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Revised, Improved, Enlarged, and Price Reduced!

THE SACRED HARP:

OR

ECLECTIC HARMONY:



COLLECTION OF CHURCH MUSIC,

CONSISTING OF A GREAT VARIETY OF

PSALM AND HYMN TUNES, ANTHEMS, SACRED SONGS AND CHANTS,

ORIGINAL AND SELECTED;

Including many new and beautiful subjects from the most eminent Composers.

HARMONIZED AND ARRANGED EXPRESSLY FOR THIS WORK.

BY LOWELL MASON:

Professor in the Boston Academy of Music; Editor of Handel and Haydn Collection of Sacred Music; The Choir, or Union Collection; Choral Harmony; Lyra Sacra, &c.

TIMOTHY B. MASON:

Professor of Sacred Music, and Organist at the Fourth Street Church.

ENLARGED, REVISED, AND IMPROVED EDITION.

CINCINNATI:

PUBLISHED BY WILLIAM T. TRUMAN.

1844.

PUBLISHER'S ADVERTISEMENT.

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

of patronage as it shall be found to merit.

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

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

plicity and sublimity, alike to the learned and the unlearned."

It is hoped the "Sacred Harp" will prove a highly useful work. It was carefully examined in manuscript, by the Boston Academy of Music, and by various Professors of Music, Organists, and Teachers of singing, whose unqualified approbation it received; and it undoubtedly forms one of the best manuals of Church Music ever issued from the press.

The publisher would further remark, that the "Sacred Harp" is printed in patent notes (contrary to the wishes of the Authors) under the belief that

it will prove much more acceptable to a majority of singers in the West and South.

Entered according to act of Congress, in the year 1843, by William T. Truman, in the Clerk's Office for the District Court of Ohio.

Editors and publishers of Music are cautioned against republishing pieces from this work. With the exception of the few old tunes, the whole of the "Sacred Harp," including the arrangements from European authors, is claimed as property, and has been secured according to law. The Author's arrangement from European subjects in the Handel and Haydin Collection, have often been inserted in other publications, without permission. All such pieces have to be metrically arranged, and harmonized, and most of them require such material alterations, as to become almost entirely new compositions. To arrange and harmonize such peculiar melodies with judgment, accuracy and elegance, as much knowledge and labor are requisite as to compose new music; and they are considered as copy-right tunes under the law, made and provided for the protection of such property. Very many of the old tunes in this volume have been altered, newly arranged and harmonized, and are made much more easy of execution, beautiful and useful. All such alterations, arrangements, and harmonize are also claimed as property. It is hoped that a proper sense of justice and propriety, without the aid of the law of copy-right, will be sufficient security to the proprietors of this work. They ask, and intend to require, that their legal claim to the benefit of their labors shall be respected.

The Boston Academy of Music is an association for the promotion of Musical science. It was incorporated in 1832, and promises to be one of the most useful institutions in our country. The Eclectic Academy of Music in Cincinnati, has recently been established on the plan of the Boston Academy. Its object is the same, and has several hundred pupils under the instruction of Profesor T B Mason

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

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

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

The following is the arrangement of the several parts.

The Base is placed upon the lowest staff, and should always be sung by the lowest voices of men.

The Treble is placed upon the staff next above the base, and should always be sung by the highest voices of females.

The Alto, Counter, or Second Treble, is placed upon the staff next above the Treble, and should always be performed by boys, before their voices change, or by the lowest female voices.

The Tenor is placed upon the upper staff, and should always be sung by the highest voices of men.

The introductory rules are plain and simple, and amply sufficient, in the hands of a judicious instructor, for acquiring the art of reading music.

CINCINNATI, Ohio, September, 18

LOWELL MASON.

T. B. MASON.

A 2

TO SINGERS.

The Publishers would recommend Singing Masters, Cheristers and Vecalists generally, to examine the following, among other tunes, believing that the beautiful flowing melodies, and rich harmonies of which they are composed, will be sufficient, (aside from the numerous other excellencies of the work,) to please the admirers of chaste, sublime, and devotional Psalmody:—

Selections: Carlow, page 133: Merdin, 144: Lucas, 155: Rowley, 162: Urmund, 149: Oakham, 163: Sardis, 165: Marien, 182: Louisville, 197: Templeton, 201: Weldon, 142: Yarmouth, 138: Oliphant, 137: Kendall, 136: Fleming, 134: Ceburn, 133: Crocket, 130: Edgar, 129: Brentford, 45: Hymn, 221: Grant, 120: Zebulon, 118: Augusta, 30: Zion, 187: Wayland, 150: Haddam, 114: Dalston, 113: Sudbury, 104: Brighton, 102: Olney, 96: Inverness, 95: Lockport, 93: Rindge, 81: Conway, 80: Topsham, 77: Fulton, 73: Nichols, 70: Danvers, 24: Lanesboro', 67: Foster, 110: Bolton, 63: Milburn, 59: Carinth, 57: Illinois, 48: Orford, 47: Wayne, 33: Stow, 113: Sabbath, 126: Northampton, 154: Bethleham, 210: Blake, 227: Burlington, 214: Epping, 212: Kedar, 203: Gethsemane, 175: Prescett, 173: Hymn, 171: Olivet, 147: Pisgah 145: Missionary Hymn, 139: Wilmot, 121: Nashville, 106: Litchfield, 62: Douglass, 54: Ward, 49: Hebren, 49: Uxbridge, 43: Marcellus, 169.

Mimors: Ashfield, 39: Sunderland, 50: Kambia, 100: Norwich, 119: Hanever, 50: Blackburn, 62: Eastport, 64: Lebanen, 66

Anthems, Set Pieces, &c. viz: Dexology, page 230: When shall we meet again? 226: O, Praise God in his Holiness, 224: Thanksgiving, 214: Daughter of Zion, 213: Praise God, &c., 207: Hark! the song, &c., 204: Hymn, 189: Salvation, 218, &c. &c.

[See Publishers Advertisement, Page 4. 41]

INTRODUCTION TO VOCAL MUSIC.

LESSON I. GENERAL DIVISIONS.

- § 1. We shall consider the subject of Vocal Music under these three natural divisions: viz., RHYTHM, MELODY, and DYNAMICS.
 - § 2. I. RHYTHM treats of the length of sounds, and divisions of time.
 - § 3. II. Melody treats of the pitch and succession of sounds.
 - § 4. III. DYNAMICS treats of the strength and force of sounds.
- § 5. These three divisions embrace all the different modifications of sounds used in singing.
 - § 6. In Rhythm we are to consider sounds as long or short.
 - § 7. In Melody, we consider sounds as high or low.
 - § 8. In Dynamics, as loud and soft, &c.

FIRST DIVISION: RHYTHM.

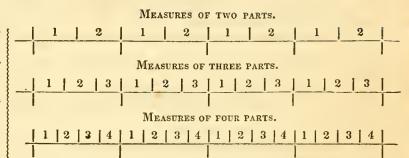
LESSON II. MEASURES.

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

 Measure	Measure	Measure	Measure	l

The teacher sings four measures, as the first line of Duke Street; and beats the time.

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



The teacher sings some measures of leach of these kinds; and says'la for each part of a measure

§ 13. A measure with two parts is called DOUBLE measure;



LESSON III. BEATING TIME AND ACCENT.

- § 14. The parts of measures are marked by a quick motion of the hand, called BEATING TIME.
- § 15. In double measure, the hand falls at the first part, and rises at the second.

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

§ 16. In triple measure, the hand falls at the first part, moves to the left or towards the breast at the second, and rises at the third.

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

- § 17. In quadruple measure, the hand moves as in triple measure for the first three parts, and to the left or from the breast for the fourth part.

 For the fourth part, the teacher says, thither beat.
- § 18. The sextuple measure is so little used, that we leave it to the discretion of the teacher.
- § 19. In singing, we utter some parts of the measure louder than the rest; this is called ACCENT. The louder parts of a measure are called accented, and the softer parts unaccented.
- § 20. In double measure, the first part is accented, and the other unaccented.
- § 21. In triple measure, the first part is accented, and the other two unaccented.
- § 22. In quadruple measure, the first and third parts are accented, but the third not so much as the first; and the second and fourth unaccented.

LESSON IV. NOTES.

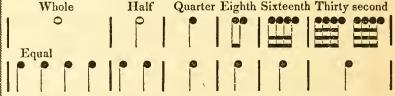
- § 23. The parts of measures with which we have become acquainted, are filled with NOTES.
- \$ 24. The notes most frequently used for this purpose are these called QUARTER notes [CROTCHETS:] though HALF notes [MINIMS] and sometimes EIGHTH notes [QUAVERS] are also used for this purpose.
 - § 25. Other notes are derived from quarters, as follows:
- § 26. Four quarters united into one sound, form a WHOLE note [SEMIBREVE;] made thus: •
- § 27. Two quarters united into one sound, form a HALF note [MINIM;] made thus:
- § 28. A quarter divided into two equal sounds, forms EIGHTHS, [QUAVERS;] made thus:

§ 29. A quarter divided into four equal sounds, forms sixteenths, [SEMIQUAVERS;] made thus:

§ 30. A quarter divided into eight equal parts, forms THIRTY SECONDS

[DEMISEMIQUAVERS;] formed thus:

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



§ 32. When three equal notes are united, a note equal to two is used with a POINT or DOT after it, which stands for the third; ste;



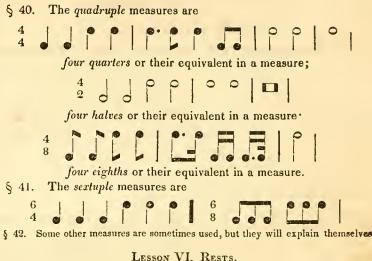
§ 33. A point thus adds to a note one half its value.

§ 34. A second point is sometimes used, which adds half as much more to the first point, or the note is increased three fourths its length;

hus, equals

§ 35. When three notes are to be performed in the time of two of the same kind, a figure 3 is placed over them: thus, occupy only the time of

§ 36. These are all the notes now commonly used. The DOUBLE note [BREVE]
formed and the SIXTY FOURTH are sometimes found.
Lesson V. Varieties of measure.
§ 37. The varieties of measure are determined by the kind of notes, and the number of parts in the measure, which are shown by two figures placed
one above the other, thus $\begin{smallmatrix}4&3\\4&4\end{smallmatrix}$ &c. The upper figure denotes the
number of parts, and the lower figure, the kind of notes. Thus $rac{3}{4}$ denotes
three quarters [crotchets] in a measure; and it is then called three four time or measure.
§ 38. The double measures are
two quarters or their equivalent in a measure;
two half notes, or their equivalent in a measure
§ 39. The triple measures are
3 4 7 7 0 0 0 0 0
three quarters or their equivalent in a measure,
3 0 0 0 0 0 0 0
three halves or their equivalent in a measure,
3 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
three eights or their equivalent in a measure.



§ 43. Rests are marks of silence, and derive their name and their length from the notes whose place they supply.

Quarter rest | Half rest | Whole rest

Γ	above the line	below the line	
Eighth rest	Sixteenth rest	Thirty second rest	

- N. B. The whole rest, however, always fills a measure in every variety of measure
- § 44. Rests may be pointed in the same manner as notes; that is, a pointed rest is equal to three halves of the same rest without a point: thus, F. equals 977 or F.

SECOND DIVISION; MELODY.

LESSON VII. THE SCALE.

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



The teacher sings the scale of eight notes, with the syllable la.

- § 46. The lowest sound in this series is called one, the next is called **TWO**, the third is called **THREE**, and so on up to EIGHT.
- § 47. The distance from one to two is a TONE, also from two to three, four to five, five to six, and six to seven.
- § 48. The distance from three to four, and from seven to eight, is only half as great, and is called a SEMI- OF HALF-TONE.
- § 49. Two tones and then a semitone constitute a TETRACHORD; as the first four notes of the above series; the last four notes also form a tetrachord.
- § 50. To get the sounds correctly, each of the notes of a tetrachord has a distinct name; thus:



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



§ 52. In this collection of music, one is , named fA [pronounced fah, or a in father], two is sol [sole], three is LA [lah], four is FA, five is sol, six is LA, and seven is MI [mce].

The teacher should practise each tetrachord separately, before the scale is undertaken.

- § 53. In practising the scale, after the scholars can go through with the eight notes in succession, but one note should be taken at a lesson.
- § 54. The following is the method of practising. The scholars sound one, two, three, or fa, sol, la; then they sound three several times; and finally alternate one, three, until they get the interval well fixed in the ear; and can give la correctly, when the teacher says three, and then fa when he says onc.
- § 55. Five is then practised in the same manner, in connection with one and three. Afterwards, eight is taken with them.
- § 56. These four principal notes are now practised a long time, before the other notes are undertaken.
 - § 57. Then seven, four, six, and two are gradually added.

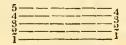
The details of this system may be found in Mason's "Manual of Instruction in the Elements of Vocal Music;"—for sale by the publishers, Truman, Smith and Co. Cincinnati.

APPENDIX TO LESSON VII.

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

LESSON VIII. THE STAFF.

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



- § 60. The lines and spaces are numbered first, second, third, &c., from the bottom upwards.
- § 61. When the notes ascend above or descend below the staff, ADDED LINES are used; as follows:



§ 62. Different staffs are used for the different parts, which are indi-

cated by the CLEFS. Thus, is used for the Treble, and is used for

the Base.

The Alto or Second Treble and also the Tenor use the Treble clef, but the Tenor sing their notes an octave lower than the Treble.

§ 63. In the natural scale, the eight notes are applied to the two staffs as follows:



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



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

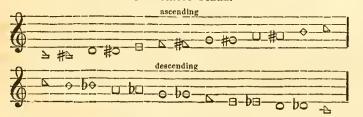


§ 66. The scale thus formed by the natural tones and semitones, is called the DIATONIC SCALE, or scale by tones.

LESSON IX. CHROMATIC SCALE.

- § 67. By examining the scale in § 51, we shall find that some of the intervals are tones and others semitones. Each of the whole tones may be divided into semitones; and thus we shall have a chromatic scale, or scale by semitones.
- § 68. These intermediate semitones are formed either by elevating or depressing the whole tone. Thus, the semitone between C and D may be either C elevated or D depressed half a tone.
- § 69. The sign of elevation is called a SHARP, made thus #; and the note before which it is placed, is called a SHARPED note.
- § 70. The sign of depression is called a FLAT, made thus ϑ ; and the note before which it is placed is called a FLATTED note.
- § 71. In ascending, we use sharped notes; and in descending, flatted notes; as follows:

CHROMATIC SCALE.



- § 72. To sing a sharped semitone correctly, we must change the termination of the appropriate syllable to ee. Thus, in ascending we say, fA, fee, SOL, See, LA, FA, fee, SOL, See, LA, lee, MI, FA.
- § 73 To sing a flatted semitone, we change the termination to ay. Thus, in descending, we say, fA, MI, may, LA, lay, sol, say, fA, LA, lay, sol, say, fA

LESSON X. TRANSPOSITION OF THE SCALE.

§ 74. We have thus far taken one of the scale, called also the KEY NOTE, on C; but any other letter may be made one, by making some of the letters sharp or flat, so as to bring the semitones between three and four, and seven and eight.

§ 75. To render the necessary changes more evident, we will exhibit the two following natural scales, one with the numerals, the other ex-

tended with the letters:



§ 76. If we apply one to C, the tones and semitones will correspond. Thus, the *natural* place for one is C.

§ 77. If we apply one to G, two will come to A, three to B, four to C, five to D, six to E, but seven will come half the way from F to G, or to F#. Thus, if F is sharped, or if there is one #, the key note or one is G.

§ 78. If we take D as one, we shall find in the same manner, F and C must be sharped. Thus, if F and C are sharped, or if there are two ##s, the key note is D.

§ 79. A as one requires F, C and G sharp: or if there are three ###s, the key note is A.

§ 80. If F, C, G and D are sharped, or four ####s, the key note is E.

§ 81. If we take F as one, G and A will come right, but four comes between A and B, or to $B \triangleright$; C, D and E will also come right. Thus if B is flatted, or if there is one \triangleright , the key note is F.

§ 82. By as one requires also E flat. Thus, if B and E are flatted, or if there are two bys, the key note is B.

§ 83. If B, E and A are flatted, or if there are three $\cancel{D}\cancel{D}\cancel{D}$ s, the key note is ED.

 \S 84. If B, E, A and D are flatted, or four PPPs, the key note is AP

LESSON XI. SIGNATURE.

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



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

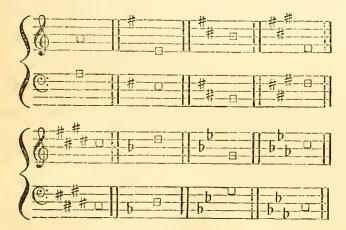
LESSON XII. MODULATION.

- § 89. Sometimes a tune passes from one key into another, during its movement, and then back again: this is called MODULATION.
- § 90. The signs of elevation or depression necessary for the new key, cannot all be placed in the signature; but those altered letters which are not in the signature, must have the sign of alteration placed before the notes which are to be altered. As an example, see Ellenthorpe, p. 28, second line of the words; where we find D sharped in the treble and alto, which with the signature indicates the key of four #s, or E.
- § 91. Such flats or sharps occurring in the middle of a tune, are called ACCIDENTALS; in distinction from the essential marks of the signature.
- § 92. The keys to which tunes usually modulate are such as have one more or one less flat or sharp than the signature: and such are called RELATIVE KEYS.
- § 93. As an instance of one more sharp, see second line of Ellenthorpe, as above; and also, second line of Danvers, p. 24.
- § 94. As an instance of one more flat, see p. 45, Talbot, third line, and p. 134, Tamworth, third line.
- § 95. As an instance of one less sharp, see, p. 190, Hymn, fifth line.
- § 96. As an instance of one less flat, see, p. 41, Wakefield, second line.
- § 97. In the two last examples, we wish to take away one sharp or flat contained in the signature. This we do by means of the cancelling sign 4, called a NATURAL; as in the examples.
- § 98. The natural, when it takes away a sharp, depresses the sound, the same as a flat: on the other hand, when it takes away a flat, it elevates the sound, the same as a sharp.
- § 99. When the same note appears according to the key, and then immediately flatted or sharped, the change is merely transient or chromatic, and not a modulation; as in Swanwick, fourth line, Alto, and Falkland, third line, Base.

For modulations to minor keys, see Lesson XIV

LESSON XIII. THE MINOR SCALE.

- § 100. The scale we gave in § 51 has the semitones between three and four, and seven and eight, and is called the MAJOR SCALE OF MODE; but there is another, called the MINOR SCALE OF MODE, which has one semitone between two and three; this gives the music a plaintive pathetic character.
- § 101. In the minor mode, instead of the fa above mi, la below mi is taken as one, or the Key Note. This is the case, whatever is the signature; so that the key note of the minor mode, is always two notes lower than in the major mode with the same signature.
- § 102. The following are the key notes, in the minor key, for each signature:



§ 103. When we descend in the minor scale, the intervals of the scale are all correct, or the semitones are between five and six, and two and three; but in ascending, as the car requires the note before the key note to be a semitone below it, we are obliged to elevate seven a semi-

tone; and also six, in order to have only a tone between six and seven Example:



The syllables appropriated to the elevated notes are fee and see

- § 104. In flat signatures, the notes are elevated by means of the natural 4, see § 97; see also Cabot and Canton p. 52.
- § 105. The frequent occurrence of these accidentals is an easy method of determining that a tune is in the minor key. As examples, see Windham, p. 39, and Hanover, p. 50.

LESSON XIV. MODULATION: MINOR KEYS.

- § 106. Modulations take place in the minor, in the same manner as in the major keys. Examples with one more sharp, see p. 75, Corwen, last part of the first line; with one less flat, see p. 100, Kambia, second line.
- § 107. Modulations are often made from the major to the minor key with the same signature. This is indicated by the sharped fifth, which becomes the sharp seventh of the new key, called the RELATIVE MINOR. As an example, see p. 57, Patmos, second line.
- § 108. Similar modulations are made from the minor to the major key; which is indicated by the loss of the sign of elevation before the seventh, which then becomes the fifth of the new key, called the RELATIVE MAJOR. Example, p. 39, Ashfield, last part of the second line, and first part of the third, and p. 52, Canton, second line.
- § 109. In major keys, modulations are made into minor keys with one less sharp, or one more flat. This is indicated by the sign of depres-

sion before the seventh, and by the elevation of the key note for the sharp seventh of the new key. Examples, p. 190, Hymn, end of the fifth line, and beginning of the sixth Sometimes only the elevated key note is seen. Examples, p. 101, Somers, third line; p. 100, Horeb, fourth line.

§ 110. Sometimes a modulation takes place from a major to a minor key, with the same key note, called the TONIC MINOR. This is indicated by the flat third. Example, p. 218, Hymn, fifth and sixth lines.

§ 111. We have been thus particular on the subject of modulation, because no one can sing correctly, without knowing in what key he is singing.

LESSON XV. Names and qualities of the different notes of the scale.

- § 112. One or the key note of the scale is called the TONIC, because determines the pitch or tone of the scale. From this, all the other notes are reckoned; and with it, the principal parts of a piece of music commonly begin and end; and regularly the base always ends with it. Hence, in giving the pitch, the tonic is first sounded.
- § 113. Five, the next most important note of the scale, and the last note but one in the base of every regular close, is called the DOMINANT,
- e. the governing note; thus named, because it leads the ear to expect a close. The tenor and alto often begin and end on the dominant; but seldom the other parts.
- § 114. Three is called the MEDIANT, because it is midway between the tonic and dominant. In some respects, it is the most important note of the scale, as it distinguishes the minor from the major mode.
- § 115. Eight is called the OCTAVE, and differs from the tonic only in pitch.
- § 116. One, three, five, and eight, are the principal notes of the scale, or the common chord of the key note. On some one of these notes, every part of a piece of music regularly begins and ends: hence, in giving the pitch, these four notes are usually sounded.

It is a fault in giving the pitch, to sound five and not three, as three only determines the mode.

- § 117. Two is called the supertonic, because next above the tonic.
- § 118. Seven is called the Subtonic, because next below the tonic. It is also called the LEADING NOTE, as it regularly leads to, or requires the tonic after it.
- § 119. While the base takes the dominant preparatory to a close, two other parts regularly take seven and two, and often four, which with the base constitutes the dominant chord. (See next Lesson.)
- § 120. Four is called the subdominant, because it is the next below the dominant.
- § 121. Six is called the SUBMEDIANT, because it is midway between the octave and mediant below it.
- § 122. No piece of music can regularly begin or end on two, seven, four or six

LESSON XVI. INTERVALS

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

In counting the degrees for the intervals, both extremes are included. Thus, when we say, from C to E is a third, we count—C is one, D is two, and E is three.

§ 124. When the same note is repeated, it is called a unison, marked 1. By inversion, the unison becomes an octave, marked 8.



- § 125. An interval is inverted when one of the notes is transposed an octave, or when the note previously the lowest becomes the highest.
- § 126. An interval from one note to that on the next degree above, is called a SECOND, marked 2; inverted it becomes a seventh, 7.

- § 127. When one degree intervenes between the two notes, the interval is called a THIRD, marked 3; inverted it becomes a sixth.
- § 128. When two degrees intervene, the interval is called a FOURTH, marked 4; inverted it becomes a fifth.
- § 129. When three degrees intervene, the interval is a fifth, marked 5; inverted it becomes a fourth.
- § 130. When four degrees intervene, the interval is a SIXTH, marked 6; inverted it becomes a third.
- § 131. When five degrees intervene, the interval is a seventh, marked 7; inverted it becomes a second.
- § 132. When six degrees intervene, the interval is an octave, marked 3; inverted it becomes a unison.
- § 133. An interval consisting of a tone is called a MAJOR second; and one of a semitone, a MINOR second.
- § 134. An interval consisting of two tones, is called a Major third; and one of a tone and a semitone, a MINOR third.







