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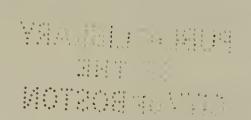
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NOTE 1.— It has been the object of the author of the following brief chapters to present the most important things necessary to enable the pupil to gain sufficient knowledge to read music correctly. These should be studied closely, however, as nothing is contained in them which is unimportant to the learner. They are divested of all unnecessary terms, and the teacher, it is hoped, will use his influence to secure good discipline upon the subject, remembering that, "repetition is the MOTHER of improvement."

CHAPTER I.

GENERAL DIVISIONS.

Every musical tone has three essential properties, without which it cannot exist, viz:—Pitch. Length. Power.

Hence these three grand distinctions into which elementary instruction is naturally divided;

1st. MELODY, treating of the pitch of sounds.

2d. RHYTHM, treating of the length of sounds.

3d. DYNAMICS, treating of the power of sounds.

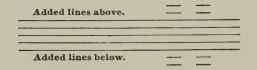
Under these general heads will be noticed all marks, signs, and characters and everything necessary to assist the pupil in learning to read music.

CHAPTER II.

MELODY.

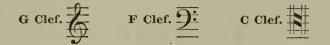
1. The Scale.—At the foundation of music there lies a series of sounds called the *Scale*. It consists of an ascending series of eight tones, which are counted from the lowest upwards, as *one, two, three, four, five, six, seven, eight,* and to which the syllables Do, Re, Mi, Fa, Sol, La, Si, Do, are applied.

2. The Staff.—The tones of the scale are written upon a *Staff* with certain characters called *Notes*. The staff consists of five lines and four intermediate spaces. On this staff we can write nine degrees of sound, although the compass of the staff may be increased by the addition of lines and spaces. These are called *added lines above* and *added lines below*. Also *spaces above* and *spaces below*. Each line is called a *degree*.



iii

3. Clefs.—The staff, of itself, is a meaningless character, and valueless until we prefix other characters to it, called Clefs. Of these there are three in general use:—The G Clef, the F Clef, and the C Clef, as follows:—

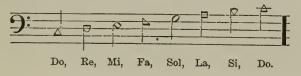


With the use of the foregoing characters, the staff with its lines and spaces, and the clefs, we can form a starting point for writing music.

We can now write the Scale in the following manner:



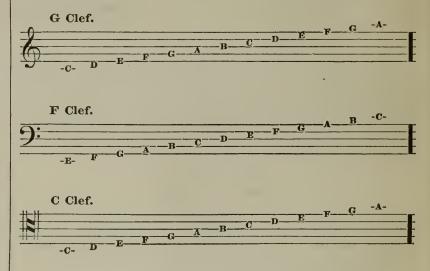
With the use of the F clef the Scale would stand thus upon the staff:-



4. Steps and Half-steps.—The intervals of the scale are *seven*. Some of these are greater than others. The greater intervals are called *steps*; the lesser intervals are called *half-steps*. Their order is, from Do to Re, a step; from Re to Mi, a step; from Mi to Fa, a half-step; from Fa to Sol, a step; from Sol to La, a step; from La to Si, a step; from Si to Do, a half-step.

5. Numerals.—Numerals are used to designate the different degrees of the scale series, as 1, 3, 5, 8 of the scale. One always designates *Do*, two designates *Re*, five designates *Sol*, etc. Numerals are also used to indicate time measure, and when thus employed are written on the staff, fractionally at the beginning of a tune.

6. Letters.—Letters are also written upon the staff. They occur in regular order, counting upward from the lower line of each staff. Their position is fixed. Notes may be written on different degrees of the staff, but letters occur always in the same regular order. The Clef fixes the position of the letter, but the first sound of the scale may be written on either line or space of the staff by the use of characters which will be given in due time. The letters on the staff stand thus:—



7. Sharps, Flats, and Naturals.—These are characters which affect the pitch of tones on the staff. A Sharp $(\frac{1}{2})$ is a character which, when played before a note, raises its pitch a half-step; a Flat, $(\frac{1}{2})$ placed before a note, lowers its pitch a half-step; a Natural $(\frac{1}{2})$ is used to cancel the effect of a previous sharp or flat.

The effect of a sharp, flat, or natural, continues to operate on all the notes on the same degree of the staff in that measure in which it occurs. By the aid of these characters we can introduce intermediate tones between one and two, two and three, four and five, five and six, and six and seven. No intermediate tone can be introduced between three and four, and between seven and eight, as a half-step is the smallest practical interval known in musical notation.



8. Diatonic Intervals.—In addition to the regular steps and half-steps of the scale, and the intermediate tones already mentioned, there are yet other intervals occasioned by skipping. A second from 1 to 2 of the scale; a third from 1 to 3 of the scale; a fourth from 1 to 4 of the scale, etc. A second is always the interval made by any one given scale-tone to the next above it. A third, from any given scale-tone to the second one above it. A fourth, a fifth, a sixth, a seventh, are found by a similar course of reckoning. For example:—

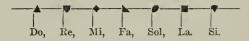


NOTE.—These illustrations of intervals may be varied to a great extent by the teacher, and no pains should be spared in repetition until all the pupils comprehend the subject.

CHAPTER III.

NOTE 2.—In practicing a Singing-School in Rhythmics, the teacher will find a black-board indispensable. Let him illustrate time-measures, notes, rests, etc., until every pupil can answer correctly. Questions are not appended to these several chapters. A teacher should frame his own questions, as it will enable him to so vary them until he is satisfied that his class understands the subject.

9. Notes.—Music is written on the staff with characters called notes. Notes have two shapes or forms in the seven character notation. 1st, a figurative form, which represents the syllables applied to them. 2d, a rhythmical form, which represents or indicates the relative length of sounds. There are seven figurative forms corresponding to the seven scale-tones, thus:—



There are five rhythmical notes in common use. They are named Whole, Half, Quarter, Eighth, and Sixteenth note.

10. Rests.—There are rhythmical characters called *Rests*. Each note has its corresponding rest, which is named after the note whose rhythmical value it represents. Rests are marks of silence, and should be observed as particularly as the notes themselves.

11. Daigram of Notes and Rests :-

The whole note is wr	ritten	thus:	0	Rests,	thus :	-
The half note is	66	66	P	66	48	
The quarter note is	**	"	1	66	66	x

The eighth note is written thus: frest, thus: 7 The sixteenth note is ""f"

12. Notes and Rests.—Notes and rests have not a *positive*, but only a *relative* length. The Whole note is the governing or ruling power in Rhythm. If we sing the Whole note in six seconds of time, the Half note must be sung in three seconds, the Quarter note in one and one-half seconds, the Eighth note in three-quarters of a second, and the Sixteenth in three-eighths of a second. If we allow four seconds to the Whole note, then the Half note must receive but two seconds for its time, the Quarter note, one second, etc.

13. Measures.—Notes and rests, when written on the staff in a piece of music, are divided into equal portions, called *Measures*. Measures are represented to the eye by the interspaces, separated from each other by perpendicular lines, called *Bars*.

To illustrate:-

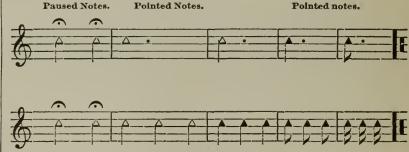


14. Bars.—There are four kinds of bars in nse. The Common Bar, nsed to divide the staff into measures of equal time; the Broad Bar, used for marking the end of a musical sentence or line of poetry; the Double Bar, used to mark the end of a Repeat, the beginning of a Chorus, or at the change of time; and the Close, used at the end of a tune.

15. Holds or Pauses.—There are rhythmical characters used within the compass of the staff, and for the purpose of prolonging the length of notes. A Hold or Pause over or under a note protracts it about one-third its original length, though it is not an absolute character, and the time to be given to a hold or pause is left to the judgment of the performer. Sometimes it requires a much greater length than at others. There should always be a momentary suspension of the voice after the hold has been duly given the note.

16. Dots or Points.—The length of notes and rests is often increased by writing *Dots* or *Points* after them. A point adds one-half to the length of a note or rest after which it is placed. See following illustrations of the two preceding paragraphs:—

EXAMPLE.



Thus the learner will see that the pointed Whole note equals, three Half notes in length; the pointed Half note equals three Quarters in length; the pointed Quarter equals three Eighths in length, etc.

17. Of Time.—*Time* in music is that length which we give to each note in a piece of music, relative to the Whole note.

18. Of Movement.—There are three movements of Time, Common or Even Time, Triple or Uneven Time, and Sextuple or Compound Time. Common or even time is divided into double or quadruple measures. Measures having two parts are called double measures. Those consisting of three parts are Triple measures. Those consisting of four parts are quadruple measures. Those having six parts are sextuple measures.

19. Of Variety.—The various measures used in this work are expressed in the following manner, viz:



By the aid of notes, dots, rests and other rhythmical characters, an endless combination of time-measures may be written in the above indicated movements, but a yet wider range of time-measures can be had, some of which are indicated by such fractions as



[•] 20. Primitive Measures.—A measure is called *primitive* when it contains the number and kind of notes which the fraction expresses. For instance, in Double Time the measure must contain two Half notes or two Quarters; in Quadruple Time, four Half notes or four Quarters; in Triple Time, three Half notes or three Quarters; and in Compound Time, six Quarters or six Eighth notes.

21. Derivative Measures.—Measures which do not contain the number and kind of notes called for by the fraction expressing the time, are *Derivatives*. Derivative measures must contain the quantity expressed by the fraction in other notes and rests.

22. Of Ties.—It is frequently desirable to sing one word or syllable to two, three, or more notes. These notes are then tied or grouped together by curved lines or dashes, over or under them. These notes are then called *Grouped* or *Tied* notes.

23. Triplets.—Three notes tied together with the figure (3) over or under them, are required to be sung in the same time as *two* of the same denominational value without the figure 3. Illustration of the Tie, Groups, and Triplet.



24. Repeats.—A line of dots placed across the staff indicates that the strain following is to be repeated to the Double Bar. Da Capo (D.C.) means repeat from the beginning, closing at the word *Fine* written above the staff.



CHAPTER IV.

DYNAMICS OR POWER.

NOTE 3.--Hitherto we have regarded tones as being merely high and low, and long and short. We now come to the third distinction and regard them as being loud and soft. No teacher can drill his class too much in expression and in accent, for these are the soul of mnsic. Without these all-important requisites, singing is a dull, lifeless performance, unworthy the name and devoid of the power of music.

25. Accent.—Accent is a particular stress of the voice given to certain notes in a measure of music, and to certain syllables in a line of poetry.

26. Accent in Measures of Double Time.—The first note in a measure is invariably accented. In primitive measures there is but one accent—the first part is accented, the second is nnaccented; though measures may be arranged in this movement so as to take as many accents as beats.

27. Accent of Quadruple Measures.—Primitive measures contain four notes, expressed by the fraction, and the accent is on the first and third, the second and fourth being unaccounted. These measures may also be arranged to take as many accents as beats.

28. Accents in Triple Measures.—The first note in each measure is accented, the second and third are unaccented, but may be so constructed as to require three accents in each measure. 29. Accent in Compound Measures.—In primitive measures of Compound Time the accent lies on the first and fourth notes of each measure, the second, fifth, and sixth, are unaccented.

30. Degrees of Power.—For the purpose of varying expression according to the character of the music or the sentiment of the poetry, certain degrees of power are used. Some of them, with their abbreviations, are given in the following list, which may be applied to single notes or to entire measures and passages:—

MEZZO, abbreviated m, a medium degree of power.

PIANO, abbreviated pia or p, soft; pp, very soft.

FORTE, abbreviated f, loud; f, very lond.

CRESCENDO, or ——, increasing in power.

DIMINUENDO, or >>>, decreasing in power.

STACCATO, or ! ! ! !, separate and distinct.

RITABANDO, abbreviated Rit., gradually retarding the movement.

The sentiment of the poetry should be the main guide to dynamic expression.

31.—As a general rule, where we have an ascending series of tones in a piece of music, the voice should increase in volume, and where a descending series occurs, the reverse is generally a safe guide for expression.

CHAPTER V.

TRANSPOSITION.

32. Key of C.—When the scale begins with C, it is said to be in the Natural Key or Key of C; but the scale may be transposed so as to commence on any of its seven letters, in which the letter, taken as one, is called the Key-note. Thus, if G is taken as one, it is called the Key of G; if D is taken as one, it is called the Key of D, etc.

33. Key of G.—In transposing the scale, the proper order of intervals, with reference to steps and half-steps, must be preserved. In this key we have to substitute F sharp for F in the former scale, as we must have a step from 6 to 7 of the scale.

34. Key of D.—In transposing from C to D we have to use two sharps. In order to preserve the agreement of intervals between 3 and 4, and 7 and 8 of the scale, F and C are sharped.

35. Key of A.-In writing music in this key, three sharps have to be used for the same purpose, viz., that of adjusting the intervals.

36. Key of E.-Four sharps are found to be necessary in transposing the key to this letter, F, C, G, and D sharp.

37. Key of B.-In the fifth transposition by sharps five sharps, are needed to adjust the natural order of scale tones, viz: F, C, G, D, and A sharp.

38. Key of F^b₄.—This is the same key as G^b₇, and it is necessary to use mix sharps, viz: F, C, G, D, A, and E sharp.

39. Key of F.—The place of disagreement, when the scale is transposed to F, is between 3 and 4 of the scale. To correct this it is necessary to flat B.

40. Key of B^{\flat} .—When the scale is transposed to B flat, there are found two places of disagreement. For the tones B and E we must substitute B flat and E flat.

41. Key of E2.—In writing music in this key, we have to use three flats, B, E, and A flat, in order to adjust the intervals.

42. Key of A2.—In transposing the scale from B flat to A flat we have to use four flats, B, E, A, and D flat.

43. Key of D2.—In the fifth transposition of the scale by flats it is necessary to make use of five flats, viz: B, E, A, D, and G2.

44. Key of G2.—In this transposition of the scale six flats are used, namely, B, E, A, D, G, and C flat.

For illustrations of these several scales and keys see section 46.

45.—The difficulty of reading round-note music lies in the fact that any line or space of the staff may be taken as one, and, as there is but one sharp for all the tones of the scale in round-note notation, the syllables have to be found by calculation. In character-notes this serious difficulty is avoided, as each note of the scale has a distinct shape which represents a given syllable, and this identity of shape and syllable is preserved throughout all the changes of transposition, rendering the reading of music in any key an easy matter.



47. In the foregoing illustrations it will be seen that in the transposition of the scale, by sharps, the Key note or (\triangle) Do is removed a fifth, or five degrees in each transposition; thus, in the key of C we count C1, D2, E3, F4, G5; and, by writing F as the signature, we find that Do (\triangle) occupies the same position on the staff that Sol did in the key of C. In each succeeding removal we find Do occupying the position of Sol in the former key. In the transposition by flats we find that the key in each transposition is removed a fourth, or four degrees, Do (\triangle) occupying the same position in each new key that $fa(\triangle)$ did in the former. Thus, C1, D2, E3, F4; flat B, and we count F1, G2, A3, B24; flat B and E, and we begin with Do on B21, C2, D3, E24, and thus triple all succeeding removes.

CHAPTER VI.

CLASSIFICATION OF VOICES, AND RANGE OF PARTS.

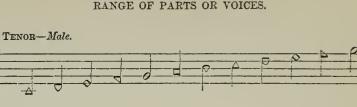
48. Of Voice.—Although the compass of the human voice, if we include the highest female voices with the lowest male voice, extends through three octaves or more, yet it rarely happens that individual voices have a compass of more than one and one-half, or two octaves. Hence the necessity of *parts*, each of which is limited to the compass of a single voice or class of voices.

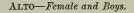
49. The Parts.—The Base is the lowest part in music, and should be sung by male voices which are pitched low.

The Tenor is to suited to male voices which are pitched high.

The *Alto* is adapted to female voices having a low pitch, and to boys before the change of voices.

The Soprano, Air or Treble, should be sung by female voices of the highest range. The Soprano and Alto are frequently written on the same staff; as also are the Base and Tenor.









50. From the foregoing illustrations it will be seen that the Base voice has a range from G, lower line, to E second space above Base staff. The Tenor voice has a range from C added line below the Tenor staff, to G first space above. The female voices have the same compass commencing and ending on the same letters, with this exception that G in the Alto is an octave higher than G in the Base, and C in the Treble is an octave higher than C in the Tenor.

NOTE.—The teacher should aim as far as practicable to classify his scholars in this order, securing low male voices for Base, high male voices for Tenor, and observing the same rule for female voices on Alto and Treble. Attention to this fact will enable him to avoid many of the harsh and unmusical sounds occasioned by those attempting to sing parts outside the natural range or compass of their voices.

With this ends our theoretical department. The following chapters are devoted to practical exercises.

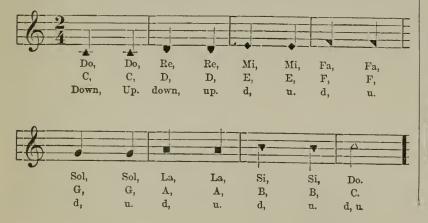
CHAPTER VII.

PRACTICAL EXERCISES, DOUBLE MEASURE.

EXAMPLE I. Scale Exercise.

Rhythmics, Melodics, and Dynamics Combined.

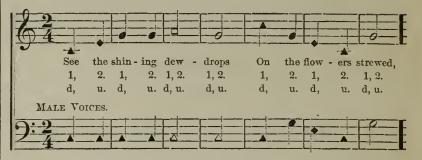
Two beats, or counts to each measure. Down, Up. First note in each measure Loud, the second note in each measure soft. The half note claiming two beats.



ЕХАМРЬЕ П.

One beat to each quarter note. Two beats to each half note.

FEMALE VOICES.





In these examples the teacher should enforce time, countings, beatings, until each pupil can time correctly.

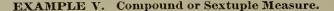
EXAMPLE III. Quadruple Measure.

Four beats or counts to each measure. Down, left, right, up. First note in each measure *loud*; second *soft*; third *loud*; fourth *soft*. Two beats to the half note.

EXAMPLE IV. Triple Measure.

Three beats to a measure. Down, left, up. First note loud; second and third soft. Two beats to a half note.





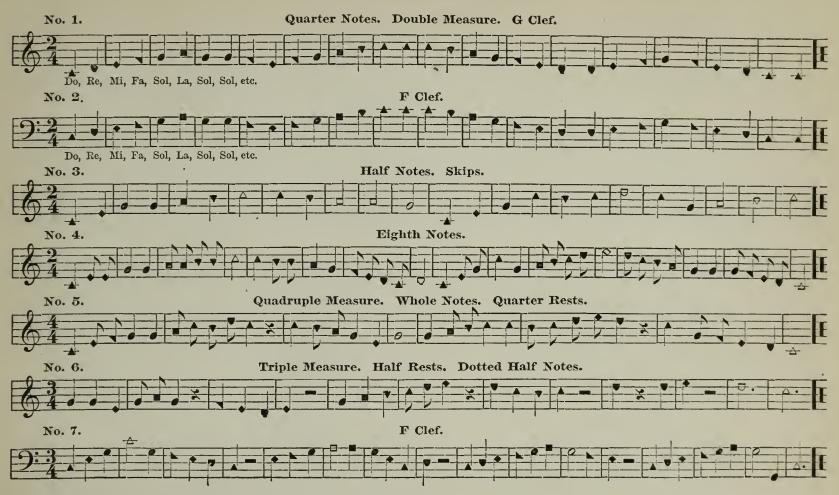


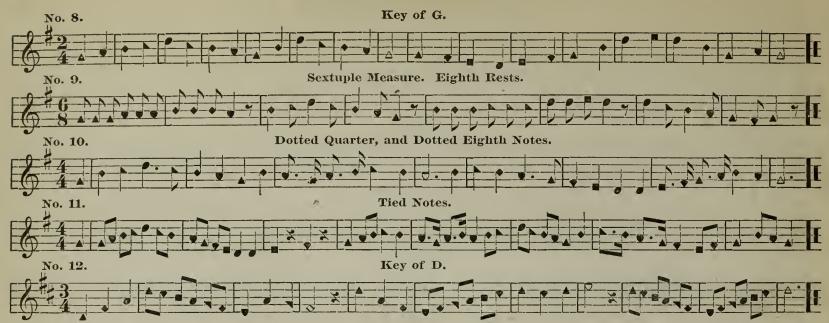
50. In the foregoing example we have given two examples of Double, one of Quadruple, one of Triple, and one of Sextuple or Compound Measure. These are deemed sufficient in this short theoretical treatise. These examples will be followed with other exercises in the succeeding pages.

