P.



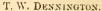
SCHOOL IS OUT.





120

JUNE.



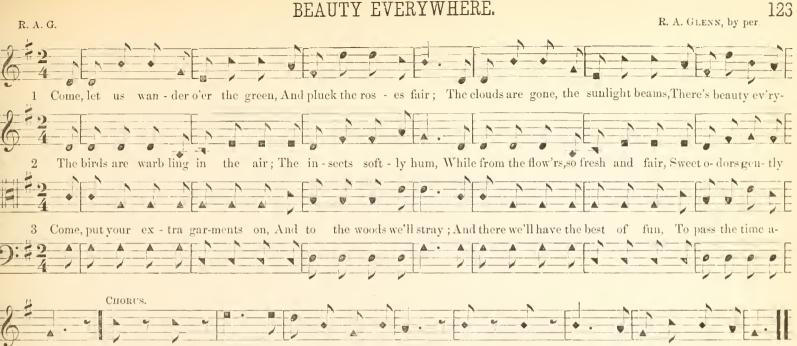






* From "VOCAL TRIAD No. 2," by per., E. T. POUND.

BEAUTY EVERYWHERE.



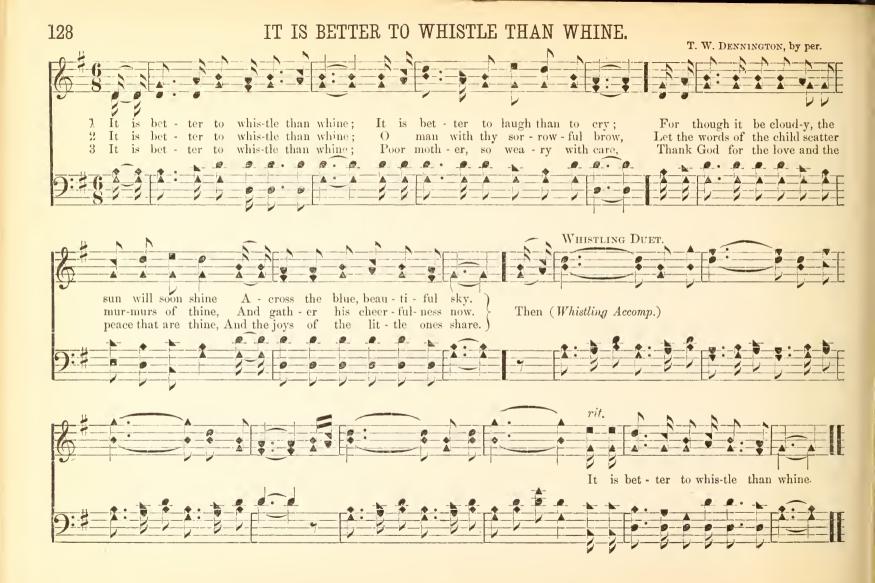






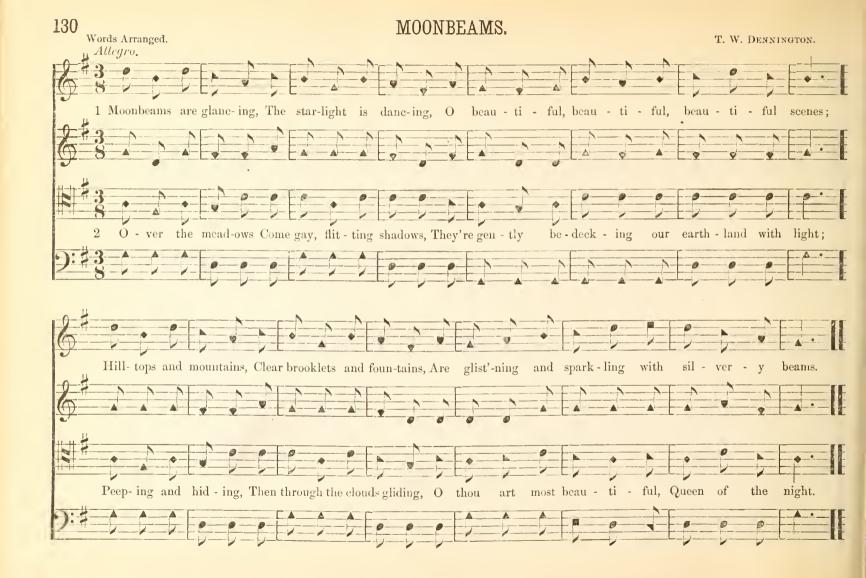






THE FLOWERS.









PIKE, S. P. M.

E. T. P. us seek ur God To hear the peo - ple cry, "Come, let 1 How pleased and blest was I 2 Zi - on, thrice hap-py place, A-dorn'd with won - drous grace. And walls of strength em brace thee round! 3 May peace at-tend thy gate, And joy with - in thee wait To bless the soul of ev' - ry guest; Yes, with a cheer-ful zeal We haste to Zi - on's hill And there our vows and hon - ors pay. In thee our tribes ap - pear To pray, and praise, and hear The sa - cred gos - pel's joy - ful sound. him The man who seeks thy peace, And wish -es thine in - crease, A thou - sand bless - ings on rest.





HOME BY THE SEA.

J. CALVIN BUSHLY.



HOME BY THE SEA. Concluded.

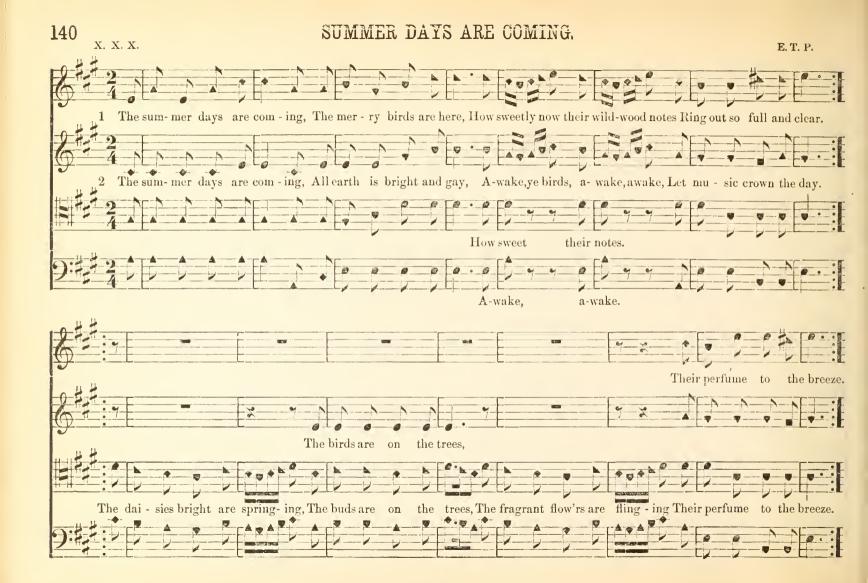


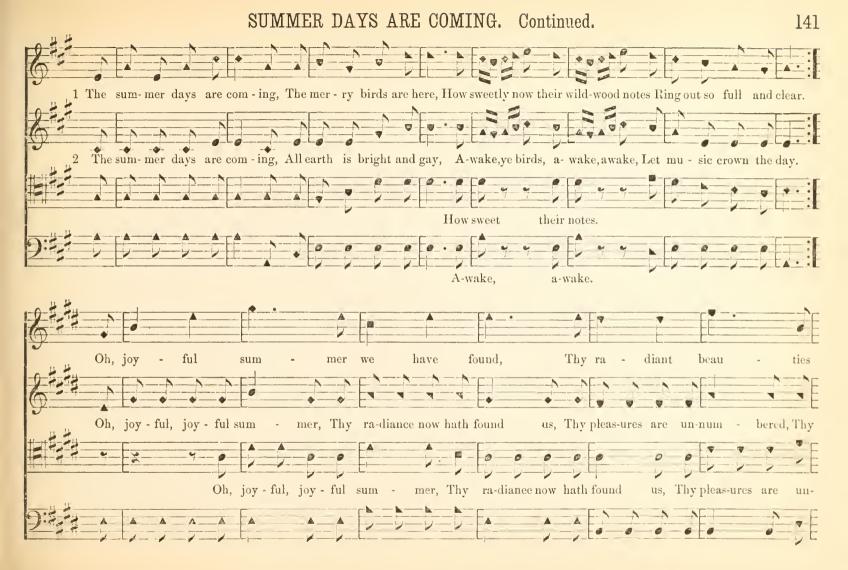


And keep your souls well lighted; The world should be, as you'll agree, At peace and all united. The water-course will turn the wheel— The mill will grind the corn to meal— And God will reign through woe or weal, And every wrong be righted.

HAPPY LITTLE BIBDS.

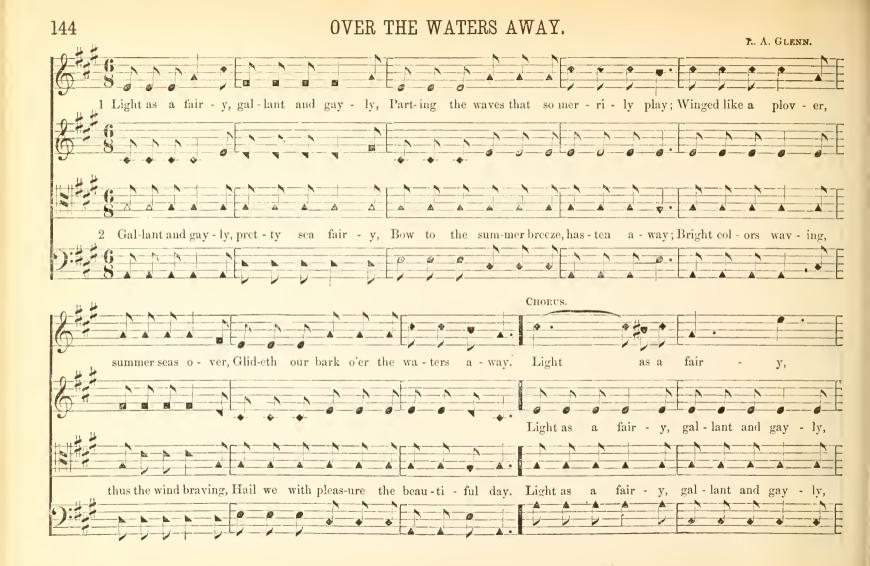




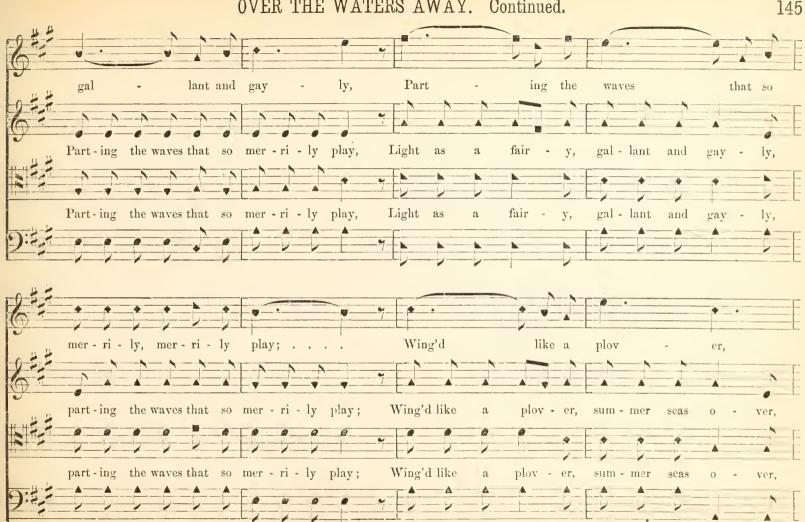


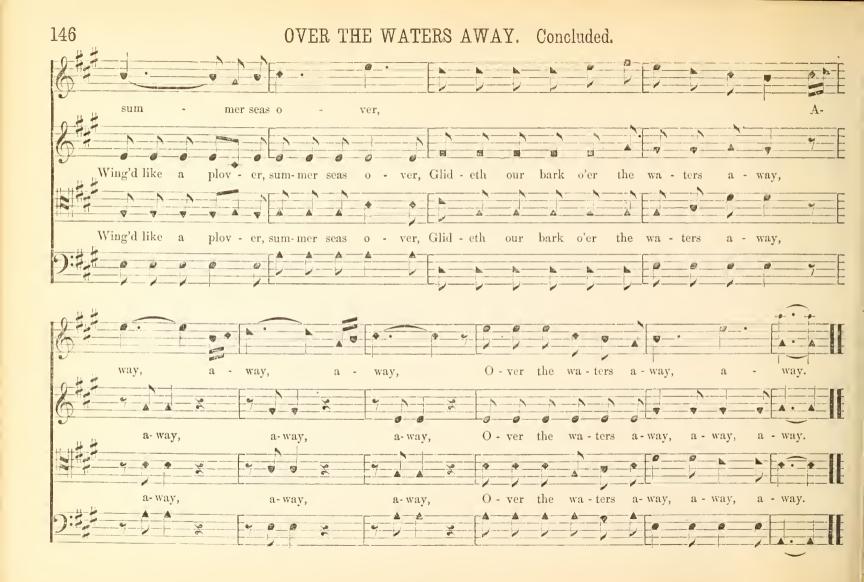






OVER THE WATERS AWAY. Continued.





WINNING S. M.







SONG OF THE SLEIGH RIDERS.

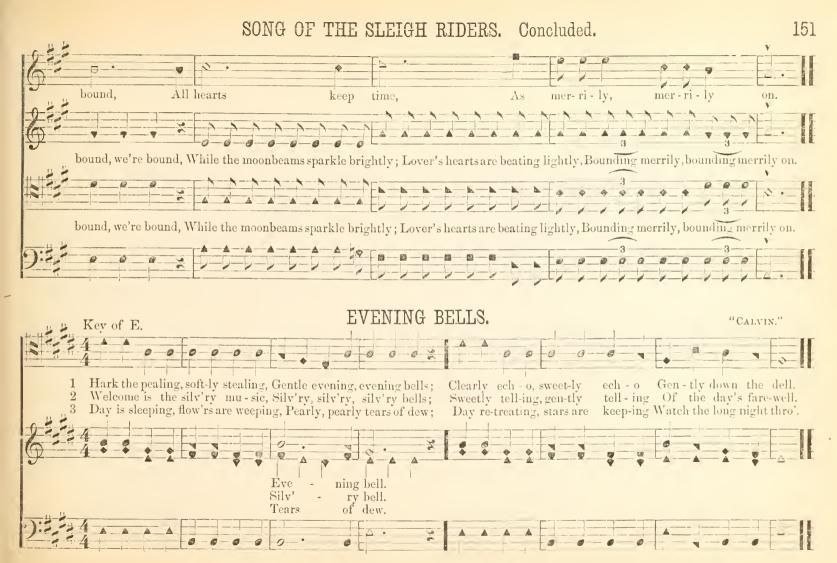
150

R. A. G.

R. A. GLENN.



* Use sleigh bells and whip, or small torpedoes in chorus.



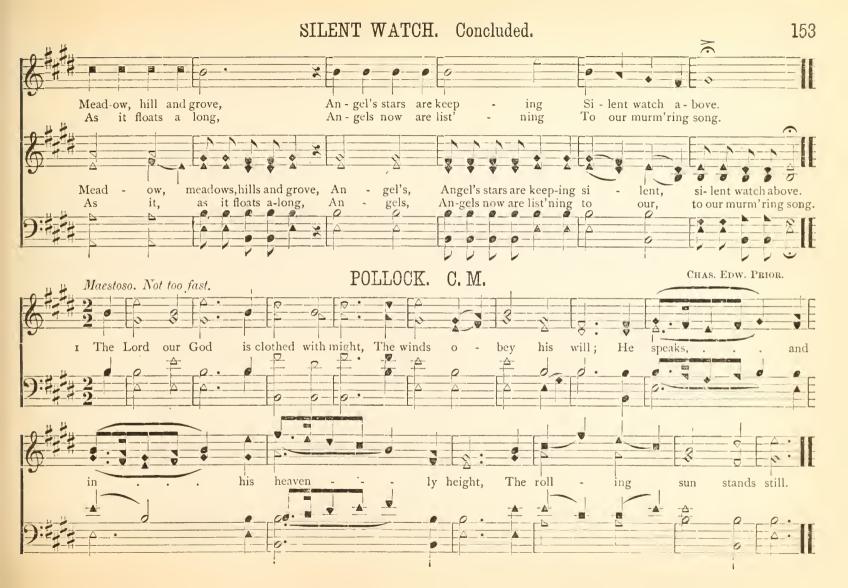
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SILENT WATCH.

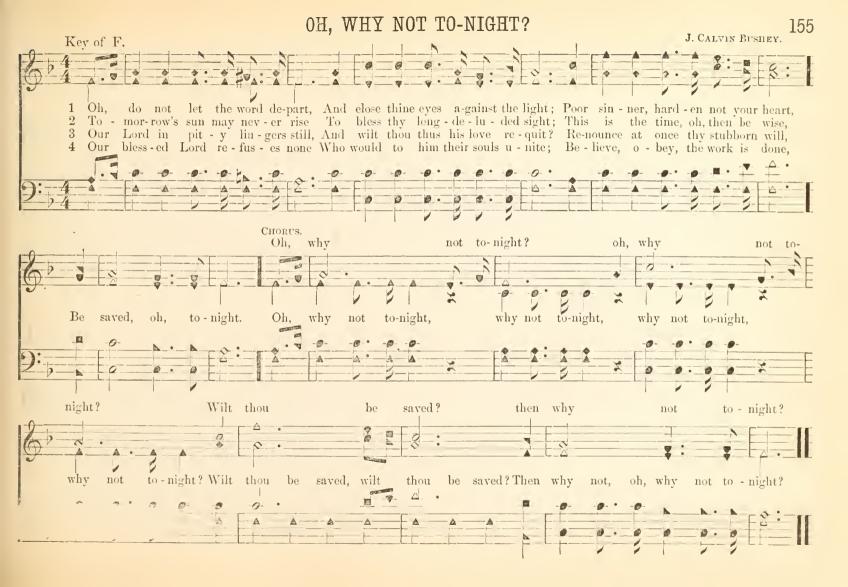
R. A. GLENN.







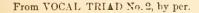
From VOCAL TRIAD No. 2, by per., of E. T. P.





RING OUT, YE MERRY BELLS. Concluded.



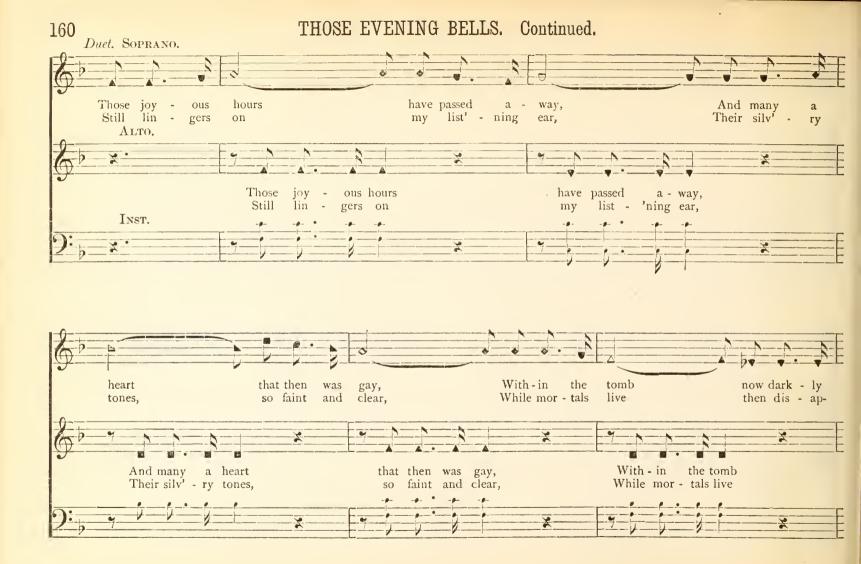


THOSE EVENING BELLS.*

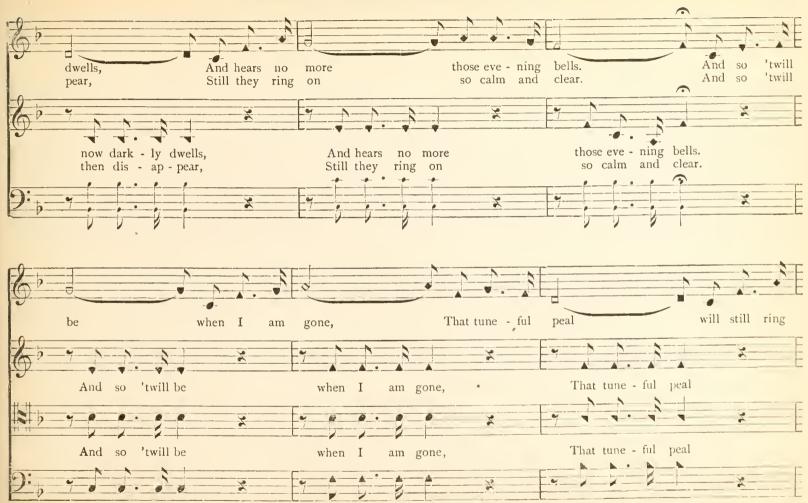


* May be used as a Quartet.





THOSE EVENING BELLS. Continued.



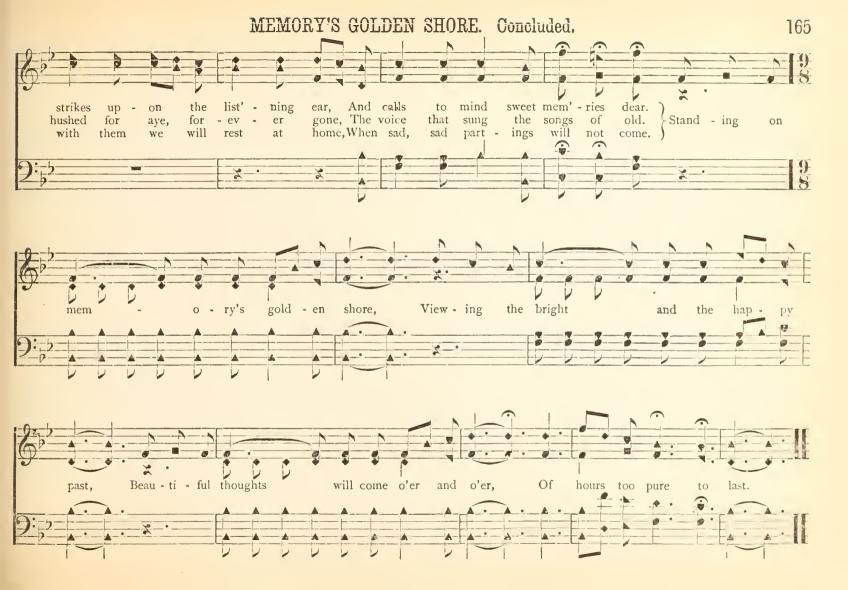
THOSE EVENING BELLS. Concluded.

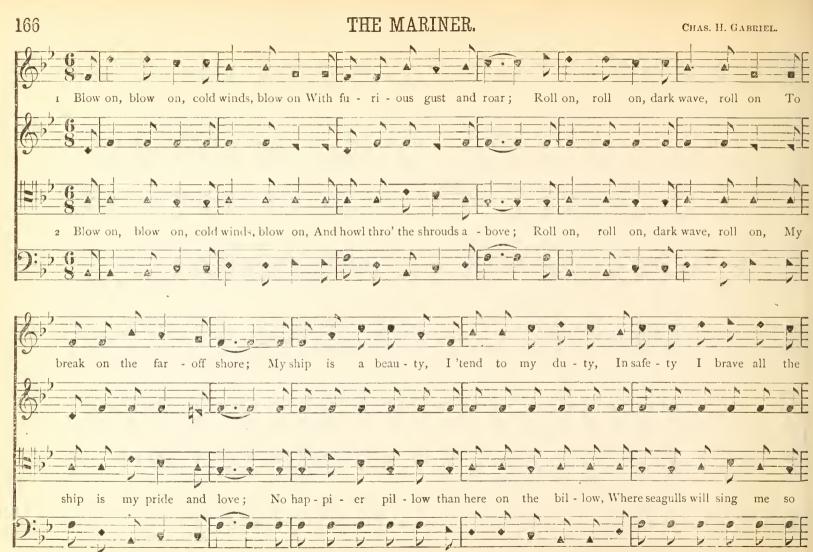




^{*} From "VOCAL TRIAD No. 2," by per., E. T. P.

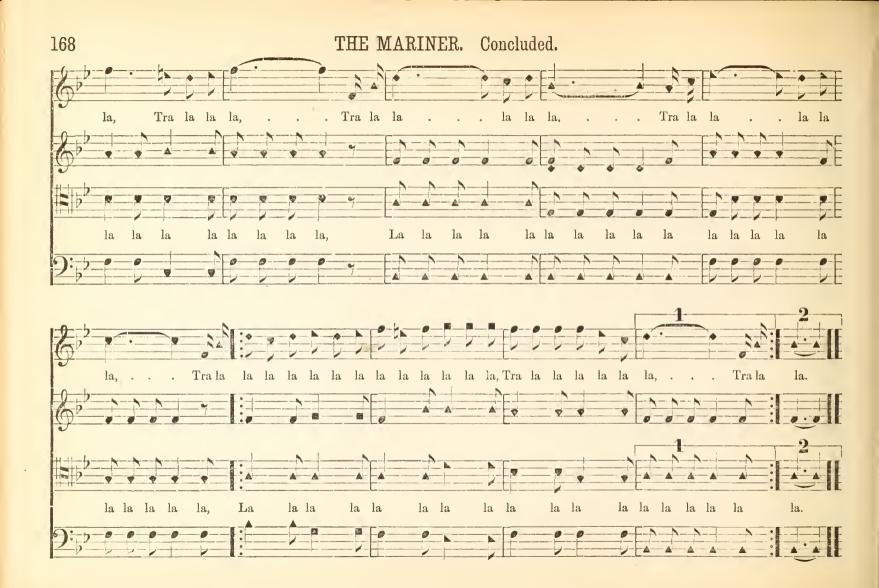






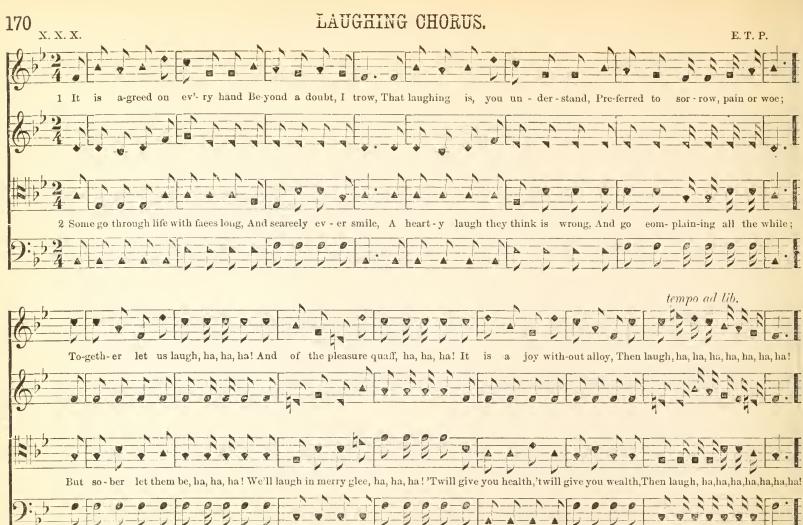
THE MARINER. Continued.





LOVING VOICES.





.







And joys abound, Youth and beau - ty here com- bine To cheef the lonely hour,





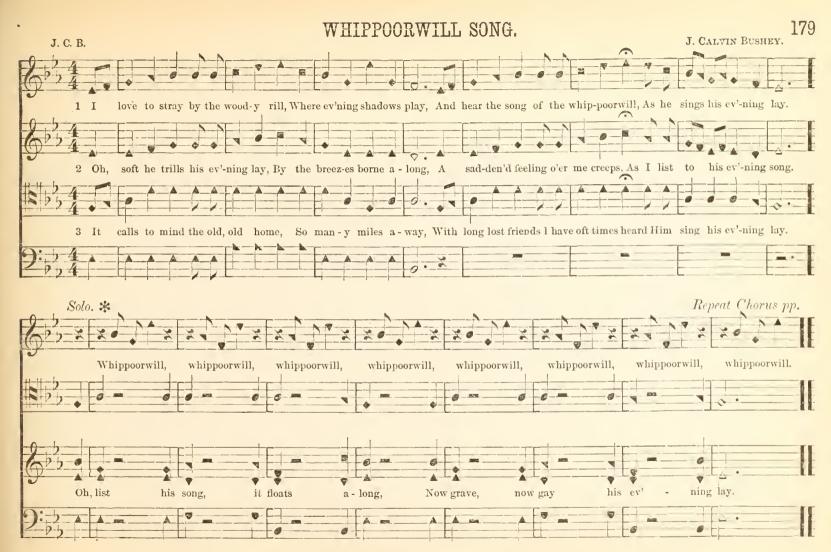










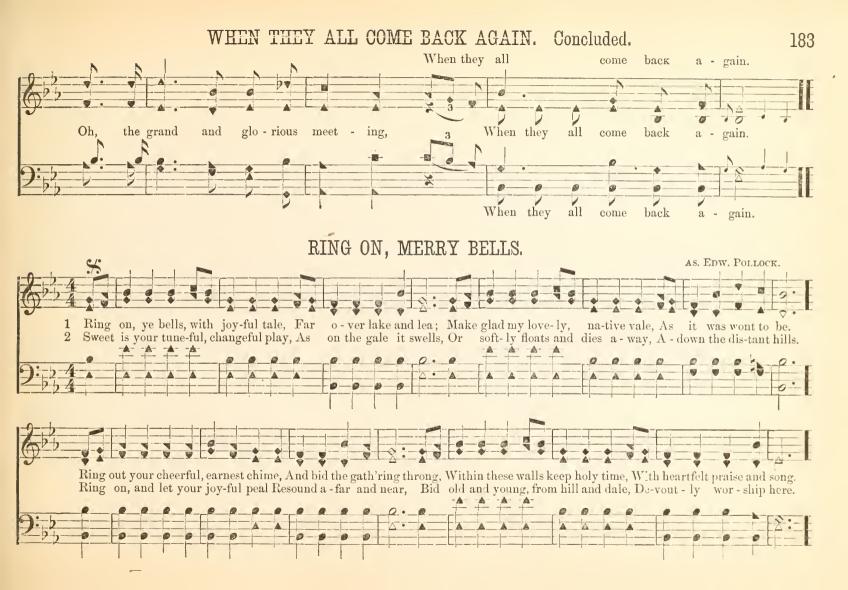


* (To be sung in a different part of the room.)











