MASONS' SACRED HARP:

A. 1.54.7 Pl

ECLECTIC HARMONY.

NEW COLLECTION OF CHURCH MUSIC.

IN ATENT NOTES.

Arranged and Composed by Lowell Mason and T. B. Mason, PROFESSORS OF MUSIC AND ORGANISTS.

NEW EDITION.

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CINCINNATI; PUBLISHED BY TRUMAN AND SMITH.

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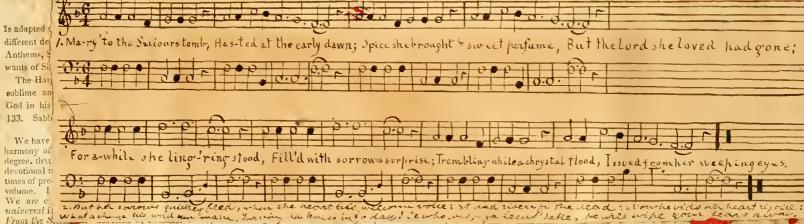
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South Hanoger College, Indiana.

The style of music contained in the Sacred Harp, is chaste, sublime and beautiful. The harmonies throughout are in the highest style of scientific accuracy and skill. We are coofident that the name of Mason will secure for it the wide circulation it deserves.

From the Cincinnati Journal.

The "Sacred Harp" has been very much needed. The senior editor, Professor Lowell Mason, of the Eoston Academy of Music, has long been esteemed, buth in Europe and America, one of the ablest musicians of the age. He has been for many years, president of the Boston Handel and Haydn Musical Society; is author of 'Handel and Haydn Collection of Church Music;' a work, said the London Harmonican, several years since, 'which is not surpassed by any publication of the kind in the world; it is highly honorable to American talent, and shows clearly, the rapid progress of Americans, in musical science.' He has since arranged 'Choral Harmony,' a collection of Anthems, &c., published by the Handel and Haydn Society : 'Boston Collection of Anthems,' published by the Handel and Hayda Society : "Lyra Sacra," a Collection of original and selected Anthems, Chants, &c. "The Choir, or Union Collection of Sacred Music,' and several other valuable musical works.

south, and should be possessed by every individual who desires the progress of he a our country.

Extracts from various notices of Mason's Musical works.

The Harmonican published at London, England, says of Mason's H. & H. Col., "It is one of the most complete collections of Psalmody ever published. The tunes are well arranged, the harmonies are faultiess, and the devotional character of both words and music has been attended to most strictly."

From the Christian Spectotor. The tunes have been prepared with constant reference to the grand object of Sacred Music, the excitement of devotional feeling. It is emphatically, 'religious harmony.'

From the Missionary Herold. The current testimony of good judges, is that the melodies are singularly judicious and complete.

From the Christion Advocate. We congratulate the public on the appearance of music arranged and harmonized with accuracy, judgment, and elegance. We hope it may become the standard of Sacred Music.

From the Hudson (Ohio,) Observer. The authors of the Sacred Harp are well known Professor T. B. Mason, of the Eclectic Academy of music Cincinnati, is a very able musi- | as musical composers of high merit, whose songs of praise are heard in all the churches.

Mason's various Collections of Psalm and Hymn tunes, Anthems, Choruses, &c., have all been pre-eminently popular and useful, in the estimation of men of science and taste, both in Europe and America. The Harp is the authors, last production, and it contains the 'beautics' of all the former publications.

TEACHERS OF SINGING, CLERGYMEN, and others who are desirous of improving Sacred Music, can employ no means so effectual, as the circulation of this admirable collection.

137 Masons' Sacred Harp is stereotyped, and printed by TRUMAN & SMITH, Booksellers, Cincinnati, Ohio. Sold at Piviladelphia by Juhn Grigg & Elliont; Hogan & Thompson; Desilver & Thomas. At New-York, by Robinson, Pratt & Co.; B. & S. Collins. Also for sale by all Booksellers and country Merchants in the United States.

TO SINGERS.

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

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

Minors: Ashfield, 39: Sunderland, 50: Kambia, 100: Norwieh, 119: Hanover, 50: Blackburn, 62: Eastport, 64: Lebanon, 66

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

[1] See Publishers' Advertisement, Page 4. [1]

IN PRESS:

MASONS' SACRED HARP, IN ROUND NOTES-STEREOTYPE EDITION.

THE SACRED HARP has received the unqualified approbation of the lovers of Sacred Song, and is very extensively introduced by the different denominations and Teachers of Sacred Music. It is doubtless the most *interesting* and *useful* collection of Psalmody ever embodied.

In compliance with the request of many musical men, the work is now publishing in ROUND NOTES, arranged for the Organ and Piano, with a collection of heautiful Scripture Sentences and Chants for the Episcopal Church. PUBLISHERS.

37 Persons ordering the Harp, must be very particular and specify either ROUND or PATENT notes.

THE SACRED HARP

OR.

ECLECTIC HARMONY:

A'C

COLLECTION OF CHURCH MUSIC,

CONSISTING OF A GREAT VARIETY OF

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

ORIGINAL AND SELECTED;

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

HARMONIZED AND ARRANGED EXPRESSLY FOR THIS WORK.

BY LOWELL MASON,

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

AND BY

TIMOTHY B. MASON, Professor in the Eclectic Academy of Music, Cincinnati.

NEW EDITION REVISED AND CORRECTED.

CINCINNATI: PUBLISHED BY TRUMAN AND SMITH.

PUBLISHERS' ADVERTISEMENT.

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

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

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

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

The whole work is now stereotyped, so that successive editions can be used together. The publishers would further remark, that the "Saered Harp" is printed in patent notes (contrary to the wishes of the Authors) under the belief that it will prove much more acceptable to a majority of singers in the West and South.

CINCINNATI, September, 18

Entered according to act of Congress, in the year 1835, by Truman & Smith, in the Clerk's Office for the District Court of Ohin.

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

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

 $1 \forall$

EDITOR'S ADVERTISEMENT.

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

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

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

The following is the arrangement of the several parts.

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

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

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

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

The introductory rules are *plain* and *simple*, and amply sufficient, in the hands of a judicious instructor, for acquiring the art of reading music. CINCINNATI, Ohio, September, 18 LOWELL MASON.

T. B. MASON.

VALUABLE MUSICAL WORKS,

Published, and for sale, by Truman and Smith,

MUSIC PUBLISHERS, 150, MAIN STREET, CINCINNATI.

MASONS' SACRED HARP.—The Sacred Harp, or Eclectic Harmony, consisting of a great variety of Original and Selected Psalm and Hymn Tunes, Anthems, &c. Arranged and composed by Lowell Mason: and by T. B. Mason, Professor in the Eclectic Academy of Music, Cincinnati. This work has been published expressly for the West, by request of many who desire the introduction of scientific and devotional psalmody. The variety of metres is very great. It is pronounced by professors of music, teachers of singing, and friends of music generally, to be the best collection of psalmody ever embodied. An eminent musician says, "Mason's Sacred Harp" may be justly entitled "the beauties of music."

HANDEL AND HAYDN COLLECTION of Church Music. By Lowell Mason.

This is a very popular and widely circulated work.

The CHOIR, or Union Collection of Church Music. By Lowell Mason.

This is a very valuable, and interesting manual of church music.

LYRA SACRA, a collection of Original and Selected Anthems, Motetts, Sentences, Chants, &c. By Lowell Mason.

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BOSTON COLLECTION OF ANTHEMS, CHORUSES, &c., consisting of arrangements from the most distinguished composers, appropriate to the various circumstances of singing societies, concerts, and exhibitions of sacred music. Arranged and harmonized by Lowell Mason and G. J. WEBBE.

SENTENCES, or Short Anthems, Hymn Tunes, and Chants, appropriate to various occasions of public worship, (original) composed by Lowell Mason.

SACRED MELODIES, composed and arranged by Lowell Mason and G. J. WEBBE.

CHORAL HARMONY, consisting of Anthems, Choruses &c. By Lowell Mason.

SPIRITUAL SONGS, for social Worship. Music and poetry arranged by Lowell Mason and Thomas Hastings.

That such a work is called for by the exigencies of the church, has long been apparent. The simple fact that jigs, ballads, and war songs, and bachanalian melodies, have been extensively drafted into the service, with all their impure and unhallowed associations, shows clearly that there is a want of better materials to supply their place.

SABBATH SCHOOL SONGS, or Hymns and Music suitable for Sabbath Schools. By Lowell Mason.

PORTER'S MUSICAL CYCLOPEDIA: Or the Principles of Music considered as a Science and an Art; embracing a complete musical dictionary, and the outlines of a musical grammar, and of the theory of sounds and laws of harmony; with directions for the practice of vocal and instrumental music, and a description of musical instruments. By W. S. PORTER.

MASONS' MUSICAL MANUAL. A Manual for instruction in the elementary principles of vocal music, on the system of Pestalozzi. By Lowell Mason, Professor, &c. Published by the Academy of Music.

This work should be possessed by every teacher of singing. It is also invaluable to the learner. From this work any individual can gain a thorough knowledge of the elementary principles of music.

T. & S. have also for sale almost all the standard musical works published in the United States. European music imported to order.

INTRODUCTION TO VOCAL MUSIC.

LESSON I. GENERAL DIVISIONS.

§ 1. We shall consider the subject of Vocal Music under these three natural divisions: viz., RHYTHM, MELODY, and DYNAMICS.

§ 2. I. RHYTHM treats of the length of sounds, and divisions of time.

§ 3. II. MELODY treats of the pitch and succession of sounds.

§ 4. III. DYNAMICS treats of the strength and force of sounds.

 \S 5. These three divisions embrace all the different modifications of sounds used in singing.

§ 6. In Rhythm we are to consider sounds as long or short.

§ 7. In Melody, we consider sounds as high or low.

§ 8. In Dynamics, as loud and soft, &c.

FIRST DIVISION: RHYTHM.

LESSON II. MEASURES.

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

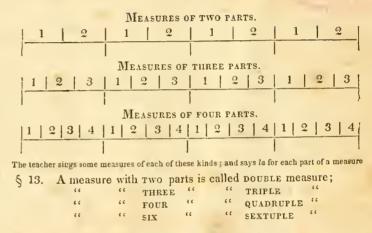
Mea	asure	Measure	Measure	Measure
1			1	

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

§ 10. The long lines drawn between the successive measures are called BARS.

§ 11. Each of the measures is again divided into smaller equal portions, called PARTS OF MEASURES.

§ 12. Every measure contains TWO, THREE, or FOUR, or sometimes six equal parts.



LESSON III. BEATING TIME AND ACCENT.

§ 14. The parts of measures are marked by a quick motion of the hand, called REATING TIME.

 \S 15. In double measure, the hand falls at the first part, and rises at the second.

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

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

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

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

. § 18. The sextuple measure is so little used, that we leave it to the discretion of the teacher.

§ 19. In singing, we utter some parts of the measure louder than the rest; this is called ACCENT. The louder parts of a measure are called accented, and the softer parts unaccented.

§ 20. In double measure, the first part is accented, and the other unaccented.

 \S 21. In triple measure, the first part is accented, and the other two unaccented.

§ 22. In quadruple measure, the first and third parts are accented, but the third not so much as the first; and the second and fourth unaccented.

LESSON IV. NOTES.

§ 23. The parts of measures with which we have become acquainted, are filled with NOTES.

§ 24. The notes most frequently used for this purpose are these

called QUARTER notes [CROTCHETS:] though HALF notes

[MINIMS] and sometimes EIGHTH notes [QUAVERS]

are also used for this purpose.

§ 25. Other notes are derived from quarters, as follows:

§ 26. Four quarters united into one sound, form a whole note [SEMIBREVE;] made thus: O

§ 27. Two quarters united into one sound, form a HALF note [MINIM;] made thus:

§ 28. A quarter divided into two equal sounds, forms EIGHTHS, [QUAVERS;] made thus:

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

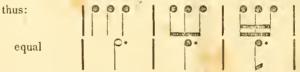
§ 30. A quarter divided into eight equal parts, forms THIRTY SECONDS

[DEMISEMIQUAVERS;] formed thus:

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

Whole	Half	Quarter	Eighth	Sixteenth	Thirty second	ł
0 Equal	P	0	69			
	0	0	0		0	

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



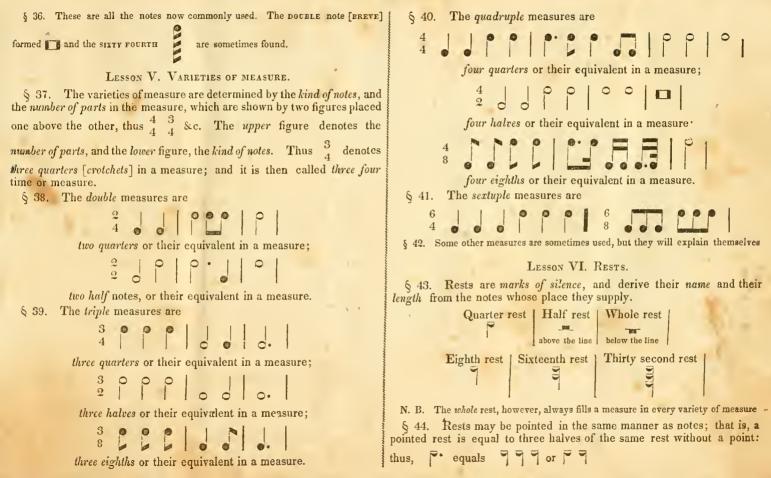
§ 33. A point thus adds to a note ont half its value.

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

§ 35. When three notes are to be performed in the time of two of the

same kind, a figure 3 is placed over them: thus,

Vit



SECOND DIVISION; MELODY.

LESSON VII. THE SCALE.

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



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

§ 46. The lowest sound in this series is called one, the next is called Two, the third is called THREE, and so on up to EIGHT.

§ 47. The distance from one to two is a TONE, also from two to three, four to five, five to six, and six to seven.

§ 48. The distance from three to four, and from seven to eight, is only half as great, and is called a SEMI- OF HALF-TONE.

§ 49. Two tones and then a semitone constitute a TETRACHORD; as the first four notes of the above series; the last four notes also form a tetrachord.

§ 50. To get the sounds correctly, each of the notes of a tetrachord has a distinct name: thus:



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



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

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

§ 53. In practising the scale, after the scholars can go through with the eight notes in succession, but *one* note should be taken at a lesson.

§ 54. The following is the method of practising. The scholars sound one, two, three, or fa, sol, la; then they sound three several times; and finally alternate one, three, until they get the interval well fixed in the ear; and can give la correctly, when the teacher says three, and then fa when he says onc.

§ 55. Five is then practised in the same manner, in connection with one and three. Afterwards, eight is taken with them.

§ 56. These four principal notes are now practised a long time, before the other notes are undertaken.

57. Then seven, four, six, and two are gradually added.

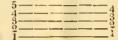
The details of this system may be found in Mason's "Manual of Instruction In the Elements of Vocal Music;"-for sale by the publishers, Truman, Smith, and Co. Cincinnati.

APPENDIX TO LESSON VII.

§ 58. The most correct method of solmization is to apply a distinct syllable to each note of the scale: viz., the syllable no to one, RE [ray] to tico, M1 to three, FA to four, so to five, LA to six, and si [see] to seven. Indeed, by pursuing the common method of only four syllables, singers are almost always superficial. It is therefore recommended to all who wish to be thorough, to pursue the system of seven syllables, disregarding the different forms of the notes.

LESSON VIII. THE STAFF.

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



§ 60. The lines and spaces are number i first, second, third, &c., from the bottom upwards.

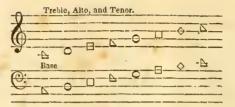
§ 61. When the notes ascend *above* or descend *below* the *staff*, ADDED LINES are used; as follows:



§ 62. Different staffs are used for the different parts, which are indicated by the CLEFS. Thus, $\bigoplus_{i=1}^{n}$ is used for the Treble, and $\bigoplus_{i=1}^{n}$ is used for the Base.

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

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



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



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



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

LESSON IX. CHROMATIC SCALE.

§ 67. By examining the scale in § 51, we shall find that some of the intervals are tones and ethers semitones. Each of the whole tones may be divided into semitones; and thus we shall have a CHNEMATIC SCALE, or scale by semitones.

§ 68. These intermediate semitones are formed either by elevating or depressing the whole tone. Thus, the semitone between C and D may be either C elevated or D depressed half a tone.

§ 69. The sign of elevation is called a SHARP, made thus #; and the note before which it is placed, is called a SHARPED note.

§ 70. The sign of depression is called a FLAT, made thus ϑ ; and the note before which it is placed is called a FLATTED note.

§ 71. In ascending, we use sharped notes; and in descending, flatted notes; as follows:



§ 72. To sing a sharped semitone correctly, we must change the termination of the appropriate syllable to ee. Thus, in ascending we say, FA, fee, SOL, see, LA, FA, fee, SOL, see, LA, lee, MI, FA.

§ 73 To sing a flatted semitone, we change the termination to ay. Thus, in descending, we say, FA, MI, may, LA, lay, sol, say, FA, LA, lay, sol, say, FA

LESSON X. TRANSFOSITION OF THE SCALE.

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

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



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

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

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

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

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

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

§ 82. Bp as one requires also E flat. Thus, if B and E are flatted, or if there are two \mathfrak{PPs} , the key note is $B\mathfrak{P}$.

§ 33. If B, E and A are flatted, or if there are three $\frac{1}{2}$ by the key note is $E \Rightarrow$.

§ 84. If B, E, A and D are flatted, or four DDDDs, the key note is DDD

ÄП

LESSON XI. SIGNATURE.

§ 85. The flats or sharps, in the previous lesson, are not placed before *each* note to be elevated or depressed, but are placed at the beginning of the tune immediately after the Clef. They are then called the SIGNATURE.

 \S 86. The following examples contain the signatures and key notes of the preceding lesson:



§ 87. The *parallel* or *curve lines* at the left hand of and connecting the several staffs on which the parts which sing together are written, are called a BRACE; and the parts thus written under each other, measure under measure, are called a score.

§ 88. The principal notes of these several keys must be given, and the different intervals practised, according to § 53 to 57, before any attempt is made to sing tunes.

LESSON XII. MODULATION.

§ 89. Sometimes a tune passes from one key into another, during its movement, and then back again: this is called MODULATION.

§ 90. The signs of elevation or depression necessary for the new key, cannot all be placed in the signature; but those altered letters which are not in the signature, must have the sign of alteration placed before the notes which are to be altered. As an example, see Ellenthorpe, p. 28, second line of the words; where we find D sharped in the treble and alto, which with the signature indicates the key of four #s, or E.

§ 91. Such flats or sharps occurring in the middle of a tune, are called ACCIDENTALS; in distinction from the *essential* marks of the signature.

§ 92. The keys to which tunes usually modulate are such as have one more or one less flat or sharp than the signature: and such are called RELATIVE KEYS.

§ 93. As an instance of one more sharp, see second line of Ellenthorpe, as above; and also, second line of Danvers, p. 24.

§ 94. As an instance of one more flat, see p. 45, Talbot, third line, and p. 134, Tamworth, third line.

§ 95. As an instance of one less sharp, see, p. 190, Hymn, fifth line.

§ 96. As an instance of one less flat, see, p. 41, Wakefield, second line.

§ 97. In the two last examples, we wish to take away one sharp or flat contained in the signature. This we do by means of the cancelling sign $\frac{1}{2}$, called a NATURAL; as in the examples.

§ 98. The natural, when it takes away a sharp, depresses the sound, the same as a flat: on the other hand, when it takes away a flat, it elevates the sound, the same as a sharp.

§ 99. When the same note appears according to the key, and then immediately flatted or sharped, the change is merely transient or chromatic, and not a modulation; as in Swanwick, fourth line, Alto, and Falkland, third line, Base.

For modulations to minor keys, see Lesson XIV

LESSON XIII. THE MINOR SCALE.

§ 100. The scale we gave in § 51 has the semitones between three and four, and seven and eight, and is called the MAJOR SCALE OF MODE; but there is another, called the MINOR SCALE OF MODE, which has one semitone between two and three; this gives the music a plaintive pathetic character.

§ 101. In the minor mode, instead of the fa above mi, la below mi is taken as ONE, or the KEY NOTE. This is the case, whatever is the signature; so that the key note of the minor mode, is always two notes lower than in the major mode with the same signature.

§ 102. The following are the key notes, in the minor key, for each signature:



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

tone; and also six, in order to have only a tone be ween six and seren Example:



The syllables appropriated to the elevated notes are fee and see

§ 104. In *flat* signatures, the notes are elevated by means of the *natural* \ddagger , see § 97; see also Cabot and Canton p. 52.

 \S 105. The frequent occurrence of these accidentals is an easy method of determining that a tune is in the minor key. As examples, see Windham, p. 39, and Hanover, p. 50.

LESSON XIV. MODULATION: MINOR KEYS.

§ 106. Modulations take place in the minor, in the same manner as in the major keys. Examples with one more sharp, see p. 75, Corwen, last part of the first line; with one less flat, see p. 100, Kambia, second line.

§ 107. Modulations are often made from the major to the minor key with the same signature. This is indicated by the sharped fifth, which becomes the sharp screnth of the new key, called the RELATIVE MINOR. As an example, see p. 57, Patmos, second line.

§ 103. Similar modulations are made from the minor to the major key; which is indicated by the loss of the sign of elevation before the seventh, which then becomes the fifth of the new key, called the RELA-TIVE MAJOR. Example, p. 39, Ashfield, last part of the second line, and first part of the third, and p. 52, Canton, second line.

§ 109. In major keys, modulations are made into minor keys with one less sharp, or one more flat. This is indicated by the sign of depres-

xiv

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

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

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

LESSON XV. NAMES AND QUALITIES OF THE DIFFERENT NOTES OF THE SCALE.

§ 112. One or the key note of the scale is called the TONIC, because determines the pitch or tone of the scale. From this, all the other notes are reekoned; and with it, the principal parts of a piece of music, commonly begin and end; and regularly the base always ends with it. Hence, in giving the pitch, the tonic is first sounded.

§ 113. Five, the next most important note of the scale, and the last note but one in the base of every regular close, is called the DOMINANT,

e. the governing note; thus named, because it leads the ear to expect a close. The tenor and alto often begin and end on the dominant; but seldom the other parts.

§ 114. Three is called the MEDIANT, because it is midway between the tonic and dominant. In some respects, it is the most important note of the scale, as it distinguishes the minor from the major mode.

§ 115. Eight is called the octave, and differs from the tonic only in pitch.

§ 116. One, three, five, and eight, are the principal notes of the scale, or the common chord of the key note. On some one of these notes, every part of a piece of music regularly begins and ends: hence, n giving the pitch, these four notes are usually sounded.

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

§ 117. Two is called the SUPERTONIC, because next above the tonic.

§ 118. Seven is called the SUBTONIC, because next below the tonic. It is also called the LEADING NOTE, as it regularly leads to, or requires the tonic after it.

§ 119. While the base takes the dominant preparatory to a close, two other parts regularly take *seven* and *two*, and often *four*, which with the base constitutes the dominant chord. (See next Lesson.)

§ 120. Four is called the SUBDOMINANT, because it is the next below the dominant.

§ 121. Six is called the SUBMEDIANT, because it is midway between the octave and mediant below it.

§ 122. No piece of music can regularly begin or end on two, seven, four or six.

LESSON XVI. INTERVALS.

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

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

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

§ 125. An interval is inverted when one of the notes is transposed an octave, or when the note previously the lowest becomes the highest.

