THE

# ZION SONGSTER

Nos. 1 2 Combined.

FOR

É Subbath Lehools. Ō

#### -REDITED BYR-

### \*\*ALDINE S. KIEFFER.\*\*

And the ransomed of the Lord shall return and come to Zion with songs and everlasting joy upon their heads.—IBAIAE.

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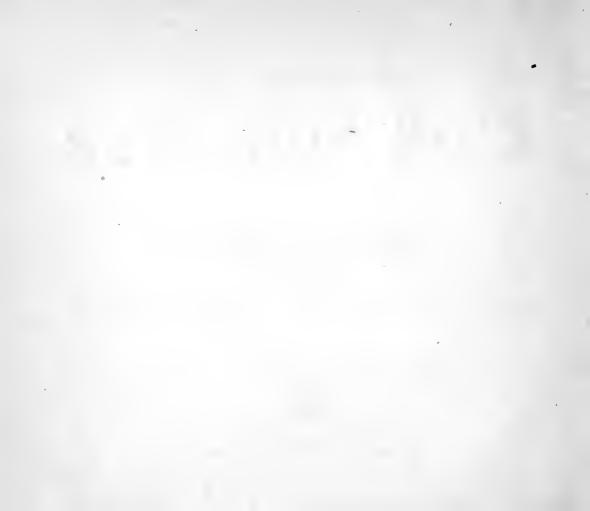
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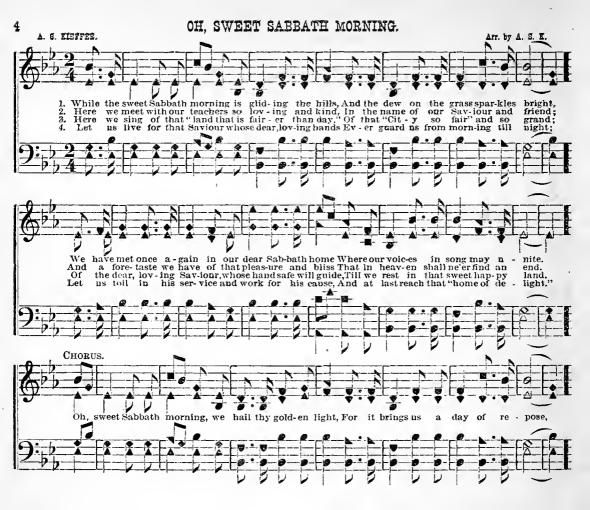
J. M. ARMSTRONG & 00., MUSIC TYPOGRAPHERS, 110 Sensom Street, Philadelphia, Pa.

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## THE ZION SONGSTER.

HAPPY ZION.







FLY AS THE DOVES TO THEIR WINDOWS.



6

WELCOME TO GLOBY.



- 2 When from Calvary's mount I arise. And pass through the portals above. Will shouts, Welcome home to the skies! Resonud through the regions of love? Welcome home! etc.
- 3 Yes! loved ones who knew me below, Who learned the new song with me here, In chorus will hail me, I know, And welcome me home with good cheer ! Welcome home! etc.

- 4 The beautiful gates will unfold, The home of the blood-washed I'll see : The city of saints I'll hehold! For, O! there's a welcome for me! Welcome home! etc.
- 5 A sinner made whiter than snow. I'll join in the mighty acclaim, And shout through the gates as I go, Salvation to God and the Lamh! Welcome home! etc.











From "Sabbath Bells," by permission.

1

SINGING GLORY HALLELUJAH.

