

Vaccai  
Practical Method  
for High Soprano

PREFACE BY N. VACCAI.

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ANYONE who wishes to sing really well should begin by learning how to sing in Italian, not only because the Italian school of vocalisation is acknowledged to be superior to all others, but also on account of the language itself, where the pure and sonorous tone of its many vowel sounds will assist the singer in acquiring a fine voice-production and a clear and distinct enunciation in any language he may have to sing, no matter what may be his nationality.

Experience has shown us that not only in France and England, but also in Germany, and even in Italy, many who are studying as amateurs rebel at the thought of the weary time their professors require them to devote to "Solfeggio." Here they first urge that very trivial plea that, as they have no ambition beyond just singing to please a few friends in the restricted area of their own drawing-rooms, they need not dwell upon all those subtleties of the vocal art which they are ready enough to admit are indispensable for those desirous of commanding a larger and more critical audience from the public stage of the opera or the concert-room. It is to show the absurdity of such an argument, and to win over these faint-hearted ones to the true cause by more gentle means, and as it were, in spite of themselves, that I present this "Method" of mine to the public. They will find it new in design, very practical, very brief—yet very effective—and, as physicians say, "very pleasant to take." The pupil will attain the same goal, and may even beat the record, but he will find the course far less lengthy and laborious, with spaces of contrasted sun and shade to beguile the tedium of the race.

As at first all must find a fresh difficulty in having, as they sing, to pronounce words in a language which is not habitual to them—a difficulty which is not altogether obviated by any amount of study in Solfeggio and Vocalising exercises on the same model,—I have tried to make matters easier by this plan of mine, where I adopt, even on the simple notes of the diatonic scale, words selected from the fine poetry of Metastasio instead of just the mere names of notes or syllables conveying neither meaning nor interest. By these means I trust I have rendered the pupil's task so far less wearisome and thankless that he may even find pleasure in contracting the habit of clear articulation as he sings and, without experiencing any aversion, be led to the study of an indispensable form of exercise. I am of the opinion that not merely amateurs, but also those who think of entering the profession, will find my "Method" useful, for in each individual exercise I have sought to make the music illustrative of a different style of composition and of a distinct emotion, so that the pupil will learn more readily how to interpret later on the spirit of the various composers.

The vocal part of the exercises has been kept within such a restricted compass, not for the greater ease of the greater number of voices, but because of the conviction that at the very beginning it is more advantageous not to strain the vocal organs, and to keep to the medium register exclusively. This is amply sufficient to demonstrate the requisite rules, and, besides, should it be thought expedient, it is always easy to transpose the lesson into a key higher or lower, as the individual capability of the singer may necessitate.

**VACCAI** was born on March the 15th, 1790, at Tolentino, near Ancona, Italy, whence the family soon removed to Pesaro, where they remained about twelve years, and where Niccolò received his first instruction in music. He was then brought to Rome for the purpose of studying law, to which he remained more or less faithful during some five years; but then, renouncing this profession as distasteful, he devoted himself entirely to music, taking lessons in counterpoint under Jannaconi, and later (1812) studying the art of opera-composition under the guidance of Paisiello, at Naples. While in Naples he wrote two cantatas and other church-music; in 1814 his first opera, *I solitari di Scozia*, was brought out at the *Teatro nuovo* in that city. Shortly after, he repaired to Venice, where he stayed seven years, writing an opera in each, and also several ballets; but none of these ventures succeeded in winning for their author even the evanescent vogue of an Italian opera-composer; he consequently gave over dramatic composition in 1820 and turned his attention to instruction in singing, a vocation in which he was eminently successful in Venice, Trieste and Vienna. Again devoting his energies to composition, he wrote operas for several leading Italian theatres, yet still without success; but few of his dramatic works became known abroad, among them being *La Pastorella*, *Timur Chan*, *Pietro il Gran*, and *Giulietta e Romeo*. The last-named opera is considered his best, and its third act, especially, was so much liked that it has frequently been substituted for the same act of Bellini's opera of like name, not only in Italian theatres, but even in Paris and London. To the former city Vaccai journeyed in 1829, visiting London a few years later, and in both attained to great and deserved popularity as a singing-teacher. Again returning to Italy, he recommenced writing operas, one of this period being *Giovanna Grey*, written for Malibran, in honor of whom he composed, after her decease, in co-operation with Donizetti, Mercadante and others, a

funeral cantata. Most of these operas also met with hardly more than a bare *succès d'estime*. In 1838, however, he was appointed to succeed Basiii as head-master and instructor of composition at the Milan Conservatory, which position he held until 1844, when he retired to Pesaro. Here his last opera, *Virginia*, was written for the *Teatro Argentino* at Rome. He died at Pesaro August 5, 1848. Besides sixteen operas, he composed a number of cantatas, church-music of various descriptions, arias, duets and romances.

Although unable to secure a niche among Italy's favorite dramatic composers, Vaccai's lasting renown as a singing-master shows that he was possessed of solid, if not brilliant, artistic attainments. His famous "Metodo pratico di canto italiano per camera" is still a standard work in great request, and his "Dodici ariette per camera per l'insegnamento del belcanto italiano" are scarcely less popular.

