#### ANTHEM EDITION.

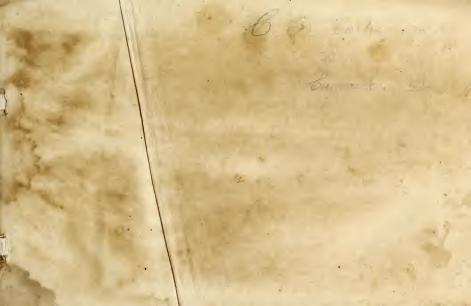
# SACRED MUSIC.

# BY ISAAC B. WOODBURY,

AUTHOR OF "THE DULCIMER," "LUTE OF ZION," "LIBER MUSICUS," "CULTIVATION OF THE VOICE," "COTTAGE GLEES," ETC. ETC.

New York: F. J. HUNTINGTON, 7 BLEKMAN STREET, CORNER NASSAU, ALSO FOR BALE BY MASON BROTHERS, 5 & 7 MERCER STREET. BOSTON: BROWN, TAGGARD & CHASE. PHILADELPHIA; J.B. LIPPINCOTT & CO.







# THE CYTHARA:

A

# COLLECTION OF SACRED MUSIC.

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# PREFACE.

Two nook is not the hasty production of a day. Since the publication of the author's last work, "The Dudement," more than four years have elapsed; during which interval his best efforts have been devoted to or Time Grtriass." A personal acquaintance with many of the prominent singers and teachers of music in every serve section of our country, and the opportunities incidental to leaturing before musical conventions in nearly every State facilities for becoming acquainted with the wants of choirs and churches.

The time has gone by when the suffrages of an intelligent musical public could be obtained for a meagre and ill-digested work, prepared with careless haste. A popular music-book should contain a large amount of matter. both of foreign and native production, judiciously arranged, and practically adapted to the wants of the church and the family circle. These considerations have prompted the author to spare neither labor nor research in the preparation of the present work. A year spent in Europe was chiefly devoted to the rich and classic gems of Southern Italy. Germany has often enough contributed materials for the musical compositions that have issued from the American press; while Italy, the mother of art, the land of song, the home of melody, has scarcely been represented among us. Many of the choicest melodies contained in "THE CYTHARA" are, therefore, arranged from Italian compositions. Others were procured either in the south of France, or at Paris and London : and it is believed that all of them will contribute to enrich the pages of the work. In addition to these, many productions of the most popular American composers are also presented. Of the author's own efforts, the public themselves will judge.

The following principal features of the work are respectfully commended to the reader's attention :

#### I. INSTRUCTIONS FOR THE SINGING-SCHOOL.

The elements are at once simple and comprehensive, interspersed with medodies of the choicest character, and set to words which, though not taken from religious hymns, are yet strictly  $\mathbf{x} \rightarrow \mathbf{t}$  in sentiment; for who can question the propriety of dispensing with the solemn works of the sanctnary in the common singing-school or the elementary class  $\mathbf{J}$ 

#### II. PSALM AND HYMN TUNES.

These are of the greatest possible variety. So large a number, indeed, can hardly be found in any other work. Ample directions are given over each, in regard to the style of performance, &c.

#### III. ODD METRES.

It is believed there is not a hymn in any of the popular hymn-books, for which suitable music may not be found in "Tux Crmasa." Music adapted to any oddmetre hymn may be readily found by consulting the Chorister's Index.

#### IV. ANTHEMS AND SELECT PIECES.

These, which are mostly original, are of easy execution, and pleasing in their character. They are adapted to any public occasion of interest that may occur in Protestant churches.

#### V. THE ORATORIO.

This Composition was written expressly for "Tus, CYTHARA," and is now published separately—price 75 ets. per doz. In its place has been substituted 30 parces of cboice Anthems, which form a select and valuable addition to that department of the work.

#### VI. SENTENCES AND HYMN CHANTS.

These are simple, and the music is in the Gregorian style. The bars placed between the words will enable inexperienced choirs to attain proficiency in this delightful part of Divine worship with but little practice.

#### VII. THE SABBATH-SCHOOL DEPARTMENT

Is unusually full, and it is believed that no work ever published in this country has so many choice pieces.

#### VIII. THE SOLO DEPARTMENT.

The instructions given in the introduction to the acpartment are an entirely new feature. The songs for the piano forte, melodeon, or any kindred instrument and accompanying voice, have been composed and selected with unusual care, and many a bereaved heart, we trust, will find here a bain in the tender promises that point to the blessed fold above.

#### X. INTERLUDES.

The interludes have all been composed expressly for "THE CYTHARA," and their introduction is a peculiarity not to be found in any similar work.

. X. The large number of Pieces and great variety of Composers.

"The CYRDARA" contains three hundred at lasty-engat pages, being eithern more than are contained in "The Dukinner" and most other works of its class. It presents upwards of one thousand compositions by more than three hundred composers; thus affording to choirs a quantity and variety of matter sufficient for years of practice.

In conclusion, the author respectfully tenders his thanks to the gentlemen who have so kindly assisted him in his labors. To Messrs. T. J. Cook, of New York, and J. E. Gould, of Philadelphia, he begs leave to express his particular obligations.

ENTERED, according to Act of Congress, in the year 1854, by F. J. HUNTINGTON, in the Clerk's Office of the District Court of the United States for the Southern District of New York.

# INSTRUCTIONS FOR THE SINGING SCHOOL.

#### REMARKS TO THE TEACHER.

In the following "Instructions for the Singing School," we have carefully avoided all technical terms that are not absolutely necessary. Teachers are too apt to think that much talk and little practice constitute good teaching, while oulte the reverse is the ease. We have heard one of the most popplar teachers in this country say that he could teach the whole theory of vocal music to an intelligent person in one evening. while the practical part would require months. Be careful to have everything understood theoretically and practically before passing on to another subject. One thing at a time should be the motto. The ear needs cultivation, and therefore from the first lesson, tunes or melodies should be sung by rote. This practice tends also to keep up the interest of the class. Be careful when a melody is given out, to sing it over many times in the very best style, remembering that he ginners are liable to fall into glaring faults, if they have not a correct model to imitate. The capability of giving fine examples, we consider one of the most important requisites a teacher should possess. In the following exercises, it is not necessary that the teacher should confine himself to the regular routine in which they progress, but changes from one subject to another may be made as the interests of the class may require. Above all things, let everything that is learned be put at once to a practical use. For example, we learn that the figure 2 represents double measure. As soon as this is understood, turn to many tunes, and require the pupil to tell which are in that variety of time. So from the very first, require them to distinguish long from short sounds, high from low sounds, loud from soft sounds, &c., the teacher giving examples.

#### DISTINCTIONS IN MUSIC.

The elements of music may be classed under four heads. or distinctions.

Under the first head, sounds are long or short. (TIME.) Under the second, they are high or low. (MELODY.) Under the third, they are loud or soft. (EXPRESSION.) Combination of sounds, or HARMONY, forms the fourth distinction.

REWARK .- These distinctions should be practised separately until each is thoroughly understood, both theoretically and practically, by the beginner.

Perpendicular lines, with the spaces petween them, are termed bars and measures, thus :

imeasure imeasure imeasure. In order to give variety to the time in music, the meas-

ures are divided into parts usually denoted by figures thus :\*

2.	1	1		.1	Double Measure.
з.	11	111	11	T	riple Measure.
4.	11	1 1	i r	l i 1	Quadruple Measure.
6.	111		1111	111	II Sextuple Measure.

NOTE .- Let the teacher turn to different pieces of music. until ready answers are obtained.

QUESTIONS .--- 1. Into how many distinctions do we divide the elements of music ?--- 2. Name the first distinction; the second; the third; the fourth -3. Name these perpendicular lines (pointing to them in the book or on the blackboard.)-4. What are the spaces between the bars called ?-5. How many varieties of measure have we ?- 6. What figure indicates the first varisty 1 what the second 1 what the third 1 the fourth ?--7. Give the name of each variety .- 8. Into how many parts is double measure divided ? triple, &c.?-9 How many bars and measures have we, in each of these examples ?

Sing a few tunes by rote from the commencement of the class.

#### BEATING TIME.

In order to perform music with accuracy, a motion of the hand is necessary, called beating time. Double measure has two beats in a measure, thus :

2. | Down, | Up, | Down, | Up.

Triple measure has three beats, thus : S. | Down, | Left, | Up. | Down, | Left, | Up.

\* Some writers designate double measure by the letter C with a bar across, thus E; and quadruple by the letter C, thus E.

Quadruple measure has four beats, thus :

4. | Down, | Left, | Right, | Up.

Sextuple measure, six, thus :

6. | Down, | Down, | Down, | Up, | Up, | Up.

Or two, thus

6. | Down, | Up, | Down, | Up, | 1 2 3 4 5 6 | 1 2 3 4 5 6

when rapidity in execution is necessary.

NOTE .- The pupil should be careful to move the hand promptly in heating time, as this is indispensable to a compare performance. He should also, from the commencement, make it an invariable rule to beat the time, notwithstanding the cffort which may be required to acquire this most important requisite to correct mechanical execution. Some heginners and request the pupils to name the kind of time of each piece. may find it necessary to omit singing for a while, in order to devote all their attention to the manner of beating time.

No teacher can expect to be successful, unless he insists upon the observance of the above instructions. Let the right hand of every pupil be made to move with accuracy and ease. the motion proceeding from the wrist, with the arm immovable, in all the varieties of measure, before attempting the voice,

Exercises, something like the following, should now be practised, pronouncing one word or syllable to each beat.

- 2. Down, up, | one, two, | loud, soft, | roam ing, &c.
- 3. Down, left, up, | one, two, three, | loud, soft, soft, wil - ling - ly. &c.
- 4. Down, left, right, up, | one, two, three, four, | loud, soft, loud, soft.
- 6. Down, down, down, up, up, up, lone, two, three, four, five, six.

OUESTIONS-1. What do we mean by "beating time?"-2. What is its use ?- 3. How many heats has double measure ? how many triple? quadruple ? sextuple ?-4. What distinguishes the different varieties of measure ?- 5. Should the pupil find diffculty in singing and beating time together, what course should be pursued ?-6. What should never be omitted in order to execute music in time ?--7. Which hand should be used in beating time 7-8. Whence should the motion proceed 7-9. A word of how many syllables represents double measure? triple ? quadruple ? sextuple ?