§ 126. An interval from one note to that on the next degree above, is called a SECOND, marked 2; inverted it becomes a seventh, 7.

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xvi

§ 127. When one degree intervenes between the two notes, the interval is called a THIRD, marked 3; inverted it becomes a sixth.

§ 128. When two degrees intervene, the interval is called a FOURTH, marked 4; inverted it becomes a fifth.

§ 129. When three degrees intervene, the interval is a FIFTH, marked 5; inverted it becomes a fourth.

§ 130. When four degrees intervene, the interval is a SIXTH, marked 6; inverted it becomes a third.

§ 131. When five degrees intervene, the interval $\begin{cases} s & s \\ s$

§ 132. When six degrees intervene, the interval $\begin{cases} s & s \\ s$

§ 133. An interval consisting of a tone is called a MAJOR second; and one of a semitone, a MINOR second.

§ 134. An interval consisting of two tones, is called a MAJOR third; and one of a tone and a semitone, a MINOR third.











§ 135. An interval consisting of three tones is called a SHARP fourth; and one of two tones and a semitone, a PERFECT fourth or simply a FOURTH.

§ 136. An interval consisting of three tones and a semitone is called a PERFECT fifth, or simply a FIFTH; and one of two tones and two semitones, a FLAT fifth.



Derfect flat

§ 137. An interval consisting of four tones and a semilone is a MAJOR sixth; one of three tones and two semilones, a MINOR sixth.

§ 133. An interval consisting of five tones and a semitone is a SHARP seventh; and one of four tones and two semitones, a FLAT seventh, or simply a SEVENTH.



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

LESSON XVII. CHORDS.

§ 140. When two or more notes are sounded together, the combination is called a CHORD: if agreeable to the ear, it is called a *consonant* chord, or a CONCORD; if *disagreeable* to the ear, it is called a *dissonant* chord, or a DISCORD.

§ 141. A chord consisting of a fundamental note or base, and of its third and fifth, to which the octave may be added, is called a COMMON CHORD: if the third next the base is major, it is called a MAJOR chord, if minor, a MINOR chord.

§ 142. A chord consisting of a base, its third, fifth, and seventh, is called a chord of the SEVENTH. This chord is usually based on the dominant, and has the seventh flat.





§ 143. The intervals of the chords are not taken according to the degrees of the scale, but according to the letters: thus, the common chord having C for its fundamental note, is made up of C, its third E, its fifth G, and sometimes its octave C, wherever these notes may be placed; E may be in the treble, G in the tenor, and C in the alto, or in any other order, so long as the right letters are used. If the fundamental note is not in the base, but some other note as E or C in the above instance, the chord is said to be *incerted*.

§ 144. Common church music is made up almost entirely of the above two chords and their inversions; and a knowledge of the order in which these chords should succeed each other, constitutes the science of HARMONY

§ 145. Common chords occur most frequently with the tonic as the fundamental note; next the dominant, then the subdominant, sometimes the submediant, and rarely the mediant and supertonic.

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

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



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

THIRD DIVISION; DYNAMICS.

LESSON XVIII. FORCE OF SOUNDS.

§ 147. In order to indicate how particular notes or whole passages should be sung, certain characters or words are used.

§ 148. A sound uttered by the ordinary exertion of the organs, is called a *medium* or *middle* sound; marked *m.*, *mez*, or *mezzo*. All sounds not otherwise marked, are to be performed *mezzo*.

§ 149. A sound uttered by a somewhat stronger exertion of the organs, is called a low sound, marked f. for. or forte. A very low sound is marked, ff. or fortissimo; and as low as possible, fff.

§ 150. A sound uttered with some restraint of the organs, is called a soft sound, marked *p.*, *pia*. or *piano*; a very soft sound is marked *pp*. or *pianissimo*; and as soft as possible, *ppp*.

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

§ 151. A sound which commences soft, and gradually grows louder and louder, is called an increasing sound, marked cres., crescende, or thus \checkmark :

§ 152. A sound which commences very loud, and gradually decreases to silence, is called a *decreasing* or *diminishing* sound, marked *dec.*, *decressendo* or *dim.*, *diminuendo*, or thus >>>

§ 153. A sound which gradually increases and then gradually diminishes, is called a swelling sound, or a swell, marked

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

§ 154. A short sound, struck with a sudden crescendo or swell, is called a pressure sound, marked rf., rinforzando, or < or <.

§ 155. A sound very forcibly struck and suddenly diminished, is called an *explosive* sound, marked fz, forzando, or >

§ 156. When the notes are to be sung very short and distinct, so as to give life and energy to the execution, the word *staccato* or the marks 1 + 1 are used.

§ 157. When the notes are to sustained their full length, and gently swelled and diminished, so as to give tenderness and pathos to the performance, the term legato is used.

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

LESSON XIX. ARTICULATION AND EMPHASIS.

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

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

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

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

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

§ 161. It is as essential to good singing as to good speaking, that some words and syllables should have more stress of voice than others; and that the same syllable should be accented in singing as in speaking: such words and syllables are called *accented* or *emphatic*.

§ 162. If the poetry is properly constructed, the emphatic syllable falls on the accented part of the measure. If otherwise, the emphasis of the words must be attended to, and the rhythmical accent neglected.

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

LESSON XX. CONNECTION OF SYLLABLES AND WORDS.

§ 163. The breath must not be drawn in singing any more than in speaking, in the middle of a word. Nor, when several notes come to one syllable, should there be interruptions between them; as fa-ha-ther, for father; but the several notes should be blended with smoothness, but not without distinctness.

§ 16 t. Words which are intimately connected in sense, as the article and its noun or the preposition and its noun, should as seldom as possible be separated by drawing the breath between them. In fact, the breath should be no oftener drawn than fullness and firmness of tone require.

§ 165. The practise of *breathing* regularly at a particular place in each measure, should be specially guarded against; and also the habit of leaving the sound abrubtly to take breath, or as it is sometimes called *catching breath*. The breath should be taken quickly yet gently.

§ 166. In *taking breath*, great care must be had that as little noise and ceremony as possible be made; and that the mouth *retain the position* it had, while performing the previous note; by no means forming itself into the shape necessary for the following note, or closing itself while taking breath.

LESSON XXI. SENTIMENT.

§ 167. Musical expression depends chiefly on the feeling which the singer possesses, and imparts to the performance, by the proper tones and correct delivery of the words. Hence, in instructing, the teacher should always select such words and music as will interest the singers, and then both by precept and example be unwearied in his exertions to impress on them the importance of striving to express the sentiment. He should tell them of the impiety of singing serious words, in a thoughtless manner.

§ 168. In the performances of public worship, the leader should be particularly careful in the selection of the tunes, and the singers should be deeply and seriously impressed with the idea that they are engaged in the worship of the SUPREME BEING. The expression should be such as *naturally* proceeds from the sentiment of the words. All artificial expression in which the heart is not engaged, is trifling and ridiculous, not to say hypocritical and impious.

LESSON XXII. THE VOICE.

§ 169. Since it is necessary from the first, that the teacher and school should be acquainted with the properties of a *good tone*, we close the introduction with remarks on the following topics.

§ 170. I. PROPUCTION of vocal sounds. Our method of producing vocal sounds is similar to that of a wind mstrument. We inhale a

xviir

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

§ 171. II. The most ESSENTIAL QUALITIES of a GOOD TUNE; viz. purity, fullness, firmness, and certainty.

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

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

3 and 4. A tone is FIRM and CERTAIN, when immediately on being given, it is the correct sound, and continues so to the end

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

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

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

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

* For sale by the publishers Truman, Smith and Co. Cincinnati

Explanation of Musical Terms

ADAGIO, very slow, heavy, and expressive.	to their own length; see p. 215, in the	LARCHETTO, slow, but less marked than }	SICILIANO, music in sextuple time, per
AD LIBITUM, at pleasure; may be omitted	Treble, at the word 'reach, where the	largo.	form in a slow and graceful manner.
or performed.	small note and the principal note which	LARGO, very slow, delicate and sustained.	SLUR, a character drawn 'over as many
AFFETUOSO, with tenderness and deep	foliows, each take the time of a quarter	MUDERATO, moderate, rather animated.	notes as are sung to one syllable.
feeliog.	note, as at the word 'earth' in the same		SoLo, music for one voice.
AFTER NOTE, a small note that follows the	line. When an Appogiature precedes a	indicating that it may be prolonged	SOPRANO, the Treble.
principal note, from which it borrows	pointed note, it may take two thirds the	beyond its strict time. When written	SOSTENUTO, notes sustained the full time.
its time.	time, or twice its own length.	at the end of a line, the prolongation	SPIRITOSO, with spirit.
ALLEGRETTO, somewhat quick and ani-	A TEMPO, in the regular time, after an ad	may be about one beat.	SYMPHONY, or SYM, a passage for instru-
mated.	libitum.	Pomposo, dignified, grand.	ments.
ALLEGRO, quick, slight and spirited.	Bis, twice; written over a passage to be	PRESTISSIMO, as quick as possible.	SYNCOPATION, a note commencing on the
ANDANTE, with a distinct and gentle ac-	repeated.	PRESTO, very quick.	unaccented part of the measure, and
centuation; and with moderate quick-	CANTABILE, graceful, melodious.	QUARTETTO OF QUARTET, MUSIC for four	terminating on the accented.
ness.	CHORUS, music intended for the whole	voices.	TEMPO, time.
ANDANTINO, somewhat gentle and distinct.	choir.	QUINTETTO OF QUINTET, music for five	
APPOGIATURE, a small note that precedes	Con spirito, with animation.	voices.	TUTTI, all the voices.
the principal note, from which it borrows	DA CAPO. or D. C. repeat and close with	RECITATIVE, a species of music, between	UNISON, all sing the same melody.
its time. Appogiatures and After notes	the first strain : as Greenville, p. 132.	singing and speaking, in which the	VERSE, one voice on a part.
are not counted in the rhythm; and	DOLCE, with sweetness and delicacy.	singer is not restricted in time.	VIVACE, in a brisk and lively manner.
whatever time is given to them is taken	DUETTO OF DUET, MUSIC for two voices.	REPEAT, a character placed at the end,	······································
away from the notes to which they be-	GRAVE, slow and heavy, denoting solem-	and sometimes at the beginning of a	For a complete distionant of musical terms, eve
long. They usually borrow time equal	nity.	strain, to denote a repetition	For a complete dictionary of musical terms, see "Musical Cyclopedia."
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REMARKS ON THE USE OF THE INTRODUCTION, AND ON THE PERFORMANCE OF THE MUSIC.

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

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

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

It will be observed that many of the particular meters are adapted to different varieties of words, as Worthing, p. 131; at the end of the second and fourth lines of which the tied notes may be sung to two syllables or to one; so of Greenville, p. 132; Armley, 157; Syria, p. 148; Berkley, p. 153; Rowley, p. 162, &c. (See note, bottom page 156.)

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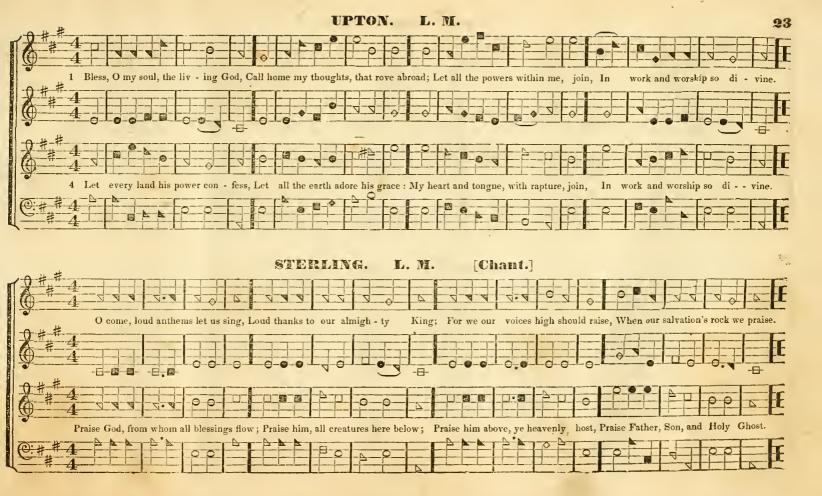
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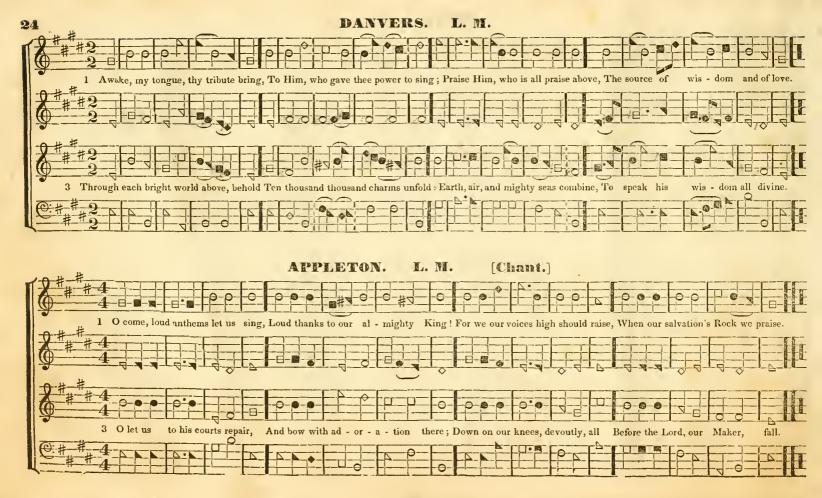




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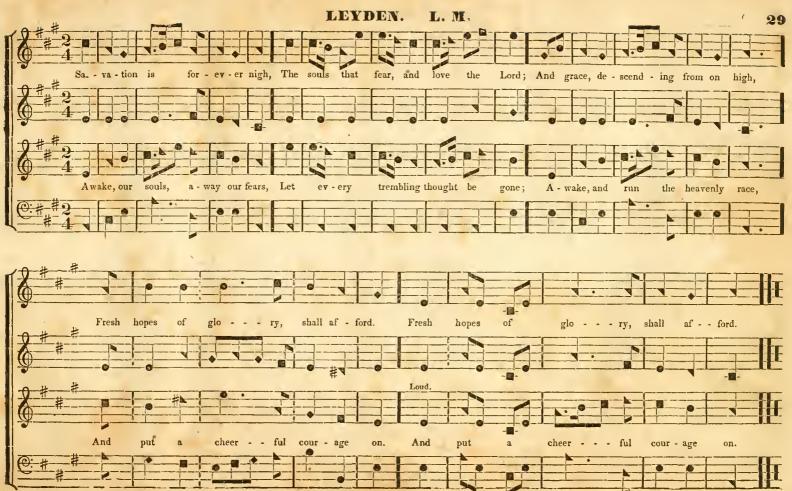


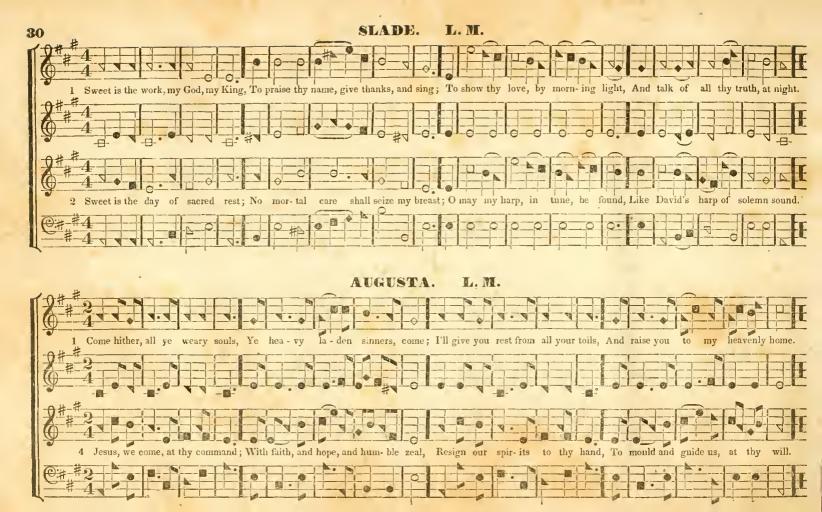
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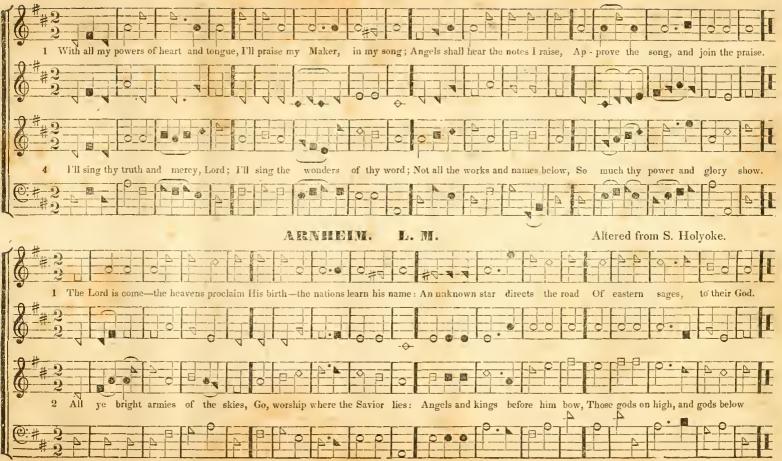
* This passage may be sung by two Tenois and Base-or by two Trebles and Alto, as it is written

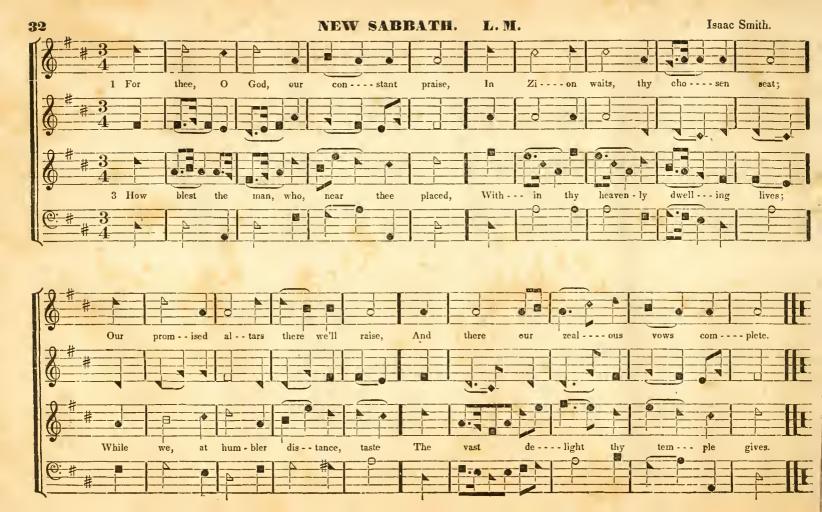




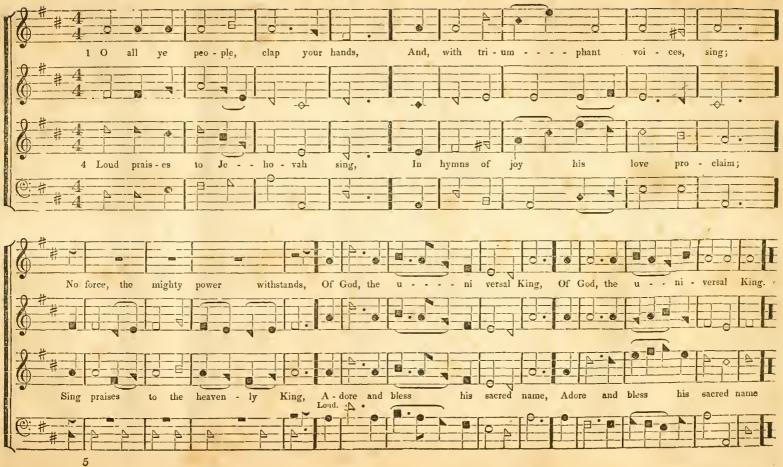


BREWER. L.M.





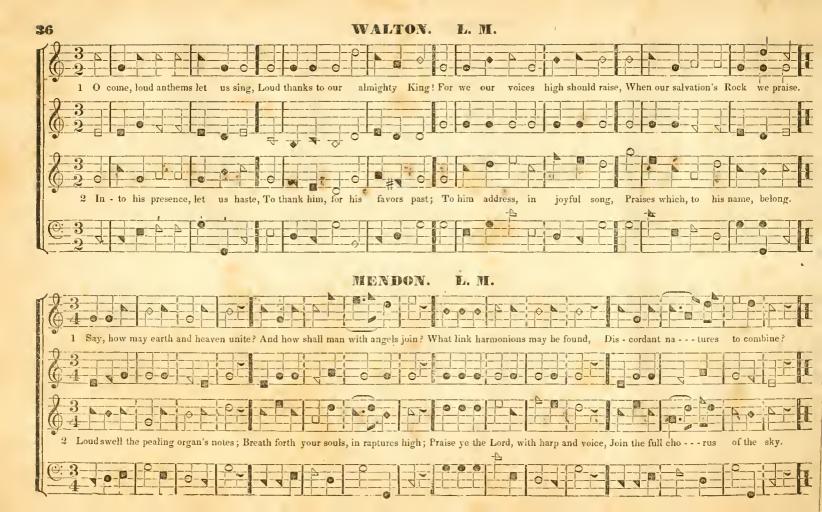
WAYNE. L. M.





EFFINGHAM. L. M.





ROCKINGHAN. L. M.*

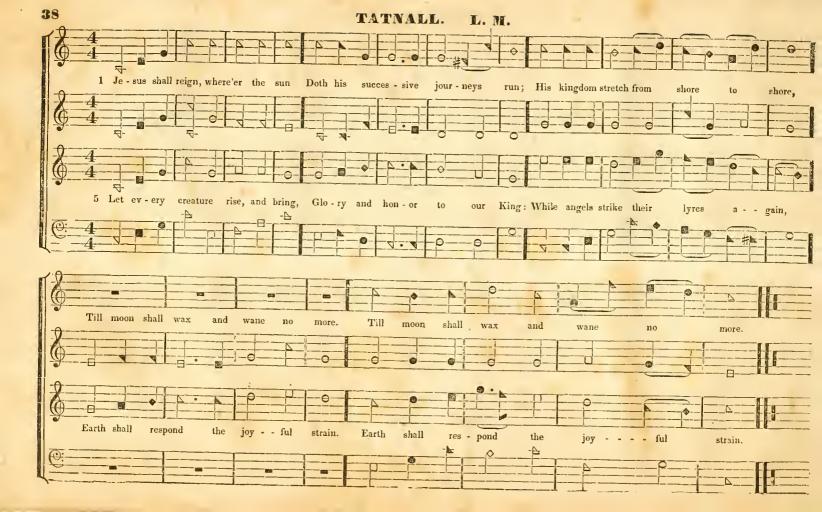


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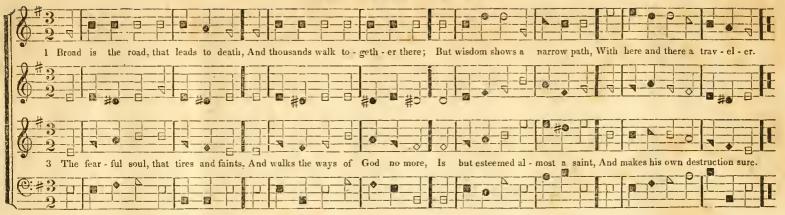
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* The Treble and Tenor may change parts alternately in this tune



WINDHAM. L. M.