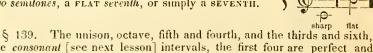








- § 135. An interval consisting of three tones is called a SHARP fourth; and one of two tones and a semitone, a PERFECT fourth or simply a FOURTH.
- § 136. An interval consisting of three tones and a semitone is called a PERFECT fifth, or simply a FIFTH; and one of two tones and two semitones, a FLAT fifth.
- § 137. An interval consisting of four tones and a semitone is a MAJOR sixth; one of three tones and two semitones, a MINOR sixth.
- § 133. An interval consisting of five tones and a semitone is a SHARP seventh; and one of four tones and two semitones, a FLAT seventh, or simply a SEVENTII.



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

LESSON XVII. CHORDS.

- § 140. When two or more notes are sounded together, the combination is called a cutord: if agreeable to the ear, it is called a consonant chord, or a concord; if disagreeable to the ear, it is called a dissonant chord, or a discord.
- § 141. A chord consisting of a fundamental note or base, and of its third and fifth, to which the octave may be added, is called a COMMON CHORD: if the third next the base is major, it is called a MAJOR chord, if minor, a minor chord.
- § 142. A chord consisting of a bass, its third, fifth, and seventh, is called a chord of the SEVENTH. This chord is usually based on the dominant, and has the seventh flat.



- § 143. The intervals of the chords are not taken according to the degrees of the scale, but according to the letters: thus, the common chird having C for its fundamental note, is made up of C, its third E, its fifth G, and sometimes its octave C, wherever these notes may be placed; E may be in the treble, G in the tenor, and C in the alto, or in any other order, so long as the right letters are used. If the fundamental note is not in the base, but some other note as E or C in the above instance, the chord is said to be inverted.
- § 144. Common church music is made up almost entirely of the above two chords and their inversions; and a knowledge of the order in which these chords should succeed each other, constitutes the science of HARMONY
- § 145. Common chords occur most frequently with the tonic as the fundamental note; next the dominant, then the subdominant, sometimes the submediant, and rarely the mediant and supertonic.

It must be remembered, that the tonic is one of the scale, whatever may be the signature; and that the notes of the several chords may be taken in any of the parts.

§ 146. The Chord of the seventh most frequently occurs on the dominant; it is then called the dominant seventh. This chord is regularly followed by the tonic chord; which succession constitutes the regular close or cadence.



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

THIRD DIVISION; DYNAMICS.

LESSON XVIII. Force of Sounds.

- § 147. In order to indicate how particular notes or whole passages should be sung, certain *characters* or words are used.
- § 148. A sound attered by the ordinary exertion of the organs, is called a medium or middle sound; marked m., mez, or mezzo. All sounds not otherwise marked, are to be performed mezzo

- § 149. A sound uttered by a somewhat stronger exertion of the organs, is called a loud sound, marked f., for. or forte. A very loud sound is marked, ff. or fortissimo; and as loud as possible, fff.
- § 150. A sound uttered with some restraint of the organs, is called a soft sound, marked p., pia. or piano; a very soft sound is marked pp. or pianissimo; and as soft as possible, ppp.

In practising these sounds, the scholars should begin with the medium sound, and then give the loud and very loud, or the soft and very soft; the teacher giving the example.

- § 151. A sound which commences soft, and gradually grows louder and louder, is called an *increasing* sound, marked *crcs.*, *crescendo*, or thus —.
- § 152. A sound which commences very loud, and gradually decreases to silence, is called a decreasing or diminishing sound, marked dec., decrescendo or dim., diminuendo, or thus
- § 153. A sound which gradually increases and then gradually diminishes, is called a swelling sound, or a swell, marked

The teacher should require the scale often to be sung with each of the above, and sometimes with the following tones.

- § 154. A short sound, struck with a sudden crescendo or swell, is called a pressure sound, marked rf., rinforzando, or < or <>.
- § 155. A sound very forcibly struck and suddenly diminished, is called an explosive sound, marked fz., forzando, or >
- § 156. When the notes are to be sung very short and distinct, so as to give life and energy to the execution, the word staccato or the marks
- § 157. When the notes are to sustained their full length, and gently swelled and diminished, so as to give tenderness and pathos to the performance, the term legato is used

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

LESSON XIX. ARTICULATION AND EMPHASIS.

§ 158. Besides the dynamic designations of the last lesson, voca. expression depends chiefly on articulation and emphasis

§ 159. The tone in singing depends chiefly on the vowels. Hence these must be uttered with special accuracy, and must be duly prolonged.

The teacher should cause each of the vowels to be sounded and sustained, and also the scale to be sung with them. He should first give the example; and then see that the sounds are performed, from beginning to end, with the organs immoveably fixed in one position, without the least change.

§ 160, The articulation or the distinct utterance of the words, depends almost entirely on the consonants. These should be struck or sounded with force, distinctness, and great care. The sounds should be prolonged only on the vowels; and the consonants, whether at the beginning or end of the syllable, should be quickly articulated, not prolonged.

The indistinctness of the words in singing, arises from the neglect of the above directions. The consonants are commonly prolonged, and those belonging to different words are apt to be run together. To obviate this, after the vowels are properly sung, different consonants should be gradually prefixed and annexed to them, and the scale sung with syllables.

- § 161. It is as essential to good singing as to good speaking, that some words and syllables should have more stress of voice than others; and that the same syllables should be accented in singing as in speaking: such words and syllables are called accented or emphatic.
- § 162. If the poetry is properly constructed, the emphatic syllable falls on the accented part of the measure. If otherwise, the emphasis of the words must be attended to, and the rhythmical accent neglected.

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

LESSON XX. CONNECTION OF SYLLABLES AND WORDS.

- § 163. The breath must not be drawn in singing any more than in speaking, in the middle of a word. Nor, when several notes come to one syllable, should there be interruptions between them; as fa-ha-ther, for father; but the several notes should be blended with smoothness, but not without distinctness
- § 164. Words which are intimately connected in sense, as the article and its noun or the preposition and its noun, should as seldom as possible

be separated by drawing the breath between them. In fact, the breath should be no oftener drawn than fullness and firmness of tone require.

- § 165. The practise of breathing regularly at a particular place in each measure, should be specially guarded against; and also the habit of leaving the sound abrubtly to take breath, or as it is sometimes called catching breath. The breath should be taken quickly yet gently.
- § 166. In taking breath, great care must be had that as little noise and ceremony as possible be made; and that the mouth retain the position it had, while performing the previous note; by no means forming itself into the shape necessary for the following note, or closing itself while taking breath.

LESSON XXI. SENTIMENT.

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

LESSON XXII. THE VOICE.

- § 169. Since it is necessary from the first, that the teacher and school should be acquainted with the properties of a good tone, we close the introduction with remarks on the following topics.
- § 170. I. Production of vocal sounds Our method of producing vocal sounds is similar to that of a wind instrument. We inhale a

quantity of air, and force it out through the vocal organs. If we wish to produce a very low sound, the internal organs, particularly the opening of the throat, are expanded, and the air is forced out with as little velocity as will make a distinct vocal sound. On the other hand, if we wish to produce a very high sound, the same internal organs are contracted, and the air is forced out with as great a velocity as can be produced without screaming. The power of thus expanding and contracting the organs is, in a great measure, the result of practice. The sound should be made chiefly at the opening of the throat, and merely modified by the external organs of the mouth, viz. the tongue, the teeth, the palate, and the lips. The mouth should be so completely open, that the sound may meet with no obstruction in its course, and the organs kept in a fixed position without the least variation. A full and retentive breath is necessary to a full and firm tone; and to acquire this, the scholars should frequently practise some vocal sound, and give it as full, as smooth, and as long as possible. To improve the voice and give it volume, we should accustom ourselves to sing the scale with explosive and the other dynamic tones. In this way, the internal organs will become more elastic and subject to command. By a continued exercise of the organs, in the manner above described, most persons in time may acquire,

\$ 171. II. The most essential qualities of a good tune; viz.

purity, fullness, firmness, and certainty.

1. Atone is Pune or clear when no extraneous sound mixes with it; INPUNE when something like a hissing, screaming, or huskiness is heard in connection with it. Impurity is often produced by the interference of the parts of the mouth; they get in the way, and the sound is thus obstructed and indistinct.

2. A tone is full, when it is given with a complete, free, and unconstrained exertion of the appropriate organs of sound. The breath should be fully drawn, and used only to produce the sound. That tone is faint which is produced by a negligent use of the organs, by a want of breath, or by a waste of it, that is, air escapes which does not go to make up the sound. Exercises in the explosive tone will greatly assist is acquiring the proper manner of taking breath.

3 and 4. A tone is FIRM and CERTAIN, when immediately on being

given, it is the correct sound, and continues so to the end

Hence, the following are faults: A wavering and trembling of the voice. Striking a wrong note and then sliding up and down to the correct sound. A negligent or careless beginning and ending of the sound. A too great clevation or depression of the sound. The only remedy for these defects, is, first, to have the correct sound in the ear, then to strike it firmly and surely, and finally, to keep the organs in the same fixed position without the least deviation, as before directed

§ 172. To correct faults. If the teacher hears a faulty tone in a scholar, let him endeavor to imitate it, and in doing so, he should give close attention to the organ by which the faulty sound is produced. Let him then sing a good tone, with the use of the appropriate organs; and the scholar will immediately discover and correct his fault. It is highly useful also for the teacher to give out faulty sounds, and to require the pupils to initate them, contrasting them with those which are correct.

§ 173. General directions Let the teacher require the scholars always to stand erect, with the head looking directly forward, the breast bending a little outwards, and the mouth duly open. The mouth should be open so far that the end of the fore finger may have free play between the teeth. The tongue should lie naturally and still in the mouth. The teacher must give all attention to the observance of these rules, if he would not have more faulty tones than good. For example: By a straining of the lungs and a violent holding back of the voice, a guttural and sometimes a husky sound is produced. By closing the teeth, a hissing sound is occasioned. An overstraining of the voice, by forcing out the sound too violently, produces a screaming and sometimes a bawling. A disagreeably coarse or shrill sound is produced, by opening the mouth too little, and thrusting out the chin, and to some extent drawing back the tongue. A nasal sound is occasioned by pressing the roots of the tongue somewhat against the palate.

For much important information on musical taste, and on the duties of a teacher &c, consult Porter's "Musical Cyclopedia"; articles Dynamics, Breath, Expression, Choir, Chorister, Psalmody, &c. See also Mason's Musical Manual.

Apagio, very slow, heavy, and expressive. AD LIBITUM, at pleasure; may be omitted or performed.

Affetuoso, with tenderness and deep

AFTER NOTE, a small note that follows the principal note, from which it borrows

ALLEGRETTO, somewhat quick and animated.

ALLEGRO, quick, slight and spirited.

ANDANTE, with a distinct and gentle accentuation; and with moderate quickness.

Andantino, somewhat gentle and distinct. APPOGIATURE, a small note that precedes the principal note, from which it borrows its time. Appogiatures and After notes are not counted in the rhythm; and whatever time is given to them is taken away from the notes to which they belong. They usually borrow time equal

to their own length; see p. 215, in the Treble, at the word 'reach, where the small note and the principal note which follows, each take the time of a quarter note, as at the word 'earth' in the same line. When an Appogiature precedes a pointed note, it may take two thirds the time, or twice its own length.

A TEMPO, in the regular time, after an ad libitum.

Bis, twice; written over a passage to be

CANTABILE, graceful, melodious. CHORUS, music intended for the whole

choir. CON SPIRITO, with animation.

DA CAPO. or D. C. repeat and close with the first strain: as Greenville, p. 132.

Dolce, with sweetness and delicacy. DUETTO OF DUET, music for two voices. GRAVE, slow and heavy, denoting solemLARGHETTO, slow, but less marked than | Sigiliano, music in sextuple time, per largo.

LARGO, very slow, delicate and sustained. Moderate, rather animated.

Pause, a character placed over a note, indicating that it may be prolonged beyond its strict time. When written at the end of a line, the prolongation may be about one beat.

Pomposo, dignified, grand. Prestissimo, as quick as possible.

Presto, very quick.

QUARTETTO OF QUARTET, music for four voices.

QUINTETTO OF QUINTET, music for five

RECITATIVE, a species of music, between singing and speaking, in which the singer is not restricted in time.

REPEAT, a character placed at the end, and sometimes at the beginning of a strain, to denote a repetition. . S. or -

form in a slow and graceful manner.

SLUR, a character drawn over as many notes as are sung to one syllable.

Solo, music for one voice. Soprano, the Treble.

Sostenuto, notes sustained the full time. Spiritoso, with spirit.

Symphony, or Sym, a passage for instru ments.

Syncopation, a note commencing on the unaccented part of the measure, and terminating on the accented.

TEMPO, time. TRIO, music for three voices. TUTTI, all the voices.

Unrson, all sing the same melody. VERSE, one voice on a part.

VIYACE, in a brisk and lively manner.

For a complete dictionary of musical terms, see " Musical Cyclopedia."

REMARKS ON THE USE OF THE INTRODUCTION, AND ON THE PERFORMANCE OF THE MUSIC.

The Introduction is designed either to be committed to memory and recited, in the same manner as has heretofore been practiced in the usual method of teaching, or to serve as a guide for those teachers who prefer the inductive plan of Pestalozzi. When this plan is adopted, the teacher should have a black board, with two staffs drawn across it in white lines, and placed in such a situation that it can be distinctly seen by the whole school. On this he may write numerous examples for practice, both those which relate to time, and those which relate to the scale or the practice of the different intervals; and also to the force of sounds. The teacher should always go on the principle of learning one thing at a time; and not proceed until each lesson is understood.

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

found numerous practical examples.

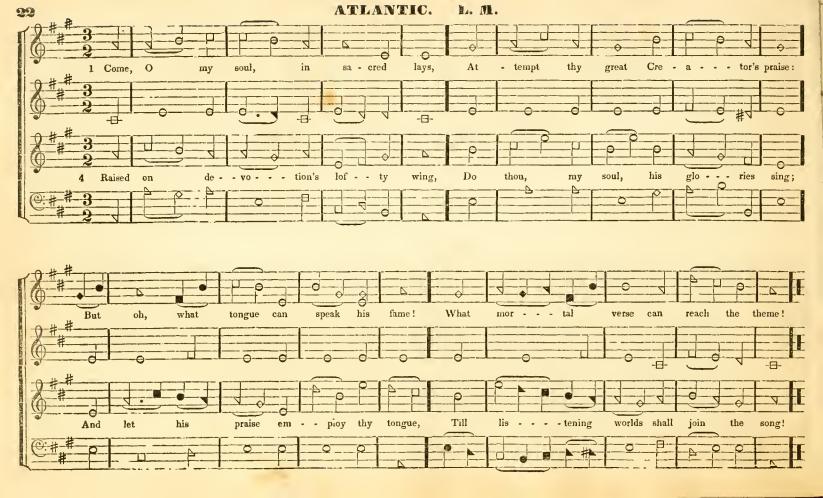
In the music, it will be observed that the Treble or leading melody is placed next to the Base. This arrangement is adopted for the convenience of the instrumental performer. This part is always to be sung by female voices, and by them alone. When sung by men's voices, it inverts the natural order of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

It will be observed that many of the particular meters are adapted to different varieties of words, as Worthing, p. 131; at the end of the second and fourth lines of which the tied notes may be sung to two syllables or to one; so of Greenville, p. 132; Armley, 157; Syria, p.

148: Berkley, p. 153; Rowley, p. 162, &c. (See note bottom page 156.)

SACRED HARP.









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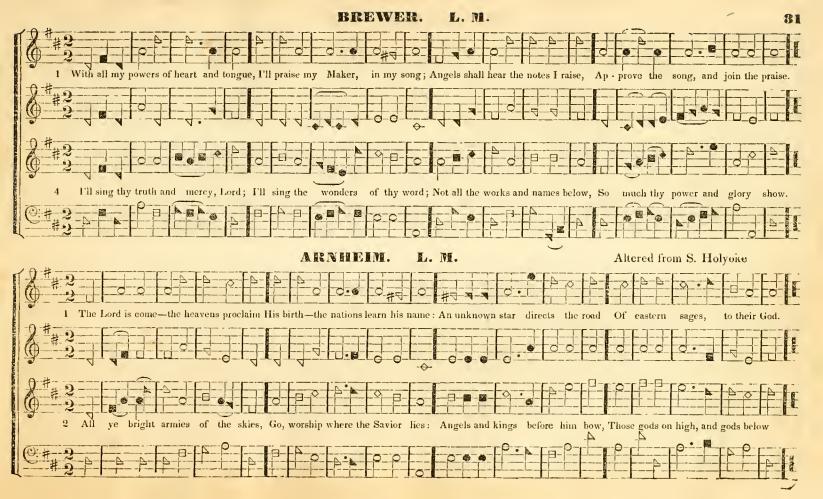




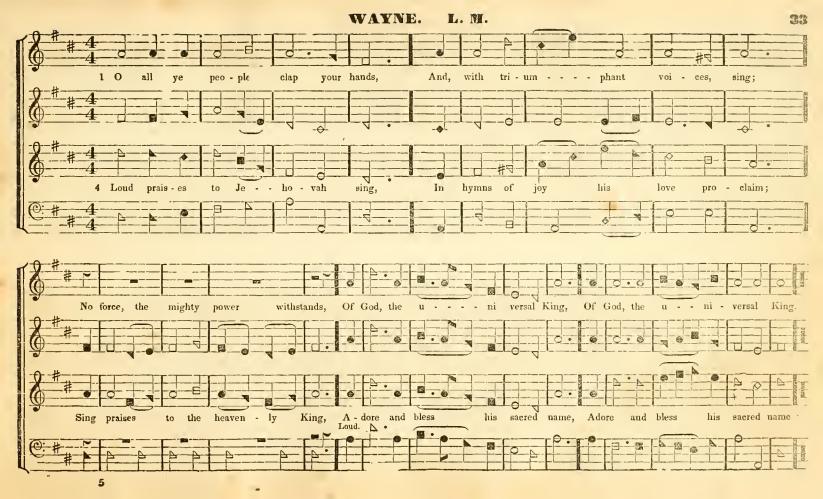






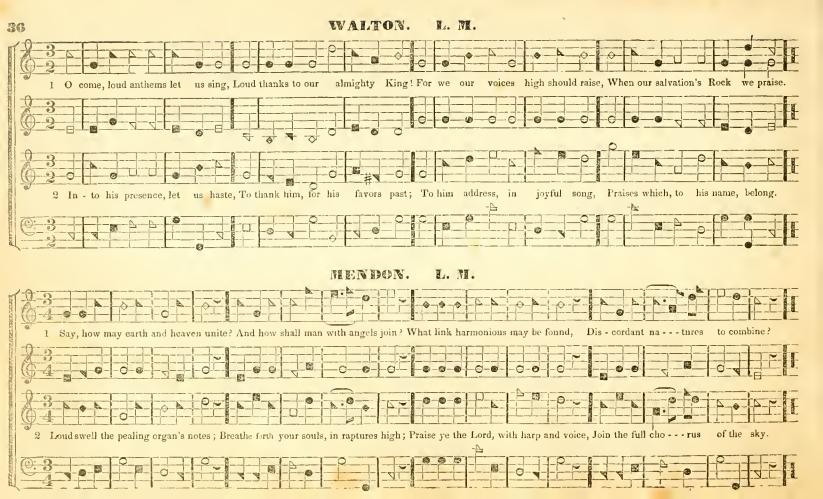


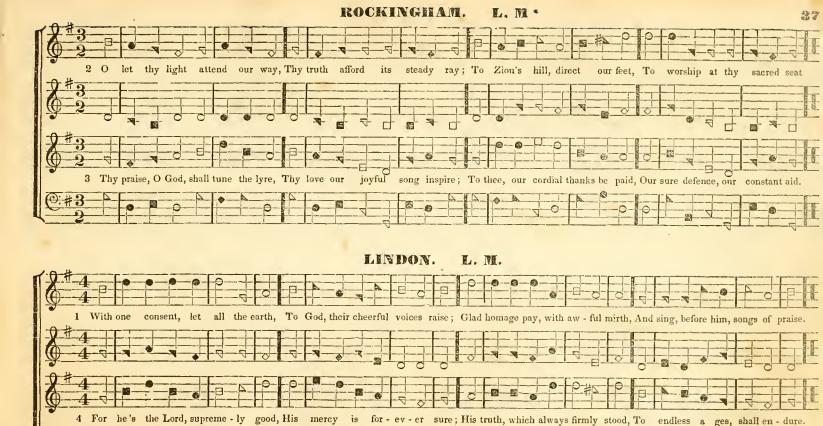




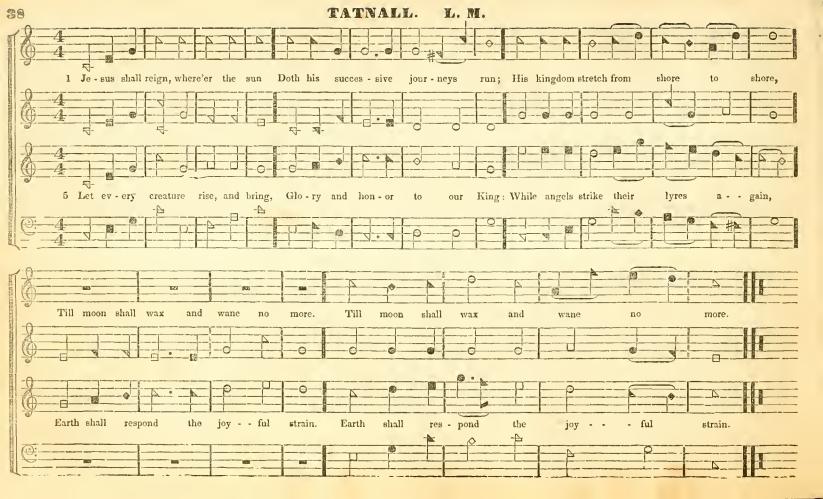


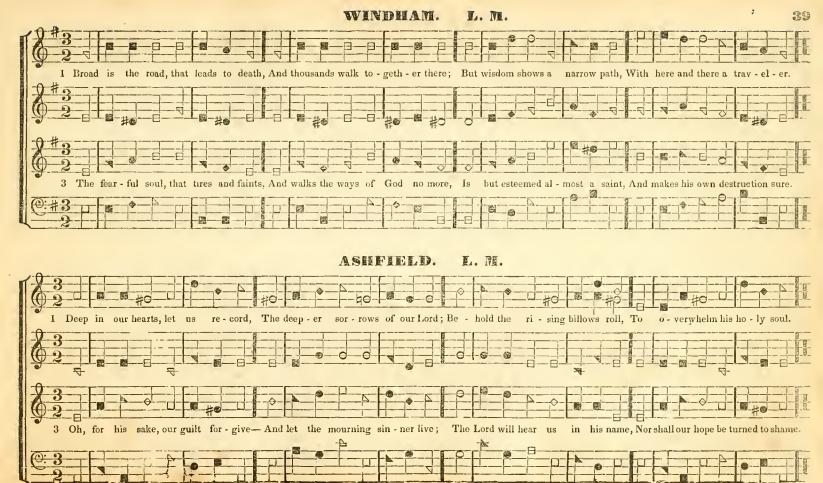


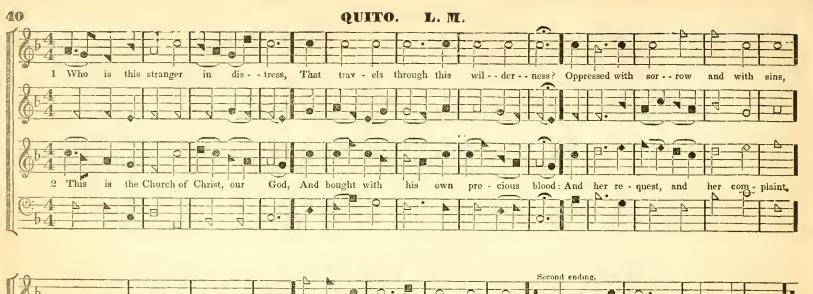




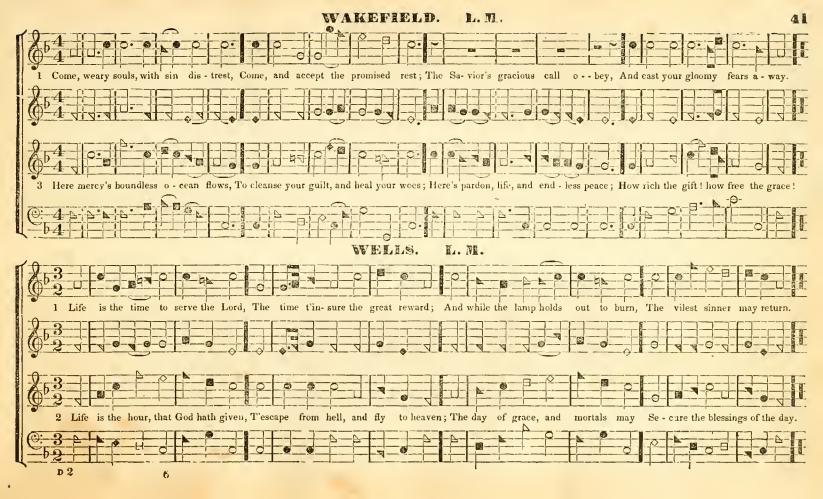
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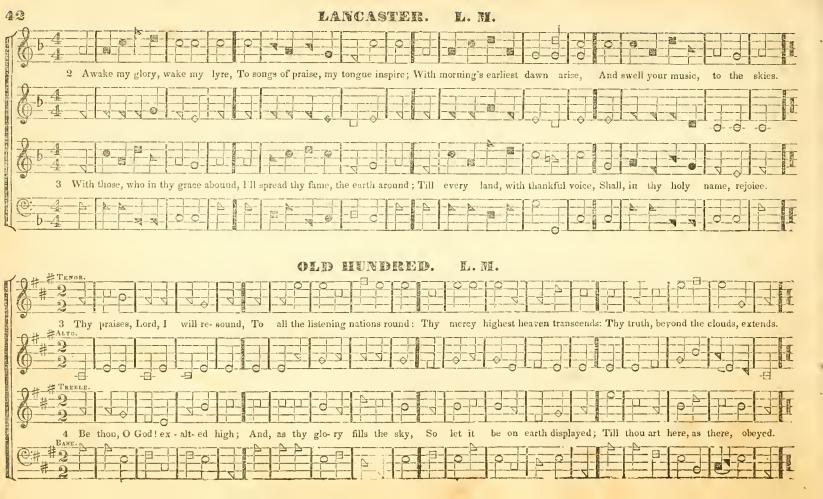