The marking, counting or beating of the time should claim particular attention, and is performed in the following manner, viz: Measures of Double time have two beats of the hand or *counts*, *down*, *up*, A down beat on the first part, and an up beat on the second. In measures of Triple time there must be three counts or beats to each measure, *down*, *left*, *up*. A down beat on the first part, a left beat on the second part, and an up beat on the third part of each measure. In Quadruple time we have four beats or counts to each measure, as follows: down, left, right, up. A down beat on the first part of each measure, a left beat on the second, a right beat on the third, and an up beat on the fourth part of each measure. In Sextuple measure we have six beats as the measure divides into six parts. These are marked as follows:—down, left, left, right, right, up. This measure is really a double triple measure. Many teachers prefer the giving of only two beats to each measure of Sextuple time. A down beat on the first part, a rest of the hand on the second and third parts, an up beat on the fourth part, and a rest of the hand on the fifth and sixth parts of the measures. This is preferable to six beats.

For further examples and exercises see the following pages.

EXAMPLES AND EXERCISES.





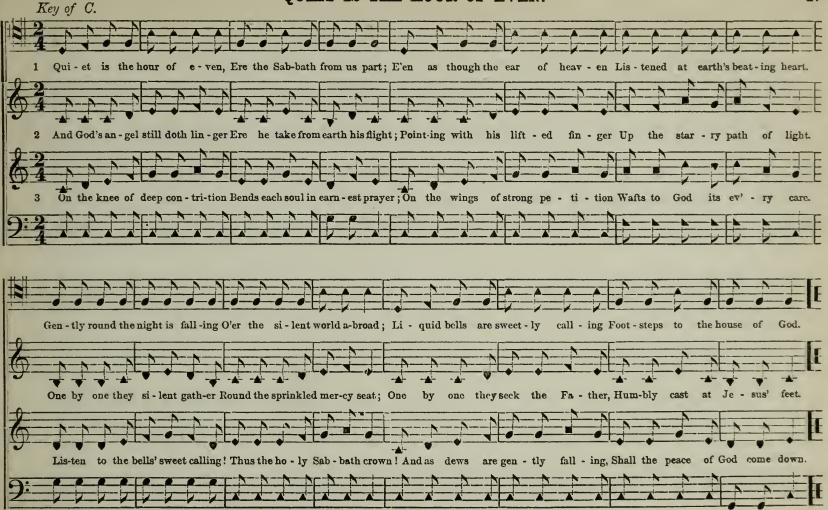
NOTE.—These Examples and Exercises are given as models by which the teacher may write exercises upon the blackboard in each key. He should exercise his ingenuity to write them in every kind of note and measure in common use, and in different rhythmical form, and introducing each kind of rest. Too much prominence cannot be given to blackboard exercises in Singing Schools.

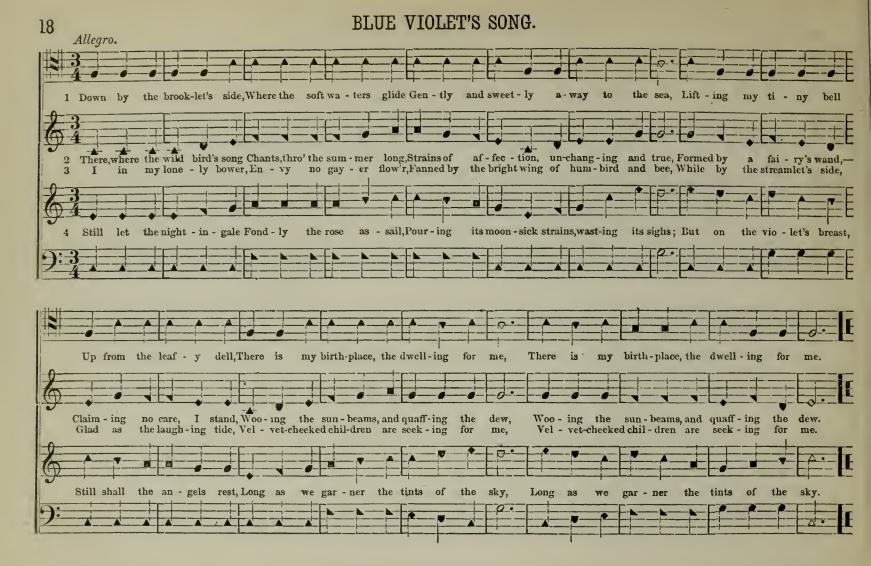
. DEFINITION OF MUSICAL TERMS IN COMMON USE.

ACCELERANDO. Accelerating the time gradually faster and faster.	DOLCE. Sweetly, delicately.
ADAGIO. Slow.	FORTE. Usually marked f. Loud.
AD LIBITUM. At pleasure.	FORTISSIMO. Usually marked f. Very loud.
AFFETUOSO. Tender and affecting.	GRAZIOSO. In a graceful manner.
ALLEGRO. Quick.	LARGO. Slow.
ALLEGRETTO. Quick, but not so quick as Allegro.	MEZZO. Usually marked m. Medium power.
ANDANTE. Gentle, distinct, and rather slow.	MODERATO. Moderately.
CON SPIRITO. Very spirited.	PIANO. Usually marked p. Soft.
CRESCENDO. Usually marked cres. Gradually increasing in power.	PIANISSIMO. Usually marked pp. Very soft.
DECLAMANDO. In the style of declamation.	RITARDANDO. Usually marked rit. Slackening the time.
DECRESCENDO. Usually marked dim. Gradually decreasing in power.	VIVACE. Quick and cheerful.

xvi

QUIET IS THE HOUR OF EVEN.



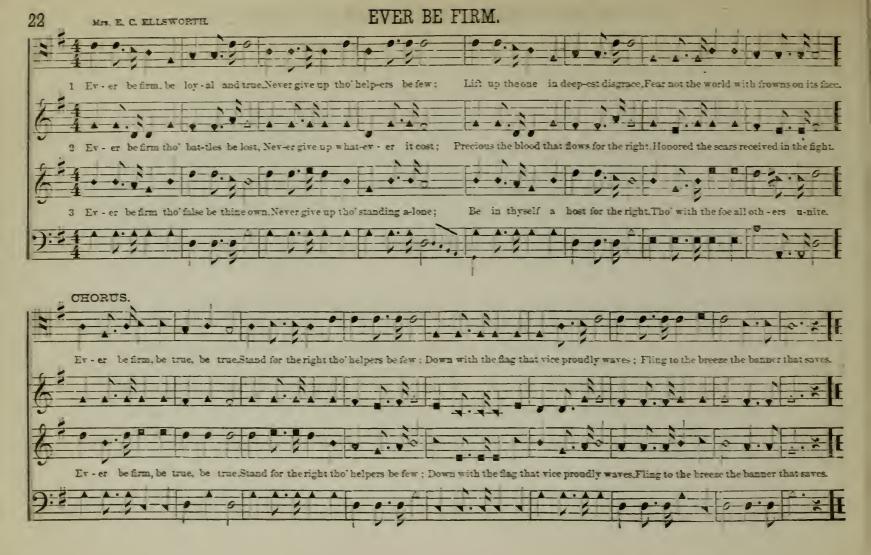






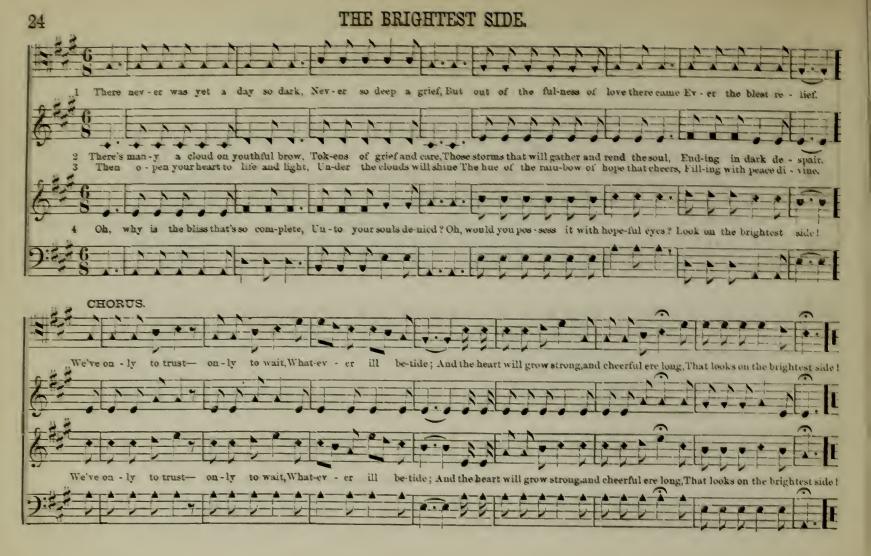
FOR THE SUN SHINETH BRIGHT OVER ALL. Concluded.



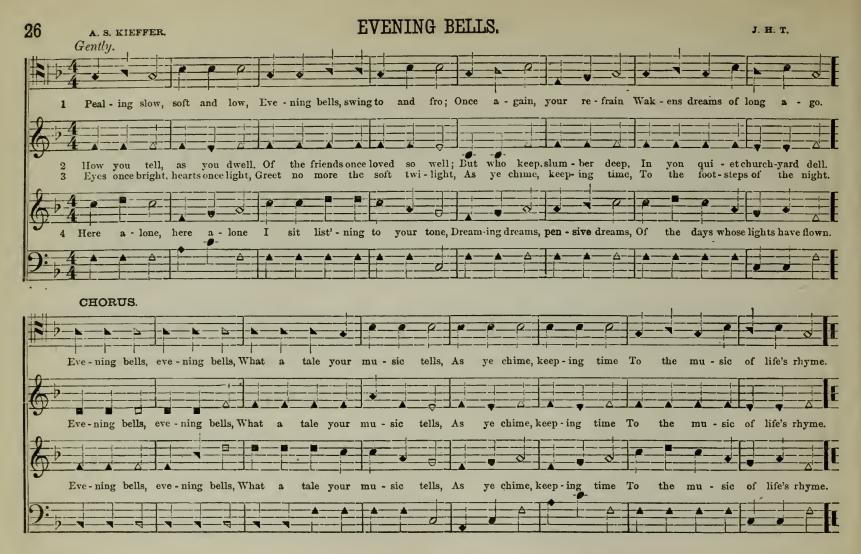


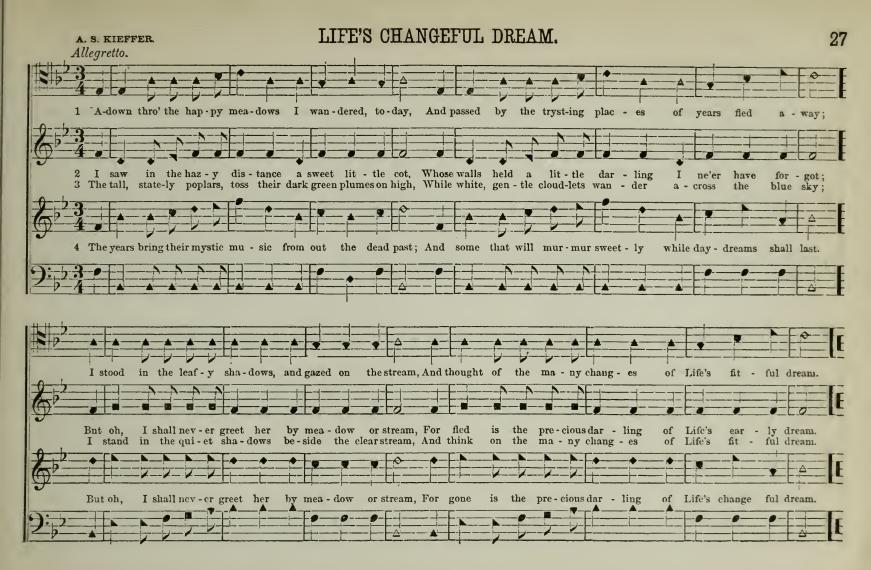
"THERE'S MUSIC IN THE MIDNIGHT BREEZE."





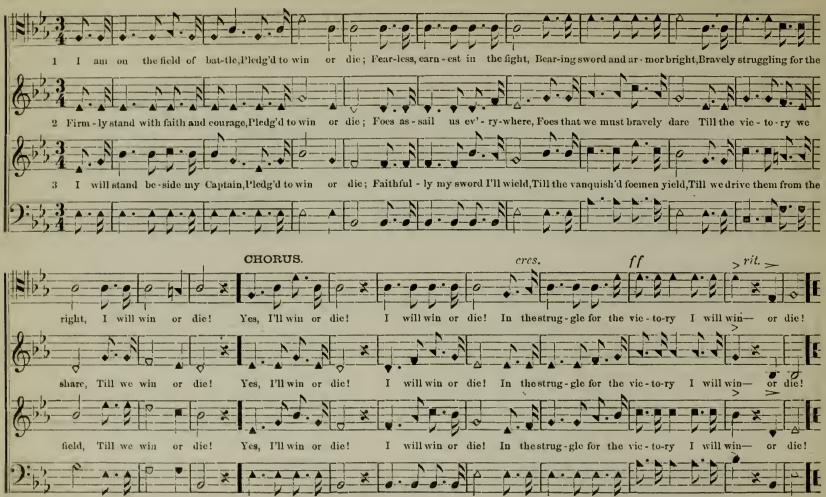


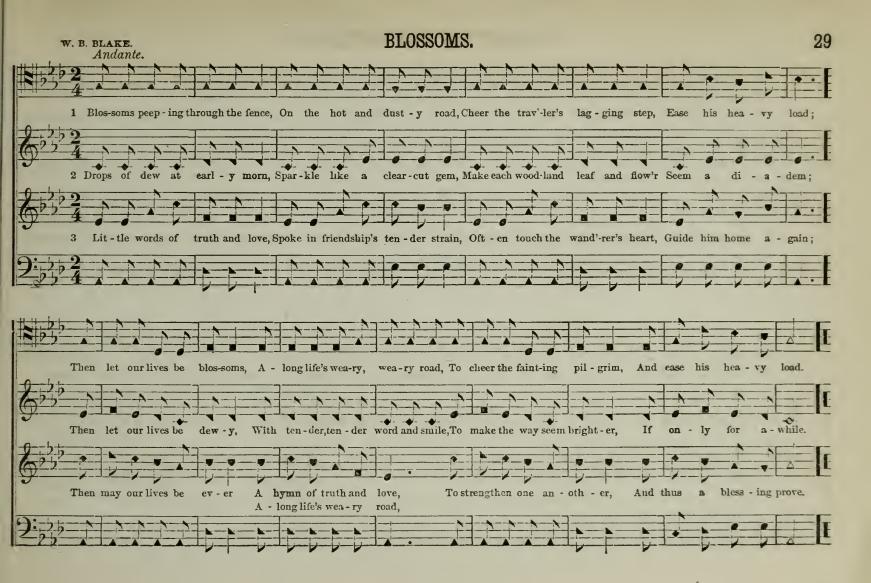


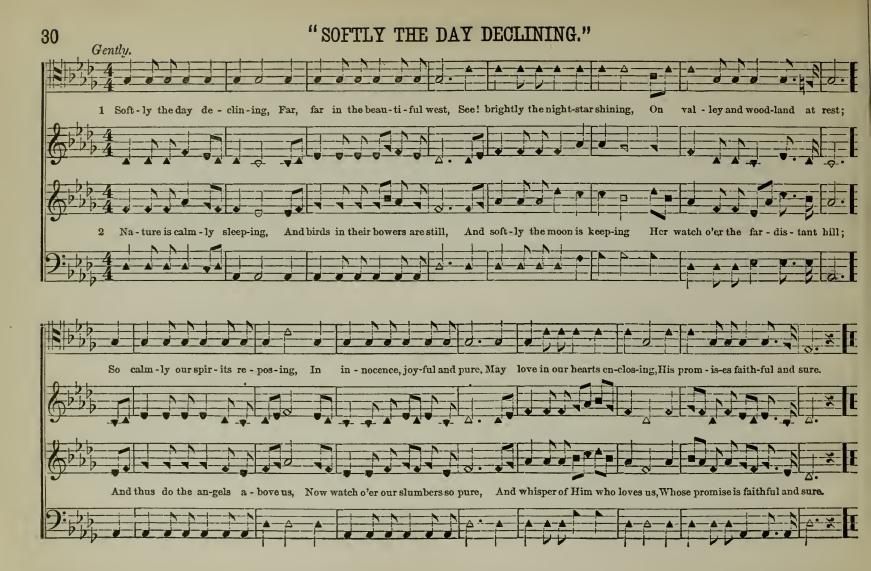


I WILL WIN OR DIE.

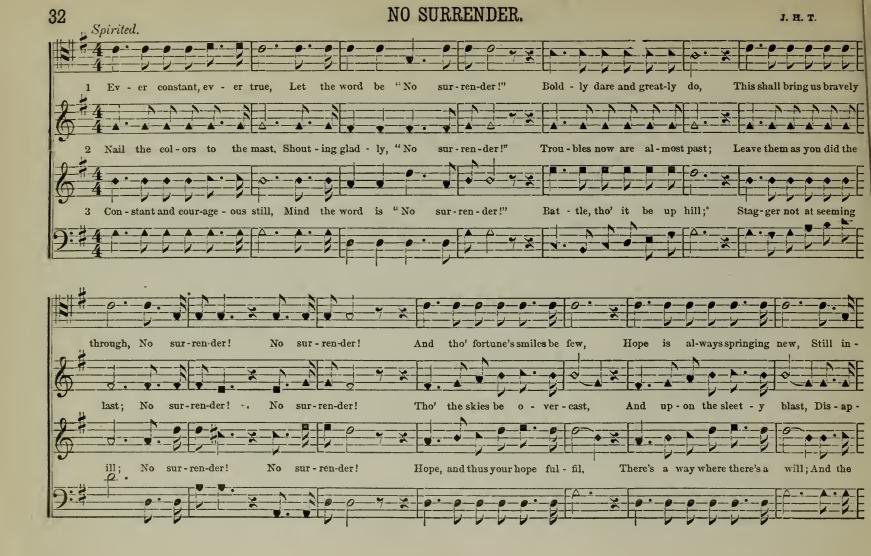
J. H. T.