#### Of Accent, or Loud and Soft Sounds. texercise accenting the down beat. 3 00100100 (EXPRESSION.)

In order to give more expression to music, certain sounds should be sung louder than others. This is usually termed accent, and corresponds to the accent of the words which are set to the music. The accent should be cates triple measure, while the lower figure indicates half aid on the first beat in double measure and triple measares; the first and third in quadruple; and first and ourth in sextuple. All these rules are subject to excepions, as will be shown hereafter.

Let the pupil practice all the varieties of measure, using the word loud on the accented, and soft on the unaccented parts of the measure.

#### Of the Characters used to denote the Length of Sounds.

Long and short sounds are represented by characters called notes, thus :

The whole note (Semibreve,) represented by the figure 1,

is equal to two halves, (Minim,) represented by the figure 2,

four quarters. (Crotchet.) represented by the figure 4. eight eighths. (Onaver.) represented by the figure 8 STATCENTIS (Sent er,) represen 32 thirty seconds. (Demisemiquaver.) represented by 35 \* The pupil should be required to name the following

notes.

The figures thus, § are used to denote two half notes different measures. in a measure ; the upper figure indicating the kind of neasure (double measure.) and the lower figure the kind af notes in a measure. (half notes.) Sing the following every other eighth in the third measure.

0000, 3 denotes double measure, because the upper figure is 2. The lower figure 4 denotes that quar-

When the figures 3 are used, the upper figure indinotes, thus: \$000 000 000 000 000

If the lower figure had been 4, quarter notes should have been used ; if 8, eighth notes, &c. The figures \$ denote quadruple measure, four quarters being used in the lower figure be changed to 8, four eighths are used ; if to 2, four halves. § indicates that there are six eighths in each measure, the upper figure denoting the kind of measure, and the lower the kind of note in a measure. Example : § . . . . . . . . . . . .

NOTE .- The pupils should sing all the above exercises to the syllable la, (giving the proper accent.) many times over. The learner will also observe that the upper figure never chauges except to give a different variety of time; for example, double measure is always represented by the figure 2, although the lower figure may be 2, 3, 4 or even 8.

#### Different Notes in the same kind of Time.

Although in the above examples each variety of measure has the same notes throughout the example they may be varied to give variety, thus : & OOI . . . . .... In the first measure there is a half المرياسيان م

note to each beat ; in the second two fourth notes to a beat; in the third two beats to the one note, and four eighth notes to a beat in the last measure. As the notes vary in the different measures so the accent should also be changed. For example, in the first measure the accent comes on the first note : in the second measure the first and third notes are accented, while in the third measure there being but one note there is no accent; the fourth measure the first sixteenth note to each beat should be accented.

Example in triple measure of different notes in the

Accent



A dot after a note or rest adds one half to its value : half? &c.-11. Which way does the quarter rest turn ? eighth ? thus, C. a dotted whole note is equal to three halves PP, aP equal to three ? ; a dotted rest, thus, - is equal to three half rests, thus, - - - ; a - equal to " " " &c

A second dot adds one half to the first dot, thus is equal to ??? is equal to ??? &c. Exercises for Dotted Notes. \* 0 P P. • P P P P P 1 . . . P. P. . . . P. P. I 1 CC C C I T C I C I C I C I P I Exercises in Long and Short Sounds and Rests. Sing one La to each note. 30010-10010-1000 3000100100100100100 1111101-01-0111101 8 2 2 2 2 1 P. P. I 2 C 2 P. I 7 7 7 P. I

REMARK .--- The stems of notes may turn up or down. and be connected thus, " [ ] and their value is not changed. A whole rest in a measure alone indicates that it is to be counted in silence ; hence the whole rest is also called a whole measure rest

QUESTIONS .--- 1. What is accent ?--- 2. Which beat is accented in double measure? triple? quadruple? sextuple?-3. What are those characters termed which represent the length of sounds? 4. What name is given to the longest note ? the next ? the next ? the next ? &c .-- 5 How many half notes to a whole ? how many quarters ? how many eighths ? &c .- 6. How many quarters to one half? how many eighths ? how many sixteenths, &c .-- 7. How many eighths to one quarter ? how many sixfeenths ? how many thirty-seconds ?--- 8. How many sixteenths to one eighth? how many thirty seconds ?-9. What are characters indicating scale with the G clef, together with

&c .-- 12 How much does a dot add to the value of a rest or note ?-13. A dotted whole is equal to what three notes? a dotted half? quarter? &c.

NOTE .-- The ingenious and careful teacher will vary these as well as other questions, in many ways, to afford variety and instruction.

A regular series of eight notes, all differing in pitch, is termed the diadonic scale. The numerals, one, two, three, &c., are used to designate these eight sounds. The first seven letters of the alphabet are also used. C, being applied to one. D to two, E to three, F to four, G to five, A to six, B to seven, and C again to eight. There are also seven syllables, thus:

Written, Do, Re, Mi, Fa, Sol, La, Si, Do, Pronounced, Do, Ray, Mee, Fah,\* Sole, Lah,\* See, Do.

Five lines and four spaces, thus, \_\_\_\_ constitute what is termed the staff, and =

determines the pitch of sounds. Each line or space in the staff is called a degree, making nine in all, and as the compass of voices and instruments is much greater than the staff of five lines will allow, added lines below and above are used to any extent which may be necessary, thus :





do, ray, mee, fa\* saul, la\* see, do, do, see, la\* saul, fa\* mee, ray, do

NOTE .- This scale should be sung in all the varieties of measure, that is, beating two, three, four and six beats to each note. A more difficult exercise will be to sing two notes three notes, four notes, or even the whole scale to one beat. Too much time cannot be spent on this exercise.

The F clef is written thus:



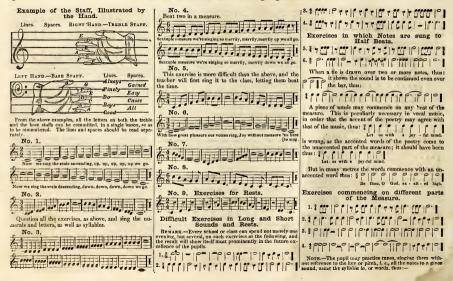
Sing the scale with the numerals, letters, and syllables, in all the varieties of measure, being careful to accent correctly.

QUESTIONS .- 1. What is the second distinction ?- 2. How many sounds have we in the diatonic scale !-- 3. What numerals are used to designate the scale ? what letters ? what svilables ? -4. How many lines and spaces has the staff ?- 5. What is the use of the staff? It determines the pitch of sounds .-- 6. How many degrees in the staff ?-- 7. How are other ones acquired ? ten ?-9. Where is one written with the G clef ? with the base ? -10. What letter to the first line. G clef ? first space ? second line ? &c -11. What letter to the first line, base clof ? first space? Sec.

Question the pupils something like the following, on the succeeding exercises, before singing them.

What is the first character used? A Clef. Which clef? The treble. What do the figures indicate? The kind of measure and notes. What kind of measure in No. 1? Double, No 2? Triple, &c. What are the perpendicular lines called ? Bars. The spaces between the bars? Measures. How many beats to a measure in No. 1? Two. No 2? Three, &c. What one note comes to a beat in No. 1? A half. No. 2? A quarter, &c. What are the five lines and spaces called? A Staff. What does the staff indicate? The pitch of sounds. What characters determine where one of the scale is written? The clefs. What is the last character to every piece of music? A close, thus:

\* Pronounce the a as in core





REMARK .- The terms whole and half tones are deservedly discontinued by many of our best teachers, ane the more correct terms of major and minor seconds substituted. A whole tone is a sound, and not an interval or distance from one sound to another. Besides the above-named intervals, we have thirds fourths, fifths, &e. Let the teacher exercise the pupils in the intervals something as follows :- Teacher says, (pointing to them on the blackboard,) Sing one. The pupils sing Do. Teacher .- Sing three, Pupils .- Mi, Teacher .- Sing five. Pupils .- Sol. &c. When the pupils have acquired readiness in the intervals of 1, 3, 5, 8, others may be gradually introduced : the fourth first, then the second and fourth ; second, fourth and sixth: second, fourth, sixth and seventh: and finally, all the intervals.

Here we have a series of progressive intervals, from the most simple to the most difficult.













NOTE TO THE TRACHER—All tunes in the key of C that have no accidentais in them may now be practised, and the class should not be allowed to go farther until some readiness has been acquired in reading simple tunes astight. The Base by male, and the Soprano by female voices, may now be employed together, after having been practices lesparately.

#### CLASSIFICATION OF VOICES.

Although the male and female voices may be employed together, yet, striedly speaking, they are not in unison. The female voice is eight sounds, or an octave higher than the male voice. To prove this, the teacher should request the female portion of the class to sustain some given sound, while the teacher, commencing an octave

lower, should sing up the scale (using the falsetto vice) if necessary) until he is strictly in unison with the famale vices. The class will not fail to perceive the difference, a knowledge of which will be of great importance to the massingers and musicians. After this is thoroughly undenstod, the following scale should be practicated, the male voices commencing it, and the females joining when they can reach the pitch, say about C, fourth space base clef.



The teacher will remark to the class that as the male and female voices differ in pitch, they cannot sing the same part, without creating what is termed false harmony and faulty progressions; i. e., consecutive octaves, &c. The female voices are divided into high and low, or Soprano and Alto. A good soprano will sing up to A above the staff, and an alto should be able to sing A below. A tenor voice (the highest male voice) should be able to sing F or G above the base clef, and the base voice should sing G, first line base clef. See the Exercise above, in which the voices are illustrated, and about the compass of each is shown. Another rule, which will enable the pupil to decide which is the legitimate part for him or her, is this; if the high notes generally can be sung easier than the low, then tenor for male and soprano for female voices, although they may not be able to reach G above. If, on the contrary, the low notes are sung with greater ease then base for male and alto for female voices A faithful teacher will also try each voice separately, and give suitable instructions as to quality of tone, and manner of producing it (for all voices differ in this respect.) Also its formation on the high or low notes should be very particularly attended to. Here we have, at one view, the manner in which the parts are usually arranged.