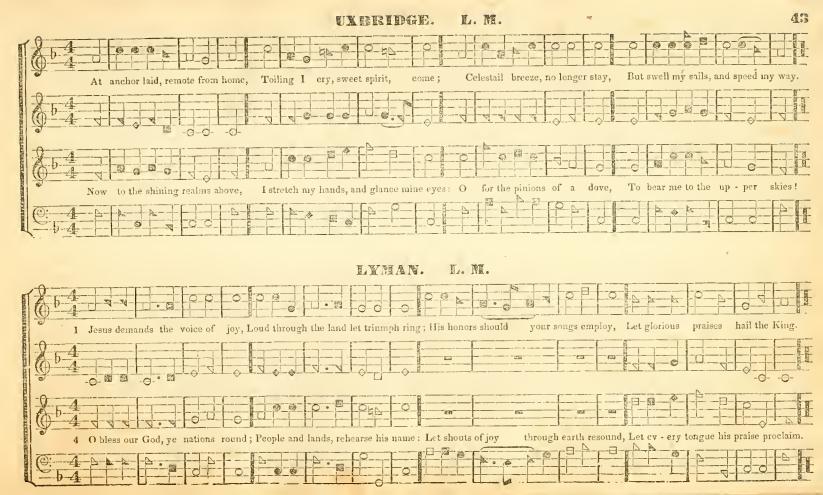


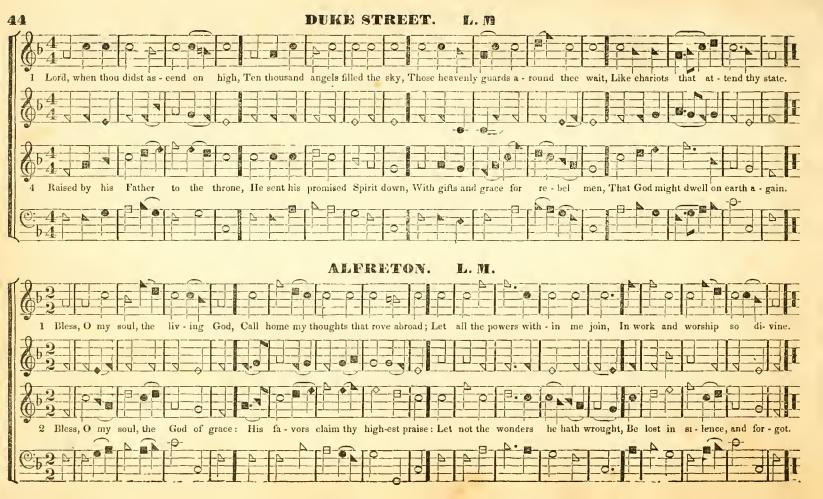


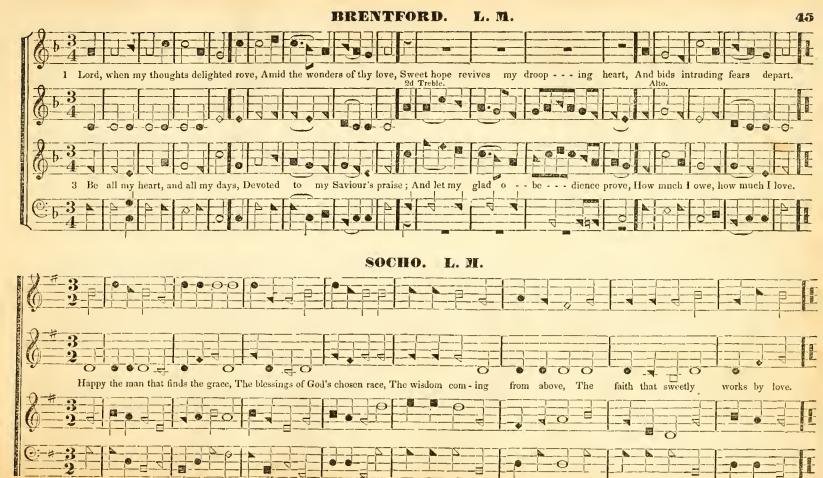


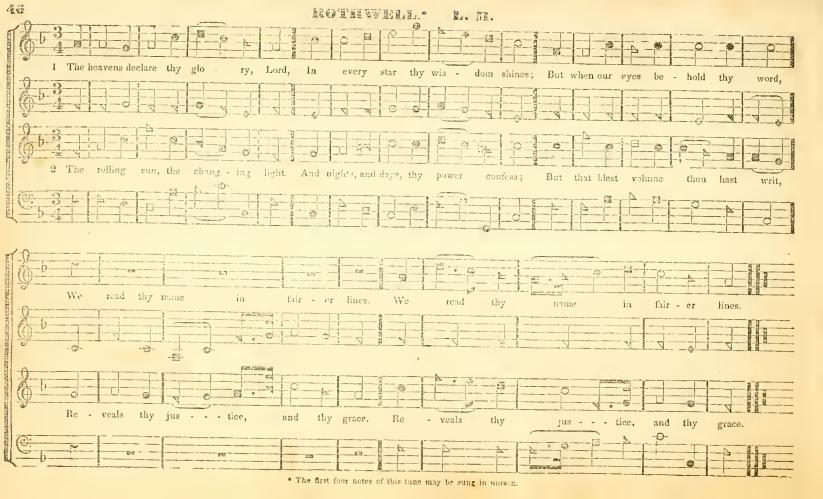




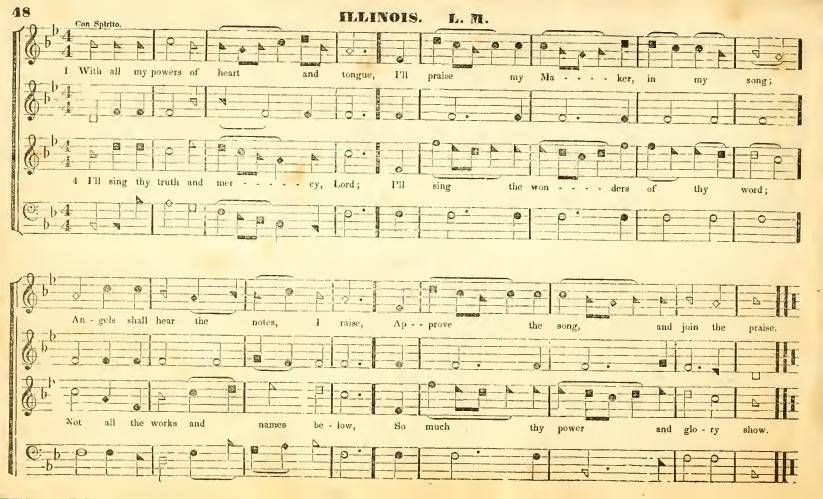




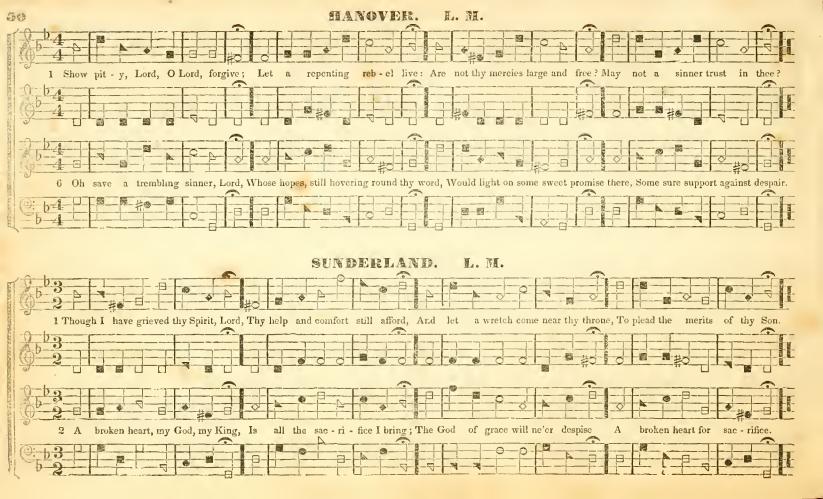




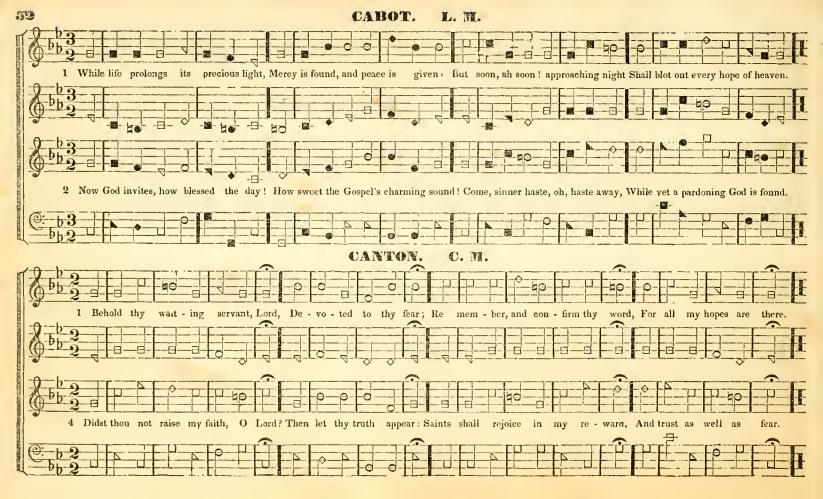


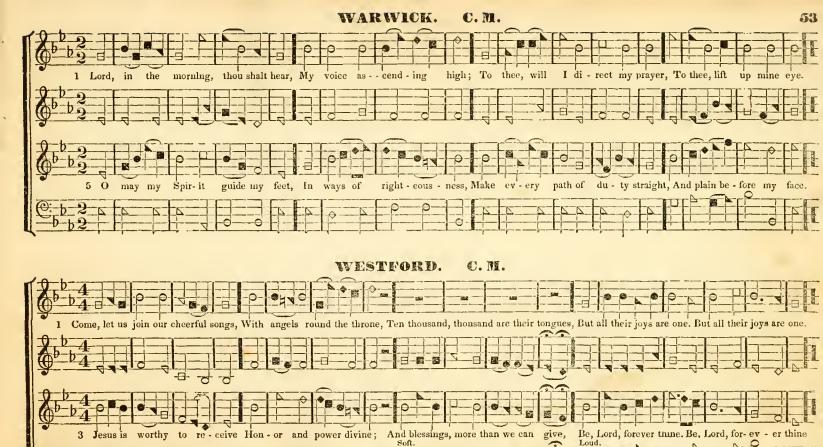






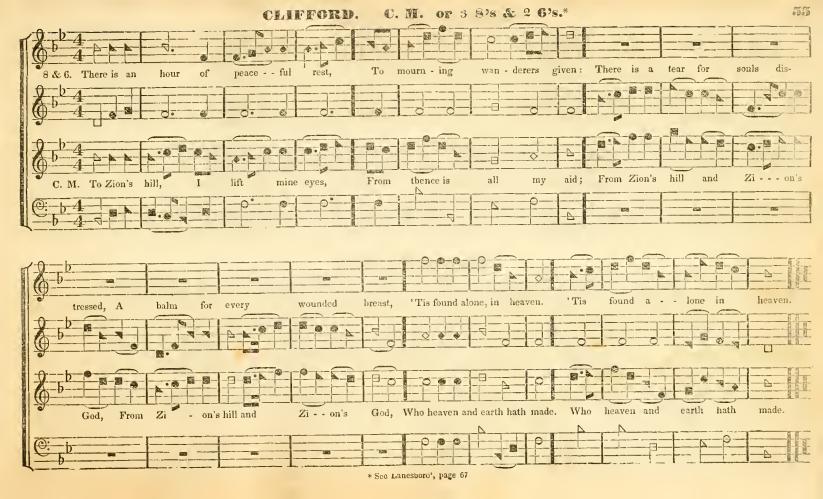


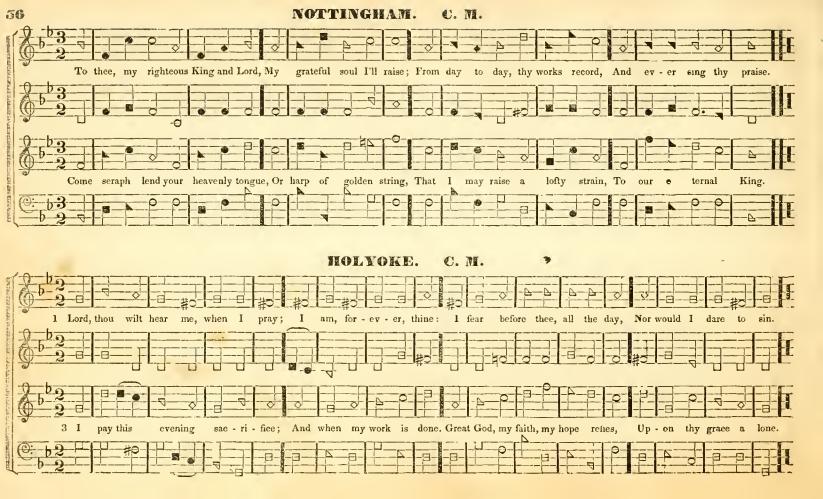


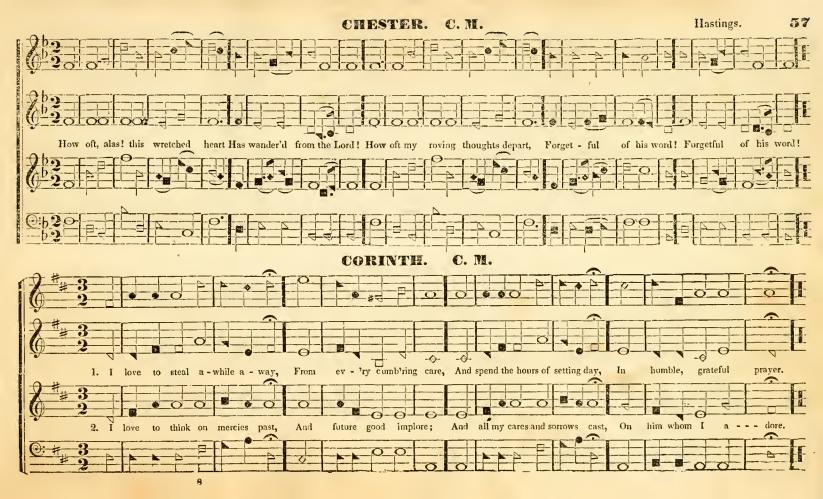




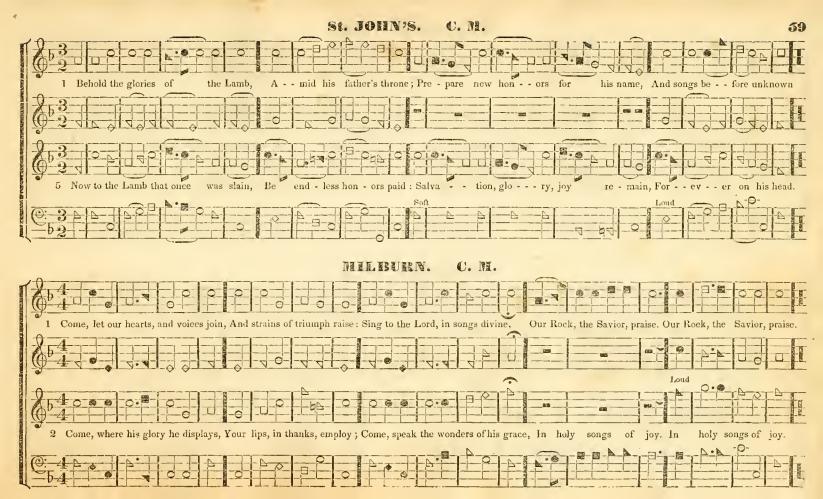






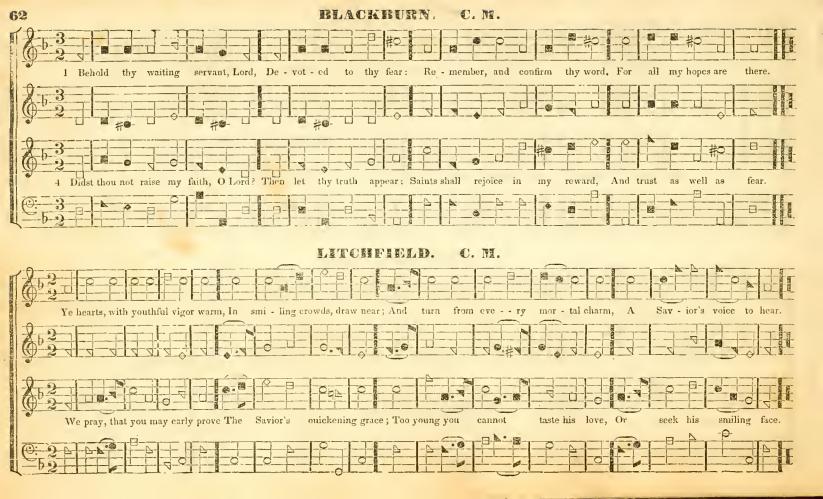


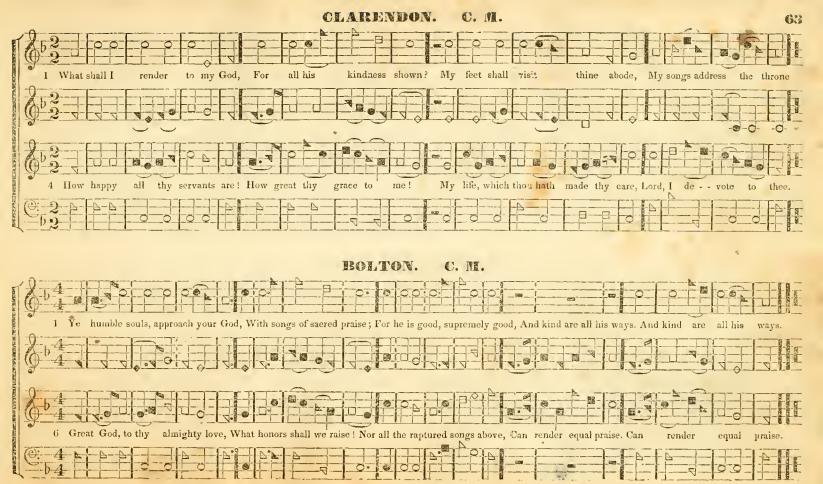


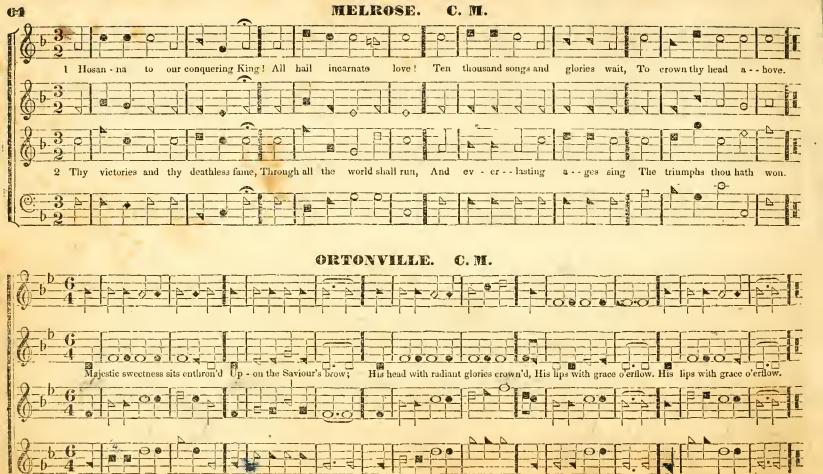




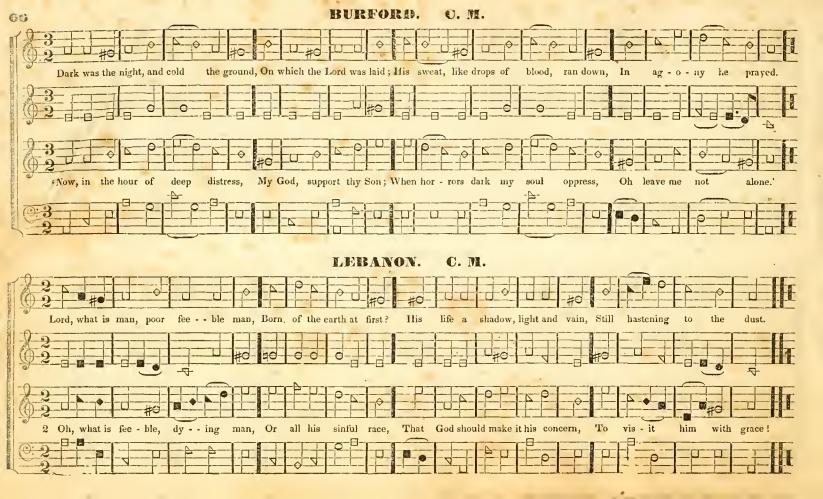


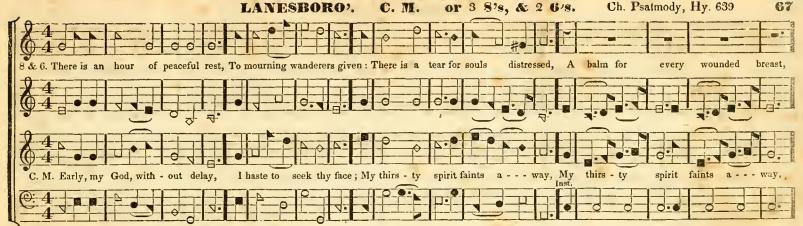


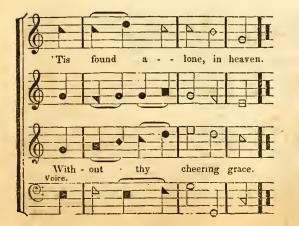






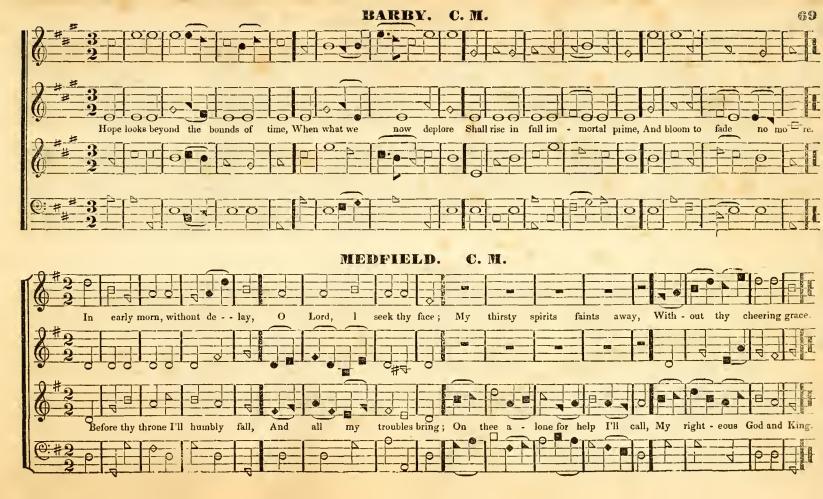


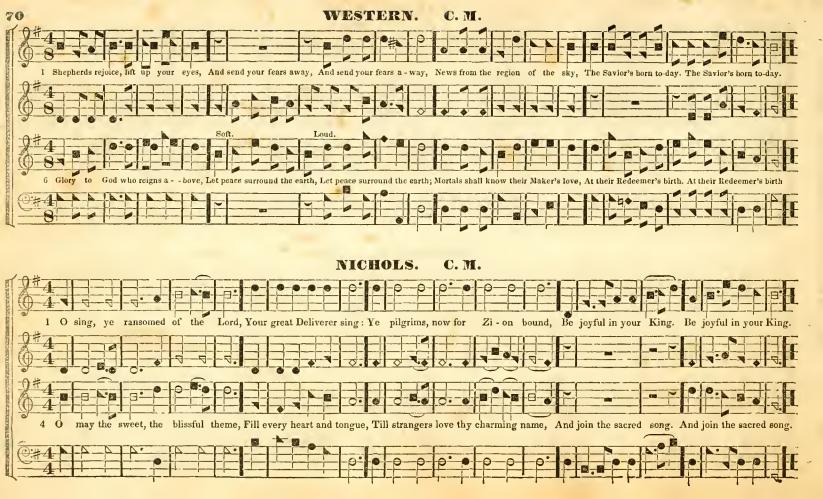




- 1 There is an hour of peaceful rest, To mourning wanderers given: There is a tear for souls distressed. A balm for every wounded breast, 'Tis found alone, in heaven.
- 2 There is a home for weary souls, · By sins and sorrows driven; When tossed on life's tempestuous shoals, Where storms arise, and ocean rolls, And all is drear, but heaven.
- 3 There faith lifts up the tearless eye, The heart with anguish riven; It views the tempest passing by, Sees evening shadows quickly fly, And all serene, in heaven.
- 4 There fragrant flowers immortal bloom, And joys supreme are given; There rays divine disperse the gloom; Beyond the dark and narrow tomb, Appears the dawn of heaven.