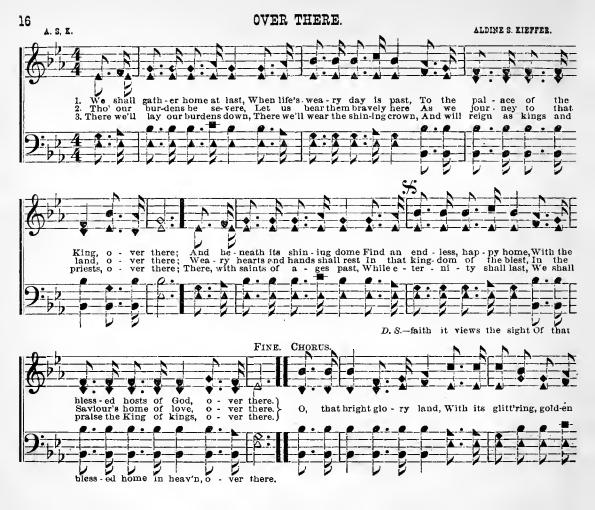
13 J. C. B. J. CALVIN BUSEEY. 1. In our Father's heav'nly mansions, With the ransom'd ones a - hove, We will join the hal-le-2. There, a - mid the mu-sic ring-ing. Not a sigh shall heave the breast; There the wicked cease from 3. May we gain those heav'nly mansions, And among the blood-wash'd sing: Rest with long-lost loved ones CHORUS. -lu - jahs, Sing ing of a Saviour's love. troub-ling, And the wea -ry are at rest. ev - er Where the hal - le - ln - jahs ring. a Saviour's love. ) Sing-ing glo - ry, hal-le - ln - jah! hal-le--glo - ry, glo- ry,

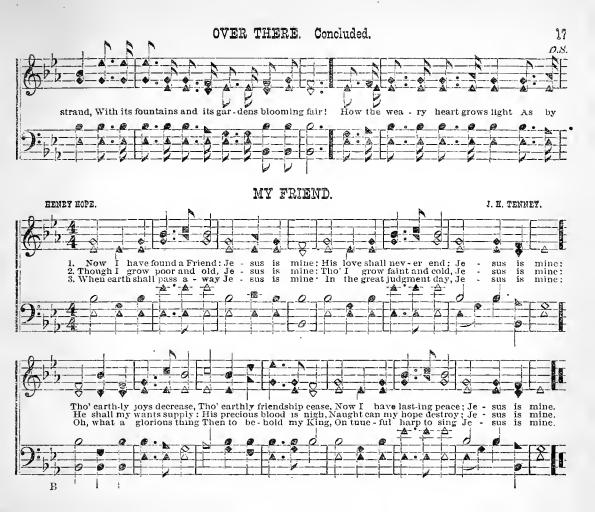


#### GIBSON. 8s & 7s.

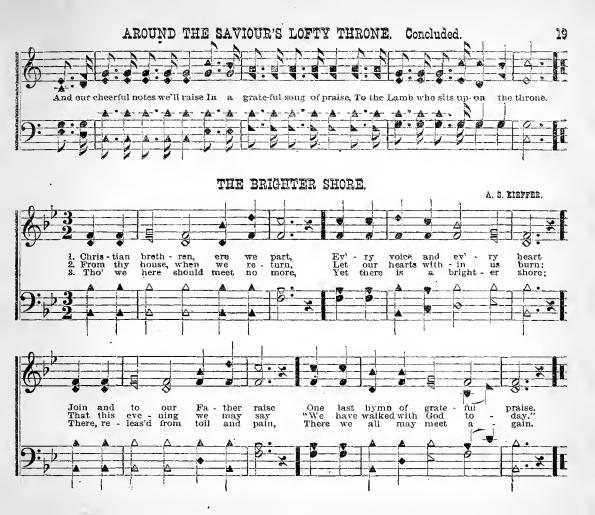














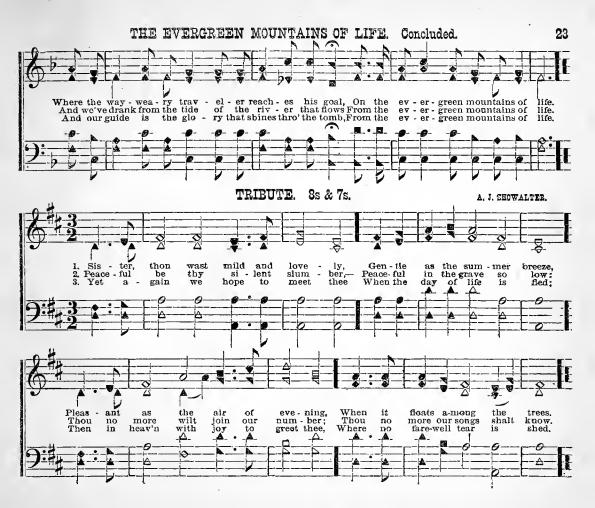


THE EVERGREEN MOUNTAINS OF LIFE.