\* Middle C-both the same pitch





Round, on the Diatonic Scale. Moderate. All who sing and wish to please. Must sing in Do Fa Sol Na-ture's bless ings all should serve. Which to tune, the words ex - press: Keep the time, take Do give sweet re , dress: Har , mo , ny hida breath with ease. The sounds sus - tain, the voice suppress. 100 Sol Fo Mi an - ger cease. And soothes the mind that feels distress.

Loud and Soft Tones, or Expression.

A TONE produced by no unusual vocal exertion, is a medium or middle tone; it is marked m; called mezzo.

A tone produced by some vocal restraint, is a soft tone; it is marked P--called Piano.

A tone produced by considerable vocal exertion, is a loud tone; it is marked f, and called forte.

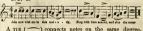
A tone produced by the greatest vocal restraint, is marked *PP*, and called *Pianissimo*.

A tone produced by the greatest vocal exertion, but not so loud as to injure the quality, is marked ff, and called *fortissimo*.

A modification of forte and piano, is marked fp. Of mezzo and piano, mp. Of mezzo and forte, mf, &c.

When an unaccented note is connected with the following accented note, it is said to be SYNCOPATED.

No. 1.



which are performed as one. See Exercise above.

A tone begun, continued, and ended with the same power, is called an ORGAN TONE. [\_\_\_\_].

A tone begun sol and gradually increased in power, is called a CRESCENDO. [Cres. or ].

An inversion of the crescendo is called a DIMINUENDO.

A union of the CRESCENDO and DIMINUENDO, is 2 called a SWELL. [\_\_\_\_].

A sudden swell is called a PRESSURE TONE. [<or <>].

A very short tone, produced with force and immediately diminished, is called an EXPLOSIVE TONE; sometimes FORZANDO, or SFORZANDO. [sf. fz. or >].

STACCATO mark thus [1111] denote that a passage is to be proformed in a short, distinct manner.

LEGATO means smooth and connected, the opposite of STACCATO.

A SLUR ( ) indicates that certain notes are sung to one syllable.—See Exercise above, and tune Siloam.





- 3 Spring is coming, spring is coming, Trees and gentic breves blowing, Evening's lovely radiance glowing : Welcome, welcome, spring-tide home
- 4 Spring is coming, spring is coming, Bring the colden cups, preparing, Welcome for the guests are nearing Welcome, welcome, welcome home,

#### CHROMATIC SCALE.

Out of every major second of the diatonic scale, two intervals can be procured by the use of a sharp (=) or flat (b). The sharp elevatics a sound before which it is placed a chromatic interval, and the flat depresses it a chromatic interval. A series of twelve intervals is called the Chromatic Scale, thus:

The following Letters, Numerals and Syllables,\* are applied to the Chromatic Scale.



NOTE. When naming the chromatic intervals by numerals, say-sharp onc, sharp two, flat six, flat seven, &c.; but when naming them by letters, C sharp, D flat, E flat, &c.

The pupil will observe, that from any letter to the same made flat or sharp, the interval is a chromatic one; and from any letter to the next above or below in the chromatic scale, the interval is a minor second. Questions: What is the interval from C to C  $\pm$  (sharp?) C $\pm$  to D, & C. 7 C to B in descending? B to Bo (flat)? B<sub>2</sub> to A?

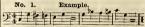
• The author thinks the European system of not changing the vowel bounds, in the chromatic scale, far preferable to the practice so much in vogue in this country, as many bad habits arise that require much after practice and instruction to endicate Those who choose, however, can still use the old plan by simply changing the vowel sound of the syllable, in seconding, to E whenever a sharp occurs—and to A, in descending, whenever a flat is used.

A to Ab, &c.? Commence the practice of the chromatic scale something in the following manner,—the class sings one, after which the teacher sings sharp one, the class imitating him. Then two, sharp two, &c.

For the future the class should devote a short time, each lesson, to the practice of this scale.

The influence of a sharp or flat extends from measure to measure, until a note intervenes which is on a different degree from that before which it is placed.\*

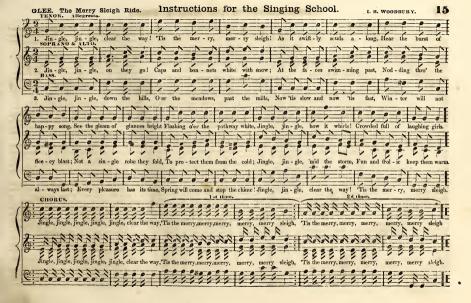
A NATURAL (=) is used to contradict or take away the power of a flat or a sharp.



After a *sharped* tone the ear naturally expects the next above, but after a *flatted* tone the next below.



\* When a note succeeds one that has been made flat or sharp, without a note intervening on another degree of the staff, the effect of the accidental continues, although in another measure.



#### MINOR SCALE.

or soft mode. It consists of seven intervals, and has two forms or progressions : thus,



is termed the Melodic form. The seconds are as follows in the Harmonic form : from one to two, a major second from two to three, minor: three to four, and four to five, major seconds; five to six, minor second; six to seven, an extended second, and seven to eight a minor second. The same progression is observed in descending.

In the Melodic form of the minor scale, the intervals occur as follows, viz. : from one to two, a major second ; two to three, a minor second ; three to four, four to five. five to six, and six to seven, all major seconds; and seven to eight, a minor second. The descending scale in the melodic form differs, viz. : eight to seven, and seven to six, major seconds; six to five, a minor second; five to four, and four to three, major seconds three to two. minor second ; two to one, major second. Question as follows on the harmonic form : How many major seconds has the harmonic form, and between which numerals do they occur? How many minors? Between which numerals does the extended second occur ? Is the form the same descending as ascending, &c. ? Question as follows on the melodic form : How many major and minor seconds has the melodic form of the minor scale ascending, and between which numerals do they occur ? Name the seconds descending. In what respect does this form of the scale differ from the Harmonic form ? How does it differ from the major scale; &c.? The scale of A minor has the same signature that C major has, hence some guide is necessary in order to distinguish between

When sharp five occurs often, the riege of music is gen-THERE is yet a third scale in music, called the Minor erally in A minor. After hearing some minor music, the of G, although we take G as one. When F sharp is inear will enable one to decide whether it is in the major troduced, then, and then only, the transposition takes or minor mode. But as the key or mode is constantly place, thus; varying in most pieces of music, it is impossible to decide with certainty in relation to the key, without some knowledge of modulation, &c.\* See the following minor tunes, viz. : Meldrum, Russia, Lebanon, Ramoth, &c.

#### TRANSPOSITION OF THE SCALE.

WHEN a scale of eight sounds occurs, founded on any letter, the order of intervals being from one to two and two to three, major seconds; three to four, a minor four to five, five to six, and six to seven, major seconds ; and seven to eight a minor second; it is named after the letter on which one is written. Thus, if one is written on C, it is called the scale of C; if on D, the scale of D; if on E, the scale of E, &c. When a piece of music commences in the key of C, (although other keys may be introduced in the course of the piece by means of ceeding transposition. accidentals,) the signature is said to be natural, or, in sharps placed at the commencement, it is said to be transposed. The signature (or number of flats or sharps) placed at the commencement of a piece of music will sullables are not changed.\* decide the key. The pupil will take notice in transposing the scale, that the same order of intervals as in the key of C must be preserved, i. e., from three to four and seven to eight must be minor seconds, and all the rest major seconds. In the first regular transposition of the scale by fifths, G becomes one of the new scale, thus:



\* For extended illustrations and instructions in Modulation. the two When the signature is natural, and any part see Woodbury's "Self Instructor in Musical Camposition and commences on A it is generally in the minor mode. Thorough Base."

The above example is not, strictly speaking, in the key

No. 2. Scale in the Key of G Perfect.



The same method is followed in all the transpositions by sharps, viz, the fifth above or fourth below is taken as one of a new key, in every succeeding transposition, and an additional sharp will be required also in every suc-

REMARK .- In the above example, it will be observed other words, there are no flats or sharps used at the com- that we have not only placed the syllables transposed, but mencement. But when a picce of music has flats or retained their original position as in the scale of C. Eight or ten years' experience has proved to us, that, generally speaking, more can be learned by classes, if the

> REMARK .--- We are aware that this will not meet with the approbation of all our teachers, but those who have given it a fair trial, will fully endorse the above. Liere we would also enter our protest against the change of the vowel sounds of the syllables, where an accidential is introduced. It brings a long train of et.is that requires months of labor to eradicate. One reason why our choirs, and even select societies, almost always fail on the accidentale, is owing to the habit of changing the syllables and their vowel sounds. The system of changing the syllables is not known in the best schools of Europe; and we predict that, ere many years pass away, the elements

> " We think classes in general are too much confined to tl e syllables. The practice of them to some extent, is desirable and even necessary ; but we would not use them one moment longer than is necessary, but substitute the words as soon as the progress of the class will allow. The syllable La and the vowels may also be used much more than is customary

of the art in this country will throw off these trammels, and find itself free to soar on, in its glorious path of love to fallen man.

Question as follows—What do you understand by the transposition of the scale? "Jans. When any other letter beides C is taken as one of a new scale, and accidentals are introduced. When is the scale soil to be in its natural position ? What letter is used to designate the natural leys? What is the signature to C? In transposing the scale what order of untervals should always be preserved? What is the first transposition ? "Ans. To G, the fifth of C? What is the signature to G? If F is os classred bow many intervals would be wrong? ? What v onlib the the interval from aix to seven without the F # ? What should it be, face. ?





Question on each tune something as follows: What is the signature 2, Aus. Oue sharp, <math>V. What letter is sharps  $\hat{a}^2$ Aus. F. Why do we sharp F? To regulate the order of the intervals. What is the order of intervals in all the transpositions ? Between three and four, and seven and eight, are minor seconds; all the rest are major seconds. Name the letters to the scale of G. Aus. G is one, A is two, B is three, C is four, D is five. E is six, F§ is seven, and G is eight.