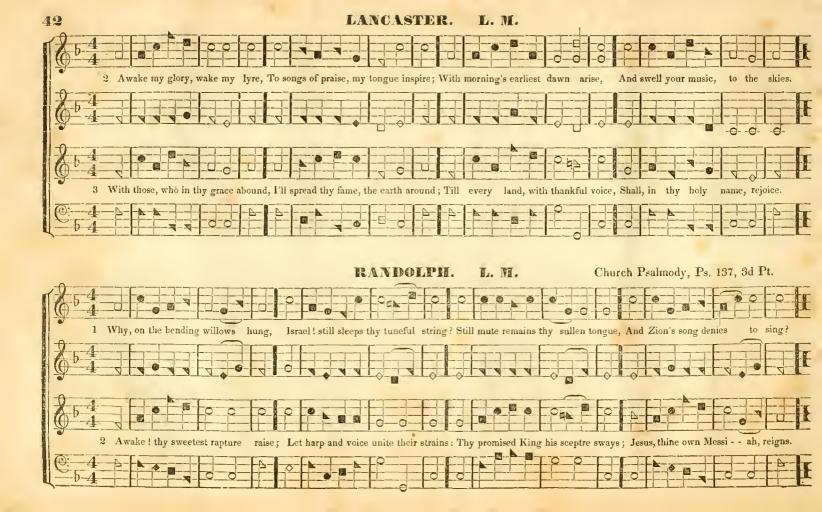


ASMFIELD. L. M.

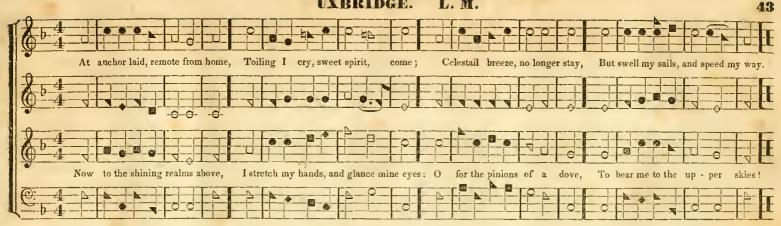








UXBRIDGE. L. M.



LYMAN. L. M.





BRENTFORD. L. M.

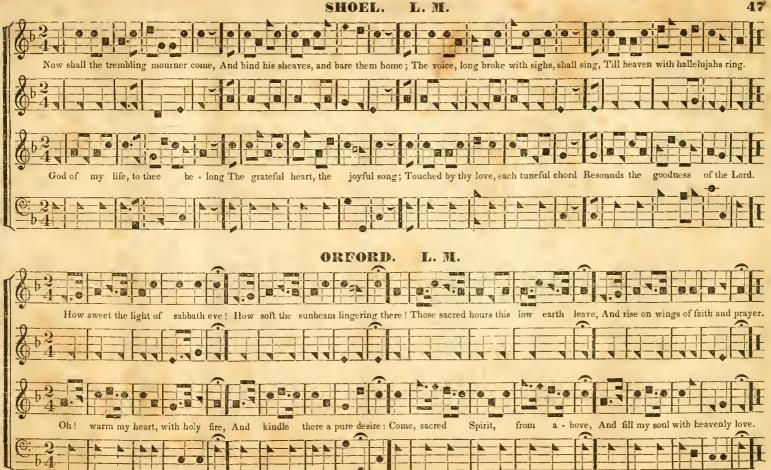


^{*} Called may to get the Flat



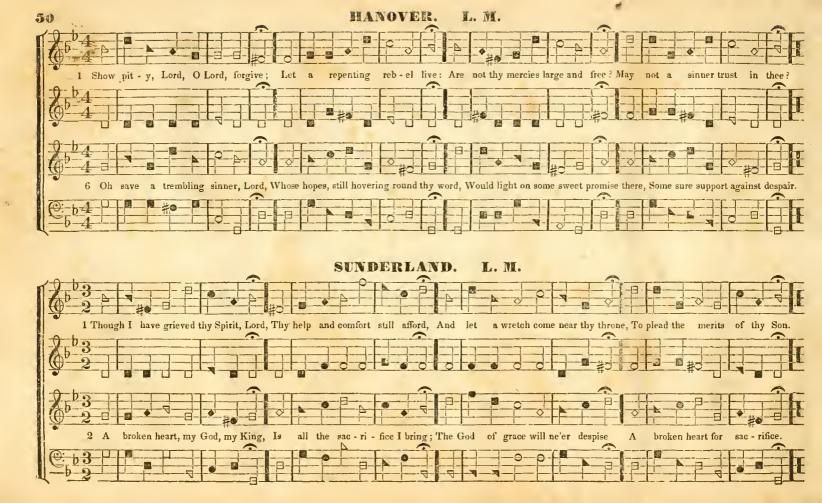
* The first four notes of this tune may be sung in unison.

SHOEL. L.M.







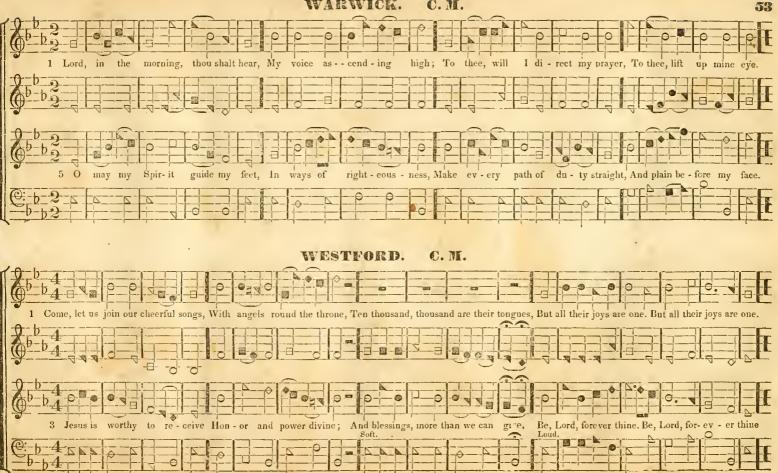


St. PAUL'S. L. M.



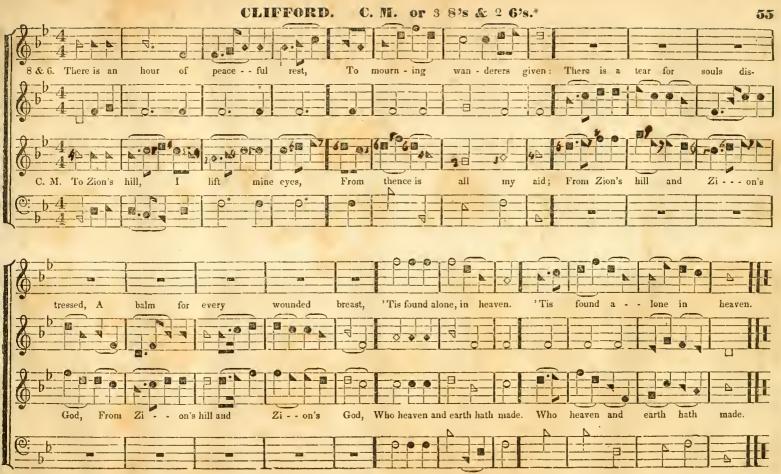








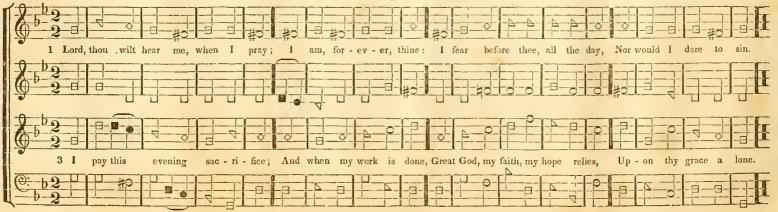




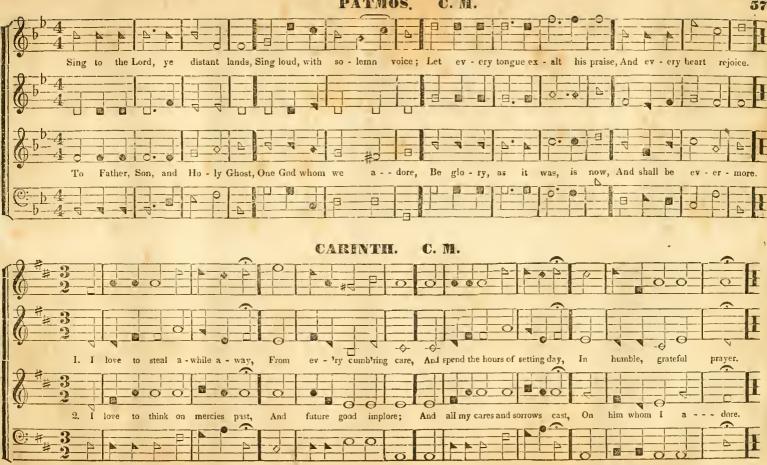
Lanesboro', page o7.



HOLYOKE. C. M.



PATMOS. C. M.

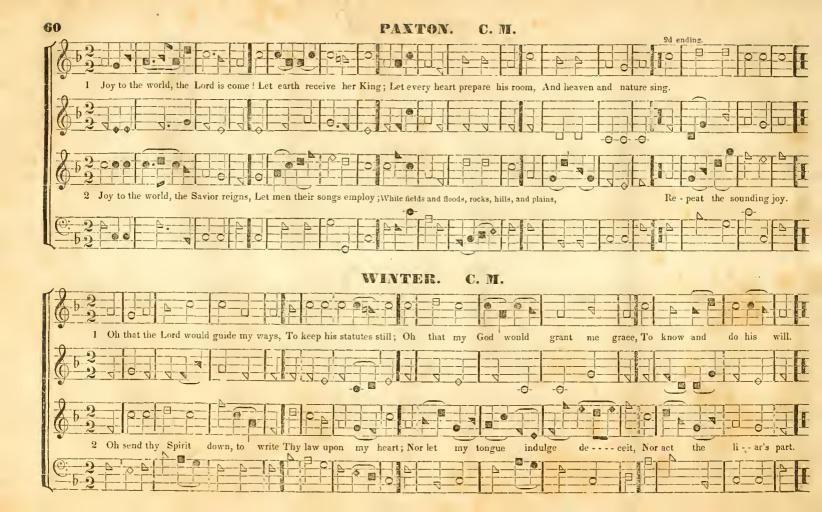


8

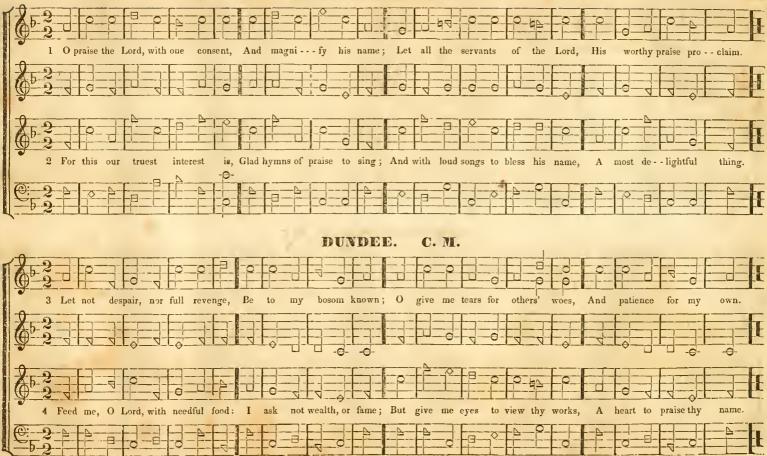
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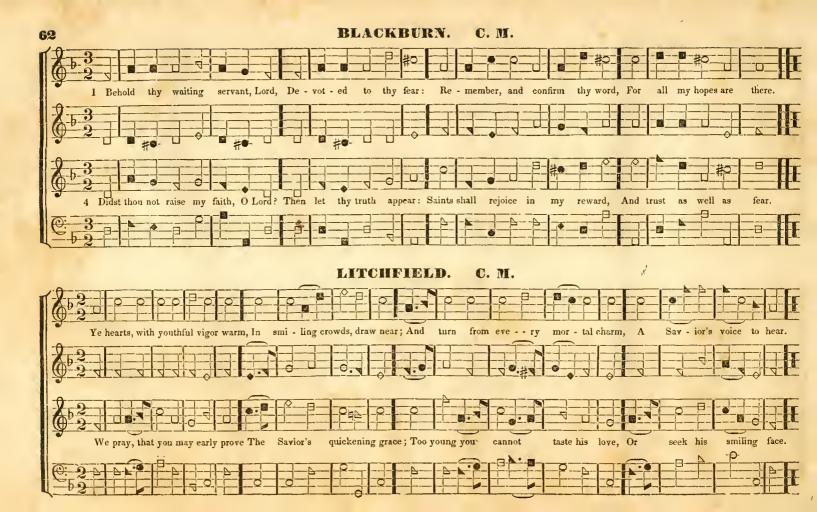


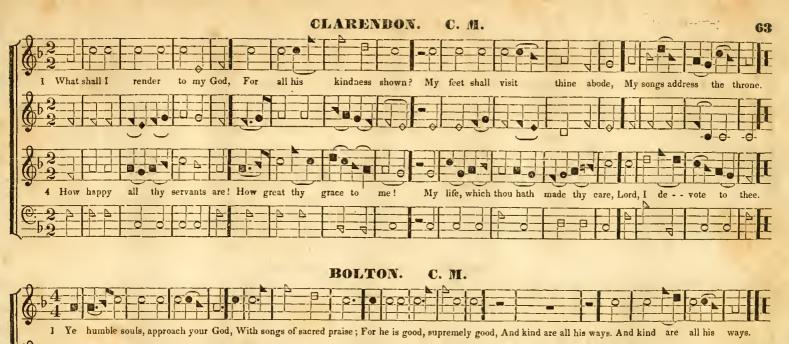




LONDON. C. M.

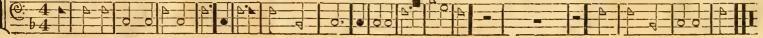














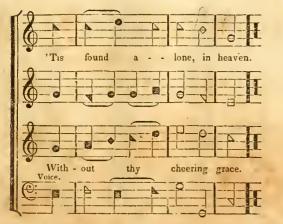
* May end here

MEDFORD. C. M.



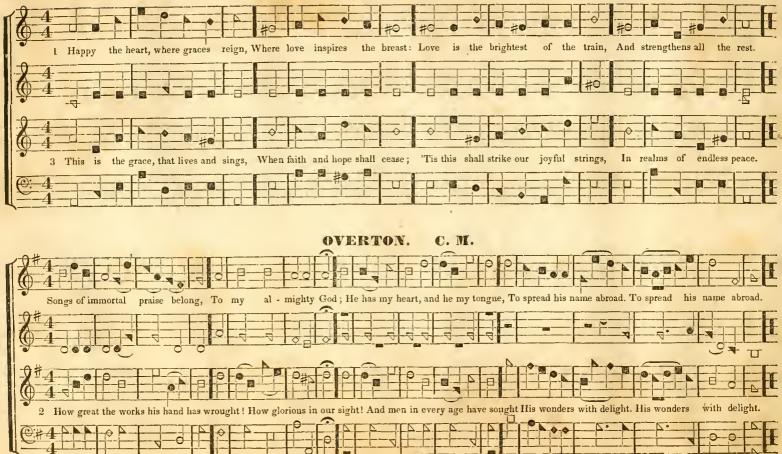




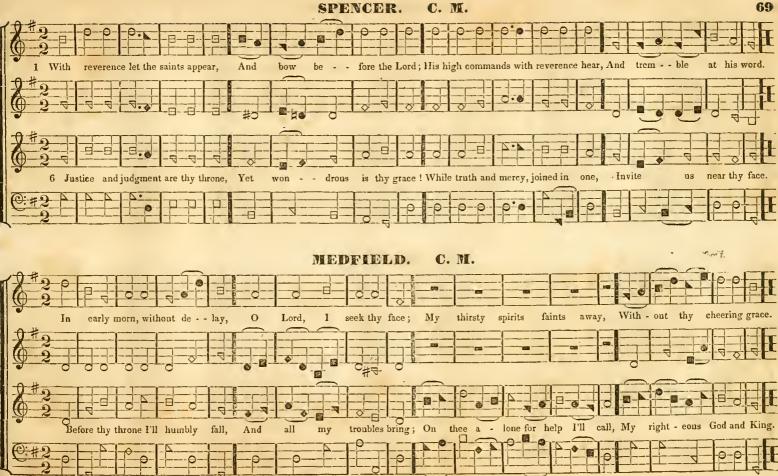


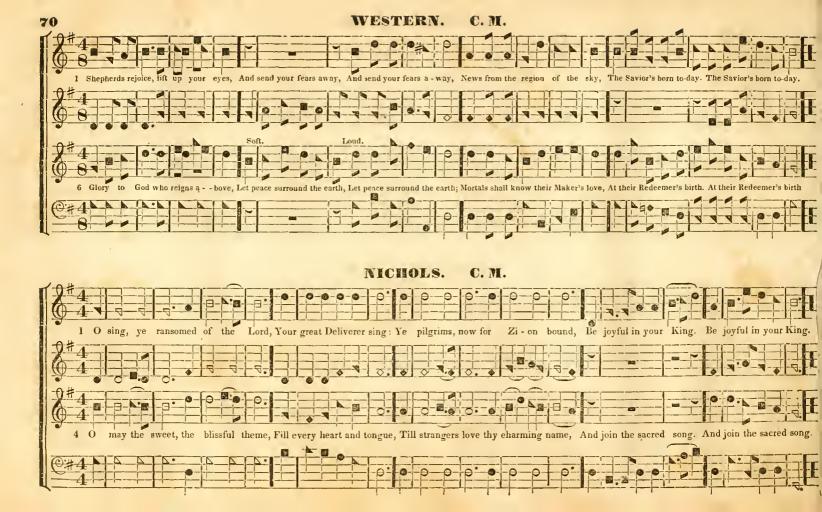
- 1 There is an hour of peaceful rest, To mourning wanderers given : There is a tear for souls distressed, A balm for every wounded breast, 'Tis found alone, in heaven.
- 2 There is a home for weary souls, By sins and sorrows driven;
 When tossed on life's tempestuous shoals, Where storms arise, and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

OHIO. C. M.

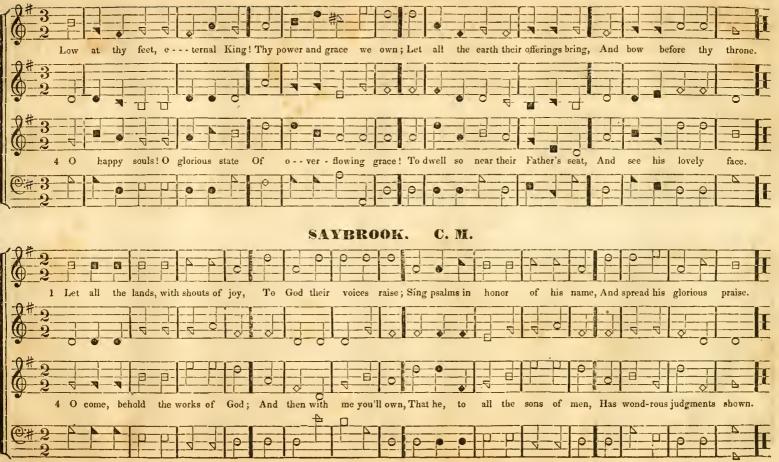


SPENCER. C. M.





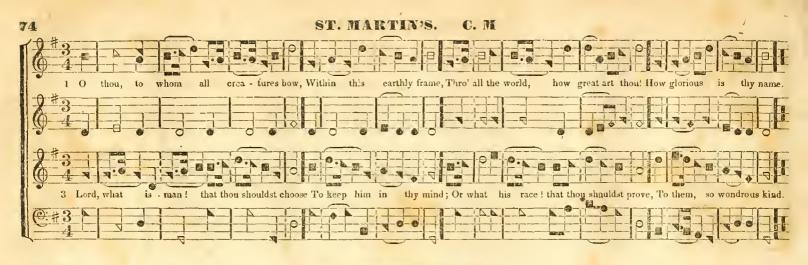
LAURENS. C. M.





FULTON. C. M. [Double.]





ARLINGTON. C. M.



PETERBOROUGH. C. M.

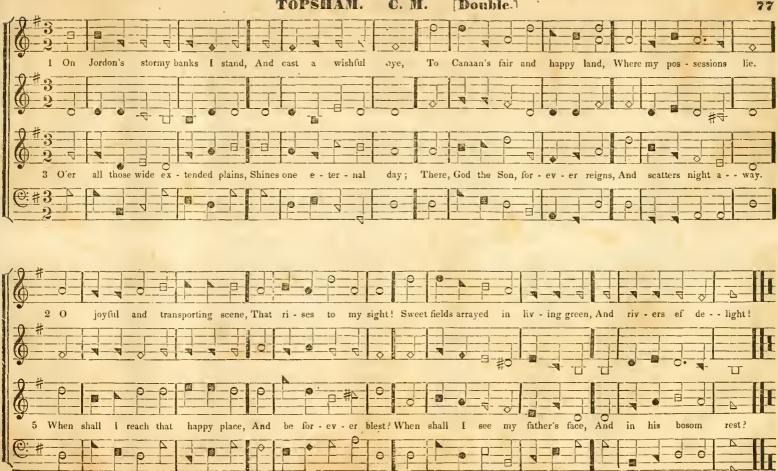


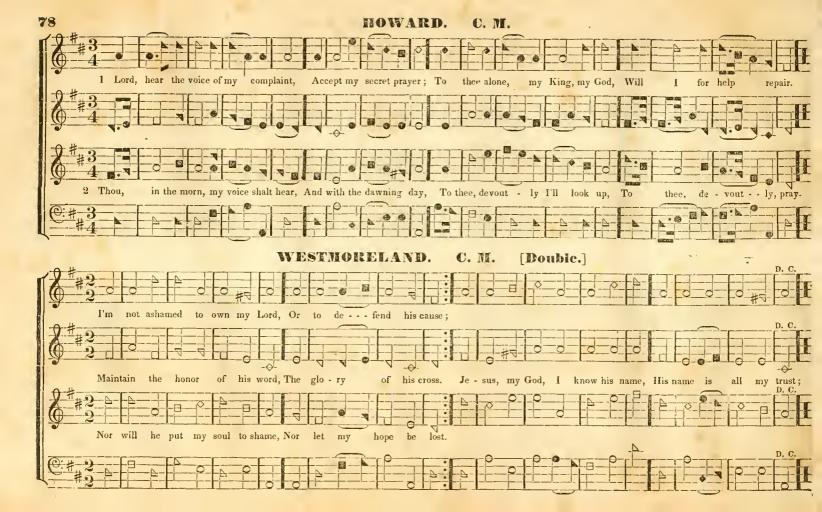
CORWEN. C. M.

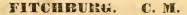




TOPSHAM. C. M. [Double.]

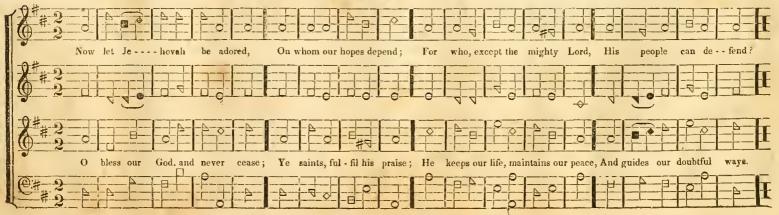








ST. ANN'S. C. M.