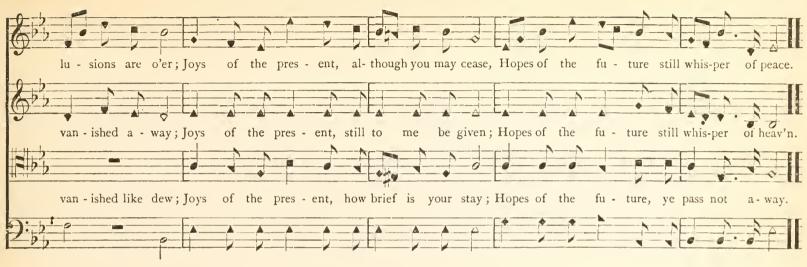








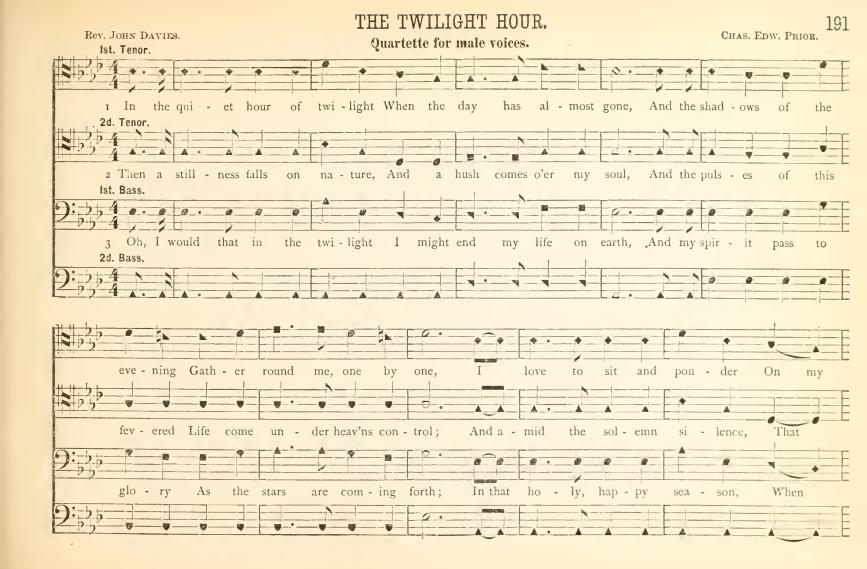
DAYS OF MY CHILDHOOD. Concluded.

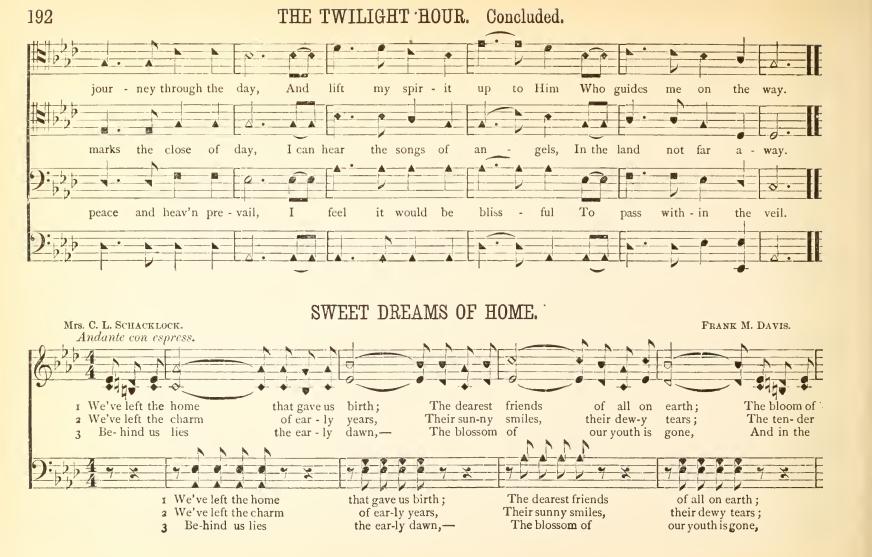


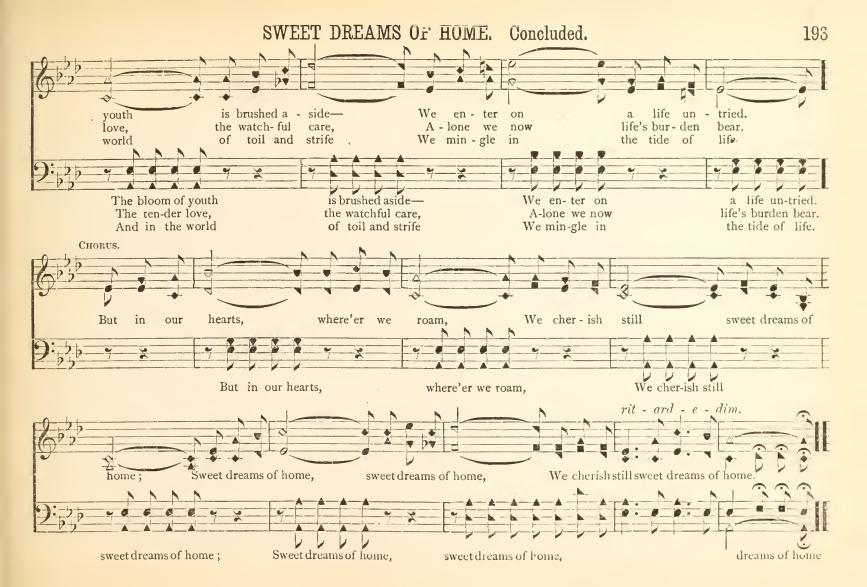
GOOD NIGHT.





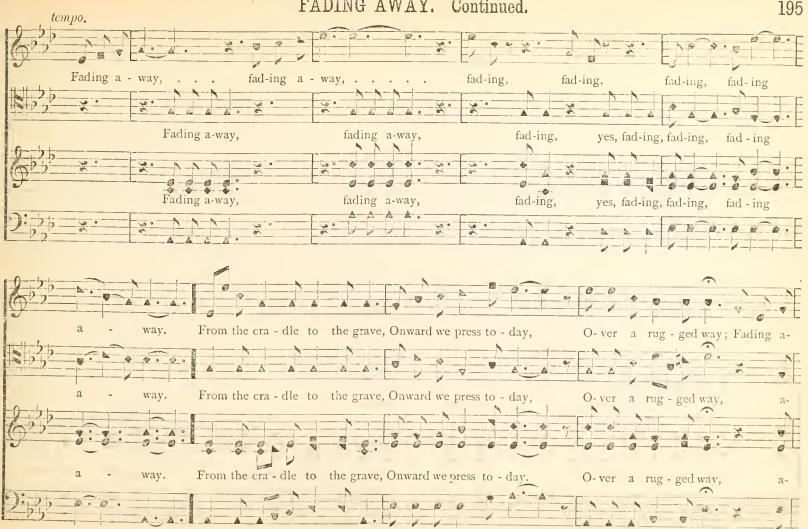








FADING AWAY. Continued.









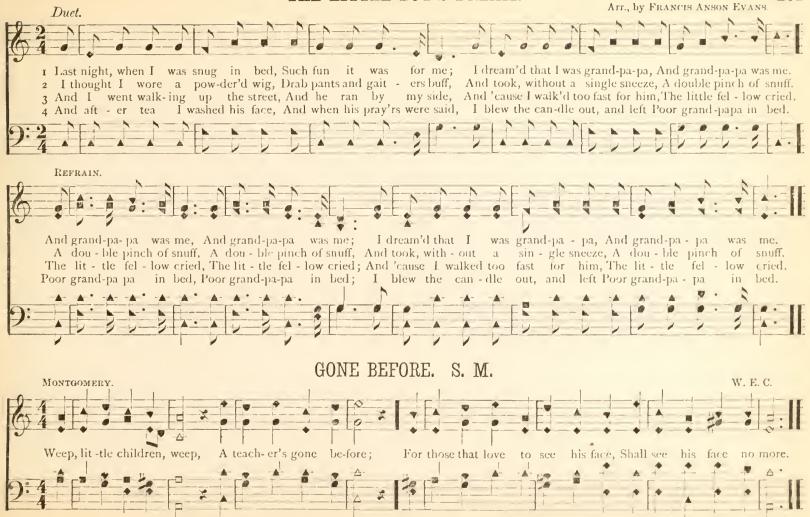


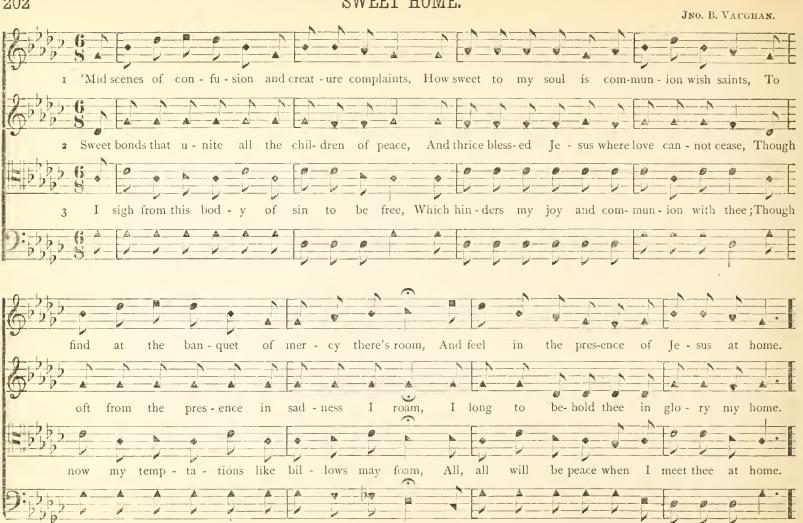
BE NOT IDLE.

7 W. D.



THE LITTLE BOY'S DREAM.



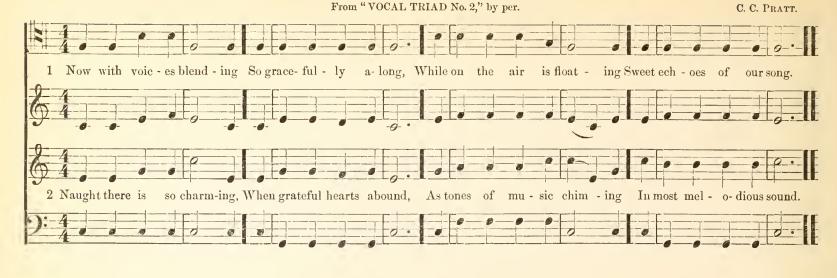


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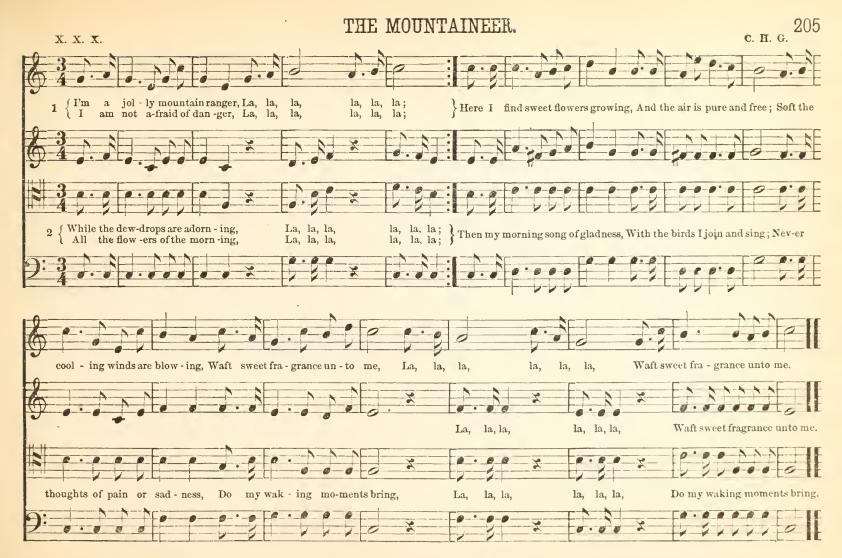
SWEET HOME.



NOW WITH VOICES BLENDING.





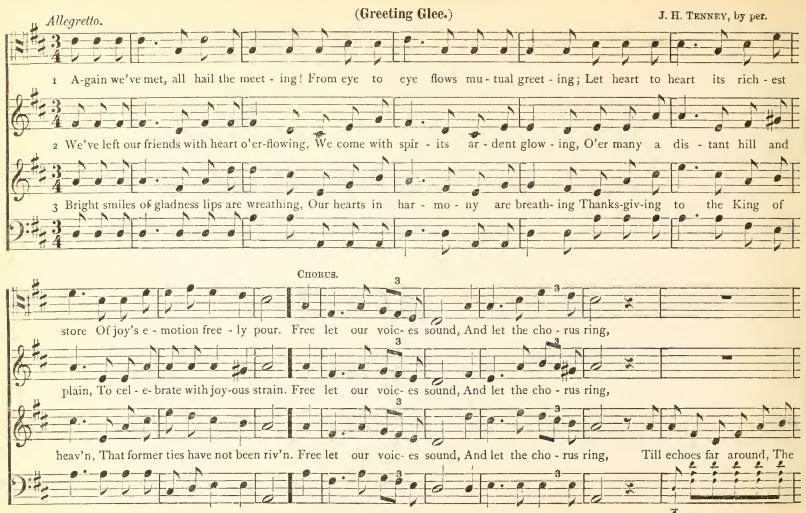




THE DAYLIGHT IS FADING. Concluded.







LET THE CHORUS RING. Concluded.





EVERETT. L. M.

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E. T. POUND. 11 Andante. I Oh, sweet - ly breathe the lyres a - bove, When an - gels touch the quiv' - ring string, 2 And sweet, on earth, the chord shall swell, From mor - tal tongues, of glad - some lays; 3 Je - sus, thy name our souls a - dore; We own the bond that makes us thine: an - gel - lips can sing! And wake, to chant Im - man - uel's love, Such strains as 0 0 0 0 0 0 0 0 When par - don'd souls their rap - tures tell, And, grate - ful, hymn Im - man - uel's praise. 0 0 0 0 0 0 0 And car - nal joys, that charmed be - fore, For thy dear sake we now re - sign. 0 0 0 0





^{*} From "VOCAL TRIAD No. 2," by per.

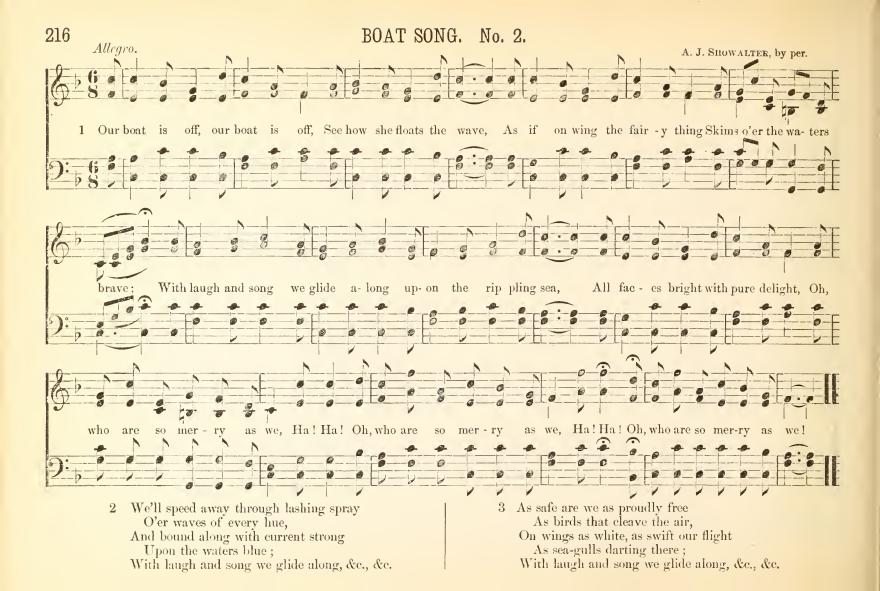
THE SEA GULL'S SONG. Continued. 214 But mine be the rock where the break - ers roar, And the wild waves roll to the trem - bling shore; When his shin - ing curls, From his sun - burnt brow as the sea - boy sleeps, the bright breez - es sweep, I'd soar with and a fear less wing, And I'd ech - o their vain shrieks back a light a - gain: Ľd build Where the white spray flies On a slipp' - ry crag my nest, to my snow - y white breast,



.

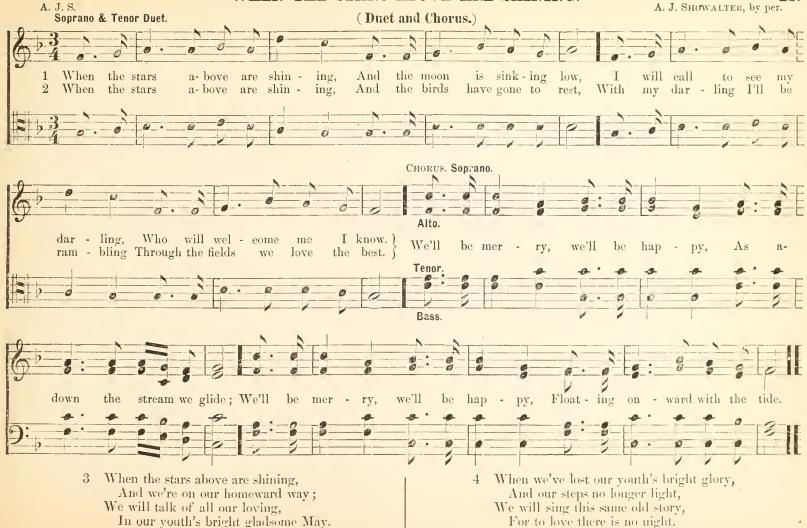
THE SEA-GULL'S SONG. Concluded.





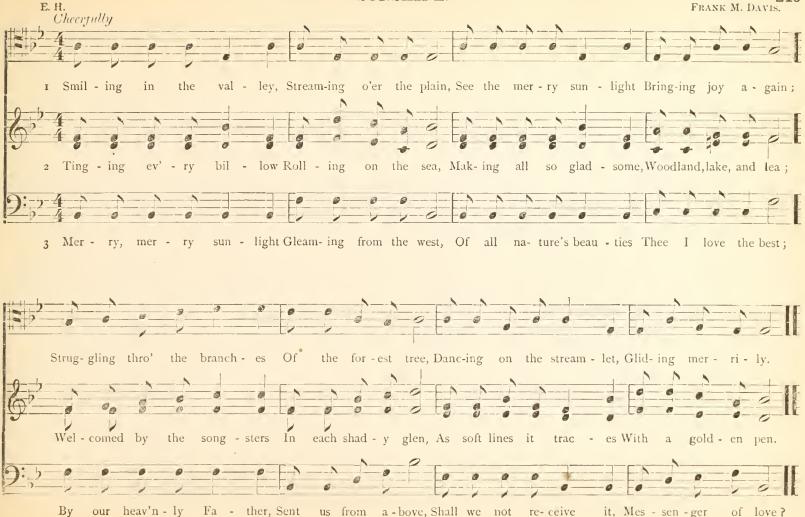
WHEN THE STARS ABOVE ARE SHINING.

A. J. SHOWALTER, by per.



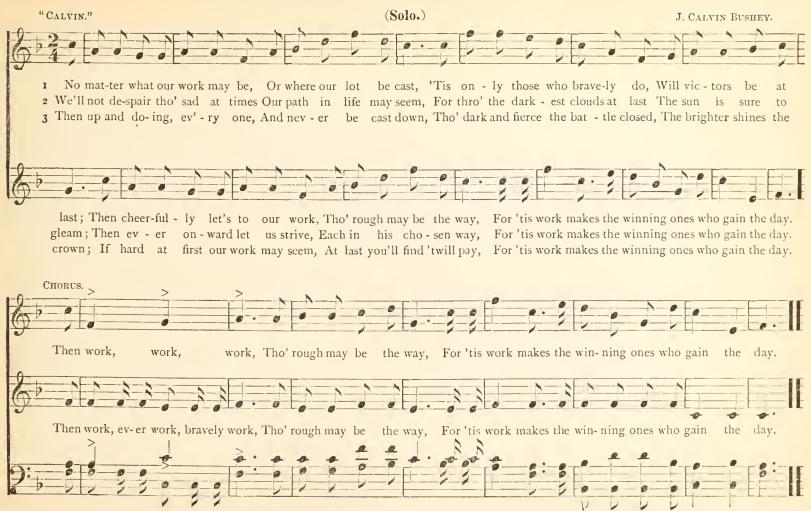


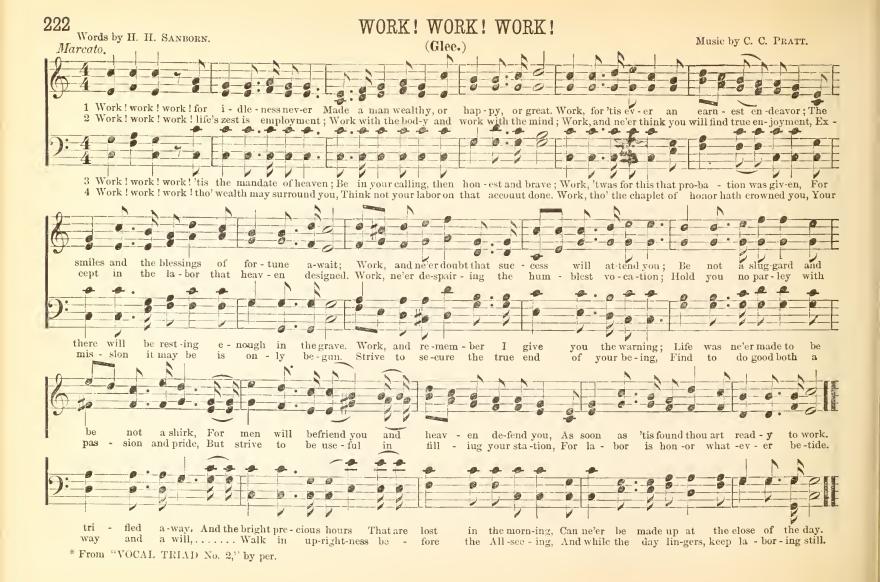
SUNSHINE.





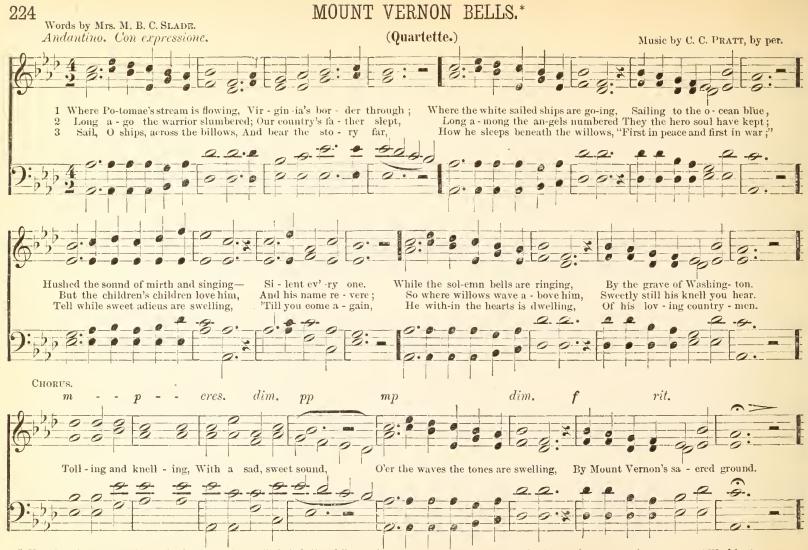
WORK MAKES THE WINNING ONES.







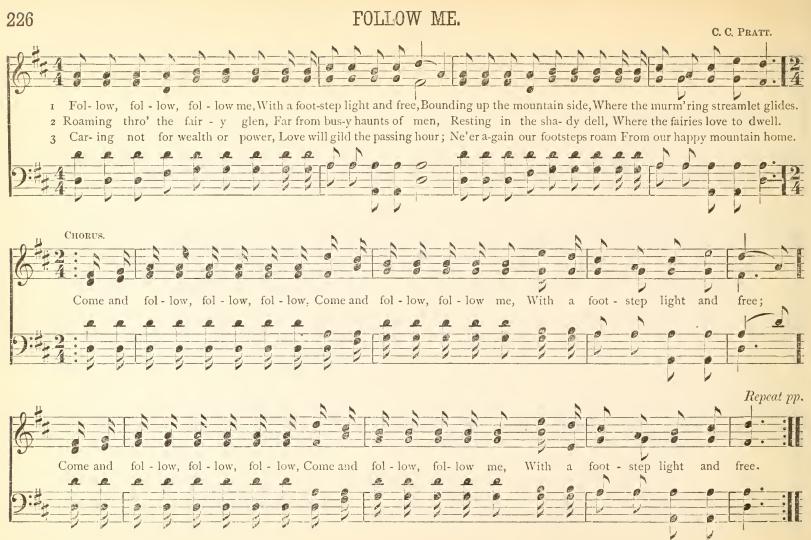
* This piece will be found useful as a Soprano Solo or Soprano and Alto Duett. It may be sung as a Trio, with either a lady or gentleman singing Soprano.



* Vessels going up and down the Potomac river toll their bells while passing Mount Vernon-a perpetual tribute of respect to the memory of Washington.



* From "VOUAL TRIAD No. 2," by per.



From 'VOCAL TREAD No. 2," by per.



MY ANGEL MOTHER. Concluded.



I AM LEAVING THEE, MY DARLING!



THE LORD REIGNETH.





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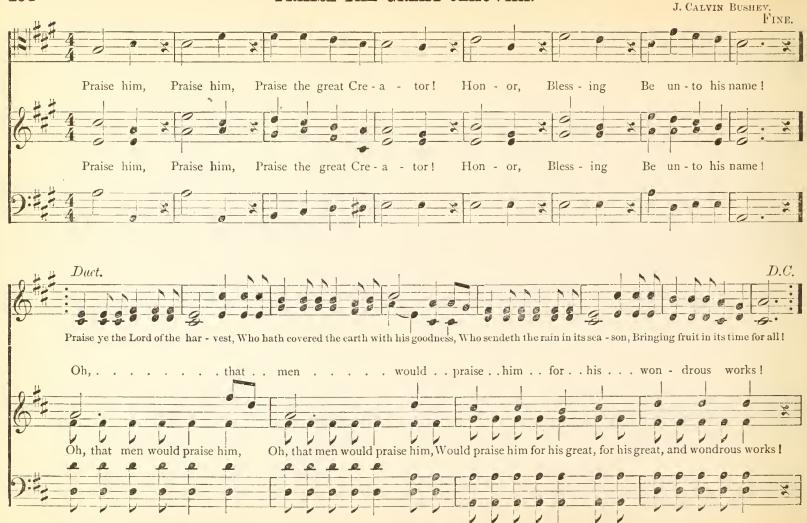
THE LORD REIGNETH. Continued.



THE LORD REIGNETH. Concluded.

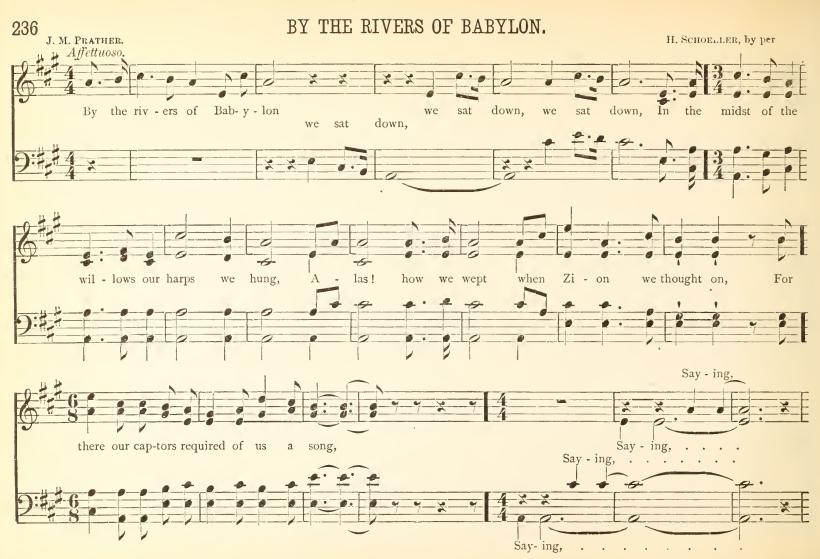


PRAISE THE GREAT JEHOVAH.



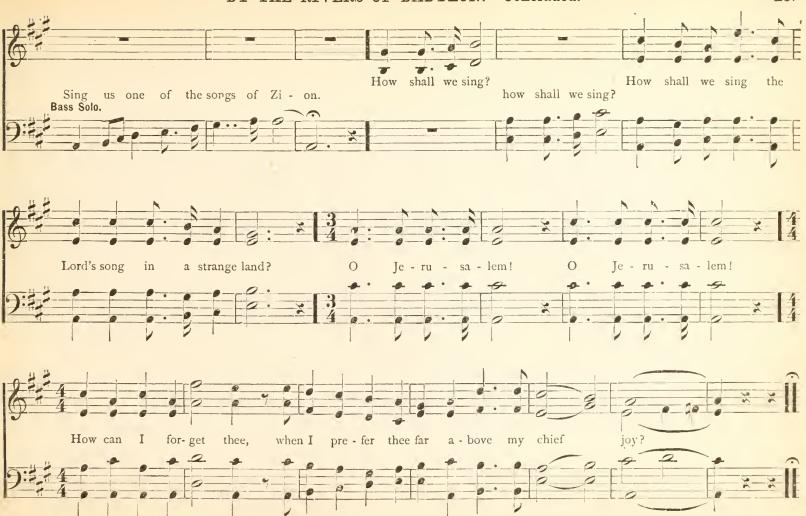
PRAISE THE GREAT JEHOVAH. Concluded.





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BY THE RIVERS OF BABYLON. Concluded.



BLESS THE LORD.



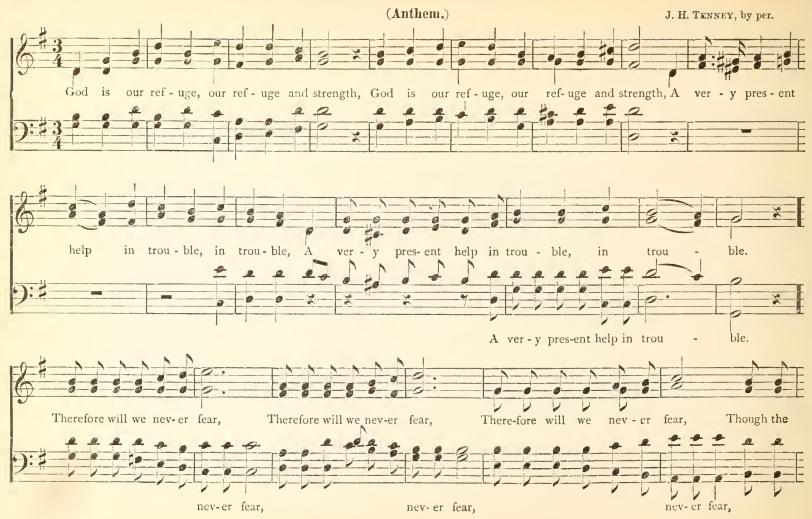
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BLESS THE LORD. Concluded.



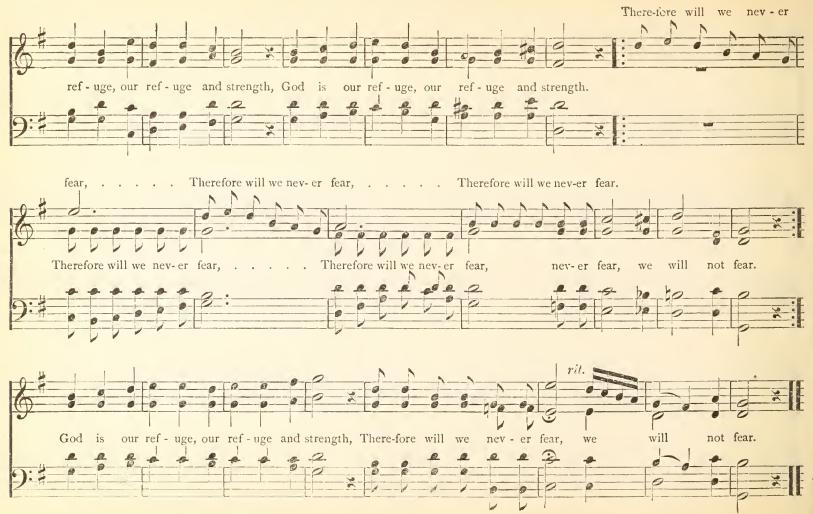
GOD IS OUR REFUGE.