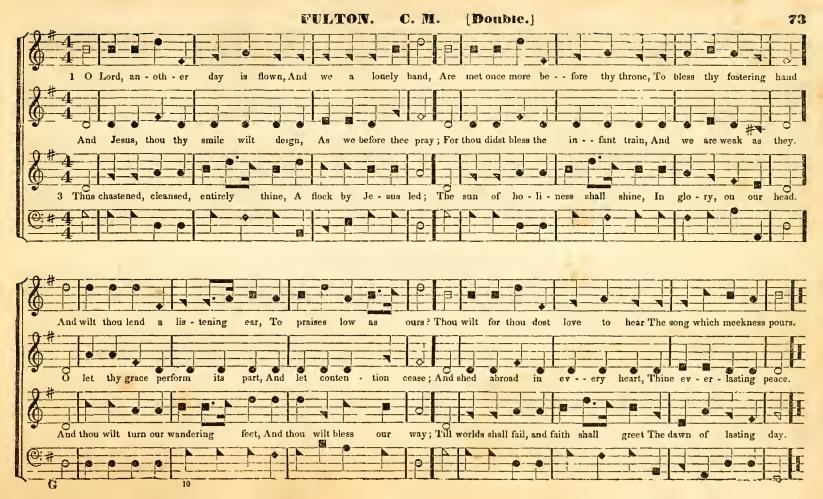


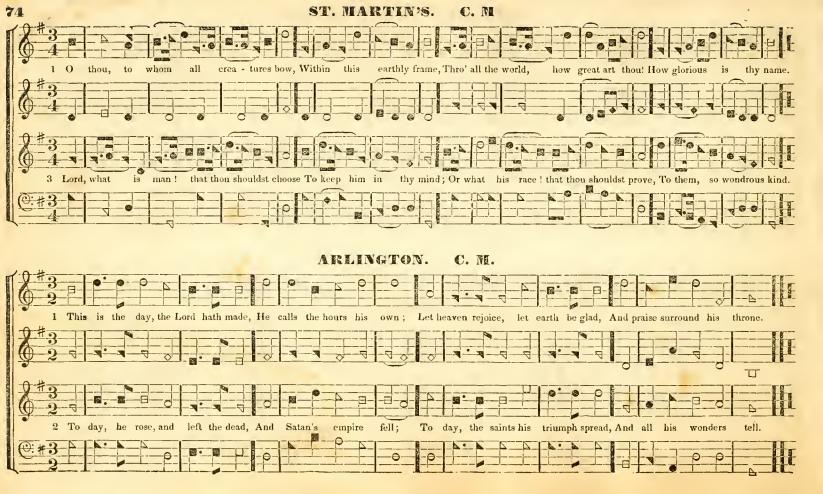


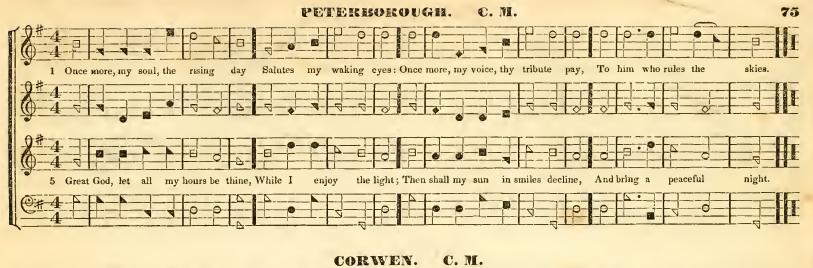




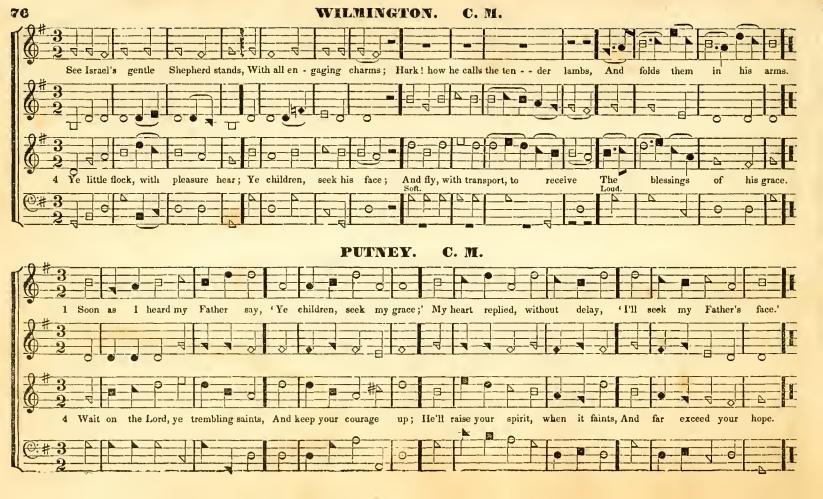






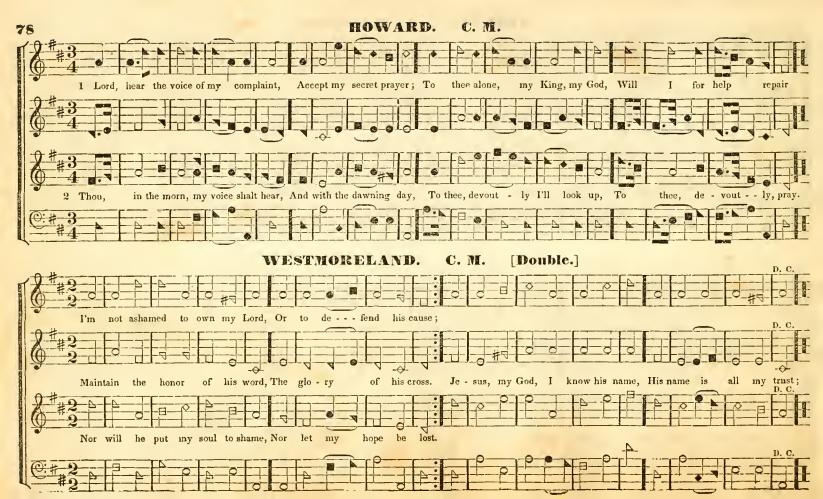


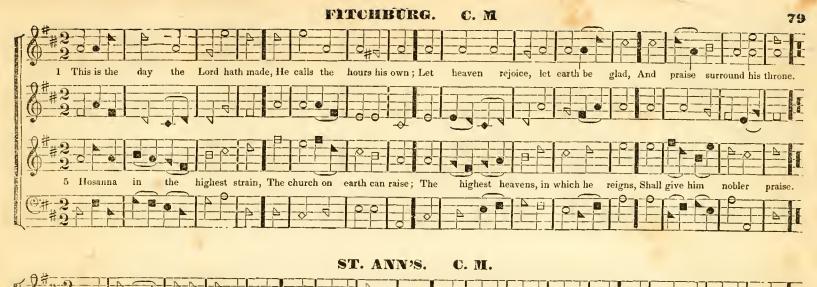


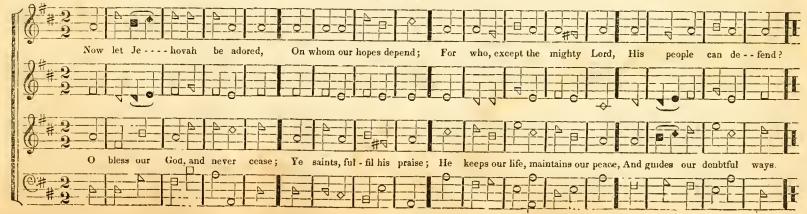






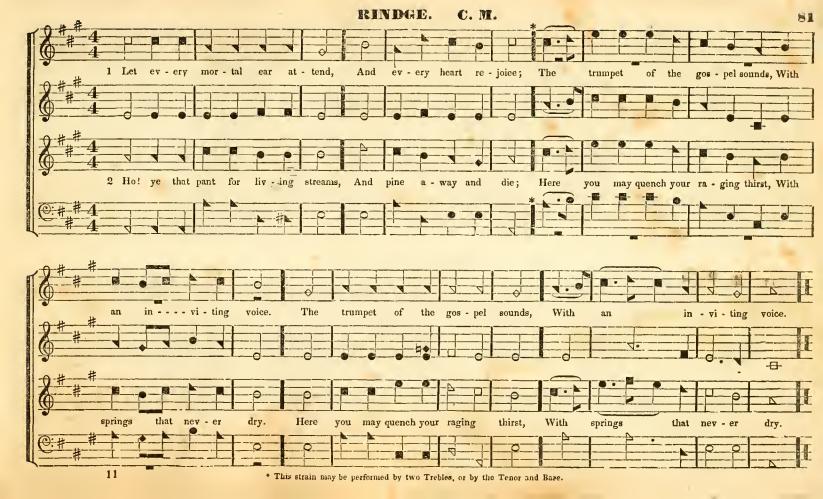


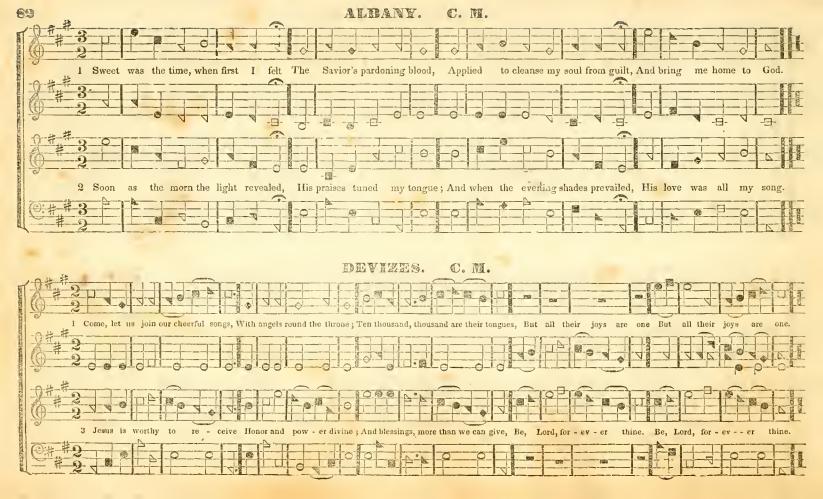


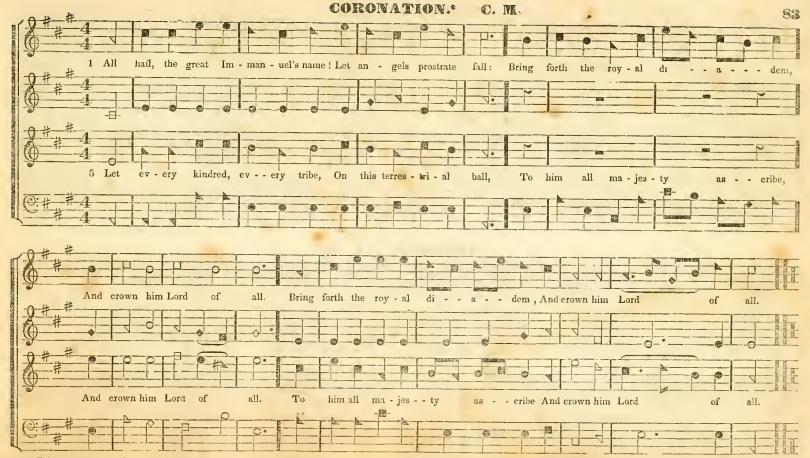




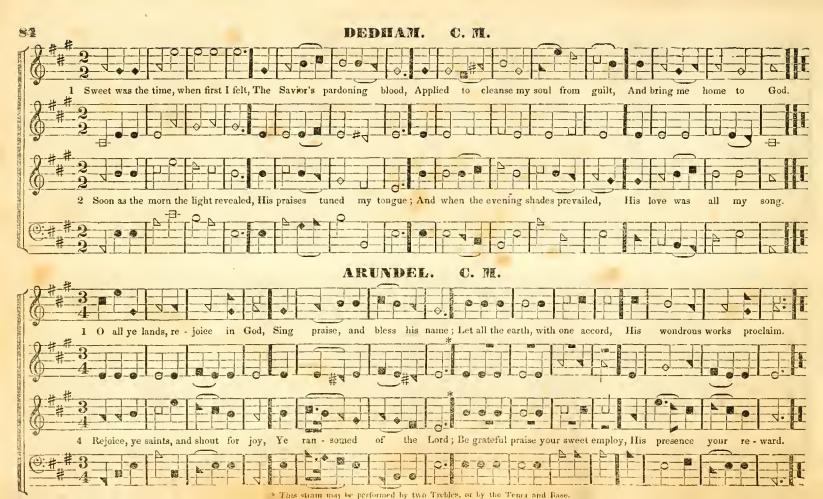


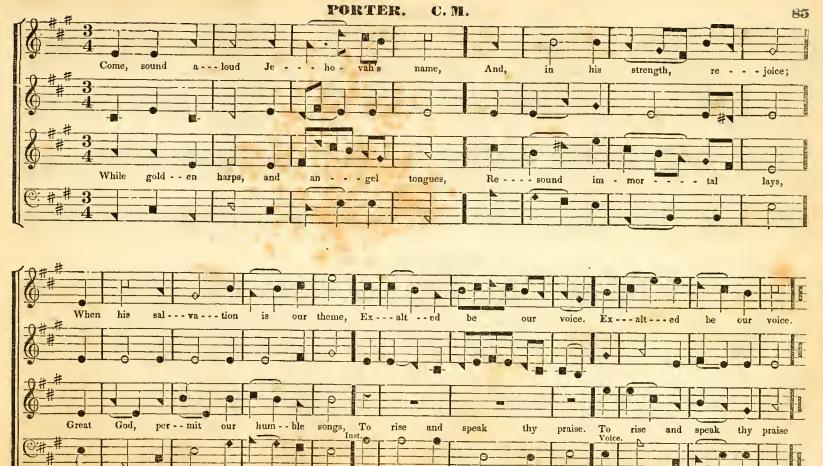




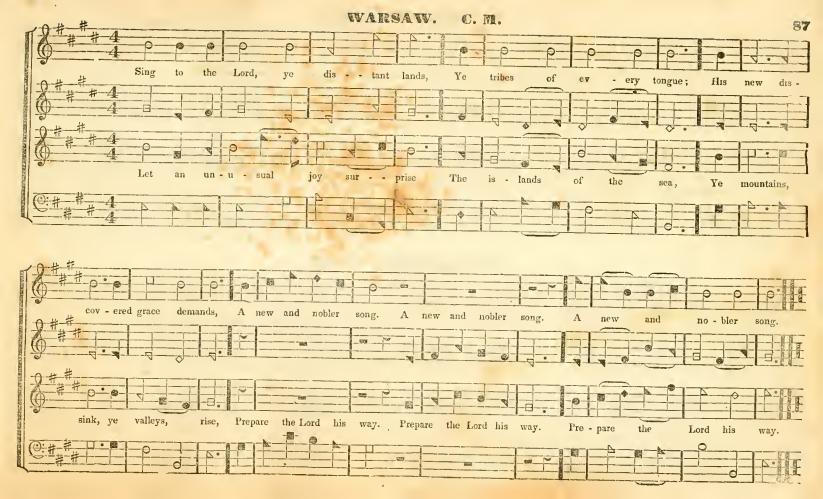


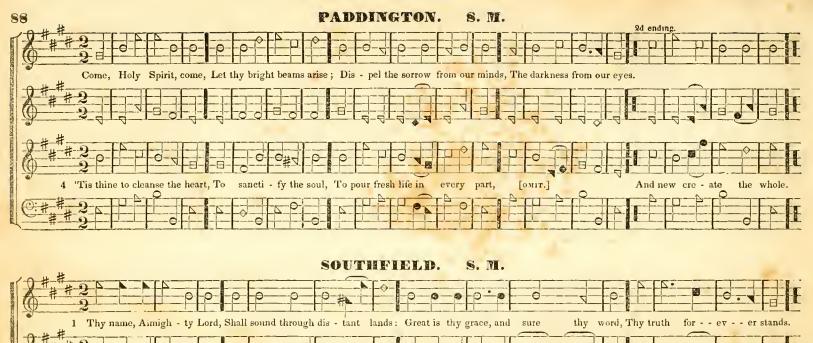
*This tune was a great favorite with the late Dr. Dwight. It was often sung by the College Choir, while he "catching as it were the inspiration of the heavenly world, would join them, and lead them' with the most ardent devotion. Incidents in the life of President Dwight, p. 26