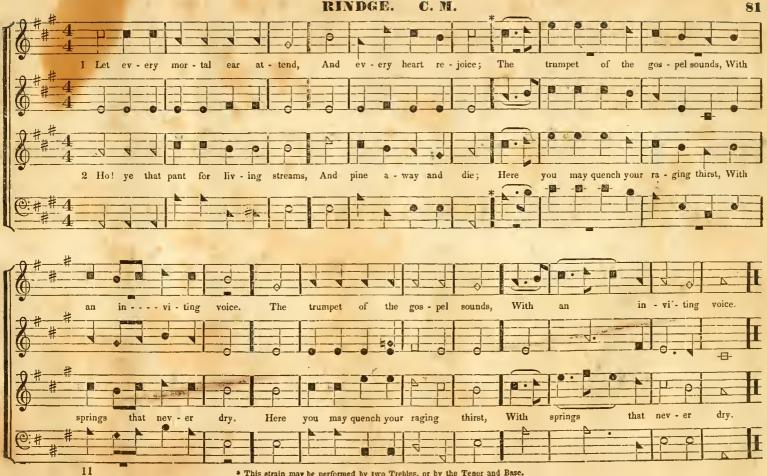
79

e

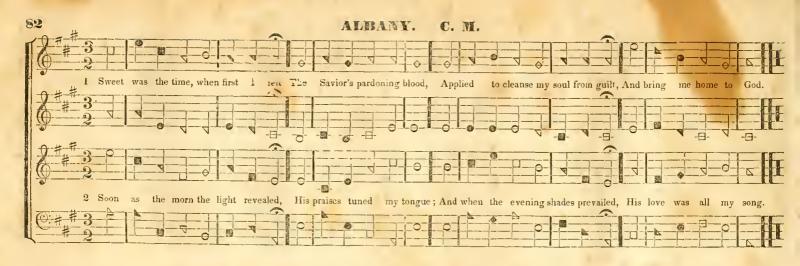


· See Lanesboro.' p. 67.

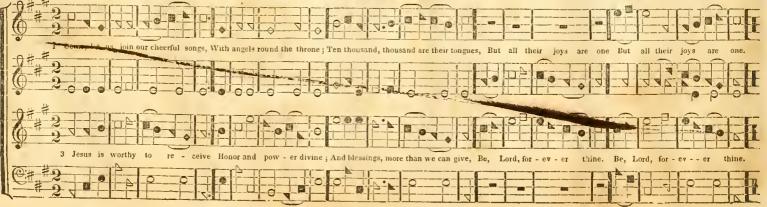
RINDGE. C. M.



^{*} This strain may be performed by two Trebles, or by the Tenor and Base.



DEVIZES. C. M.



CORONATION.* C. M.



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

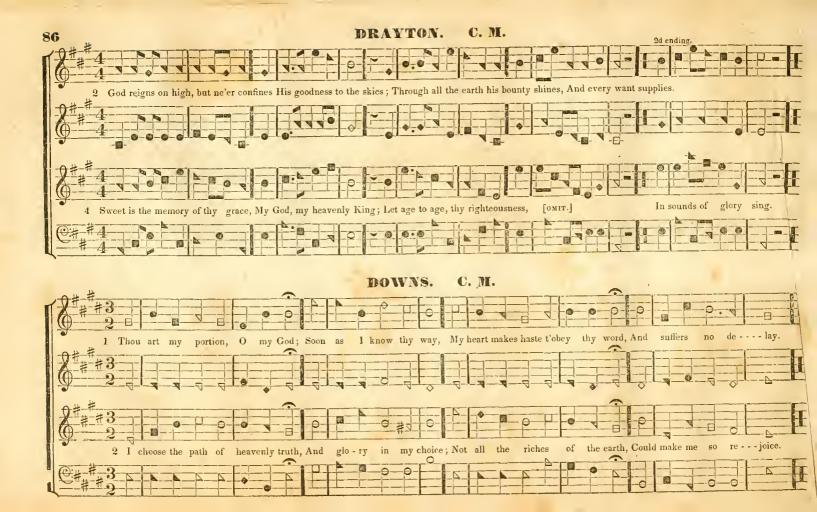
S3

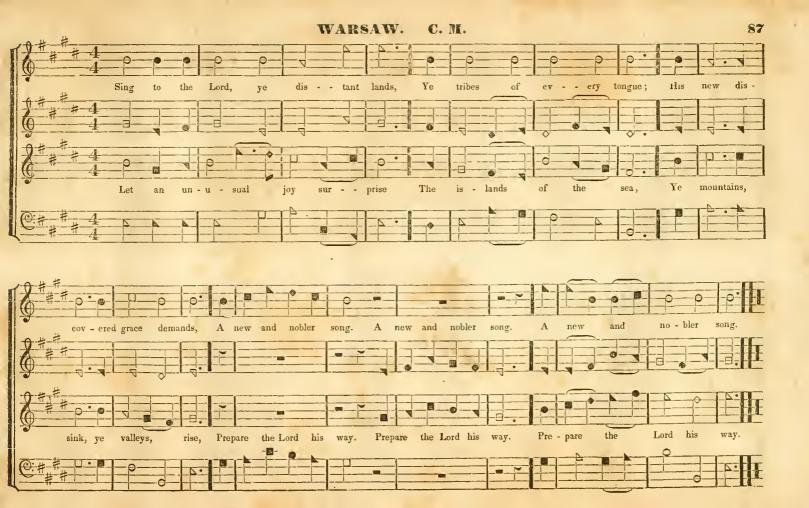


PORTER. C.M.





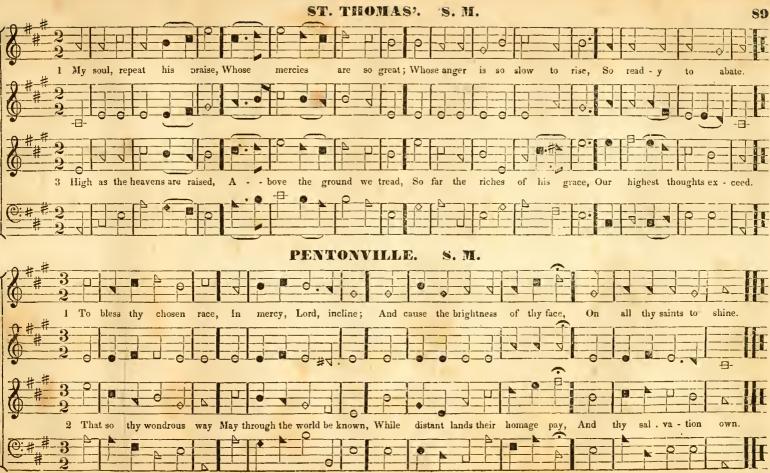






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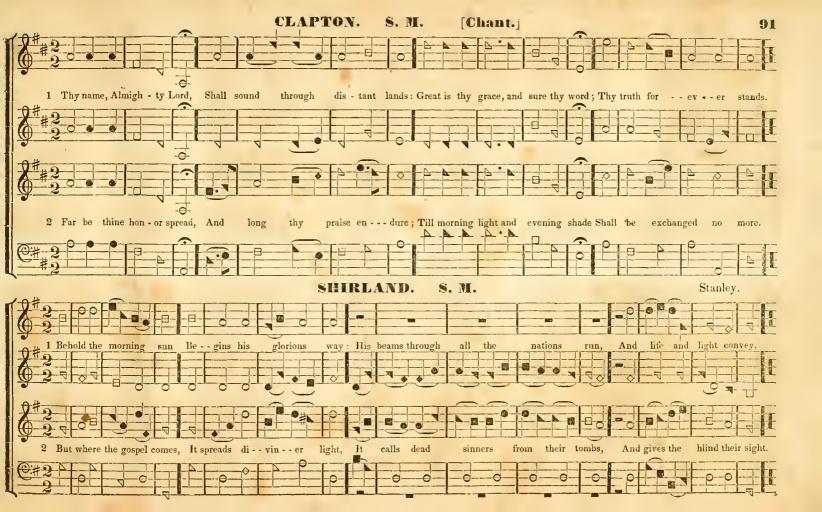
. . . .





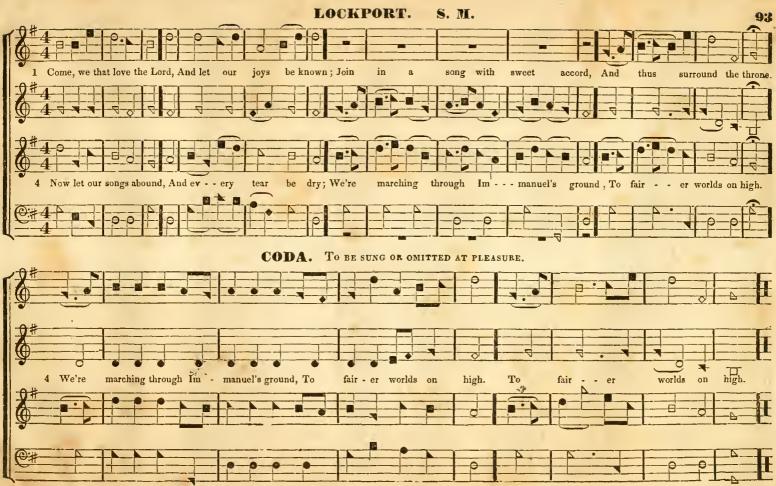
LINSTEAD. S. M.







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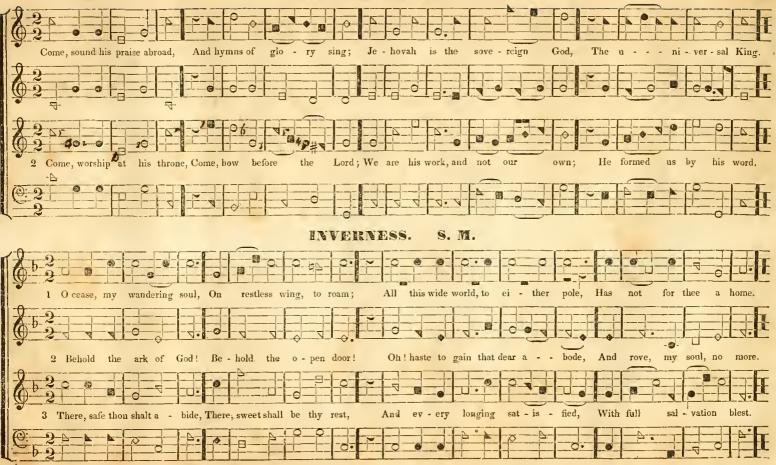


-

LEE. S. M.

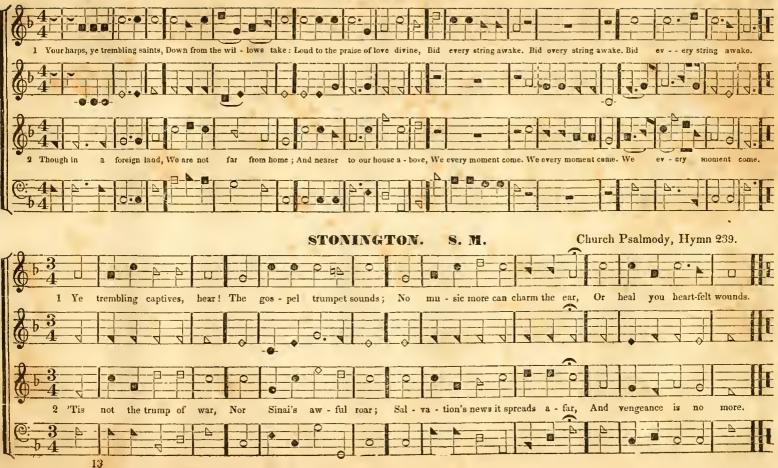


SILVER STREET. S. M.



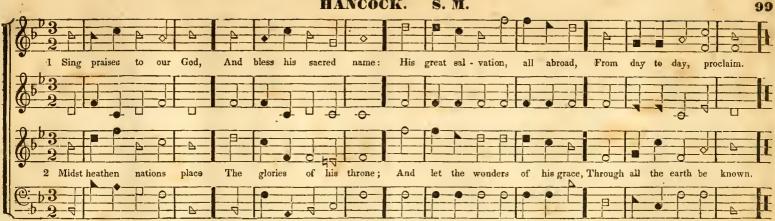


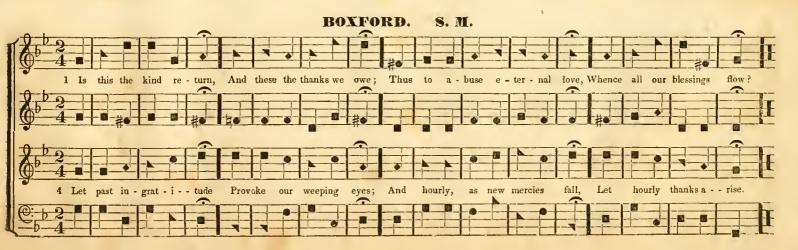
WARNER. S. M.

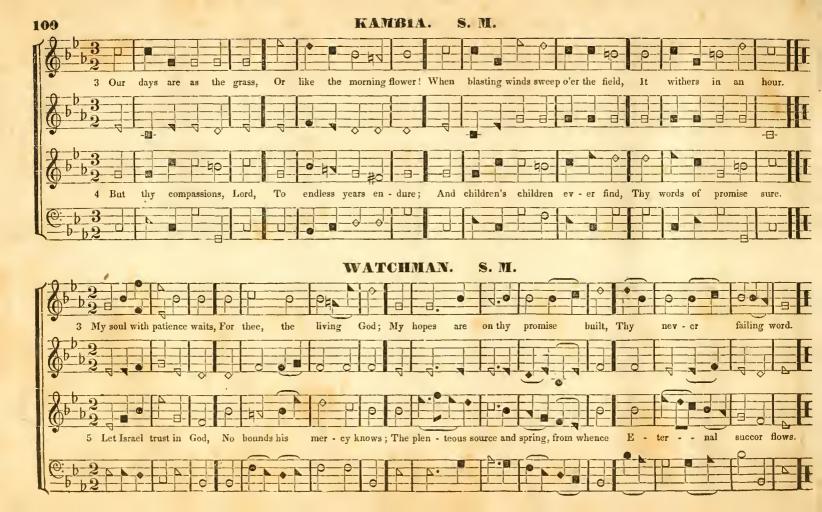


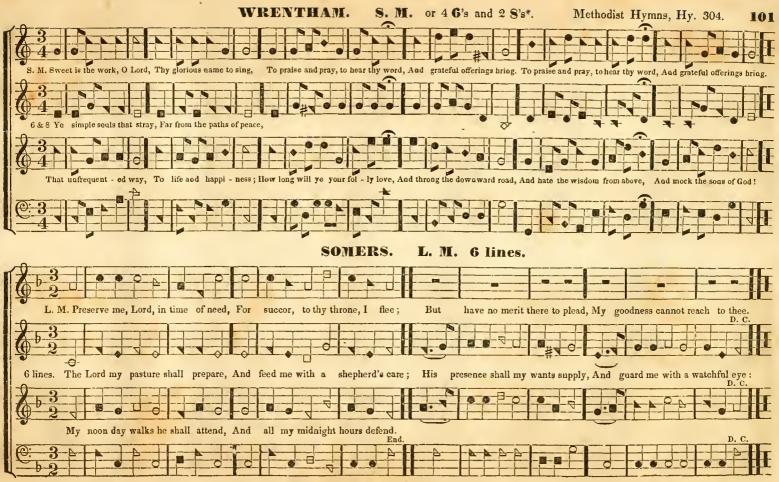


HANCOCK. S. M.

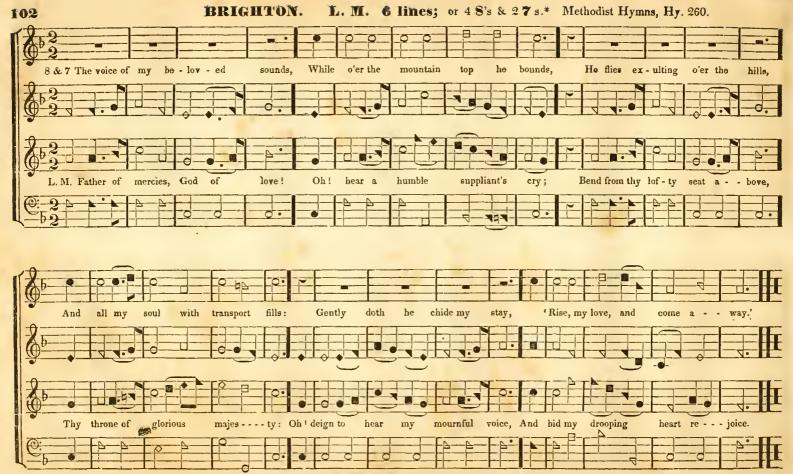








· By repeating the two first lines.



* By omitting the first note in the last two lines

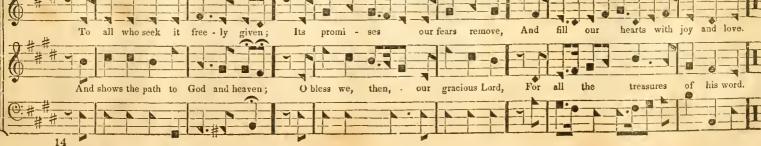
CATEL. L. M. 6 lines. Methodist Hymn Book, Hy. 249. 103



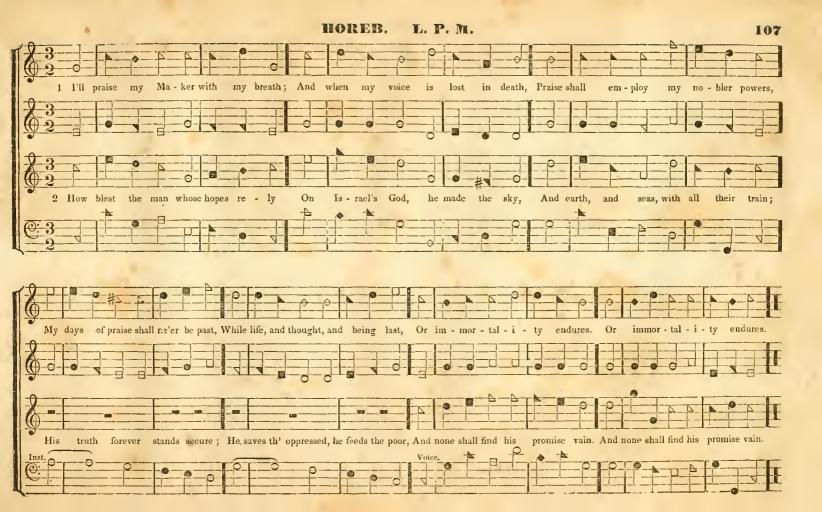


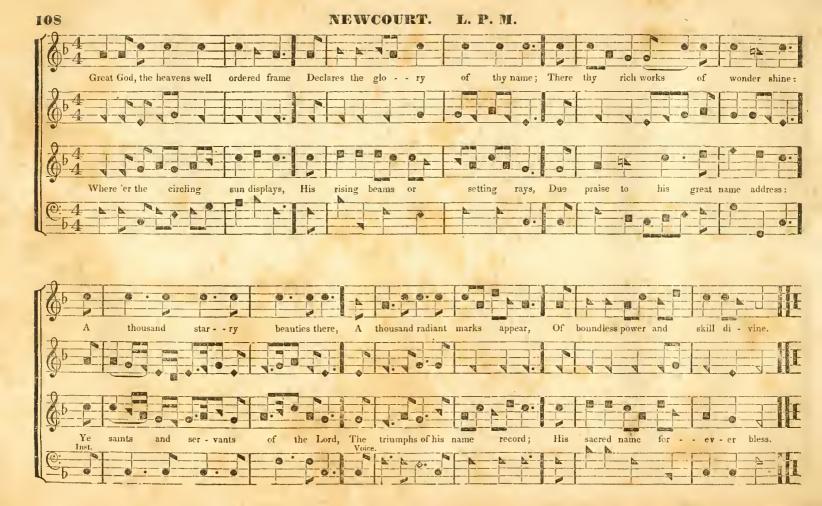
L. M. 6 lines. EATON.









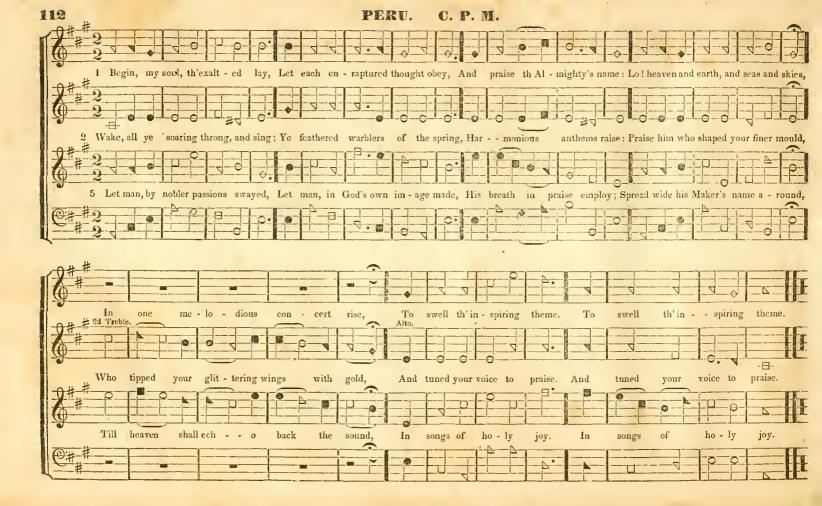


SOMERVILLE. C. P. M. Church Psalmody, Hymn 169.

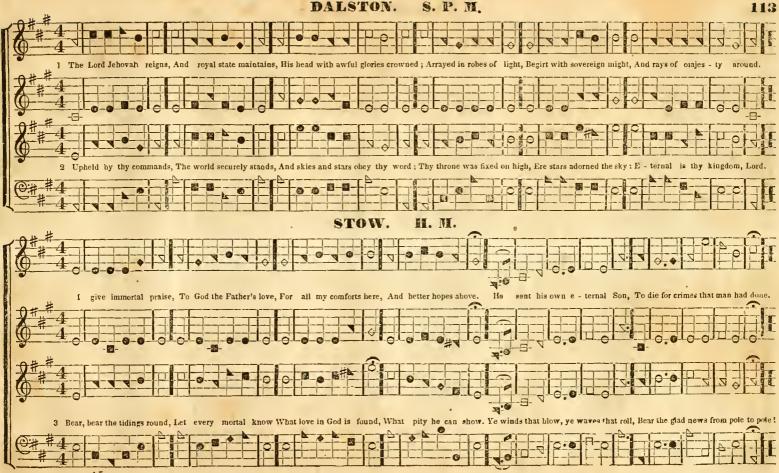






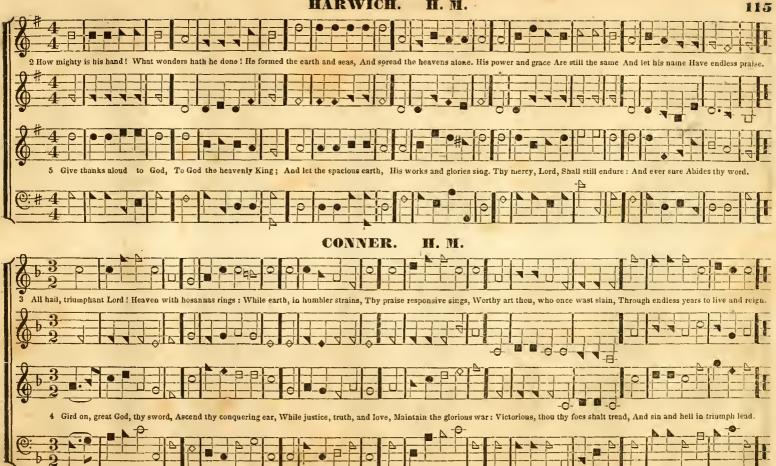


DALSTON. S. P. M.