٦.



GOD IS OUR REFUGE. Concluded.



TEACH ME, O LORD.

FRANK M. DAVIS.



BLESSED ARE THEY.



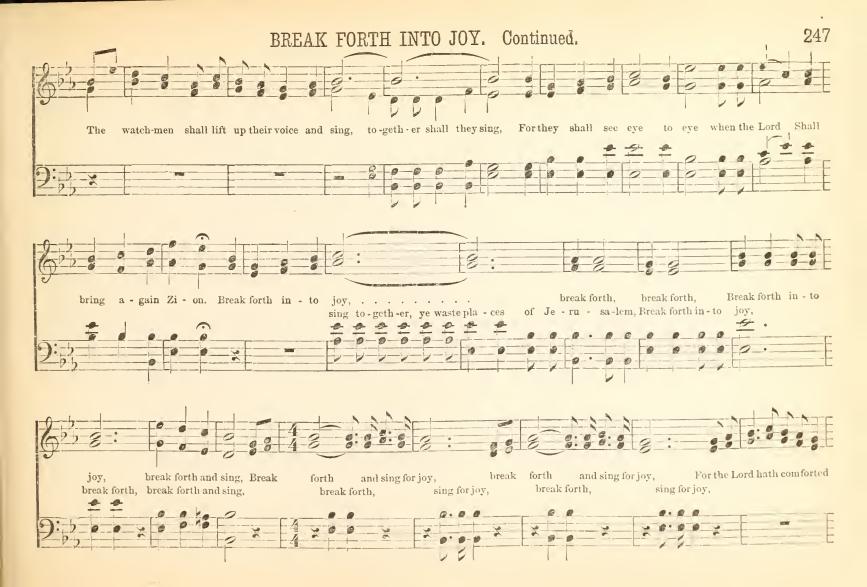
BLESSED ARE THEY. Concluded.



BREAK FORTH INTO JOY.

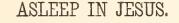
CHAS. EDW. POLLOCK











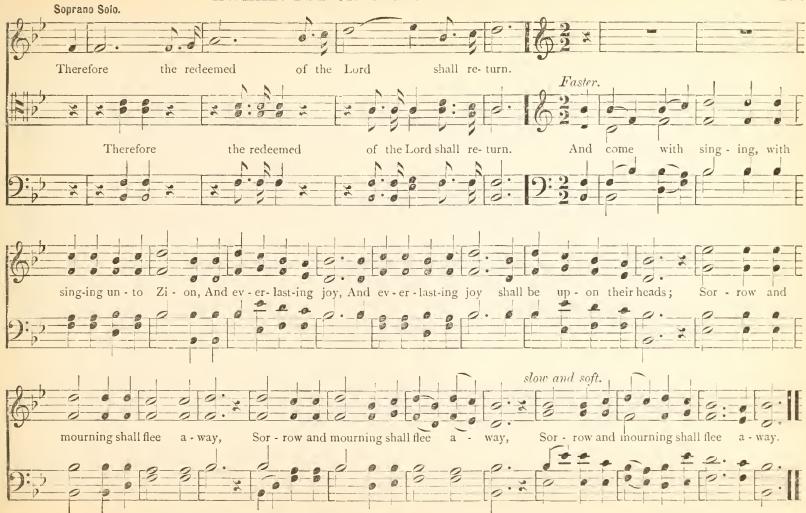


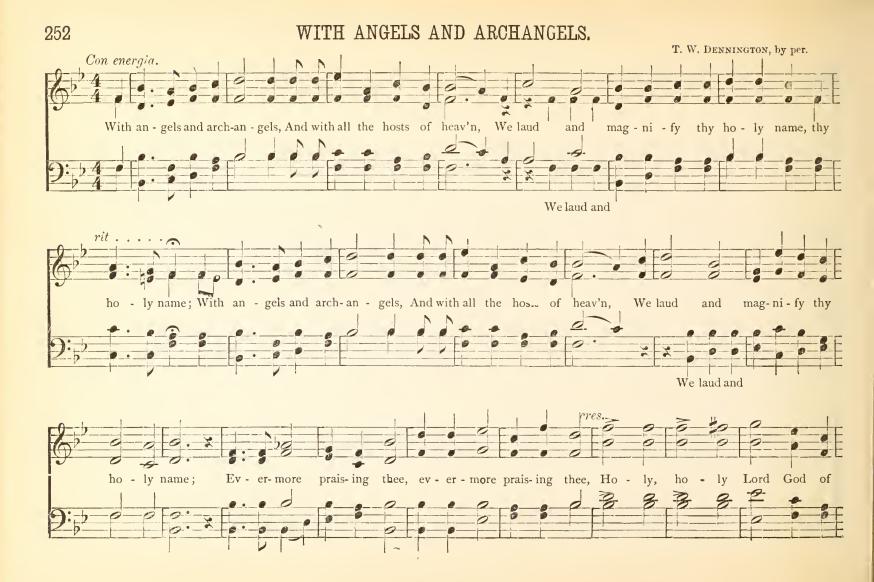


4 Asleep in Jesus! oh, for me May such a blissful refuge be! Securely shall my ashes lie, And wait the summons from on high. 5 Asleep in Jesus! time nor space Affects this precious hiding place; On India's plain or Lapland's snows Believers find the same repose. 6 Asleep in Jesus! far from thee Thy kindred and their grave may be, But thine is still a blessed sleep, From which none ever wakes to weep.

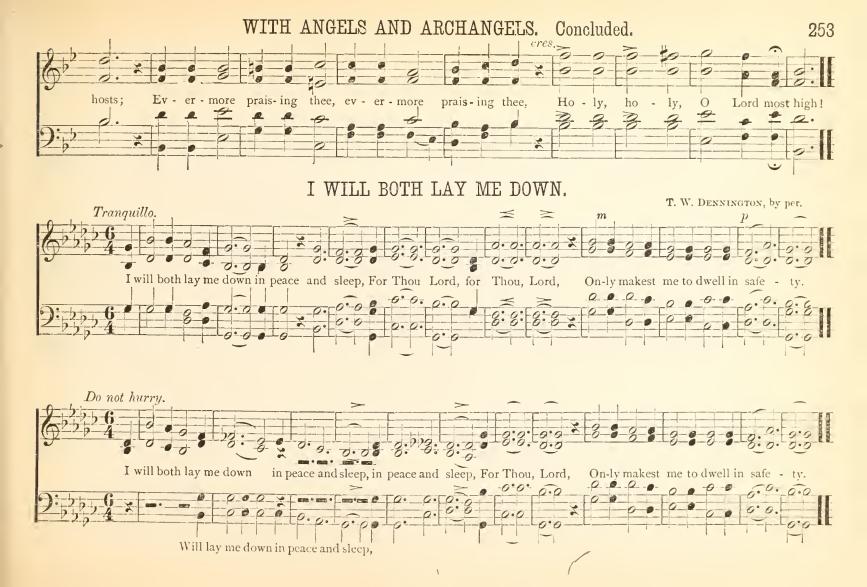


AWAKE! PUT ON THY STRENGTH. Concluded.



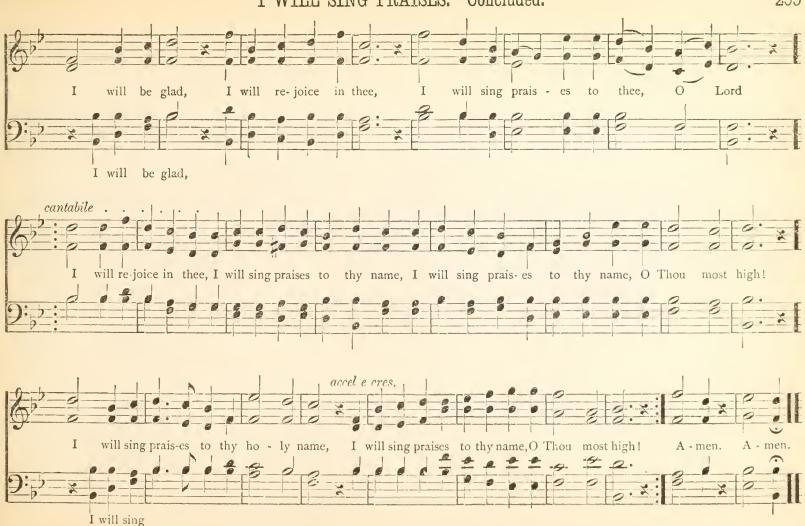


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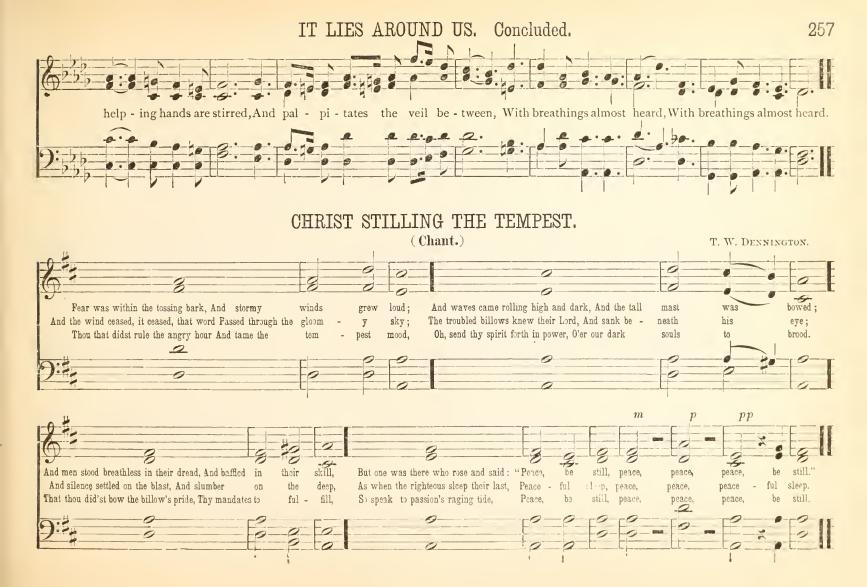


I WILL SING PRAISES. Concluded.

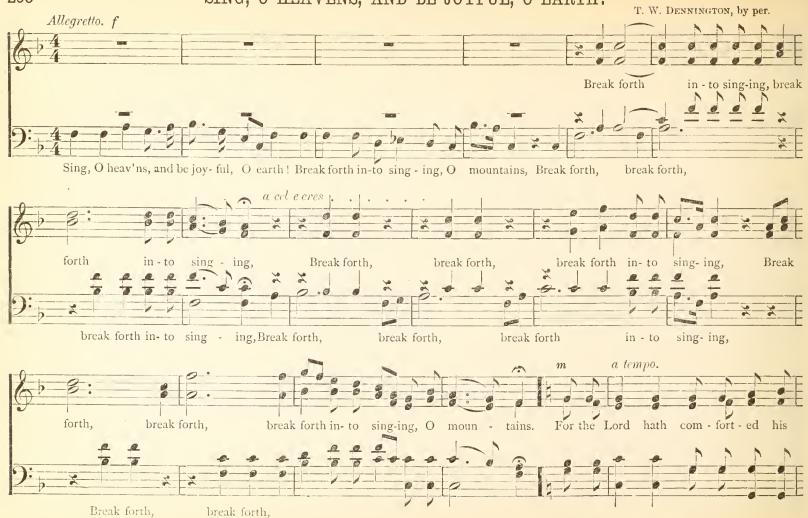


"IT LIES AROUND US."





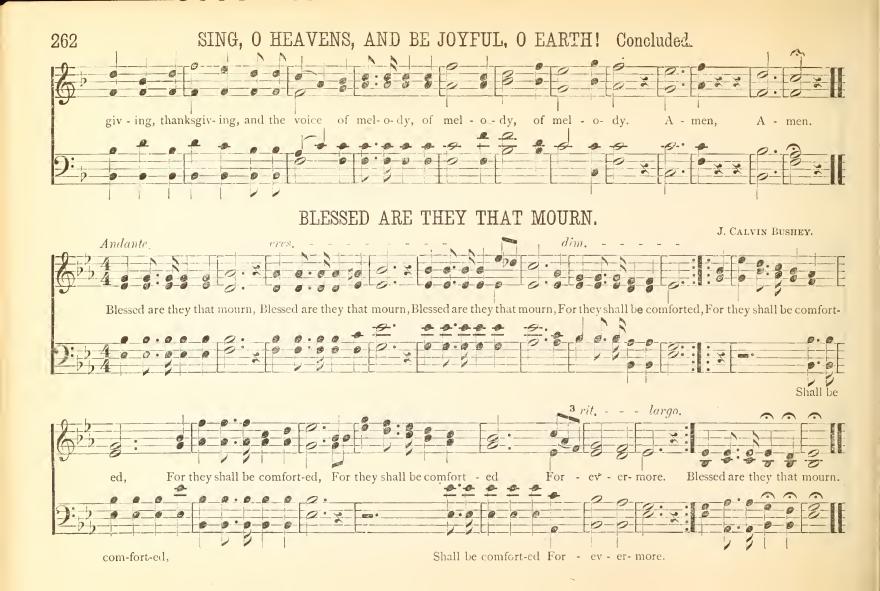
SING, O HEAVENS, AND BE JOYFUL, O EARTH!











THE LORD IS MY SHEPHERD.















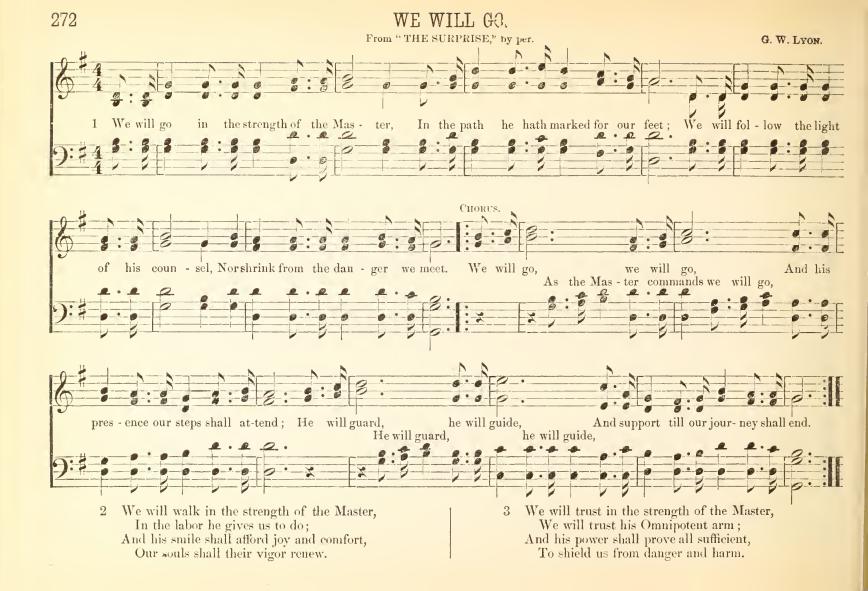


PREPARE THE WAY.

JOHN MCPHERSON, by per.







COME JUIN THE ARMY.



Shout it to the dving world.

Let the song of triumph ring.



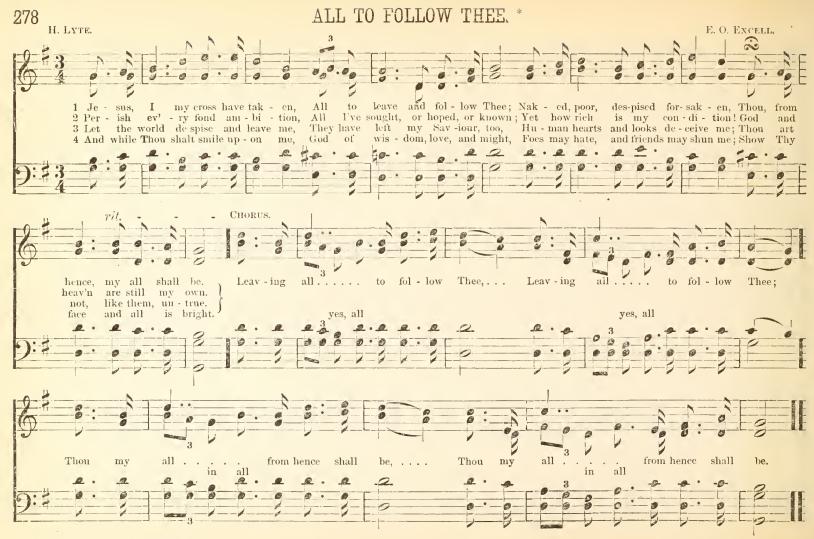
Of one glad day that knows no night, There Christ, the King, who reigns above, Fills all that boundless realm with love. Sweet are the songs the singers sing In that great temple of our King; There martyrs, priests and prophets old, Walk on the streets of shining gold. Oh, may we reach that joyful land, No more to clasp the parting hand; Forever there, with Christ above, Reign in that land of boundless love.





NEARER HOME.





* From "SING THE GOSPEL," by per.













SEARCHER OF HEARTS.

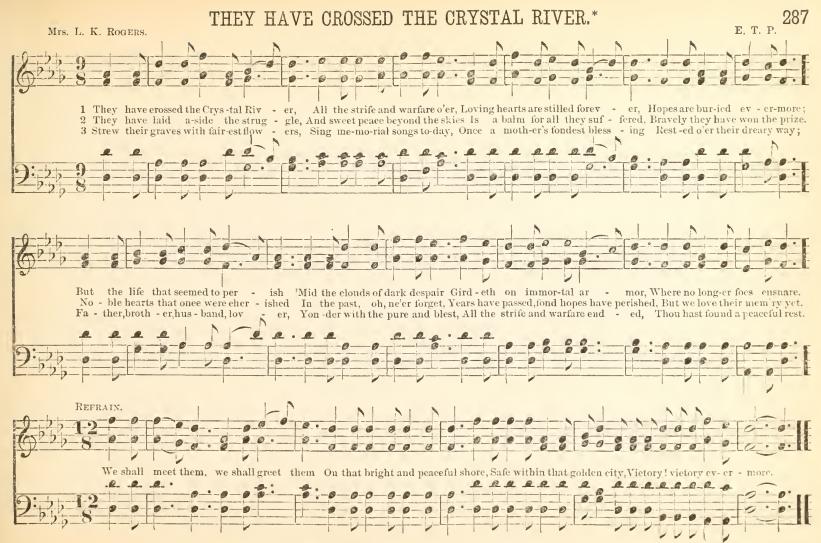
(Chant.)



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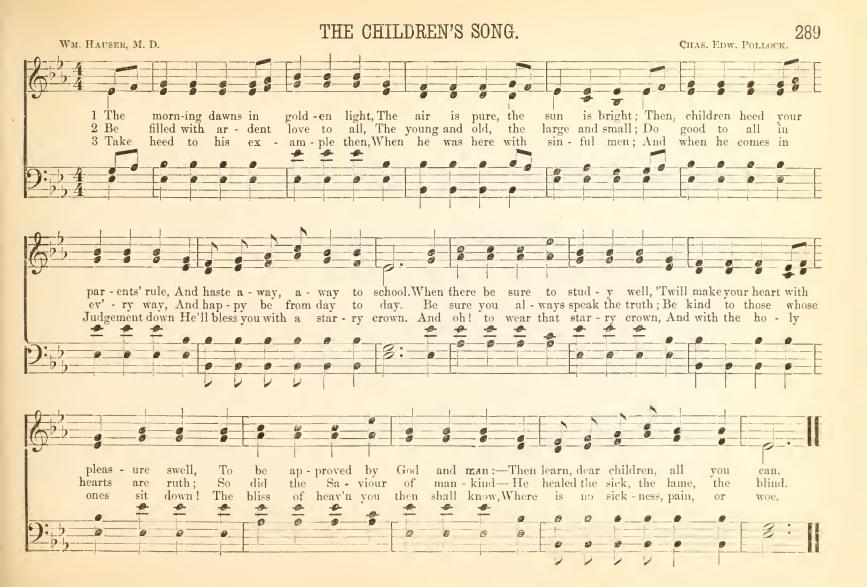
F. M. DAVIS.

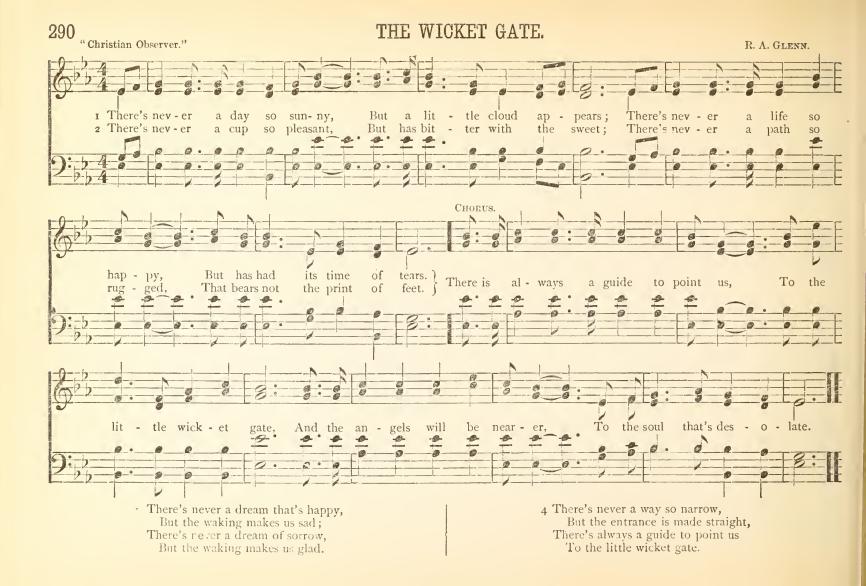




* In memory of all who died in the service of their country.



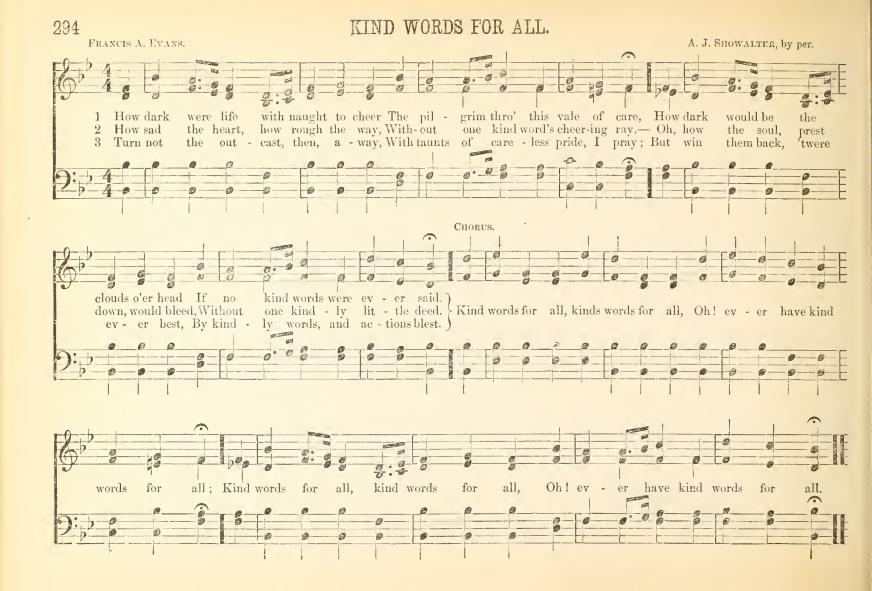










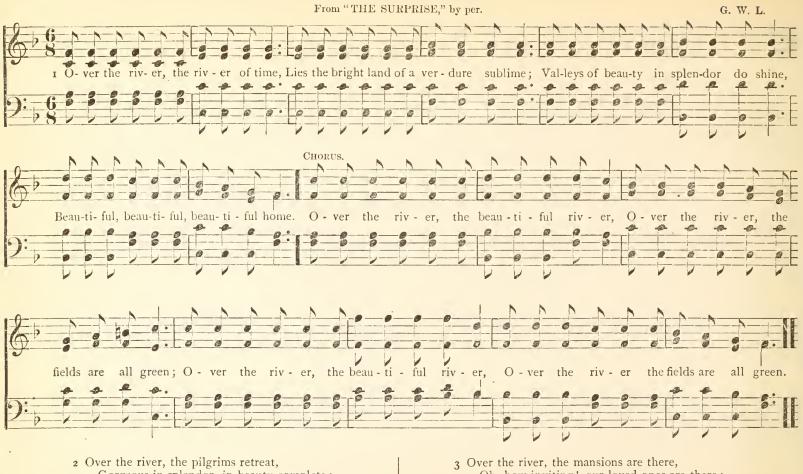








OVER THE RIVER.



Gorgeous in splendor, in beauty complete; Angels are singing in harmony sweet, Beautiful, beautiful, beautiful home. Over the river, the mansions are there, Oh, how inviting! our loved ones are there; Soon in those mansions their glory we'll share, Beautiful, beautiful, beautiful home.



* From "WELLS OF SALVATION," by per., of J. J. Hoop.











GUIDE ME, BLESSED SAVIOR.

R. A. GLENN.

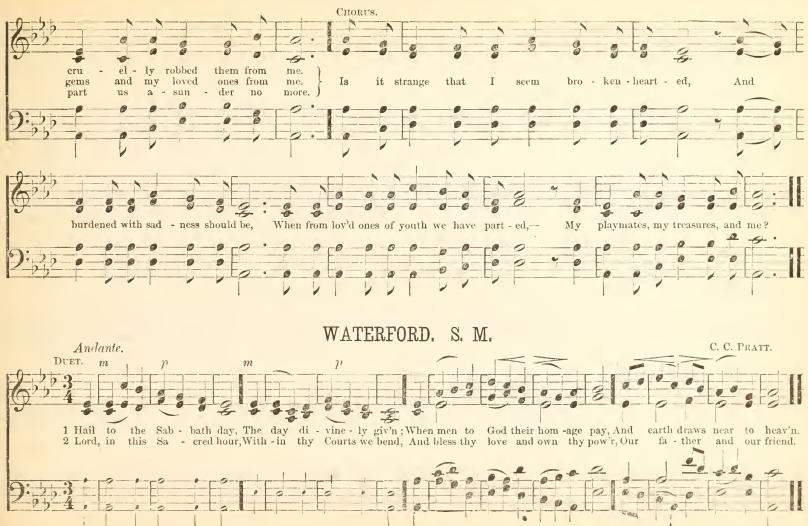
ALONZO G. WEAVER.



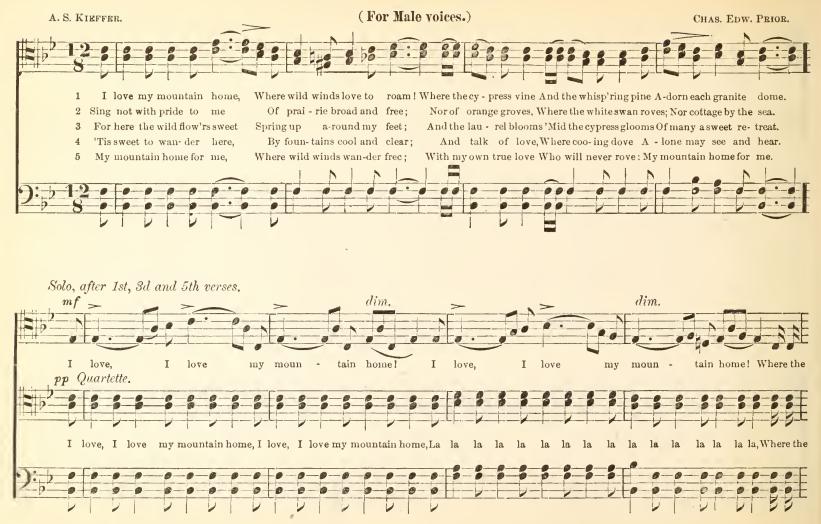
TWILIGHT MUSINGS.



TWILIGHT MUSINGS. Concluded.



MY MOUNTAIN HOME.







- We can see the home of childhood, We can hear glad voices call; Scenes of meadow, brook, and wildwood,— But the years have changed them all. Pietures rise from out the darkness, Bringing tears, of joy and love, Faney paints the past before us,— Visions bright from heaven above.
 Lost in memories sweet, but fading,
- Oh, how fast the moments fly ! Life reviewed in one brief moment Cheers the heart, but dinns the eye; We can see where we so often Might have cheered a darkened way, Might have helped a weary brother In the burning heat of day.
- In the grate the pictures greet us, And we fancy we can hear Voices ealling, sweetly calling In familiar accents near; We can see the faces beaming, That have long been pale and cold, Clasp the hands forever folded In the gloomy, silent mould.

- 5 Memory paints a scene of beauty In the old home far away: Father, mother, sister, brother, Gather round the hearth to pray; We can hear the prayer to heaven That we heard in days of yore, And the song we sung so often, We can hear it o'er and o'er.
- 6 There's the little baby sister, Now a woman almost gray,— In the eorner lie the playthings,— Dolls and marbles put away. In the ehamber softly sleeping, Just the same as when a boy,— I ean see it all before me, And it fills my heart with joy.
- 7 In my own old ehamber kneeling With my mother dear to pray,
 I repeat the prayer she taught me,— Every word I hear her say;
 I can feel the kiss she gave me, As she laid her boy to rest,
 - I ean feel it ever burning
 - On my lips, the sweetest, best.

- 8 Farther on in life so fleeting, Menory flies on pinions light, To the day that I departed, From my ehildhood home so bright.
 I can hear my mother's blessing, As she bade her boy good-bye,
 I shall hear it, too, forever, 'Till I meet her in the sky.
- 9 For that mother now is sleeping 'Neath the daisies' purple bloom, And her dying words, they told me, Was "dear ehildren, still there's room, Room among the shining angels," There I'll meet her by and by, Meet to know no pangs of parting, Meet forever in the sky.
- 10 Golden visions come to cheer us, Sent from heav'n to earth below, Sent to cheer the way before us, As a balm for pain and woe; Yet, be given not to dreaming, Let the past remain the past, Live the present, hope the future, For the vision eannot last





3 It was my guide, my light, my all; It bade my dark fore-bod - ing cease; And thro' the storm and





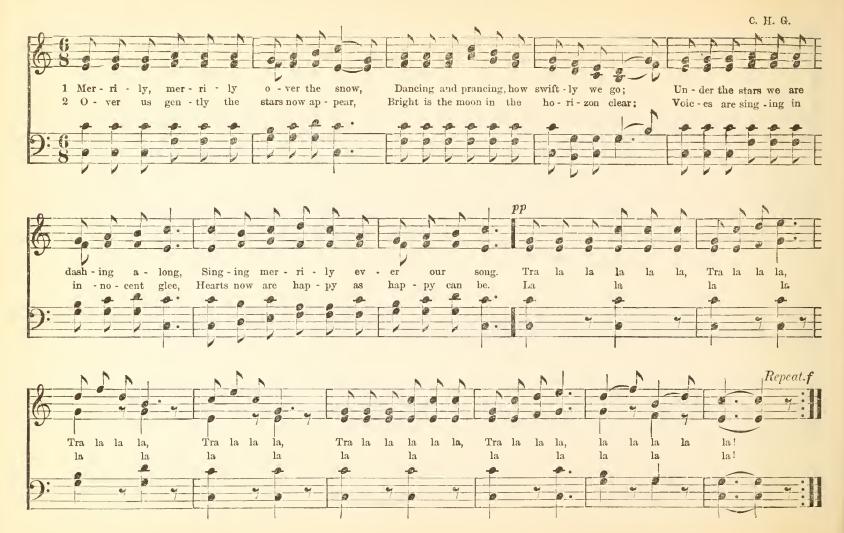
Brother, thou art gone to rest; We will not weep for thee, For thou art now, Where oft on earth, Thy spirit longed to be. Brother, thou art gone to rest; Thine is an ear - ly tomb, But Je-sus sum- moned thee a- way, The Savior called thee home. 2

22 3 Brother, thou art gone to rest; 4 Brother, thou art gone to rest; Brother, thou art gone to rest; Thy toils and cares are o'er. Thy sins are all forgiven, And this shall be our prayer. And sorrow, pain, and suffering now And saints in light have welcomed thee, That when we reach our journey's end, Shall never grieve thee more. Thy glory we may share.