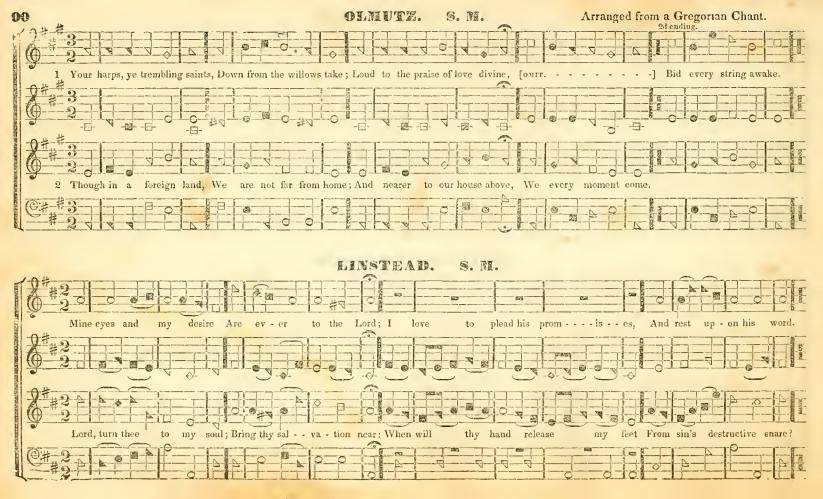


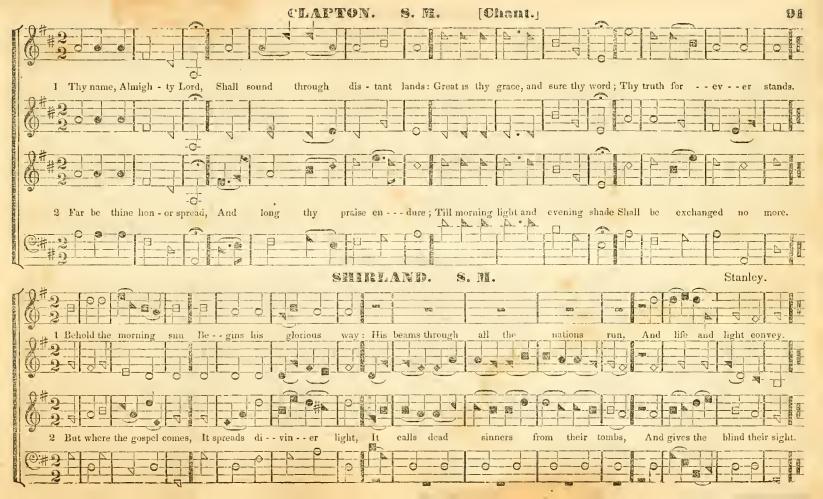












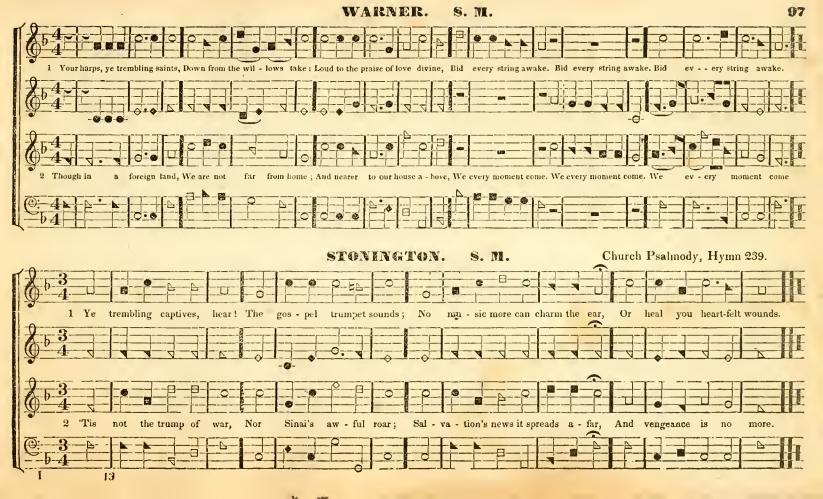








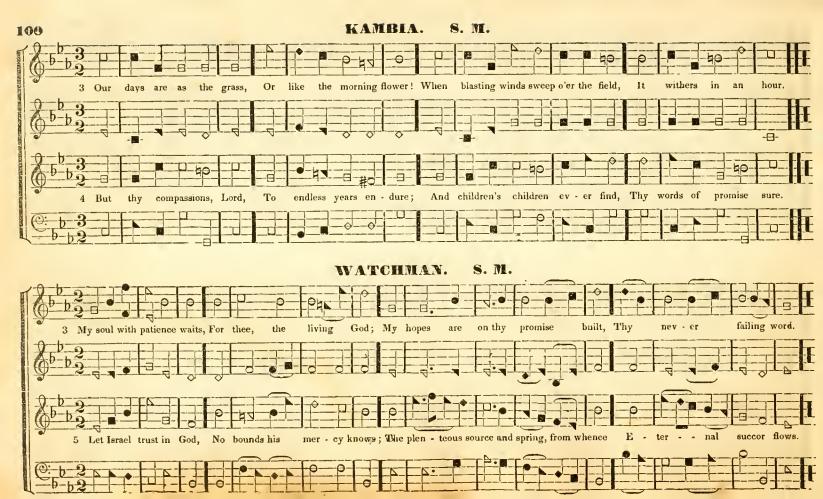


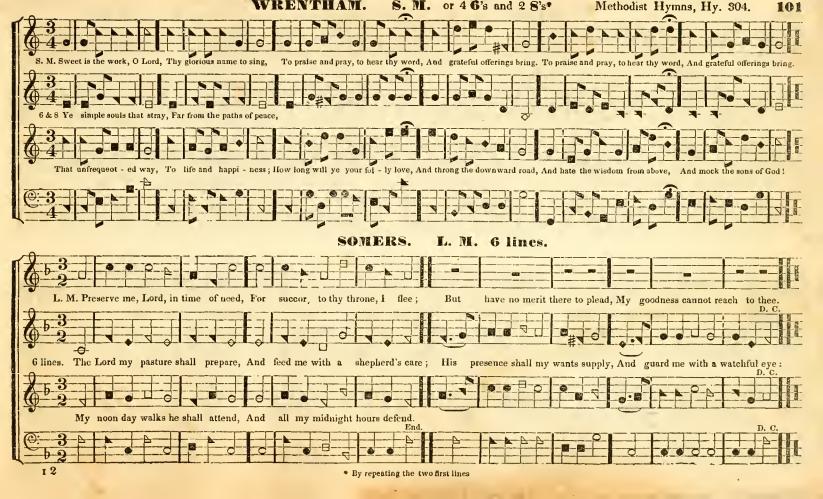




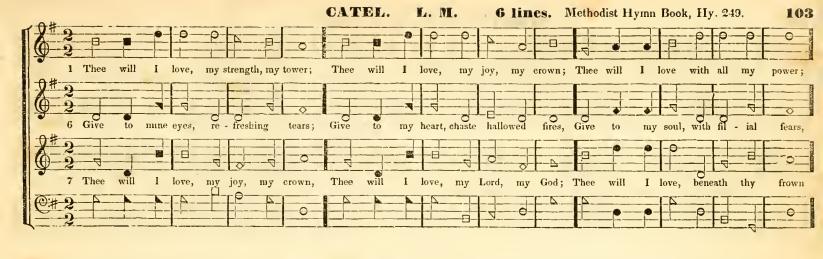




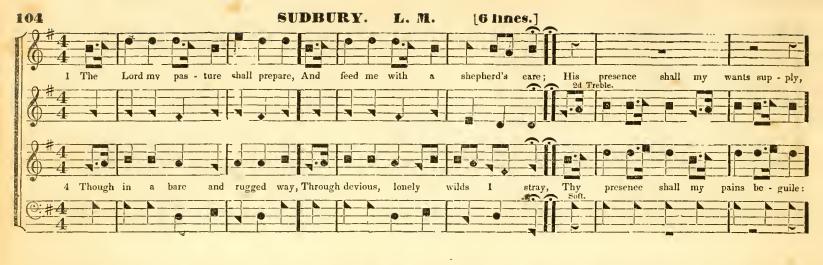


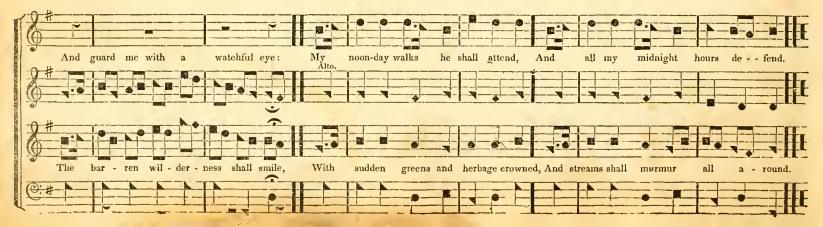






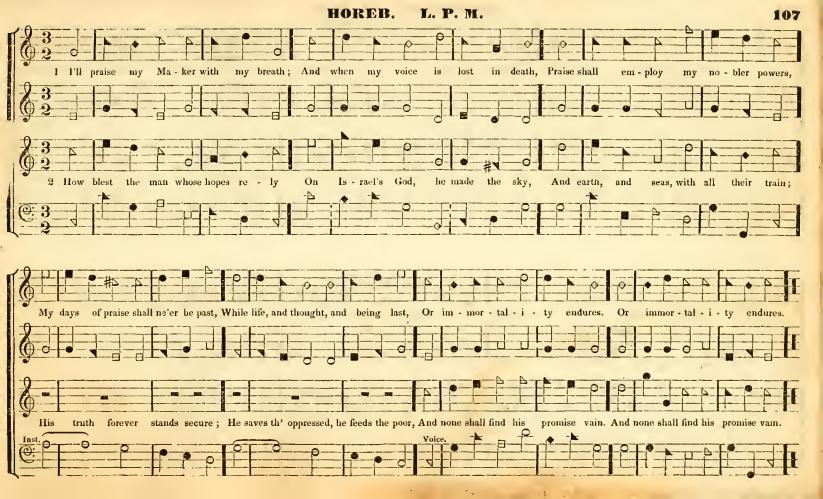














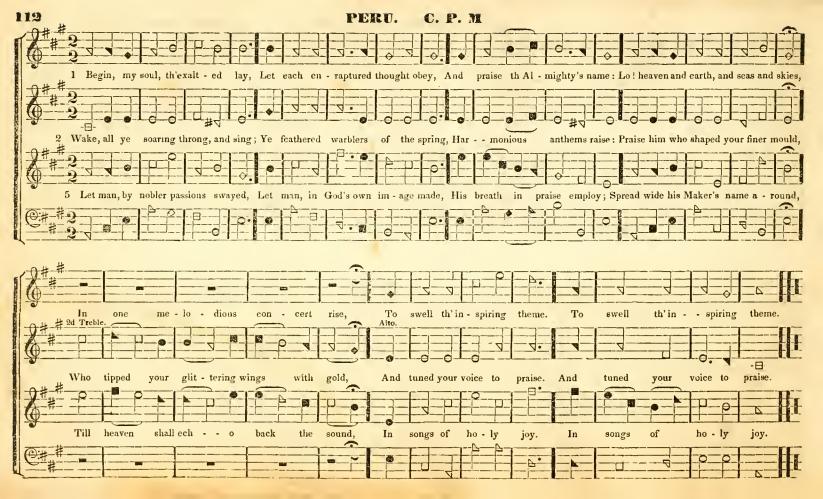




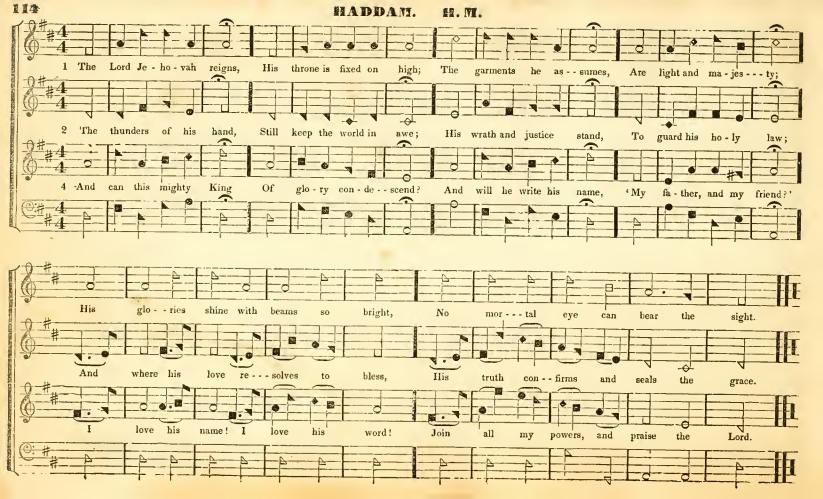


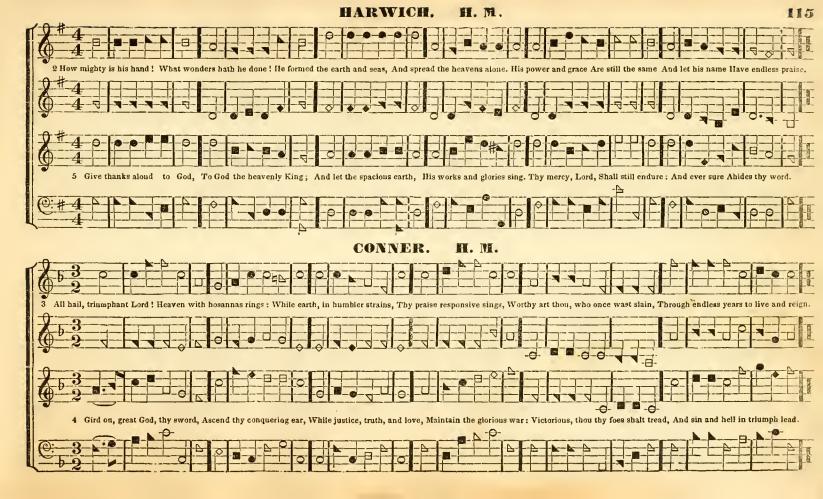


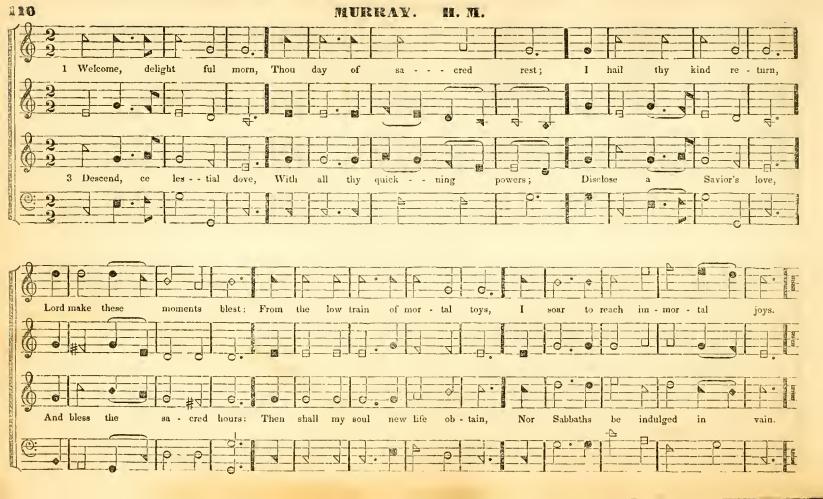


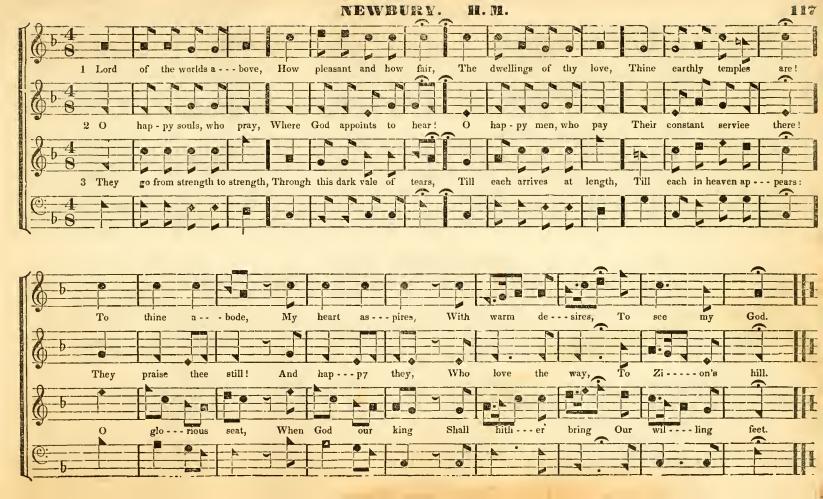


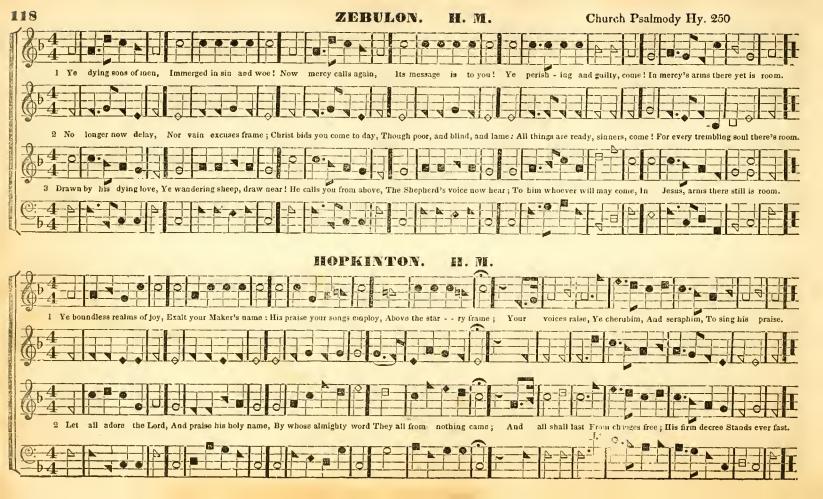


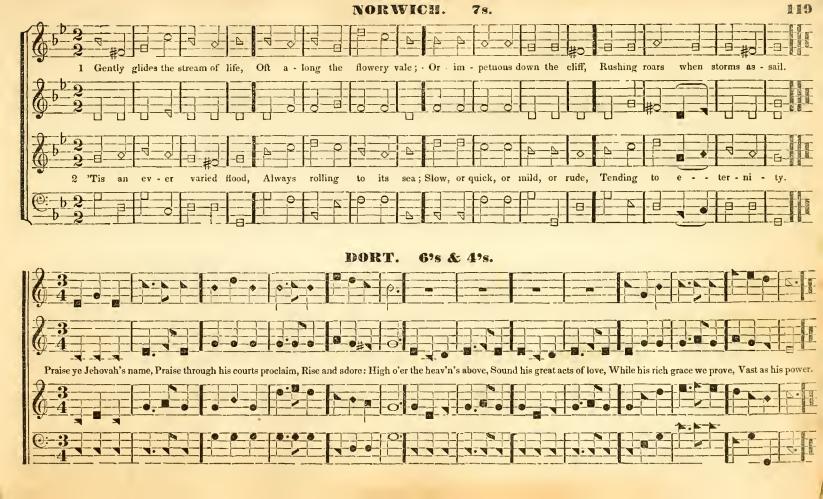


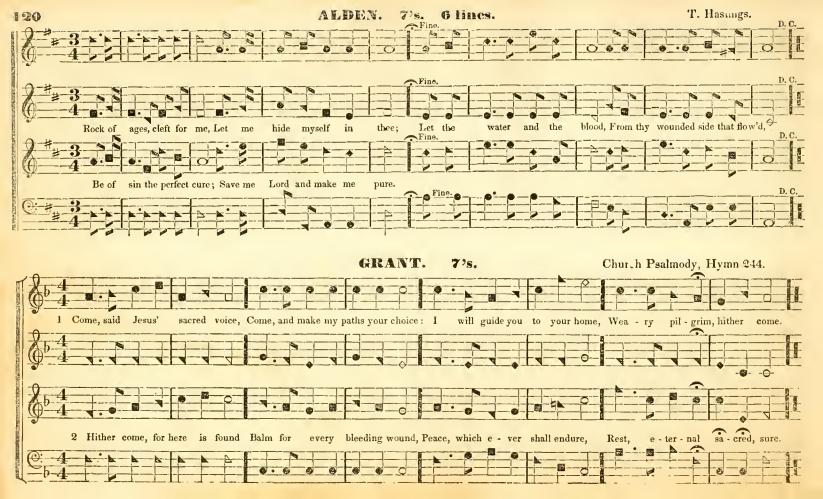




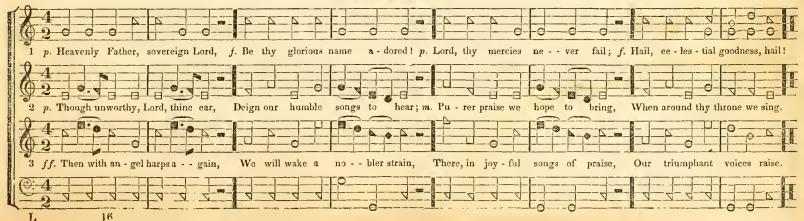


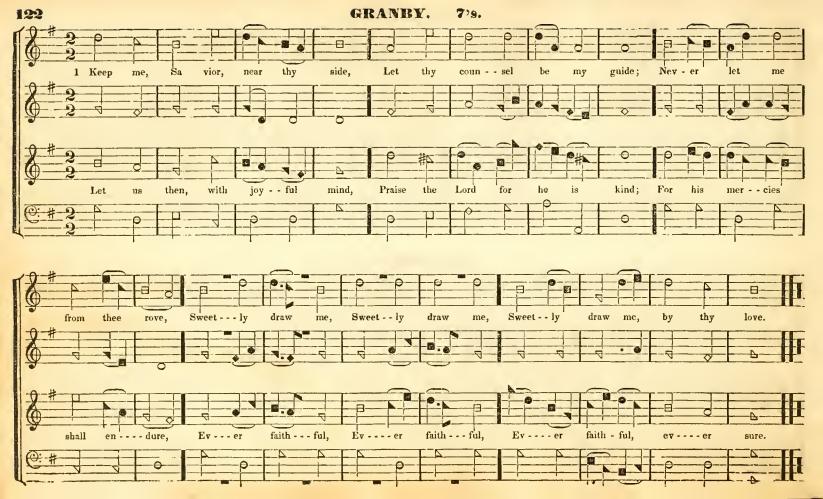


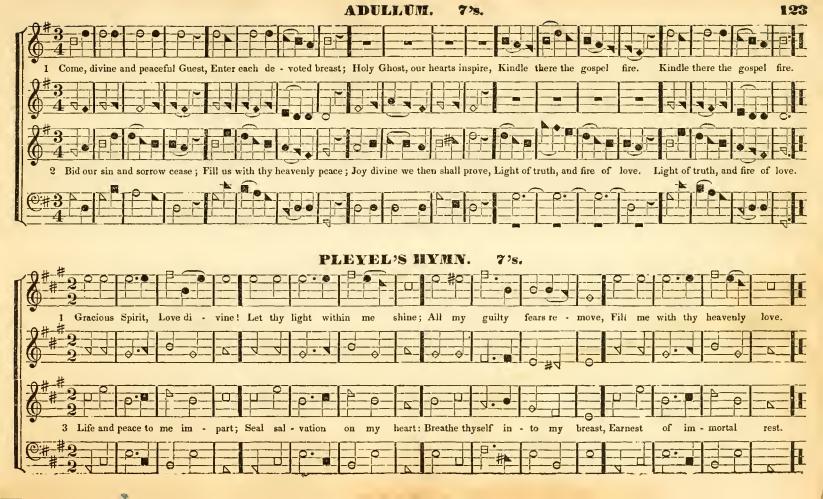


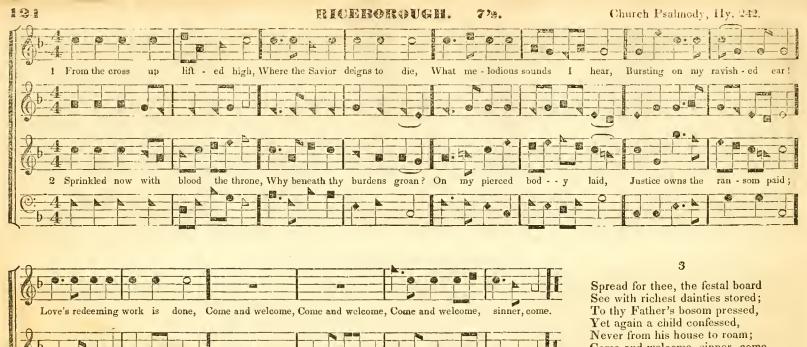












Bow the knee, and kiss the Son Come and welcome, Come and welcome, Come and welcome, sinner, come!

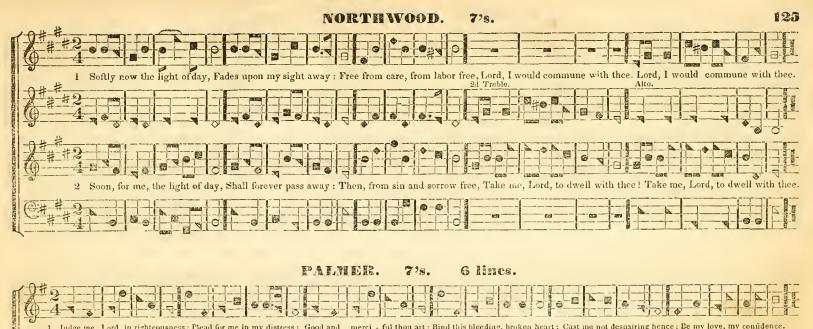
Spread for thee, the festal board
See with richest dainties stored;
To thy Father's bosom pressed,
Yet again a child confessed,
Never from his house to roam;
Come and welcome, sinner, come

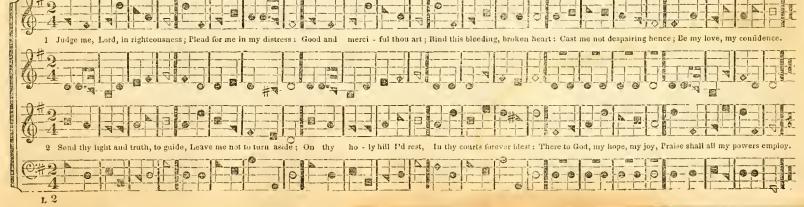
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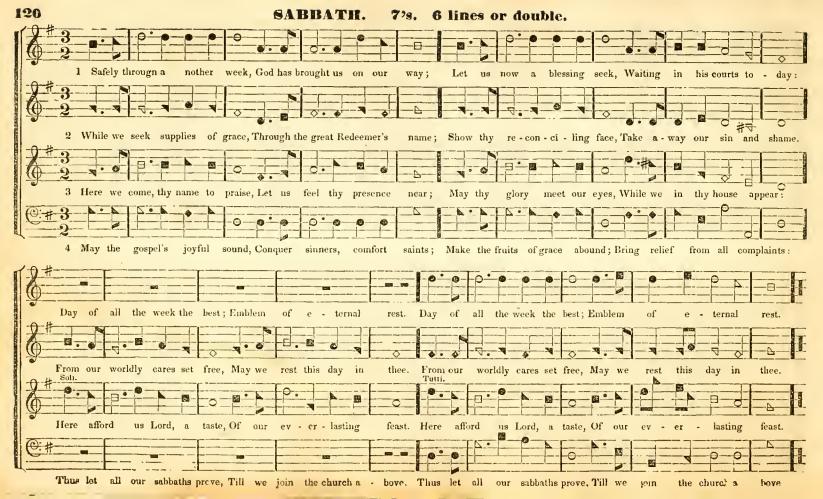
Soon the days of life shall end,
Lo, I come, your Savior, Friend!
Safe your spirits to convey
To the realms of endless day,

Up to my eternal home;

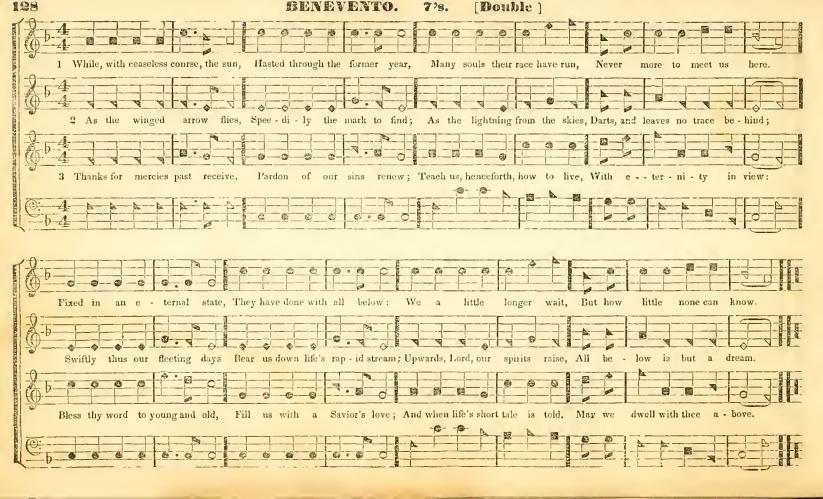
Come and welcome, sinner, come?