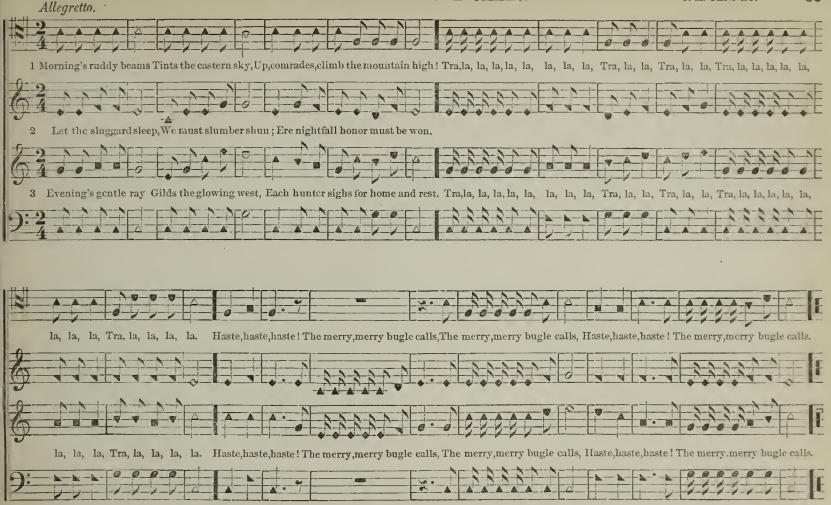


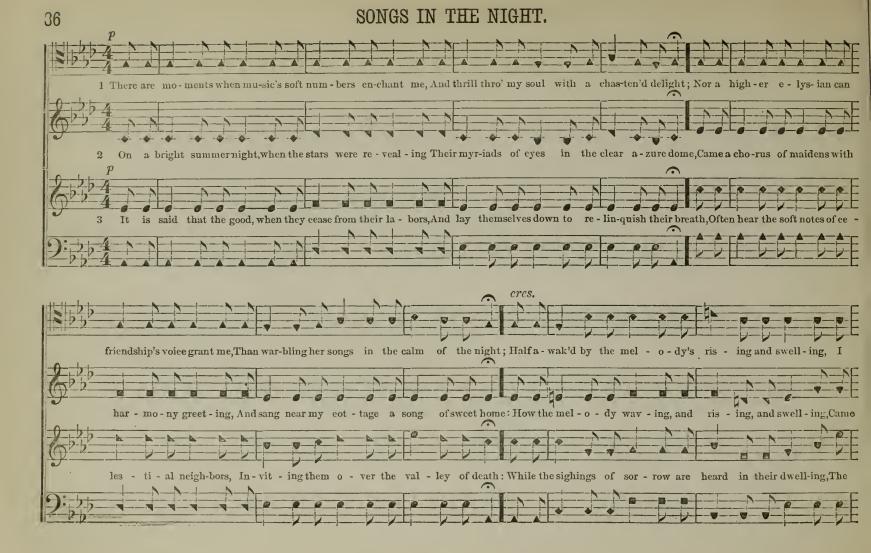




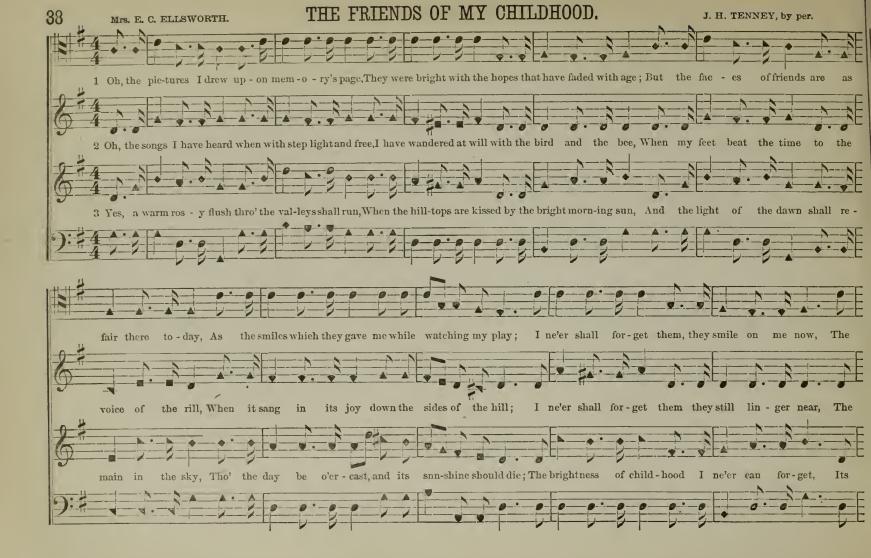


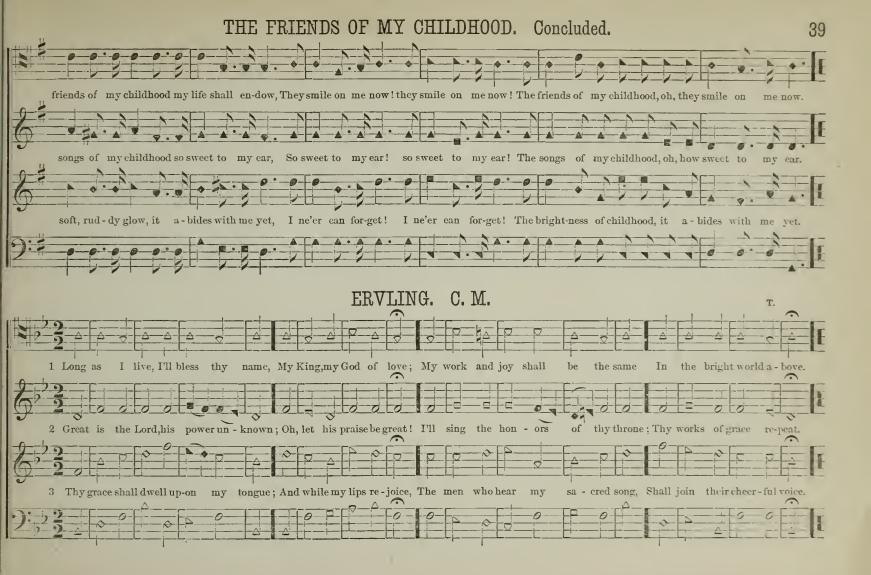
THE MERRY BUGLE CALLS.







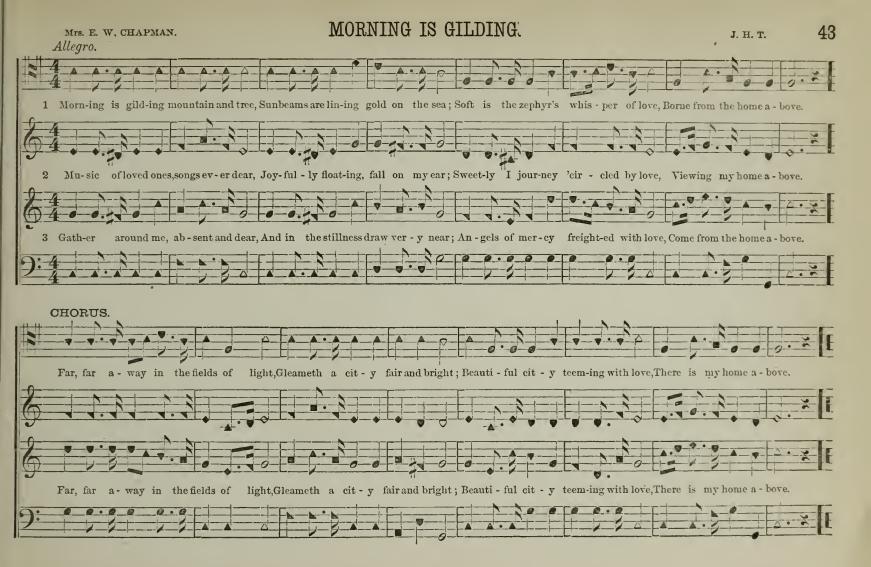


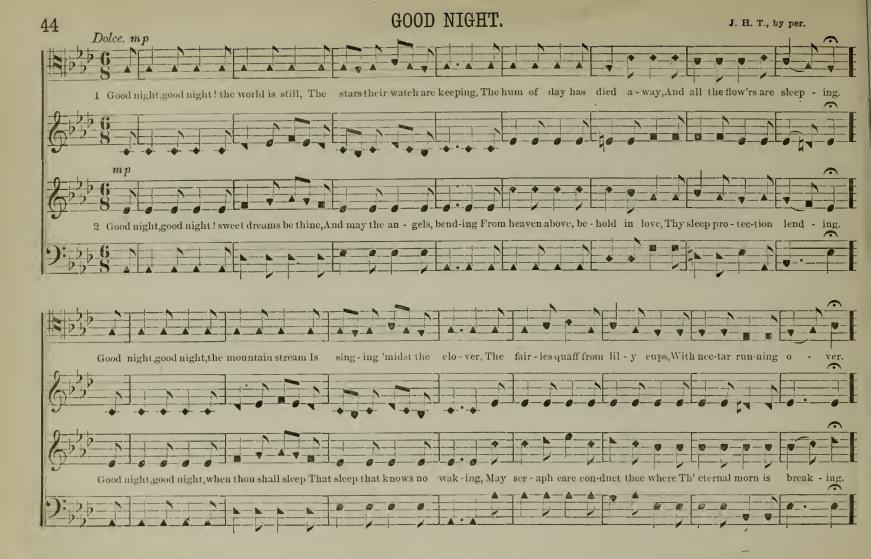








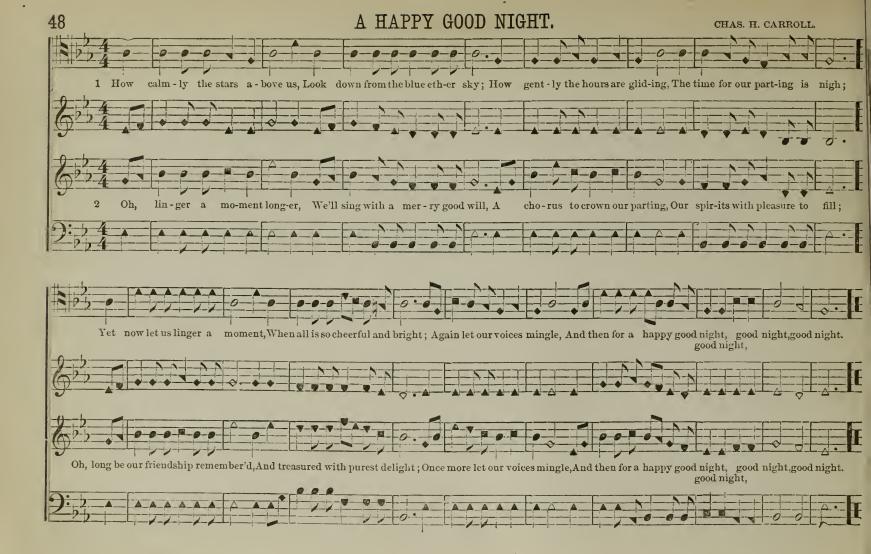






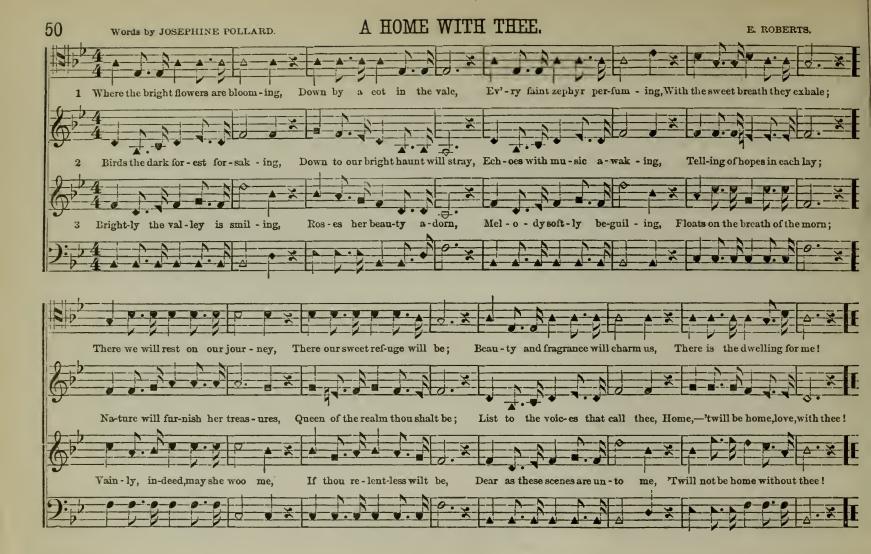


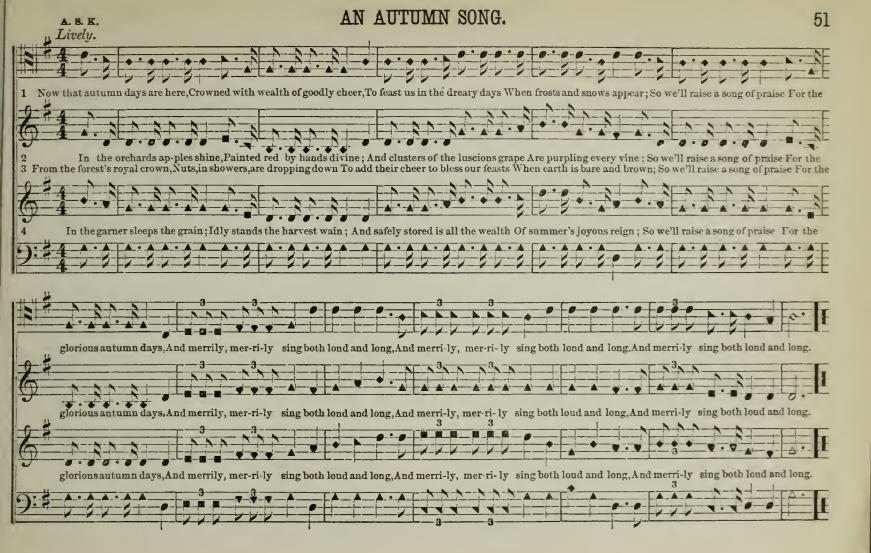


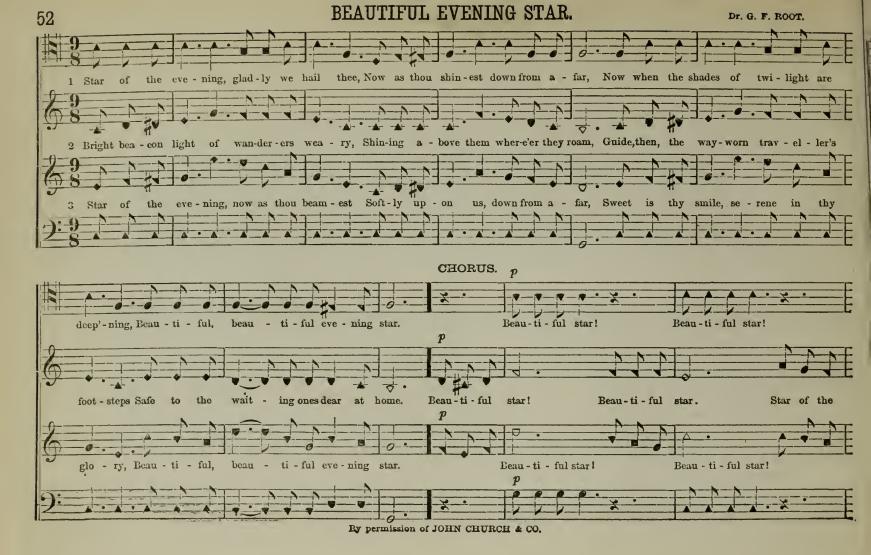




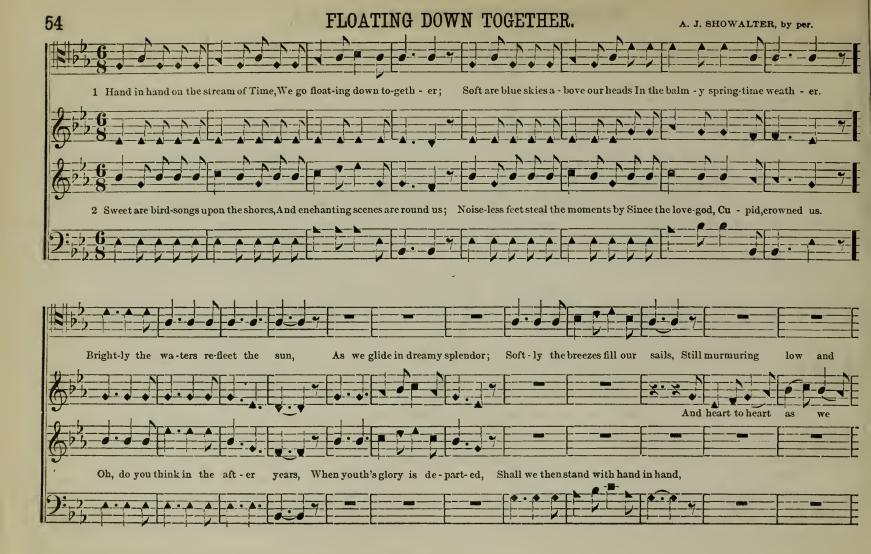
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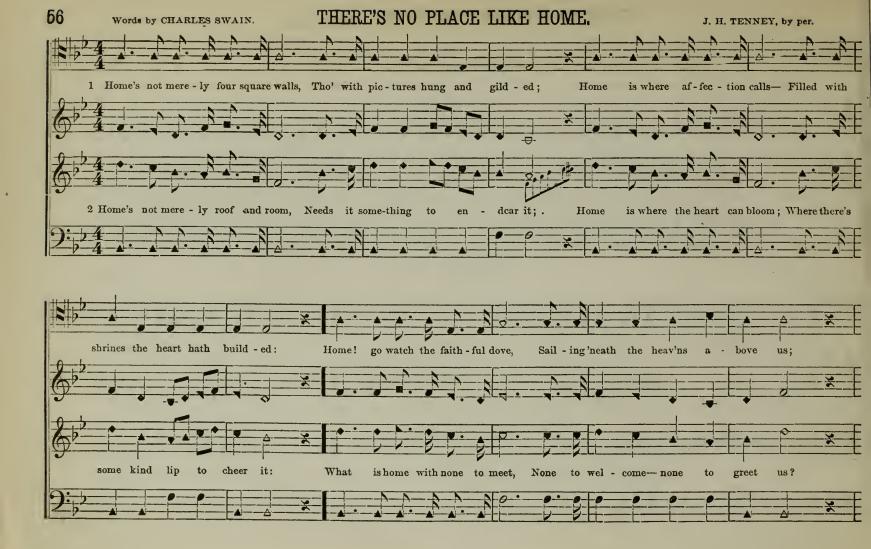












THERE'S NO PLACE LIKE HOME. Concluded.



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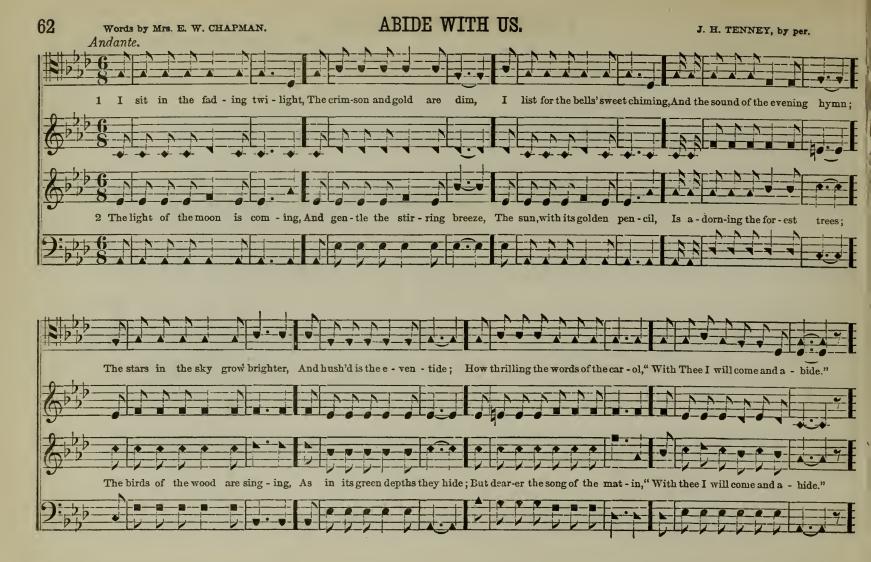
DREAMING OF THEE. Concluded.