To share the joys of heaven.

* In memory of W. S. MOSELY, of Coweta County, Georgia.

MERRILY OVER THE SNOW.









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GOD IS WITH US.

A. J. SHOWALTER, by per. Animato. I Lift to God the voice of sing - ing, Loud thanks - giv - ing raise; Earth and let sky with glad-ness us wide a peo-ple's praise. with God with ing, Ech - o God is us, ring is us. With us as in ear-ly days; is with us, God is with us, With in ear - ly days. God us as 4 This then be our song of boasting, 2 When our fathers humbly sought Him, 3 And the list'ning church in wonder Pleaded for the nations lost. Hears to-day, in jubilee, God is with us, as of yore; His own arm salvation brought them, As the voice of mighty thunder, Still in his salvation trusting, And the blessed Holy Ghost. Rolling over land and sea. We will journey as before. ||: On the nations, on the nations, ||: One thanksgiving, one thanksgiving, II: God is with us, God is with us,

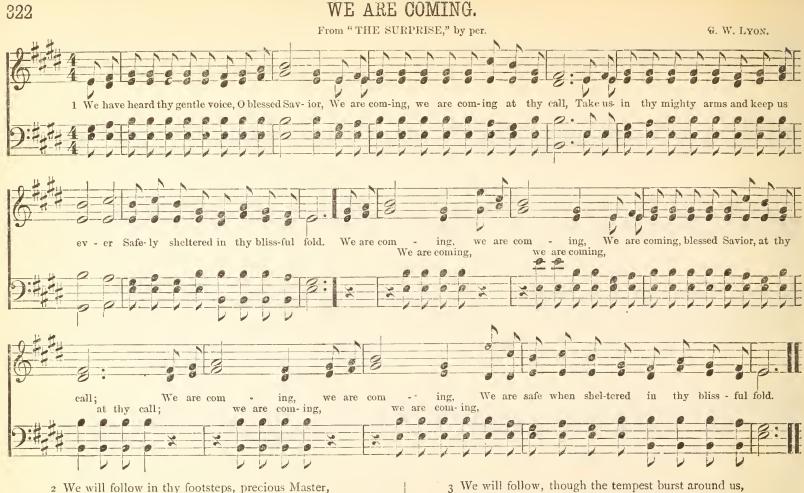
Poured another Pentecost! :

God hath set his people free. :

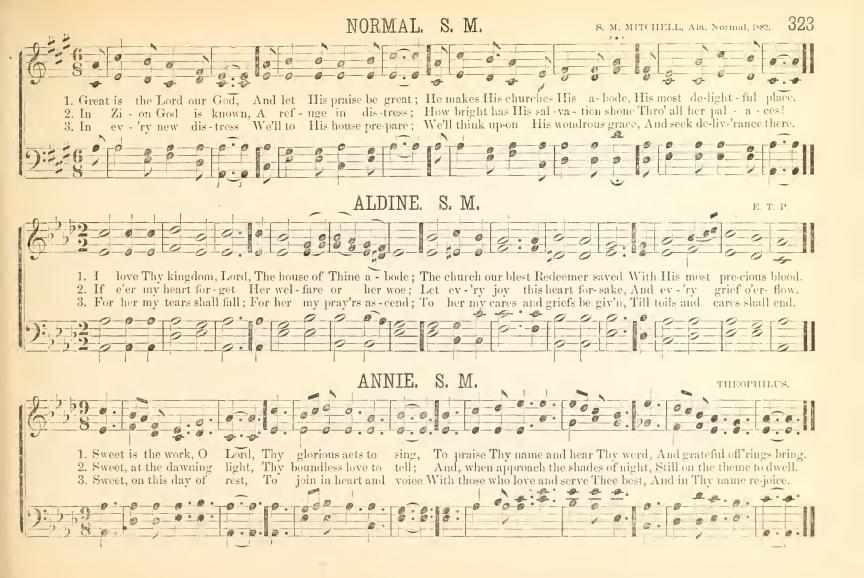
Be our song forevermore. :







From the path of love and duty never stray, And thy loving voice shall cheer us as we journey, To the land of beauty far away. We will follow, though the tempest burst around us Though the waves of earthly sorrow o'er us roll, For we know thy loving hand will part the waters, And thy "peace, be still" the storm control.















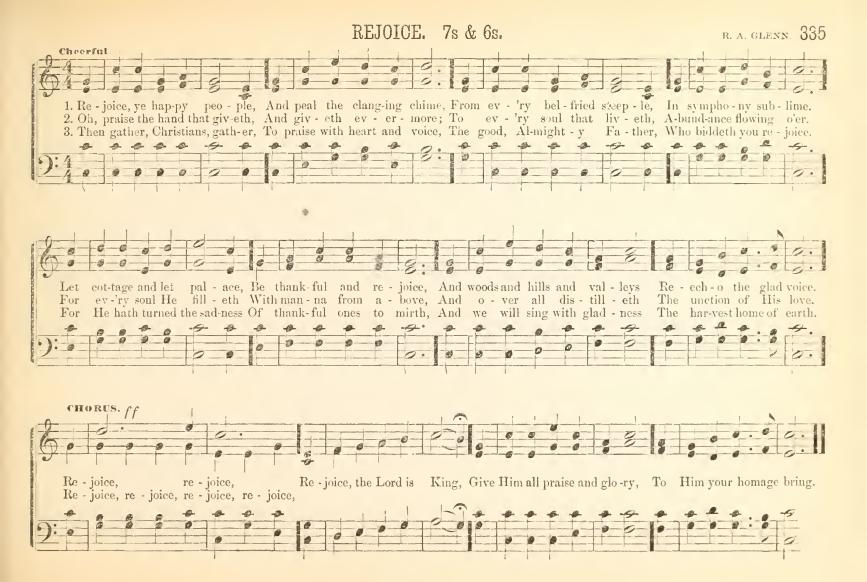








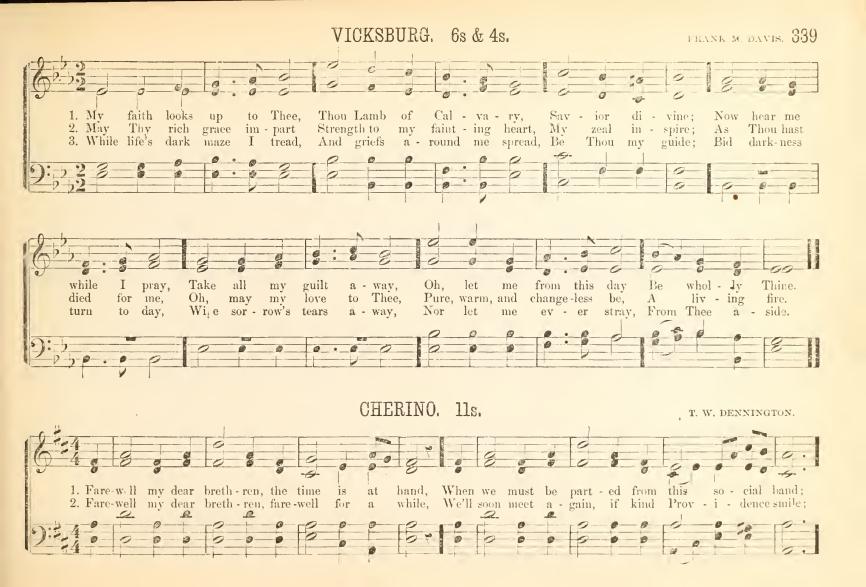




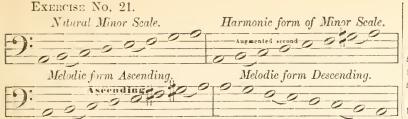












197. If a major second is known by an interval of a second having only a major second, and a minor second is known by an interval of only a minor second, and a minor third has both a major and minor second in it, and a major third has two major seconds, and a sharp fourth has three major seconds, and a perfect fourth has two major and one minor second, when is a fifth, sixth, or seventh major or minor?

A fifth has been called a flat fifth when there were two minor seconds in it, and a perfect fifth when there was only one. A sixth and seventh are *minor* when they have two minor seconds in each; and *major* when they have but one minor second in each one. 198. To how many points may we key in music?

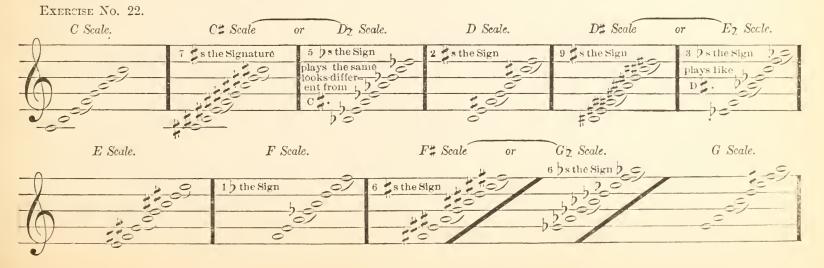
To as many as there are minor seconds in the Chromotic Scale.

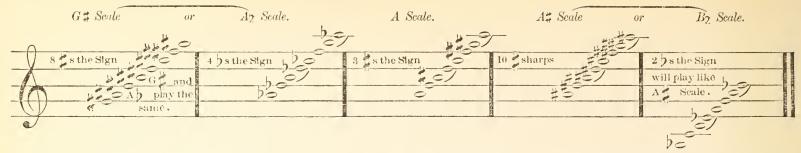
199. How many minor seconds in the Chromatic Scale?

Twelve; and this number is equal to the number of major seconds and minor seconds in the *Diatonic Scale* subdivided into minor seconds. Five major and two minor seconds equal twelve minor seconds.

200. Will you produce an example of the twelve scales belonging to the twelve keys, and give their names?

C Scale, Natural, no flats or sharps; C= Scale, 7=s for a sign; D₇ Scale, 5₇s for the sign (C= and D₂ play the same); D Scale, 2=s the signature; D= Scale, 9=s the sign; E₇ Scale, 3₇s the sign (D= and E₂ play alike); E Scale, 4=s the sign; F Scale, 1₇ the sign; F= Scale, 6=s the sign; G₂ Scale, 6₇s the sign (F= and G₂ play the same); G Scale, 1= the sign; G= Scale, 8= the sign; A₂ Scale, 4₇s the sign (G= and A₇ play the same); A Scale, 3=s the sign; A= Scale, 10= the sign; B₂ Scale, 2₇s the sign (A= and B₇ play alike); B Scale, 5=s the signature. Let the teacher and pupil alternate in drawing these scales until understood.







LESSON XXI.

201. What particular points are to be observed when any number of flats and sharps are introduced (more than six) in a piece of music?

We observe, if that number be taken from *twelve*, the remainder will be a smaller number, and less than six; can be played on an instrument with less perplexity, and is the practical signature to be given, hence but few pieces of music are ever written with more than five flats or sharps.

202. What scales are most nearly related to each other?

Those that have all the tones in common except one. For instacne: Scale of C has no flats or sharps; Scale of G has in its scale F; for *seven* instead of F, while the C Scale has F for *four* of its scale. The F Scale has B₂ in its family, which is not in the C scale; B₇ is *four* in the F Scale; there is no B₂ in the C Scale, but we have B *seven* in that scale.

203. Why is F[#] first introduced in the G Scale?

Because we could not build a complete scale without using F_{π}^{*} for seven of that scale, in order to make a major second from six to seven, and a minor second from seven to eight.

204. Why is B₂ first introduced in the F Scale?

Because a perfect scale could not be built from F as the Tonic without making a *minor second* from *three* to *four*, which would be from

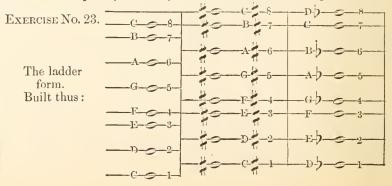
A to B; and hence we are compelled to dismiss B, and take B_2 . By so doing, we have not only made the interval correct from *three* to *four*, A to B_2 , but from *jour* to *five*, B_2 to C; have remedied another error that would have occurred without this flat.

205. Does this order of flating and sharping hold good in all scales?

It does. Whenever any scale is called for, use flats or sharps until your intervals are all like the intervals of the Model Scale—making no difference what point you start from, even if it were C==, or any other double sharp or double flat.

LESSON XXII.

206. What other manner of scale building may be introduced to illustrate more plainly to the eye the use of flats and sharps?



207. If we were to continue building scales after the order of the example above until twelve scales were built, how many ors would occur?

Five; and these would seem to occur where the major seconds occur in the Model Scale, thus producing the intermediate tones, which constitute the Chromatic Scale fully; and a scale may be built upon about half the amount of force of the Staccato. It is the medium beany point of the Chromatic Scale.

LESSON XXIIL

DYNAMICS.

208. What is an organ tone?

A tone commenced and performed with the same degree of power to the end, and is indicated thus: ____, and takes its name from the organ pipe, which produces but one degree of power.

209. What is a Crescendo or Cres?

A tone commencing softly and gradually increasing to loud, and is

210. What is a Diminuendo?

A tone beginning loud and gradually decreasing to soft, and indi-

211. What is a Swell?

The union of Crescendo and Diminuendo, and indicated thus: - of music together? 212. What is a Pressure Tone?

A very sudden Crescendo, and indicated thus: <.

213. What is an Explosive Tone?

One produced forcibly and suddenly and diminished instantly, and indicated by the term, Forz, Frz, or >.

214. What is a Hold or Pause?

cates a longer time to be allowed to that note-to be prolonged at the belongs exclusively to the female voice, or boys in alto. discretion of the leader. Where this occurs, the class of performers will direct their eves to the conductor, and concentrate to his move- what is the arrangement? ments. The character is made thus: ... Whenever it occurs over a bar, there will be a cossation of movement over the bar, being governed by the nature of the music and words preceding or following.

215. What is a Legato Mark?

Something like this: _____. If there be several notes connected by are on the same degree.

216. What is a Staccato Mark?

Made thus: **1**, and significs that a sudden forcible sound be produced. 217. What is a Marcato?

Made thus: --- a dot over or under a note, and performed with tween Staccato and Legato.

218. How many Registers has the male voice?

Two-the chest and medium. In order to produce tones in the medium register, the breath must be directed to the upper front teeth. When thus directed, the tone is mixed, and said to be in the medium register.

219. How many Registers have female voices?

Two-the medium and head registers. While males perform the most of their lower octaves in the chest, if the females were to perform the same tones, or endeavor to imitate the same, they would be produced in the medium register or their lower register. If the females sing in their upper register in imitation of the medium in males, it produces what is termed the head register in females. The head register is effeminate-belongs to them alone; however, boys before puberty, or the change of their voices, sing in this register.

220. Is it proper for gentlemen and ladies to sing the same part

It is not; because it would produce a conscentive octave, which is not admissible in harmony; and hence the ladies' voices belong properly to Soprano and Alto or Contralto, and the males' voices to the Bass and Tenor.

221. If there be three or four Staves used, and three clefs to the music, which is the Tenor Bass, etc.?

If there are three Staves, and the C Clef is used for the Tenor, It is a Slur with a dot under it; is placed over a note, and indi- high male voice, and the F Clef for the low male voice, the G Clef

222. If there be only two Staves, and two parts on the staff, then

The Bass then takes the lower part on the F Clef Staff, the Tenor the higher part. The Soprano the higher part on G Clef, and the Alto the lower part.

223. What precautions should be observed by all in singing?

Ladies are cautioned against carrying the chest tones above F it, the voice must glide gracefully from any one to its succeeding tone. Sharp for the benefit of the voice; and gentlemen must not attempt This character is sometimes called a tie-when all the notes embraced the head register, to imitate the female voice, if they would not lose *caste* in vocal performance.

LESSON XXIV.

224. What would be a good exercise to unite the ehest and medium registers of male voices?

Let them perform tones belonging to E, first line of C Clef Staff, and B, third line of the same staff, performing E loud and B softly; performing these tones until ease is acquired in uniting the registers to throat, foreing the larynx down as far as possible, and forcing the root any vowel sound—a, as in father, preferable.

225. When should breath be taken in this exercise?

Immediately after the performance of tones E and B, blended togetlier each time.

226. May we not lessen these intervals and unite the registers, as from E to A, and from E to G, or from F to G?

This may be done by eare. Every student might practice such syllable la, or ha, ha, ha. exercises daily, making, in every performance, the lower tones loud, and the higher tones softly.

head register tones?

From D, fourth line, to G, sixth space of G Clef Staff in Seale of G, in eighth notes, several times, rapidly.

228. What is a good exercise in mezzo soprano voices in medium register?

From E to B, in rapid succession, taking in all the intermediate tones in the E Scale. From C, fourth space upward, should invariably be performed in the head register.

229. What would be a good exercise for bass or high baritone voiees in chest register?

From G, first line F Clef Staff, to G, fifth space, quadruple time, eighth notes, rapidly and repeatedly, to the syllable ah, to get enuneiation well, and to syllable sca, to acquire a good habit of uniting consonants and vowels, or of uniting emotion with thought, as vowels are the emotional elements of the language, and consonants are the thought elements.

230. What is a good exercise for contralto voices?

From A, second added line below, to G Clef Staff, up to G, second line, in $\frac{2}{4}$ movement, eighth notes, to syllable la or sca, for getting active use of the tongue, etc.

LESSON XXV.

231. In order to form somber tones by male voices, what kind of an exercise should be used?

Produce tones to F Clef Staff from C to F, whole notes, very slow and softly, with the syllable oo, by rounding the lips, distending the of the tongue forward toward the mouth, making as wide an opening in the throat as ean be made, assuming a mournful countenance, and the tones will be somber.

232. How may elear tones be produced in tenor voices?

Exercise in tones from C, added line below, in C Clef Staff, up to C, fourth space, in $\frac{4}{4}$ movement, eighth notes, as rapid as possible, to

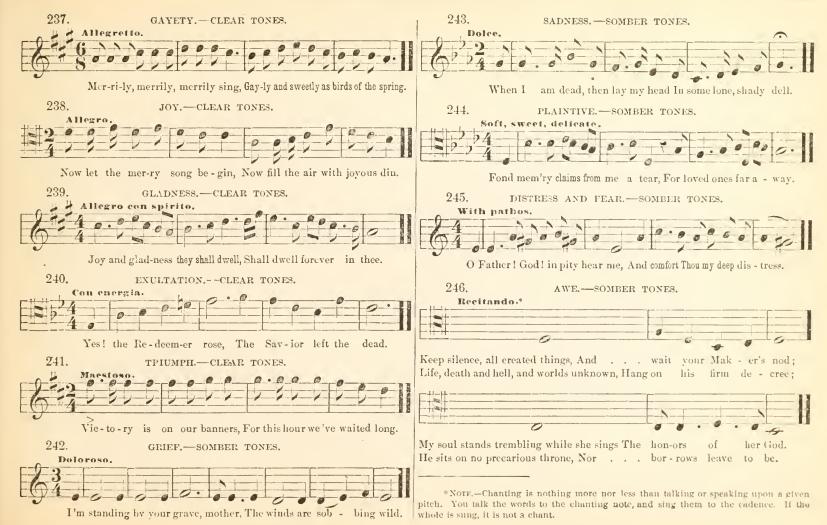
233. How are clear tones produced in the throat?

The larynx is forced up, the root of the tongue forced back, mak-227. What would be a good exercise for mezzo soprano voices in ing the space as small as possible between the root of the tongue and larynx, assume a smiling countenance, and the work is done.

> The following examples will illustrate some of the different modifications of clear and somber tones, and the adaptation of tone quality to sentiment:



3-1-1



LESSON XXVL

HARMONY.

247. What is a Concord?

The agreement of two tones performed simultaneously.

248. What is a Discord?

The disagreement of two tones performed at the same time.

249. What tones produce Discord?

Those that are a second, a fourth, or a seventh apart.

250. What tones produce a Concord?

Thirds, fifths, sixths, and octaves.

251. Why do two tones, the interval of a second apart, produce a disagreeable effect upon the ear; while two tones, the interval of a third apart, produce an agreeable effect?

Musical sound being communicated, from the substance producing are called changing notes. it to the ear hearing it, by means of the air as a conductor, and high sounds in pitch producing more rapid vibrations of the atmosphere than the lower sounds, the difference is to be attributed to the comparative giaturas, as eighths in some phrases are turned into fourths, preceded by rapidity of the vibrations in the two tones, which are sounded together.

252. What must be the ratio of one to the other to produce concords?

To produce concords, the simple ratio of 1 to 2 must be produced, as from C to C, an octave; the upper C having twice as many vibra-plained by an after note. tions as the lower C, which is a perfect concord, 2 to 3, as from C to G, or fifth, G producing three vibrations, while C produces two. The unison, fifths an l octaves, are perfect concords, because the ratio of the vibrations of one tone to the other is so simple.

253. What is the difference between thirds and sixths in their ratio?

sixth, C to A, as 3 to 5; are not so simple as the above perfect concords, and arc termed imperfect concords.

254. What is the ratio from C to D, a second?

ratio is as 8 to 9.

255. What is the ratio from C to F, a fourth?

C produces three vibrations, while F produces four; ratio as 3 to harmony. 4, and is more simple than the second; hence, is not so unpleasant a discord as the second, and is admitted in composition.

256. What is the ratio of C to B, or the discord of the seventh? opposite to each other on the staff.

The discord of the seventh, as from C to B, is as 8 to 15, C producing eight vibrations, while B produces fifteen.

257. Arc discords ever used in composition?

They are sometimes used by transition, suspension, syncopation, or addition.

258. Are the discords of suspension and syncopation regularly prepared?

They must have a regular preparation, else they may occur where much injury to the composition might arise.

259. Do the discords of transition and addition require any prepr aration?

As their names imply, they need no preparation.

260. Where are notes of irregular transition often found.

They often occur on the strong accented parts of the measure, and

261. What change has occurred in modern from ancient music?

In modern, all the discords of transition are reduced to Appoggrace notes.

262. What are the two intermediate discord notes between the tonic and the dominant descending termed?

They are discords of regular and irregular transition, and are ex-

LESSON XXVIL

HARMONY OF THE TRIAD.

263. If a Melody is the agreeable effect arising from a single part The chord of third, from C to E, rates as 4 to 5; and chord of in music, what may the union of two or more melodies be called?

Two melodies, arranged according to the laws of Acoustics-so that the tones performed at the same time produce an agreeable effect upon the ear-is termed a partial harmony: three would be more per-C produces eight vibrations, while D produces nine; hence, the fect, and four melodies would produce complete harmony.

264. Was not harmony formerly considered synonymous with melody?

Anciently, it was; and Counterpoint was applied to what we call

265. What is the term Counterpoint derived from?

From the ancient points or notes, which were placed counter or

266. What are the different combinations of tones in harmony termed?

Chords.

267. What does the union of any tone with its third major or minor, and its perfect fifth, form?

The harmonic Triad, or common chord.

208. What does Triad in music signify?

and fifth from the lowest.

269. When is this Triad termed major or minor?

According to the nature of its third; if the third from the lowest be a minor third, the Triad is minor; if the third is major, or has two major seconds in it, it is a major Triad.

270. Beside the major and minor Triads, which are termed conso- or the fifth of the Triad, what is it termed? nant, what other Triads are found in use?

Two dissonant Triads are to be found in use-one diatonic, the other ehromatic.

271. What letters compose the diatonic dissonant Triad?

The diatonic dissonant or diminished Triad-B D F-consists of two minor thirds.

272. Of what does the chromatic dissonant Triad, or superfluons Triad, of the chromatic scale, consist?

It eonsists of two major thirds-C, E, and G sharp.

273. How do the major and minor Triads change by flatting or accompaniment. sharping their Triads?

The major Triad becomes minor by flatting its third, and the minor Triad becomes major by sharping its third.

274. Of what are the consonant Triads formed?

Of two dissimilar thirds-major and minor united.

275. Of what are the dissonant Triads formed?

or major.

276. In the natural Diatonic Seale, how many consonant Triads are to be found?

Six—three major and three minor.

277. What is the prime or lowest tone of the Triad ealled?

The fundamental or radical base, or simply the root may be adopted; sion of the dissonant Triad. and from these six different Triads are derived the root, or different keys in music, besides the natural key.

278. How do we obtain the roots of the two consonant Triads?

The roots of the consonant Triads are easily understood, as every radical base must have a perfect fifth; but the roots of the dissonant Triads can not be explained till the nature of discords is known.

279. How many positions are assumed when the three tones of the Triad are taken as an accompaniment?

Three,—the first, that of third, fifth, and eighth; the second, that Three different tones combined together at a distance of a third of fifth, eighth, and third; the third, that of eighth, third, and fifth.

LESSON XXVIII.

INVERSION OF THE TRIAD.

280. When the lowest note, instead of being the root, is the third

Such is called Inversion.

281. How do the inversions of the Triad differ?

According to their positions, as the former relate to the whole harmony, including the bass; the latter, to the accompaniment alone, independent of the bass.

282. How many positions has every Triad?

Every Triad has three positions, but only two inversions.

283. When the root is in the bass, what is the chord called?

The chord is called Direct, whatever may be the position of the

284. Which is the first inversion?

The chord of the sixth is the first inversion of the Triad-when the bass tone becomes the third of the harmony instead of the root.

285. How is this chord in the figures of thorough bass expressed?

By a figure 6, to which also belongs the third of the lowest note; and, in the practice of counterpoint, the octave of the lowest note is The dissonant Triads are formed of two similar thirds, both minor cither emitted, or, if four parts are requisite, the sixth or the third may be doubled.

286. What effect does a stroke through the figure 6 have in thorough bass?

It elevates the tone for the sixth note from the bass a chromatic minor second; and when used in a minor sixth, makes it the first inver-

287. When the same mark occurs on a major sixth, what effect is produced?

It makes it the first inversion of the altered Triad.

288. By what means will these two chords hereafter be distinguished?

By the names of sharp sixth, and extreme sharp sixth—the first accompanied by a minor, and the second by a major third.

inversion of the Triad?

When the bass note is the fifth of the harmony instead of the root, 290. How is it expressed in thorough bass?

By a 4 under a 6, and in four parts. The three positions of the or minor. Triad are used as its accompaniment without any regard to the inversion of one note or the doubling of another.

LESSON XXIX.

DIRECT AND CONTRARY MOTIONS.

291. What is essential to be explained before the harmonical suc- may be contained in this scale? cession of the Triads can be rightly understood?

Two different motions of the parts which constitute harmony, viz: note being common to both—can not decide the key. the direct and contrary motion.

292. How do the parts move in direct motion?

The different parts move the same way, ascending or descending.

293. How does contrary motion differ from direct motion?

In the contrary motion one part rises while the others fall.

294. What may be obtained by a knowledge of the different motions?

By a knowledge of these two motions, the power of avoiding many harmonical irregularities may be obtained.

295. What rules of harmony should be strictly observed in composition?

1st. All consecutive octaves and fifths must be avoided in the direct motions.

2d. All unnecessary skips are to be avoided, and all the chords are to be taken as closely as possible.

3d. In the third place, all *false relations*—such as the extreme sharp second—are disallowed, unless for the expression of some particular effect.

strictly avoided; every major interval ought to ascend, and every minor tion with each other. interval should descend,-that is, the part in which those intervals are found in combination, is to risc after the major and fall after the minor. descending, what progressions are often employed?

LESSON XXX.

HARMONICAL PROGRESSION.

296. How shall we use the term progression in this lesson?

In contradistinction to the term inodulation, to signify that succes-289. When is the chord of the fourth and the sixth the second sion of Triads, or perfect chords, which, by being confined to the scale of the original key, only admits the tonic and its two attendant harmonies, occasionally interspersed with the relative tonic and the two harmonies attending on that scale, whether the original mode be major

> 297. If a change in the relative scale implies a partial modulation when the new scale remains undecided by the omission of the leading note, what becomes of the original tonic?

> It still continues a predominant tone, and the term progression will be retained.

> 298. If the scale consists of seven different notes, how many Triads

It is evident that two Triads, which only contain five notes-one

299. If three different chords be taken, how is the key decided?

By the progression of tonic, subdominant, and dominant.

300. How are the motions of the radical bass or roots of chords reducible?

To six,-and divided into three different classes.

301. What is the first class?

The dominant motion, or ascent of the fourth or fifth.

302. What is the second class?

The mediant motion, or ascent of the third or sixth.

303. What is the third class?

The gradual motion, or ascent of the second or seventh.

304. The dominant is the foundation of what cadence?

The perfect and imperfect cadences, as the gradual motion is o. the false and mixed cadences.

305. Of these motions, which are regular and which irregular?

The dominant and the mediant are regular, having a tone common 4th. All the irregular motions of the parts in harmony must be to both chords; the gradual is irregular, as the chords have no connec-

306. When the melody moves regularly by degrees, ascending or

3-18

A descending melody, as rising fourths and falling fifths; an ascending melody by rising fifths and falling fourths, or descending melody by rising thirds and falling fourths, and ascending melody by rising fourths and falling thirds; and again, ascending melody by rising seconds and falling thirds, or descending melody by rising seconds and falling fourths.

LESSON XXXI.

INVERSION OF HARMONIC INTERVALS.

307. When is an interval said to be inverted?

When its lowest tone is transposed an octave higher.

308. What does a second, third, etc., become by inversion?

By inversion, a second becomes a seventh, a third becomes a sixth, a fourth becomes a fifth, a fifth becomes a fourth, a sixth becomes a third, and a seventh becomes a second.

309. What will any minor or major interval become by inversion?

A minor interval becomes a major by inversion, and a major becomes a minor interval.

310. What change is made between extended and diminished intervals by inversion?

The extended interval becomes diminished, and the diminished becomes the extended or augmented interval.

311. How many bases has every inversion of a chord?

Every inversion of a chord has two bases—a root base and a real chord of the tonic. base.

312. What is the lowest tone in the chord in its direct position?

The root base is the lowest tone of the chord in its direct position, and the real base is the lowest tone in the inversion of the chord.

and which the real base?

C is the root base, and E the real base; and to find the root base the relative minor? to the first inversion of any chord, count three degrees below the real base, including the real base.

314. In four-part music, which is usually added to the real base? The octave of the real base is usually added.

arc the figures used to express the chord in thorough bass?

3, 5, and 8,—E being the real base, from E to G is 3, and from C unnecessary to give them in this epitome of harmony. to G 5 and C to C 8.

LESSON XXXII.

THE DOMINANT SEVENTH, ITS RESOLUTION AND INVERSION.

316. What is the dominant seventh?

The common chord of the dominant-fifth of the scale-with the seventh added, is termed the dominant seventh.

317. Of what is the dominant seventh composed?

Of a major third, perfect fifth, and the minor seventh. Wherever this order of intervals occurs it constitutes the dominant seventh.

318. Can it occur upon any other than the dominant (fifth) tone of the scale?

It can not; hence, there can be but one dominant seventh in each scale, as there is but one dominant (fifth) tone in each.