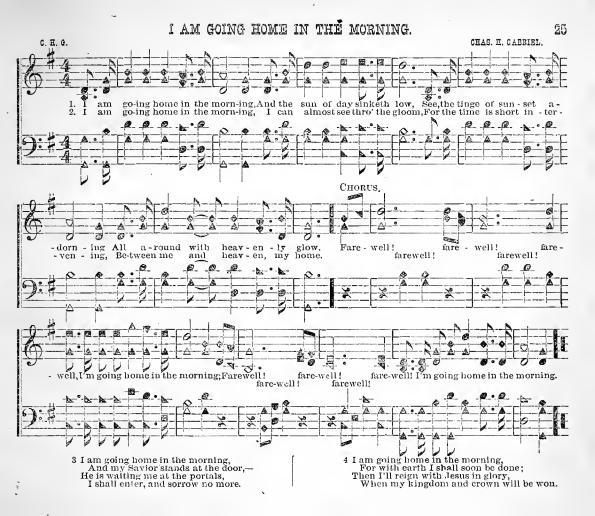
Music by WYATT MINSHALL.



22











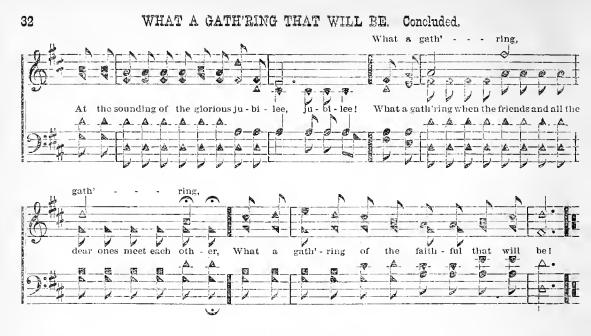








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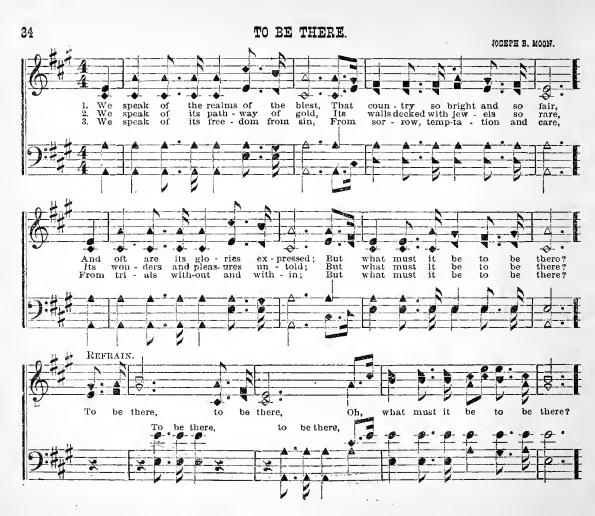


### GLORY BE TO THE FATHER.

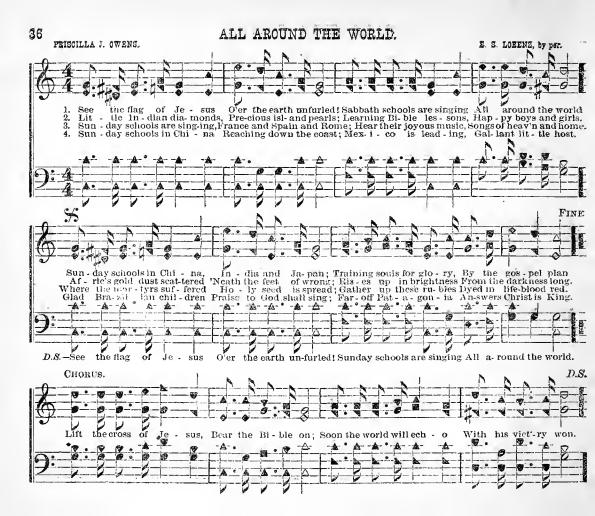


BURTON. C. M. With Chorus.