BENARK—Most classes will be able to understand the theory, and, to a certain extent, the practical part of the *i*st that we have been over, in about twelve or thirtsen lessons; *i* the teacher has been *failtful*. Many classes will require twenty-four, or even more lessons, to acquire what we have been over in these few lessons. There *is* but little danger of going too slow in teaching the elements of nusic. The rest of the transpositions may be taken up as the class may require, but let it be impressed on the mind, that if the first transposition is well understool, all the rest will come easy, and but little time will be required in teaching them.







THE WANDERER.



Round, in Four Parts.

No.







It will be perceived that in each succeeding new scale, the fourth of the old scale is taken as one of the new, and that an additional flat is used to each.

Other modulations may be procured by continuing to use abilitional flats, but as they would not be of any practical use, we could have a Questions should be proposed on all the scales, as in the key of F, and the practice of tunes should be introduced in all these keys, in the order of the transpositions as above.

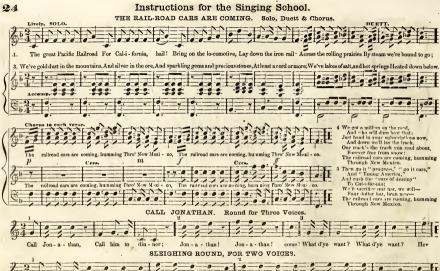
#### CONTINUATION OF THE MINOR SCALE.

Every major has its relative minor scale, founded on the third letter below, i. e. the relative minor to C is A : to D. B. &c. The order of intervals in the minor scale is the same, as shown on page 16, in all cases. Question the class as follows : What is the relative minor scale to G major? Ans. E. What is the signature of the relative minor to any major scale ? The same as its major. What is the signature to E minor? Ans. One sharp. spring, Now all is bright and cheery, The birds and we should Is it necessary to introduce any accidentals in the minor scale? Yes; theseventh is always sharped both in ascending and descending in the Harmonic form, (for example see page 16); but in the Melodic form only in ascending. Which form of the minor scale is now generally used ? sing, The Harmonic. Why? Because every note of the scale is susceptible of natural harmonies. What is the relative minor to A major? F sharp minor. To E major? C sharp minor. To F major ? D minor. B flat major ? G minor. E flat major? C minor. A flat major? F minor. Here we have all the minor scales at one view.









Hark

the mer - ry, mer - ry, mer - ry,

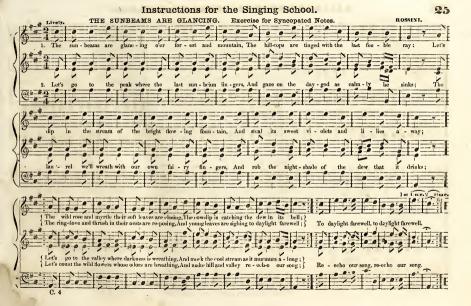
mer - ry

bells: Jin Jin - gle.

Jin gle. Jin

gle.

bell



26

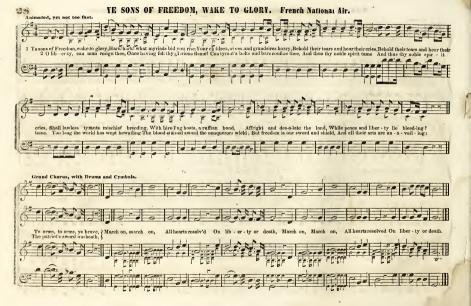
## RAILROAD CHORUS .- "Singing through the forests."

1. B. W.



\* Sing this very connected and with a kind of whizzing sound





WE'LL EVER SING OF OUR FATHER LAND. Quartette & Chorus. For Independence.

Words and Music by I. B. WOODBURY.



----

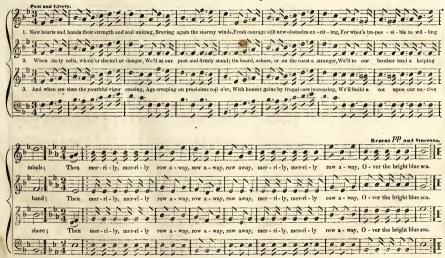
Instructions for the Singing School.

WHEN THE CORN IS IN THE BARN. The Farmer's Chorus of praise.

Written in ROME, ITALY, Feb. 21, 1852.



PULL ALL TOGETHER. Song for the Sea.







\* An entirely new feature to the "Cytham," is the great number of Interdage composed expressive for this work. The ill he perceived that nearly every page has not or more symplonies for the Yolin, Fluits, Bass Viola, and Kindred Instruments, used in most commer chairs; and the two or more interdance for the Organ. Heldeon and Sermiphic: the last two instruments have become so generally known and used throughout the land, hoth in the charrch and private circles, that this feature of the work will be found peculiarly acceptable. It is hardly necessary to remain the intellegent musclican, that most if thoush lot of the organ like the land, private circles, and by the organ layt the symphonies







. When applied to other hymns, omit the second measure, and put two syliables in the first measure. without regard to rests or pauses

ROSETTA. L. M.

Let the scornt be strong, and the whole performance somewhat in the chanting style.



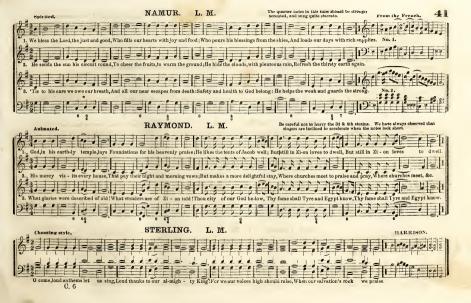
How sweet to leave the world a - while, And seek the presence of our Lord! Dear Saviour, on thy people smile, And come according to thy word.





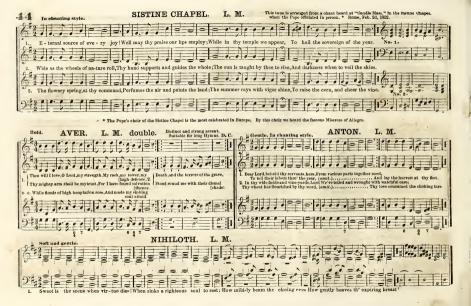


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Sweet is the work, my God, my King, To praise thy name, give thanks and sing, To show thy love by morning light, and talk of all thy truth at night.









When I survey the wondrous cross On which the Prince of glory died. My richest gain I count but loss, And pour contempt on all my pride













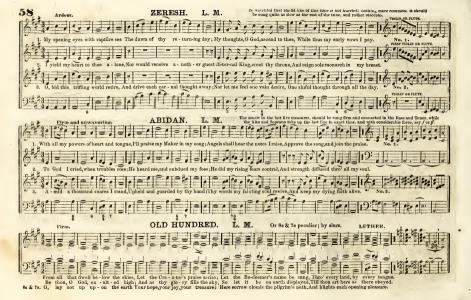








C. 8













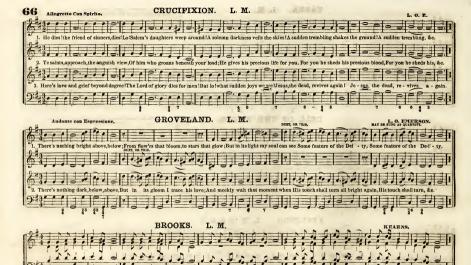






- ors to our King, Angels descend with songs again. And earth repeat the loud A-men. rise and bring liar hon









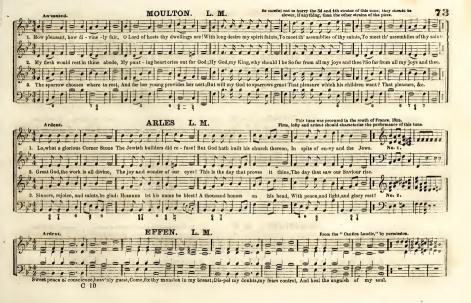
















O for a glance of heavenly day, To take this stubborn heart away: And thaw with beams of love divine. This heart, this frozen heart of mine.



Thine earthly Subbaths. Lord, we love; But there's a nobler rest above To that our longing souls aspire, With cheerful hope and strong desire, With cheerful hope and strong lesire



fe is the time to serve the Lord. The time t' insure the great reward And while the lamp holds out to burn. Ye sinners, hasten to re-turn.



x

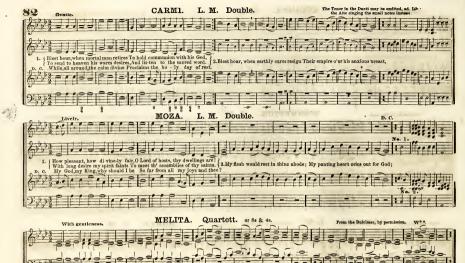








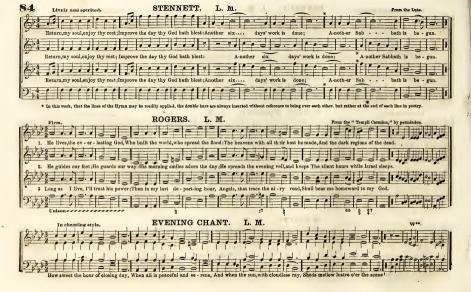




1. There is a caim for those who weep, A rest for weary pilgrims found; They soft-ly lie and sweet - ly sleep, Low in the ground, Lew in the ground.













O thou that hear'st when sinners cry, Tho' all my crimes before thee lie, Behold them not with angry look, But blot their memory from thy book.















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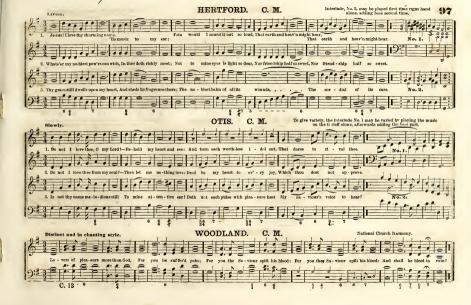


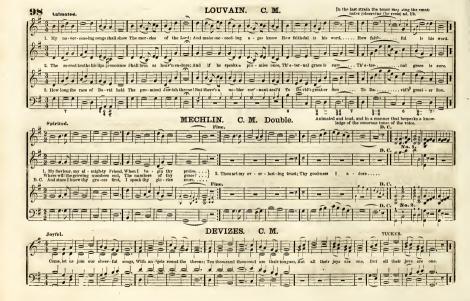
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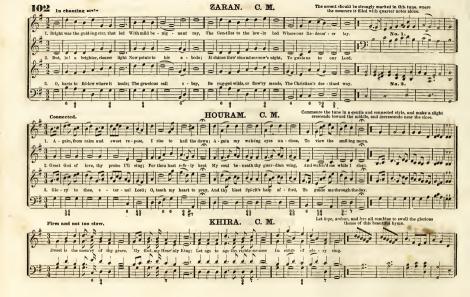




























Вy rill be-neath - y rose.