319. What will the student perceive in the examination of the above statement?

That the chord of the dominant seventh passes into the common chord of the tonic, and is termed resolution.

320. To get into the common chord of the tonic, how do we proceed? From the root, G, we ascend a fourth, or descend a fifth, and the third, B, has to ascend a minor second to the octave of the tonic.

321. What, then, becomes of D, the fifth from G?

It has to descend one major second to the octave of the tonic, C; and the seventh, F, has to descend a minor second to E, the third in the

322. How may we resolve it into the common chord of the tonic in the relative minor?

First, by the chord of C, E, G, C-3, 5, 8; next, G, D, F, B-5, 7, 3; next, A, C, E, C-5, 3; next, G, B, D, F-3, 5, 7; and, 313. If C, E, and G form a common chord, which is the root base, lastly, A, C, E-3, 5. This is termed an interrupted resolution.

323. Give us another method of resolving the dominant seventh in

Let G, the dominant, ascend a third to E; let G's third, B, ascend a minor second to C; then the fifth, D, descend a major second to C; and the seventh, F, ascend a major second to G. In this resolution, the seventh, contrary to its natural tendency, ascends. When the seventh 315. If C, E, G, and C be the chord in the four-part music, what ascends in the chord direct, the root must move down in a contrary direction. There are other resolutions of this chord, but we deem it

DICTIONARY OF MUSICAL TERMS.

Accelerando-with gradually increasing velocity. Accent—the force or stress placed upon a note to mark its place and relative Adagio, or Adasio-very slow. [importance in the measure. Ad Libitum-at pleasure. Affetuoso-with tenderness and pathos. Air-see soprano. Allegro-quick, lively. Allegretto-less quick than Allegro. Assai-verv, extremely. Andante-gentle, distinct, rather slow, and yet connected Andantino-somewhat quicker than Andante. Animato, or Con Animo-with fervent, animated expression. Ardito-with ardor and spirit. Arisso-in a light, airy, singing manner. A Tempo—in time. Antiphone-music sung in alternate parts. Agitato-with agitation. Alto-the lowest part for females. Ben Marcato-in a pointed and well-marked manner. Bis-twice. Brillante-brilliant, gay, shining, sparkling. Baritone-a male voice intermediate in pitch between the tenor and basso. Basso-the lowest voice among men. Bass-the lowest part in a musical composition. Cantabile-in a graceful, singing style; a pleasing, flowing melody. Canto-the treble part in a chorus. Cadence-closing strain; also a fanciful extemporaneous embellishment at Choir-a band of singers. [the close of a song. Con-with. Con Animo-with animation.

Con Energia—with energy. Con Fuoco—with ardor, fire. Con Expressione—with expression. Com Impeto—with force, energy. Con Moto—with motion. Con Spirito—with spirit, animation. Coro—chorus. Conductor—one who superintends a musical performance. Contralto—the lowest female voice. Crescendo—with a gradually increasing power of tone.

Da—for, from, of. Da Segno—repeat from the sign. Da Capo—from the beginning. Declamando—in the style of declamation. Decrescendo—diminishing, decreasing. Diminuendo—same as Decrescendo. Di Molto—much, or very. Divoto—devotedly, devoutly. Dolce—soft, sweet, tender. Dolcroso—in a plaintive, mournful style. Duet, or Duo—a two-part song.

E, and *Elegante*—clegance. *Expressivo*—expressive.

Fine, Fin, or Finale—the end. Forte—loud. Fortissimo—very loud. Forzando, Forz, or F_{z-a} sudden increase of power: \prec Fugato—in the fuge style.

Giusto—in just and steady time. Grazioso, or Grazio—smoothly, gracefully. Grave—slow and solemn.

Impeto—with impetuosity.

Larghetto-slow, but not so slow as Largo. Largo-slow. Largomournful, pathetic. Legato-close, gliding, connected style. Lentando-gradually slower and softer. Lento-slow.

Ma-but. Maestoso-majestic, majestically. Marcato-strong and marked style. Moderato-in moderate movement. Mezzo Voce, Mez, or M-medium tone of voice. [than the Contralto. Mezzo Soprano-a female voice of lower pitch than the Soprano, and higher

Pastoral—applied to graceful movements in compound time. Primo—the highest part in music. (See Soprano.) [sound to another. Portamento—the manner of sustaining and conducting the voice from one Presto—quiek. Prestissimo—very quick.

Quartette—a four-part song. Quintette—a five-part song.

Rallentando, or Rall—slower and softer by degrees. Recitando—a speaking manner of performance. Recitative—musical declamation. Ritardando, Ritard, or Rit—slackening the time. Resoluto—with boldness and resolution.

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RUDIMENTAL LESSONS.-SUPPLEMENTAL.

1. What is the least appreciable difference between the pitch of any two tones?

The difference of a minor second.

2. Why called a minor second?

Because, having heard any tone as the first, the next one just above is the second.

- 3. As minor means less, is there such a thing as a major second? There is: two minor second intervals are equal to one major second interval. Remember intervals are not degrees.
- 4. In producing two different pitches, which is the more natural to the voice, the major second interval or the minor second interval? More frequently the major second interval, yet, at certain points, the minor second interval is equally as natural for voices to pass over.
- 5. This leads us to a successive order of different pitches called the scale. What is the nature of this order of pitches? The scale is a series of tones from one to eight: the eighth being so agreeable in pitch with the first it is called by the same name.
- 6. There being eight tones to complete the scale, how many natural distances would there be and what their nature?

There would be seven intervals—five major second and two minor second intervals: from 1 to 2, 2 to 3, 4 to 5, 5 to 6, and 6 to 7 would be major second intervals, and from 3 to 4 and 7 to 8 would be minor second intervals.

- 7. Why are not all intervals the same, cither major or minor? Because the ear naturally demands them in the above form.
- 8. Two minor seconds being equal to one major second interval, do we not omit or pass over intermediate tones with every major second interval?

We do: the five major second intervals in the scale are equal to ten

minor second intervals, and the two minor second intervals added would make twelve minor second intervals in the scale.

9. Then how many different pitches really exist in the compass of the scale?

Twelve: the eighth spoken of above being the thirteenth in the artificial or chromatic scale.

- 10. Do we have any practical use for the seale by minor seconds? Only in the octave form, using eight of the thirteen to complete the natural or diatonic scale.
- 11. What tones of the chromatic scale compose the tones of the diatonic scale?

The 1st, 3d, 5th, 6th, 8th, 10th, 12th and 13th or first again.

- 12. How are the tones of the diatonic scale numbered? They are called 1, 2, 3, 4, 5, 6, 7, 8, or 1 again.
- 13. We now see when the major second intervals and the minor second intervals naturally occur in the diatonic scale, the 1st, 3d, 5th, 6th, 8th, 10th, 12th and 13th of the chromatic scale being the 1st, 2d, 3d, 4th, 5th, 6th, 7th and 8th of the diatonic scale.
- 14. How are the different pitches represented to the eye? By means of lines and spaces called the staff.
- 15. How is the staff arranged to represent all the different pitches? Formerly by parallel lines and spaces, each line and space being a degree of a major second interval apart, except where 3 and 4 and 7 and 8 occured being only a minor second interval apart.
- 16. How is the staff now arranged to represent the different pitches in the new edition of this work?

According to the nature of the different pitches—in degrees a minor second interval apart—having a different degree for every different pitch in the chromatic scale.

- 354
- 17. How does this compare with keyed instruments? Exactly in accordance with them, the lines representing the black keys

and the spaces the white keys.

- 18. How many differently named white keys are on keyed instruments? Seven: representing the seven different pitches in the diatonic seale.
- 19. How many differently named black keys are there? Five: named by ten names—by sharps from the white keys below them, and by flats from the white keys above them.
- 20. Are the lines and spaces of the new staff named in this order? They can be known in this way; yet we prefer to know them by twelve different names, viz.: (see diagram, p. 1.)
- 21 Why do we prefer twelve names instead of seven and five flat or five sharp names?

Because there are really twelve different pitches—we should have a different name for every different pitch.

- 22. Can we flat or sharp the pitch of any tone?We can not: the idea is absurd, and such names inconsistent.
- 23. Why, then, have such names been in use so long? Simply because the old form of the staff could not possibly have a different degree for every different pitch of a minor second, hence musicians were compelled to use the same degree for different pitches, and the same pitch on different degrees of the staff.
- 24. There being four parts or voices in musie, viz.: Base, Tenor, Alto and Treble, how are they represented on the staff? Formerly by a base or F clef staff, a tenor and treble or G, or C elef staff, the base staff being lettered differently from that of the tenor and treble staves.
- 25. What is the arrangement in the new form?

There are two compound staves, lettered exactly alike, viz.: the base and teror staff, and alto and treble staff. The base and tenor for male voices, being an octave lower in pitch than the alto and treble for female voices. (See diagram.) 26. What notation is used in the new form in this work?

Messrs. Fillmores' Figured Notation and Hood's Harmonic Notation; all the notes being round for the instrumentalist, with figures or marks in them, corresponding with each number of the diatonic scale, for the convenience of the vocalist in sight reading, and Aikin Seven Shapes.

- 27. How many different scales or keys can we have? As many as there are different pitches, viz.: twelve.
- 28. As there can be twelve different seales, or keys, in diatonic form, is there any other than one form of the diatonic seale? There are two forms of the diatonic seale.
- 29. What is the name given to the form above mentioned? The major diatonic seale.
- 30. What is the name of the other form? The minor diatonic scale, (see p. 16,) having minor seconds in different places.
- 31. Can we have as many minor seales, or keys, as major? Just as many.
- 32. How are the keys, major or minor, numbered?
 From one to twelve, viz.: A, 1; B, 2; C, 3; D, 4; E, 5; F, 6; G,
 7; H, 8; I, 9; J, 10; K, 11; L, 12.
- 33. Are there any other than the regular order of tones of the scale ever used in composition?

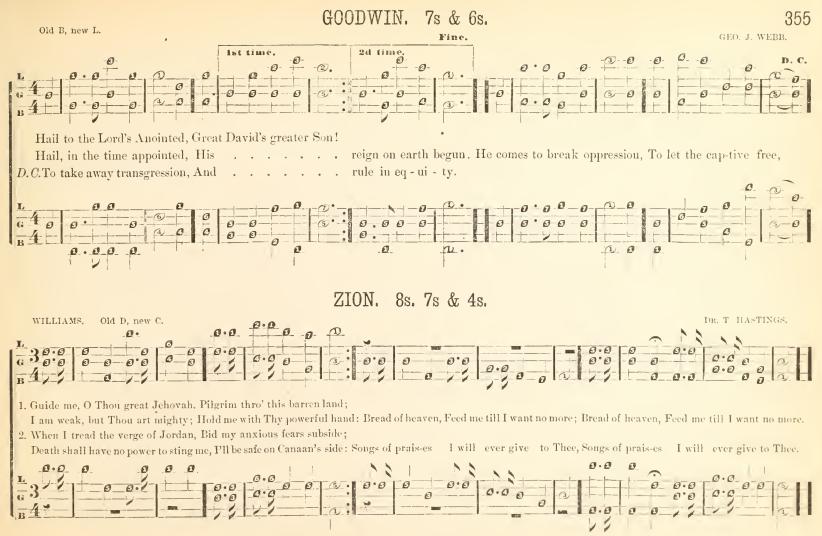
Tones of another scale, or key, are frequently substituted, temporarily, to heighten the effect or give variety.

34. What is the sign given for the substitute?

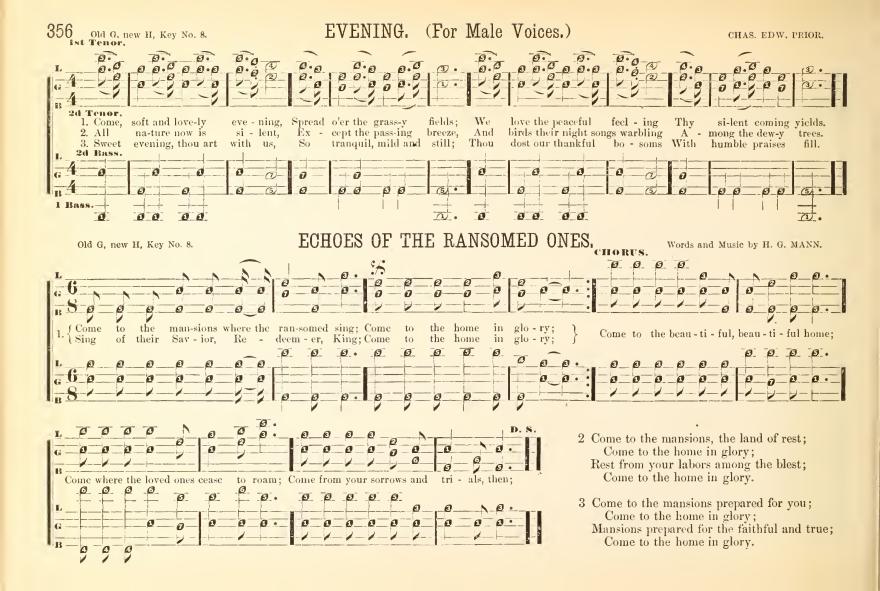
A dot placed on the degree of the omitted tone, just preceding the note of the substituted tone.

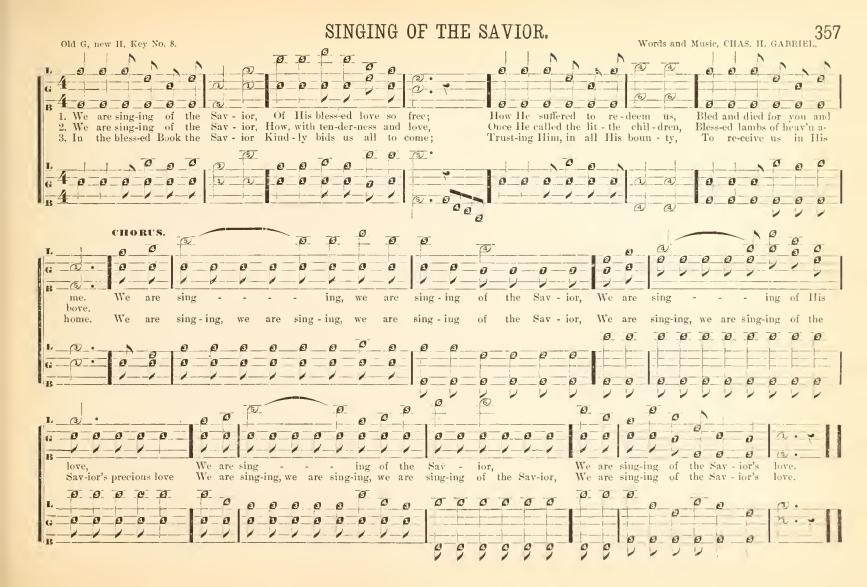
35. What name do we give a substituted tone?

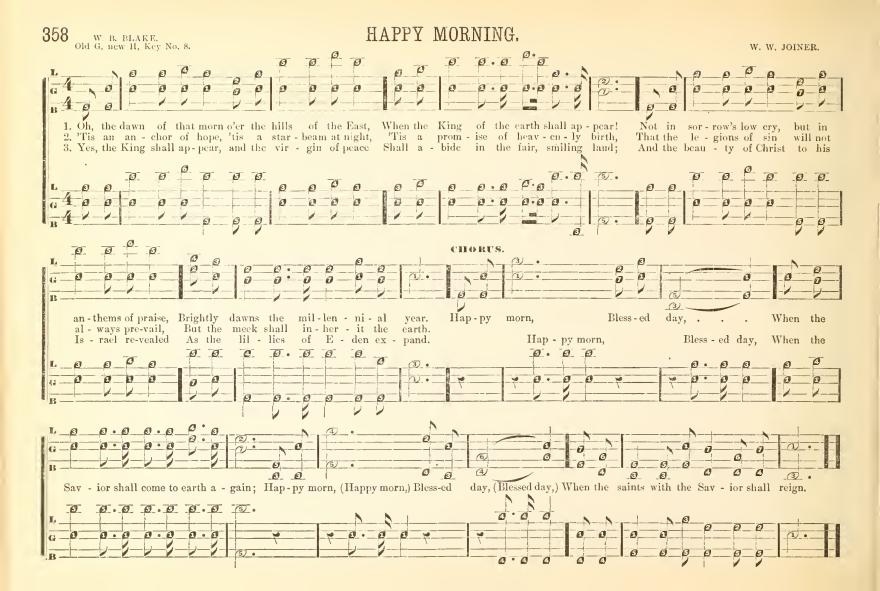
A temporary relative name (syllabic or numerical) in honor of its omitted predecessor, as fa to fi, la to li, &c., if above dot, and fa to fe, if below the dot, ehanging sound of A to C as in Italian.

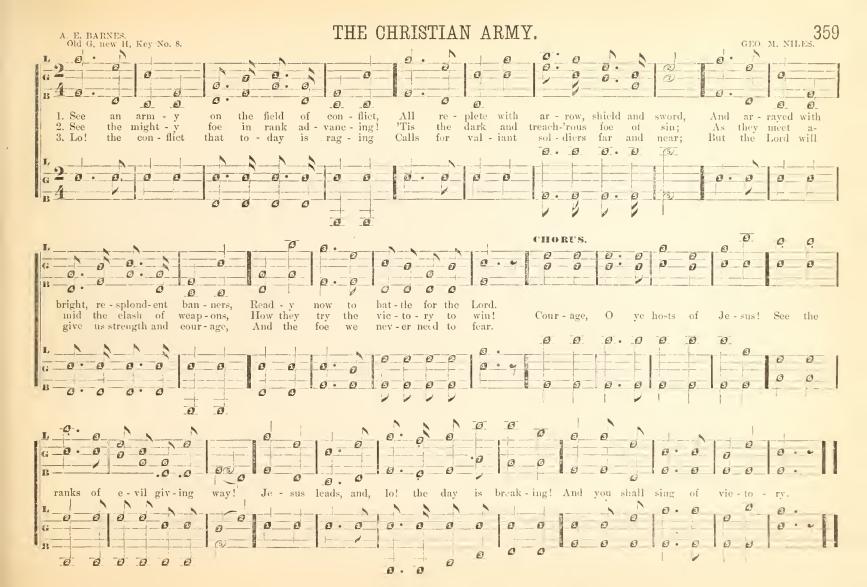


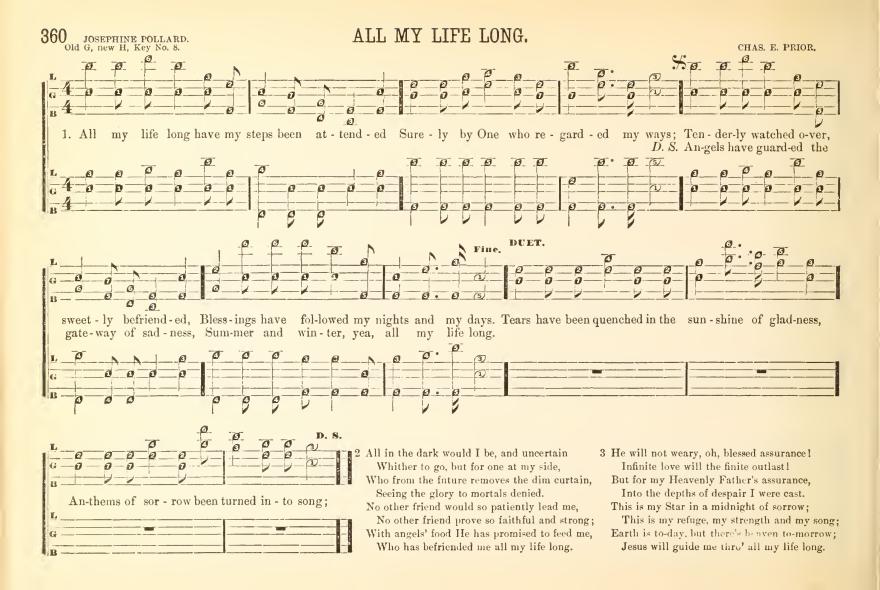
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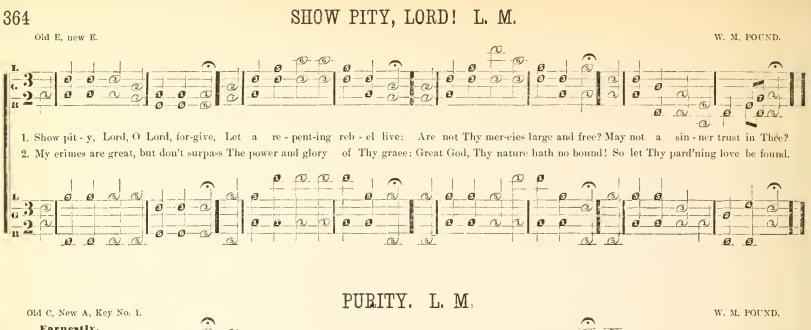






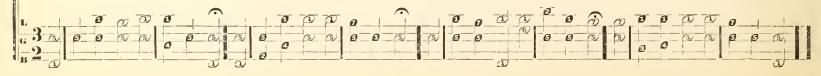
362 Old E flat, new D,	ON JORDAN'S STORMY BANKS. No. 2. "Thine eyes shall behold the land."—Isa. 33 : 17. Chorus and Music by C. E. POLLOCK, by per.
2. O'er all these wide $ex - tend - ed$	stand, And cast a wish-ful eye To Canaan's fair and hap-py land, Where my pos-sess-ions lie. plains Shines one e - ter - nal day; There God, the Son, for - ev - er reigns, And seatters night a - way. place, And be for - ev - er blest? When shall I see my Father's face, And on His bo-som rest? I soul Would here no long-er stay; Though Jordan's waves a -round me roll, Fear-less I'd launch a - way.
$ \begin{array}{c c} \mathbf{L} & \mathbf{O} \\ \mathbf{U} & \mathbf{U} \\ \mathbf{U} \\ \mathbf{U} & \mathbf{U} \\ \mathbf{U} \\$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	bliss $e - ter$ - nal When we reach the oth - er shore, the oth - er shore. When we reach the oth - er shore, When we reach the oth - er shore, the oth - er shore. 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -





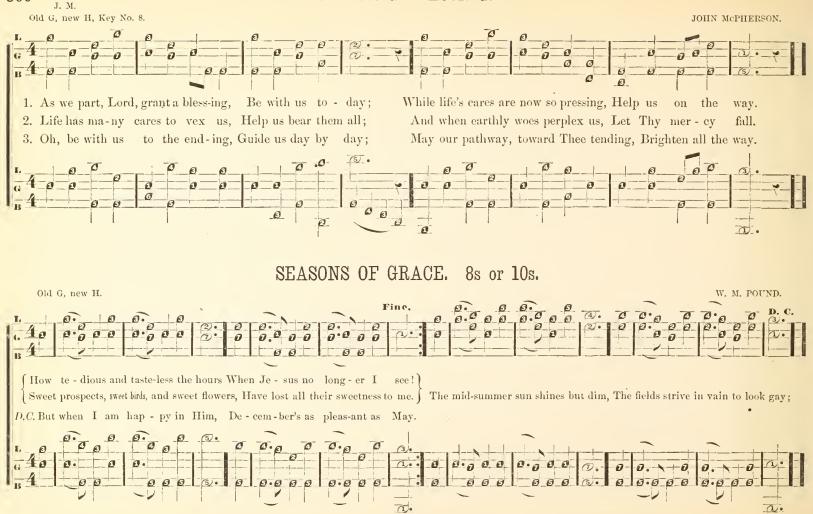


So let our lips and lives ex-press The ho - ly gos-pel we pro-fess; So let our works and virtues shine, To prove the doe-trine all di-vine.
 Thus shall we best pro-claim a - broad The hon-ors of our Sav-ior God, When His sal - va-tion reigns within, And grace subdues the power of sin.
 Our flesh and sense must be de-nied, Pas-sion and en-vy, lust and pride; While justice, prudence, truth and love, Our in-ward pi - e - ty approve.
 Re - li-gion bears our spir-its up, While we ex - peet that bless-ed hope, The bright appearance of the Lord, And faith stands leaning on His word.





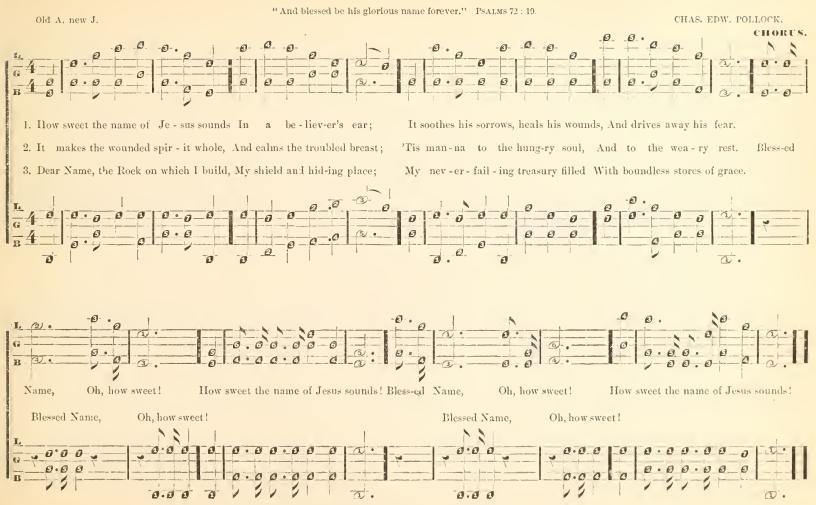
PARTING BLESSING.



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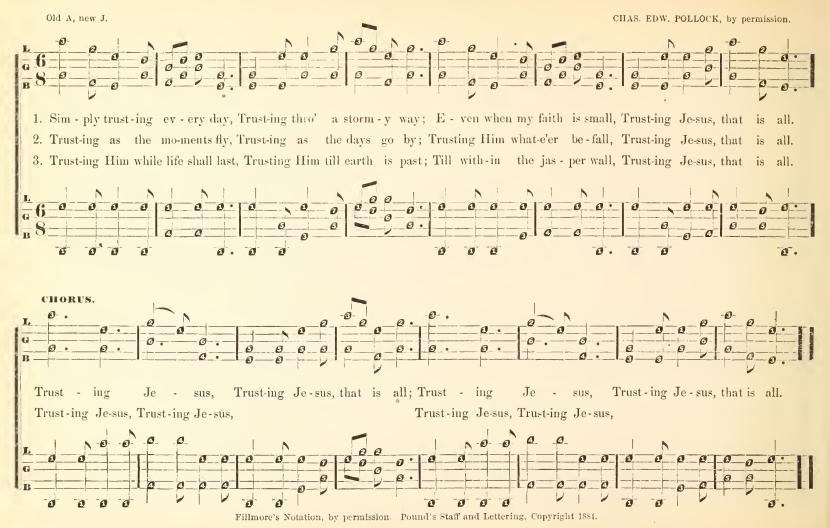
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TRUSTING JESUS.

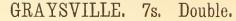


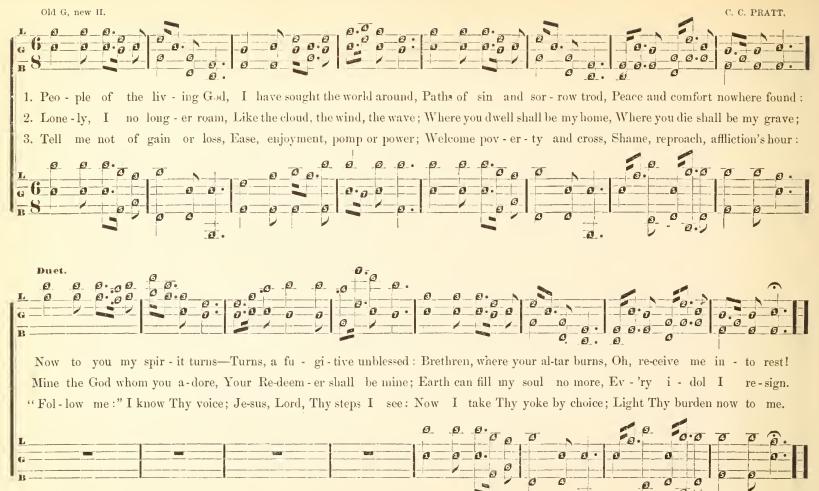
JESUS, LOVER OF MY SOUL. No. 2.

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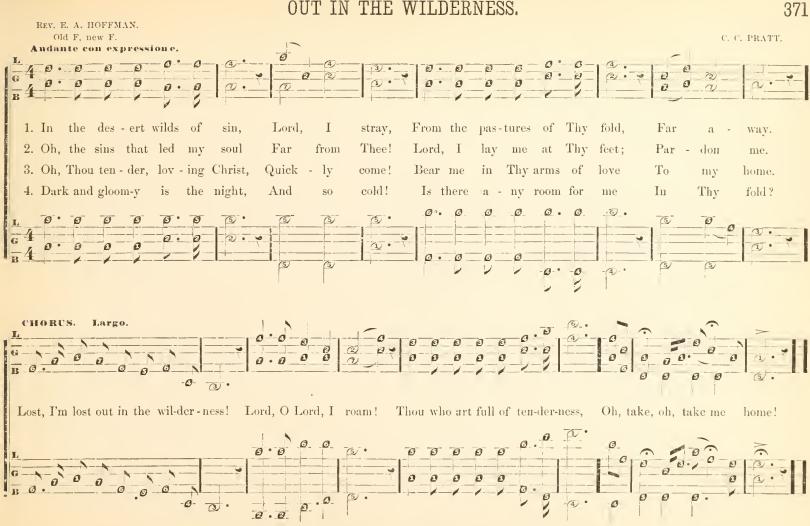
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OUT IN THE WILDERNESS.

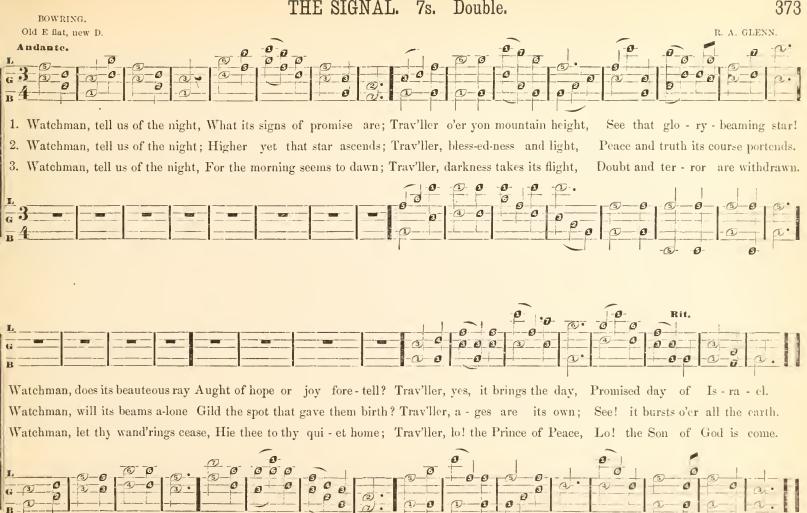


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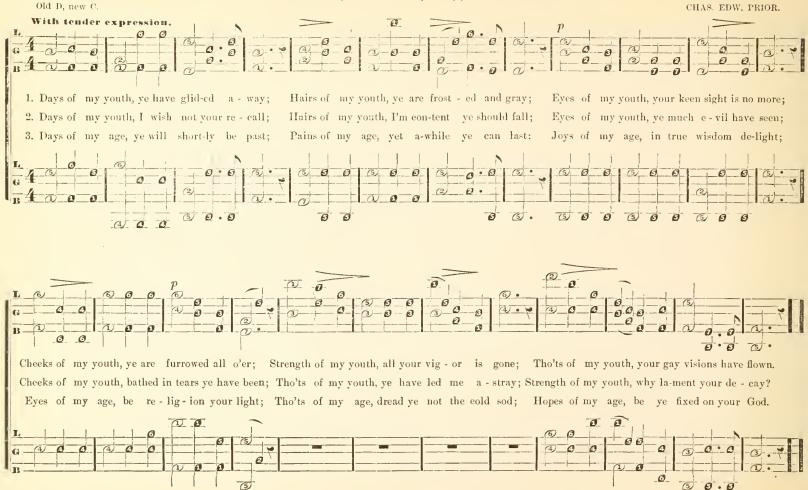
THE SIGNAL. 7s. Double.