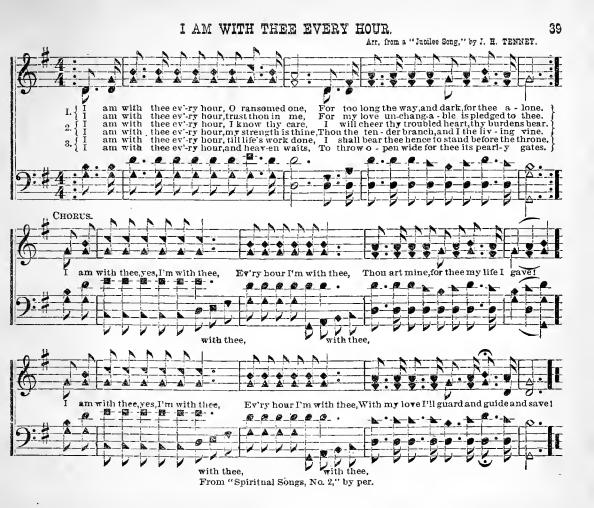


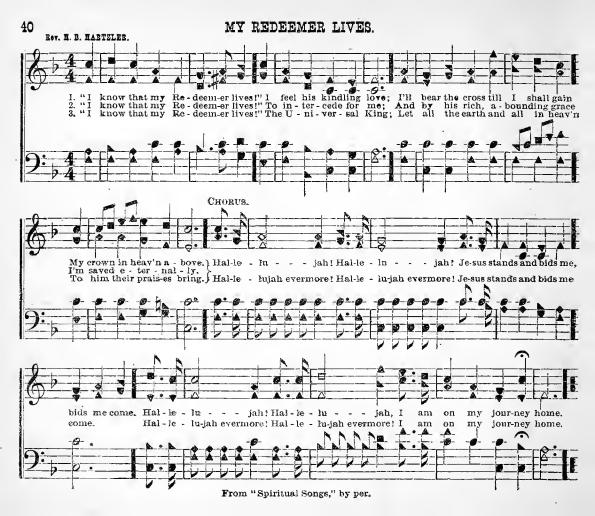






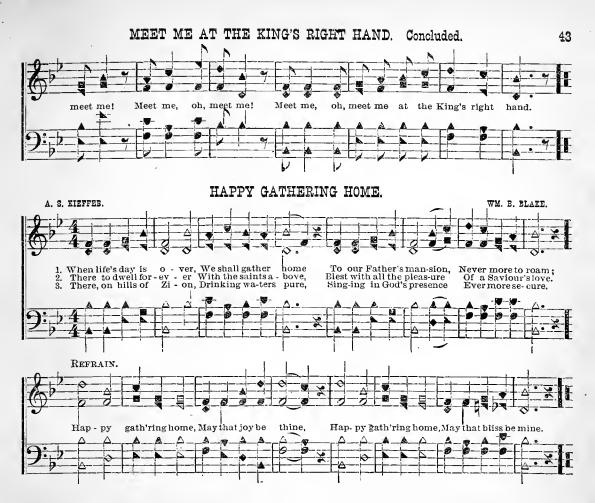


















SOME TO THE FOUNTAIN.

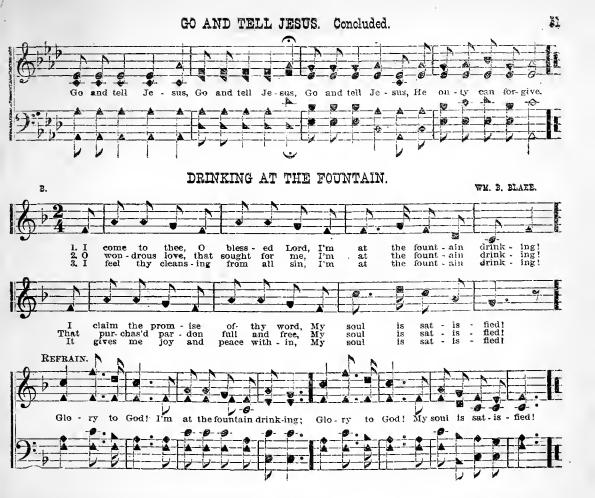
Arr, from FRANK M. DAVIS.