The general plan of the "Practical Method" is to render study easy and attractive, without omitting essentials. No exercise exceeds the limit of an octave and a fourth (c'—f', transposable to suit any voice). There are fifteen "Lessons," which are not bare solfeggi on single vowels or syllables, but melodious exercises—for scale-practice, for skips of thirds, fourths, etc., up to octaves; on semitones, runs, syncopations, and all graces usually met with—written to smooth Italian verses, with excellent English translations. The extraordinary and undiminished popularity of this method is attested by the numerous editions through which it has run; yet it is not merely *the* method for dilettanti, but can be used profitably in conjunction with any other system of voice-cultivation, being admirably calculated for strengthening and equalizing the medium register, for giving confidence in taking difficult intervals, and for enforcing habits of precise and distinct articulation and phrasing.

## HINTS ON PRONUNCIATION.\*

### ITALIAN.

#### Vowels:

*General rule:* The vowels are very open, and never to be pronounced as impure vowels or diphthongs; they are *long* in accented syllables which they terminate,—*short* in unaccented syllables, or in accented ones ending with a consonant.

- a** like *ah* or *āh* (never *ä*); e.g., *amare* [pron. äh-mah'-rēh].  
**e** " *ay* in bay (without the vanish *t*); *ē* in bed; *a* in bare (before *r*).  
**i** " *ee* in beet; *i* in bit; *i* before a vowel, like *y* (consonant).  
**o** " *aw*, or *oh* (without the vanish *ū*); *ō* in *ōpinion*.  
**u** " *oo* in boot; *u* in bull.

#### Consonants:

*General rule:* Even the hard consonants are somewhat softer than in English; the soft consonants are very delicate.

- b, d, f, l, m, n, p, qu, s, t, v**, as in English.  
**c** like *k*, before *a, o, u*, or another consonant except *c*, as below.  
**c** " *ch* in chair before *e* or *i*; *cc* like *t-ch* before *e* or *i*.  
**g** " *g* hard before *a, o, u*, or another consonant; except before *t* (pronounce *gi* like *l-y* [consonant], e.g. *sugli*, [pron. sool'-yē]), and *n* (pronounce *gn* like *ñ* in cañon [kan'-yon]).  
**g** " *z* in azure (or a very soft *j*) before *e* or *i*.

**h** is mute.

**j** like *y* in you.

**r**, pronounce with a roll (tip of tongue against hard palate).

Where a doubled consonant occurs, the first syllable is dwelt upon; e.g., in *ecco* [pronounce ek'-ko, not ek'-o].—Accented syllables take a less explosive stress

than in English, being prolonged and dwelt upon rather than forcibly marked.

**sc** like *sh*, before *e* and *i*;

**z** " *ds* (very soft *ts*).

### GERMAN.

#### Vowels:

The simple vowels as in Italian;  
**y** like German *i* or *ü*.

#### Modified vowels:

**ä** like *a* in bare, but broader; *ē* in bed.  
**ö** has no English equivalent; long *ō* can be pronounced by forming the lips to say *oh*, and then saying *ā* (as in bay) with the lips in the first position; short *ō*, by saying *ē* (as in bed) instead of *ā*. [N.B.—Long *ō* is the French *eu* (in *jeu*)].

**ü** has no English equivalent; pronounce long *ū* by forming the lips to say *oo* (as in boot), and then saying *ee* (peet) with the lips in the first position; short *ū*, by saying *i* (as in bit) instead of *ee*. [N.B.—Long *ū* is the French *u*.]

#### Diphthongs:

**ai** and **ei** like long *i* in bite.

**ae** like *ä*.

**au** " *ow* in brow.

**eu** and **äu** like *oi* (more exactly *ah'-ū*, closely drawn together).

#### Consonants:

**f, h, k, l, m, n, p, t**, as in English.

**b** and **d**, beginning a word or syllable, as in English; ending a word or syllable, like *p* and *t* respectively.

**c** like *k* before *a, o*, and *u*; like *ts* before *e, i*, and *ä*.

**g** usually hard, but like *z* in azure in words from the French and Italian in which *g* is so sounded;—*ang, eng, ing, ong* and *ung* terminate, at the end of a word, with a *k*-sound (e.g., *Be'-bung<sup>k</sup>*).

\* These "hints" are offered as an aid for tyros, and not in the least as an exhaustive set of rules.

## HINTS ON PRONUNCIATION.

**j** like *y* (consonant).

**qu** " *kv*.

**r** either with a roll, or a harsh breathing.

**s** beginning a word or syllable, and before a vowel, like *s* (soft); ending a word or syllable, like sharp *s*; before *t* and *p*, beginning a word, usually like *sh* (e.g. *stumm*, pron. shtüm [u as in bull]); otherwise as in English.