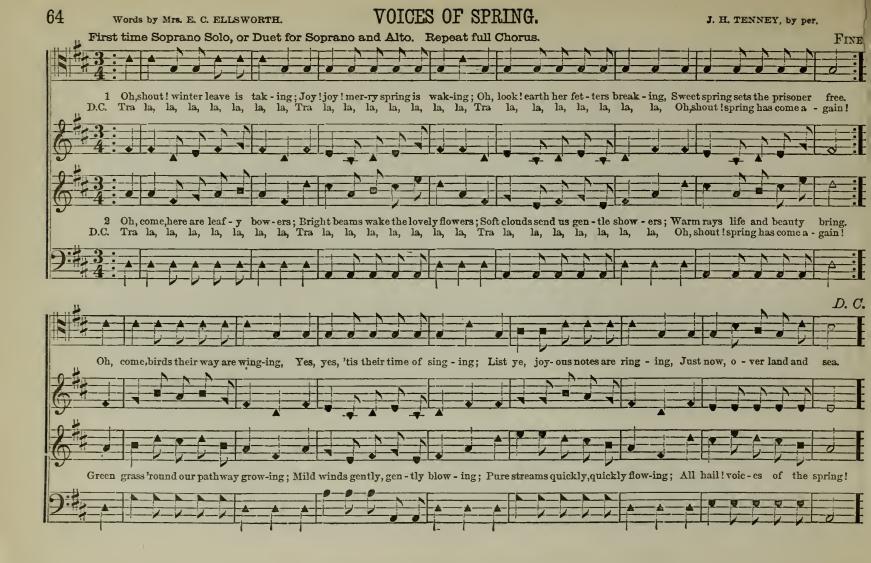
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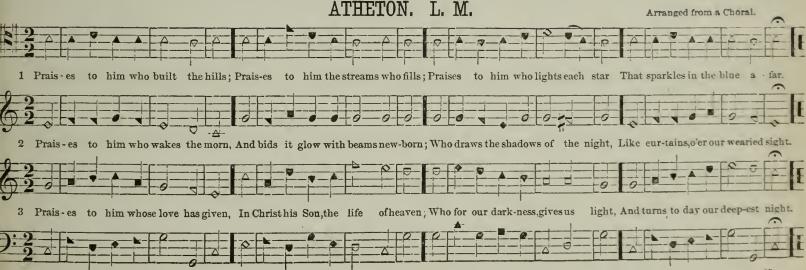




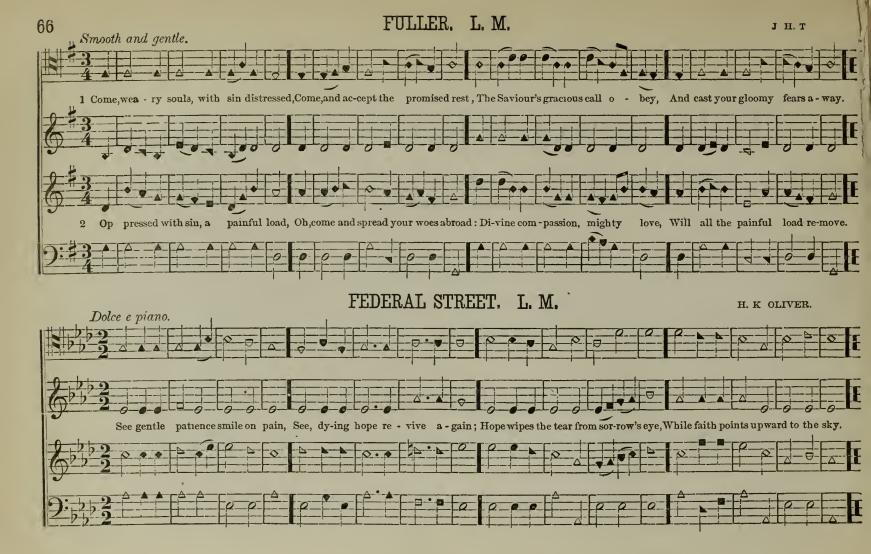




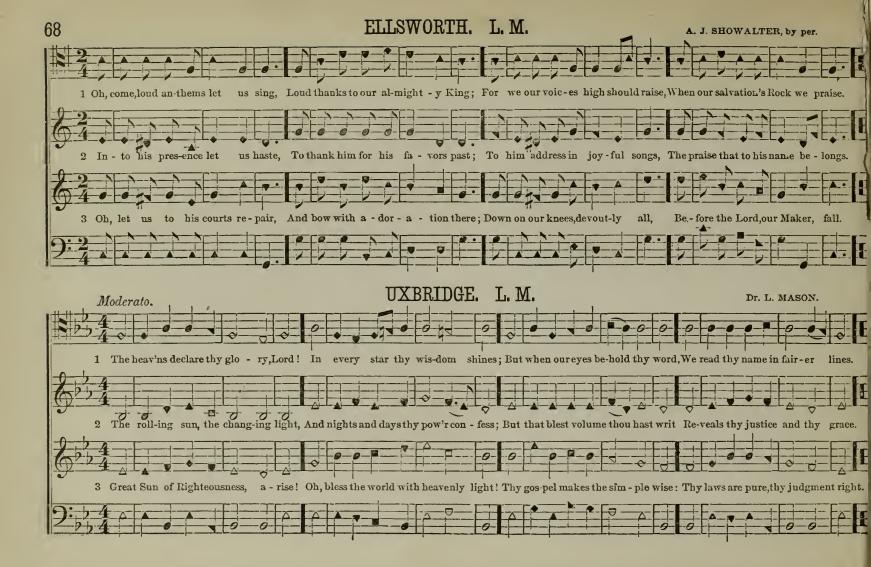
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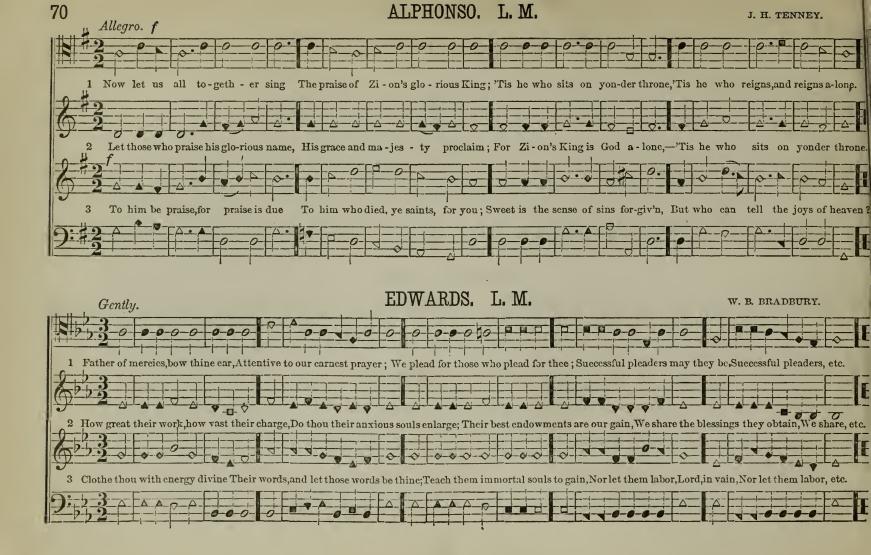
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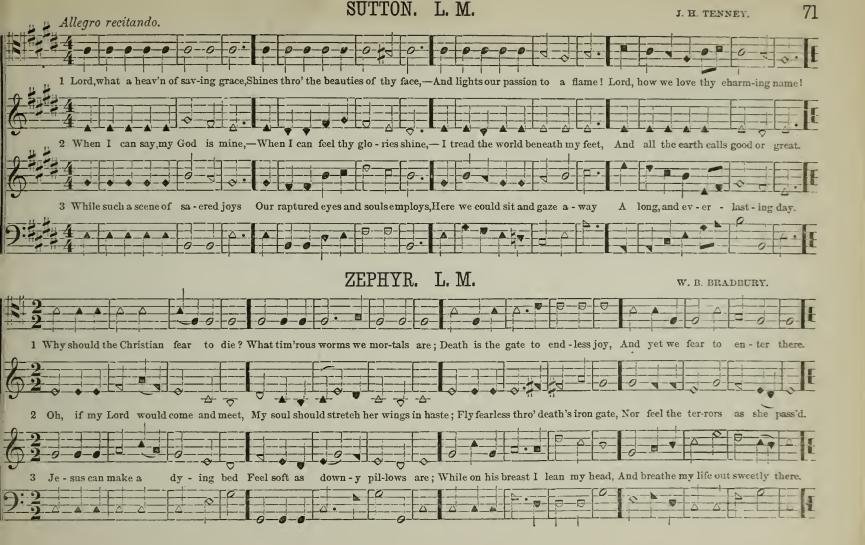






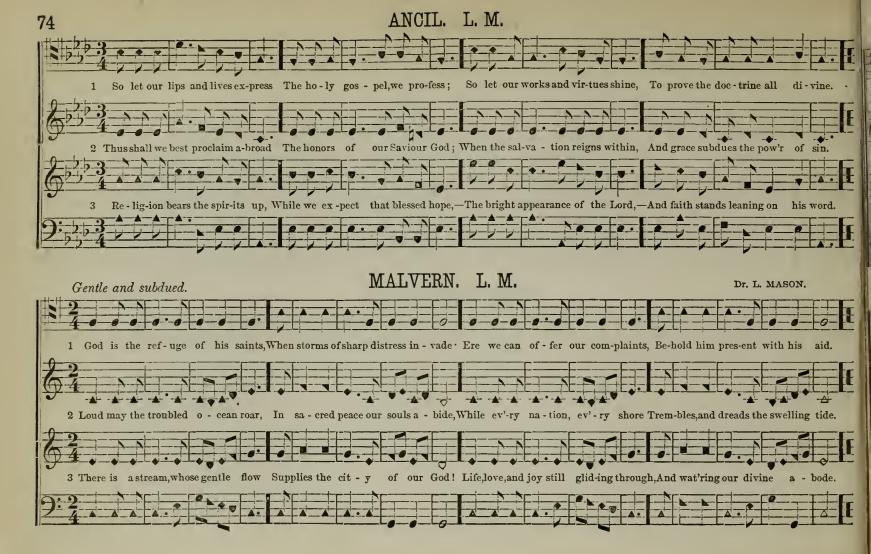








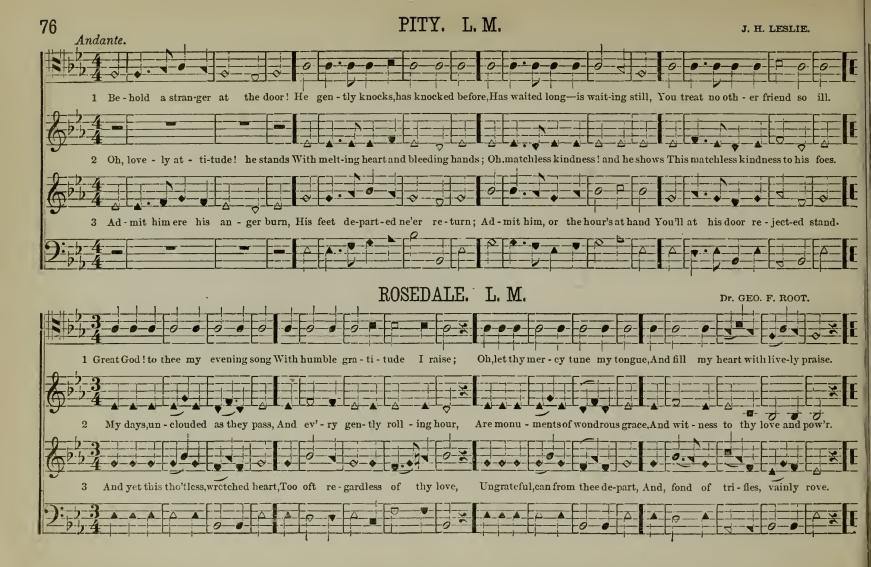




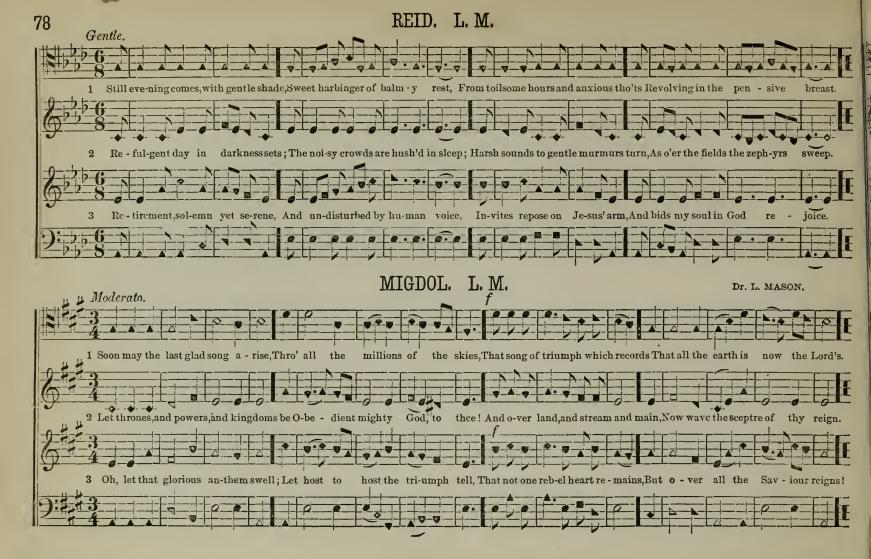
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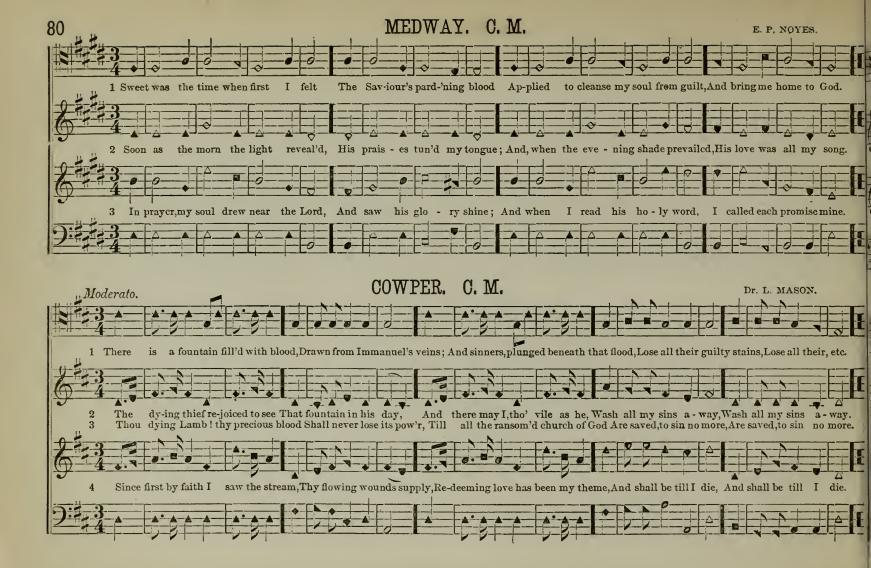
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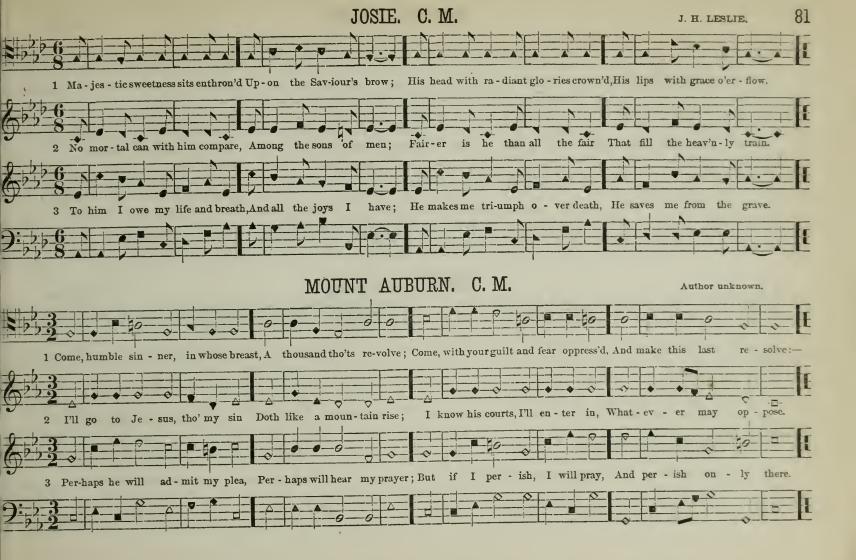