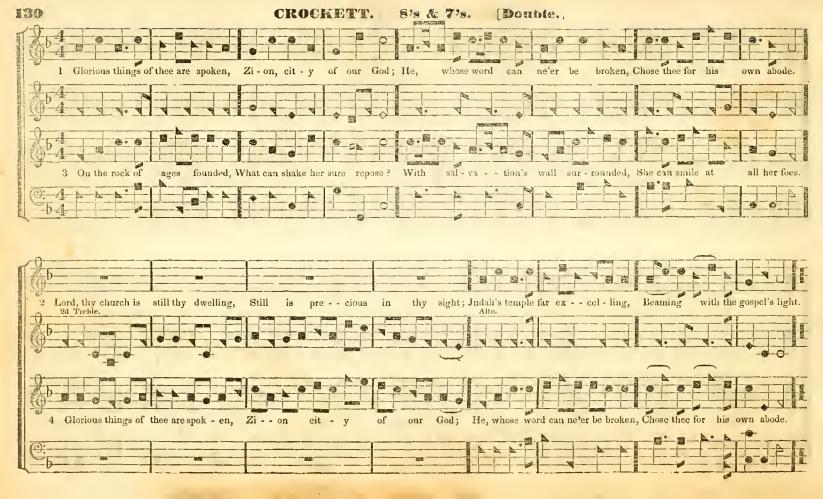




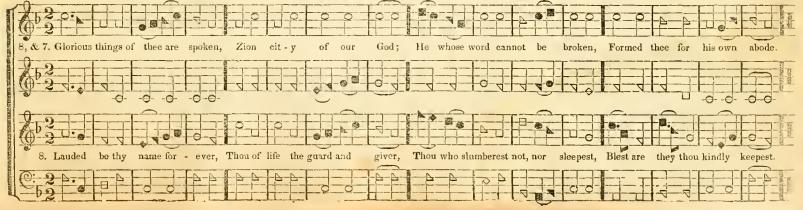


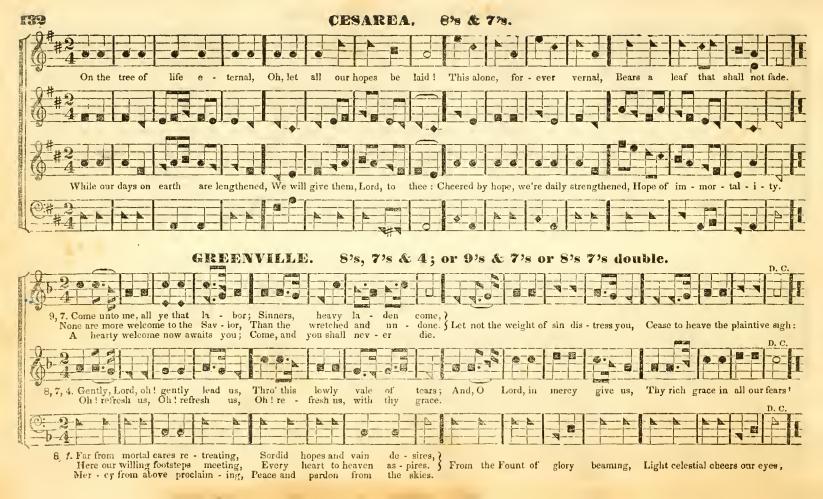


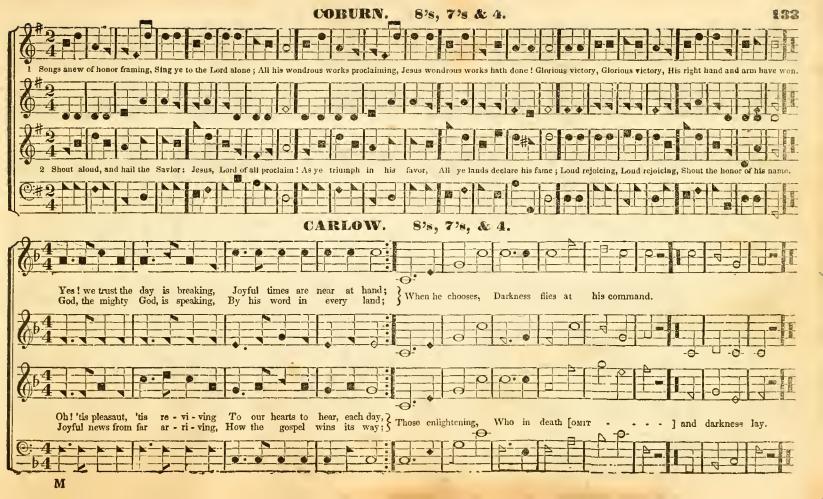












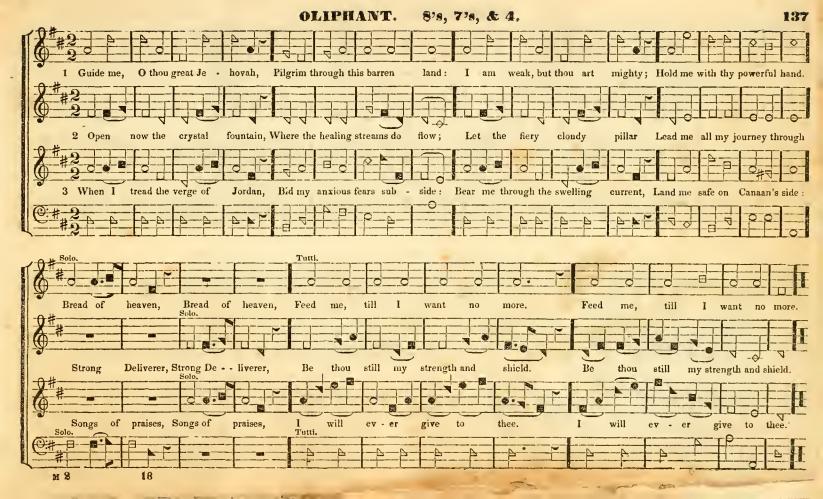


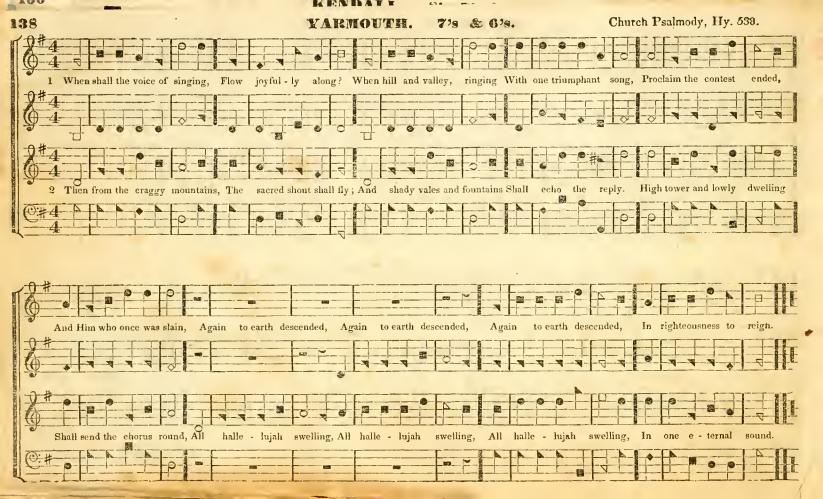


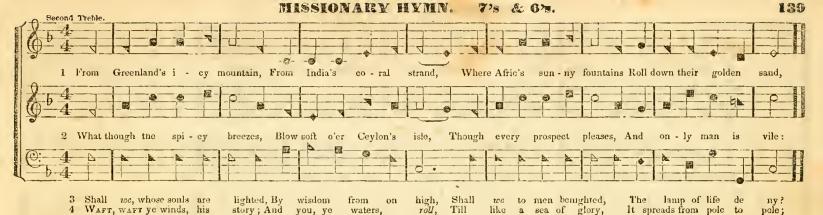


- Praise the Lord, for he hath spoken; Worlds his mighty word obeyed; Laws which never can be broken, For their guidance he hath made. Hallelujah, Amen.
- Praise the Lord, for he is glorious;
 Never shall his promise fail;
 God hath made his saints victorious,
 Sin and death shall not prevail.
 Hallelujah, Amen
- Praise the God of our salvation,
 Hosts on high his power proclaim;
 Heaven and earth, and all creation,
 Praise and magnify his name!
 Hallelujah, Anon











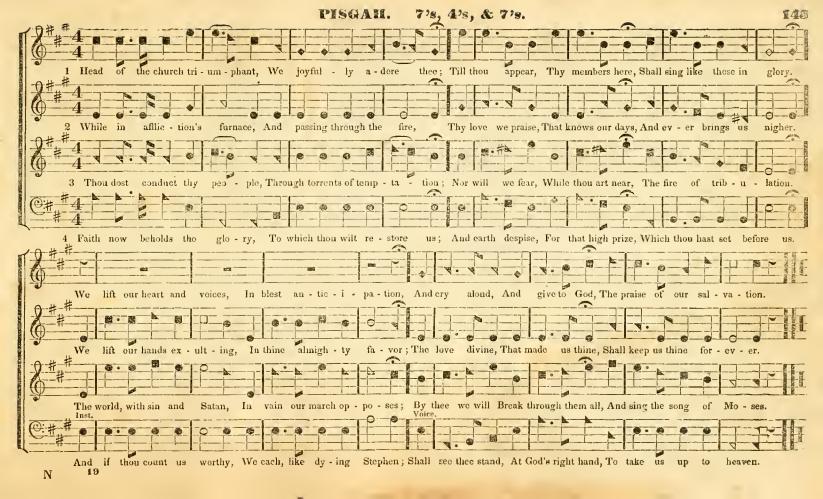




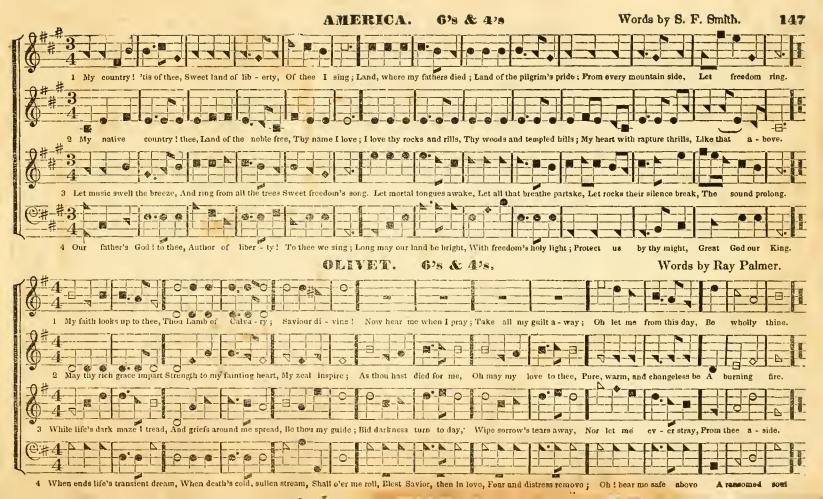




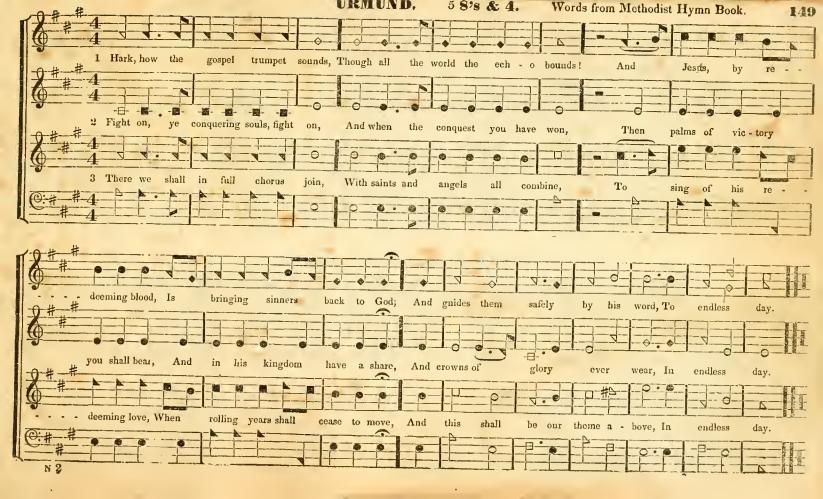




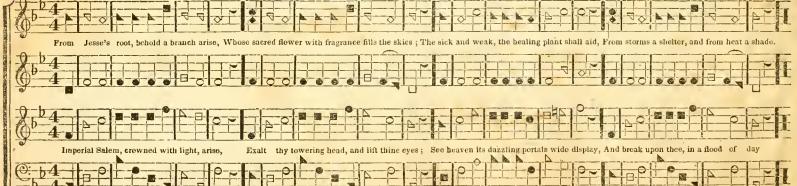






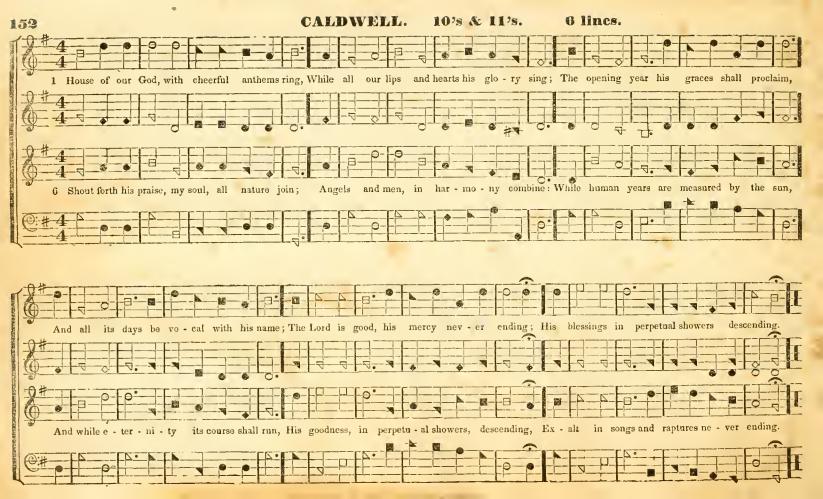


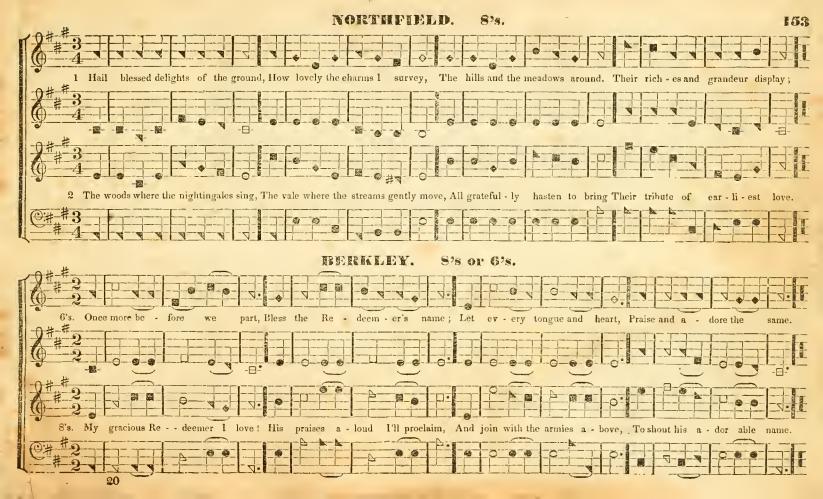


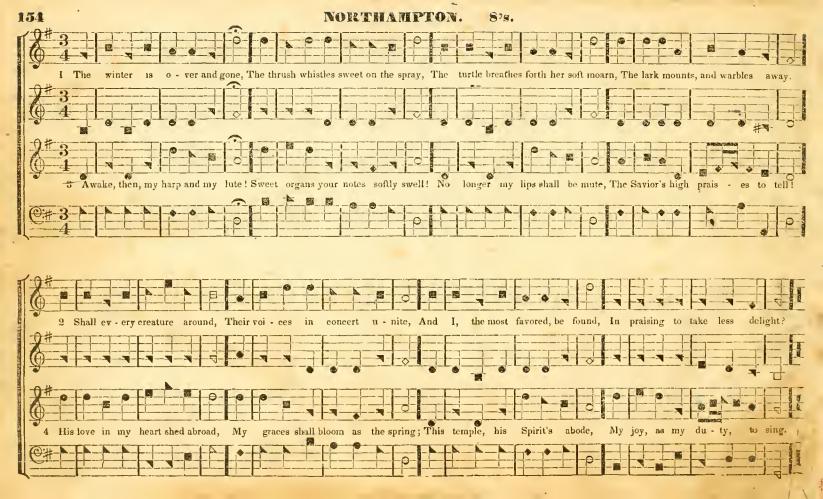




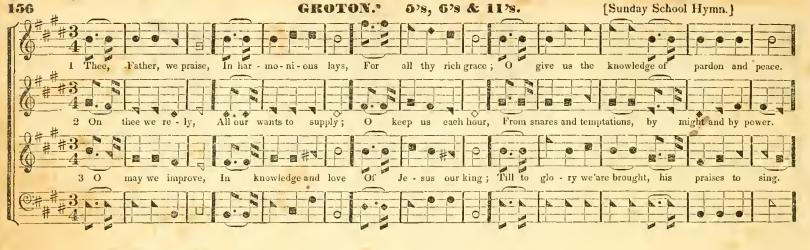


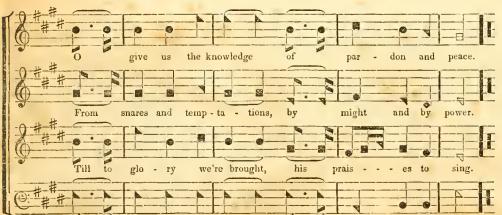










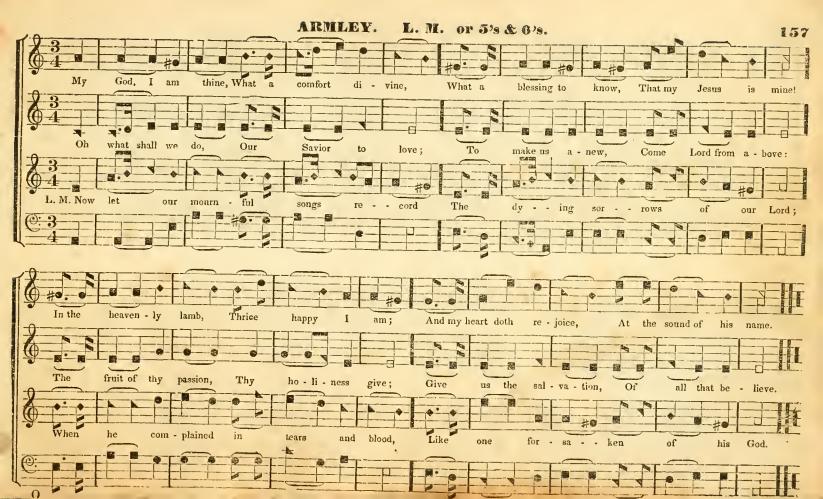


4 While below, if we stray,
From the source of true joy,
Let thy merciful hand
Return, and incline us to obey thy command.

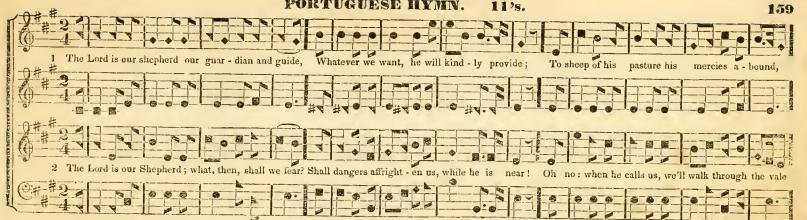
5 Our friends, may they share
Thy blessings while here,
And crown them above,
Where joys will increase, from the fountain of love.

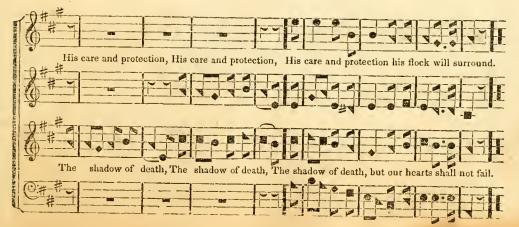
6 May we shortly there meet,
Around thy blessed seat;
Thy love to adore,
Where pleasure and praise will abound evermore

. The ues in this and similar tunes, show that the tied notes are to be sung sometimes to one syllable and at others to two









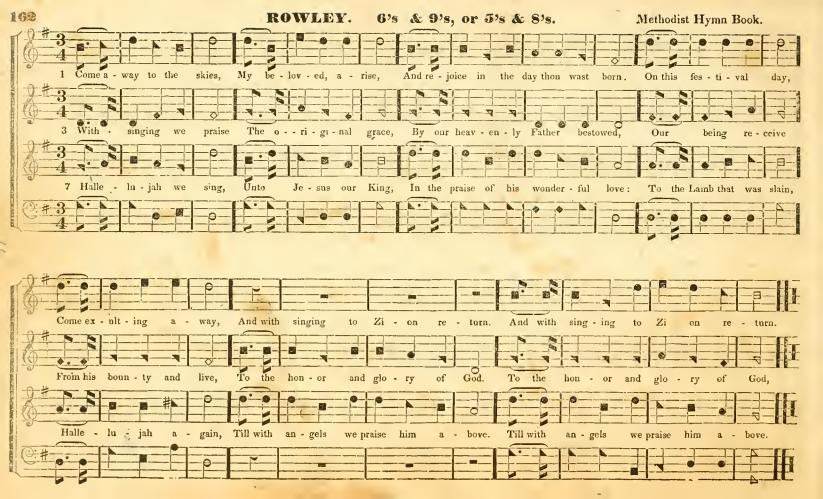
Afraid to pursue by ourselves the dark way, Thy rod and thy staff be our comfort and stay: We know by thy guidance, when once it is past, To life and to glory, it brings us at last.