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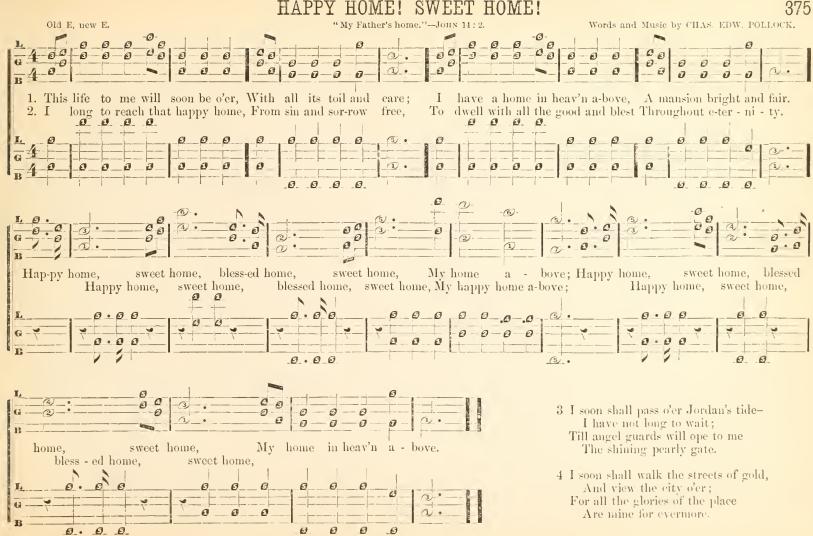
DAYS OF MY YOUTH.

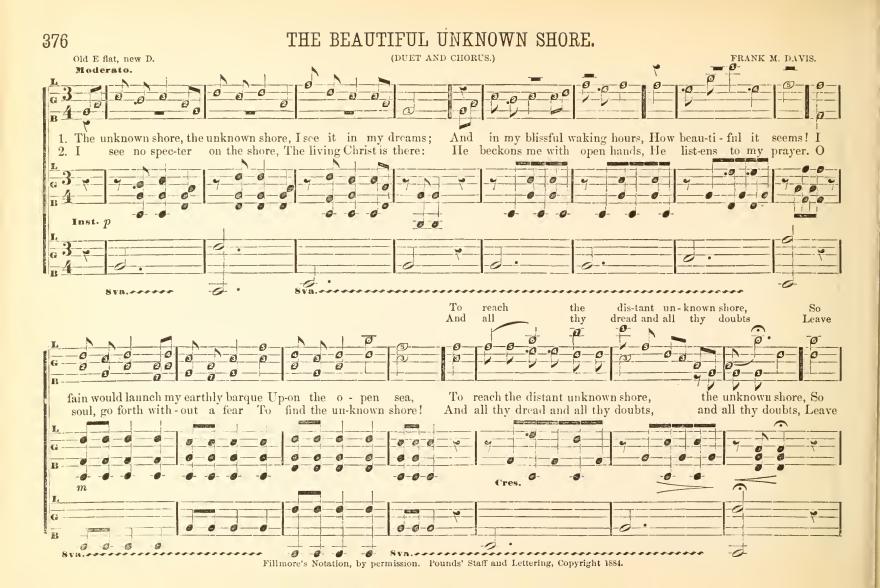
"Remember now thy Creator in the days of thy youth."-EccLES. 12:1.



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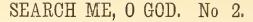
HAPPY HOME! SWEET HOME!



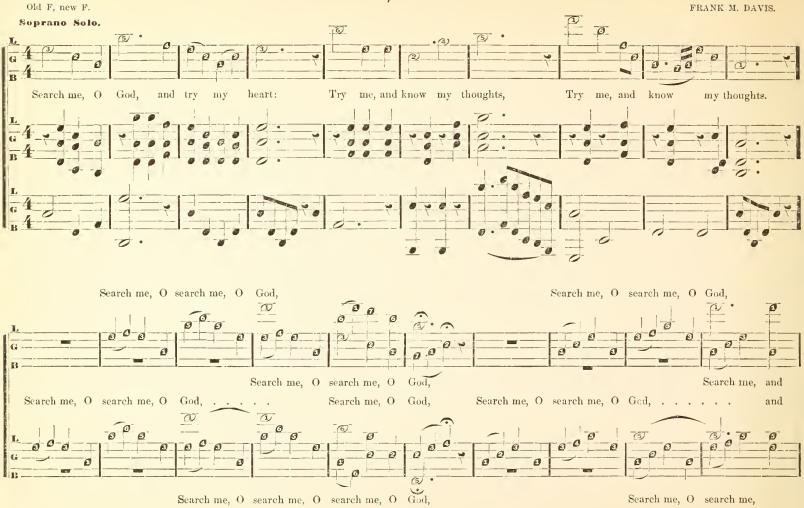


THE BEAUTIFUL UNKNOWN SHORE. Concluded.



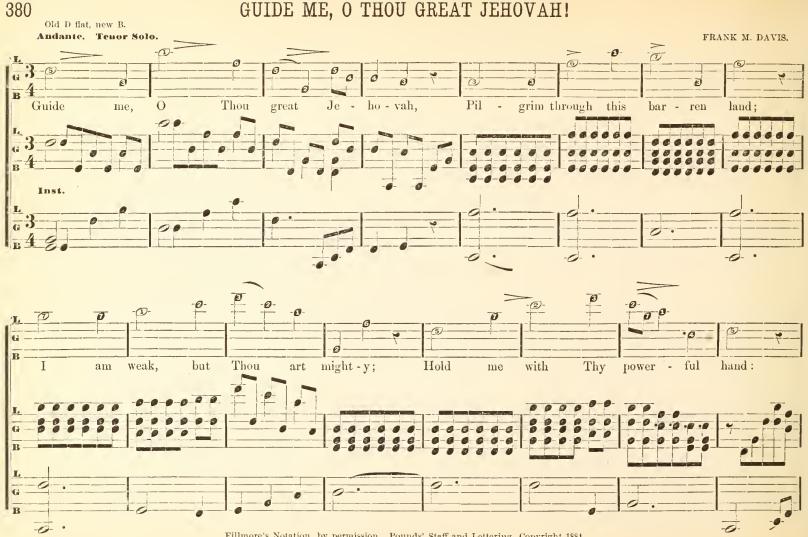


FRANK M. DAVIS.



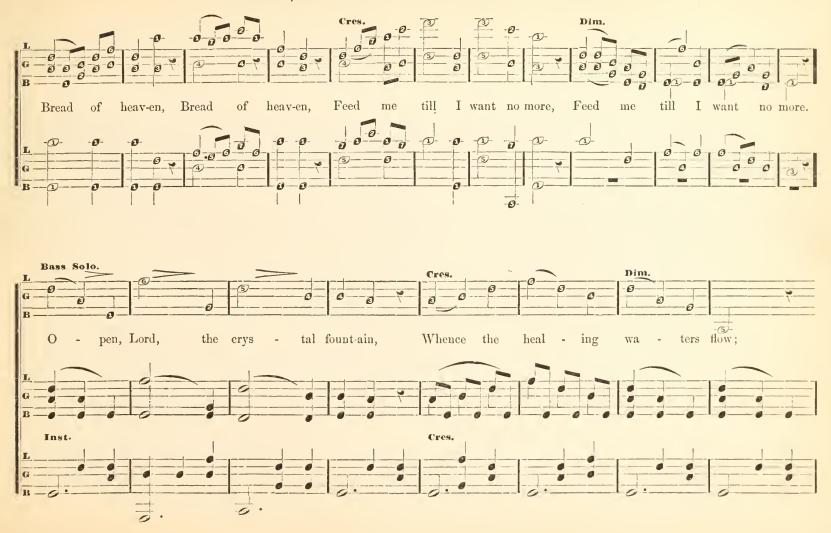
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GUIDE ME, O THOU GREAT JEHOVAH! Continued.



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GUIDE ME, O THOU GREAT JEHOVAH! Continued.





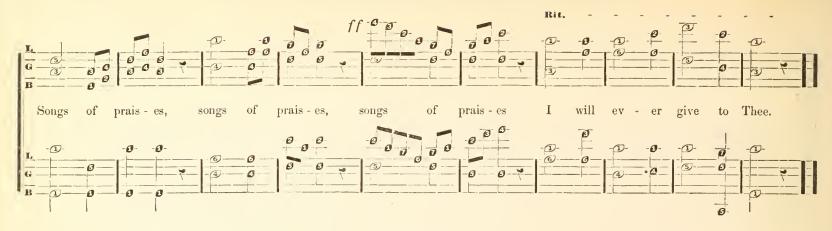
GUIDE ME, O THOU GREAT JEHOVAH! Continued.



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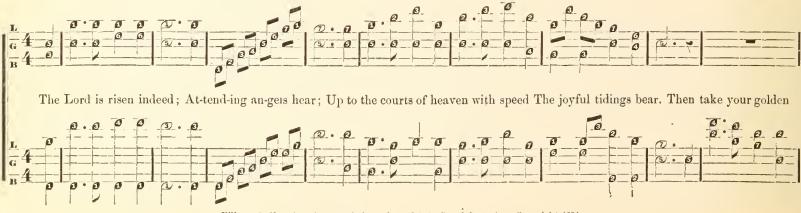
Old C, new A.

GUIDE ME, O THOU GREAT JEHOVAH! Concluded.



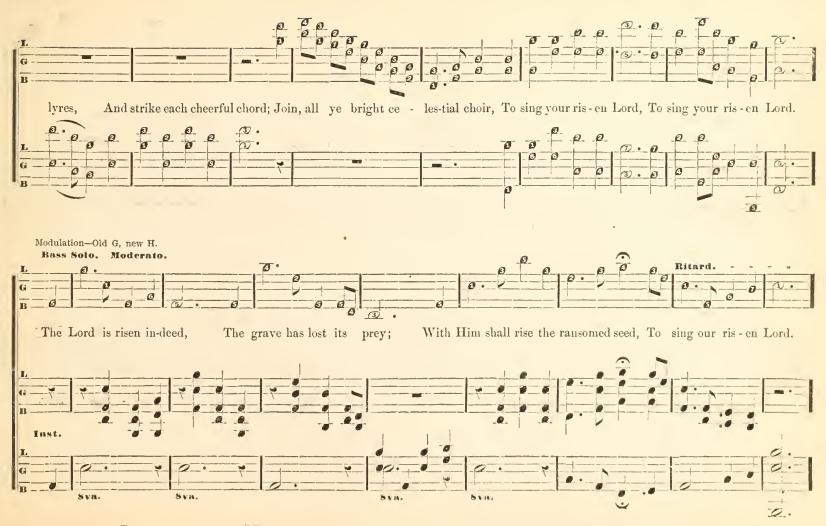
THE LORD IS RISEN INDEED.

FRANK M. DAVIS.



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THE LORD IS RISEN INDEED. Continued.



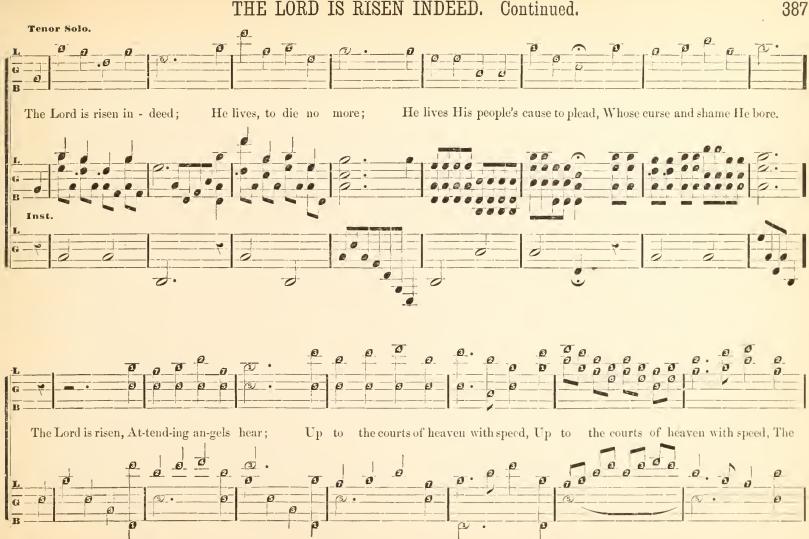
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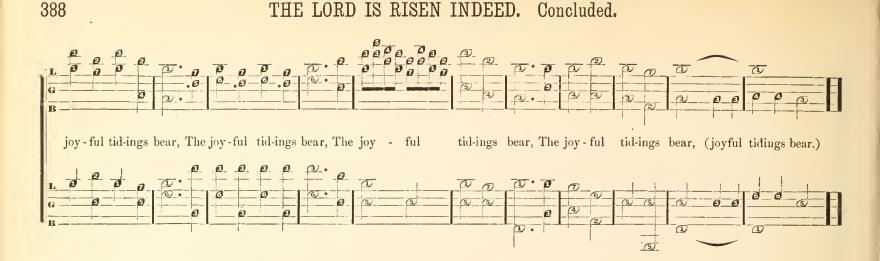
THE LORD IS RISEN INDEED. Continued.

Modulate again to Old C, new A.



THE LORD IS RISEN INDEED. Continued.





O LET ME REST IN THY LOVE DIVINE!

-0

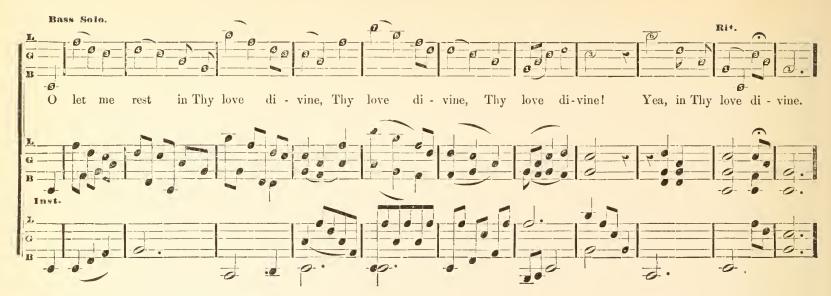


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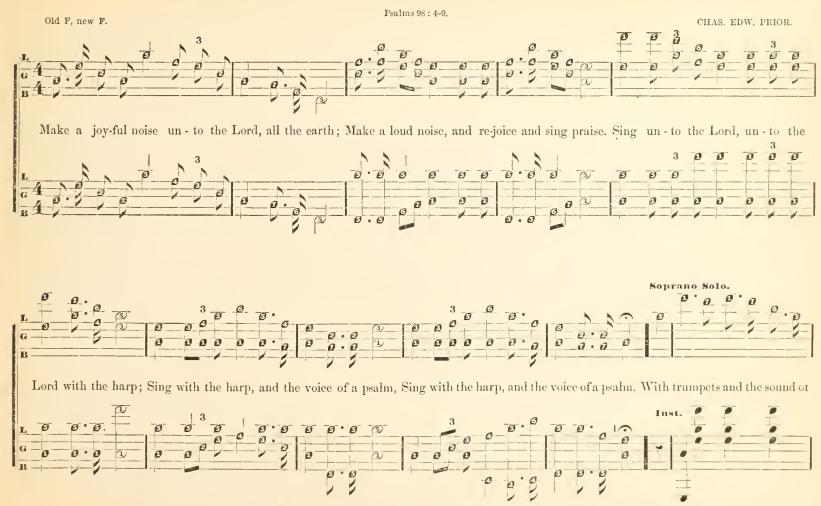
390

O LET ME REST IN THY LOVE DIVINE! Concluded.





MAKE A JOYFUL NOISE UNTO THE LORD!

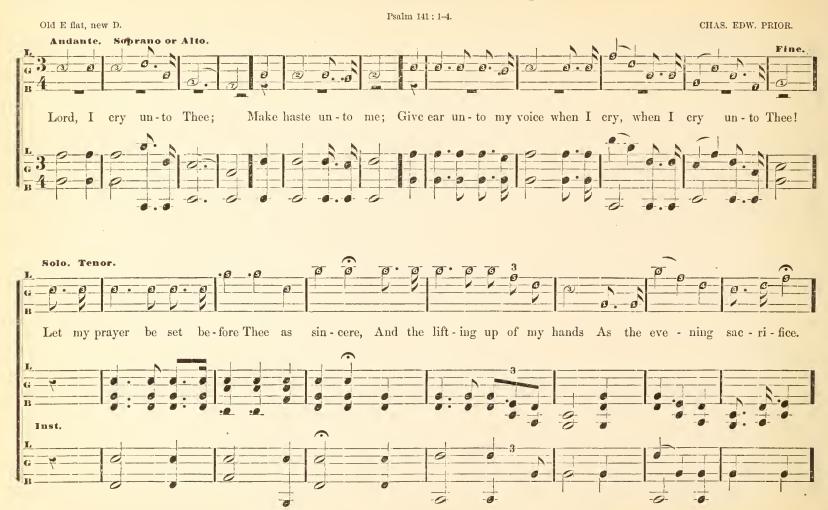


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LORD, I CRY UNTO THEE! Response.

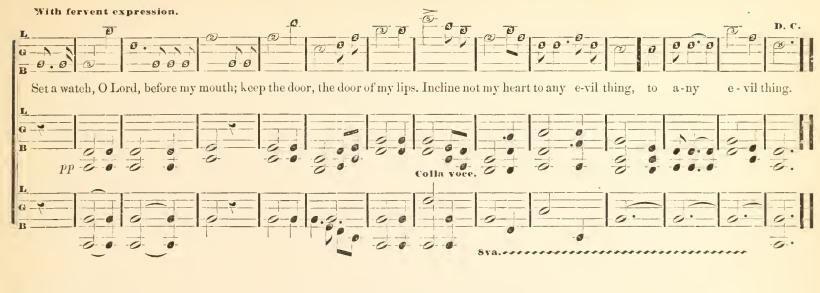


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LORD, I CRY UNTO THEE! Concluded.

Modulation-Old A flat, new J.

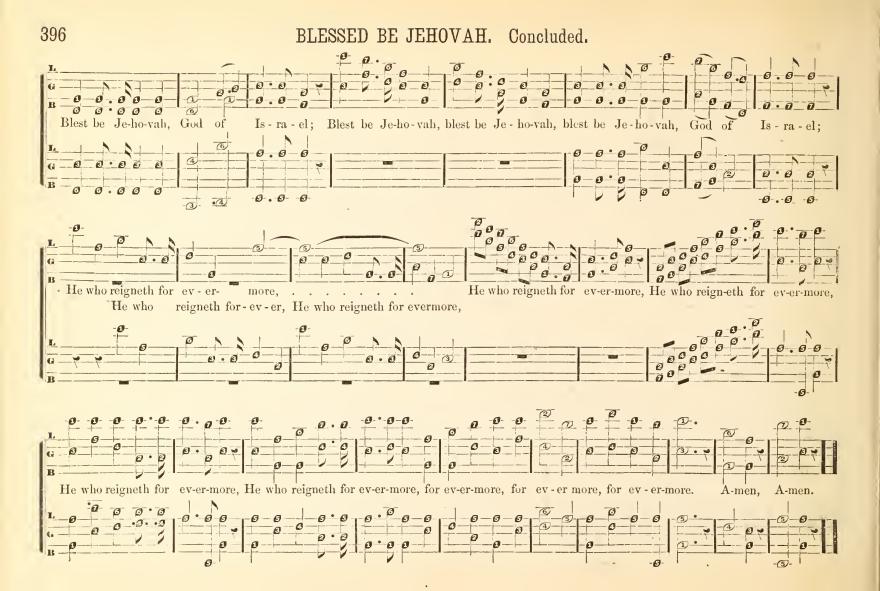


BLESSED BE JEHOVAH.



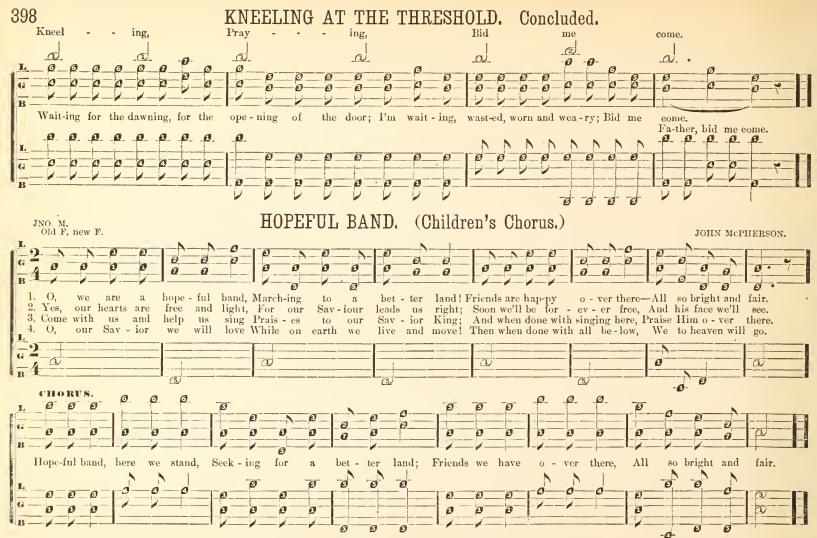
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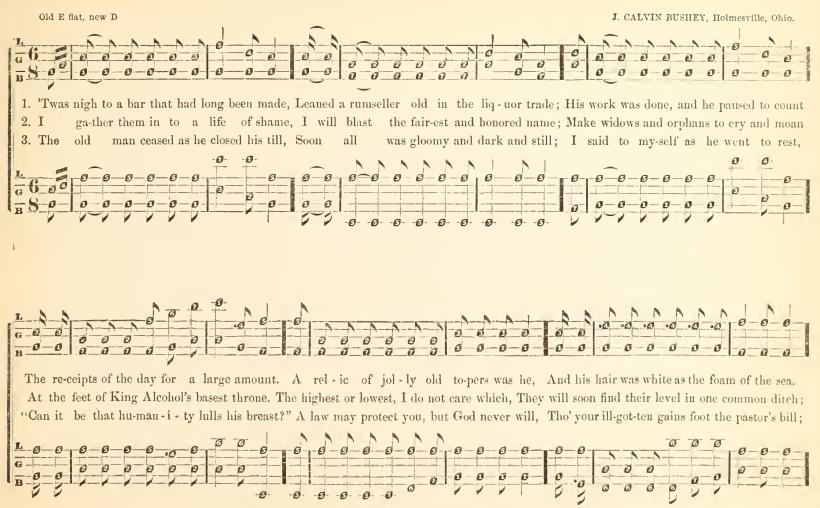


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THE RUMSELLER.



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400

THE RUMSELLER. Concluded.





RUDIMENTAL LESSONS .-- Supplemental.

36. In what notation are the following pages?

In connection with Pound's New Staff and Lettering permission has kindly been given to use John J. Hood's Notation, which offers useful ideas on the subject of harmony.

37. How can the musical student be aided in observing the special characteristics of the notes of the scale in their relationship to each other in the combinations of melody and harmony?

By observing closely the following diagram of Name, Notation Sign, Tendency, Mental Quality, and Indicating Sign.

NOTES OF THE SCALE, THEIR CHARACTERISTICS, ETC.

NAME.	NOTATION SIGN.	TENDENCY.	Mental Quality.	Indicating Sign.
DO		Repose	Firm, solid	$\begin{cases} A & circle, or \\ plain & note- \\ head. \end{cases}$
SI	51	Leads to DO	Acute, restless	$\begin{cases} Acute, or up-ward sloping line. \end{cases}$
LA		Leads to DO or SOL.	Mournful	$\begin{cases} Two contrary \\ sloping lines, \\ at angle. \end{cases}$
SOL	Ò	Repose	Bright, ringing	{ Circle or note with centre dot
FA		Leads to MI	Grave, sombre	$\begin{cases} Grave, down- \\ ward sloping \\ line. \end{cases}$
MI		Repose	Mild, calm	{ Perpendicular line.
RE		Leads to DO or MI		{ Two contrary sloping lines, forming cross.
DO	×	Repose	Firm, solid	$\begin{cases} A & circle, or \\ plain & note- \\ head. \end{cases}$

38. In the above diagram what ideas are plainly set forth?

That notes of repose are on the right side and form the Tonic chord, while those on the left side are notes of motion; and that all chords that have one or more notes of motion must be resolved, at or before the close of the piece, into the Tonic chord. 39. How is the Tonic chord known in this notation?

By the *absence* of sloping lines; it contains numbers 1, 3, and 5 of the scale, or Do, Mi, and Sol, the Tonic, Mediant, and Dominant.

40. What does the presence of one or more sloping lines in a chord indicate ?

That it is a chord of motion ?

41. What are the principal chords of motion ?

Sol Si Re Sol, Sol Si Re Fa, Si Re Fa, Fa La Do Fa, and La Do Mi La.

42. What is the most satisfactory progression for resolving the note indicated ?

The direction in which the line slopes points to its resolution.

43. What is the most correct method of resolution?

When a chord consists of notes represented by mixed (sloping and other) signs, only such as are represented by sloping lines resolve as indicated in the diagram.

44. What becomes of those belonging to the Tonic chord?

They remain stationary, and form a portion of the succeeding chord; by some called the *binding-tone*.

45. What is the usual treatment of non-resolving notes?

When they are double in a chord while one remains stationary the other commonly goes to the root of the following chord.

46. When a positive change of key is desired how is it made known?

By the announcement over the music, and by locating the Tonic an eighth higher, increasing one line note to the eye (one black key on instrument), which is the increase of one sharp old method, one line note new method, or by locating the Tonic a sixth higher to increase one flat old method, or one line note new method, and the reverse in decreasing diatonically.

47. What effect does a dot immediately preceding a note in this twelve letter staff have?

It sometimes answers as a brief change of key—has the same effect in this system that accidental flats or sharps have in the old form. If the dot is higher it has the effect of an accidental flat (old form), if lower the effect of an accidental sharp.

48. What should be carefully avoided?

The moving in parallel thirteenths, or sevenths chromatically (octaves or fifths diatonically).

49. How may the different parts in harmony move when the chord remains unchanged ?

In any direction; the resolutions may be delayed or suspended.

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RUDIMENTAL LESSONS .-- Supplemental.

When a figure of melody seems to demand it, resolution can be accomplished by proxy, the note being taken by a different part.

50. In pursuance of this delightful subject in what should the student exercise much care ?

In particularly examining the construction, tendency, and mental

quality of chords. Let him become familiar with each by both sceing and hearing, observing the smoothness of effect produced when the parts move in accordance with the direction of the sign. By practice of this kind all the advantages to be derived from *object teaching* will be secured for this hitherto most difficult of subjects—the laws of musical harmony.

MAJOR SCALES.

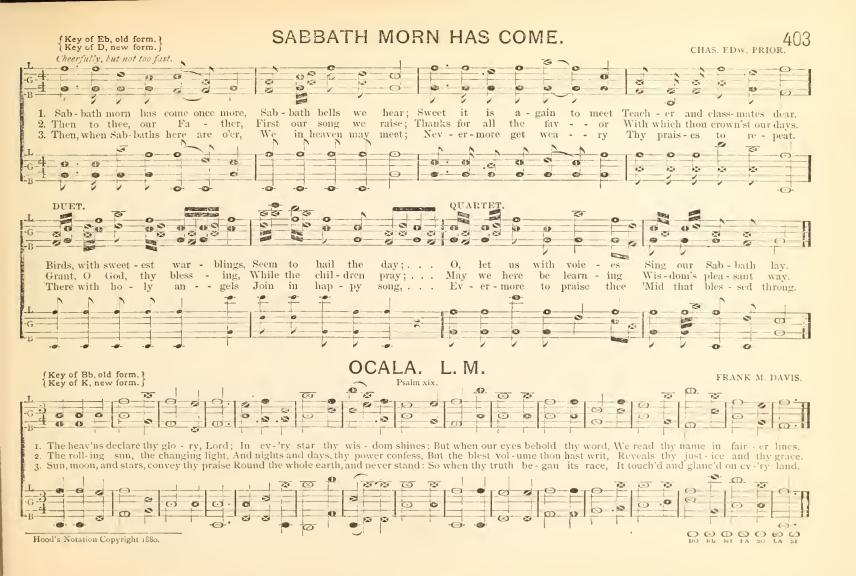
Relative Minor Scales may be built parallel with the Major Scales beginning a minor third below, diatonically.

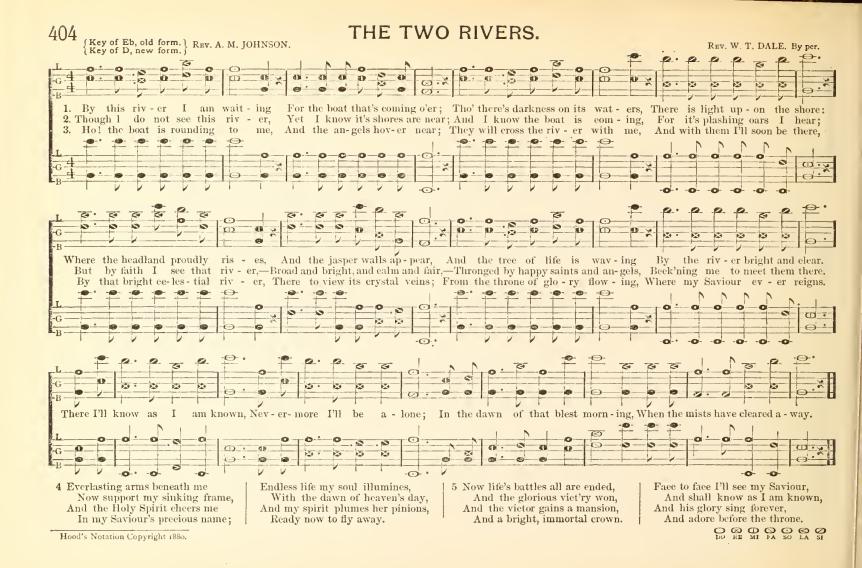


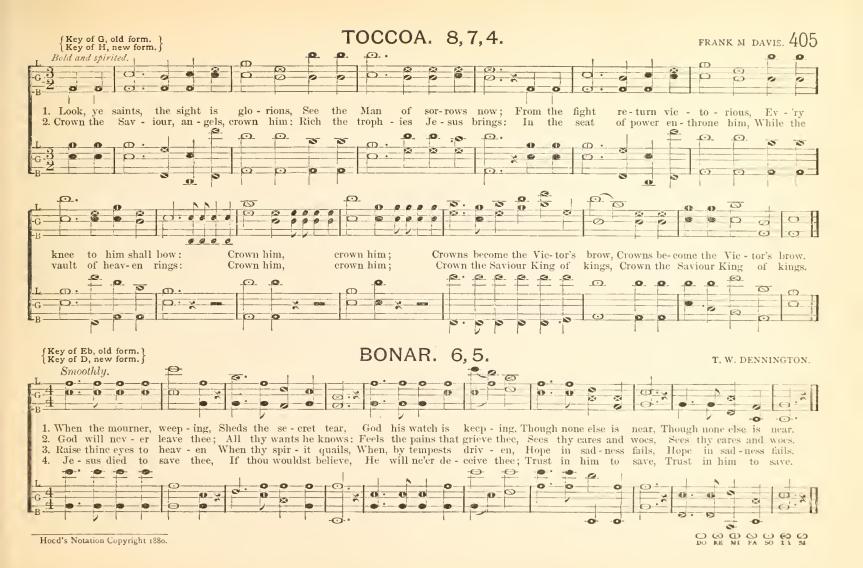
NOTE.-Let the student observe that a scale has been built upon every one of the twelve letters used as a Tonic.