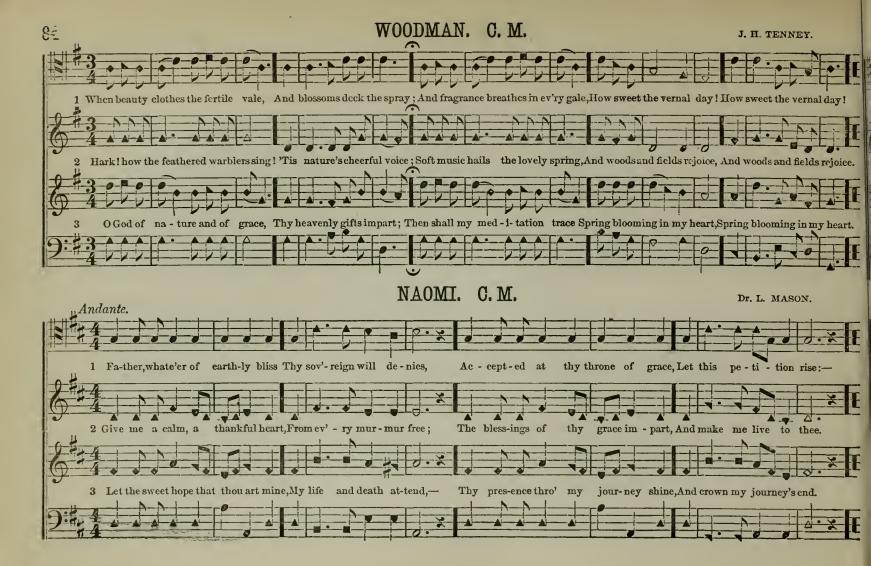




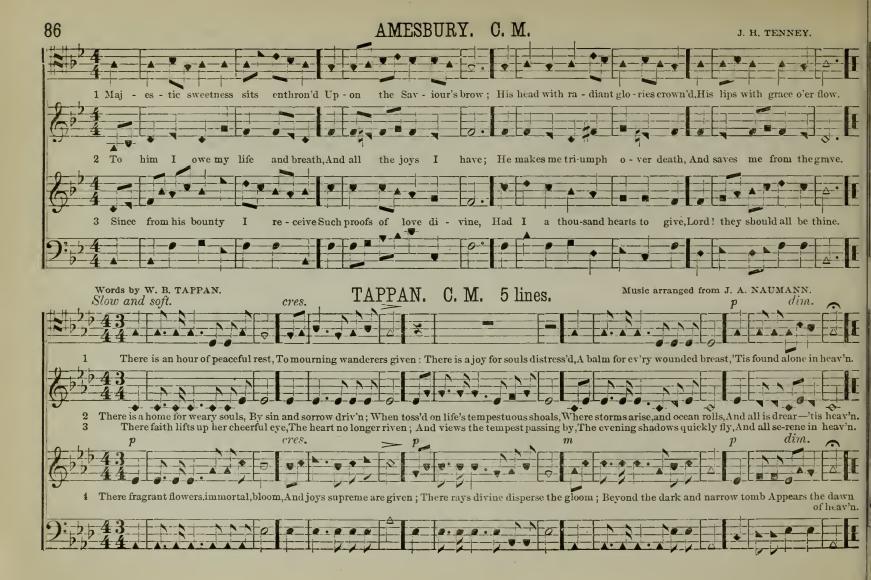




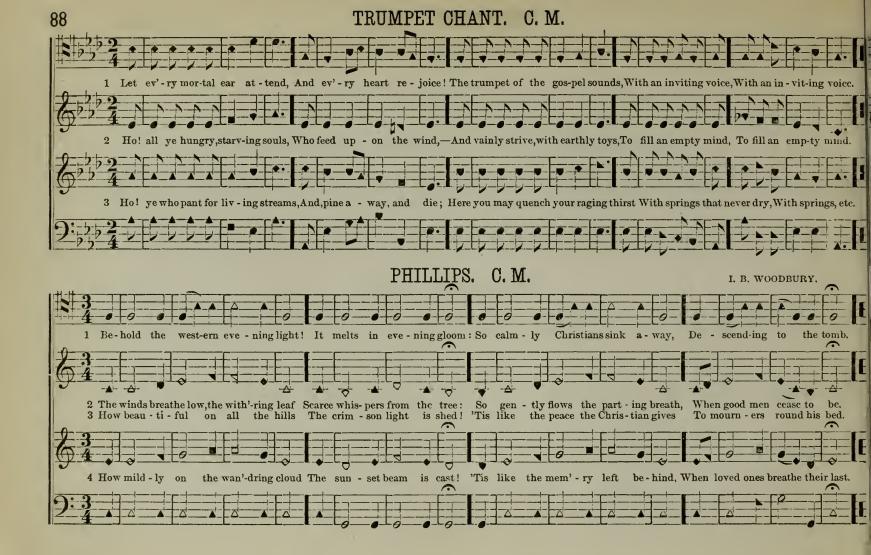




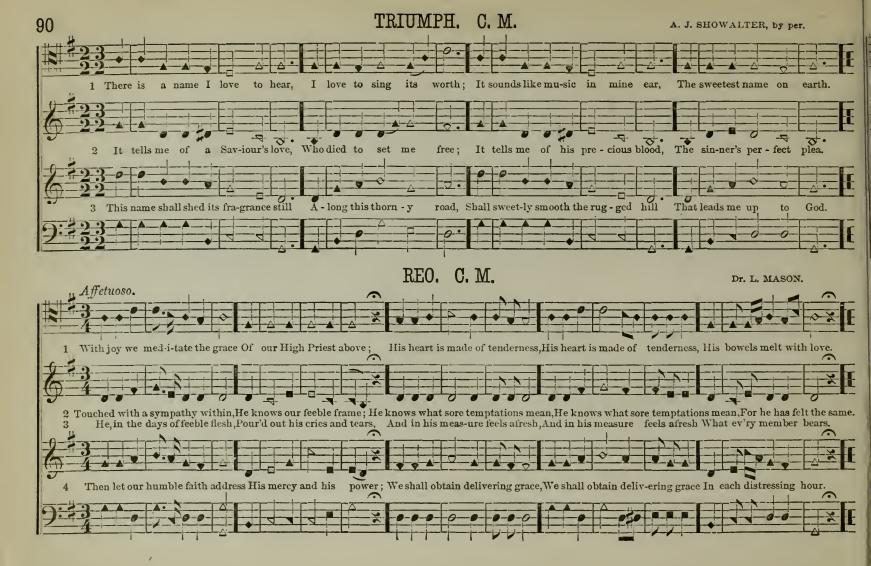






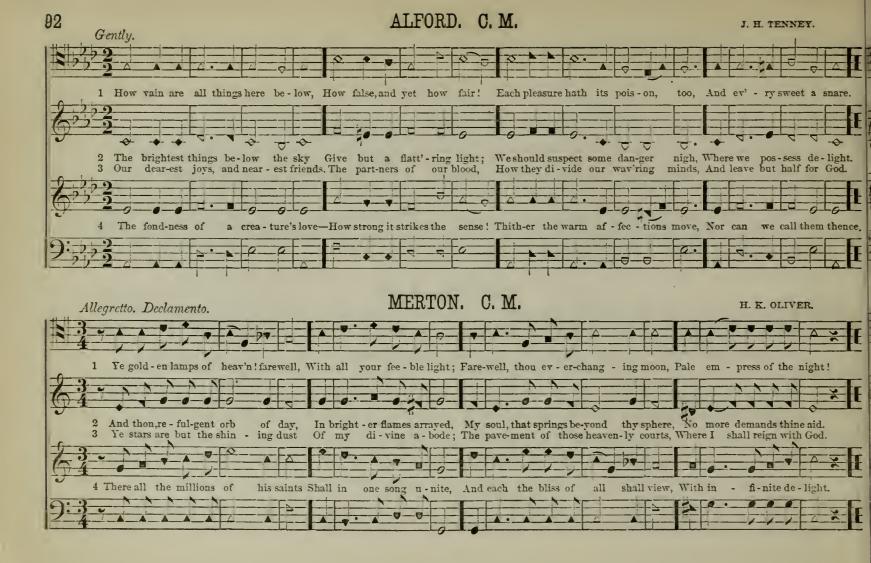






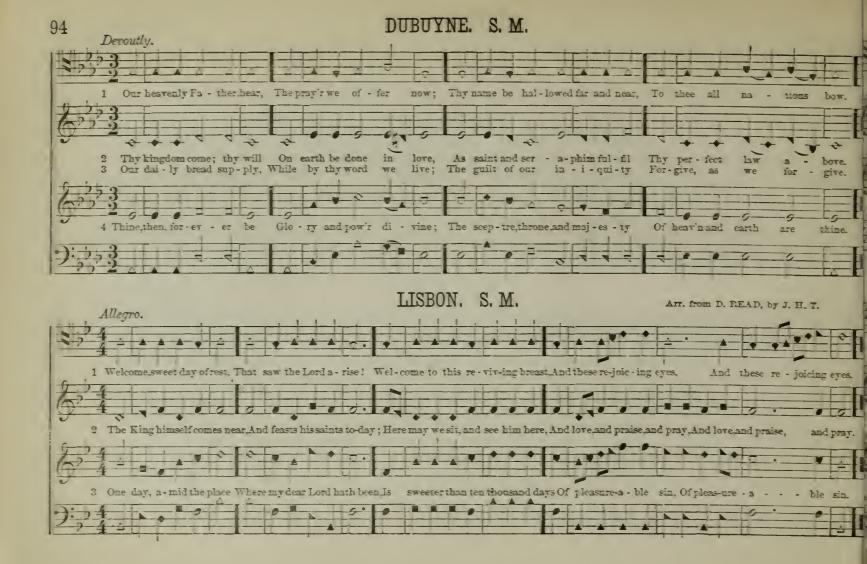


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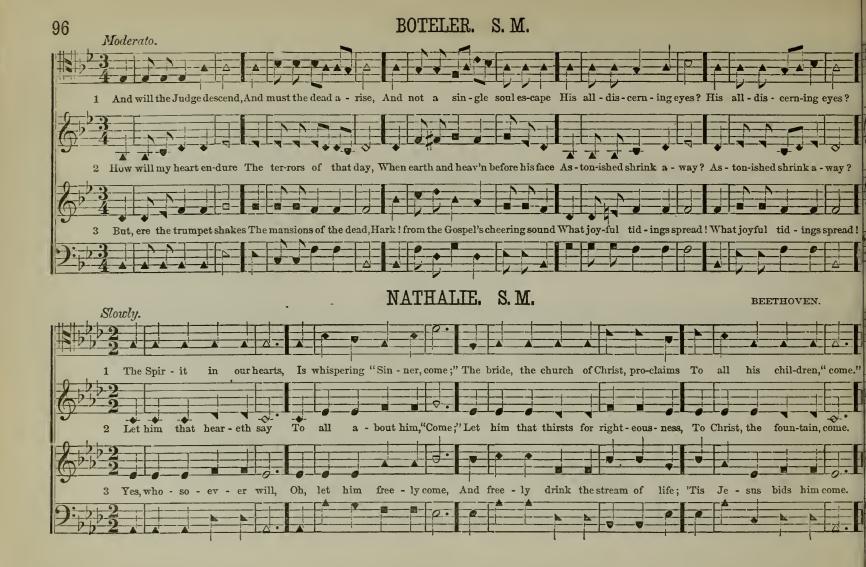


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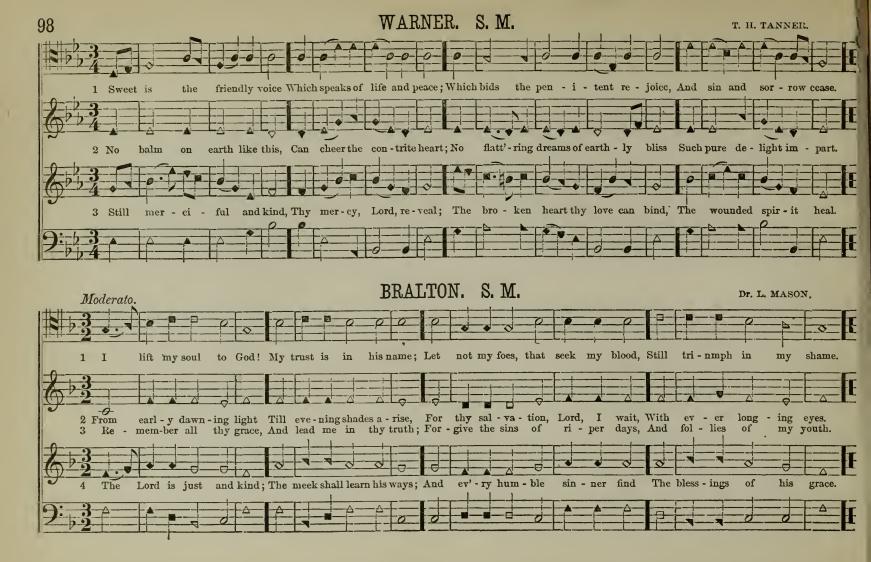


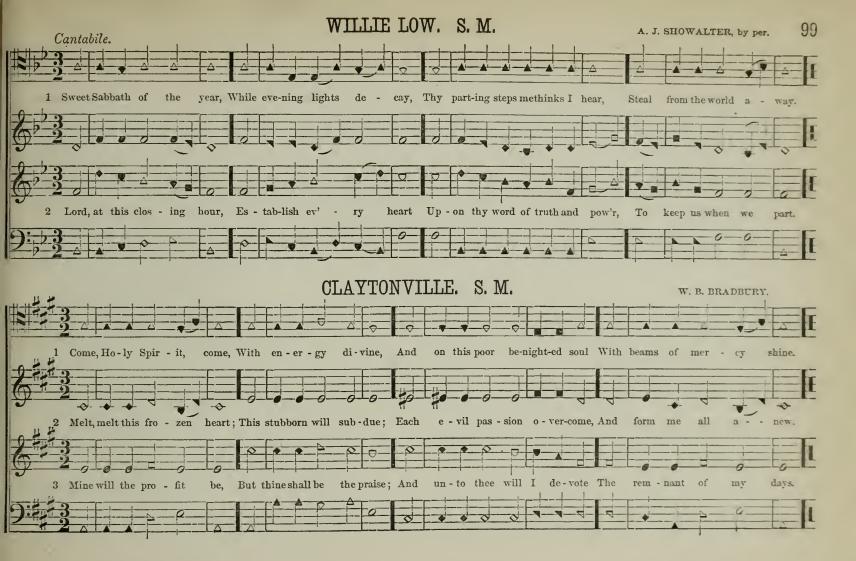


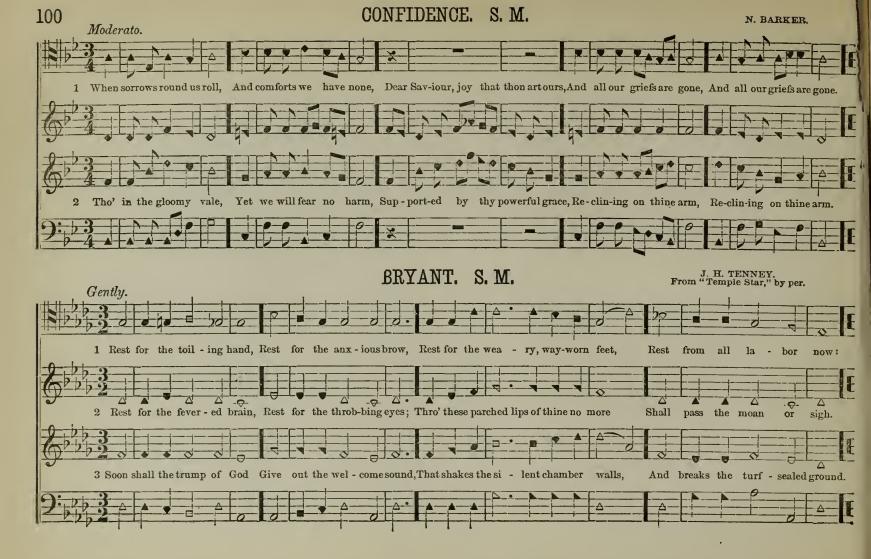




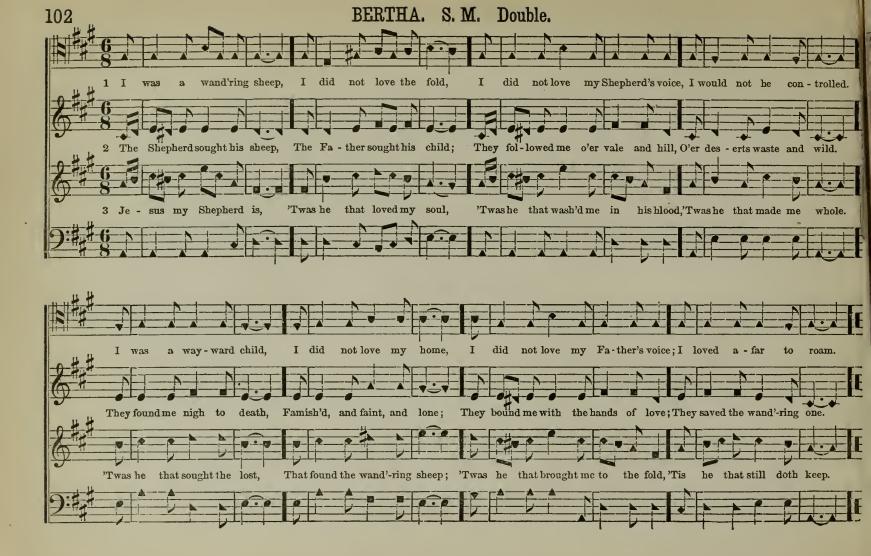
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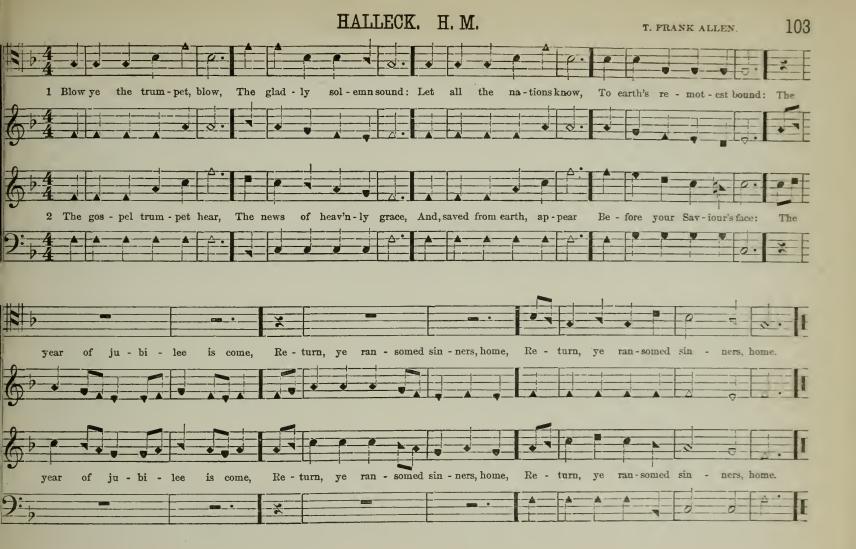