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



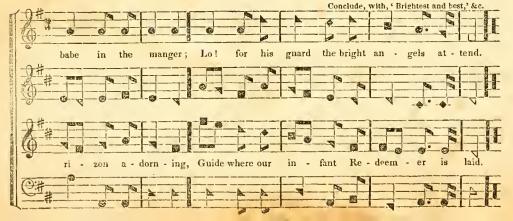






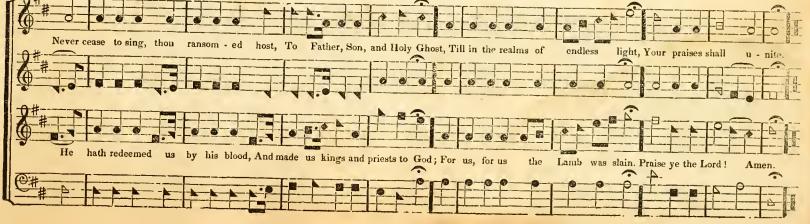


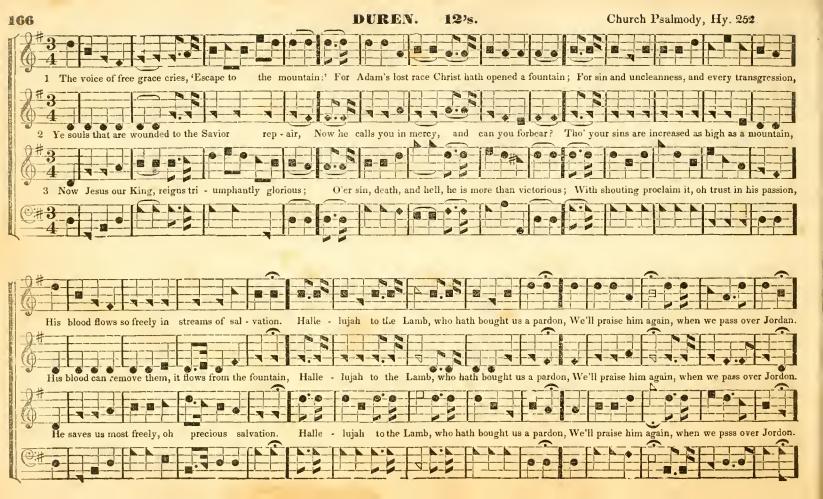


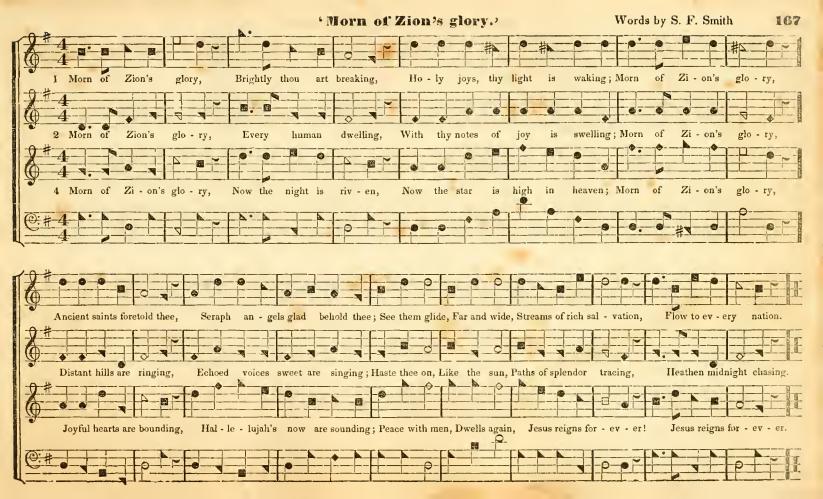


- 3 Cold on his cradle the dew drops are shining,
 Low lies his head with the beasts of the stall,
 Angels adore him in slumber reclining,
 Maker and Monarch, and Savior of all.
- 4 Say, shall we yield him, in costly devotion,
 Odors of Edom, and offerings divine?
 Gems of the mountain, and pearls of the ocean,
 Myrrh from the forest, or gold from the mine?
- 5 Vainly we offer each ample oblation; Vainly with gifts would his favors secure! Richer by far is the heart's adoration; Dearer to God are the prayers of the poor. Bishop Heber





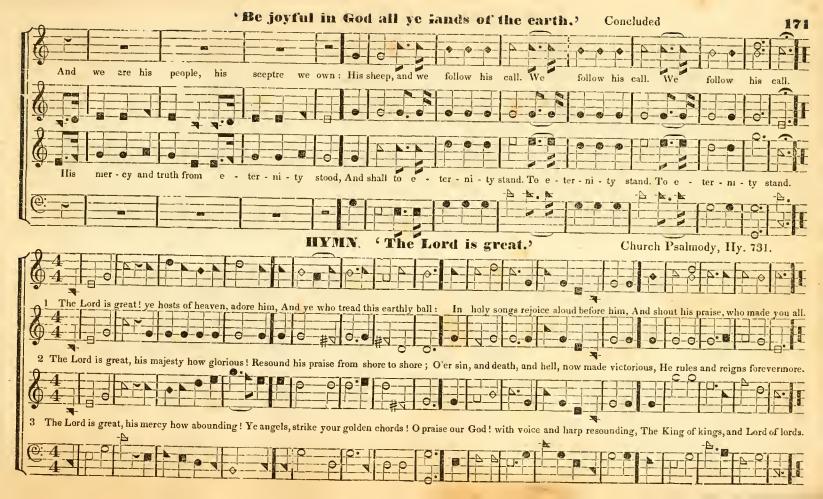
















3

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

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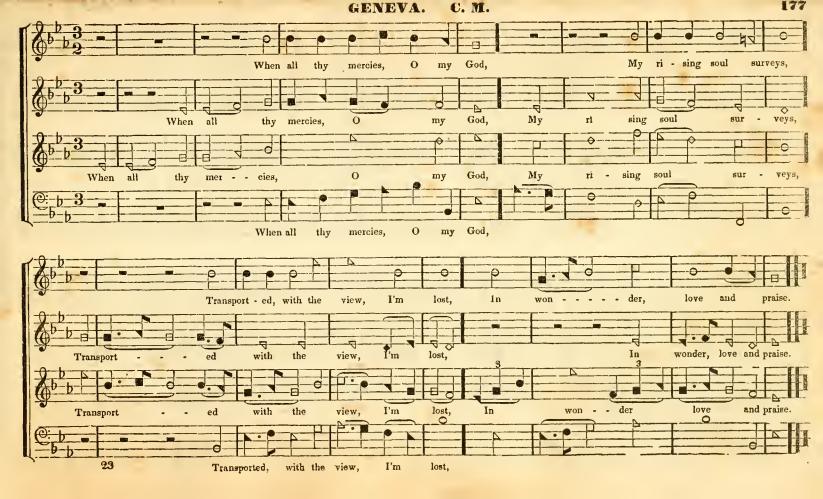
Where the saints of all ages, in harmony, meet,
Their Savior and brethren, transported to greet;
While the anthems of rapture unceasingly roll,
And the smile of the Lord is the feast of the soul.

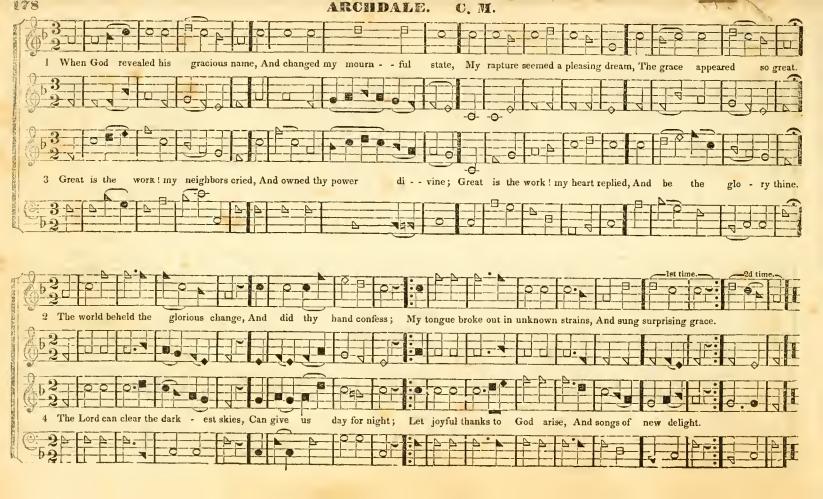
Episcopal Coll.

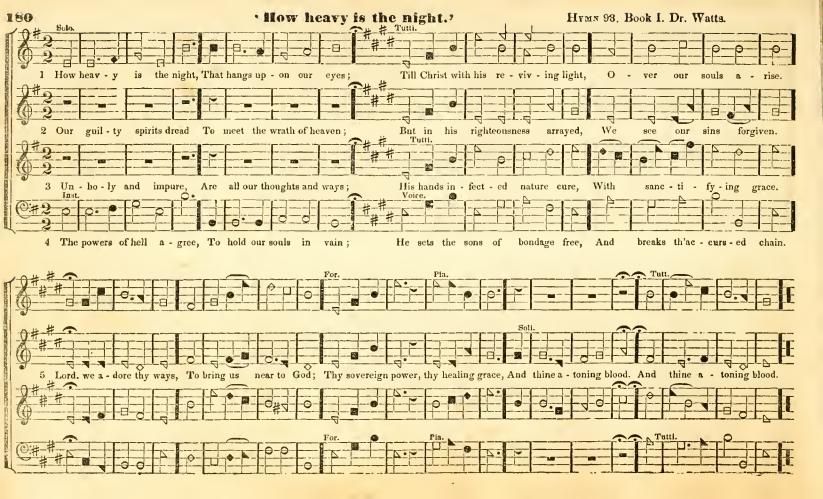


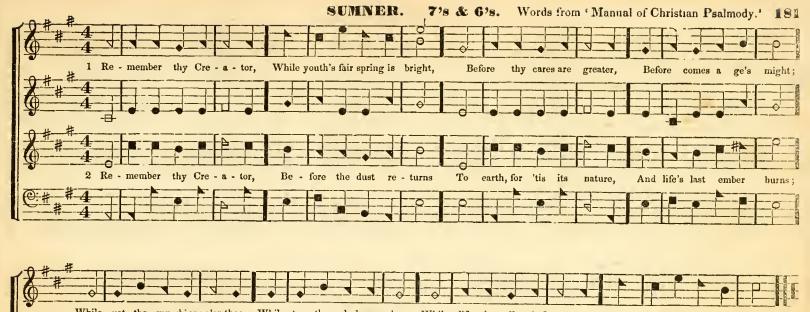


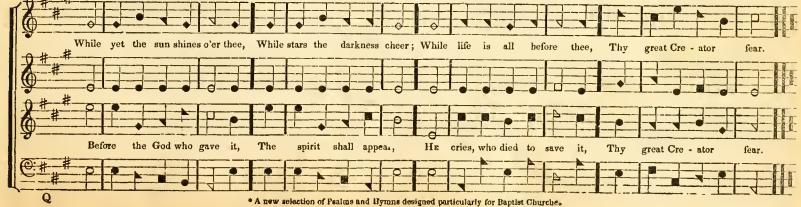


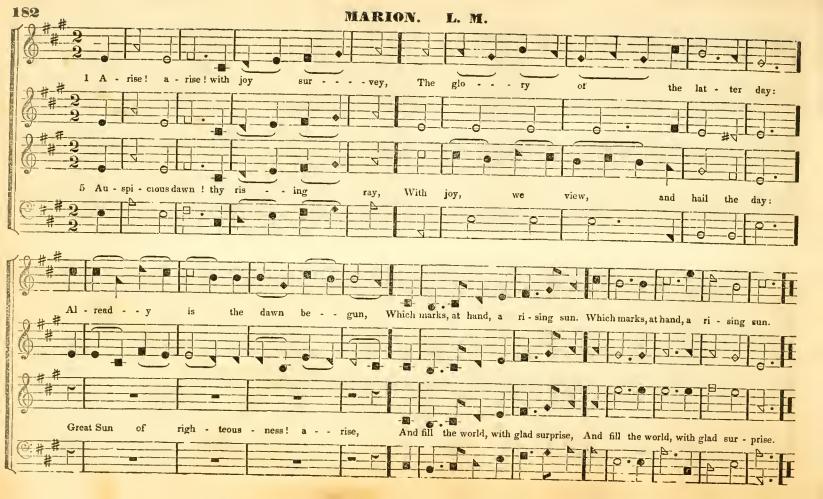


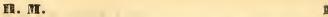


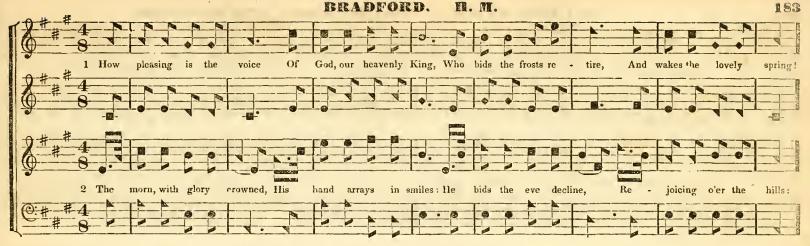


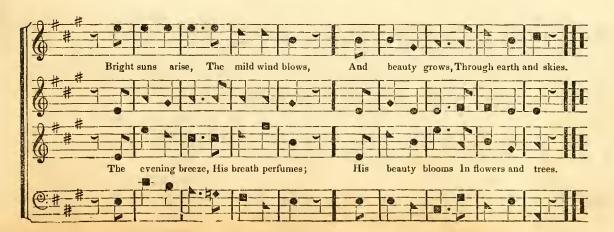






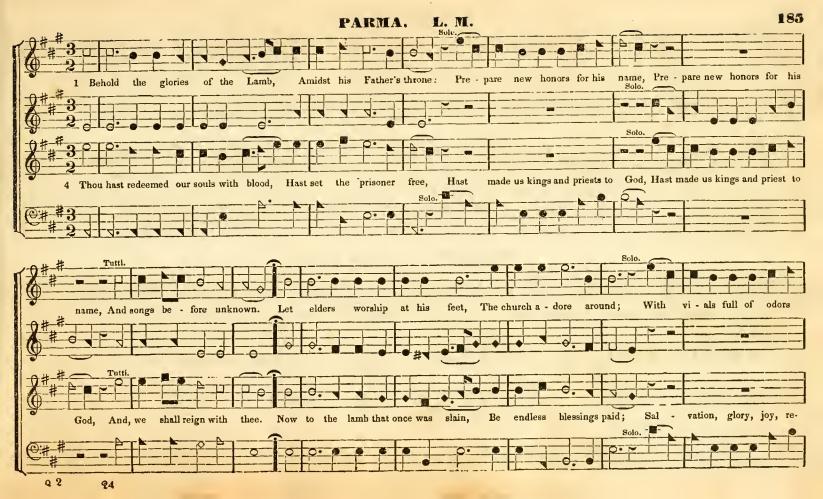




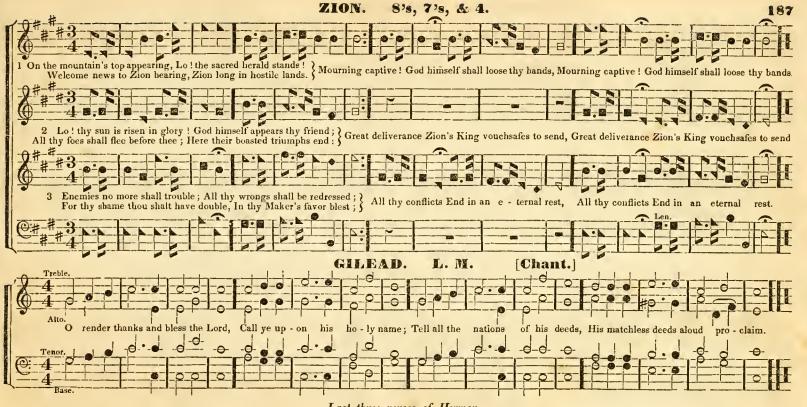


With life he clothes the spring, The earth with summer warms He spreads th' autumnal feast, And rides on wintry storms: His gifts divine Through all appear, And round the year His glories shine.









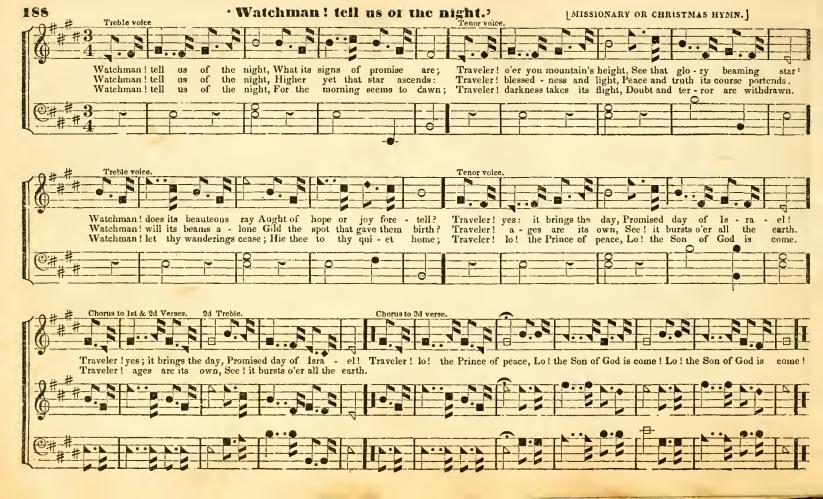
3 Oh how cheating, Oh how fleeting,
Are the world's enjoyments;
All the hues of change they borrow,
Bright to-day and dark to-morrow,
Mingled lot of joy and sorrow.

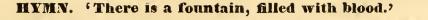
Last three verses of Hermon.

Oh how cheating, Oh how fleetin.

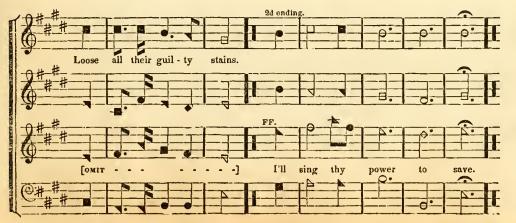
4 Oh how cheating, Oh how fleeting,
Is all earthly beauty!
Like a summer floweret flowing,
Scattered by the breezes, blowing,
O'er the bed on which 'twas growing.

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

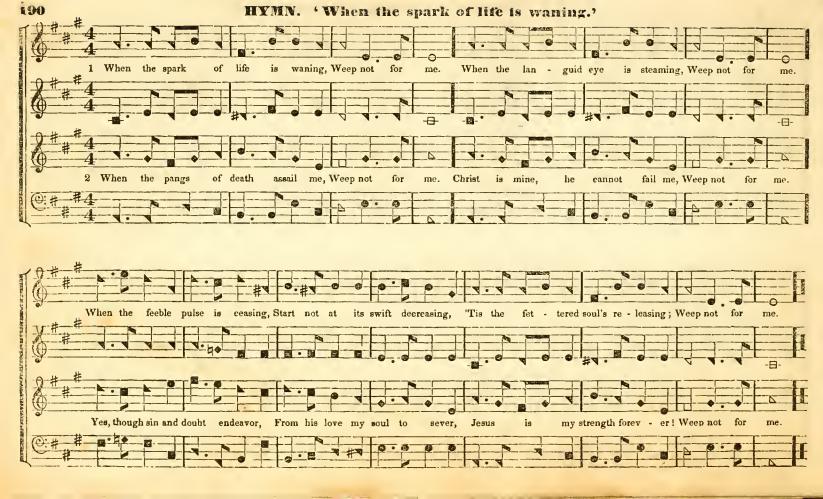


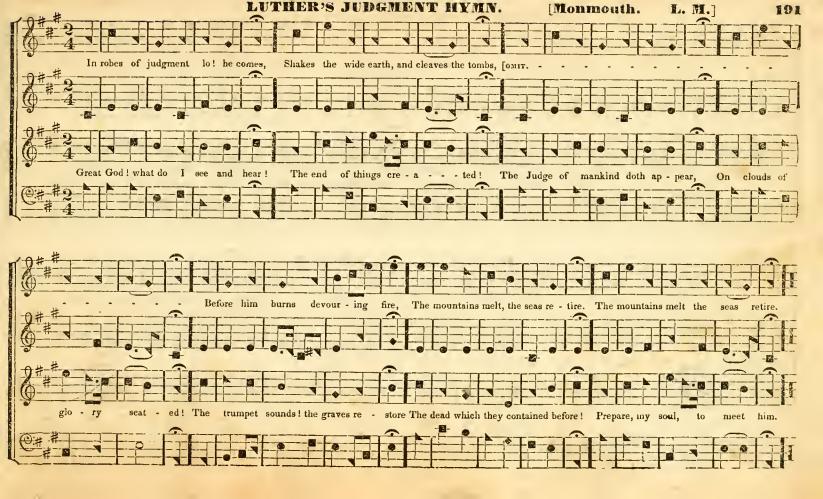


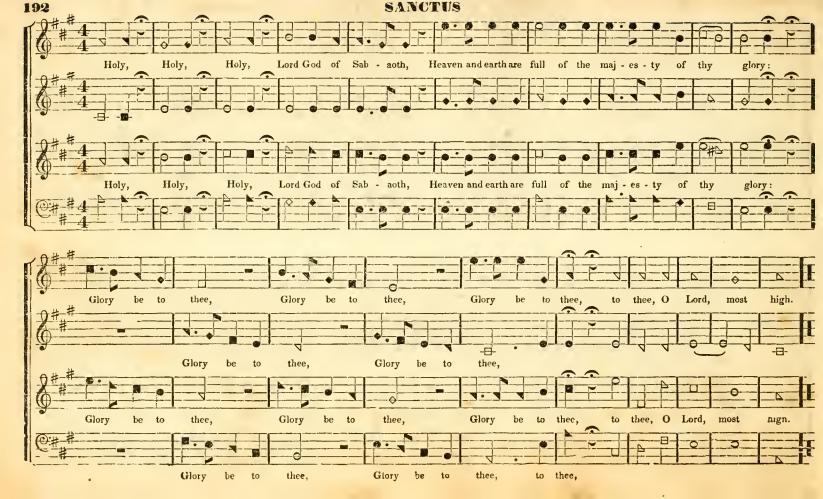


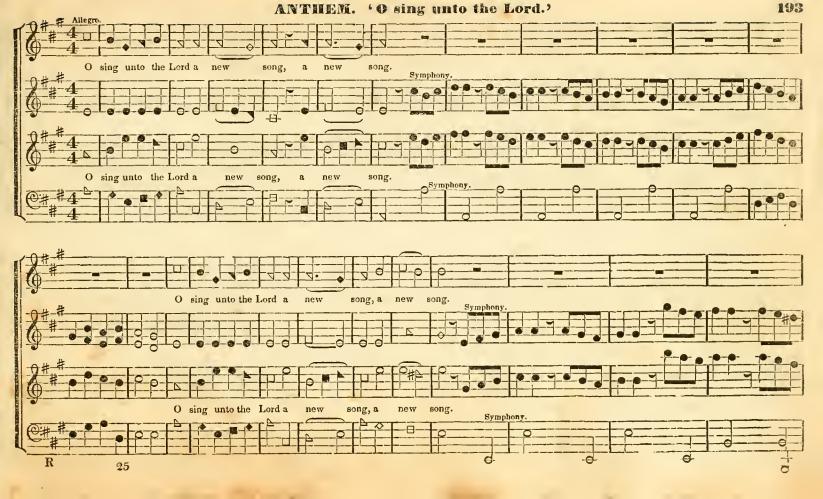


- 2 The dying thief rejoiced to see That fountain, in his day; And there may I, though vile as he, Wash all my sins away.
- 3 Thou dying Lamb! thy precious blood Shall never loose its power, Till all the ransomed church of God 2d ending. Are saved, to sin no more.
 - 4 Since first, by faith, I saw the stream, Thy flowing wounds supply, Redeeming love has been my theme, And shall be, till I die