**v** like *f*.

**w** " *v* (but softer, between *v* and *w*).

**x** " *ks* (also when beginning a word).

**z** " *ts*.

### Compound consonants:

**ch** is a sibilant without an English equivalent; when beginning a syllable, or after *e*, *i*, *ä*, *ö*, *ü*, *ai*, *ei*, *ae*, *eu*, and *au*, it is *soft* (set the tongue as if to pronounce *d*, and breathe an *h* through it; e.g. *Strich*, pron. shtrid-h); after *a*, *o*, *u*, and *au*, it is *hard* (a guttural *h*).

**chs** like *x*.

**sch** " *sh*.

**sp** and **st**, see *s*, above.

**th** like *t*.

Accented syllables have a forcible stress, as in English. In compound words there is always a secondary accent ("), sometimes a tertiary one(!!!), depending on the number of separate words entering into the composition of the compound word; e.g. *Zwischenakt's* "musik", *Bo'genham'* merklavier". The principal accent is regularly marked (') in this work.

## FRENCH.

### Vowels:

**a** as in Italian, but shorter, often approaching English *ä*.

**â** like *ah*.

**e** " *u* in but; *e*-final is almost silent in polysyllabic words.

**é** " *ay* in bay.

**è** " *e* in there.

**ê** " German *ä*, and always long.

**i** or **î** like *ee* in beet; short *i* as in English.

**o** as in Italian.

**u** like the German *ü*.

### Diphthongs:

**ai** like *ai* in bait; but before *l*-final, or *ll*, is pronounced as a diphthong (*ah'-ee*, drawn closely together).

**ai** and **ei** like *é*.

**eu**, **eû** and **œu** like German *ö*.

**oi** like *oh-ä'* (drawn closely together).

**ou** and **oû** like *oo* in boot.

**eau** like *ö* long, without the vanish *u*.

**Modified** by a following *n*, *m*, *nd*, *nt* or *ni* at the end of a syllable, the vowels and diphthongs are nasal (exception,—verbal ending of 3rd pers. plural).

**Consonants** as in English, with the following exceptions:

**c**. like *s* in song before *e*, *é*, *è*, *ê*, and *i*.

**ch** " *sh*.

**g** " *z* in azure before *e*, *é*, *è*, *ê*, and *i*.

**gn** as in Italian.

**h** is often mute; no extended rule can be given here.

**j** like *z* in azure.

**ll** after *i* is usually sounded like English *y* (consonant), and frequently prolongs the *i* (*ee*); e.g. *travailler* [träh-väh-yay'], *tranquille* [trähngkee'y].

**n** nasal, see above; otherwise as in English. [The nasal effect is accurately obtained by sounding *n* (or *m*) together with (instead of after) the preceding vowel; but the sound of *e* is changed to *äh*, *i* to *ä* (in bat), and *u* to *eu*.]

**m**, nasal in certain situations.

**r** with a roll.

**s**-final is silent.

**t**-final is silent.

**er**, **et**, **es**, **est**, **ez**, as final syllables, are pronounced like *z*.

**Accentuation.** The strong English stress on some one syllable of a polysyllabic word is wanting in French; the general rule is *slightly* to accent the *last syllable*.

# Lesson I.

## The Diatonic Scale.

In this 1<sup>st</sup> Lesson, Signor Vaccai has not grouped the letters of the Italian syllables according to the correct rules of spelling, but in such a fashion that the pupil may perceive, at the very first glance, how his voice should dwell on the vowels, exclusively, to the extreme value of the note or notes they influence, and how with a swift and immediate articulation of the consonants he should attack the following syllable. This will greatly facilitate him in acquiring what the Italians call the Canto legato (Chant lié)—though, of course, we need hardly say that here the teacher's example and oral explanation is better than all written precept.

Adagio.

Voice.

Child, tho' your way seems long, Since first we start-ed, Come, learn how

Voce.

Ma - nea so - lle - ci - ta più de - ll'u - sa - to, a - nco - rchè

Piano.

Adagio.

*p*

faith and song Keep men brave-heart-ed. While spring re - joic - es, And

s'a - gi - ti co - nlie - ve fia - to, fa - ce che pa - lpi - ta

while yet 'tis day, Out with your voic - es, And march, march a - way.

pre - sso - a - l mo - rir, fa - ce che pa - lpi - ta pre - sso a - l mo - rir.

*f* *f* *p*

### Intervals of the Third.

Andantino.

Ah! for those who feel no pit - y, When the sim - ple dove, so  
 Sem - pli - cet - ta tor - to - rel - la, che non ve - de il suo pe -

The first system consists of three staves. The top two staves are vocal lines in treble clef with a key signature of one sharp (F#) and a 6/8 time signature. The bottom staff is a piano accompaniment in bass clef. The tempo is marked 'Andantino' and the dynamics include a piano (*p*) marking.