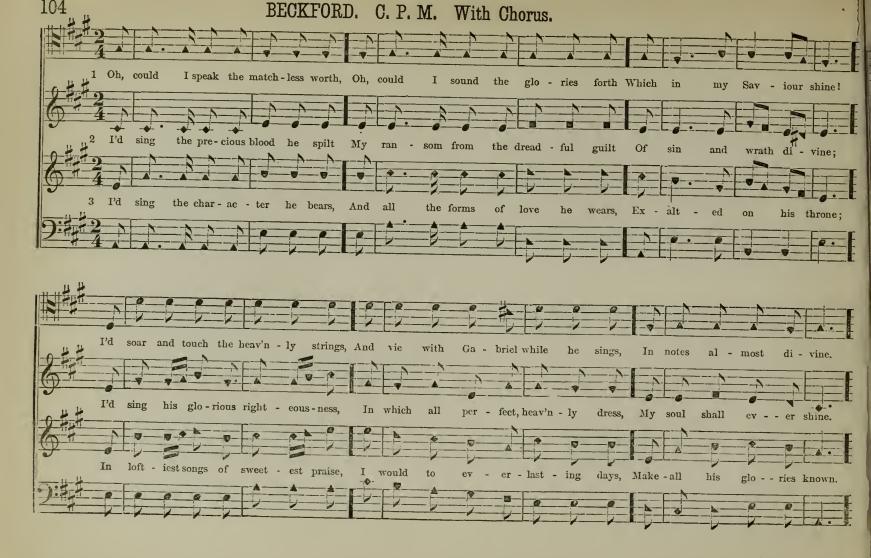


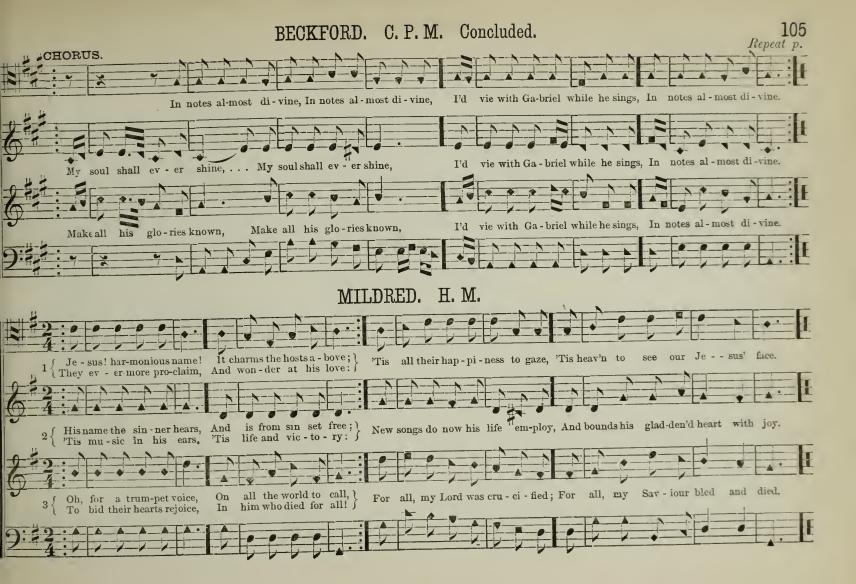


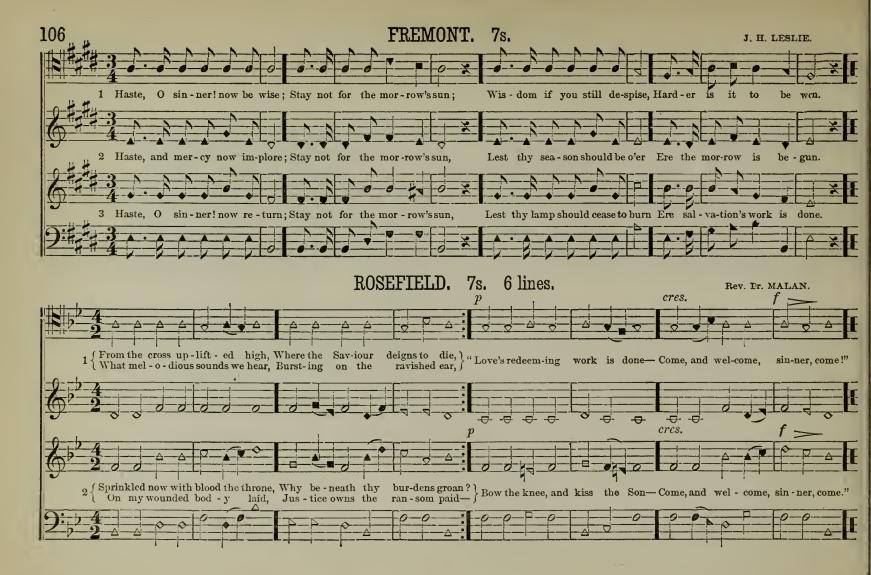








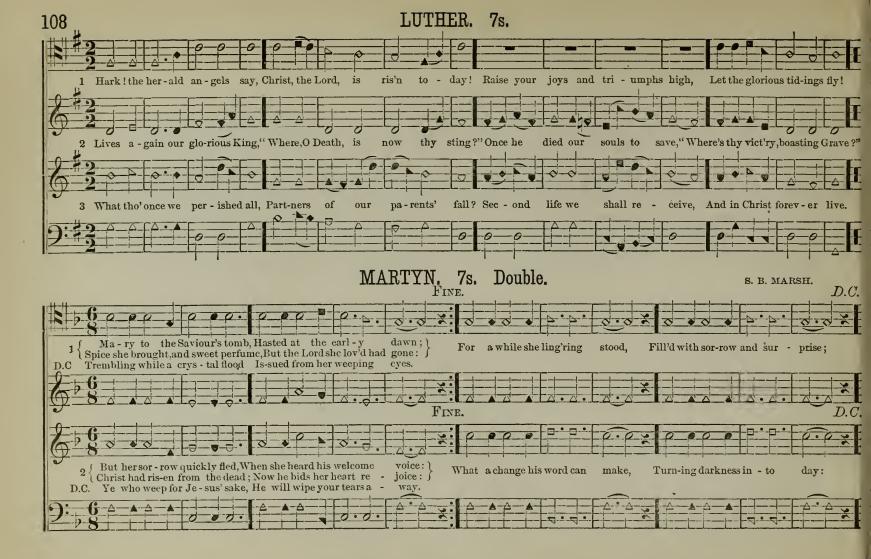


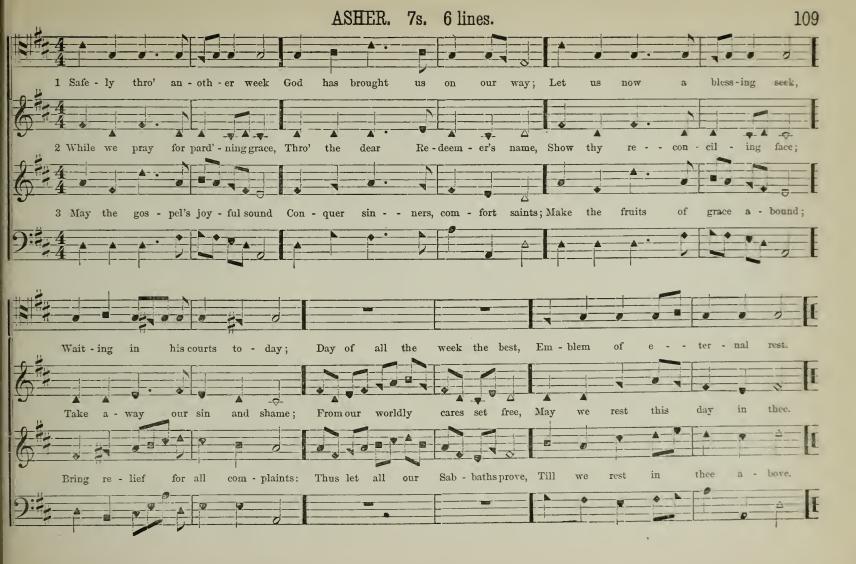


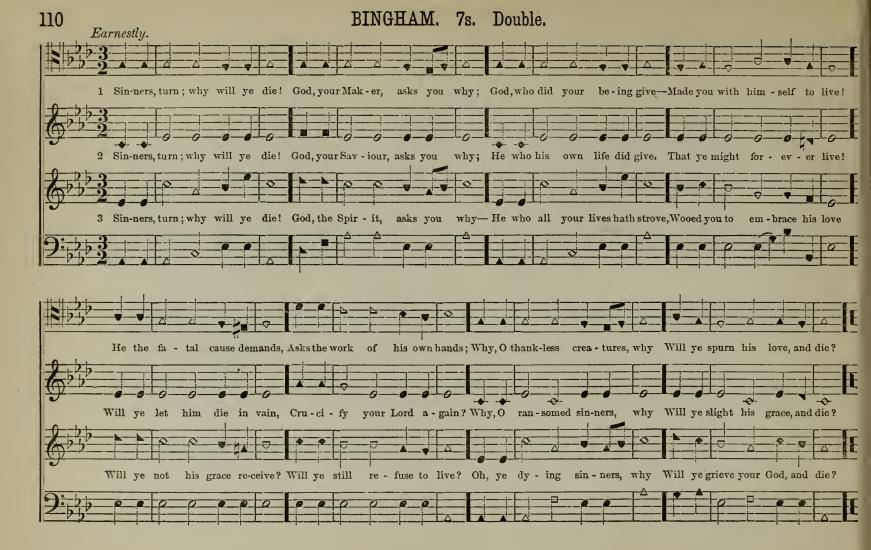




- 2 When I faint with summer's heat, Thou shalt guide my weary feet To the streams, that, still and slow, Through the verdant meadows flow, Through the verdant meadows flow.
- 3 Safe the dreary vale I tread, By the shades of death o'erspread; With thy rod and staff supplied, This my guard, and that my guide, This my guard, and that my guide,
- 4 Constant to my latest end, Thou my footsteps shall attend; And shalt bid thy hallowed dome Yield me an eternal home, Yield me an eternal home.

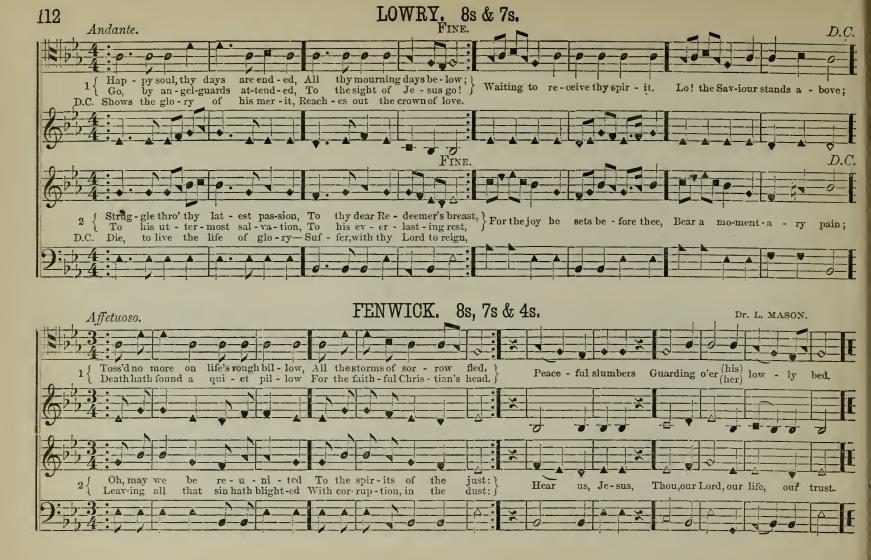




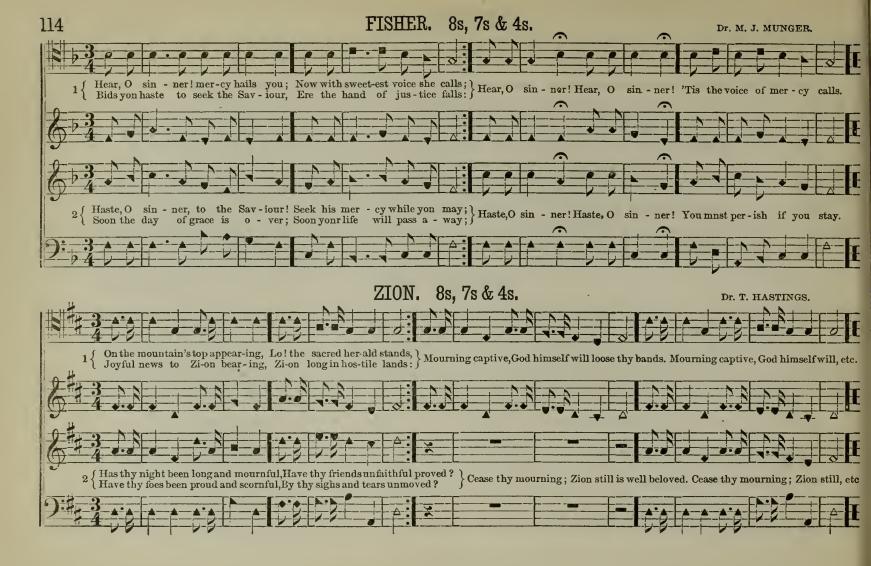


WAYLAND. 8s & 7s.

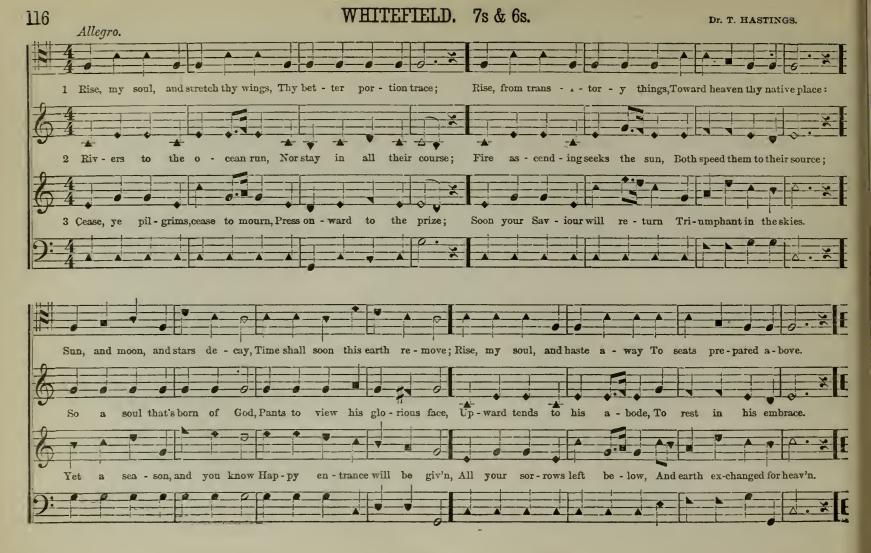




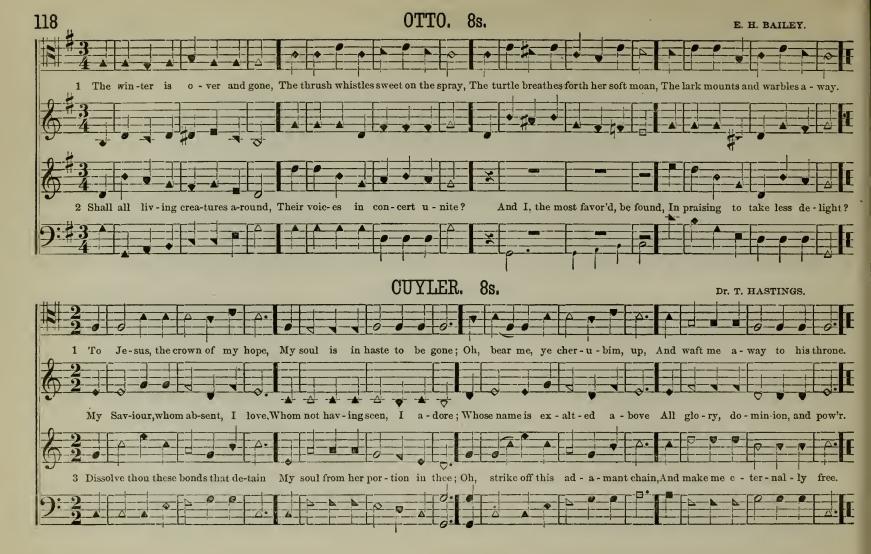




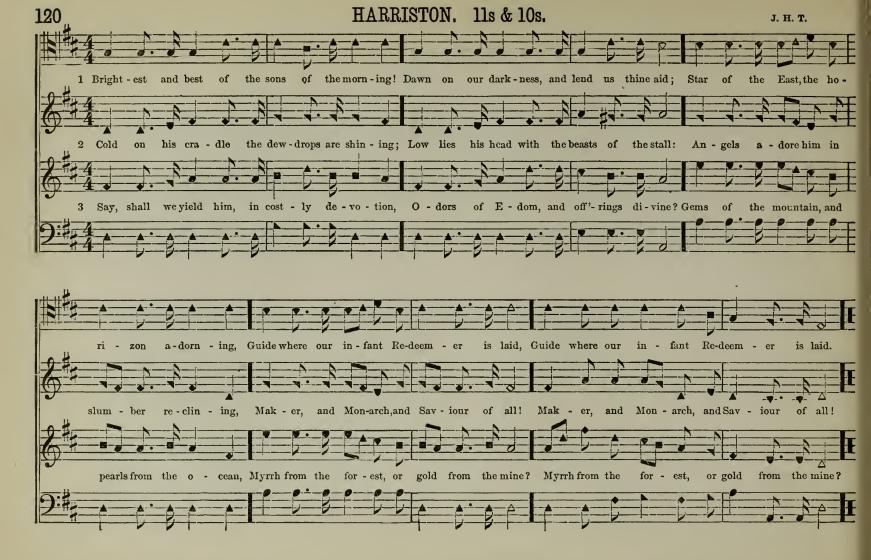












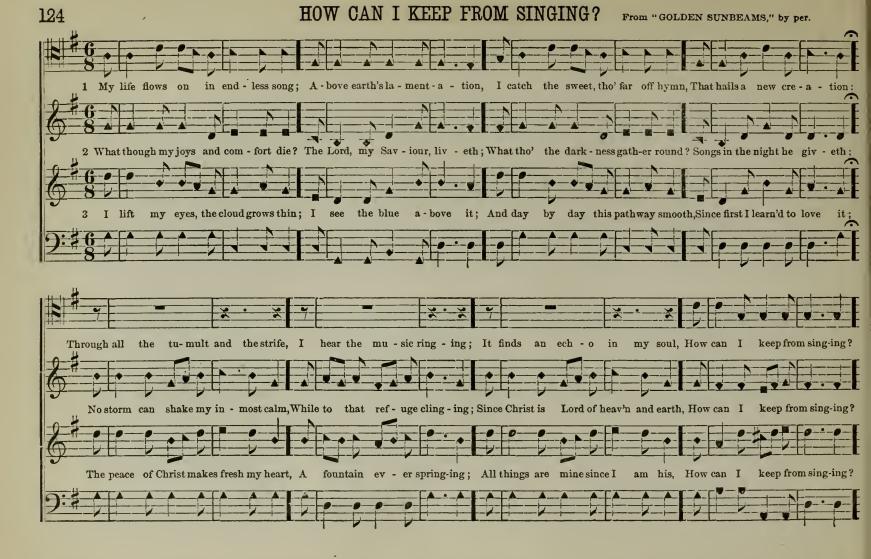
PRINCE. 12s, 11s & 8s.

L. O. EMERSON.





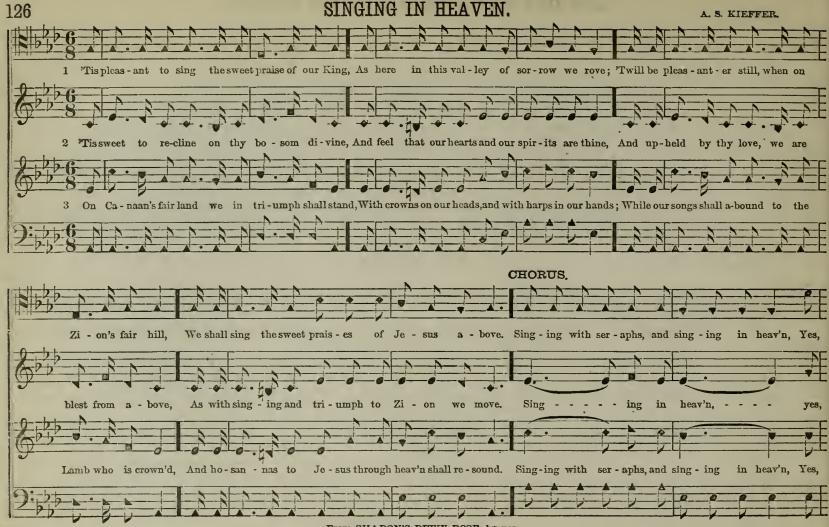




HOW CAN I KEEP FROM SINGING? Concluded.



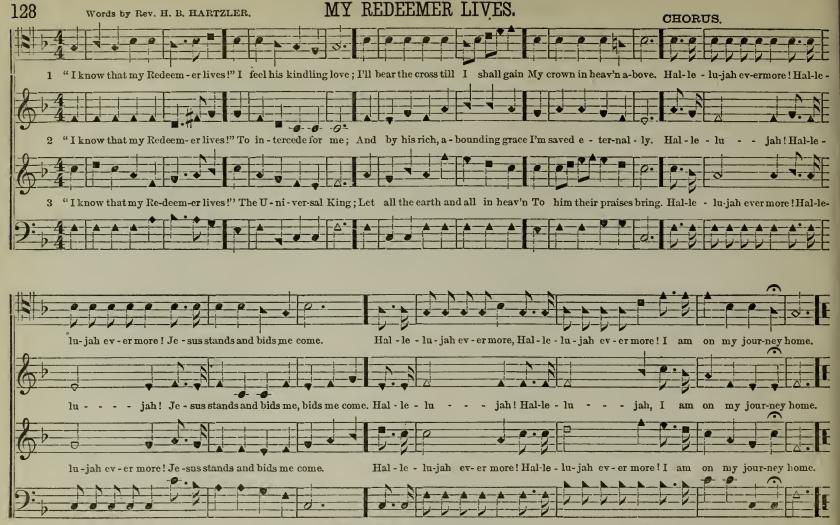
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From SHARON'S DEWY ROSE, by per.

SINGING IN HEAVEN. Concluded.