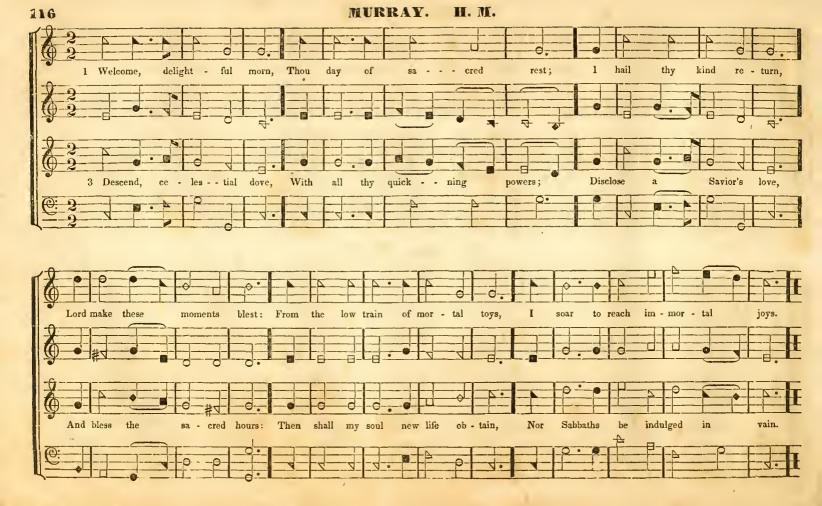




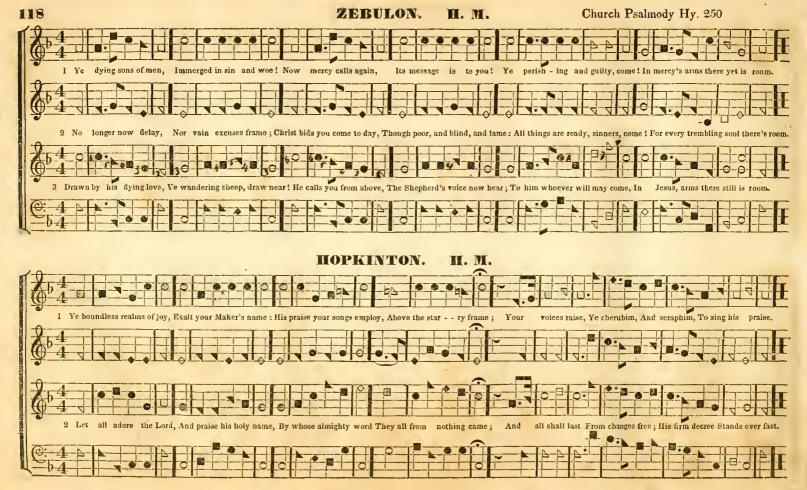
H. M. HARWICH.



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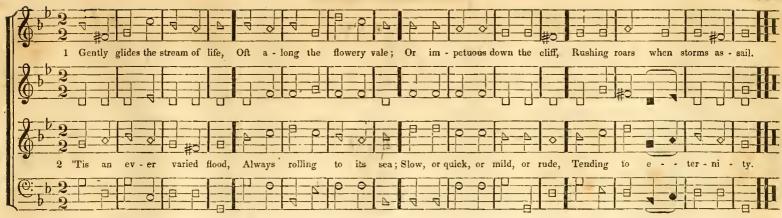






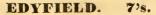
NORWICH. 7s.

119

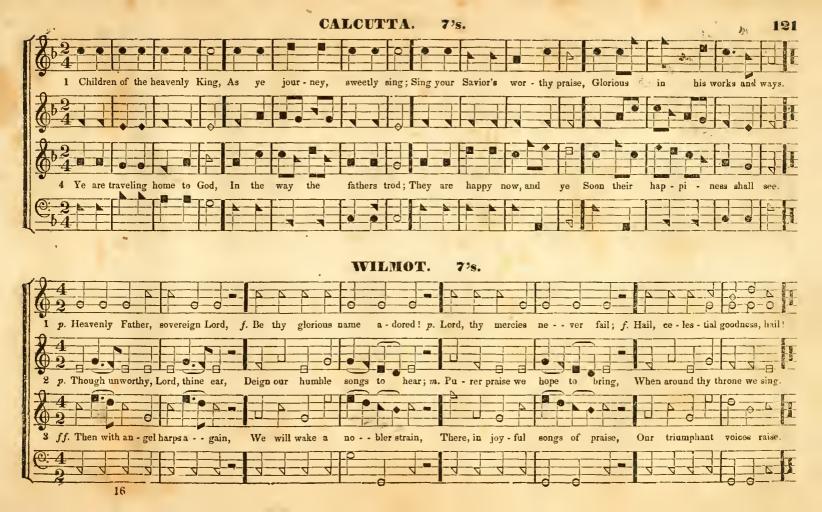


PRENTISS. 7s.



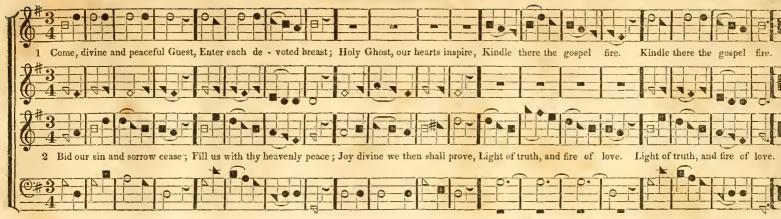


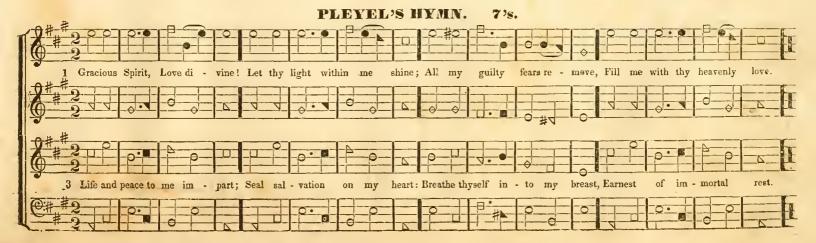






ADULLUM. 7's.









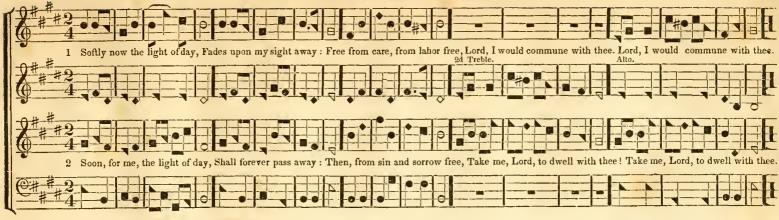
Spread for thee, the festal board See with richest dainties stored; To thy Father's bosom pressed, Yet again a child confessed, Never from his house to roam; Come and welcome, sinner, come.

4

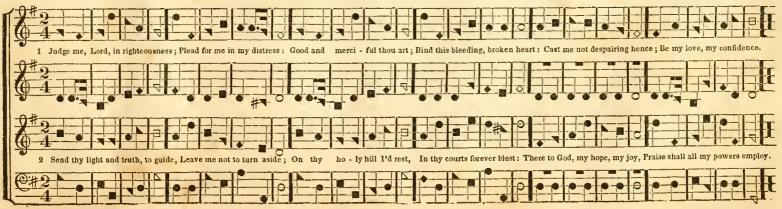
Soon the days of life shall end, Lo, I come, your Savior, Friend! Safe your spirits to convey To the realms of endless day, Up to my eternal home; Come and welcome, sinner, come?

NORTHWOOD. 7's.

125

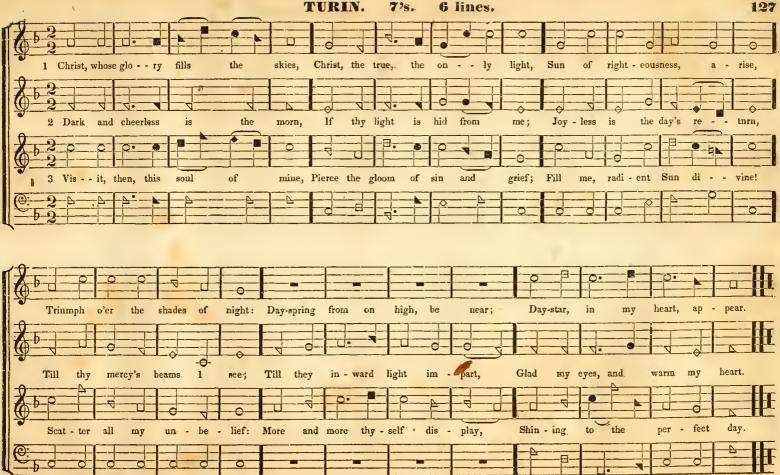


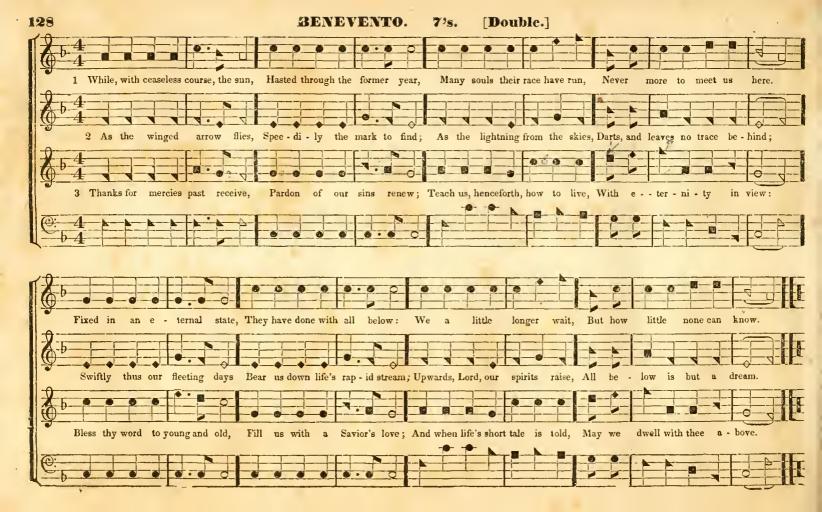
PALMER. 7's. 6 lines.





TURIN. 7's. 6 lines.

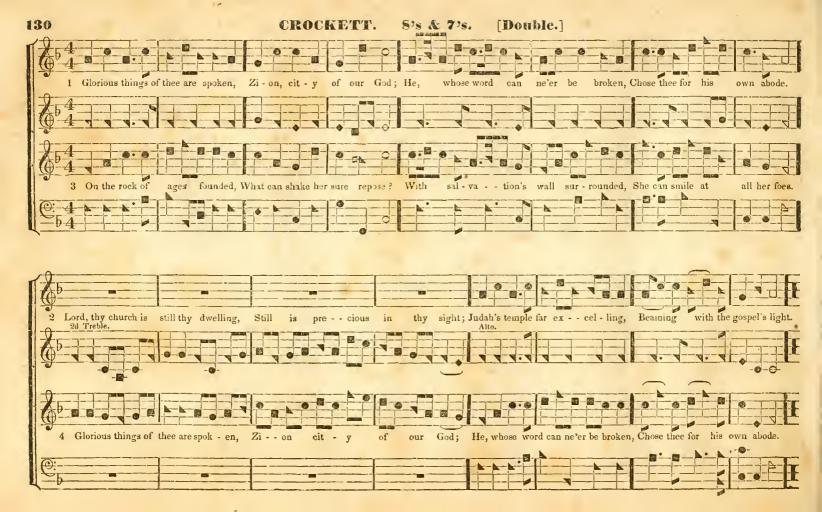




8's, 7's, & 7's. EDGAR.

Church Psalmody, Hy. 134. 129





SICILIAN HYMN. S's & 7's.

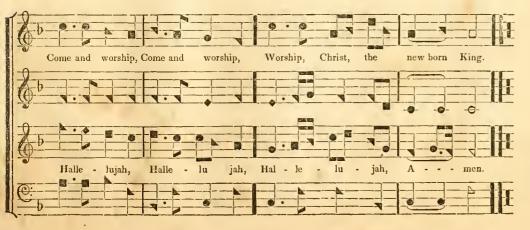




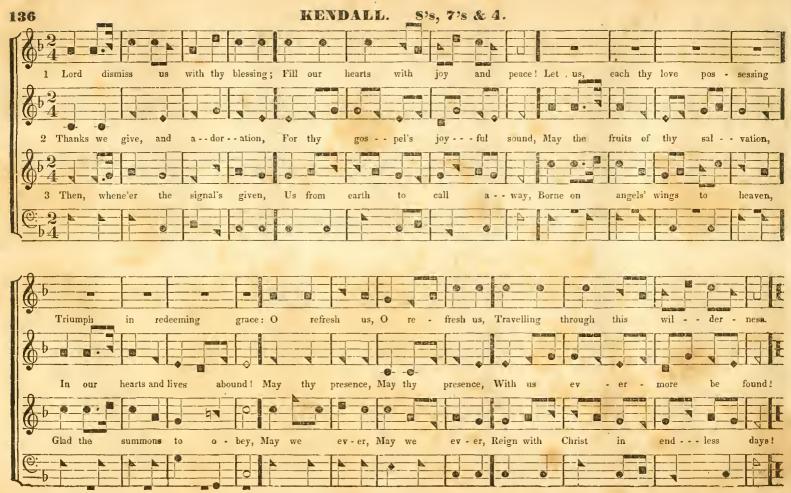






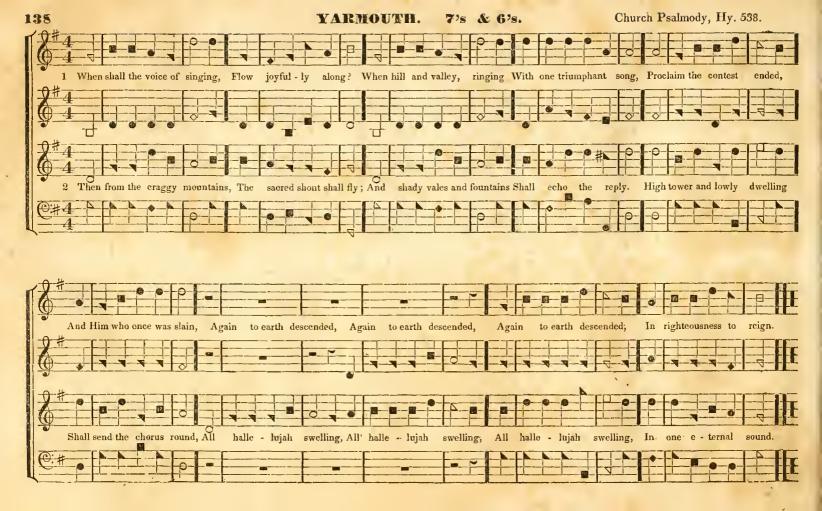


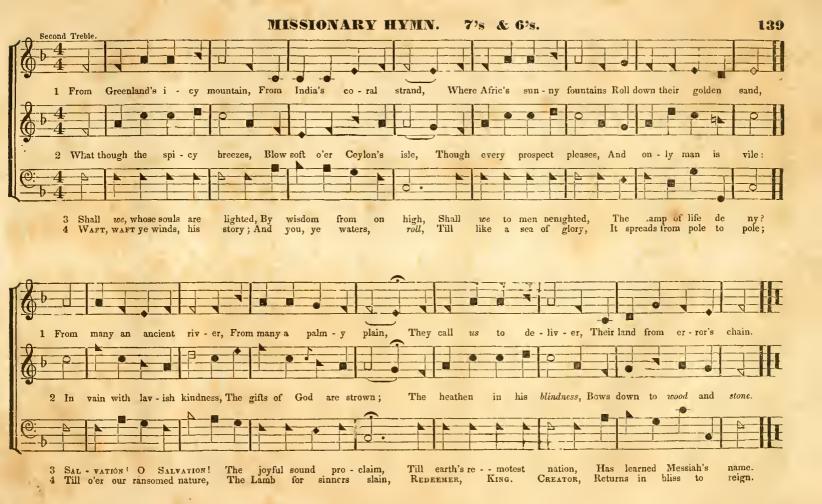
- 2 Praise the Lord, for he hath spoken ; Worlds his mighty word obeyed ; Laws which never can he broken, For their guidance he hath made. Hallelujah, Amen.
- Braise the Lord, for he is glorious;
 Never shall his promise fail;
 God hath made his saints victorious,
 Sin and death shall not prevail.
 Hallelujah,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

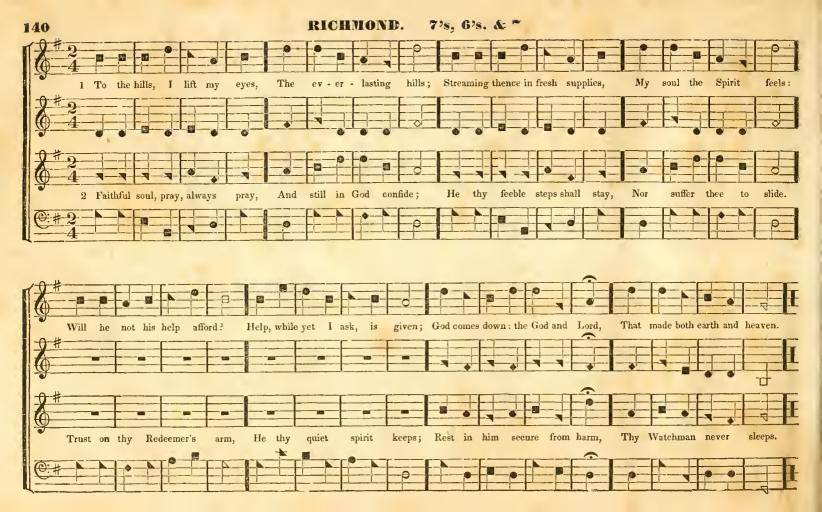


OLIPHANT. 8's, 7's, & 4.









AMSTERDAM. 7's & 6's, or

7's & 6's, or 7's, 6's & 8.

141



* Scnor and Base, or two Trebles.



SILOAM. 7's, 6's, & 8.

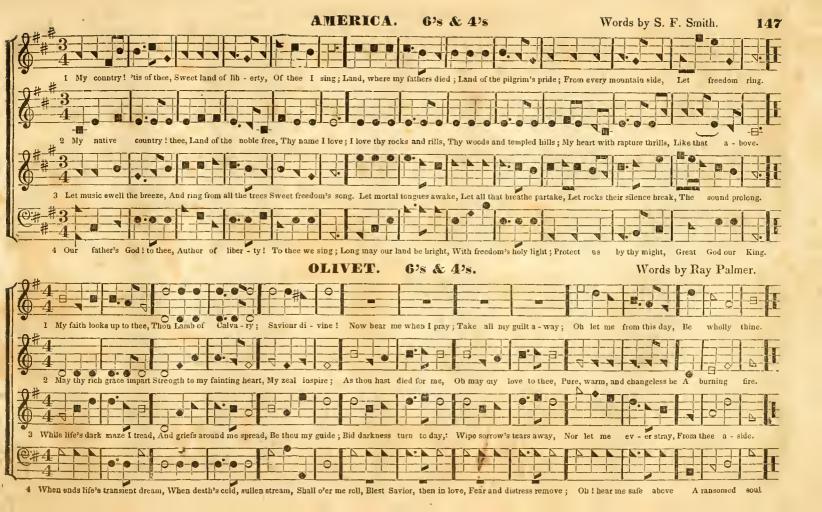
Words from Methodist Hymn Book. 143



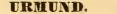






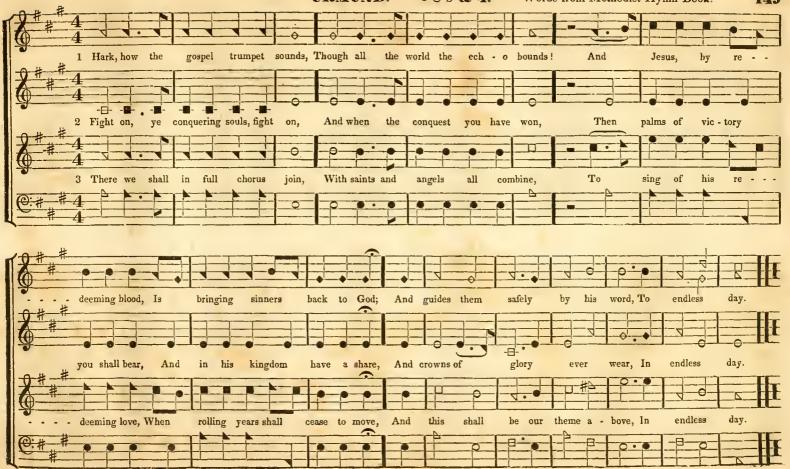




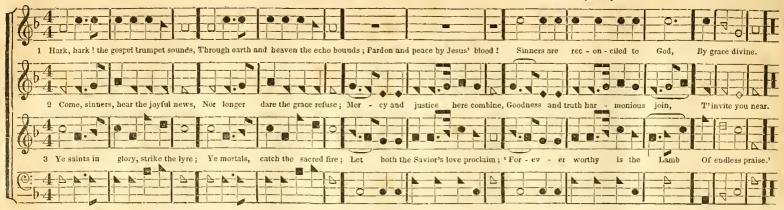


5 8's & 4. W

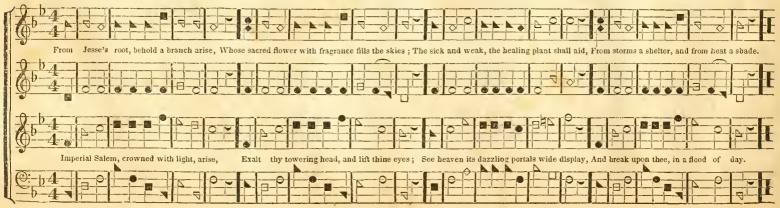
Words from Methodist Hymn Book. 149



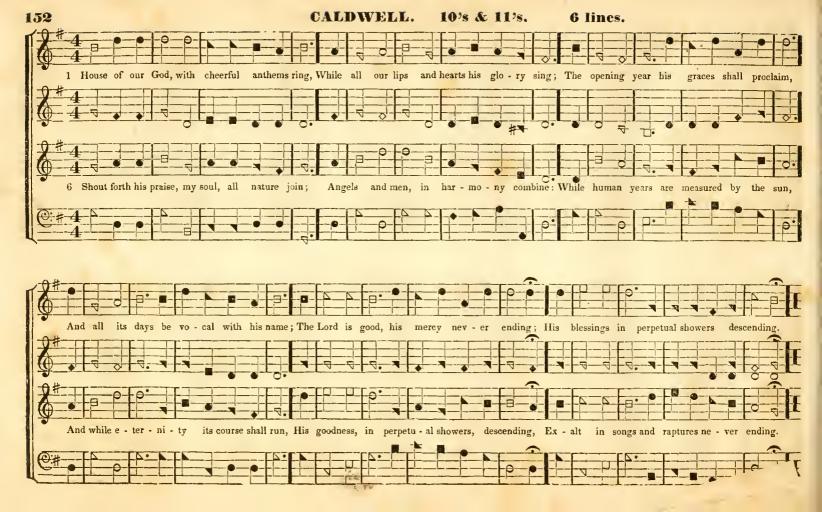
WAYLAND. 4 S's & 4. Church Psalmody, Hy. 240.