Andantino.

pret - ty, 'Mid the ar - rows, shel - ter su - ing, Here and there, and sore dis -  
 ri - glio, per fug - gir dal cru - do ar - ti - glio vo - la in grembo al cac - cia -

The second system continues the musical score with three staves (vocal and piano accompaniment) and the same tempo and key signature as the first system.

tress'd, Wound - ed falls, with gen - tle coo - ing, Wound - ed falls, with gen - tle  
 tor, per fug - gir dal cru - do ar - ti - glio, per fug - gir dal cru - do ar -

The third system continues the musical score with three staves (vocal and piano accompaniment) and the same tempo and key signature as the first system.

coo - ing, On the fowl - er's faith - less breast, On the fowl - er's faith - less breast.  
 ti - glio vo - la in grembo al cac - cia - tor, vo - la in grembo al cac - cia - tor.

The fourth system concludes the musical score with three staves (vocal and piano accompaniment) and the same tempo and key signature as the first system.

# Lesson II.

## Intervals of the Fourth.

Adagio.

*p* Ah! 'tis sad - ness, Not mere mad - ness, Not mere

*p* La - scia il li - do, e il ma - re in - fi - do a sol -

Adagio.

want that oft - times urg - es, Thro' those dread - ful deaf'ning surg - es, Far, so

car - tor - na il noc - chie - ro, e pur sa che men - zo - gne - ro al - tre

far and forth to sea, One who knows what storms can be! One who

vol - te l'in - gan - nò, al - tre vol - te l'in - gan - nò, al - tre

knows what storms can be, All too well what storms can be!

vol - te l'in - gan - nò, al - tre vol - te l'in - gan - nò.

## Intervals of the Fifth.

Andante.

Then do not mock at me, Call me no cra - ven,  
 Av - vez-zo a vi - ve-re sen - za con - for - to

Andante.

*p*

Toss'd in mid - ha - ven, And fur'd all my sail.

in mez-zo al por - to pa - ven - to il mar.

Where winds most fa - vor me, Most I'm de - spair - ing -

Av - vez-zo a vi - ve-re sen - za con - for - to

Ah! sad sea - far - ing, If no fear pre - vail.

in mez-zo al por - to pa - ven - to il mar.



## Lesson III.

### Intervals of the Sixth.

Andantino.

When, un - just - ly, blame thou bear - est, All in si - lent scorn se -

Bel - la pro - va. è d'al - ma for - te l'es - ser pla - ci - dae se -

Andantino.

rene - ly, While the guilt - y one so mean - ly Sees and gives not look, nor

re - na nel sof - frir l'in - giu - sta pe - na d'u - na col - pa' che non

sign, Then, tho' all un - seen, thou wear - est Such a crown as Saints deem

ha. Bel - la pro - va è d'al - ma for - te l'es - ser pla - ci - dae se -

fair - est, Rar - er far than gems - the rar - est Brought from far Gol - conda's mine.

re - na nel sof - frir l'in - giu - sta pe - na d'u - na col - pa' che non ha.

# Lesson IV.

## Intervals of the Seventh.

Adagio.

One gleam 'mid the thun - der

Fra l'om - bre un lam - po

*p*

flash - - ing, Where winds and waves are

so - - lo ba - sta al nocchier sa -

*simile* *p* *p*

dash - - ing; One glance, and now the

ga - - ce che già ri-tro - va il

*p* *sf*

pi - lot. Sees where his bark should steer.

po - lo, (che) ri-co-no-sce il mar.

## Intervals of the Eighth, or Octave.

The musical score is written in G major (one sharp) and common time. It consists of four systems, each with a vocal line and a piano accompaniment. The piano accompaniment features a steady eighth-note pattern in the right hand and a bass line in the left hand. The first system includes a piano introduction with triplets and a *simile* section. The second system includes the lyrics 'call - ing, All gen - tly ris - ing, fall - ing, i - na, bal - za, si fran - ge e mor - mo - ra,'. The third system includes the lyrics 'How fair these waves ap - pear, Fall - ing, ma lim - pi - da si fa, bal - za,'. The fourth system includes the lyrics 'fall - ing, gen - tly fall - ing, How lim - pid, sweet and clear. bal - za, bal - za, bal - za, ma lim - pi - da si fa.' The piano accompaniment concludes with a *p* dynamic marking.

And now at dawn's first  
 Quell' on - da che ru -

call - ing, All gen - tly ris - ing, fall - ing,  
 i - na, bal - za, si fran - ge e mor - mo - ra,

How fair these waves ap - pear, Fall - ing,  
 ma lim - pi - da si fa, bal - za,

fall - ing, gen - tly fall - ing, How lim - pid, sweet and clear.  
 bal - za, bal - za, bal - za, ma lim - pi - da si fa.

# Lesson V.

## Half-tones, or Semitones.

Andantino.

When leaf - let or  
De - li - ra dub -

Andantino.

*p*

feath - er Have bro - ken their teth - er, And  
bio - sa, in - cer - ta va - neg - gia o -

win - try wild weath - er Has  
gni al - ma che on - deg - gia fra i

tost them on high; So con - science and  
 mo - ti del cor. De - li - ra dub -

*simile*

rea - son, In pas - sion's mad sea - son, May  
 bio - sa, in - cer - ta va - neg - gia o -

fal - ter and wa - ver - Oh! see, lest they  
 gni al - ma che on - deg - gia fra i mo - ti del

die, Oh! see, lest they die.  
 cor, fra i mo - ti del cor.