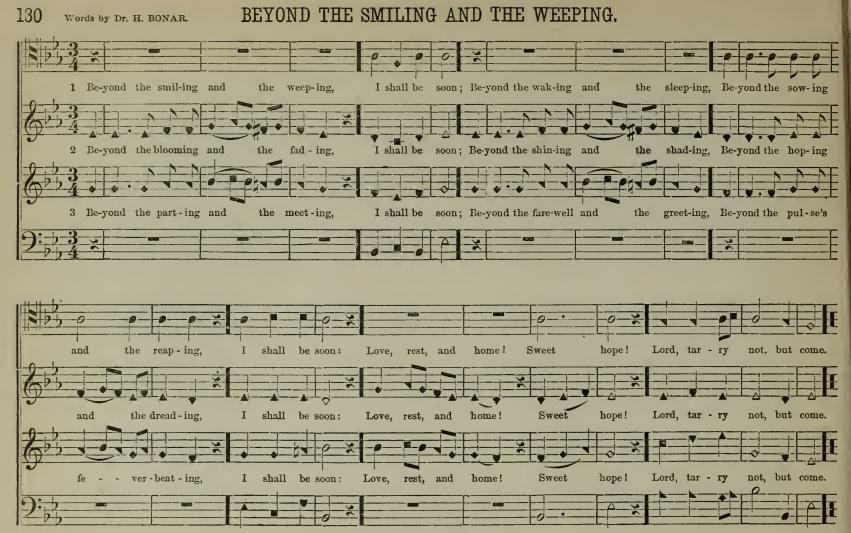




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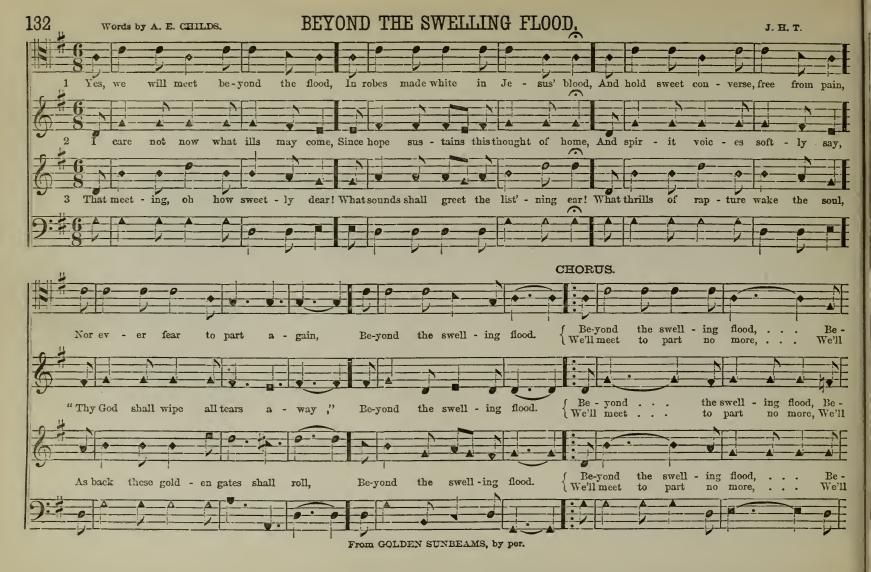
From the SHINING LIGHT, by per.



From GOLDEN SUNBEAMS, by per.



From GEMS OF GOSPEL SONG, by per.

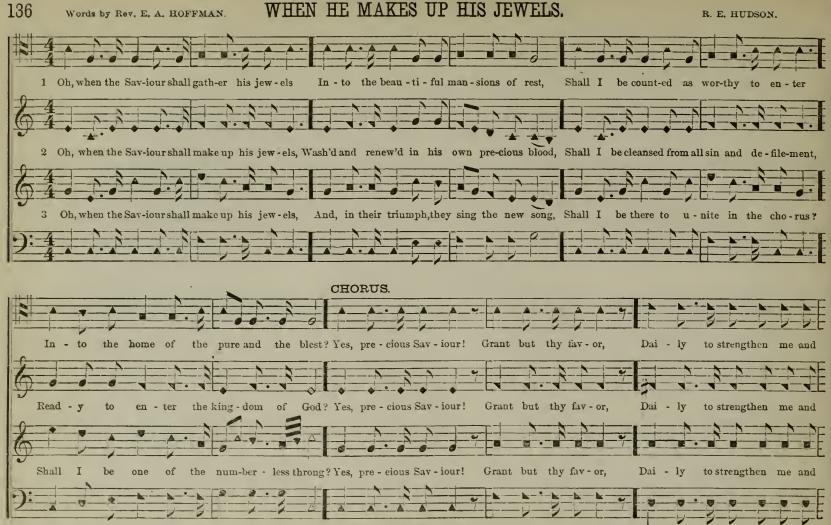






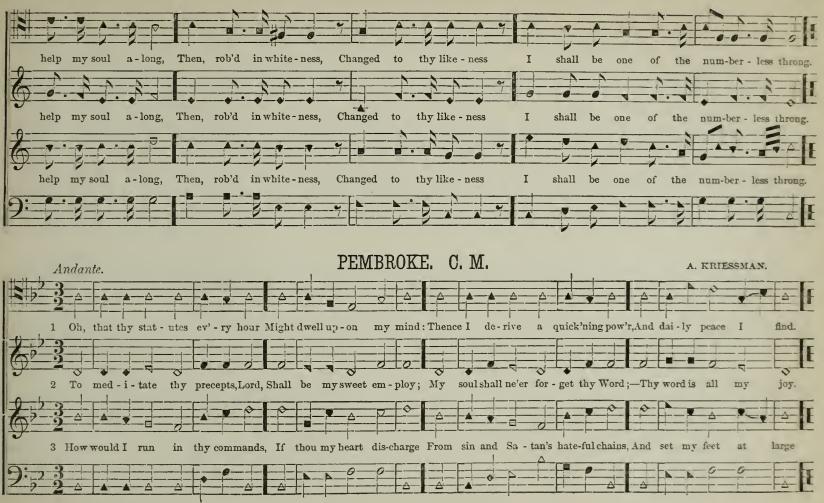


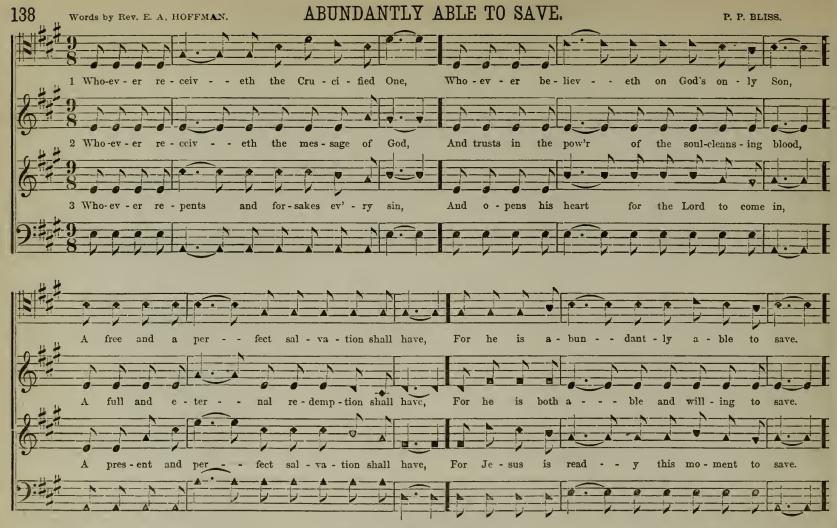
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From "Gems of Gospel Song," by per.

WHEN HE MAKES UP HIS JEWELS. Concluded.



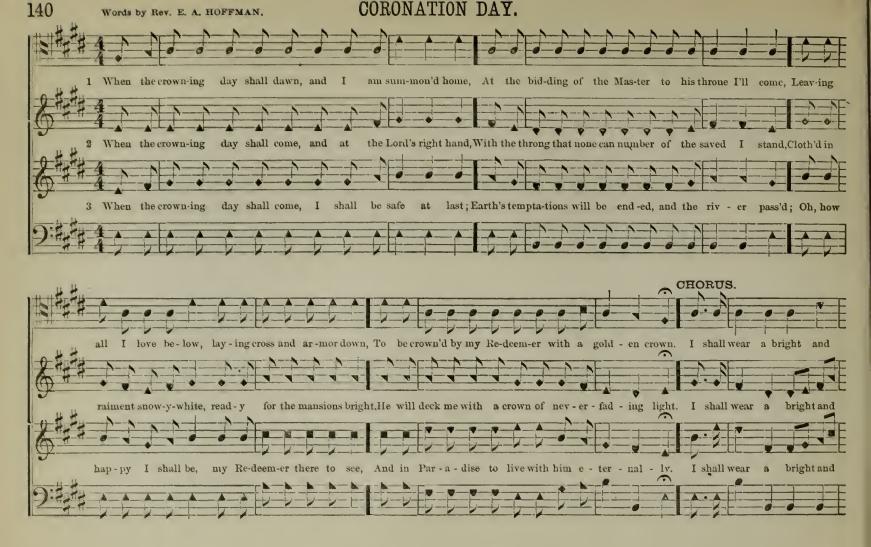


From SPIRITUAL SONGS, by per.

30.00 To 200

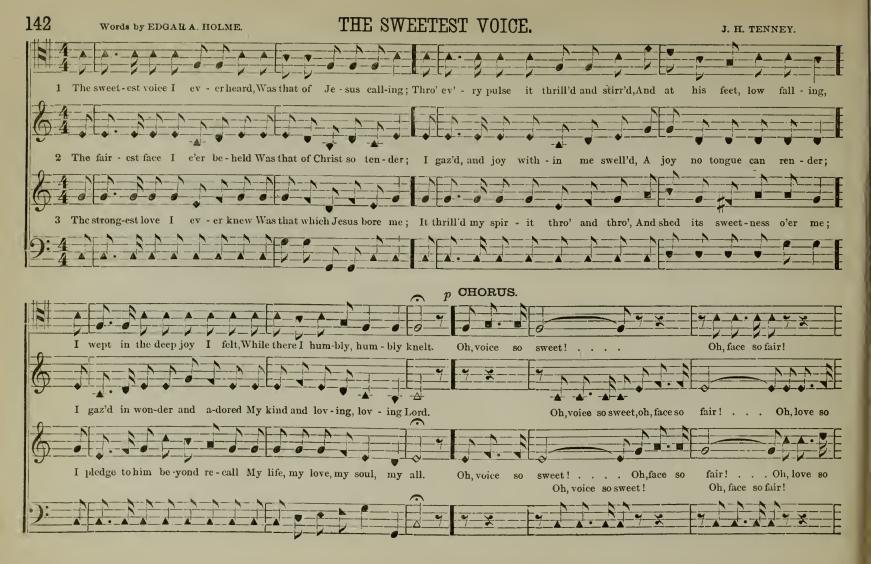
ABUNDANTLY ABLE TO SAVE. Concluded.

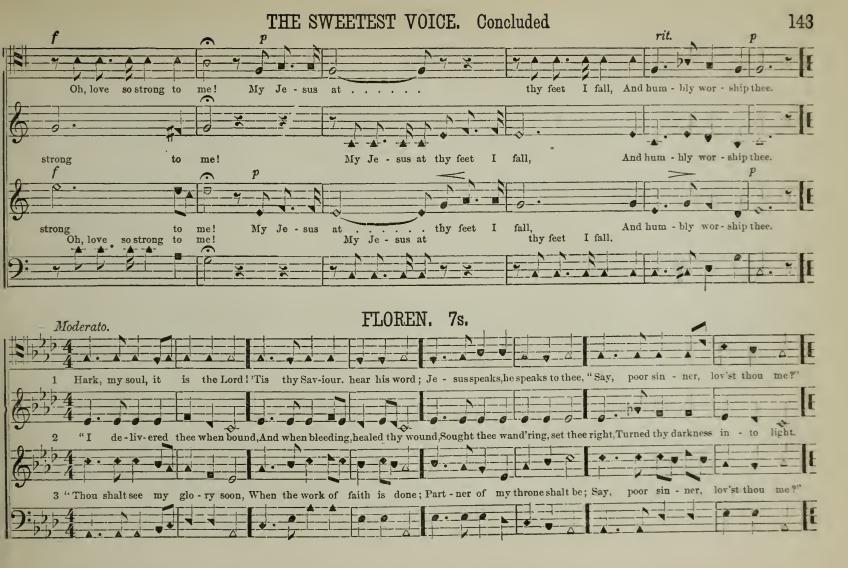




CORONATION DAY. Concluded.



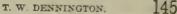






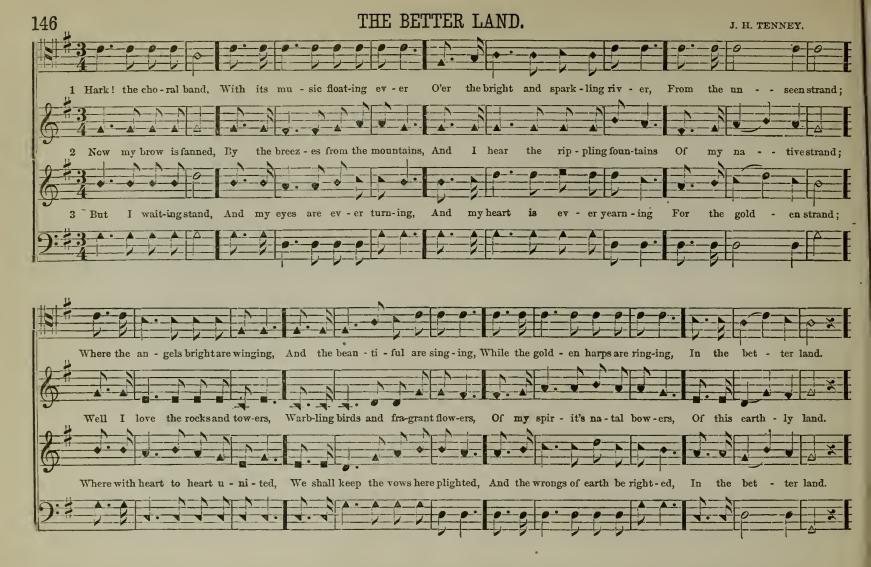
From the SHINING LIGHT, by per.

НАРРУ НОМЕ.



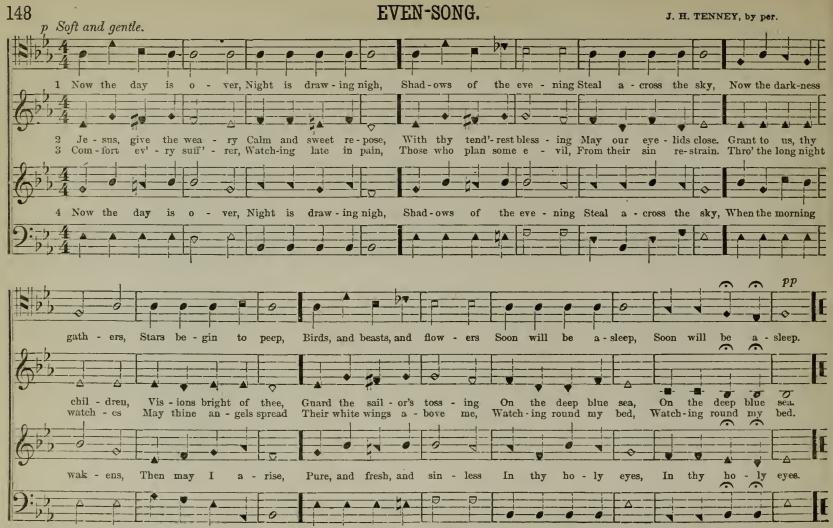


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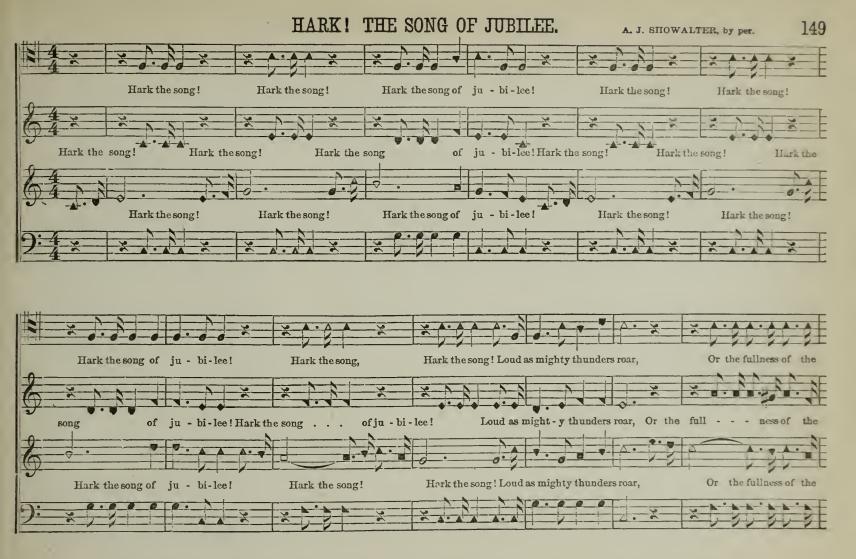


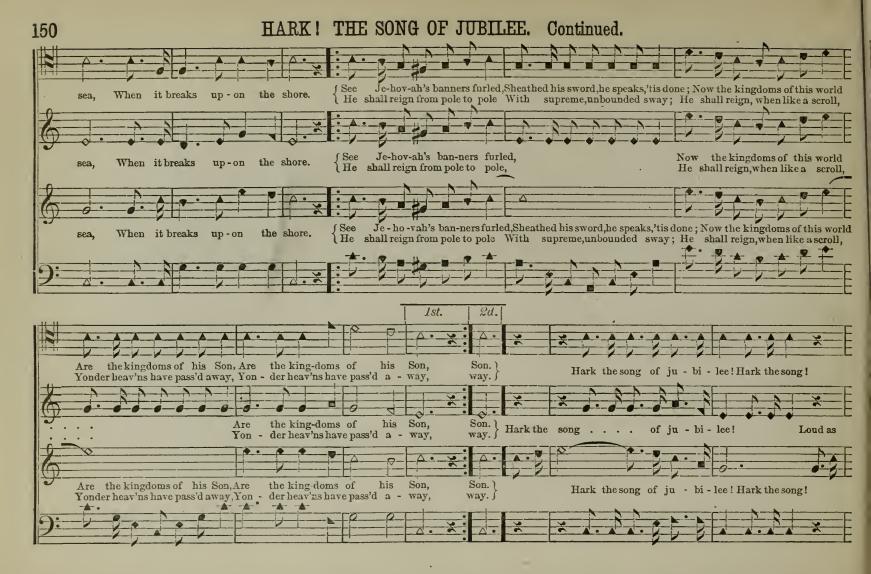
THE BETTER LAND. Concluded.