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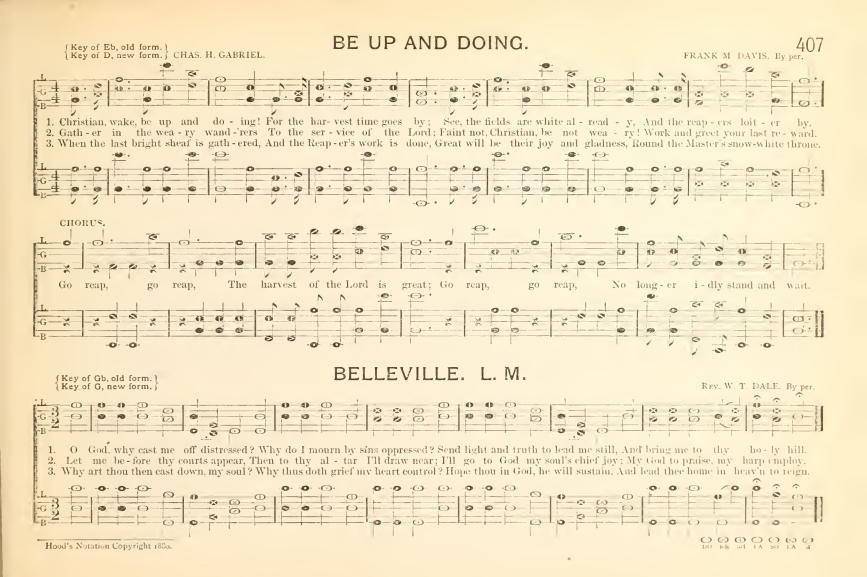
DO RE MI FA SO LA SI













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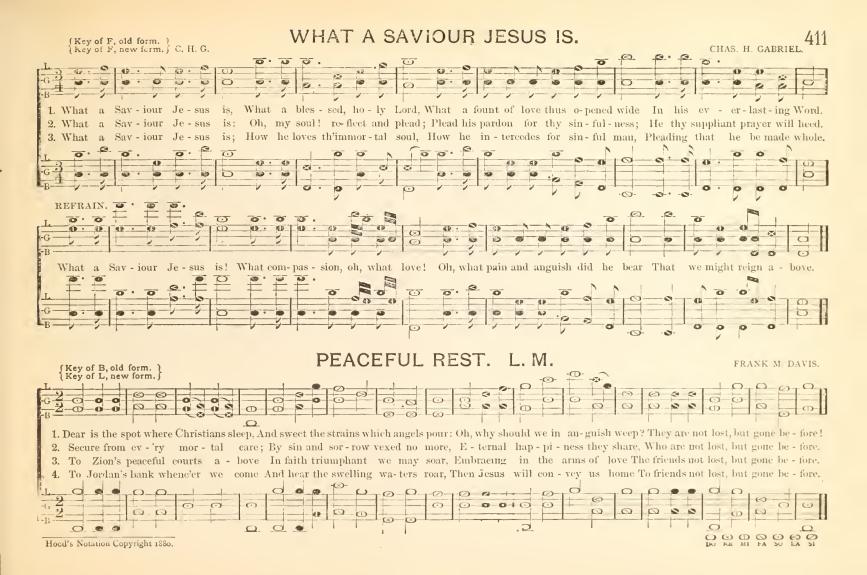
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DO RE MI FA SO LI SI

ALL FOR JESUS.

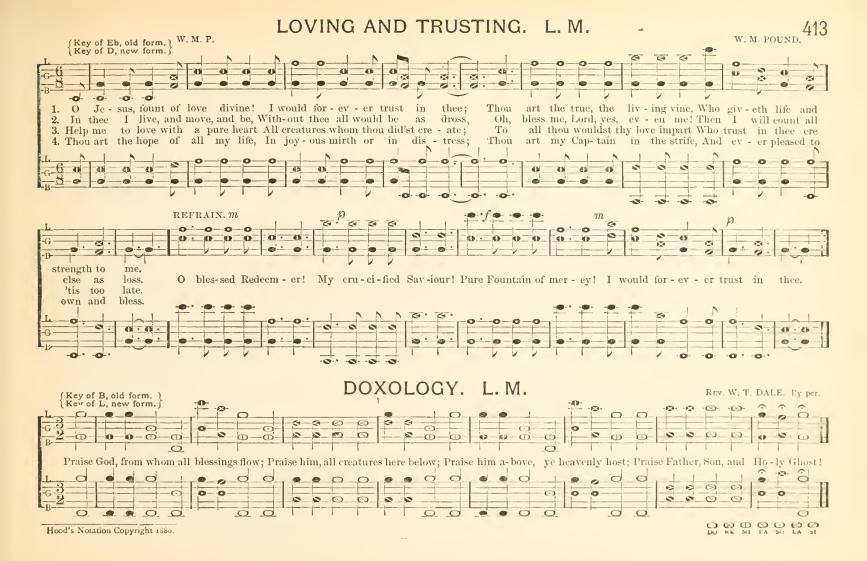








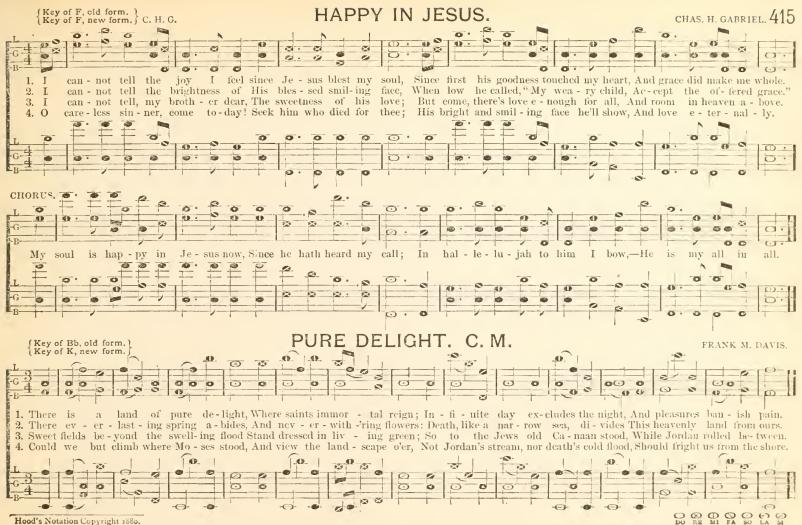
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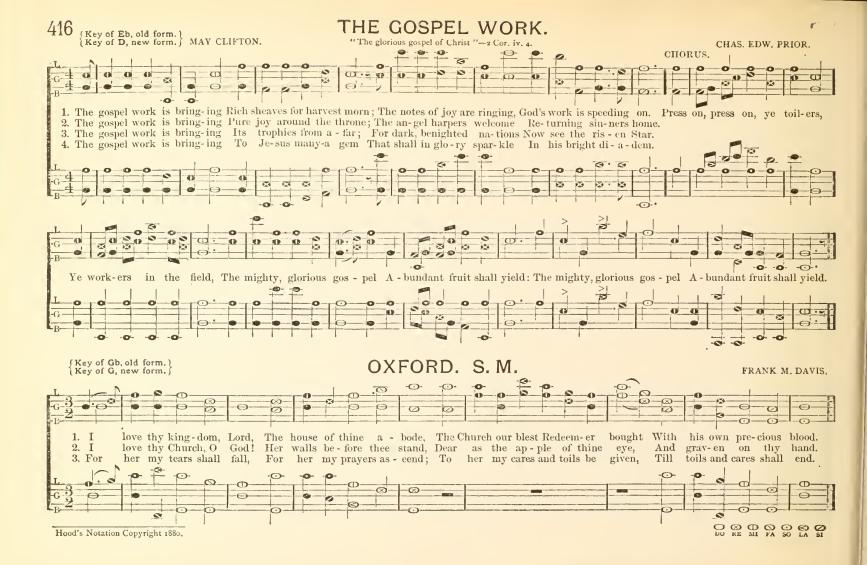


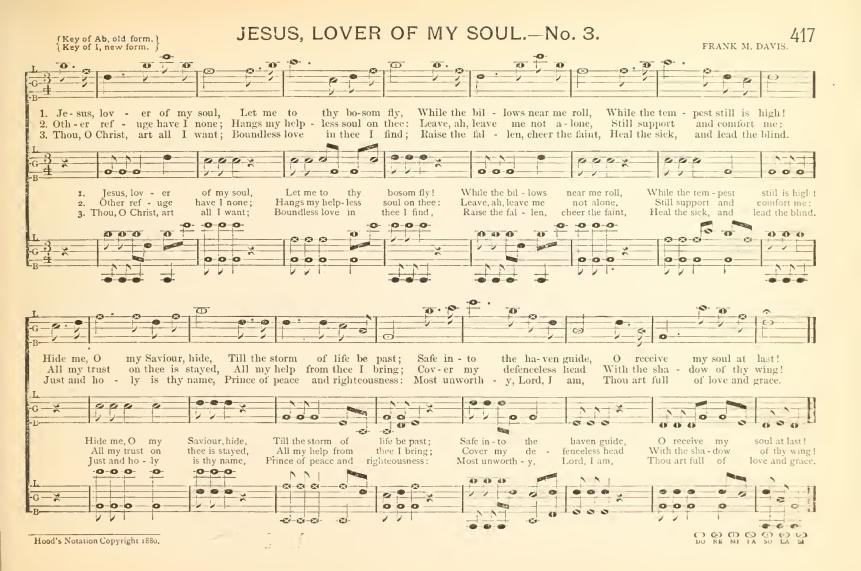


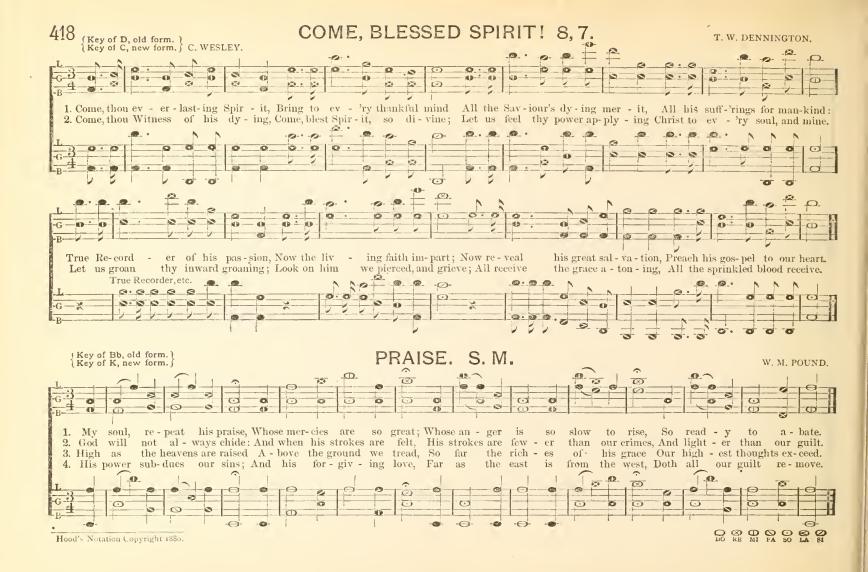
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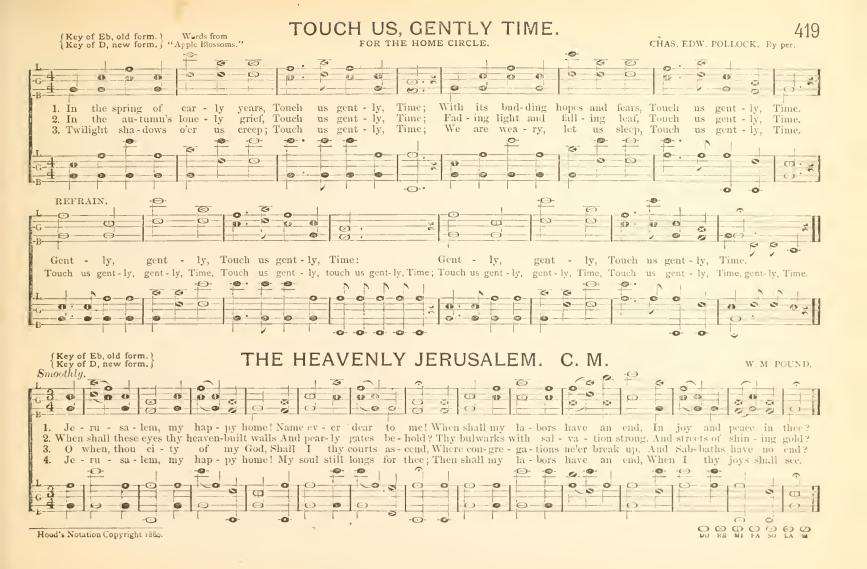
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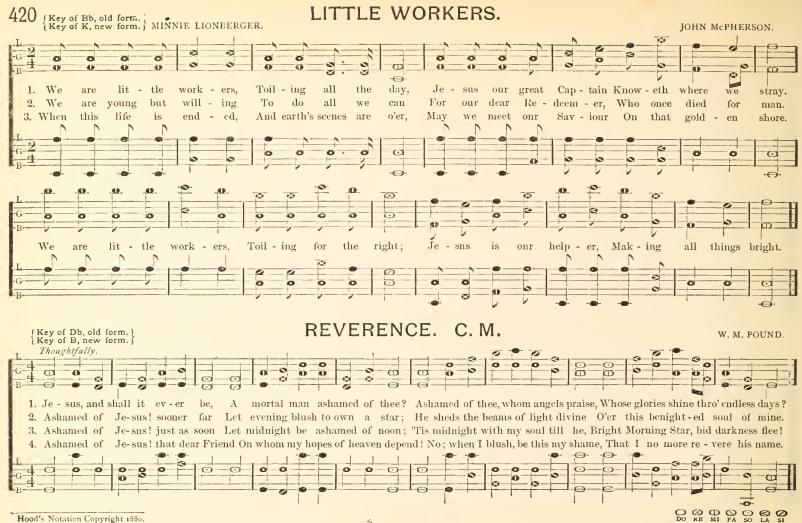












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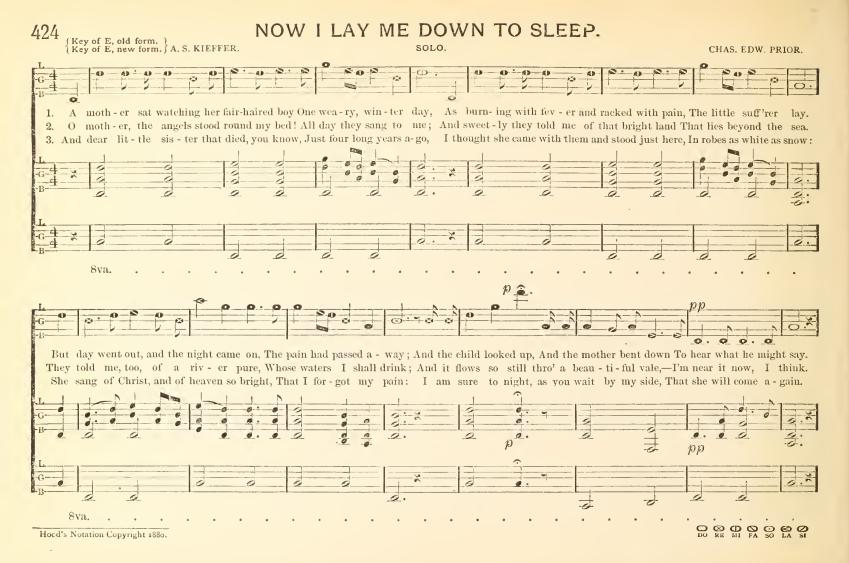


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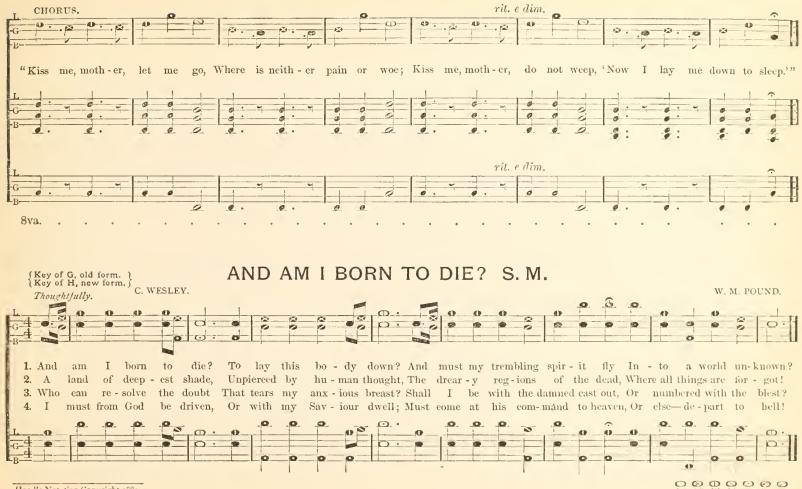


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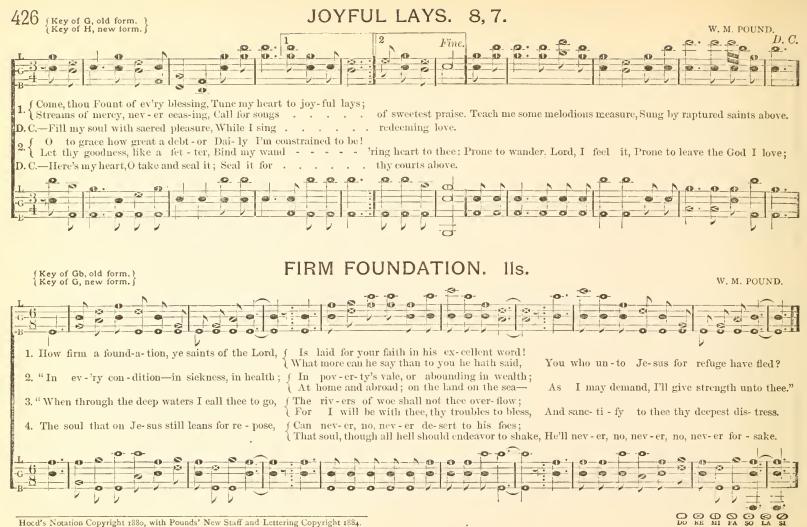
NOW I LAY ME DOWN TO SLEEP. Concluded.



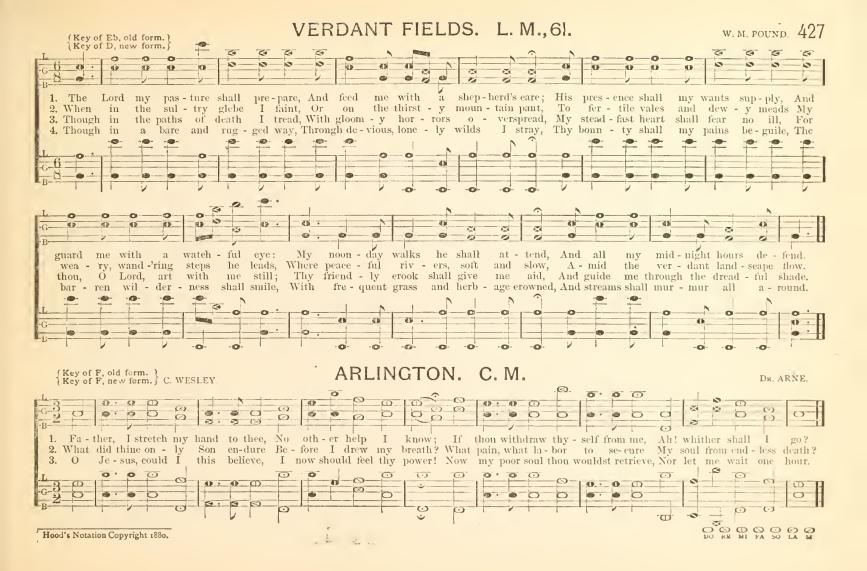
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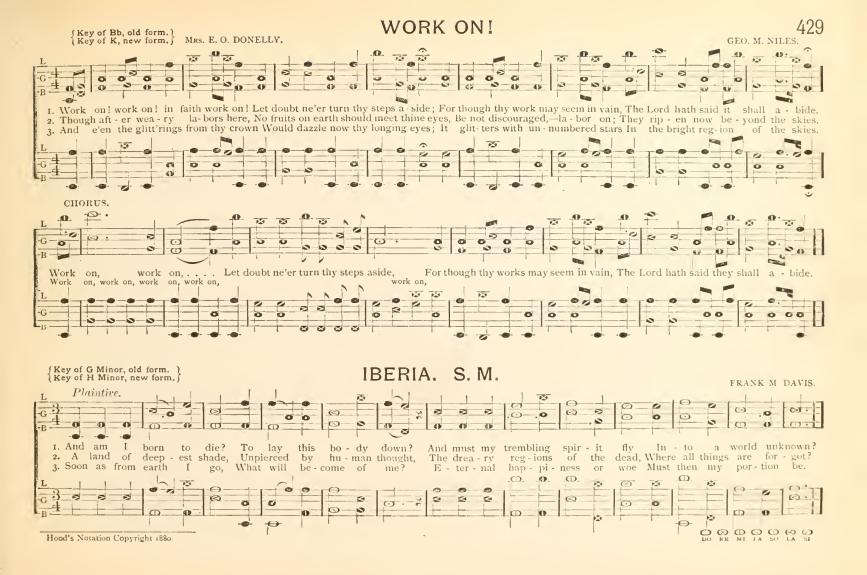
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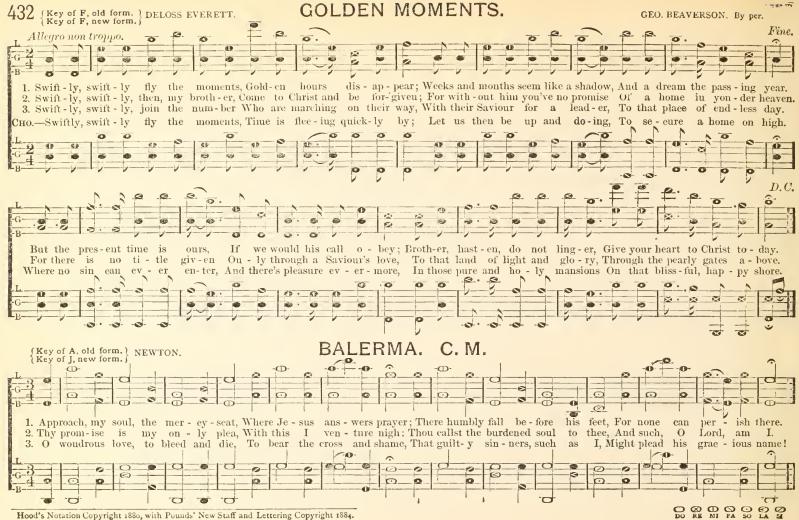






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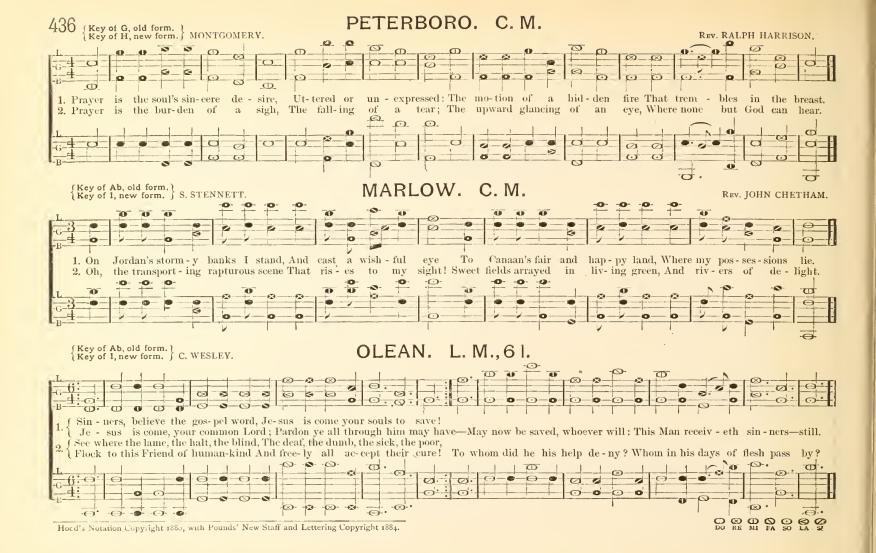


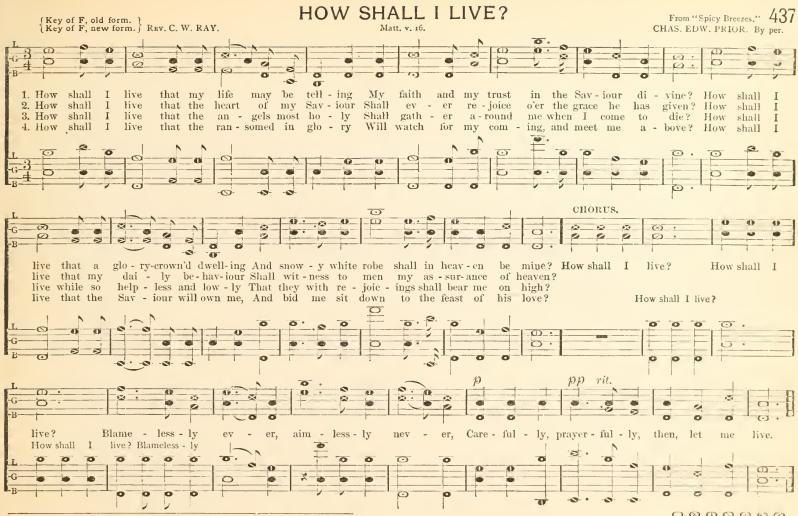
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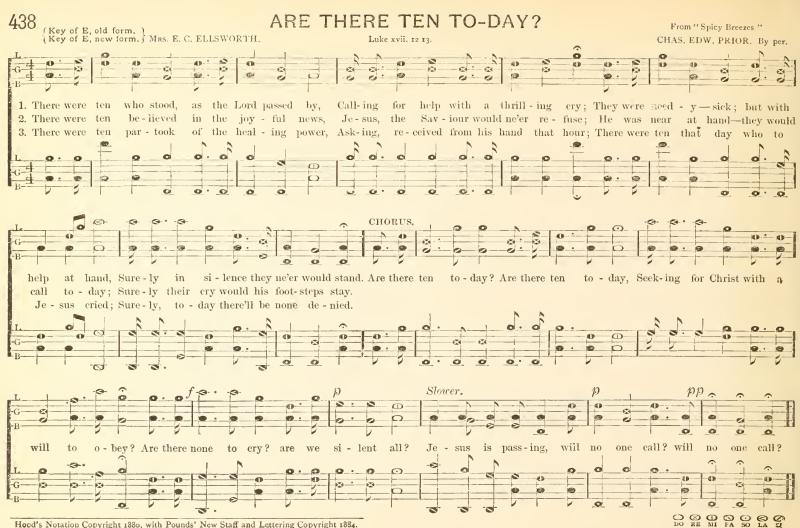






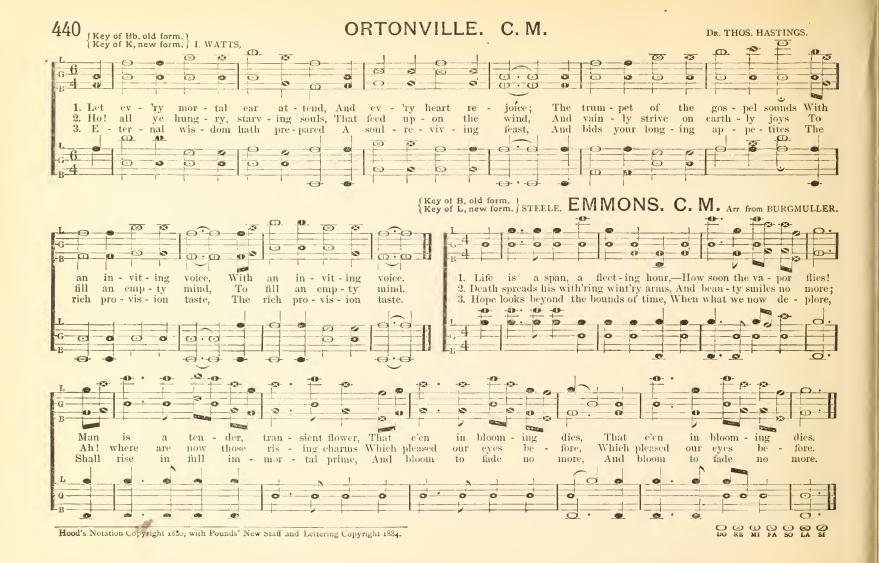


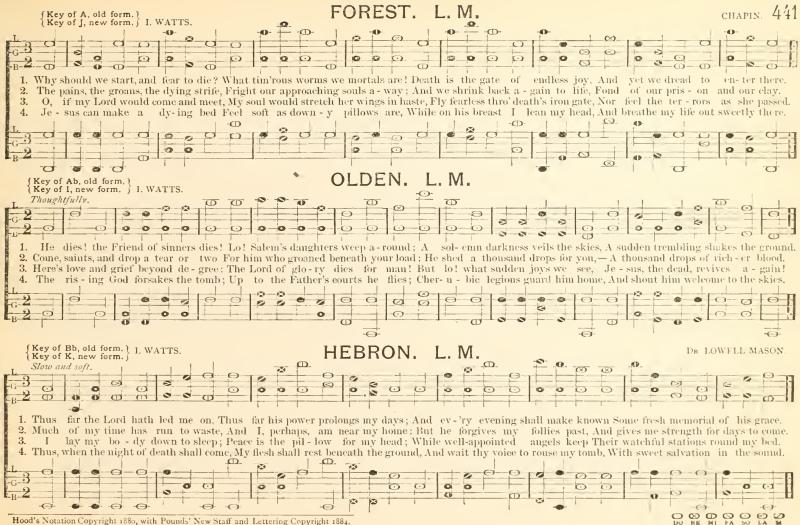
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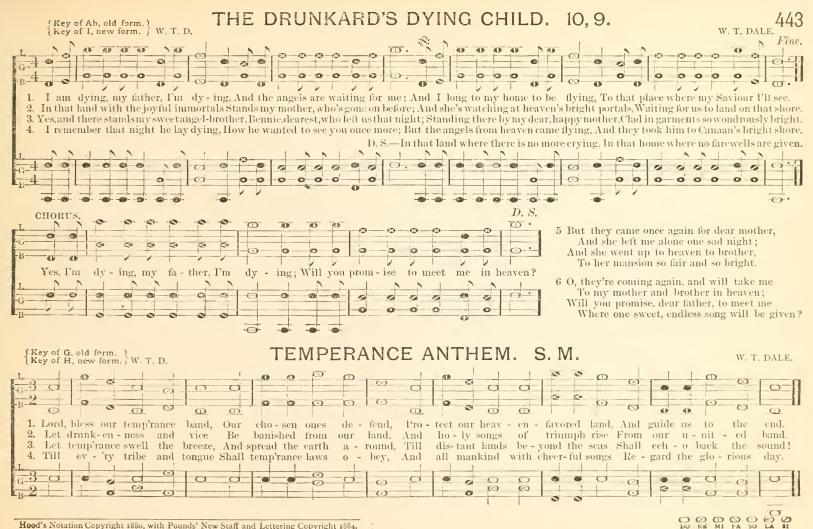
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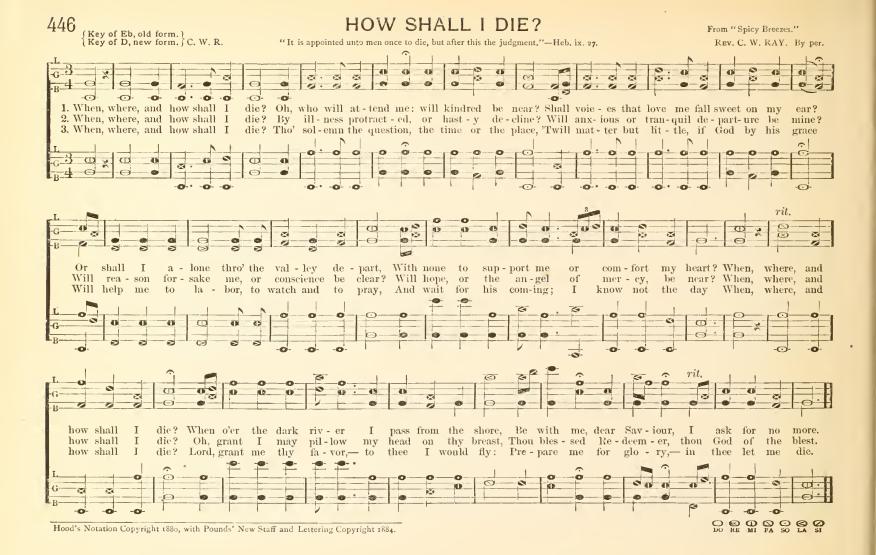