# Lesson VI.

## Syncopation.

Moderato.

Like wild-bees at sun-rise rang-ing, What were life but  
 Nel con-tra-sto a-mor s'ac-cen-de; con-chi-ce-de o

Moderato.

*p* *simile*

one long changing, Shone there not, all worlds a-bove, Love, love, love,  
 chi sar-ren-de mai si bar-ba-ro non è, mai, mai, mai

— true love, Times and chances, and dreams and fan-cies, All range and  
 — non è. Con chi ce-de o chi sar-ren-de, no mai si

*p*

change, and pass from sight; But love is life's one stead-fast light.  
 bar-ba-ro non è, no mai si bar-ba-ro non è.

# Lesson VII.

## Runs and Scale-Passages.

At first, the pupil should take the time of this exercise quite slowly. In after-study, he may work up to a sharp Allegro, progressively, as his capacity allows him. Scales should be sung with extreme smoothness, even and flowingly; but with each note clear and distinct. All jerking and slurring are equally to be avoided.

The musical score consists of four systems, each with a vocal line (treble clef) and a piano accompaniment (grand staff). The key signature is two sharps (F# and C#), and the time signature is 2/4. The piano part features a steady accompaniment of chords, with a *p* (piano) dynamic marking and a *simile* instruction. The lyrics are in English and Italian, with some words underlined to indicate syllable placement.

**System 1:**  
 English: When snows are whit - est, Light - est and bright - est, One - fleck the  
 Italian: Co - me il can - do - re d'in - tat - ta ne - ve è - dun bel

**System 2:**  
 English: slight - est, Their beau - ty flies. When friends are near - est,  
 Italian: co - re la - fe - del - tà. Un' - or - ma so - la -

**System 3:**  
 English: Dear - est, sin - cer - est, One - doubt, the mer - est, Their - friendship.  
 Italian: che in - se - ri - ce - ve, tut - ta ne in - vo - la la - sua bel -

**System 4:**  
 English: dies; One - doubt, the mer - est, Their - friendship dies.  
 Italian: tà, tut - ta ne in - vo - la la - sua bel - tà.

# Lesson VIII.

## The Appoggiatura taken from above or below.

The Appoggiatura (or leaning note) is the most expressive of all the musical adornments. The effect is gained by borrowing the full value indicated from the note that follows. On some occasions, the singer may slightly lengthen the time; but never, in any case, abbreviate it.

Andante.

If in my la - dy's eyes Love wak - eth nev - er,  
 Sen - za l'a - ma - bi - le Dio di Cit - te - ra

Andante.

*p* *simile*

What need of a - zure skies, May's sweet en - deav - or? The  
 i di non tor - na - no di pri - ma - ve - ra. Non

birds sing so drearly, The blossom all dies. If in my  
 spi - ra un zeffi-ro, non spunta un fior. L'er - be sul



la - dy's eyes Comes sweet re - lent - ing, One look that love implies,  
 mar-gi-ne del fon-te a - mi - co, le pian-te ve-do-ye

One word con - sent - ing, Dawn-breaks on land and sea, The' flow'rs re - a -  
 sul col-le a - pri - co per - lui - ri - ve - sto - no l'an-ti - co o -

rise: The birds sing so cheer-i - ly, And day fills the  
 nor, per lu - i ri - ve - sto - no lan-ti - co o -

skies; The birds sing so cheeri-ly, And day fills the skies.  
 nor, per lu - i ri - ve - sto - no l'an-ti - co o - nor.

*espress.*

## The Acciaccatura.

The Acciaccatura (or grace note) differs from the Appoggiatura in borrowing nothing from the value of the note that follows, though it may slightly intensify its accent. It should be sung with extreme lightness and ease, swiftly, and with the least appreciable time stolen from whatever precedes it.

*Andantino.*

A - long the riv - er - reach - es The  
 Ben - ché di sen - so pri - vo, fin

*p*

Detailed description: This system contains the first two systems of music. The first system has two vocal staves with lyrics. The second system has a piano accompaniment with two staves. The tempo is marked 'Andantino'.

*Andantino.*

whis - pring wa - ter - beech - es Bend down when night is  
 l'ar - bo - scel - lo è gra - to a quel - l'a - mi - co

*simile.*

Detailed description: This system contains the third and fourth systems of music. The third system has two vocal staves with lyrics. The fourth system has a piano accompaniment with two staves. The tempo is marked 'Andantino'.

fall - ing, And drink the lin - g'ring pool, And  
 ri - vo da cui ri - ce - ve u - mor. Per

Detailed description: This system contains the fifth and sixth systems of music. The fifth system has two vocal staves with lyrics. The sixth system has a piano accompaniment with two staves.

now when noon is burn - ing, Their sil - ver leaf - lets  
 lui di fron - de or - na - to, bel - la mer - cè gli

turn - ing, They shade the sleep - ing wa - ters, And  
 ren - de, dal sol quan - do di - fen - de il

fan them clear and cool; They shade the sleep - ing  
 suo be - ne - fat - tor, dal sol quan - do di -

wa - ters, And keep them clear and cool.  
 fen - de il suo be - ne - fat - tor.