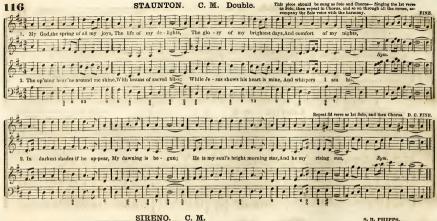




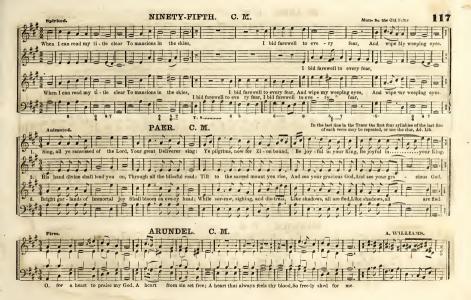






















My son, know thou the Lord thy God, 'thy fathers' God obey; Seek his protecting care by night, His guardian hand by day, Seek his protecting care by night, His guardian hand by day





































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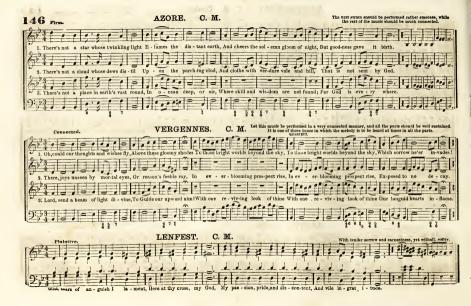


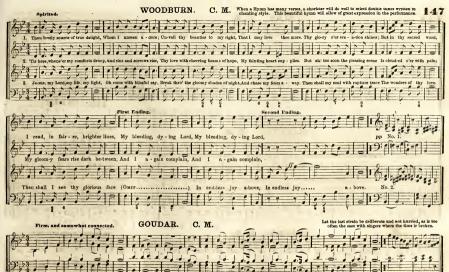


Come, hum - ble souls, ye mourn - ers, come, And wipe a - way your tears: A - dieu to all your sad complaints, Your sorrows and your fears.

C. 19

)





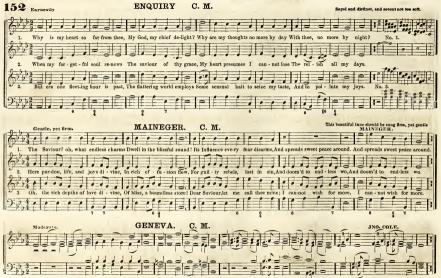
A - max-ing sight! the Saviour stands And knocks at eve ry door! Ten thousand bless - ings in his hands. To sat - is - fy the noor.







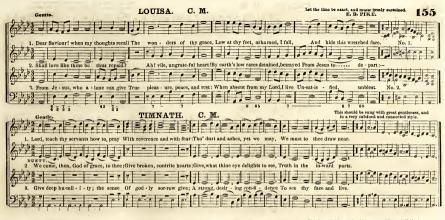




When all thy mer - cies, O my God. My ris-ing soul surveys, Transport - ed with the view I'm lost In won der, love, and praise.









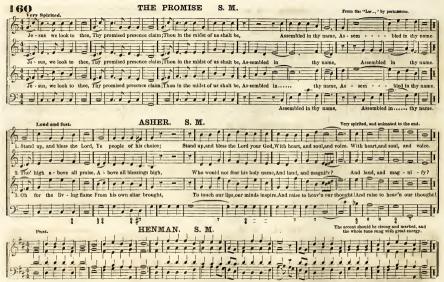




right would







Great God, at thy commandSeasons in order rise; Thy power and love in concert reign Thro' earth, and seas, and skies. Thy power and love in concert reign Thro' earth, and seas, and skies.







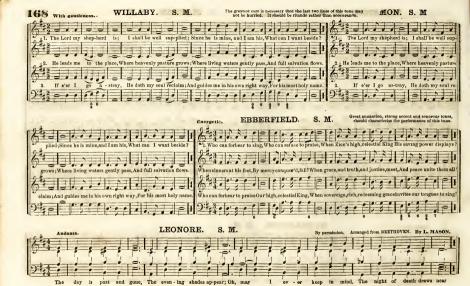




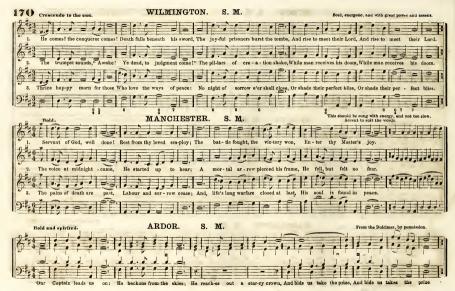




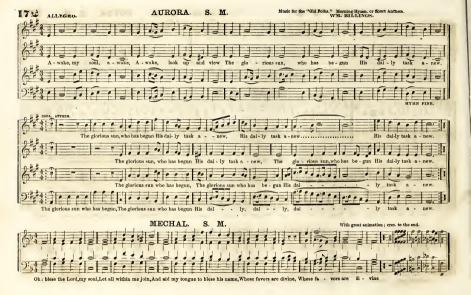




















ROSA. S. M.

The singers will observe that the second and third words or syllables of the last line of each verse must be repeated, in order to agree with the music



Welcome sweet day of rest, That saw the Lord arise; Welcome to this re-viv-ing breast And these rejoicing eyes, Welcome to this reviving breast, And these rejoicing eyes. C. 23 If these two lines are too high for the Tener, let the Alto rigo the small notes



HANTS. S. M.



179







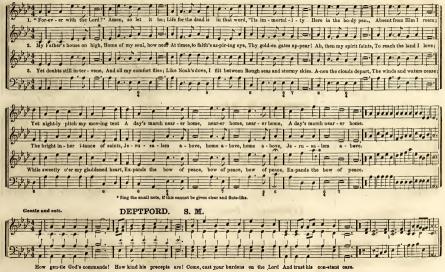




Welcome sweet day of rest, That saw the Lord a - rise; Welcome to this reviving breast, And these rejoiceing syss, Welcome to this reviving breast, And these rejoiceing syss

FOREVER WITH THE LORD." S. M. Double.











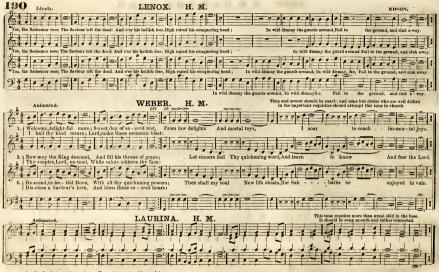




v



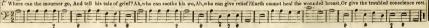
1. Yes, the Redeemer rose, The Saviour left the dead, And o'er our hellich foes, High raised his conquering head In wild dismay The guards around, Fall to the ground, And sink away





Lord of the worlds above, How pleasant and how fair The dwellings of thy love, Thy earthly temples are To thine abode my heart aspires With warm desires, To see my God.



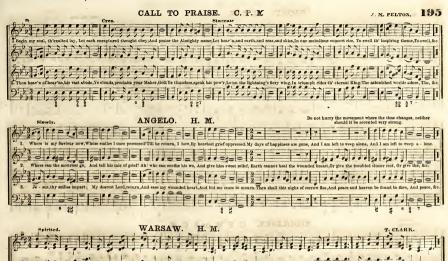


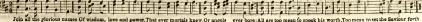
















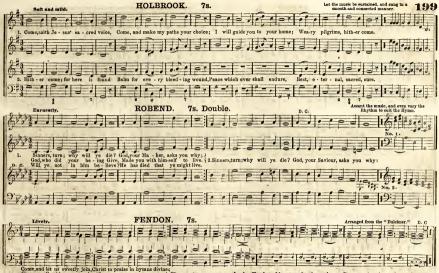








How pleased and blest was I.To hear the people cry "Come let us seek our God today !"Yes, with a cheerful Zeal, We haste to Zion's hill, And there our vows, and honors pay



.

Give we all with one accord, (OMIT ................................) Glo -ry to our common Lord: Hands, and hearts, and voices raise ; Sing as in the ancient days.



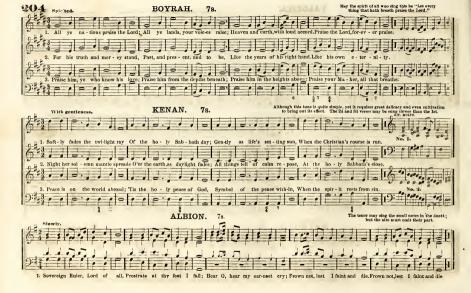


C. 26



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lo-lu



Mourning captive, Mourning captive, God himself will loose thy bands



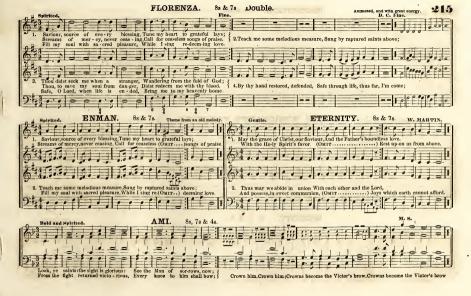




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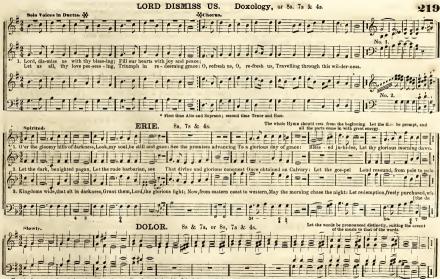
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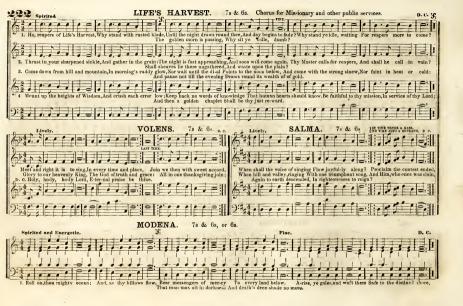


Hark ! what mean those holy voices, Sweetly sounding through the skies ? Lo ! th' angelic host rejoices; Heavenly hallelujahs rise. Lo ! th' angelic host rejoices, Heavenly, &co





Thro' his mer-its I re - ceive Pardon, life and con - so - lation; Ss & 7s. Glorious things of thee are spoken, Zi-on, ci - ty of our God : He, whose word can ne'er be broken, Chose thee for his own abode.