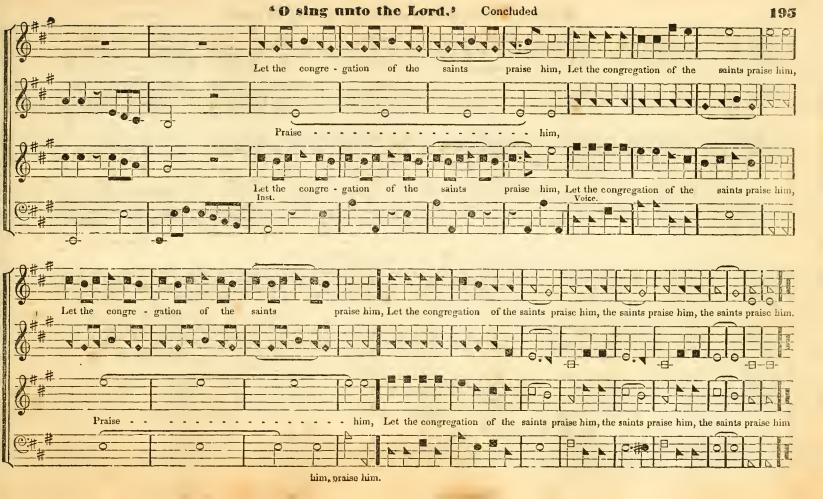




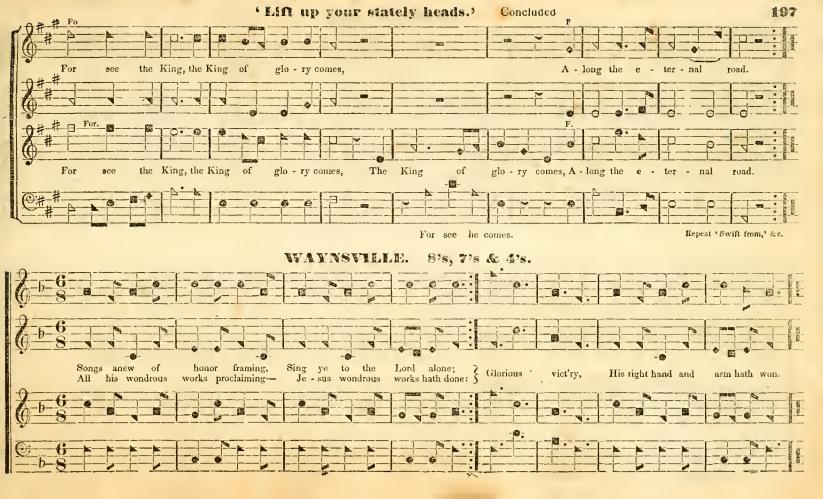


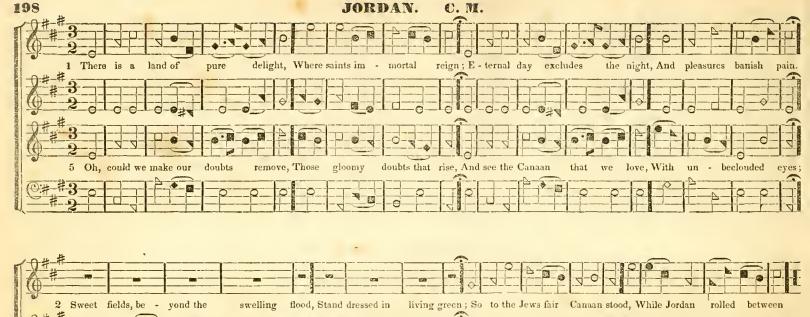








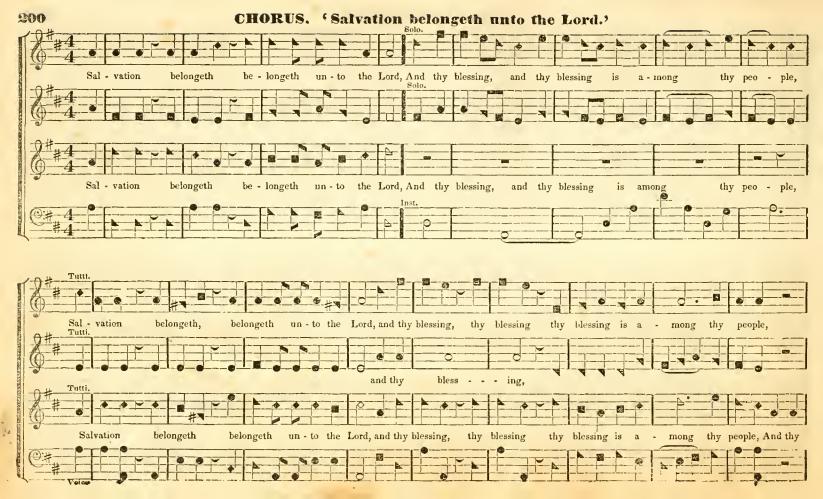


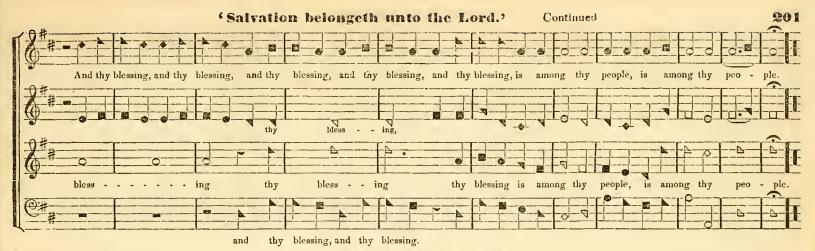


climb where Mo - ses stood, And view the landscape o'er, Not Jordan's stream, nor death's cold flood, Should fright us from the shore. 6 Could we but

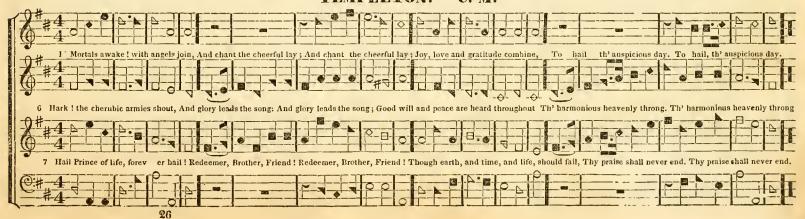
^{*} This passage may be sung alternately by Trebles and Tenors.

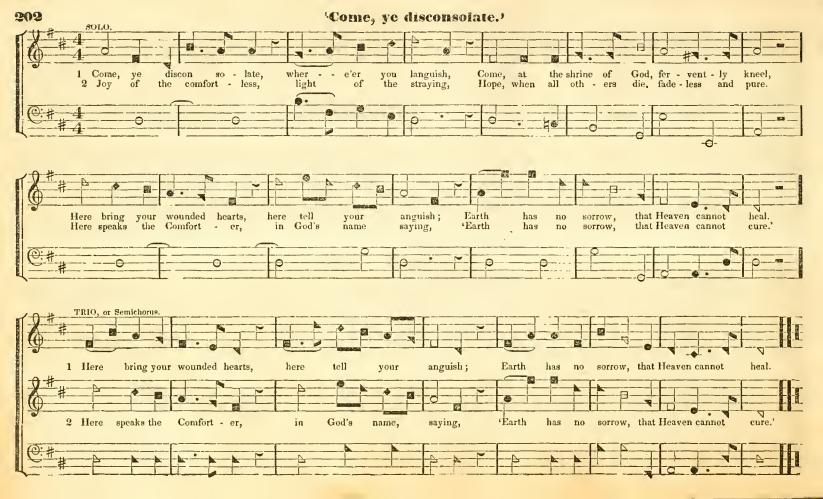




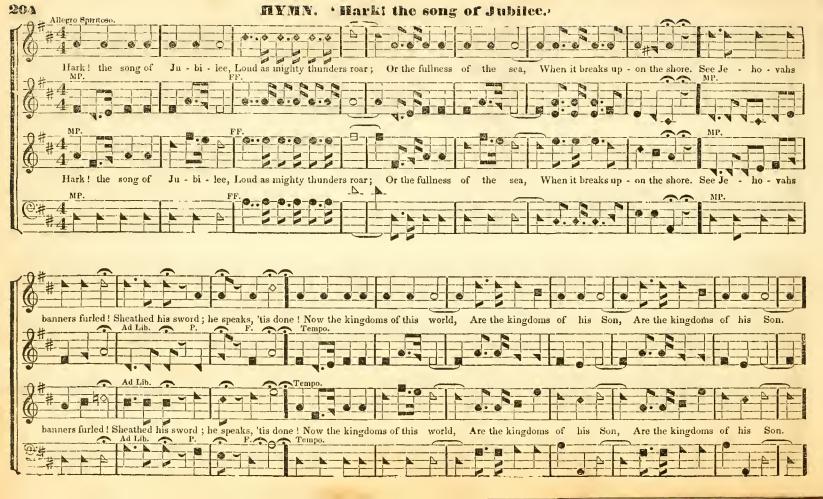






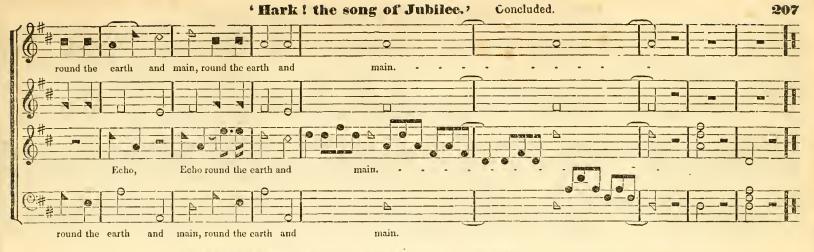




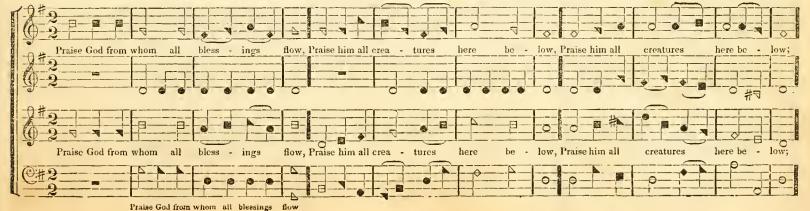


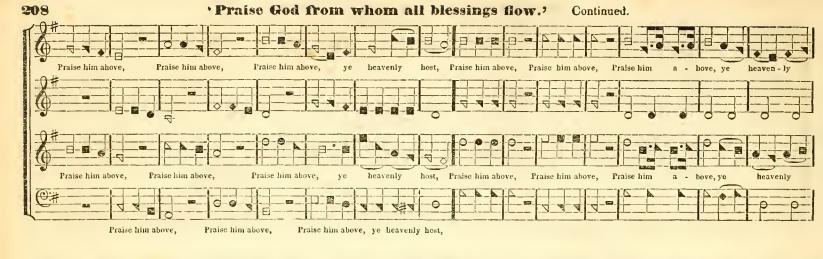






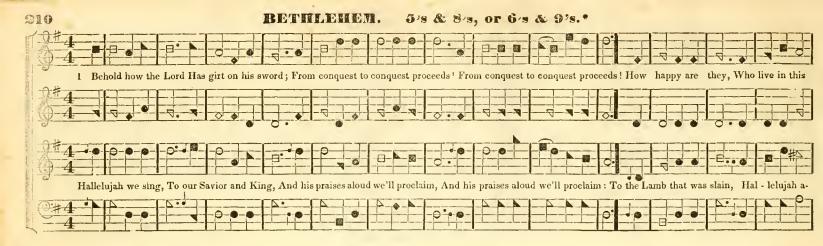
DOXOLOGY. 'Praise God from whom all blessings flow.'

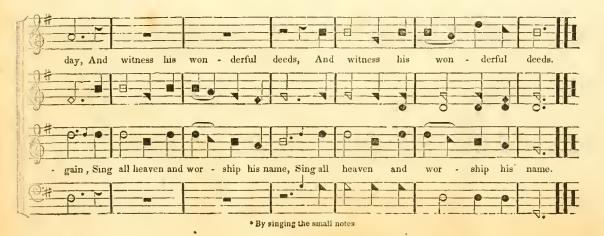












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His word he sends forth,
From south to the north;
From east and from west it is heard:
The rebel is charmed;
The foe is disarmed;
No day like this day has appeared.

3

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





. This pasage may be sung as a duett by two Trebles or by Tenor and Base, or all the four parts may sing together.



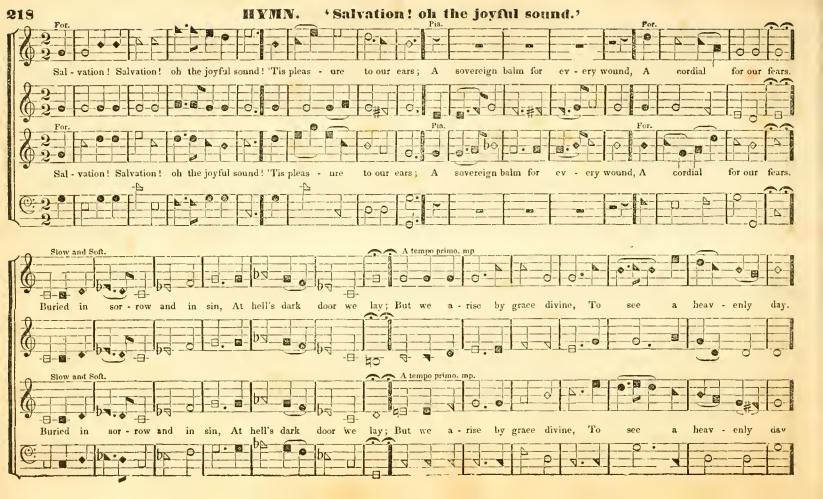


We mortals, de - lighted, would bor - row your tongue, Would join in your numbers, and chant to your lays.

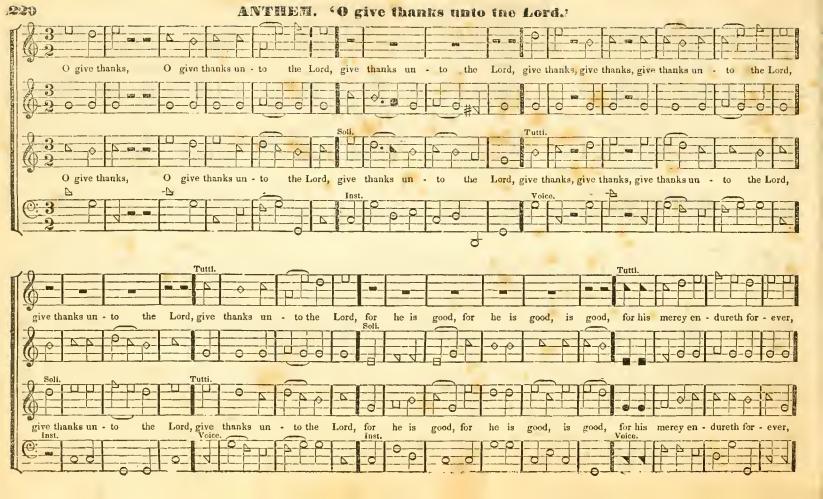
In oud swelling strains has praises express,







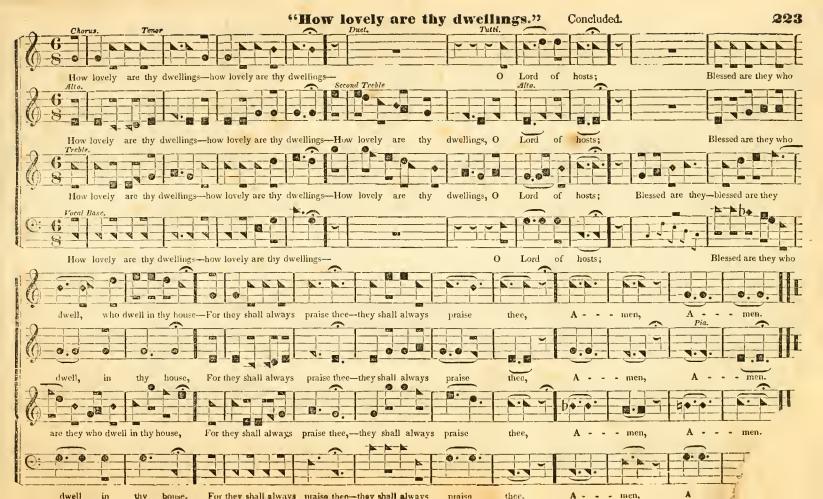














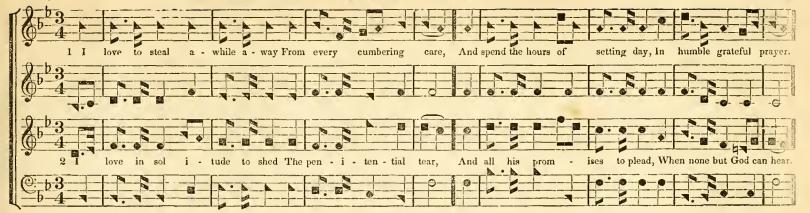




When shall love freely flow, Pure as life's river! When shall sweet friendship glow, Changeless forever? Where joys celestial thrill, Where bliss each heart shall fill; And fears of parting chill, Never, no, never!

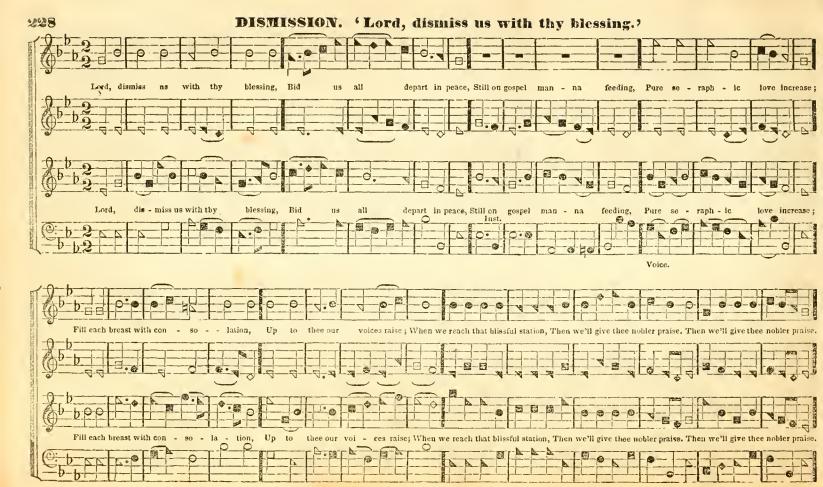
3 Up to that world of light
Take us, dear Savior!
May we all there unite,
Happy forever!
Where kindred spirits dwell,
There may our music swell;
And time our joys dispel,
Never, no, never.

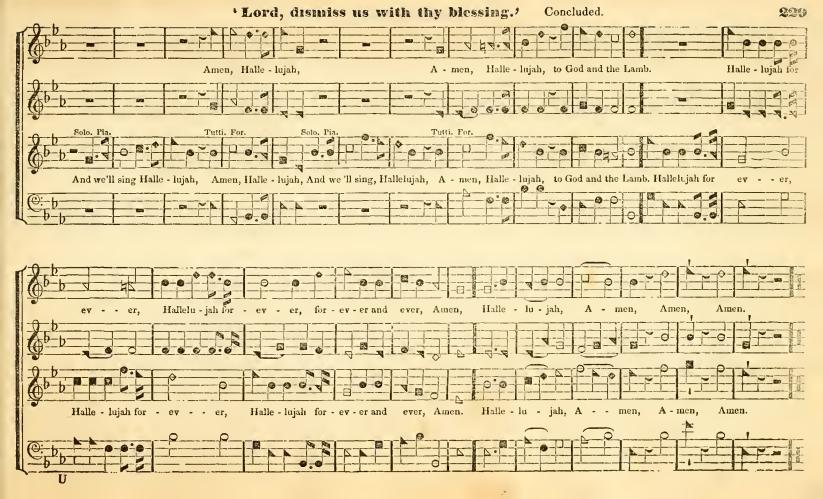
4 Soon shall we meet again,
Meet nc'er to sever,
Soon will peace wreath her chain,
Round us forever;
Our hearts will then repose,
Secure from worldly woes;
Our songs of praise shall close,
Never, no, never!

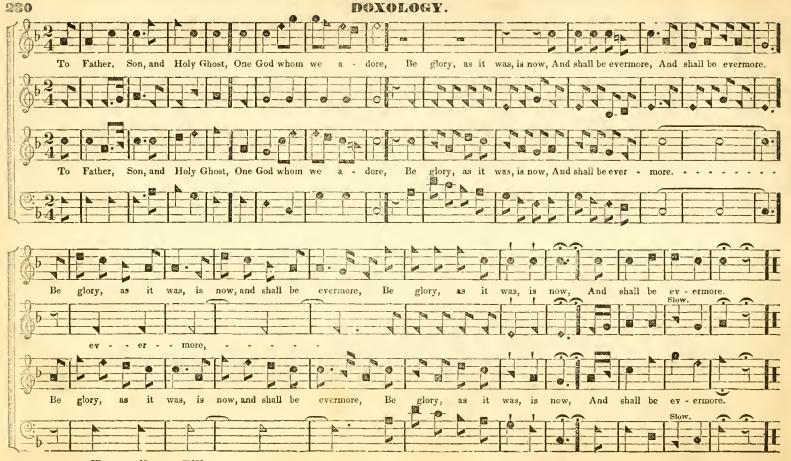


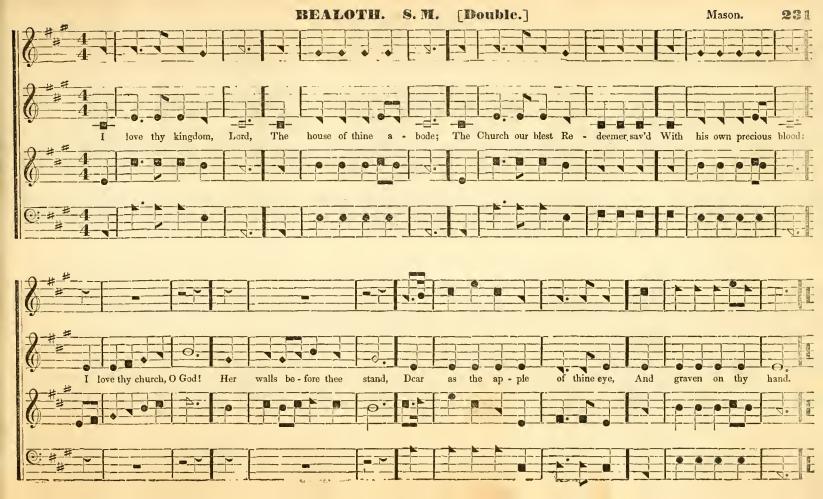


- 3 I love to think on mercies past,
 And future good implore;
 And all my cares and sorrows cast,
 On him whom I adore.
- 4 I love by faith to take a view
 Of brighter scenes in heaven;
 The prospect doth my strength renew,
 While here by tempests driven.
- 5 Thus, when life's toilsome day is o'er, May its departing ray Be calm, as this impressive hour, And lead to endless day

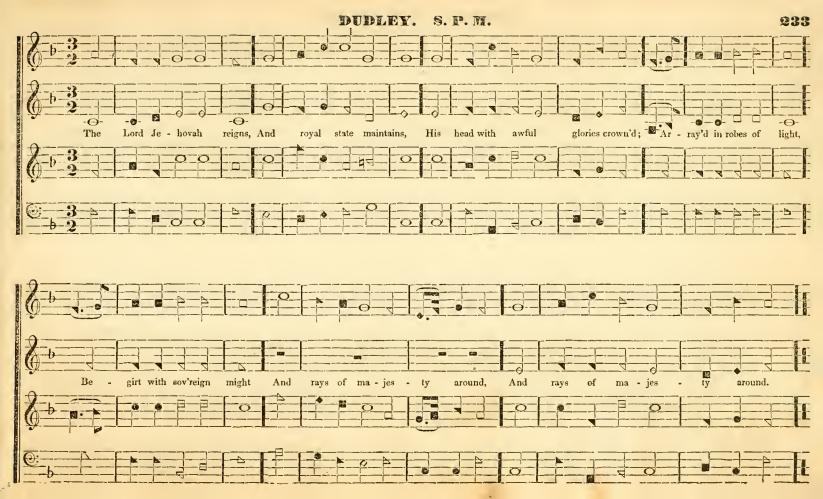




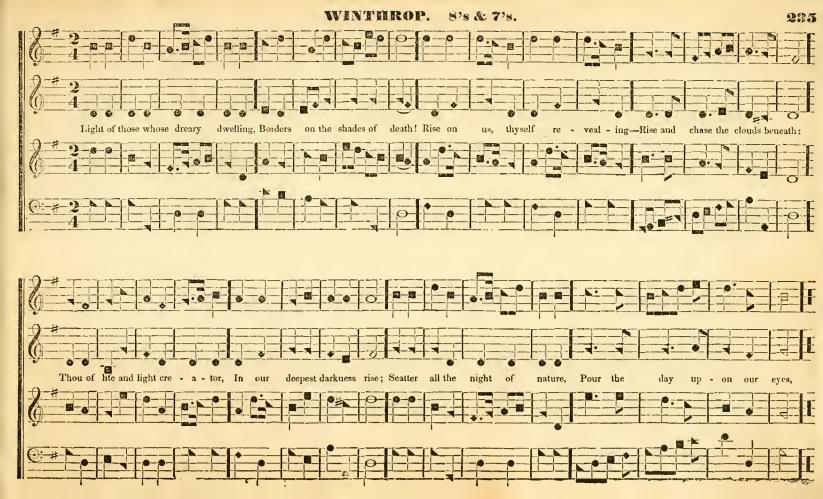


















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