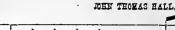






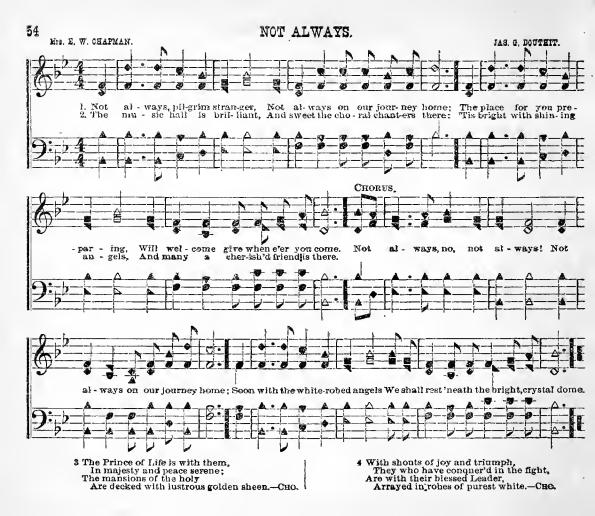


#### THE JASPER SEA.









IN THE KING'S HIGHWAY.



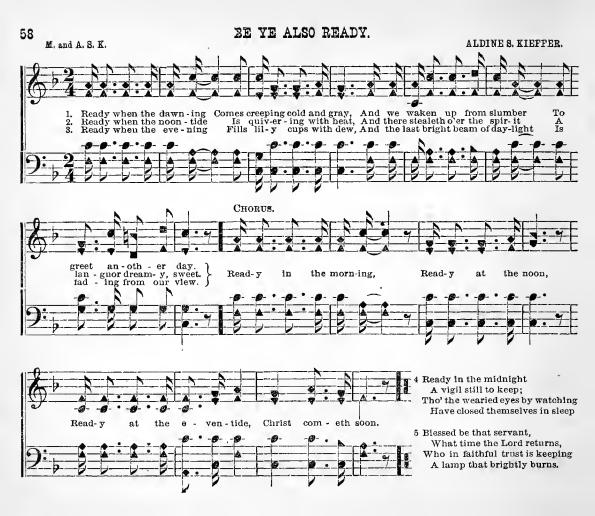
#### JESUS, LOVER OF MY SOUL.

WM. B. BEADBUEY.



From "Fresh Laurels," by per. of BIGLOW & MAIN.





BEAUTIFUL HOME ABOVE.







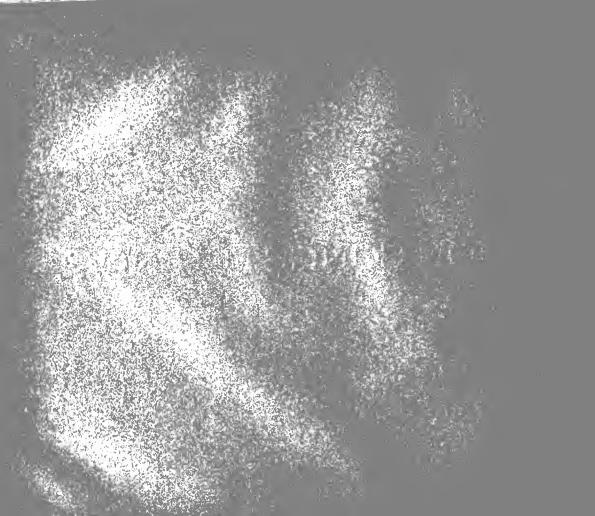




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# ZION SONGSTER NO. 2.



THE

## ZION SONGSTER

FOR



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## >\*ALDINE S. KIEFFER.\*~

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## ZION SONGSTER.