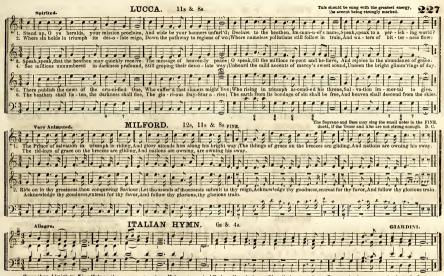
C. 29







Lat us awake our joys, Strike up with cheerful voice, Each creature, sings; Angels, begin the song, Mor - tais, the strains prolong, In ascent sweet and strong, "Jesus is King."



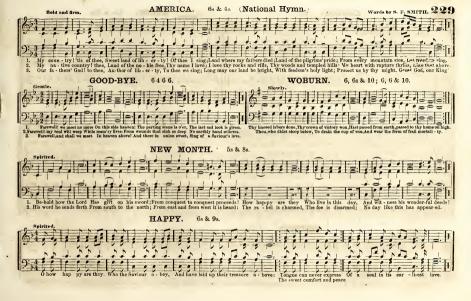
Come, thou Almigh-ty King, Help us thy name to sing; Help us to praise! Father all glorious; O'er all vic - to -ri-ons. Come and reign over us, Ancient of days

.



1. 6

Brighest and best of the sons of the morning, Dawn on our darkness, and lend us thine aid; Star of the east, the hori-zon adoming, Guide where the infant Redeemer is laid. Cold, on his cradle, the dew-drops are shining; Low lies his bed with the beasts of the stall. p. c. Angels a - dore him, in slumber reclining, Maker, and Monarch, and Saviour of all.



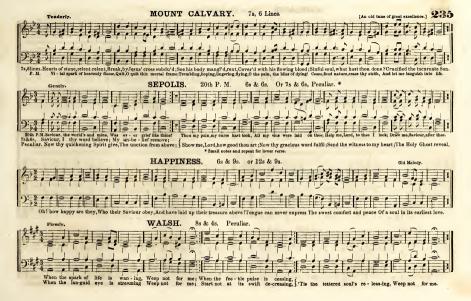


























243

For his mercy en-dur-eth for-ev-er, Hark ! hark again it glides a - long, Come, let us join the holy song, For his mercy en-dur-eth for-ev-er, Hark !hark again it glides a - long, Come, let us join the holy song, ...... b7 Come, let us join the ho Come, let us join the holy song, Come, let us join the ho-ly song, Come, let us join the ho-ly song, the ho-ly song. mp Dim. ppp Come, let us join the holy Come, let us join the ho-ly song, Come, let us join the ho-ly song, the ho-ly song, song. 0 0 0.4 4 6767 7 65 ----

244

SONS OF ZION. Anthem.



SONS OF ZION. Concluded.

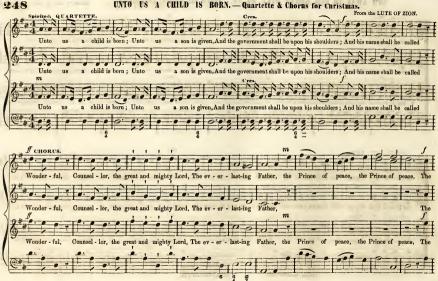




## NOW AWAY TO OUR HOMES WILL WE GO. Finale for Musical Conventions.



## UNTO CHILD IS BORN. - Quartette & Chorus for Unristmas,







 The LIBER MUSICUS, on New York ATTIRE BOOK, is a large collection of set pieces adapted to the use of choirs and select singing societies. In it may be found easy Anthems, and a large number of Chourses from Handel, Haydin, Mozart, Rossini, and other eminent composers. In addition to these, there are many Song, Duetts and Quartetts, arranged for the Piano Forte, and adapted to the concert room and social circle. This collection is not only the most extensive and varied An them book, but the cheapset ever published in this country. Fullbished by F. J. HUNTINGTORN, No. 23 Park Row, New York.









254 AWAKE, PUT ON THY STRENGTH, 0 ZION.—Anthem for Ordination, Dedication, or Missionary Meetings



the sea amount and memory will be a second of a



## 256 0 60D MY HEART IS FIXED.—Anthem for almost any public occasion where spirited music is required.





## WE HAVE THOUGHT OF THY LOVING KINDNESS.

## Anthem to close the services of Installation, Dedication, or other public occasions

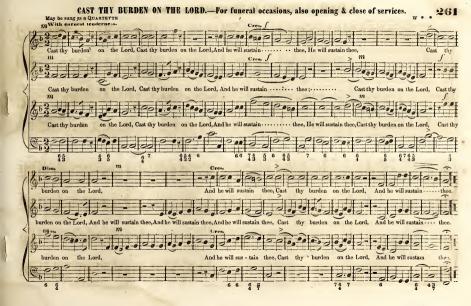




260

SALVATION, SALVATION.-Anthem for opening or close of service.







(Prayer.) NOW THE SHADES OF NIGHT ARE GONE. -- Hymn for morning service.\* ARR. 263



WAIT ON THE LORD. - Anthem for opening or closing service.



## I WILL SING A NEW SONG UNTO THEE, O GOD.

To be sung at the opening or close of services, or when converts unite with the church









#### THE HEAVENS DECLARE THE GLORY OF GOD .- Anthem in chanting style



. It should be sung almost as fast as a good reader would read it.



#### THY VOWS ARE UPON ME, 0 GOD. - Sentence, to be sung when converts are added to the church. 271



O SING TO JEHOVAH, AND MAGNIFY HIS NAME. - Anthem.



#### WHEN THE HEAVENLY DAY .--- Chorus & Quartett.



274

The Chorus to each verse,







O BE JOYFUL, ALL YE LANDS. - Anthem for Thanksgiving.



# I MEARD A VOICE FROM HEAVEN. - Solo, Trio & Chorus. For Females.



COMFORT YE MY PEOPLE. --- Anthem for Ordinations, Installations and Missionary occasions.







HOW BEAUTIFUL UPON THE MOUNTAIN.-Anthem suitable for Installations or opening service, w\*\* 281







# ARISE AND SHINE. — Anthem for Missionary occasions, Installations, or Dedications.







286

**REJOICE GREATLY, OR DAUGHTER OF ZION.---Anthem.** 





288

SING AND REJOICE, OIL DAUGHTER OF ZION .--- Anthem.





0 LORD, OPEN THOU BY LIPS .- Anthem for Installation, Dedication and opening service.















## I WILL WASH MY HANDS IN INNOCENCY. Anthem for Installation, Dedication or Thanksgiving.











MY VOICE SHALT THOU HEAR IN THE MORNING .- Sentence for opening service.



## GO TO THY REST. - For Funeral occasions. May be sung as a Quartette. WM MARTIN CASTALIA, OHIO. 299



O PRAISE THE LORD! ALL YE NATIONS. - Anthem.

J. M. PELTON.





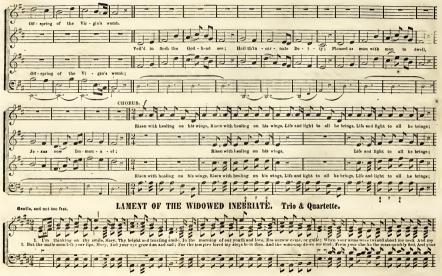




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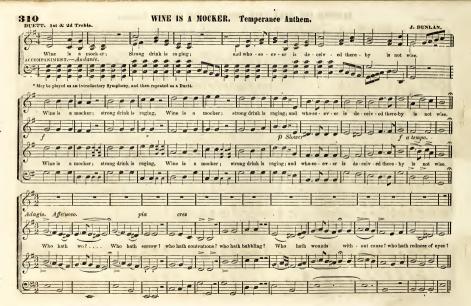
























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## HO! EVERY ONE THAT THRSTETH. Sentence.

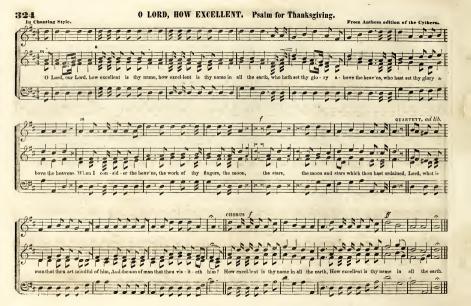




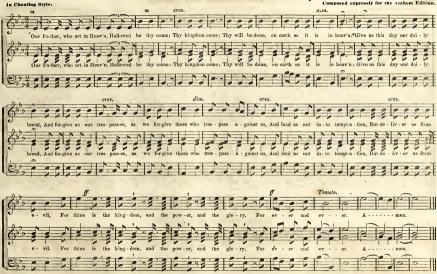


#### THE CHILD'S THOUGHTS. Quartett.





OUR FATHER WHO ART IN HEAVEN. The Lord's Prayer.



~

### THE PRODIGAL SON. Quartett.









.

And reign with him forever and ever.



### Chants for Sentences and Hymns.

### OF CHANTING.

Obtains, as now used in this country, consist of what are terrard the chanding-nole and doelence. The index of the chanding-nole is obtained by the number of work that are to be many to it', had it evoluess should be in arrier time, and not draving out is it to offen the resser. The single chant has it the first later, one, in the later term is a rest or ensurement. In first haring generally (see ) near the later, one, in the later term is a rest or ensurement of the rest or the single should be the later, one, in the later term is a rest or ensurement of the rest of the rest or the single should be the set or ensurement of a chain of our data set and so the rest of the rest or the single set of the rest of the single set of the rest of t

The Barst hust of the data of the line in the work of the main information in going to test in the formation of the start of the start

fast as good reader would read. BRANK - Where the words are expressive of great by more rapid enunciation may be observed. 2. Be carried it is observe the prick reading. 3. Be carried to bohere the expression of the words by the Cres. and Drm. REALE. The chaut will allow of this, quite as well.