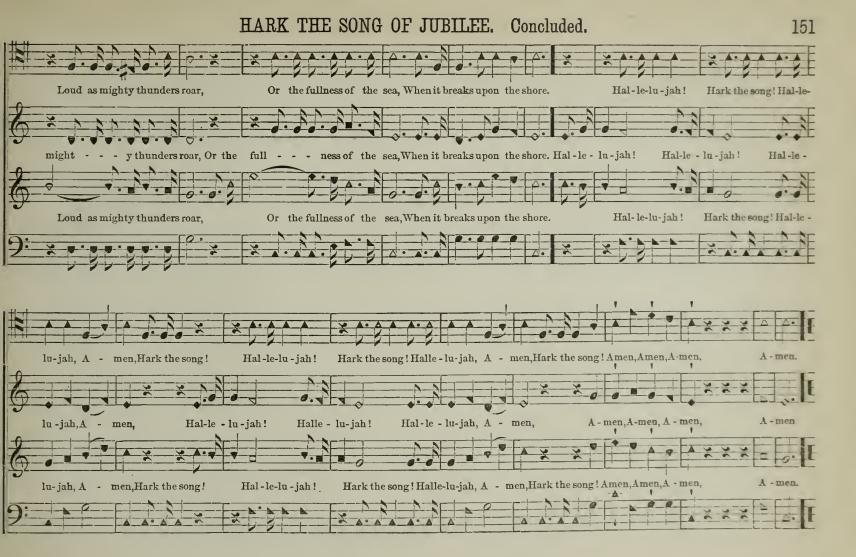




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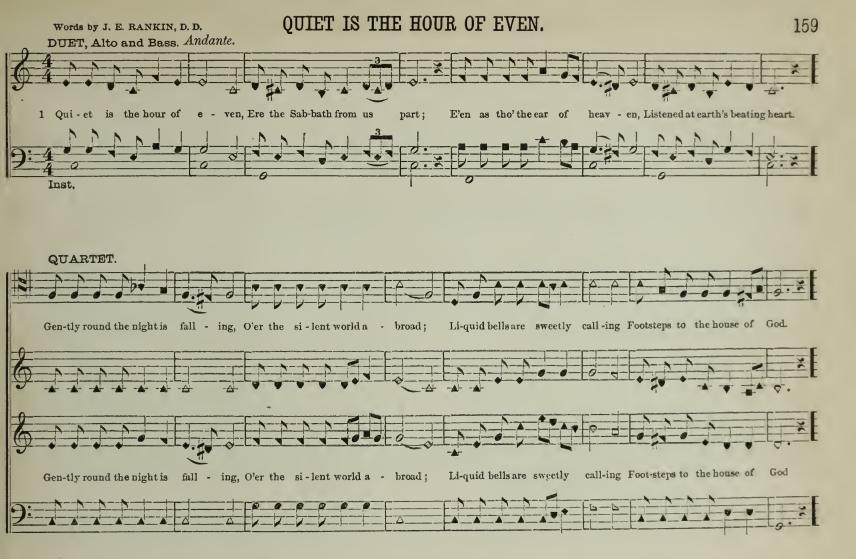


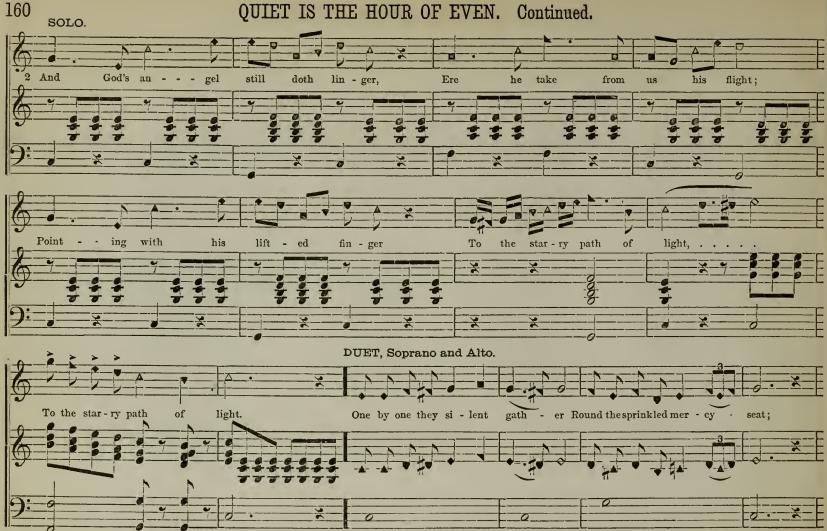
I WILL SING THY PRAISE. Concluded. 155 FINE. 25 I will sing, I will sing thy praise, O Lord, I will sing, I will sing, I will sing thy praise, O Lord. I will ALD I will sing thy praise, O Lord. I will not for-get thy sing, I will sing thy praise, O Lord, I will sing. I will sing, Ð I will sing, I will sing thy praise,O Lord, I will sing, I will sing, I will sing thy praise, O Lord. I will ~ D.C. O Lord, O Lord, Un-to thee my soul doth fly, I will sing. for - get, in songs not (\mathcal{F}) Un-to thee in songs of will sing. ben- e- fits, 0 Lord, joy and praise, doth fly, Lord, 0 my soul 1 D.C. 8-my souldoth fly. O Lord, O Lord, Un-to thee in songs for - get, not 0_0 3



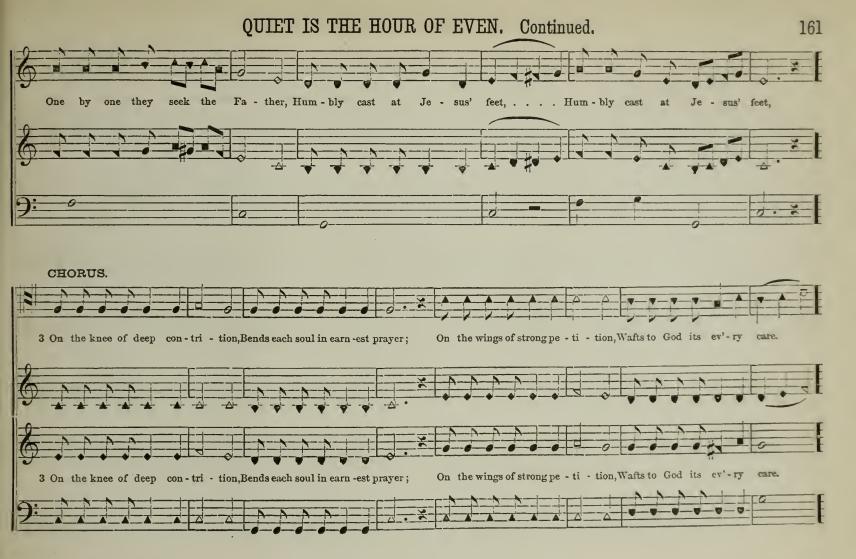






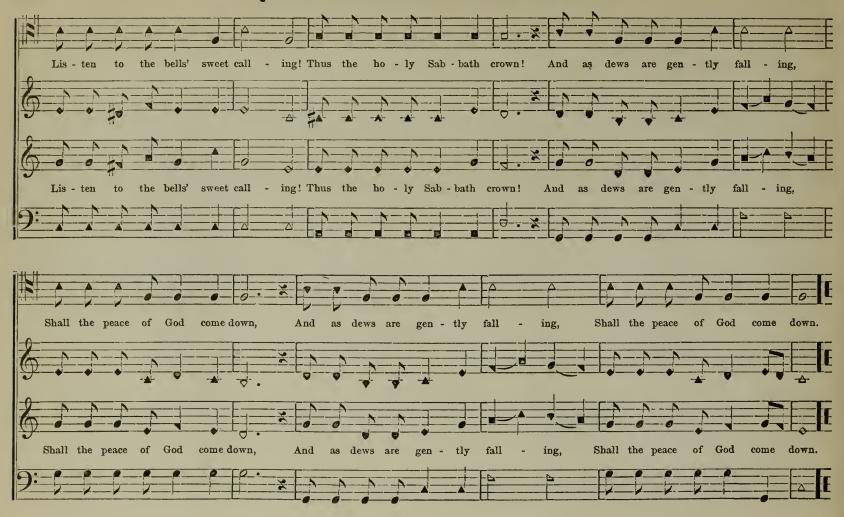


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162

QUIET IS THE HOUR OF EVEN. Concluded.



Allegretto.

thy walls,

thy walls,

0

0

Je - ru - sa-lem,

Je - ru - sa-lem,

I have set watchmen upon

I have set watchmen upon

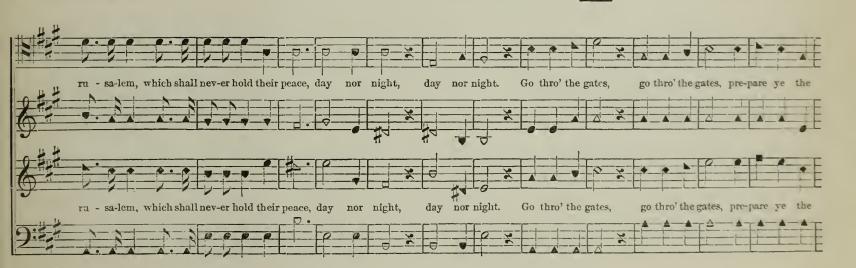
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I have set watchmen up - on

I have set watchmen up - on

thy walls,

thy walls,

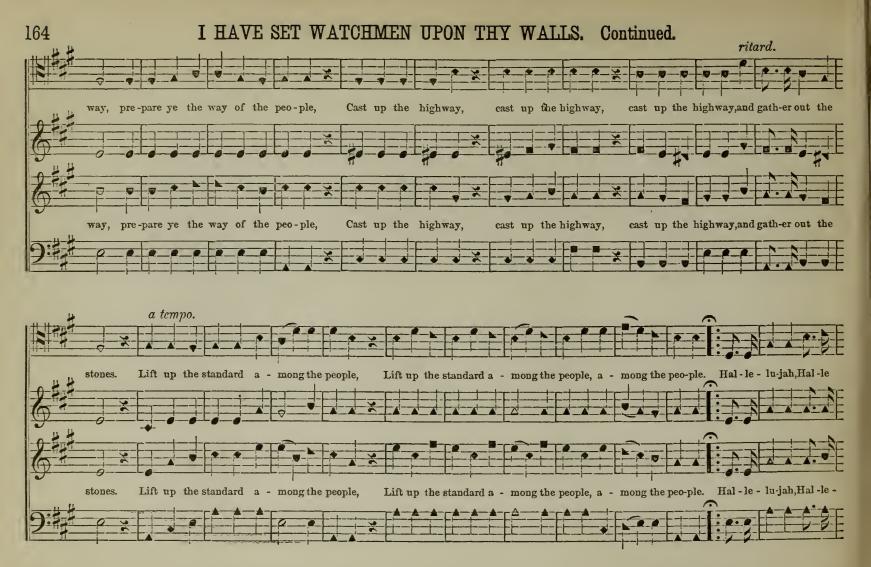


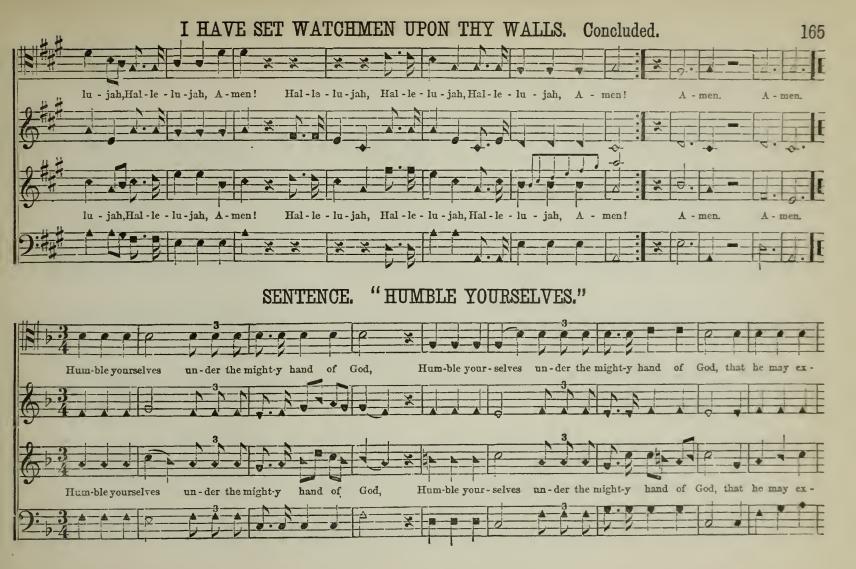
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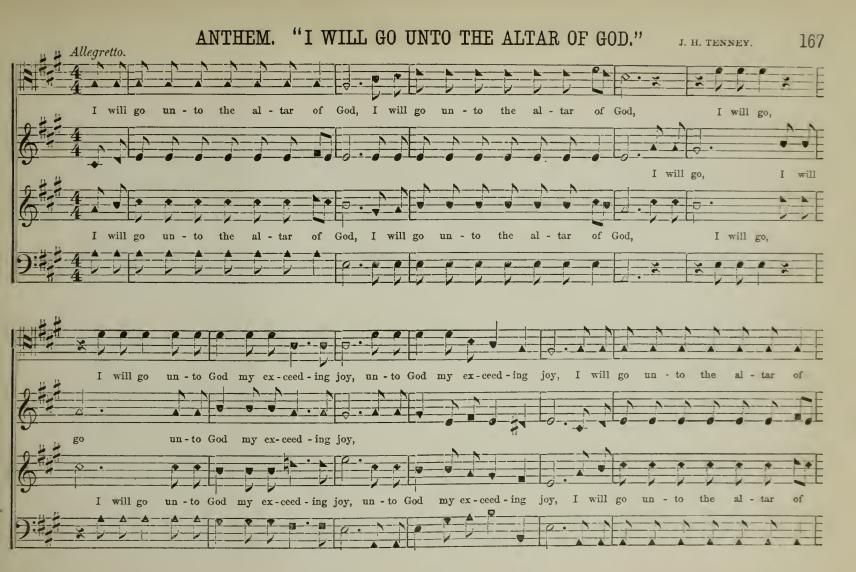
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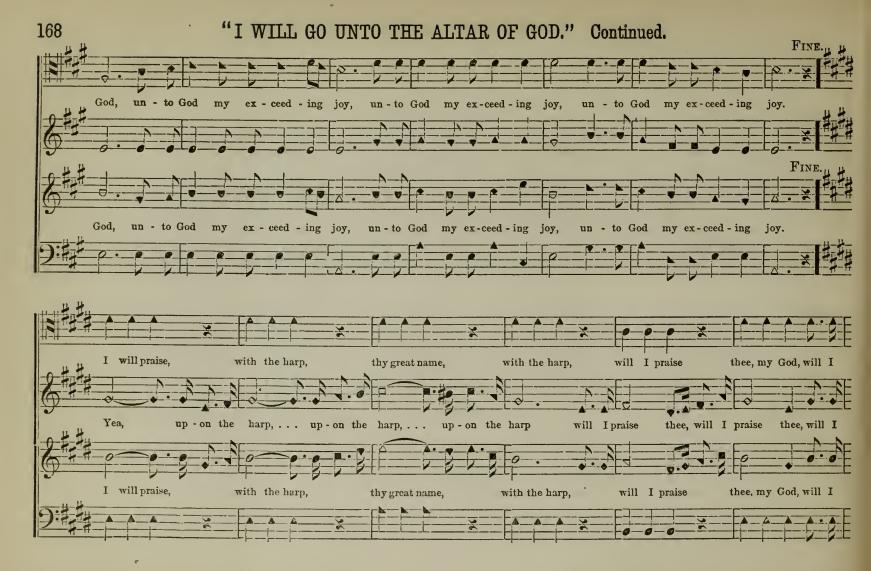
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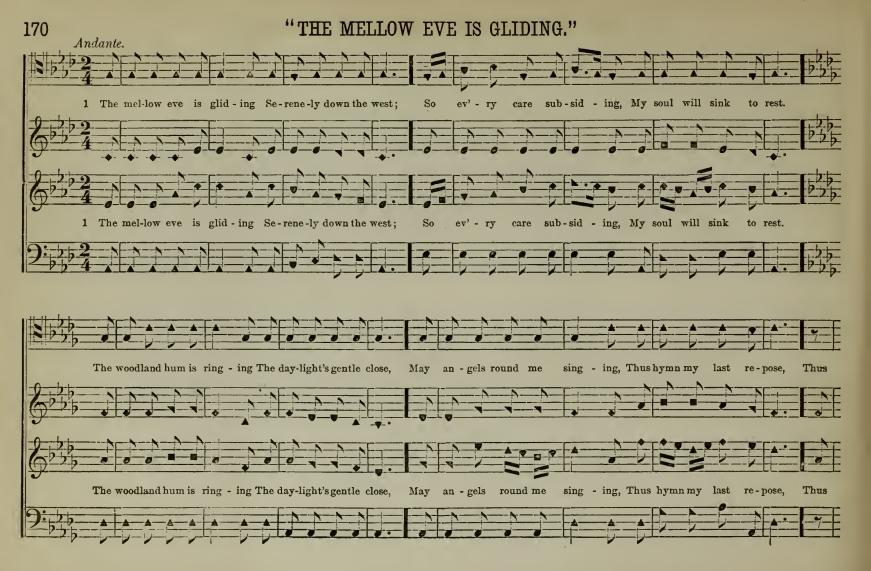






"I WILL GO UNTO THE ALTAR OF GOD." Concluded.

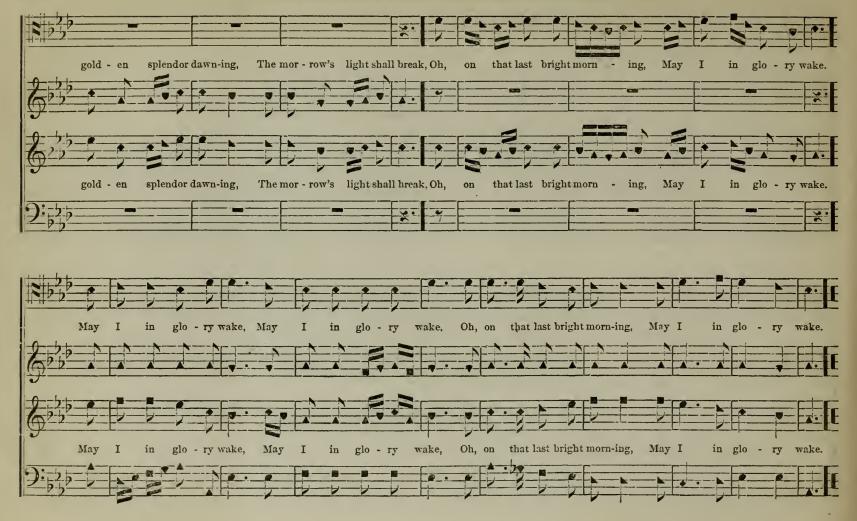






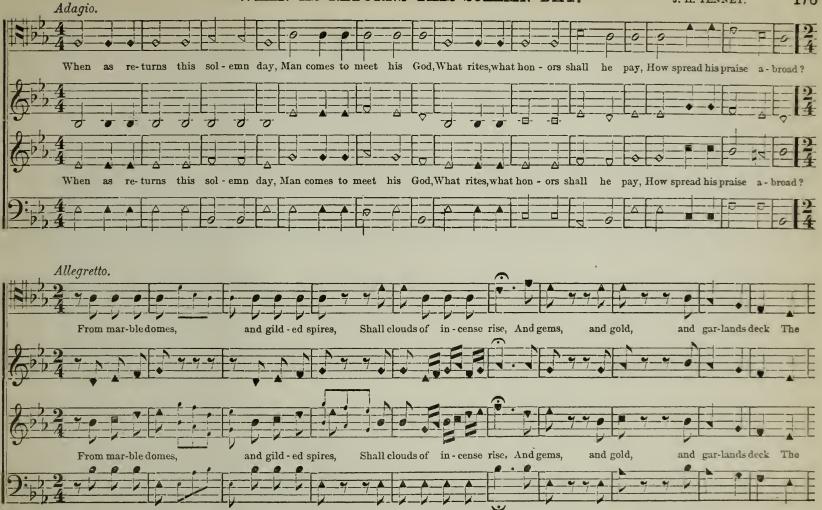
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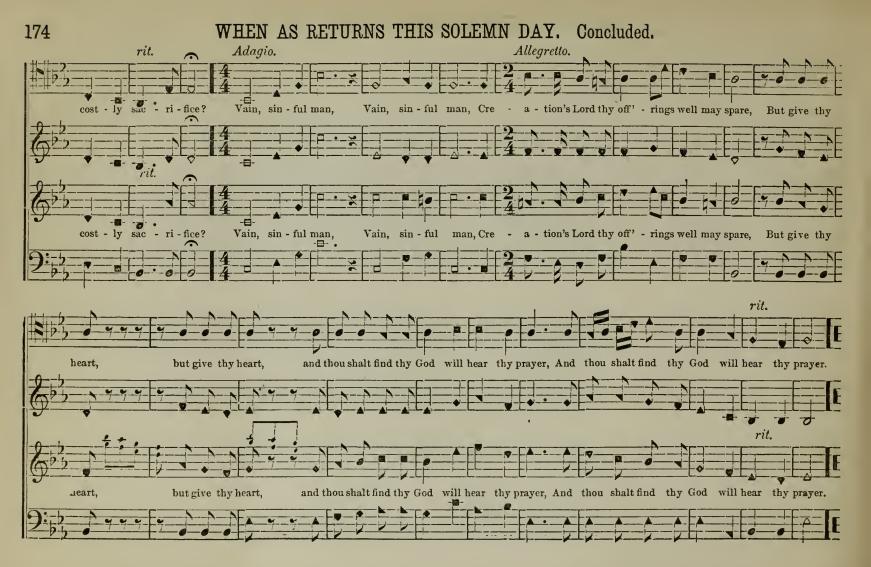
"THE MELLOW EVE IS GLIDING." Concluded.



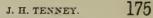
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J. H. TENNEY. 173





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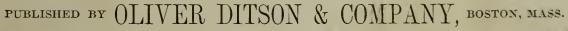
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