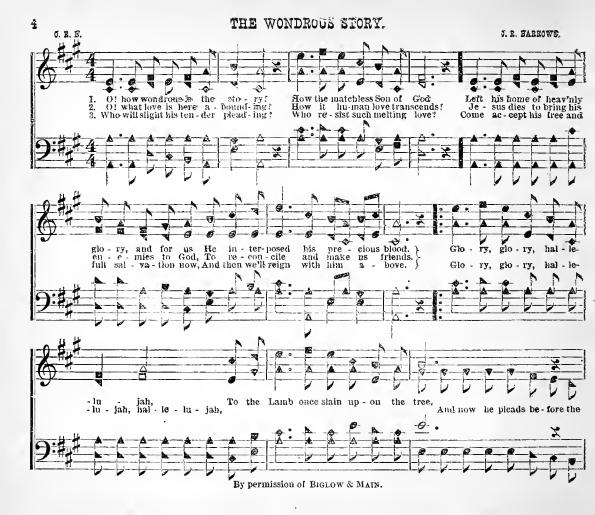
No. 2.

ZIONWARD.

FINE. I. { Chris - tians, I I would tell my jour - ney,-Ere am on I reach the nar row sea, ) won - drous sto -What the Lord for me. the ry, has done D.C.--I I'm ing home. am on mv wav to Zi on. à pil - grim ġo CHORUS. D.C.jah! Though Glo glo hal le lu a stran - ger here I roam; IY. ry, --2 I was lost, but Jesus found me, Taught my heart to seek his face; From a wild and lonely desert, Brought me to his fold of grace. Looks beyond a world of sorrow To the pilgrim's home above. 4 I shall yet behold my Saviour When the day of life is o'er, I shall cast my crowns before him, I shall praise him evermore. 3 Now my soul with rapture glowing Sings aloud his pard'ning love,

(3)

A. S. RIEFFER.



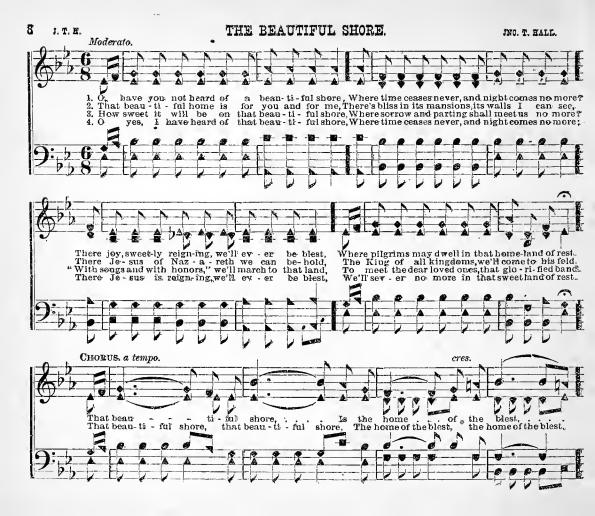


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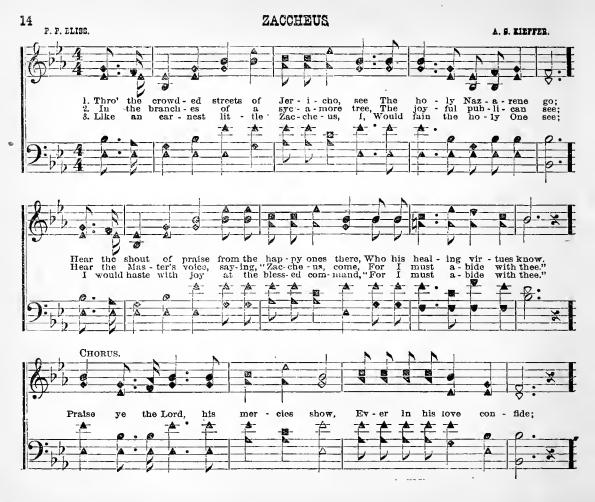