The beautiful simplicity of the chant, its antiquity, and its appropriateness to the church, all conspire to make it desirable as an important auxiliary in the worship of Jehovah.

It must of any metre easi be chanted. The shape rule for the common hymn chant of four lense, it has the last three words or yillobles of the second line brould be used at the first catheney the rest of the first two lines being ange to the chanting-metre, and five words or ay linking are used to the last catheney, the rest formmone, Sharth, Secena, Eight and Secena, and using other metres.

CHANT No. 1. Come unto me. CHANT No. 2. The Lord is my CHANT No. 3. The earth is the	e Lord's.
	FIE
	tStgt.
A - men. TALLIS. A - men. DR. CROFT.	A-men.
	9.9
	e e
1 Come unto me all ye that labord and are   heavy   laden, 1   The Lord is my shepherd : [   shall not   want;   he mak- 1 ] The earth is the LORD's, and the fulness ther	eof;A
2 And I will give you jrest. 3 Take my roke upon you, and learn of me; 2 The leaded in the leaded	
For 1 am meek and 1 lowly . in 1 hear: 3 { He restored my son! A he leader me in the paths of right- 2 { For he hath founded it upon the seas A	
And ye shall find   rest, un- to your   sours.	
2 Ion by Joke is leasy, and my Iourden is - [light.	
1 [ love the Lown, because be hard heard My volce, and my is mapphi entions. 5 Thou preparest a table before med in the presence of the that helean bands, and a pure heart; 4 Who hath not lifted up his soul unto samic.	
A work of the set of t	4
The sorrows of death encompassed me, 7 Surely goodness and mercy shall follow me all the   days 5 He shall receive the blessing from the Long,	
I found i troubleand i sorrow. 8 ( And I shall dwell in the   houseA of the   Lord for-   ever,	
4 Then call'd I upon the name of the Lorp 2. O Lorp, I beseet there de liver. my sont. I The wildermess, and the solitary place, shall be glad; C beck the de liver. my sont. I The wildermess, and the solitary place, shall be glad; C beck the de liver. The solution of the material solution of	A
5 Gracious is the Lord, and righteous: A	
Yea, our God is   meriful. 6 (The Lord preserveth the simple;) 2 [ It shall blossom abundantly,] And re-   joiceev'n with   joy and   singing. 7 And be ye lift up, ye everlasting doors;)	
1 I was brought   low, and   he_helped me. 7 Return unto thy rest, on my soul; A the scellency of Lehanon shall be given unto it, 7 Return unto thy rest, on my soul; A the scellency of (Larmel- and   Sharon; (Who is this King of Glory?)	
For the LORD hath dealt   bounti. fully   with thee. 4 They shall see the glory of the LORD A 8 The LORD, strong and mighty;	
By For thou hast preserved my soul from death,     And the   excellency.of   our-   God.     (The   Lond-   mighty.in   battle.     (Lin a nour bode 0 to mented)     (Lin a nour bode 0 to mented)	
(They will keep him in perfect peace,) And confirm the [feeble   knees. 9 Even lift up, ye verlasting doors: A	
1 Whose mind is stayed on thee: Because he [trusterh.in] theory is a start of the st	
2) Trust ye in the LORD forever; For in the LORD forever;   10 ( Who is this King of Glory ?)   The will (come and   save you.   10 ( Who is this King of Glory ?)	Clow
(is a more solve and particular before lasting in length of (intervine content in sec you. In the solve of mosts/, interlasting of (intervine content in sec you).	



### Chants for Sentences and Hymns.





### Chants for Sentences and Hymns.



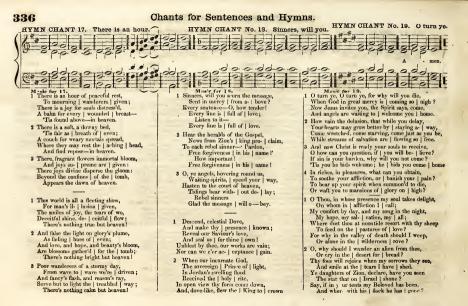
- 1 He comes ! he comes ! to judge the world, I Plung'd in a gulf of dark despair. Aloud the arch - | angel | crics :
- While thunders roll from pole to pole: And lightning I cleaves the I skies.
- 2 Th' affrighted nations hear the sound. And nowards | lift their | eyes: The slumb'ring tenants of the ground, In living I armies I rise.
- 3 Amid the shouts of numerous friends, Of hosts di- | vinely | bright, The judge in solemn pomp descends, Array'd in I robes of I light.
- 4 And now, with words divinely sweet, With rapture | in his | face, Aloud his sacred lips repeat The sentence | of his | grace :
- 5 'Well done, my good and faithful sons, The children | of my | love: Receive the scentres. | crowns and thrones Prepar'd for I you a. I hove."
- 1 Angels! roll the rock away! Death | yield up thy | mighty | prey ! See! he rises from the tomb. Glowing with im- | mortal | bloom.
- 2 'Tis the Saviour! Angels, raise Fame's eternal | trump of | praise: Let the earth's remotest bound Hear the joy-in- | spiring | sound.
- 3 Now, ve saints, lift up your eyes, Now to glory | see him | rise: Now triumphant, through the sky. Up to waiting | worlds on | high.
- 4 Heav'n displays her portals wide: Angels attend on Lev'ry I side: King of glory | mount the throne. Chy great Father's | and thy | jown.

- We wretched | sinners | lay, Without one chcerful beam of hope, Or spark of | glimm'ring | day.
- 2 With nitving eyes, the Prince of Grace Beheld our | helpless | grief : He saw, and (O amazing love!) He ran to Lour re- 1 lief.
- 3 Down from the shining seats above. With joyful | haste he | fled. Enter'd the grave in mortal flesh. And dwelt a- | mong the | dead,
- 4 He spoil'd the powers of darkness thus, And broke our Liron Lchains: Jesus hath freed our captive souls From ever- | lasting | pains.
- 1 Now living waters flow To cheer the | humble | soul, From sea to sea the rivers go. And spread from | pole to | pole.
- 2 Now righteousness shall spring. And grow on Learth a. I gain: Jesus Jehovah he our King And o'er the | nations | reign.
- 3 Jesus shall rule alone The world shall I hear his I word : By one blest name shall He be known. The Ilni, I versal | Lord.
- 1 How charming is the place, Where my re- | dcomer, | God. Unveils his beauteous face, And sheds his | love a- | broad !
- 2 Not the fair palaces. To which the | great re- | sort, Can be compared with this, -Where Jesus | holds his | court

- 3 Here, on the mercy-seat. With radiant | glory | crown'd. Our eves behold him sit. And smile on Lall a- I round.
- 4 To him their provers and cries. Each humble I soul pre- I sents: He hears their broken sighs. And grants them | all their | wants.
- 1 How pleasant, how divinely fair O Lord of hosts, thy | dwellings | are; With long desire my spirit faints To meet th' assemblies | of thy | saints.
- 2 My flesh would rest in thine abode; My panting heart cries | out for | God: My God! my King! why should I be So far from all my | joys and | thee!
- 3 Blest are the saints who sit on high Around thy throne a- | hove the | sky; Thy brightest glories shine above. And all their work is | praise and | love.
- 4 Blest are the souls that find a place Within the temple | of thy | grace; There they behold thy gentle rays, And seek thy face, and | learn thy | praise
- 1 Children of the heavenly King As ye journey, I sweetly I sing: Sing your Savionr's worthy praise. Glorious in his I works and I ways,
- 2 Ye are travelling home to God. In the way the | fathers | trod: They are happy now, and ye Soon their happi- I ness shall I see.
- 3 O, ve banish'd seed, be glad, Christ our advo- | cate is | made; Us to save our flesh assumes. Brother to our I souls be- I comes.

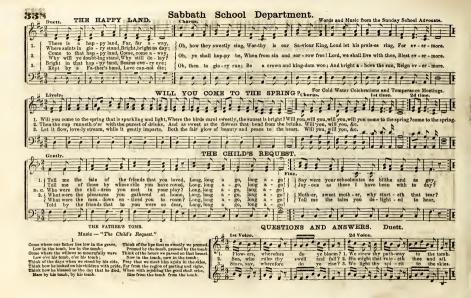
- 1 Come hither, all ye weary souls. Ye heavy laden | sinners, | come ; I'll give you rest from all your toils.
- And raise you to my | heavenly | home.

- 2 'They shall find rest, that | learn of | me: I'm of a meek and | lowly | mind: But passion rages like the sea. And pride is restless I as the I wind.
- 3 Bless'd is the man whose shoulders take My yoke, and bear it | with de- | light; My yoke is easy to his neck, My grace shall make the | burden | light
- 4 Jesus, we come at thy command : With faith, and hope, and | humble | zeal Resign our spirits to thy haud. To mould and guide us | at thy | will.
- 1 With tears of anguish I lament, Here at thy | feet, my | God, My passion, pride, and discontent, And vile in- | grati- | tude.
- 2 Sure there was ne'er a heart so base. So false as I mine has I been : So faithless to its promises, So prone to | every | sin.
- 3 My reason tells me thy commands Are holy, | just and | true: Tells me whate'er my God demands, Is his most | righteons | dne.
- 4 Reason I here, her counsels weigh, And all her | words ap. | proved: But still I find it hard t' obey, And harder | yet to | love
- 5 How long, dear Saviour, shall I fee, These struggles | in my | breast? When wilt thou how my stubborn will, Ind - And give my | conscience | rest.



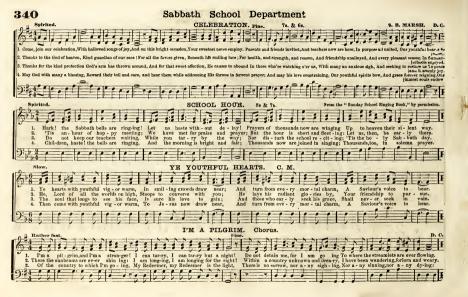
# SABBATH SCHOOL DEPARTMENT.