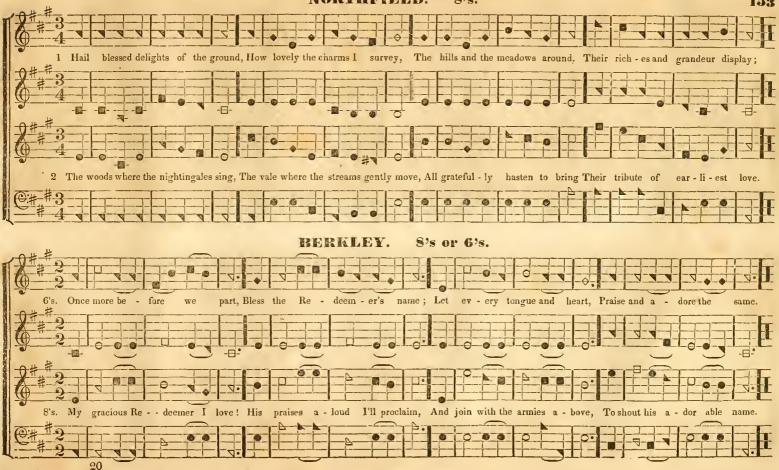
SAVANNAH. 10's. 4 lines.







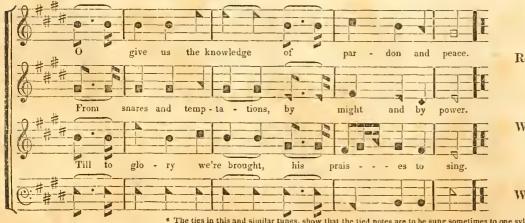
NORTHFIELD. 8's.











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

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

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

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

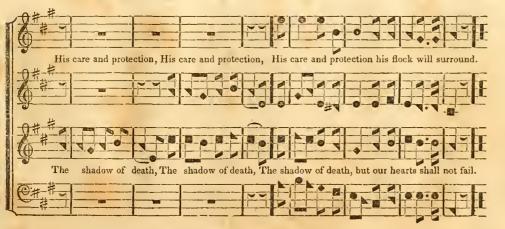


HINTON. 11's, or 5's & 6's.









3

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

4

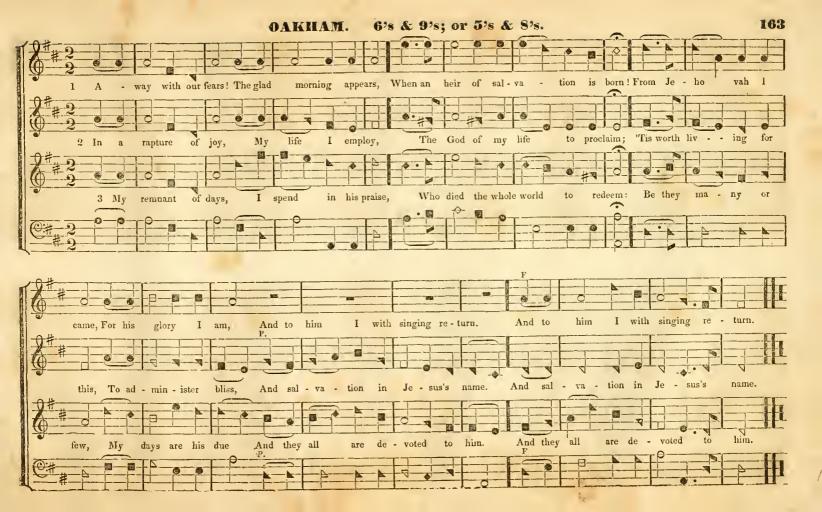
The Lord is become our salvation and song, His blessings have followed us, all our life long, His name will we praise, while he lends to us breath, Be joyful through life, and resigned in our death.

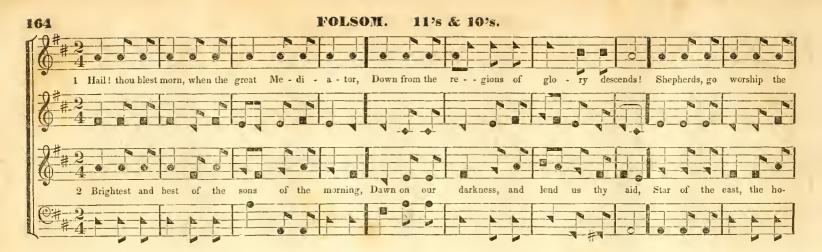


OSBORNE. 10's & 11's; or 5's & 6's.





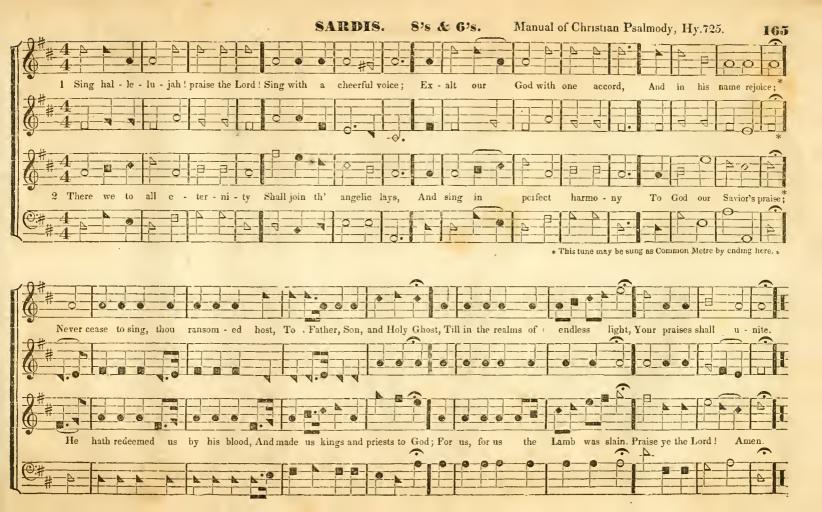


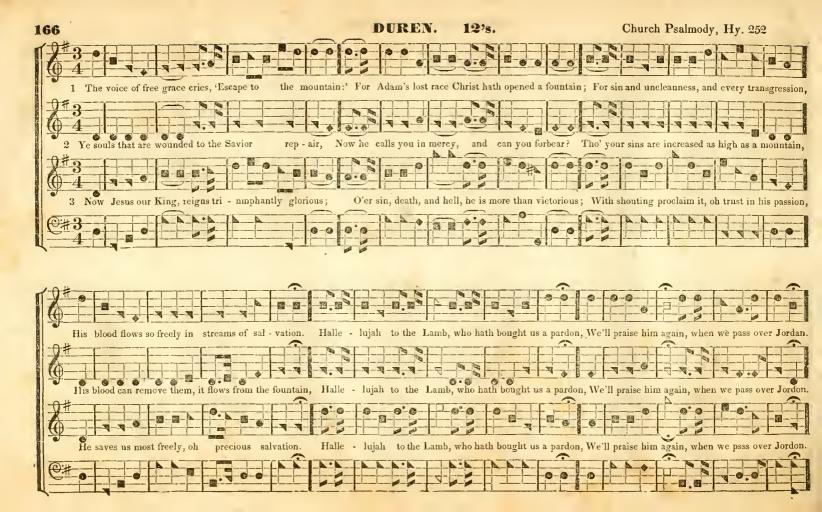


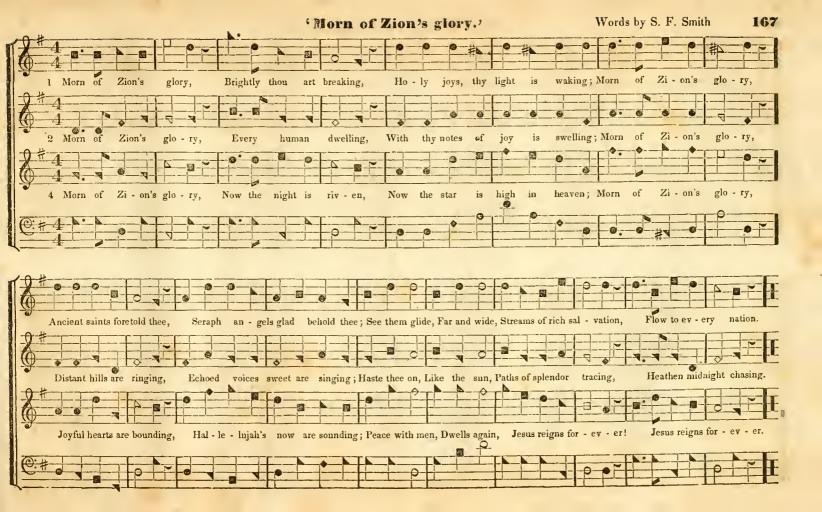


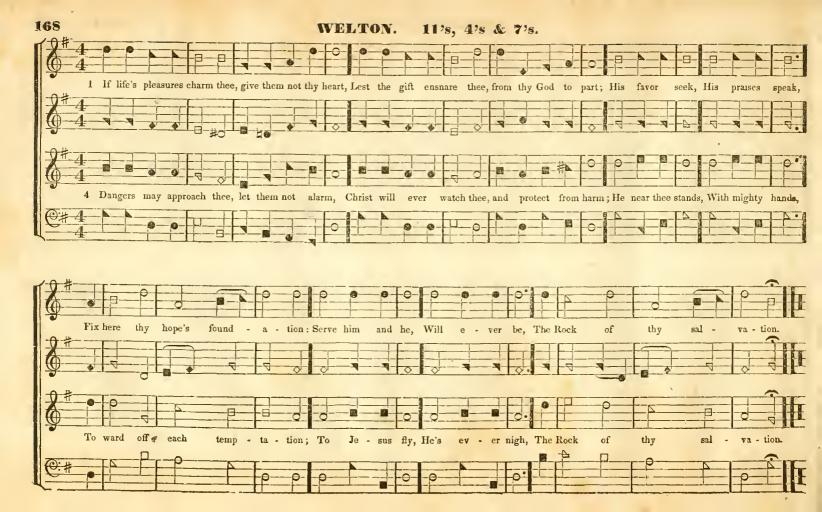
- 3 Cold on his cradle the dew drops are shining, Low lies his head with the beasts of the stall, Angels adore him in slumber reclining, Maker and Monarch, and Savior of all.
- 4 Say, shall we yield him, in costly devotion, Odors of Edom, and offerings divine ? Gems of the mountain, and pearls of the ocean, Myrrh from the forest, or gold from the mine?

5 Vainly we offer each ample oblation; Vainly with gifts would his favors secure ! Richer by far is the heart's adoration; Dearer to God are the prayers of the poor. Bishop Heber





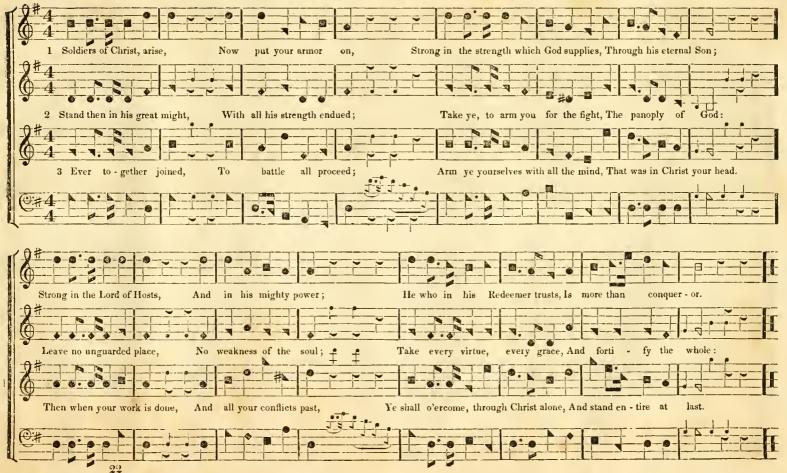


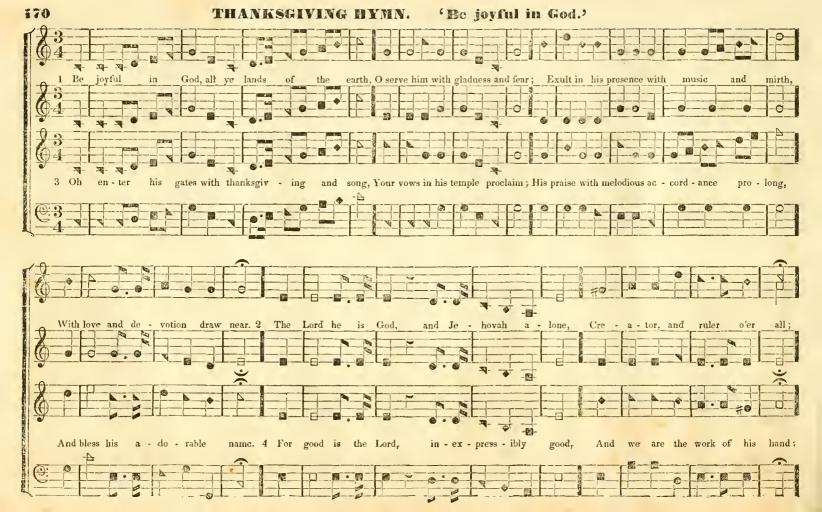


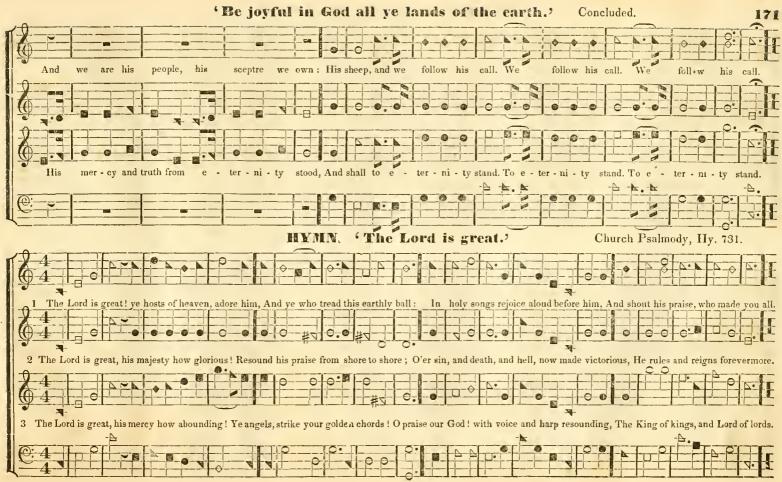
MARCELLUS. S. M

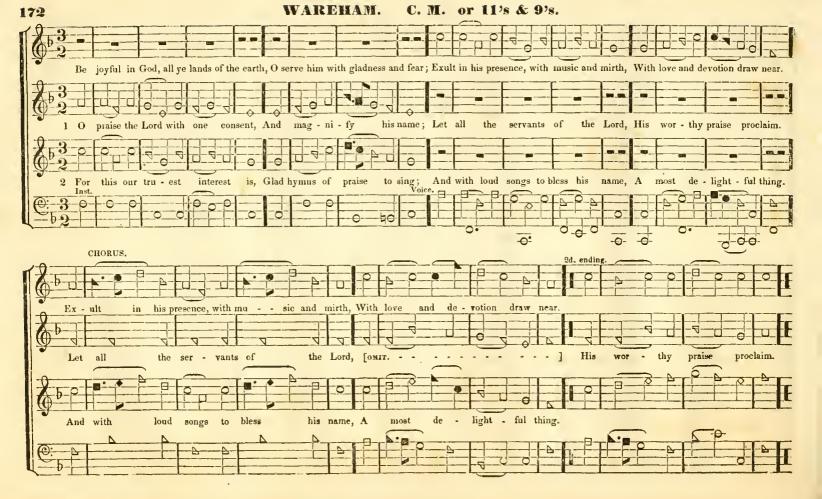
S. M. [Double.]

Methodist Hymn Book, Hy. 439 169

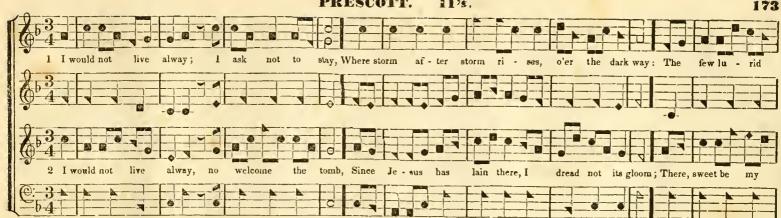








PRESCOTT. 11%.



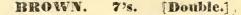


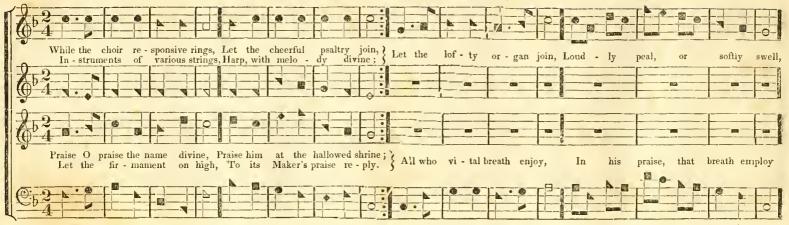
Who, who would live alway, away from his God; Away from yon heaven, that blissful abode, Where rivers of pleasure flow o'er the bright plains, And the noon tide of glory eternally reigns:

3

Where the saints of all ages, in harmony, meet,

Their Savior and brethren, transported to greet; While the anthems of rapture unceasingly roll, And the smile of the Lord is the feast of the soul. Episcopal Coll.







174

Last two verses of Gethsemane. 4 τ.,

The Father heard; and angels there, Sustained the Son of God in prayer, In sad Gethsemane; He drank the dreadful cup of pain, Then rose to life and joy again

5

When storms of sorrow round us sweep, And scenes of anguish make us weep, To sad Gethsemane We'll look, and see the Savior there, And hnmbly bow, like him in prayer





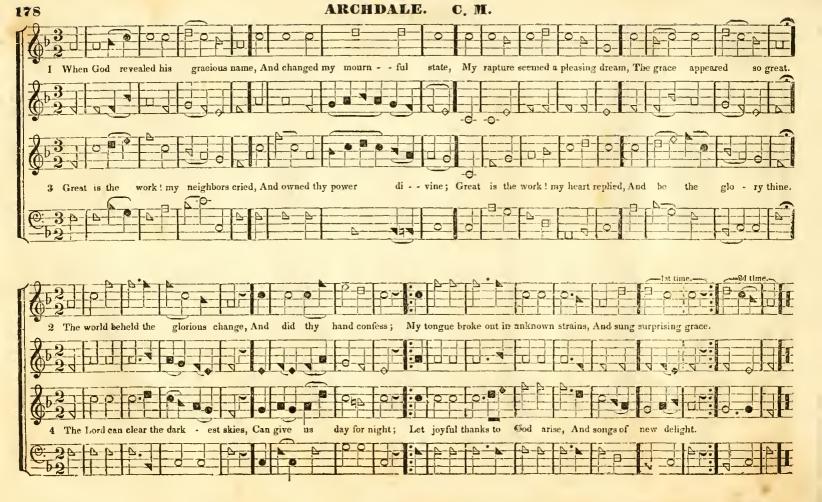
* For the remaining verses, see the opposite page



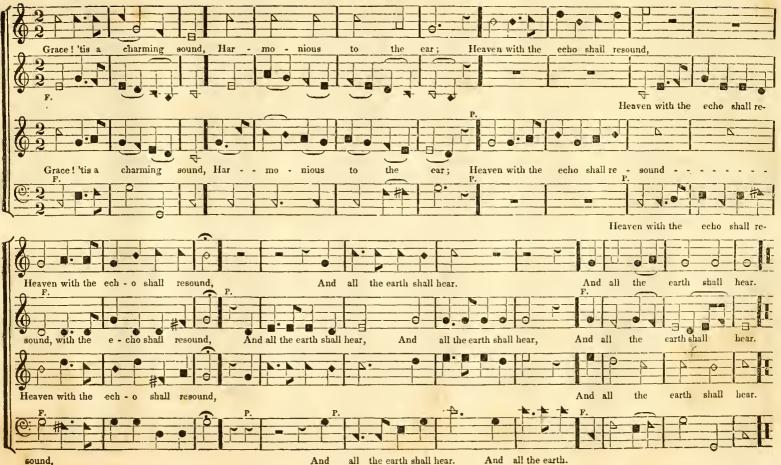
GENEVA. C. M.