# Lesson IX.

## The Mordent.

Of all the musical graces or embellishments the Gruppetto (or Turn) is, at once, the most varied and the most difficult, from the apparent ease and lightness with which it must be executed. It consists of 2 or 3 notes, and can impart great charm to the singing without influencing the due sentiment of the phrasing of individual passages, or the general intention of the composer. It is, therefore, the only licence that the singer may occasionally take on his own responsibility. The slightest appearance of effort or premeditation is fatal. We may add that modern composers write the notes they wish to have sung, and it is impossible to condemn too strongly the singer's use of any *Abbellimenti* or vocal ornaments that are not indicated in the music by the composer himself. We are thankful to say this abuse has long since gone out of fashion.

*Allegro.*

That tear — in your laugh — ter, That  
 La gio - ja ve - ra - ce, per  
 blush com - ing af - ter, The whole — world must  
 far - si - pa - le - se, d'un lab - bro lo -  
 know — it, They show — it — so — plain. Some  
 qua - ce bi - so gno — non — ha. La

*p* *simile*

se - cret - they - treasure Of pain - or - of - pleasure. Con-  
gio - ja - ve - ra - ce, per far - si - pa - le - se, d'un

fide - it! To - hide - it, You - see, - is - in -  
lab - bro - lo - qua - ce bi - so - gno non

vain. No, no, no, no, no, no, to - hide it - is - vain.  
ha. No, no, no, no, no, no, bi - so - gno - non - ha.

## Different ways of executing the Mordent.

Andantino.

Tho' I tend you night and morn - ing, With such care your  
L' Au - gel - let - to in lac - ci stret - to per - chè mai can -

Andantino.

*mf* *simile*

age a - dorn - ing, Vain en - deav - or, My sweet bird nev - er Greets me  
tar s'a - scol - ta? Per - chè spe - ra un' al - tra vol - ta di tor -

ev - er With one sweet song. Tho' I love you, Queen of la - dies,  
na - re in li - ber - tà. L' Au - gel - let - to in lac - ci stret - to

*p*

More I love where dan - cing shade is; 'Mid green al - leys, Where sun - light -  
per - chè mai can - tar s'a - scol - ta? Per - chè spe - ra un' al - tra -

dal - lies, Leaf - lit - val - leys, Where wild bees - throng, Notes come ring - ing When  
 vol - ta di - tor - na - re in li - ber - tà, — per - chè - spe - ra un'

there - I'm - wing - ing, Sing - ing, sing - ing loud - and strong:  
 al - tra - vol - ta di - tor - na - re in li - ber - tà,

This - way, — that - way, — all - day long, So clear - and strong, So  
 di - tor - na - re in - li - ber - tà, in li - ber - tà, in

clear - and strong The whole day long, the whole - day long.  
 li - ber - tà, in li - ber - tà, in li - ber - tà.

# Lesson X.

## Introductory to the Gruppetto or Turn.

For the Gruppetto or Turn, the pupil follows the rules given in Lesson VII, for the study of Scale Passages.

Moderato.

Sweet, how — sweet when — tears come — well - ing,  
 Quan - do — ac - cen - de — un — no - bil — pet - to

*p poco stacc.*

Execution

Where some — dear one's — voice is — tell - ing Deeds of —  
 è in - no - cen - tee — pu - ro af - fet - to: de - bo -

he - roes In days gone — by. Tears — like — these — are  
 lez - za a - mor non — è. Quan - do ac - cen - de un

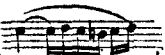


not un - man - nish; Ere the grand old mem - 'ries  
no - bil pet - to, è in - no - cen - te e pu - ro af -

van-ish, Love it - self shall fall and die,  
fet - to: de - bo - lez - za a - mor non è,

Love it - self shall fall and die  
de - bo - lez - za a - mor non è.

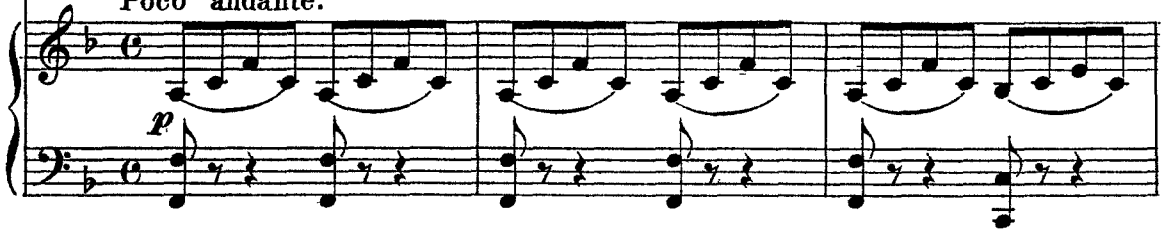
Poco andante. The Gruppetto or Turn.