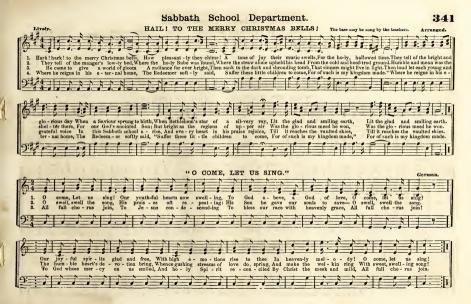


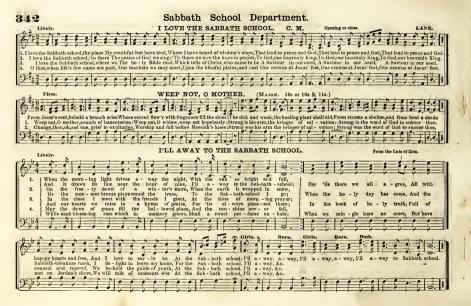




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### Sabbath School Department.

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• The "Whip-Poor-WHI" is new Jurnels Work, jour published by F. J. Huntington, New York. It has a Cantata or Jarcella Oratorio, besides a large collection of Miscellaneous Songs and Elementary moments that sourceithuing one of the most perfect collections for children ever published in this contrary.

Setting English Description

## SOLO DEPARTMENT.







One son had wandered from virtue, The father in spirit had yearned To grant him forgiveness and blessing, But the prodigal never returned ; Another had wedded with mammon. And worshipped the prince of this world. And one 'neath the cross had enlisted. And fought where its banner unfurled.

A daughter, the fairest and dearest, In loveliness walked by his side, Nor envied the lot of her sisters. Who dazzled in beauty and pride; Her voice was his heart's sweetest music. When from the blest volume she read, That brightens the valley of shadow, And smooths down the path of the dead. The old man sat by the window. As the sun dropped low in the sky ; His spirit with silence rejoicing, Went up to his mansion on high. Another green hillock in summer, Received the baptism of dew. And down in the dust of the valley He rests by the tender and true.



+ In a lucid interval during her last hours, Miss Underhill sent a message to one of her classmates, entreating her to " come and sit with her in neaven "

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SONG. "Mother, Home, and Heaven."

Words by IANTHE, Composed expressly for this Work.



With angel forms we dwelt. mother, In a far off, shadowy land;
With a golden gleam of light around The pale, seraphic band;
And, O, it was a bliss divine, To know my sins forgiven,
That I the glorious goal had won, Of "Mother, Home, and Heaven" But all too soon I woke, mother, The radiant shadow fled, And bitter were the sights I heaved, And bitter tears I shed. That it was all a "baseless dream"— That from thee I was riven— And mine was but a vision wild, Of "Mother, Home, and Heavea" But I will strive, my mother dear, To keep my childhood's trust, And where thy sainted form is laid, Beneath the hallowed dust, Till kneel upon the sacred mound, And pray to be forgiven. That I may soar, when death shall come To ' Mother, Home, and Heaven."

### DUETT and SOLO. "Bury me in the Garden."

W\*\* 349

\* Its soul was on its lips as it whispered again, 'Bury me in the garden, mother-bury me in the-' and a slight quiver came over its limbs-one feeole struggle, and all was still."



2. "Bury me in the garden, Where my sisters oft will bring The flowers we loved to gather, The first sweet flowers of Spring. Where the early riolets blossom, Where blowns the fragrant rose, Where the lily bends its stately head, And the leark myrtle grows. 3. "Bury me in the garden, Where the pale primroses bloom; The place I loved so dearly, There make my early tomb. Beneath the mountain's shady ash. There let my grave be made; With its elustering fruits o'erhanging The spot where I am Iaid.  "Bury me in the garden, Among the flowers 1 love; Oft shall my spirit wander there, From its bright home above—' With this last dying, earnest wish, Has her happy spirit flown; Her grave is in the garden, But Heaven has claimed its own;

\* D. C. for the last verse only, each verse coming in without an intervening symphony



2. How lovely then bloomed all things round— The streamlet habbling by, Was music to the rayished ear, Untended by a sight Alas I for elaage—how vanished now Are those sweet, early loys, That floated past on pleasure's wing. When you and I were boys. 3. Where are the loved of other years, Oh! where, where are they all I The voices sweet that charmed our ears, Are silent in the hal; Our father and our brother, where I Where Alfred's early joys<sup>1</sup> Sleeping from worldly hope and eare, Since you and I were hows.  Alas how true—the tunes are elanged. The world index is cold—
 The world index is cold—
 The flowers are dead where once we ranged,— We too, are growing old;
 But not so old, while memory brings Its sadness and its joys,
 To cheer the heart that fordly elange To times when we were boxs.









2.

Long years have gone Since in the morn Of life, I heard the river's gentle flow ; And oft mem'ry lingers, As paint time's fingers The dear old folks I loved long ago.

Dell, hill and tree. Flower, bird and bee. All as of yore, make music sweet and low And, though on earth riven, I hope to meet in heaven The dear old folks I loved long ago. . By permission of O. Ditson, Esq

Then up, my soul, Strive for the goal, O linger not to weep and wail in woe; For far in you azure blue Methinks I yet may know The dear old folks I loved long ago.

### 354 QUARTETTE AND SOLO SINGING.

The practice of Quarcite and Sole singing in the choir, rebool, and class, is one of great imporzance, and as leavered by locoming acces and more popular throughout the United States. It serves to give conditione to the young singer, without which, let the voice be ever so well utioned, no finsibile performance can be expected. Attention and emulation are also excited, and we can truly say, that where it is practiced, no school will languash for lack of interest. We advise teachers to includue: it even in classes of documents.

Let the whole class practices the piece together at fars, the teacher string examples in each part egarands, requiring the class to include hun, for it much be remembered that site, is site, and, allow separately, requiring the class to include hun, for it much be remembered that site, is site, and, allow or three strings on each part, and its them the piece before the class. The rest itesson, perhaps the site of the nate would not create a site of the site

Who has not heard choirs attempt to sing soft, as soft as to degenerate into a mere whisper, which instead of giving pleasure to the hearer, became painfully doubtful for fear of a "break-down." However soft the quartent may sing then, let it be frm.

One of the most important requisites to zood quartette anging, is a good mellow tone-particularby in the bass. It is often the case, that base singers take prior to a ranged, having how not be notes, when tary ought to replating the with aversion. A mellow, soorons, low tone may not sound barrely available in the remove parts of the house.

The base may be sung more connected than the other parts ; and on very low notes, when there

are many in succession, the effect may be fine, by using samply the two elements of the works, may using them, as it were, one into another. The terms should use aliquit head ione, (were it is defin, and into the start of the start be taken not to missile the failerito for this quility of voices. The sayma should use inverse that be taken not to missile the failerito for this quility of voices. The sayma should use inverse the start of the portant requiring the taken start of the start appear requires the start of the start o

Although marks of expression are freely used in the following pieces, yet we caution the singers not to abde by them wholly, but to use, and cultivate their own tastes. Simple quartetes should be unaccompanied by any instrument, but when the parts are much broken, as in the opera, a brilliant accompanient is desirable.

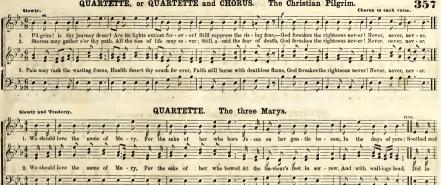
The observations and instructions which we have thus enjectavored to emboly to a few words are not a vague theory, but the result of fifteen or tweaty years' close study and pratice. The author, in his youth, was for anany years a member of a quartetist choir in one of the principal churches in Boton, and the result of this experimence, as well as of fast practice, hen ow gives to the public. But we would not be instuderstood in this matter, for, howver desirable a quartetist may be for practice and the concert-room, for the church, we much, sey much prefer the large choir,







#### QUARTETTE, or QUARTETTE and CHORUS. The Christian Pilgrim.





- 3. We should love the name of Mary, For the sake of her who cried.
  - Lord, had'st thou but been anear us, Brother had not died !" Tears of kindly recollection. Mingling with her bitter sighs. As they met a like reflection, In His eyes !
  - We should love the name of Mary. In that they together stand 'Round the pure white throne in Heaven. Joining hand in haud : And the while all encumspectly Jesus, Saviour, praising Thee Shedding on us indirectly Blessings free.



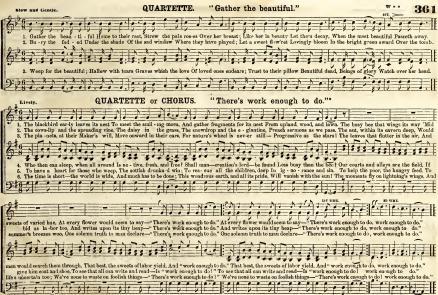
#### QUARTETTE. The Pauper's Drive \*



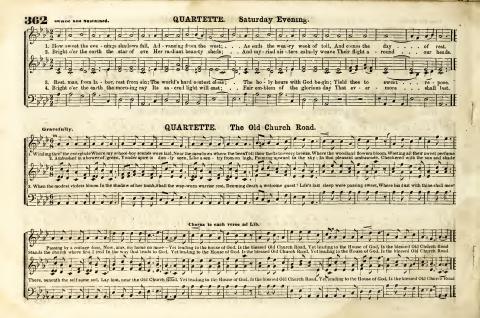
\* As sung at the public soncerts with great applause.

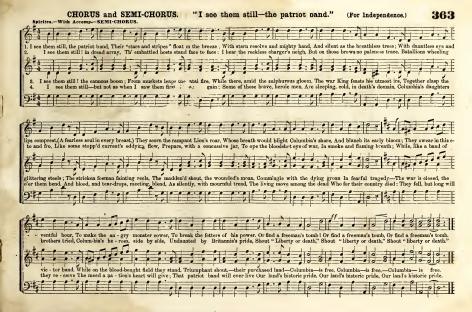
+ This verse much slower and expressive





C. 46





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And ald I only	W IIIII A	Meet and right	O uy. mourning anner sarre	The Lord the covereign. sale	vital sparks of
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