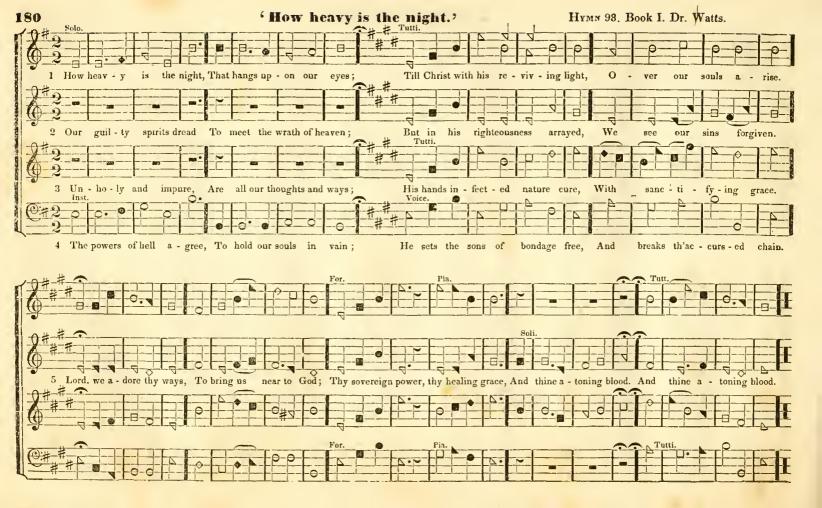
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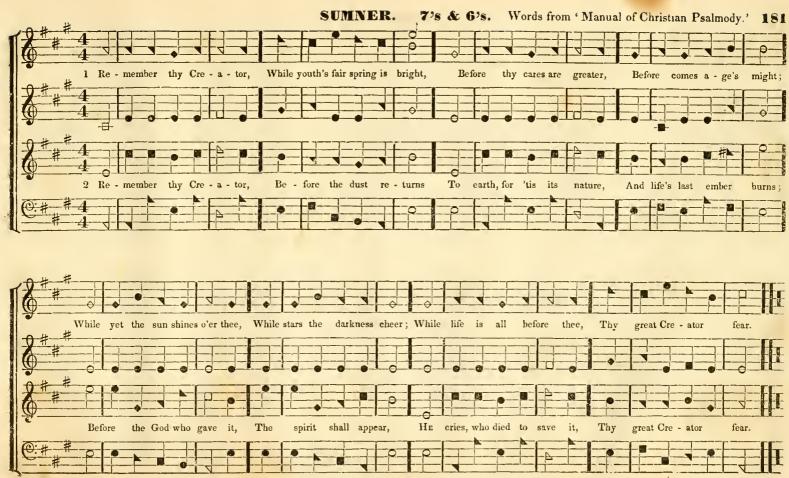


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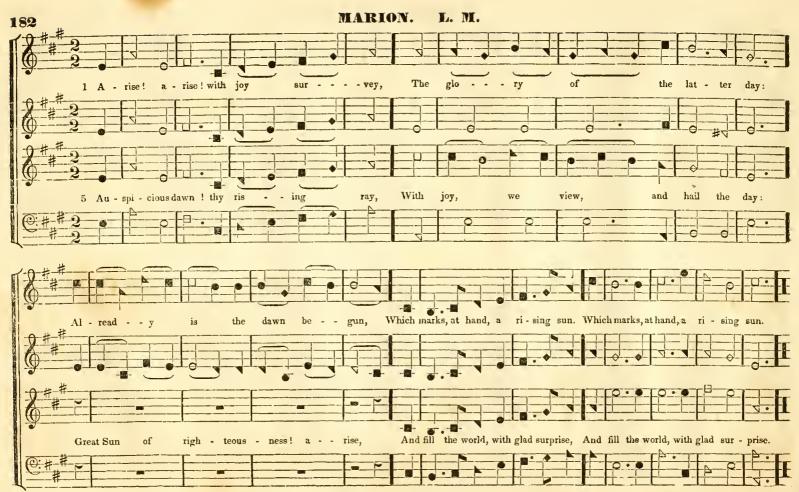


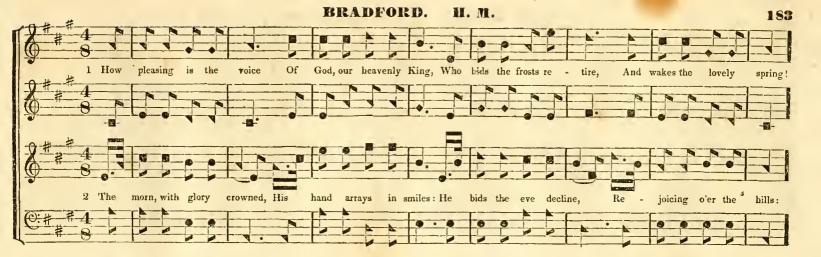
179

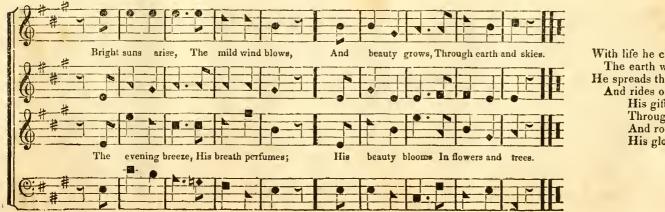




^{*} A new selection of Psalms and Hymns designed particularly for Baptist Churches







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

3

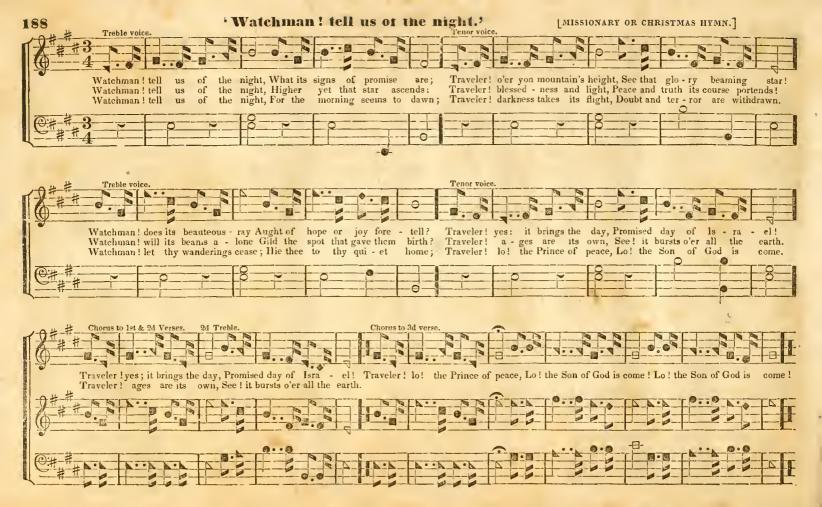




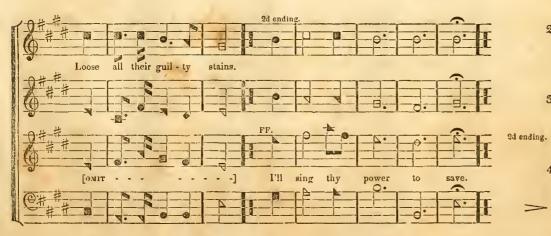


^{*} For remaining verses see opposite page.

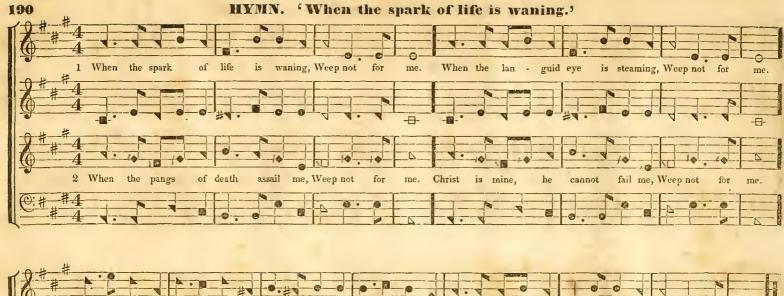


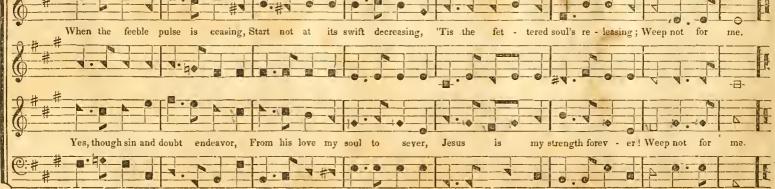


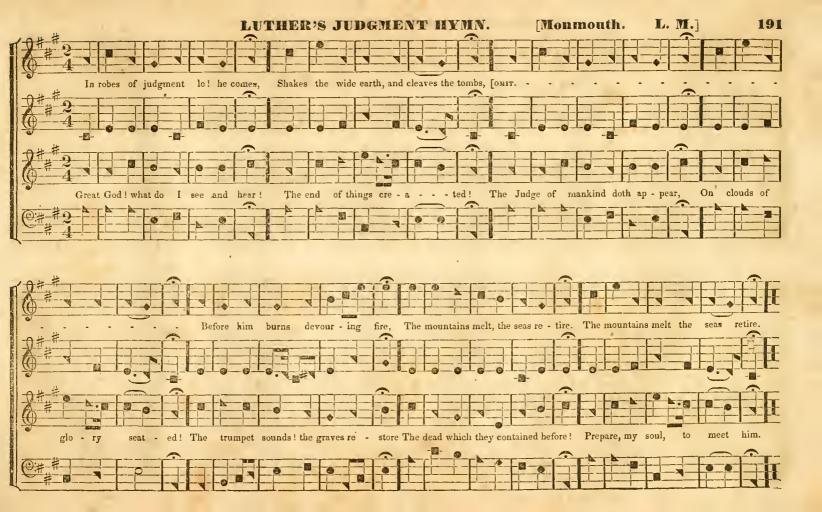


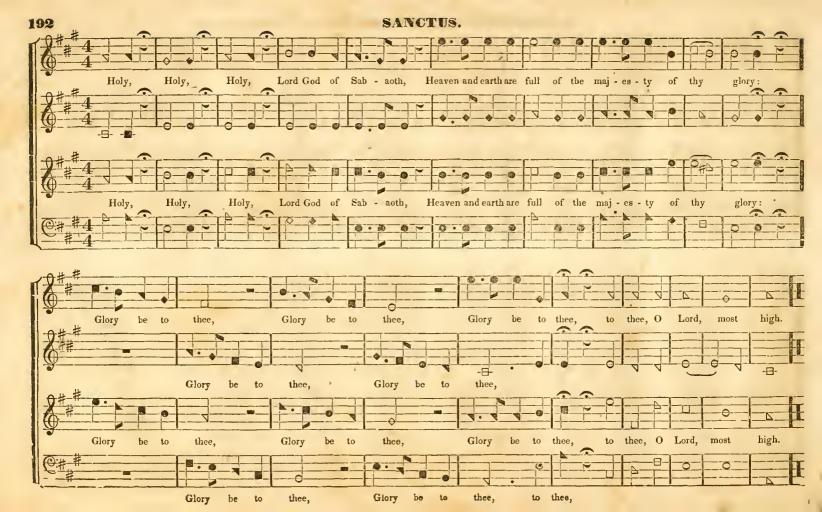


- 2 The dying thief rejoiced to see That fountain, in his day; And there may I, though vile as he, Wash all my sins away.
- 3 Thou dying Lamb! thy precious blood Shall never loose its power, Till all the ransomed church of God ng. Are saved, to sin no more.
- 4 Since first, by faith, I saw the stream,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









ANTHEM. 'O sing unto the Lord.'

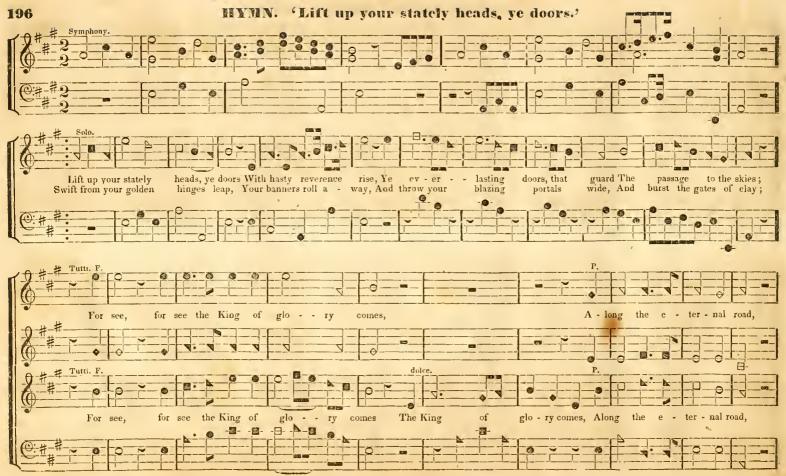


193



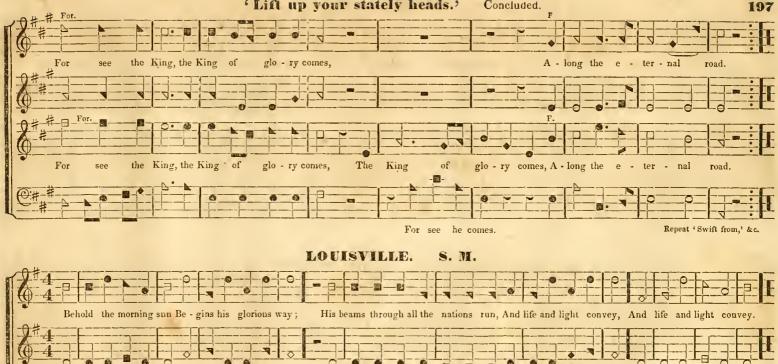


him, praise him.

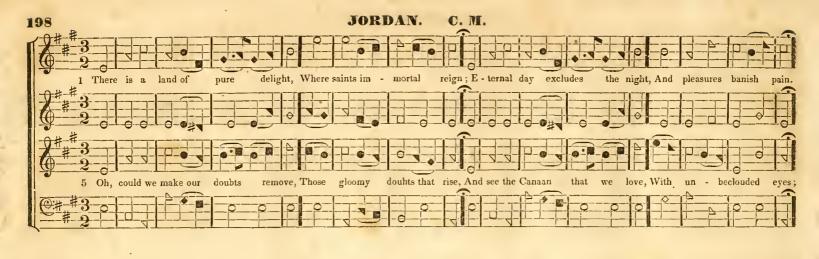


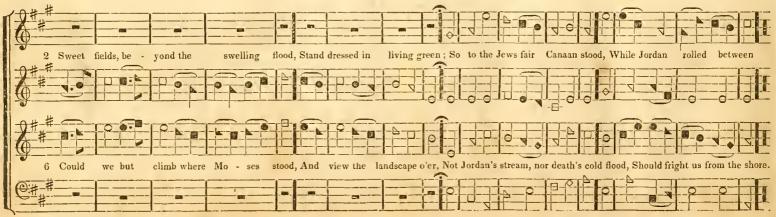
For see he comes

'Lift up your stately heads.' Concluded.







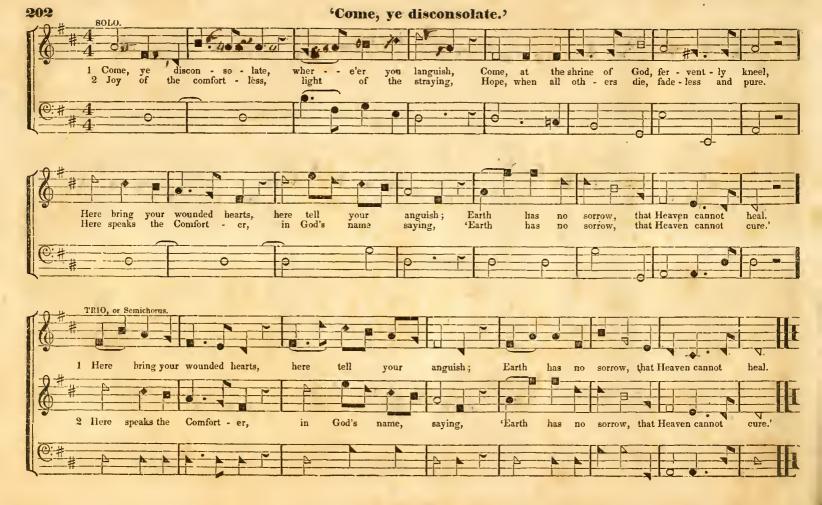


* Tois passage may be suog alternately by Trebles and Tenors.

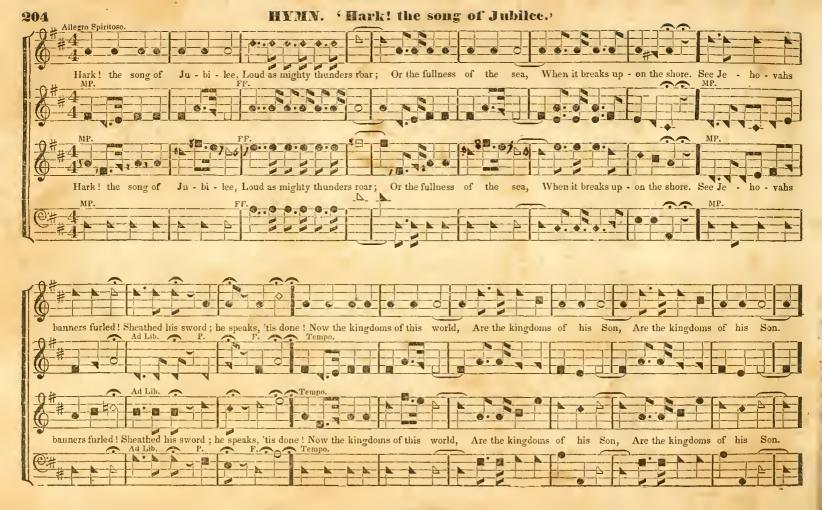


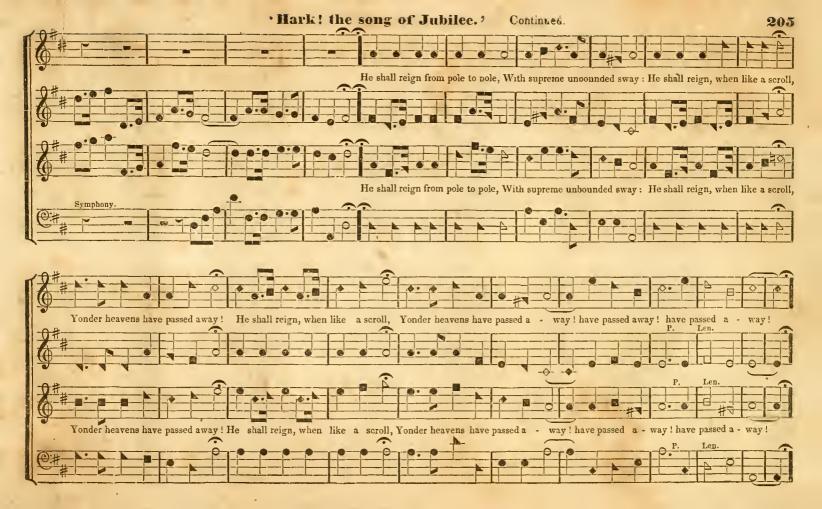


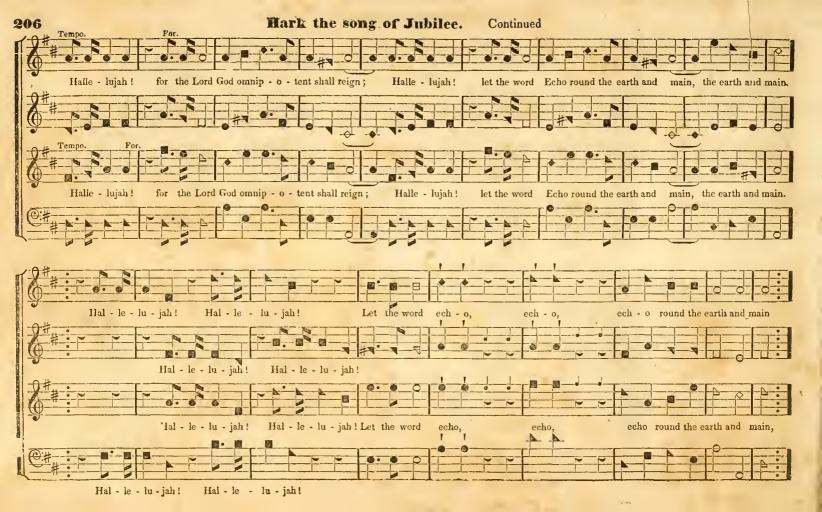










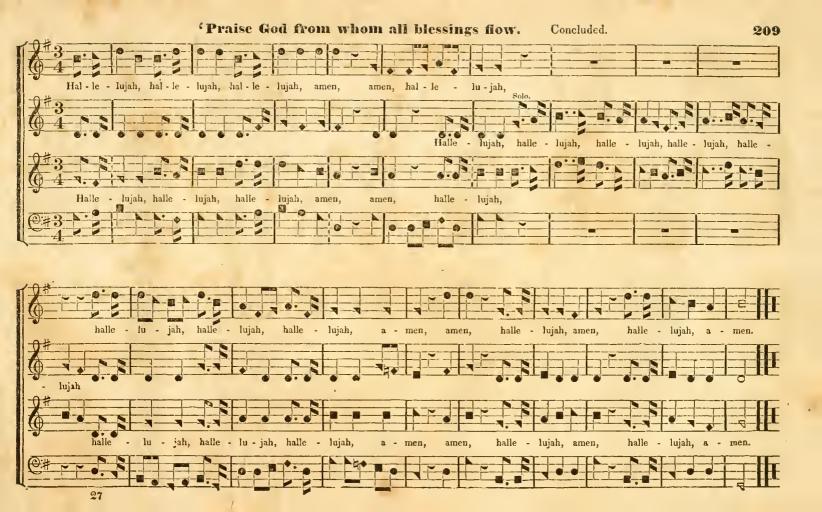


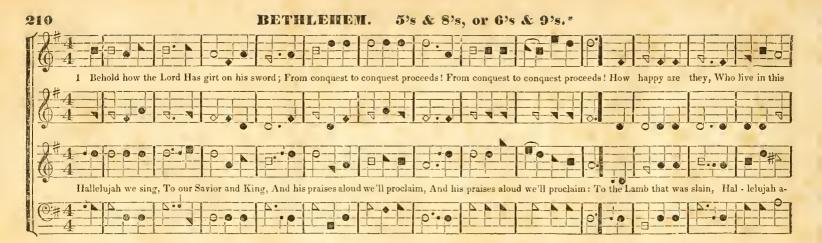


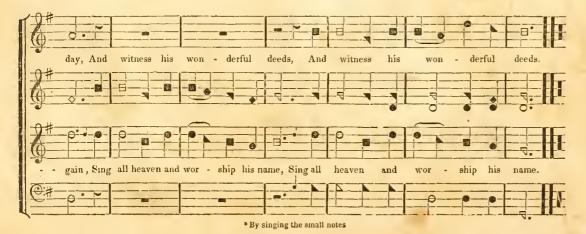


"Praise God from whom all blessings flow." Continued.









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

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

³



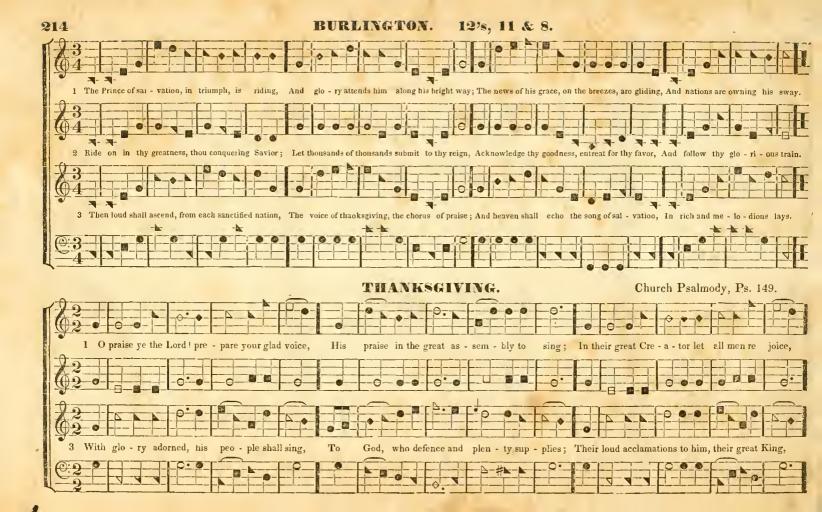


HYMN. 'Daughter of Zion.'

213



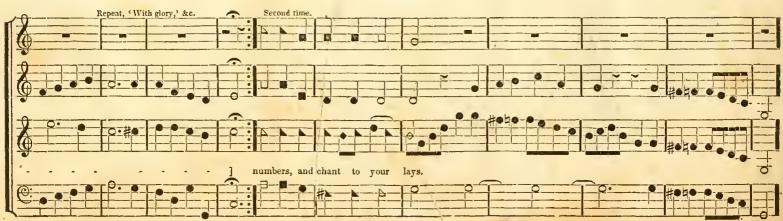
* This pasage may be sung as a duett by two Trebles or by Tenor and Base, or all the four parts may sing together.



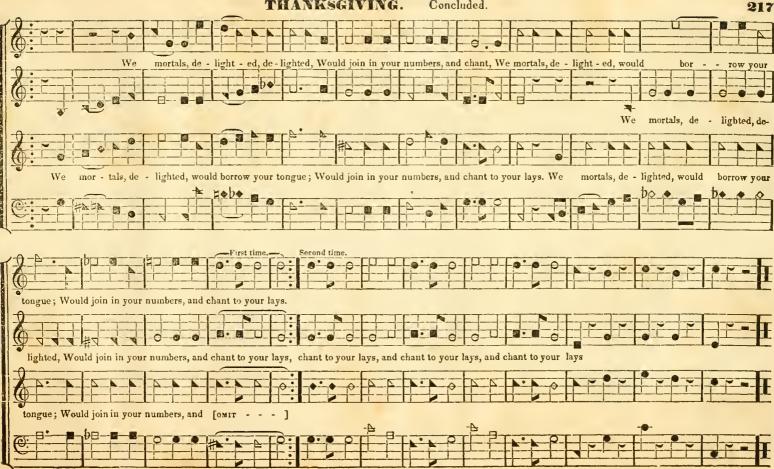
THANKSGIVING. Continuea.