Execution: 



Tell — me why, now - a - days, No — one dis -  
 Più — non si tro - va - no tra — mil - le a -

Poco andante.




cov - ers, Mid — all these mu - ti - tudes,  
 man - ti sol — due bell' a - ni - me



*simile.*



Two — con - stant lov - ers. All — for e - ter - ni - ty  
 che — sian — co - stan - ti, e — tut - ti par - la - no



Swear — they'll be kind, Yet — but — two  
 di — fe - del - tà, e — tut - ti

faith - ful ones Where shall we — find? —  
 par - la - no — di fe - del - tà, —

Yet — but — two faith - ful ones Where can — we — find?  
 e — tut - ti — par - la - no di fe - del - tà.

# Lesson XI.

## Introduction of the Trill or Shake.

*Allegro moderato.*

The wind seem'd — ne'er to wea - ry;  
 Se po - ve - roil ru - scel - lo

*Allegro moderato.*

*p*

Cold fell — the rain, and drear - y, And all so — ghost-ly and  
 mor - mo - ra len - to e bas - so, un ra - mo - scel - lo, un

ee - rie Night sank on sea — and — plain. Were  
 sas - so qua - si ar - re - star lo — fa. Se

these dark — wind-swept spac - es Once fair — with sum-mer's  
 po - ve - ro il ru - scel - lo mor - mo - ra len - to e

*rinforz.*

grac - es, And bright with — dear — glad — fac - es, fac - es —  
 bas - so, un ra - mo - scel - lo, un sas - so qua - si, —

I ne'er shall see a - gain, Those dear bright — love - lit —  
 qua - si ar - re - star lo - fa, un ra - mo - scel - lo, un -

fac - es I ne'er shall see a - - - - - gain?  
 sas - so qua - si ar - re - star lo - - - - - fa.

*rall.*

# Lesson XII.

## Runs and Scale-Passages.

*Allegretto moderato.*

Like ships from anch - or — stray - ing, All  
 Siam na - vi al - l'on - de - al - gen - ti la -

*Allegretto moderato.*

*p*

winds and tides — o - bey - ing, Swaying to each — e - -  
 scia - te in ab - ban - do - no, im - pe - tu - o - si —

mo - tion We drift o'er life's — dark — o - cean.  
 ven - ti i no - stri af - fet - ti — so - no,

Great waves are break-ing be - fore — us, Great clouds are gath - er-ing  
 o - gni di - let - to è sco - glio, tut - ta la vi - ta è un

fast: Ah! well, ah! well, if — day, if — day shall re -  
 mar, o - gni di - let - to è — sco - glio, tut - ta la

store us To land, — safe home at last, safe home at — last.  
 vi - ta è un mar, — tut - ta la vi - ta è — un — mar.

# Lesson XIII

## The Portamento.

In order to acquire an effective Portamento, the pupil must be careful not to slur one note into the other, with that sort of quavering that one hears too frequently in ill-trained voices—on the contrary, he must so blend the different registers and so bind the notes that they seem to flow into one even tone. When the true art of phrasing has been mastered by the means indicated in Lesson I, the Portamento will offer few difficulties—but here, more than anywhere, is the practical demonstration by a teacher or a proficient of the first importance. Failing these, we must be content with adding that the Portamento can be taken “by Anticipation” or “by Posticipation.” By the first of these methods, the singer attacks the value of the following note with the vowel of the preceding syllable, as was shown in the rules given for Lesson I. In certain phrases, where a great deal of sentiment has to be expressed, this manner is highly effective. For this very reason it must be used very sparingly, as in abuse it sounds affected, and the music grows languishing and monotonous. By the second method, which is less common, the singer attacks almost imperceptibly the syllable that follows with the value of the syllable that precedes.

*Andante. (1st way.)*

With eyes nigh blind with weep - ing, With  
Vor - rei spie - gar l'af - fan - no, na -

*Andante.*

poor pale - lips - that - trem - ble, This se - cret, that I am  
scon - der - lo - vor - re - i, e men - tre i dub - bi

keep - ing, That robs my nights of sleep - ing;  
mie - i co - si cre - scen - do van - no!



How long can I dis - sem - ble? How long can I con -  
 Tut - to spie - gar non o - so, tut - to non so ta -

ceal What I would most, what I would most, would most re -  
 cer, tut - to spie - gar, tut - to non so, non so ta -

*sf* *p*

veal? And tho' a smile I'm wear - ing,  
 cer. Sol - le - ci - to, dub - bio - so,

Hope - less, de - spon - dent, de - spon - dent, de - spair - ing, At -  
 pen - so, rammen - to, rammen - to, e ve - do, e a -

heart a grief I'm bear - ing, I know can nev - er  
 gli oc-chi miei non cre - do, non cre - do al mio pen -

heal; Ah! nev - er, ah! nev - er my pain can heal, Ah! nev - er, ah!  
 sier, non cre - do, non cre - do al mio pen - sier, non cre - do, non

nev - er such pain can heal, such pain can nev - er  
 cre - do al mio pen - sier, non cre - do al mio pen -

heal, such pain can nev - er heal.  
 sier, non cre - do al mio pen - sier.