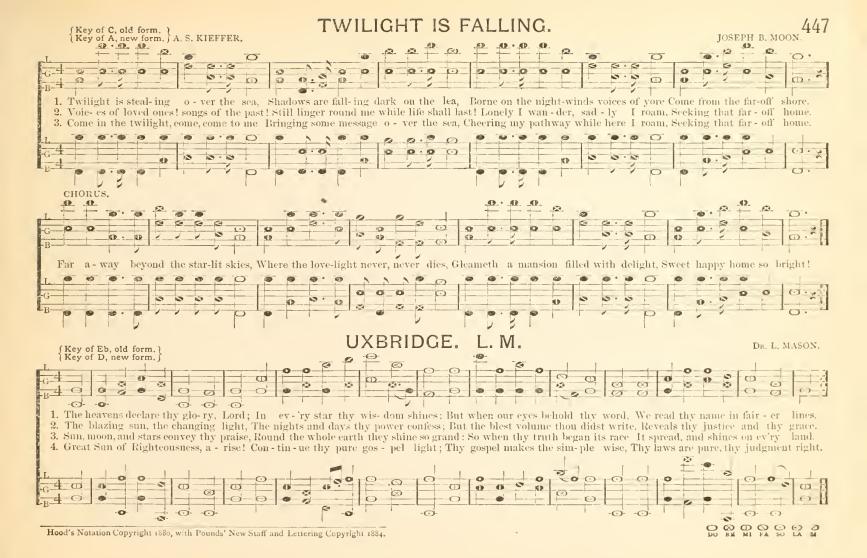


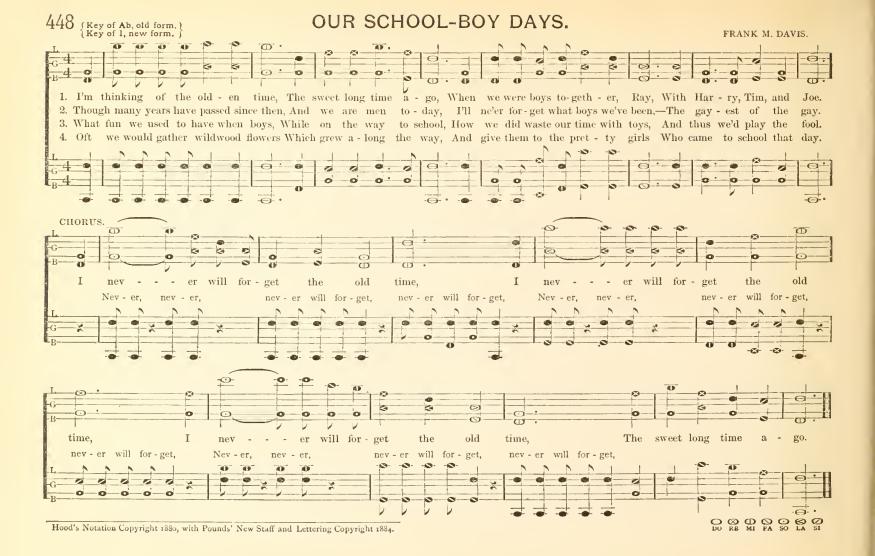












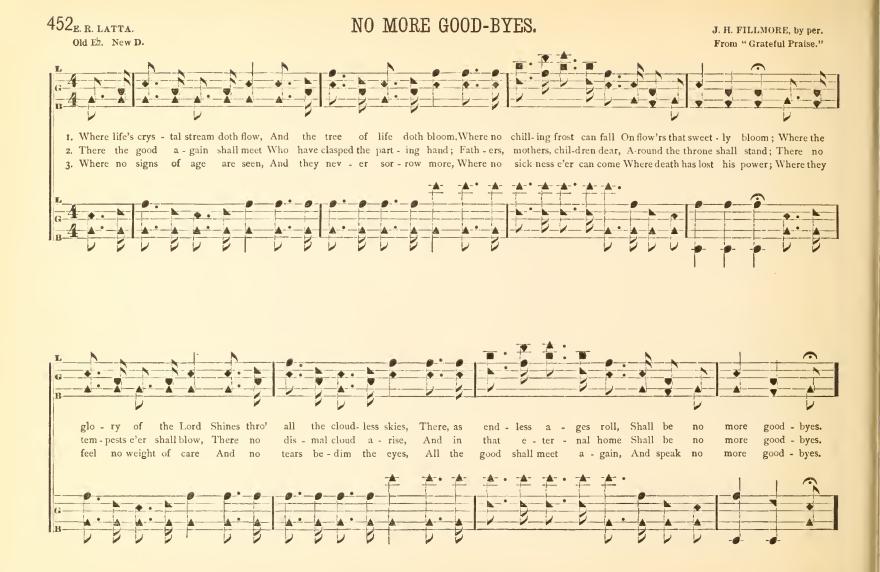


GRANDLY MARCHING ON.

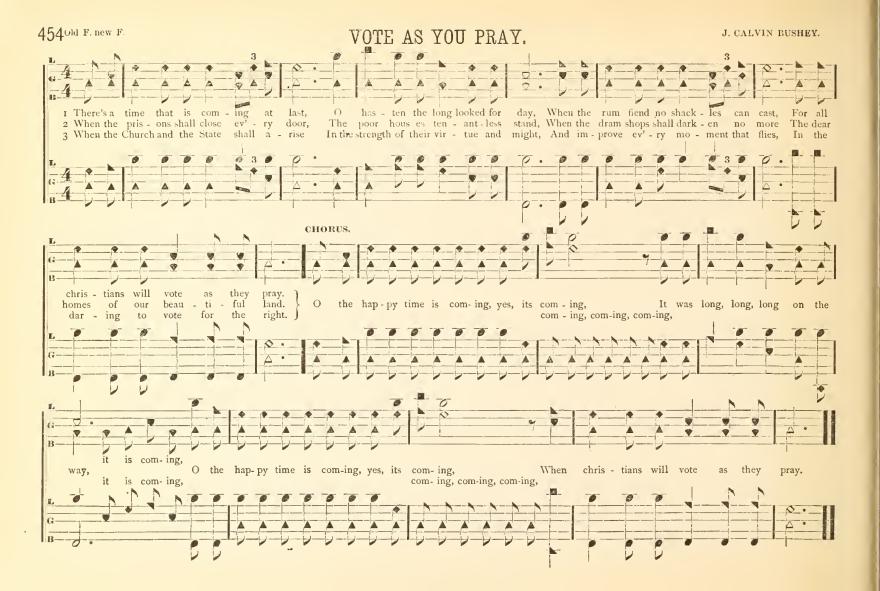


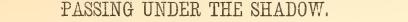
AVA. 6s & 4s.

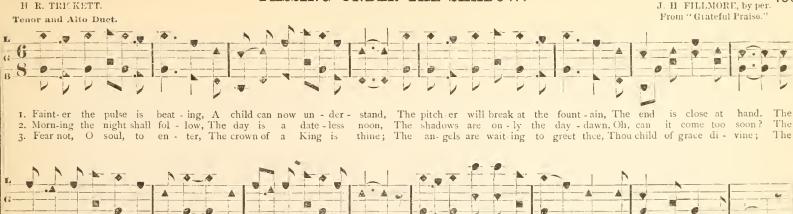












The night is com - ing fast;

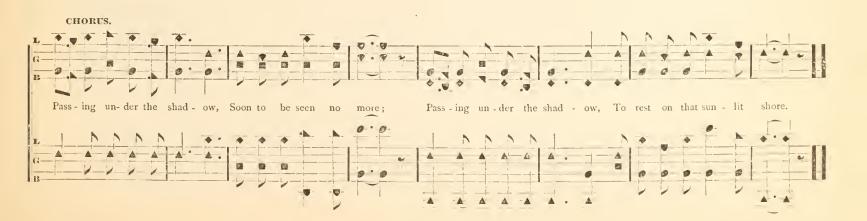
The soul is near - ing shore;

The soul has passed a - way;

shadows fall thicker and fast - er,

glo - ry shines brighter and bright-er,

joy-bells ring sweetly in heav - en,

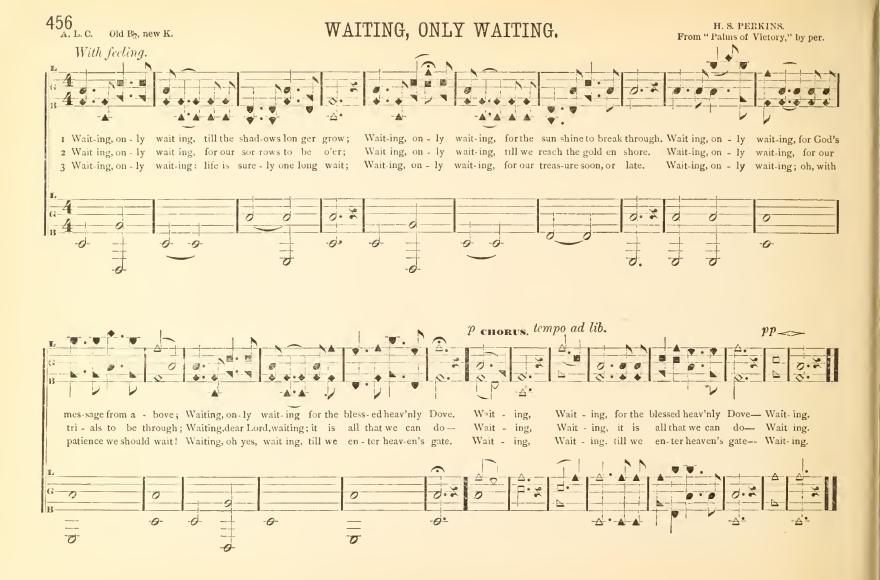


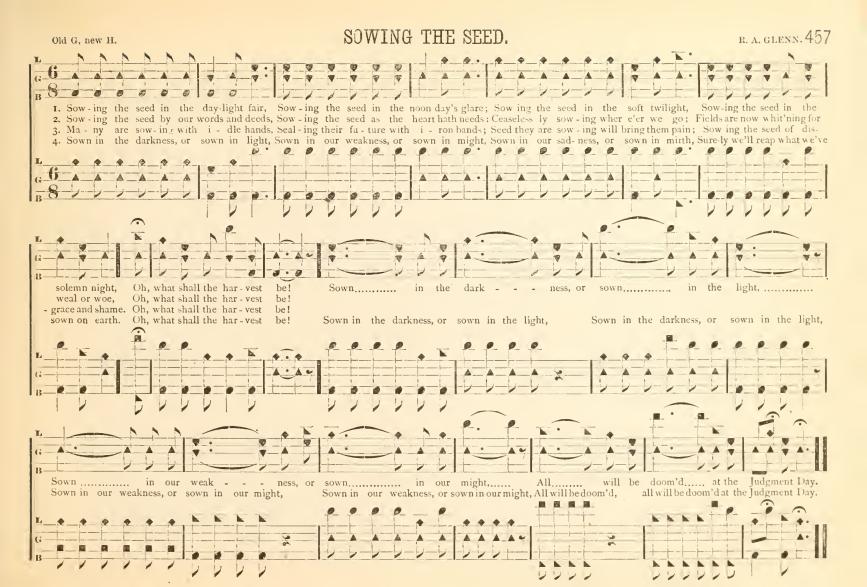
Pass-ing un der the shad - ow, To be with God at

Pass - ing un-der the shad - ow, To live for ev - er - more.

Pass - ing un- der the shad - ow, From night to end-less day.

last.







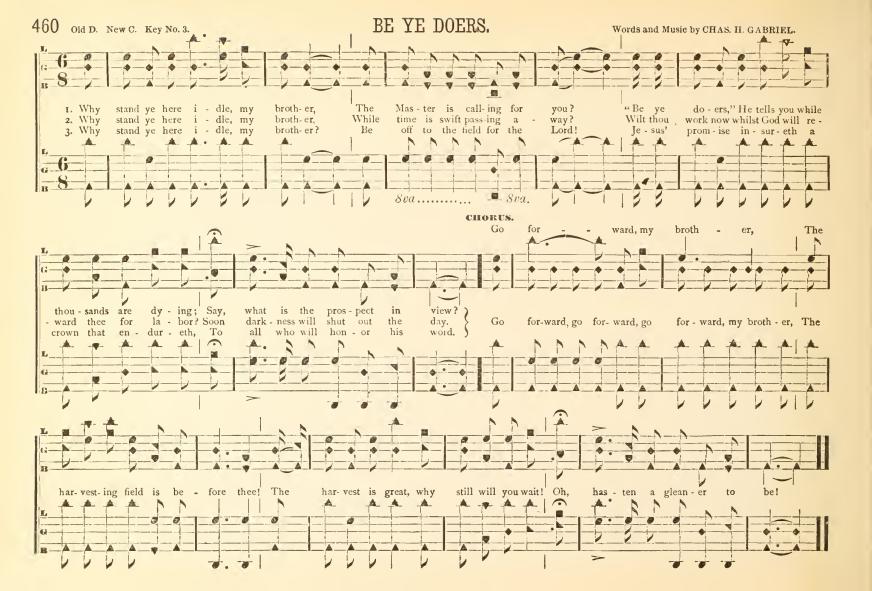
Anonymous. Old Ab. New I. Key No 9.

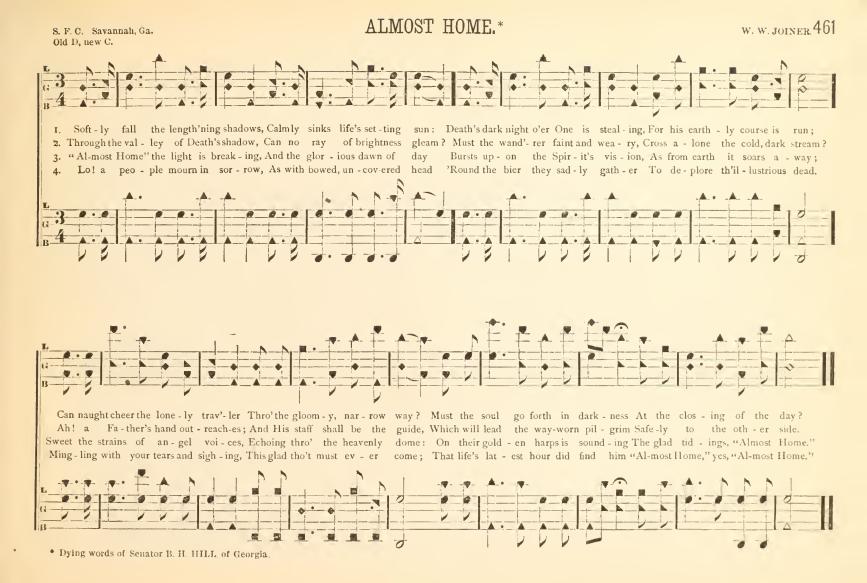
OH! TO BE READY.*

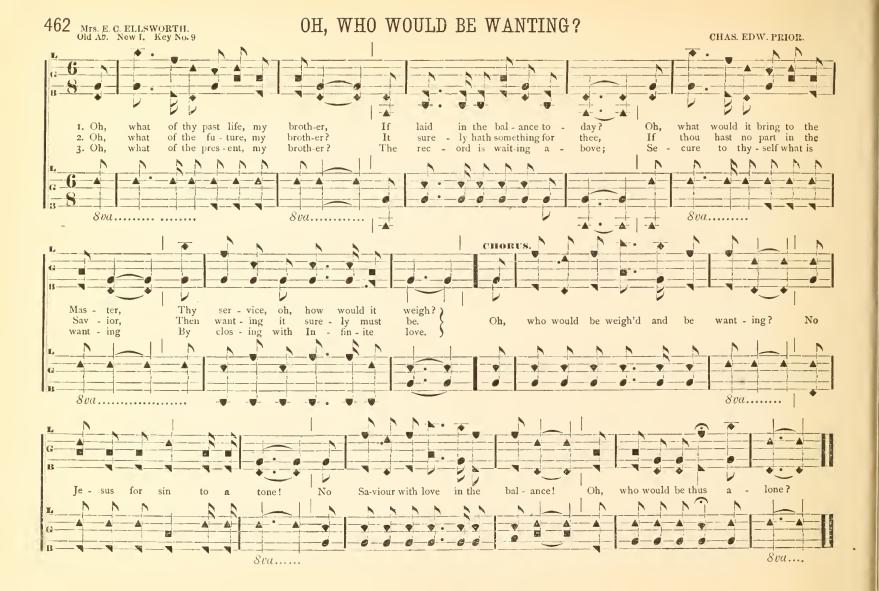
GEO. M. NILES. 459

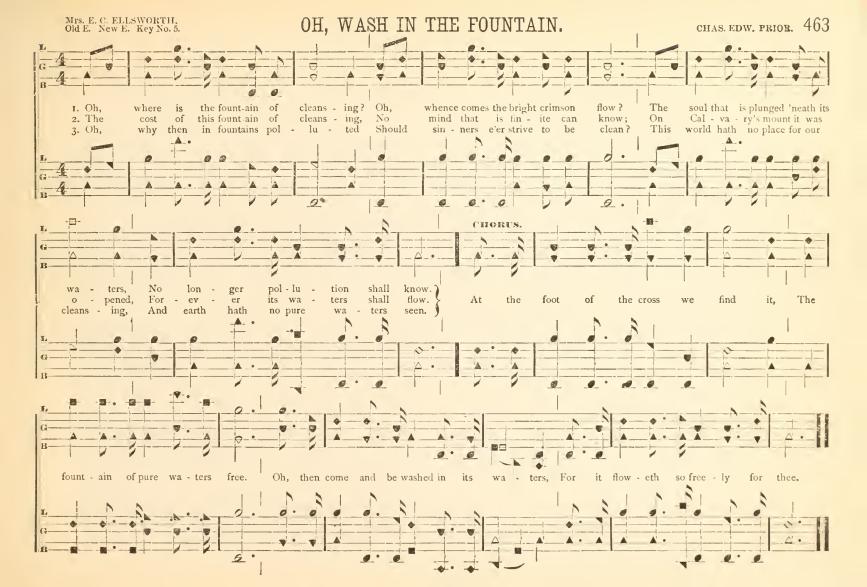


* To my friend W. L. PICKARD, who, I think is always ready.







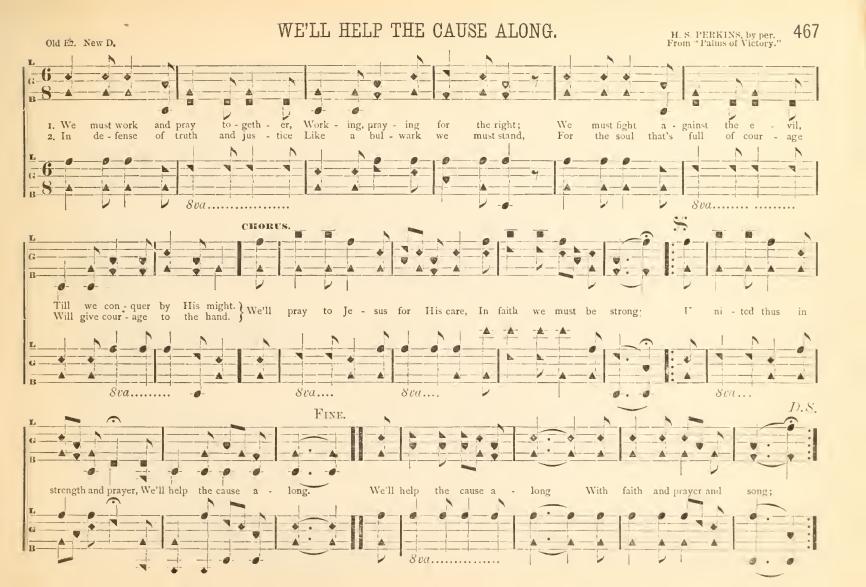


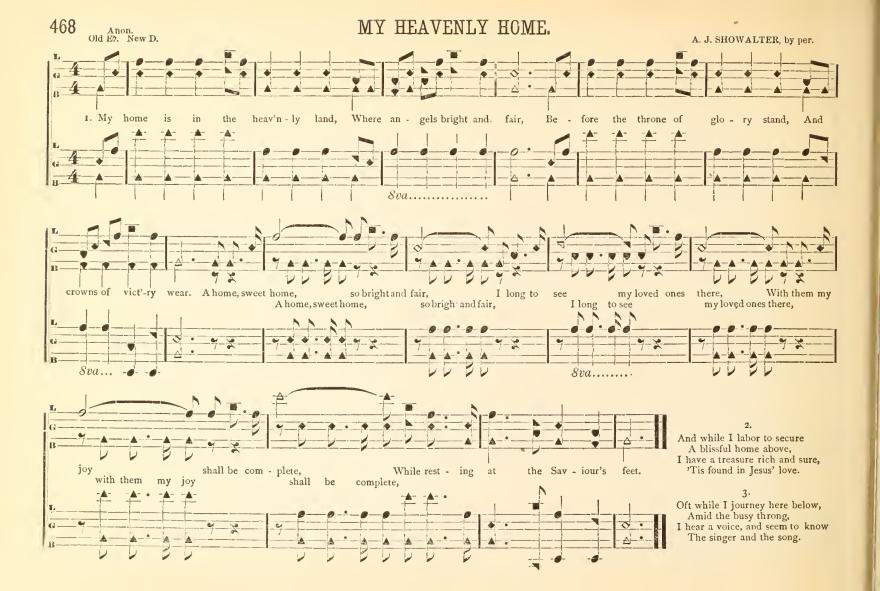


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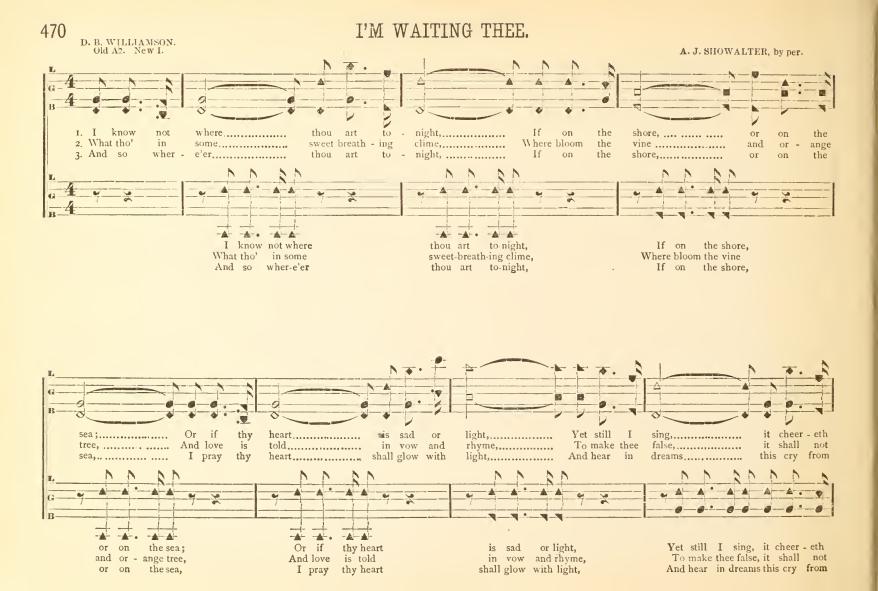












I'M WAITING THEE. Concluded.



I'm wait-ing thee :

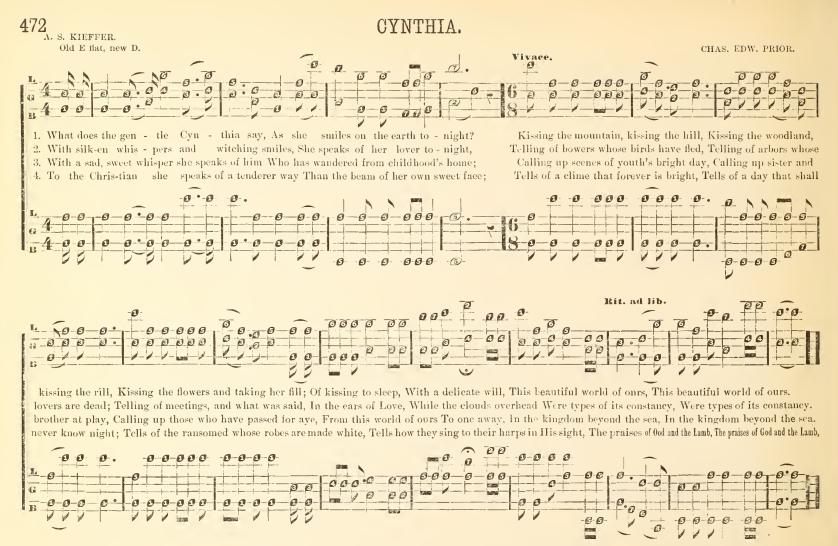
To make thee false. And hear in dreams

it shall not be. this cry from me,

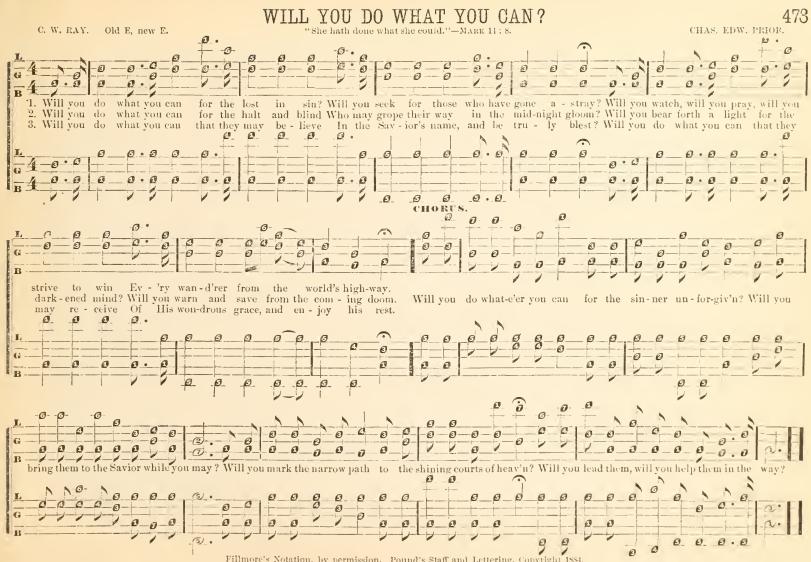
If thou but think I'm wait - ing Come home, dear love, I'm wait-ing thee, waiting thee,

thee, waiting thee.

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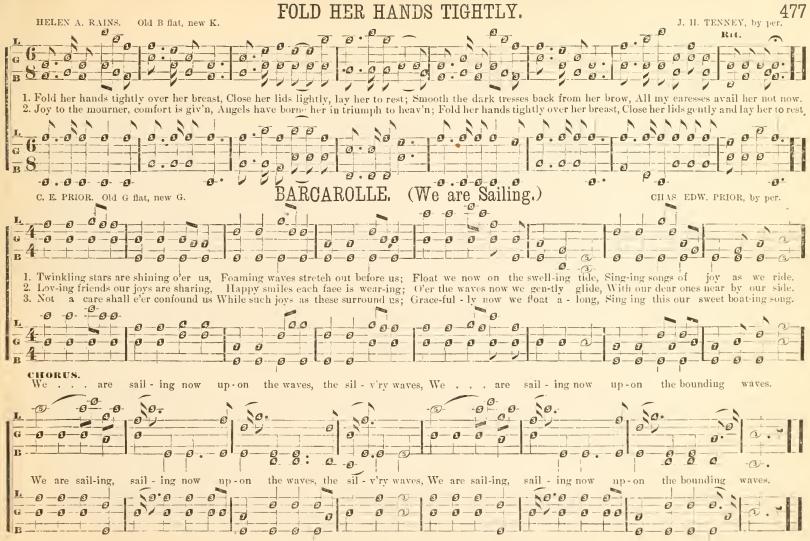




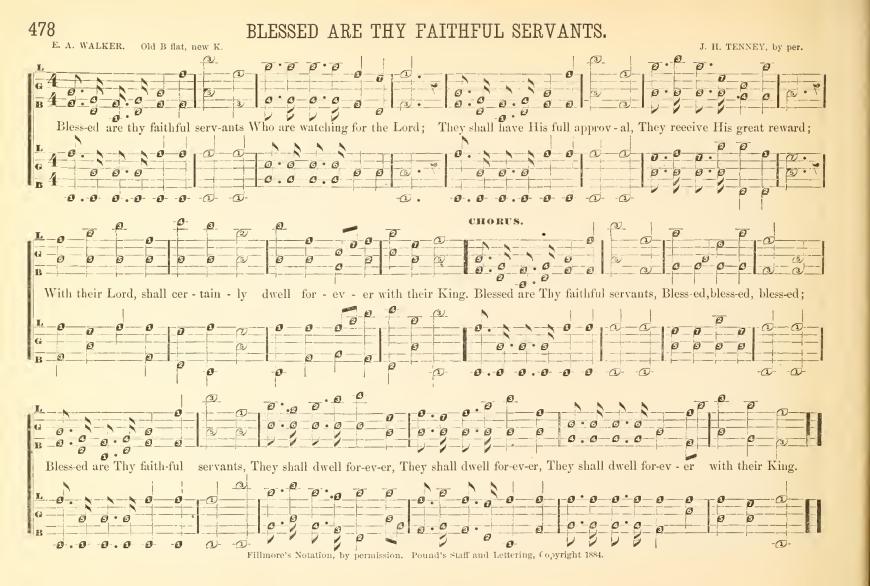
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ROBT. MORRIS, LL.D.

THE SWEET NOW AND NOW.

H. S. PERKINS, by per. 479 From "Palms of Victory."



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