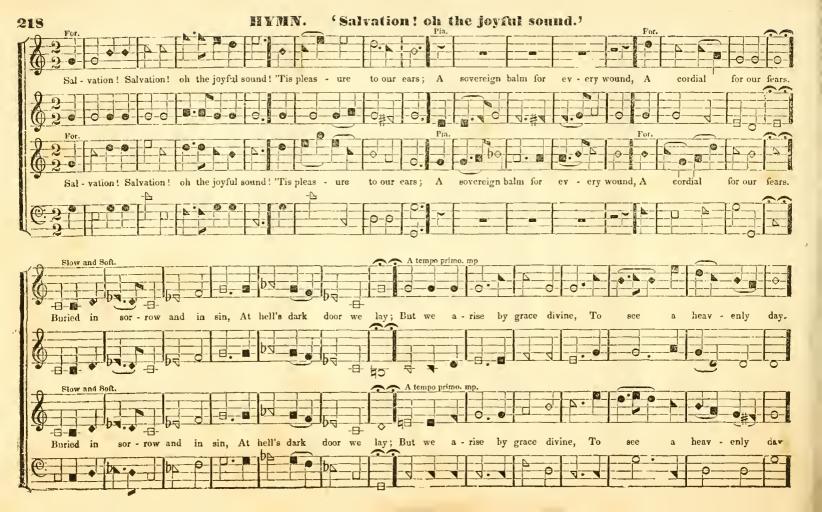




Concluded. THANKSGIVING.

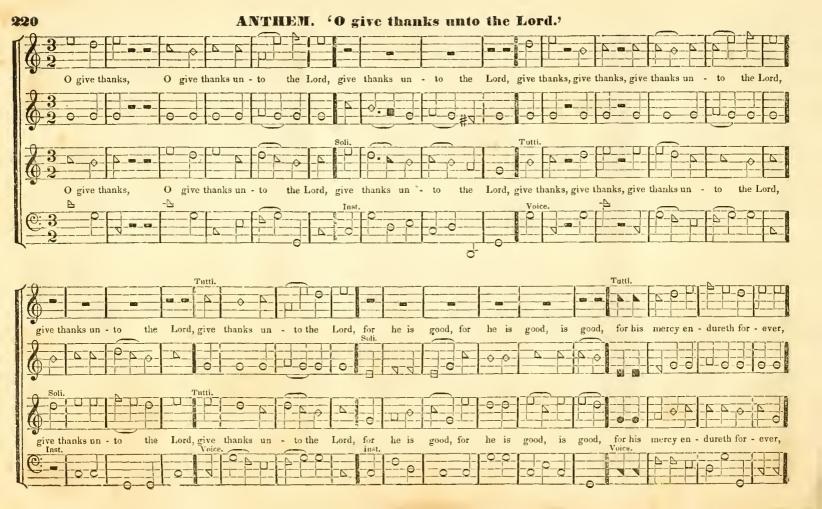


28





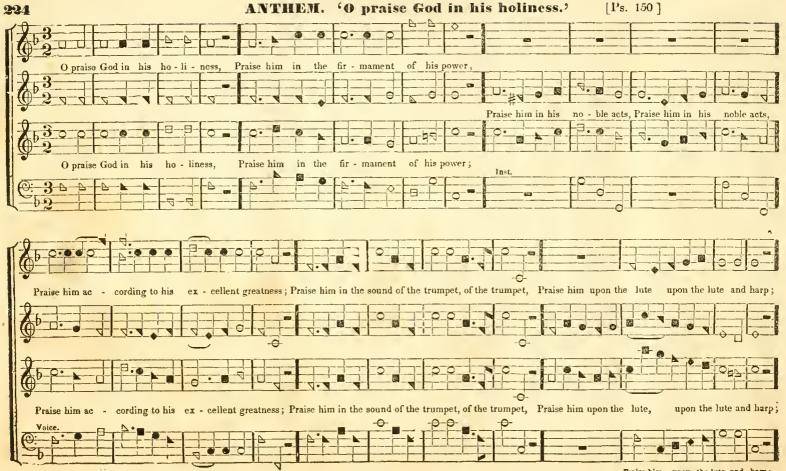
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Praise him upon the lute, and hary; ,

'O praise God in his holiness.'

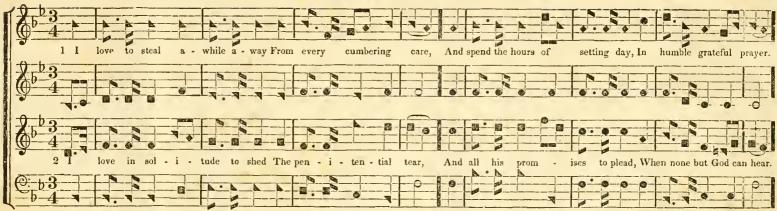
Concluded

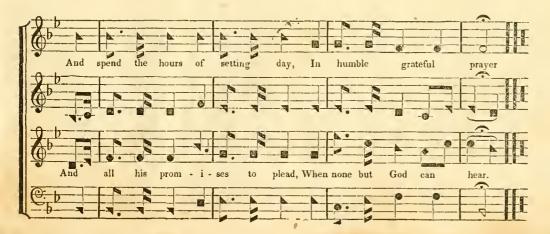


225



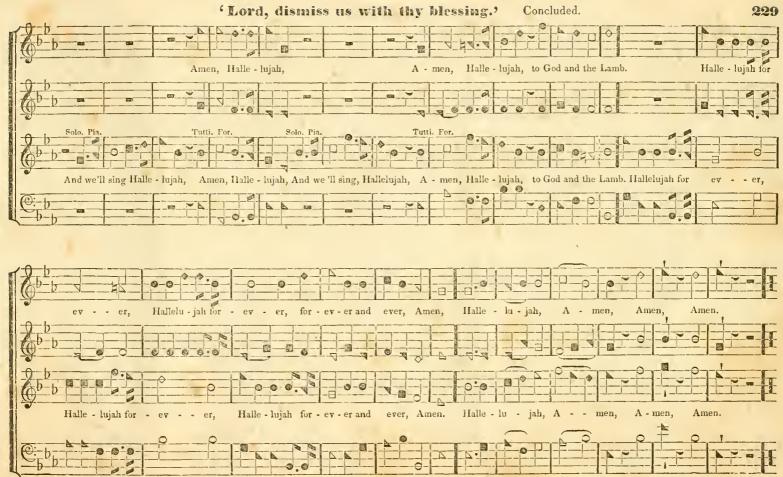
2 When shall love freely flow, Pure as life's river !
When shall sweet friendship glow, Changeless forever?
Where joys celestial thrill, Where bliss each heart shall fill; And fears of parting chill, Never, no, never! 3 Up to that world of light Take us, dear Savior' May we all there unite, Happy forever! Where kindred spirits dwell, There may our music swell; And time our joys dispel, Never, no, never. 4 Soon shall we meet again, Meet ne'er to sever, Soon will peace wreath her chain, Round us forever; Our hearts will then repose, Secure from worldly woes; Our songs of praise shall close, Never, no, never! BLAKE. C. M.

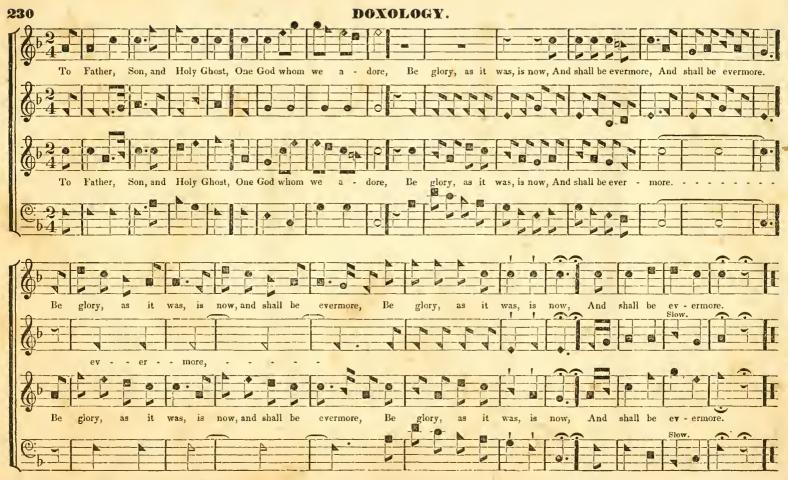




- 3 I love to think on mercies past, And future good implore; And all my cares and sorrows cast, On him whom I adore.
- 4 I love by faith to take a view Of brighter scenes in heaven; The prospect doth my strength renew, While here by tempests driven.
- 5 Thus, when life's toilsome day is o'er, May its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







er - - er - - more,

ALPHABETICAL INDEX.

								Mo		2.40		100	
4	ADULLUM	123	Coronation	83	Harwich	115	Milburn	59	Richmond	140	Urmand 149 Welton	168	Holy Lord God of Sabaoth - 192
	Albany	82 }	Corwen	75	Hebron	49	Missionary II		Rindge	81	Uxbridge 43 Westboro'	135	How beauteous are their feet - 211
	Alfreton	44 §	Cranbrook	179	Hermon	186	Monmouth	191	Rockingham	37	Westero	70	How heavy is the night 180
-	America	147	Crockett	130	Hingham	34	Murray	116	Rothwell	46	WAKEFIELD 41 Westford	53	How pleasing is the voice 183
	Amsterdam	141	DALSTON	113	Hinton	158	NASHVILLE	106	Rowley	162	Walton 36 Westmoreland		If life's pleasures charm thee 168
	Appleton	24	Danvers	24	Ilolyoke	56	Newbury	117	SABBATH	126	Ward 49 Wilmington	76	I love to steal awhile away 227
	Archdale	178	Dedham	84	Hopkinton	118	Newcourt	108	Sanctus	192	Wareham 172 Wilmot	121	I would not live alway 173
	Arlington	74	Devizes	82	Horeb	107	-New Sabbath	32	Sardis	165	Warner 97 Wilton	151	Lift up your stately heads 196
	Armley	157	Dismission	228	Howard	78	Nichols	70	Savannah	150	Warsaw 87 Windham	39	4Lord dismiss us 131, 136, 228
	Arnheim	31	Douglass	54	ILLINOIS	48	Northampton	154	Saybrook	71	Warwick 53 Winter	60	Morn of Zion's Glory 167
	Arundel	84	Dover	96	Inverness	95	Northfield	153	Scotland	176	Watchman 100 Worthing	131	HMy country 'tis of thee 147
	Ashfield	39	Downs	86	JORDON	198	Northwood	125	Sherburne	28	Watchman II, 188 Wrentham	101	My faith looks up to thee 147
	Atlantic	22	Doxology	207	Jubilee	204	Norwich	119	Shirland	91	Wayland 150 YARMOUTH	138	O cease my wandering soul - 95
	Augusta	30	Doxology	230	Judgment H.	191	Nottaway	25	Shoel	47		118	O give thanks unto the Lord - 220
		92	Drayton	86	KAMBIA	100	Nottingham	56	Sicilian H.	131		187	Oh how cheating 186
	BENDER	128	Duke Street	44	Kedar	203	Rounghan	00	Siloam	143	Wells 41		O Lord another day is flown - 73
	Benevento	153	Dundee	61	Keodall	136	OAKHAM	163	Silver Street	95			On the mountains top appearing 187
	Berkley	210	_	166	Reoualt	100	Ohio	68	Slade	30	1		+O praise God in his holiness - 224
	Bethlehem		Duren Eastport	64	LANCASTER	42	Old Hundred	21	Somers	101			O praise ye the Lord 214
	Beverly	98		105	Lane	146	Oliphast	137	Somerville	109			O sing unto the Lord 193
	Blackburn	62	Eaton				Olivet	147	Southfield	88			Our Father in heaven 160
	Blake	227	Edgar	129	Lanesboro'	67		90	1	69			Peace troubled soul 199
	Blendon	26	Edyfield	120	Laurens	71	Olmutz		Spencer	79	ANTHEMS, HYMNS, &c.		Praise God from whom all blessings 207
	Bolton		Effingham	35	Lebanon	66	Olney	96	St. Ann's		Awake my soul	212	Praise the Lord, ye heavens adore 135
	Boxford	99	Ellenthorpe	28	Lee	94	-Orford	47	Sterling	23		163	Remember thy Creator 181
	Bradford	183	Elton	92	Leyden	29	Osborne	161	St. John's	59 74		210	Safely through another week - 126
	Brentford	45	Epping	212	Lindon	37	Overton	68	St. Martin's			185	Salery through another week - 120 Salvation belongeth 200
	Brewer	31	Evening II.	146	Linstead	90	PADDINGTON		Stonefield	26			
1	Brighton	102]	Evening H.	184	Lishon	98	Palestine	199	Stonington	97		170	· · · · · · · · · · · · · · · · · · ·
	Brown	174 {	FALKLAND	94	Litchfield	62	Palmer	125	Stow	113	Beyond where Cedron's waters flow		Soldiers of Christ arise 169
	Burford	66 {	Farnsworth	51	Lockport	93	Park Street	27	St. Paul's	51		162	Thee Father we praise - 156
1	Burlington	214	Fitchburg	79	London	61	Parma	185	St. Thomas'	89		155	The Lord is great 171
	CABOT	52	Fleming	134		197	Patmos	57	Sudbury .	104.	Come we that love the Lord -	93	The Lord is our Shepherd - 159
	Zalcutta	121	Folsom	164		155	Paxton	60	Sumner	181		202	The Prince of Salvation 214
		152	Foster	110		191	Pentonville	89	Sunderland	50		213	There is a fountain
	Carinth	57	Fulton	73		43	Peru	112	Swanwick	58		146	There is an hour of peaceful rest 67
	Canton	52	GENEVA	177	Lyons *	161	Peterboro'	- 5	Syria	148		139	The Spirit in our hearts 96
(Carlow	133	Gethsemaae	175	MARCELLUS		Pisgah	145	TALBOT	45			HThe voice of free grace 166
(103	Gilead	187		182	Pleyel's H.	123	Tamworth	134		184	Thon art gone to the grave - 176
0	Cesarea	132	Grafton	65	Marlow (maj.)		Porter	85	Tappan	160		191	To Father Son and Holy Ghost 230
(Clapton	91	Granby	122	Marlow (min.)) 72	Portuguese H.	159	Tatnall	38		137	Watchman tell us of the night - 188
(Clarendon	63	Grant	120	Medfield	69	Prentiss	119	Templeton	201			Weep not for me 190
(Clifford	55	Greenville	132	Medford	65	Prescott	173	Thanksgiving			150	When God revealed his gracious 178
(Coburn	133	Groton	156	Melrose .	64	Putney	76	Thanksgiving			204	When shall we meet again 226
(Columbus	111	HADDAM	114	Mendon	36	QUITO	40	Topsham			222	While with ceaseless course the sun 128
(115	Hancock	99		144	RANDOLPH	42	Turin			221	With joy we hail the sacred day
	Conway	80	Hagover	50		175	Riceboro'	124	UPTON	23	Head of the church triumphant	145	4Ye dying soos of men - • •
									•				

1 .

METRICAL INDEX.

1

L. M.	3	Uxbridge	43 1	Patmos 5	7 8	Wrentham 101	6l. 5's or 6's, & 2l.	7's, 6's & S.	41. 8's, & 21. 7's.	OCCASIONAL PIECES.	
Alfreton	44	Wakefield	41	Paxton 6	0 {		11's or 12's.	Amsterdam 141	Brighton 102	-America, 6, 4	147
_Appletoa	24	Walton	36	Peterboro' 7	5 ;	L. M. 6 lines.	Groton 156	Siloam 143	8's, 7's & 4.		
Armley	157	Ward	49	Porter 8	5	Brighton 102	Lucas 155	Weldon 142	Coburn 133	Archdale, C. M	178
Arnheim	31	Wayne	33 į		6	Catel 103	6's.	S's.	Fleming 134	Blake, C. M	227
-Ashfield	29	Wells		Rindge S	1	Eaton 105	Berkley 153	Berkley 153	Greenville 132	Bradford, H. M	183
Atlantic	22	Windham	39 }	Saybrock 7		Somers 101	51. 6's, & 21. 4's.	Northampt. d. 154	Kendall 136	Brown, 7	174
Augusta	30		~~~~	Spencer 6		Sudbury 104	Olivet 147	Northfield 153	Tamworth 134	Builington, 12, 11, 8,	214
Blendon	▶26	C. M.	~ }		9	L. P. M.	21. 6's, & 41. 7's.	Worthing 131	9's & 7's.		
Brentford	45	Albany		St. John's 5		Horeb 107	Lane 146		Greenville 132	Carlow, 8, 7, 4,	133
Brewer	31	Arlington	74	St. Martin's 7 Swanwick 5	5 1 S	Nashville 106	6's, 8's &. 4's.	41. 8's & 4.		Cranbrook, S. M	179
Calot	$\frac{52}{24}$	Arundel Blackburn	84 62		7	Newcourt 108	Syria 148	Wayland 150	10's.	Duren, 12	166
Danvers Duke Strect	44	Bolton	63		7	N	{	51. S's & 4.	Savannah [41.]150	Eaton, L. M	105
-Effingham	35	Burford	66		3	. C. P. M.	61. 6's. & 2I. S's.	Urnund 149	Wilton [61.] 151	Epping, C. M	212
Elienthorpe	28	Carinth	57		10	41. S's, & 21. 6's.	Wrentham 101	1	1		
Farnsworth	51	Canton	52		3	Columbus III	6's & 10's.	31. S's & 21. 6's.	10's & 11's.	Evening Hymn, 8, 3, 6	
Gilead	187	Clarendon	63	Westmoreland 7	18	Foster 110 Pero 112	Syria 148	Clifford 55	Armley 157 Hinton 158	Folsom, 11, 10	164
Hanover	50	Clifford	55	Wilmington 7	6	Peru 112 Somerville 109	7's.	Conway S0	Hinton 158 Lyons 161	Geneva, C. M	- 177
+ Hebron	49	Conway	80	Winter 6	50 §	Somervine 103	Adullum 123	Lanesboro' 67	Cshorge 161	Gethsemane, S, 6	176
Al Hinghaza	34	Coronation	83			S. P. M.	Benevento [d.] 128	S's & 7's.	Portuguese H. 159	Hermon, 4, 6, 8~	- 186
1 llinois	-48	Corwen	75	S. M.		41. 6's, & 21. 8's.	Calcutta 121	Cesarea 132	1	Hymn, C. M	211
Lancaster	42	Dedham	84		92	Dalston 113	Edgar [6 li.] 129	Crocket [d.] 120	4l. 10's. & 2l. 11's.		189
Leyden	29	Devizes	35		$\frac{98}{99}$	H. M.	Edyfield 120 Granby 122	+Greenville 132	Caldwell 152		185
Lindon Luther's H.	37 191	Douglass Downs	- 54 - 86-			41. 6's, & 41. 4's	+Grant 120	Worthing 131	11's.	Ilymn, S. M	
Lyman	43	Drayton	86		96	or 21. S's.		Worthing 131	Hinton 159	Hymn, 11, 8	171
Mendon	36	Dundee	61		92	Comer 115	Northwood 125	21. 8's, & 41. 7's.	Portuguese H. 159	Jordon, C. M	- 198
New Sabbath		Eastport	64		94	Haddam 114	Norwich 119	Edgar 129	Tappan 160	Kedar, C. M	203
Nottaway	25	Fitchburg	79	Hancock 9	99	Harwich 115				Lockport, S.M	• <u>93</u>
Old Hundred	21	Fulton [double	173	Inverness 2	95	Hopkinton 118	Palmer [6 li.] 125			Marcellus, S. M	169
+ Orford	47	Gratton	65		00	Murray 116	Pleyel's Hymo 123			Marioo, L. M	- 182
Park Street	27	Holyoke	56		94	Newbury 117	Prentiss 119			Meriden, C. M	175
Quito	40	Howard	78	Linstead 🔸		Stow 113	Turin [6 li.] 127	EOR PECIA	L OCCAMONS.	3	- 137
Randolph	42	+Laneshoro'	67			Zebulon 118	Wilmot AN121	Christman pages 1	64 188	Oliphaot, 8, 7, 4	
Rockingham Rothwell	46	Laurens Lebanou	71 - 66		93 97	5's & 6's.	Wilmot 121	Christmas, pages 1 Dispission, pages Dexology, p. 207,	131, 12, 226, 228,	Parma, L. M.	185
Sherburne	28	Litchfield	62		90	Armley 157	1.7's, 4's & 7's.	Devology D. 207.	230.	Prescott, 11 ·	- 173
Sheel	47	London			96	Hinton 158	Pisgah 145	Hissionary, p. 130.	133, 138, 139, 167,	Riceboro', 7	124
Slade	30	Marlow	72		88	Osborne • 164 Portuguese 11. 159	7's & 6's.	$\{1, 187, 188, 203,\}$	204, 210, 211, 213,	Sardis, C. M	- 165
Somers	101	Medfield	69		89	Tappan 160	Hissionary H. 139	218. "		\$	176
Sterling	23	Medford	65	+Shirland !	91	2 11	Summer 181	New Year, p. 128,		Scotland, 12, 11	
Stonefield	26	Melrose	64		95	41. 5's or 6's, & 21.	Yarmouth 138) 100,1100, pr 00, 110	3, 150, 163, 221, 124.	Templeton, C. M	- 201
St. Pauls	51	Milburn	59	10000000	88	8's or 9's.	51. 7's, & 31. 6's.	Sabbath, p. 126, 1		Wareham, C. M	172
Suode land	50	Nichuls	70		97	Bethlehem 210	Amsterdam 141	1 61 1 1 7 1 7 06		Welton, 11, 4, 7	- 168
Talbot	45 38	Nottingham	56 68		89 97	Oakham 163 Rowley 162	Richmond 140	Spring, p. 154, 185 Thank surviving p. 15	5. 70, 193, 214, 220, 224.	Westboro', 8, 7, 4	135
Tatuall	30	Ohio Oycrim	68		00	3	Merdin 144	Youth, p. 181.	V; 100; 214; 240; 244.		- 187
16 million	-	Y III	00	Tratesimons A			6	1 - banni h. soss		, ., ., .,	

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232

L.M. 21 - Old hundred , X 23. Upton, 29. Legden, + 31. Augusta. 35. 6ffinsnam. × 39. Windham. 44. Alfreton. 45. Brentford. 47 Oreford. 49. Hebron, X . Hohoke,

S.m. 6. M. 84, It. Thoma St. A. John's. 63, Blarendon, / 91. Shirland 93. Lockfor 65, Grapson. 96, Only. 67. Lanesbord, & 14. It. markins, 4 22 Egy 49. Ward. " Arlingin. 2 7 Jack St 15. Peterborough. 44 well 81. Rindge, A 43 hyligde 53 Cononation p 54 Lebelor & 159 Pontajecte mber shall wheet agum

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ECTION OF CHURCH MUSIC EW

IN PATENT NOTES.

Arranged and Composed by Lowell Mason and T.B. Mascu: PRORESSORS OF MUSIC AND ORGANISTS.

NEW EDITION.

CINCINNATI: BY TR. MAN AND SMITH. PUBLISHAD 1835.