Red. \*

**Allegretto. (2nd way.)**

“Ye call me de - ceiv - ing,” The grey sea was grieving, “O  
 O pla - ci - do il ma - re in - sin - ghi la spon - da, o

*Allegretto.*

*p*

men, reft of rea - son, Go chide this wild sea - son. These mad winds, my  
 por - ta con l'on - da ter - ro - re e spa - ven - to: è col - pa del

mas - ters, Go chide them, not me! They cause your dis - as - ters, Not  
 ven - to, sua col - pa non è, è col - pa del ven - to, sua

It" said the sea; “These mad winds, my mas - ters, Go chide them, not me!”  
 col - pa - non è, • è col - pa del ven - to, sua col - pa non è.

*simile* *mf*

# Lesson XIV.

We need hardly say, that nowhere is a clear enunciation of each word and syllable of more importance than in Recitative — otherwise, it must perforce quite fail in its mission. When we come across two similar notes at the end of a phrase, or several repeated notes in the body of a phrase, the note on which the word-accent falls should be entirely converted into an appoggiatura of the following note. To exemplify our meaning, we have marked with an "A" where such notes occur in the following exercise.

Recitativo.

Our first earthly duty is toward our country. How base and how mean-

La Pa-tria è un tutto di cui siam par-ti, al cit-ta-dino è

heart-ed is he who seeks ad-van-tage in his coun-try's dis-hon-or!

fal-lo con-si-de-rar se stes-so se-pa-ra-to da le-i.

Ver-i-ly, no loss or gain we need to con-sid-er save what can

Eu-ti-le o il dan-no chei co-no-scer dee so-lo è ciò che

pros-per, or what can shame or in-jure, the land where first we saw the light.

gio-va o nuoce al-la sua patria a cui di tut-to è de-bi-tor.

When for her wel-fare she bids us sac-ri-fice fortune, life-time, and e-ven our  
 Quando i su-do-ri e il san-gue sparge per le-i, nul-la del pro-prio ei

dear ones, 'Tis her due that we ren-der: She 'twas, who  
 do-na, ren-de sol ciò che n'eb-be. Es-sai pro-

made us, what we have, what we are. Her laws pro-TECT us in our homes, and a-  
 dus-se, lè-du-cò, lo nu-dri. Con le sue leg-gi dagl'in-sul-ti do-

broad her arms de-fend us, And her coun-sels en-  
 me-sti-ci il di-fen-de, da-gli e-ster-ni con

light us, She gives us safe - ty, glo - ry, sta - tion, name, and  
l'ar - mi. El - la gli pre - sta no - me, gra - do ed o -

race, Re - wards our mer - its and vin - di - cates our hon - or: With  
nor, ne pre - mia il mer - to, ne ven - di - ca le of - fe - se, e

all lov - ing - kind - ness, un - ceas - ing - ly she watch - es our hap - pi - ness and  
ma - dre a - man - te a fab - bri - car s'af - fan - na la sua fe - li - ci -

peace, if, per - ad - vent - ure, mortal man can be hap - py out of God's heaven!  
tà, per quan - to li - ce al de - stin de' mor - ta - li es - ser fe - li - ce.

# Lesson XV.

A Recapitulation or Comprehensive Study of all the Rules given in the foregoing Lessons.

Moderato.

When now we go a - May - ing, O'er hill and vale a -  
 Al - la sta - gion de' fio - ri e de' no - vel - lia -

*p* *simile.*

stray - ing, Like chil - dren round us play - ing, Soft  
 mo - ri, è gra - to il mol - le - fia - to d'un

zeph - yrs — come and — go; Like chil - dren around us  
 zef - fi - ro — leg - ger; è gra - to il mol - le

play - ing, Soft zeph yrs come and — go. Now  
 fia - to d'un zef - fi - ro leg - ger. O

sigh - ing, now sigh - ing, They seem — to fall — a -  
 ge - ma, o ge - ma, o ge - ma fra — le

dy - ing; Then light - ly, So bright - ly, The  
 fron - de, o len - to, o len - to, o

stream — makes — glad — re - ply - ing.  
 len - to — in - cre - spi — l'on - de.

“Mer - ry ones! a - round us glid - ing, Oh! why — keep hid - ing  
 Zef - fi - ro in o - gni la - to com - pa - gnoè del pia -



so? We see your trac - es, Feel your em -  
 cer, in - o - gni la - to, in - o - gni

*simile.*

brac - es, Your fac - es Why won't you  
 la - to com - pa - gno è del pia -

show? Your fac - es, your  
 cer, com - pa - gno, com -

fac - es, your fac - es, Oh! why not  
 pa - gno, com - pa - gno e del pia -

show, your fac - es, your  
cer, com - - pa - gno, com - -

fac - es, your fac - es, - Oh!  
pa - gno, com - - pa - gno è -

why not show, Oh! why hide so, Oh! why hide  
del pia - cer, e del pia - cer, e del pia -

so, your fac - es, Oh! why not show??"  
cer, com - pa - gno e del pia - cer.