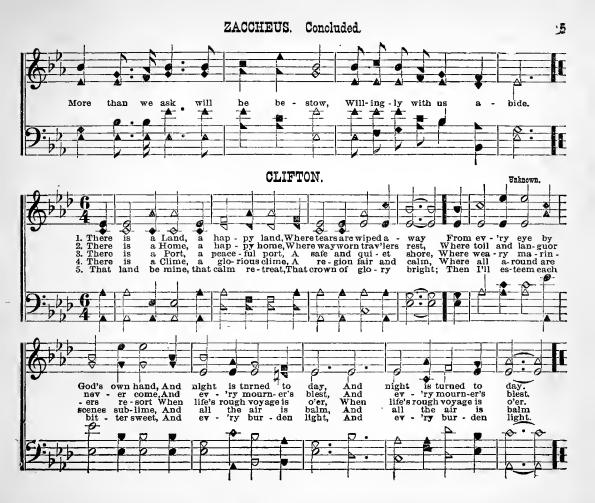


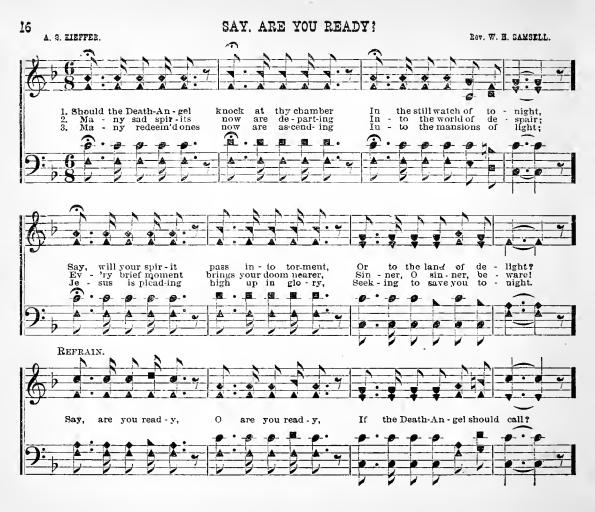


















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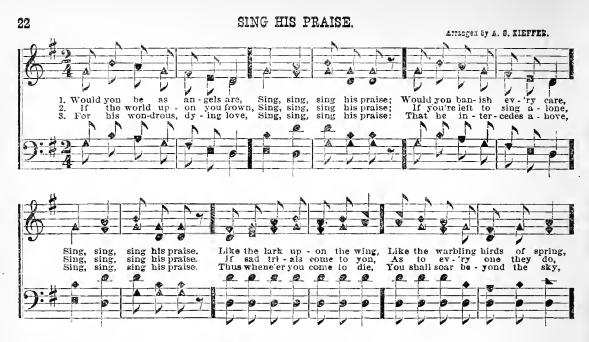
BATTLE HYMN. Concluded.







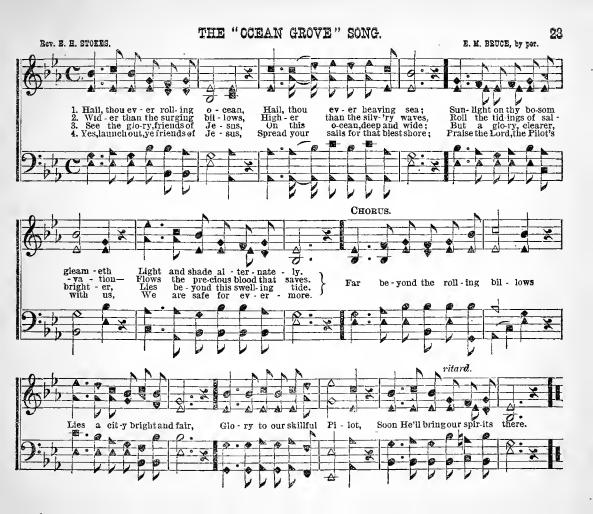
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4 Brighter thus our joys shall be, Sing, sing, sing his praise; In a long eternity,

Sing, sing, sing his praise. Happy then with Christ to live, And his loving smiles receive, All the praise to him we'll give : Sing, sing, sing his praise.



## JESUS IS COMING AGAIN.



24

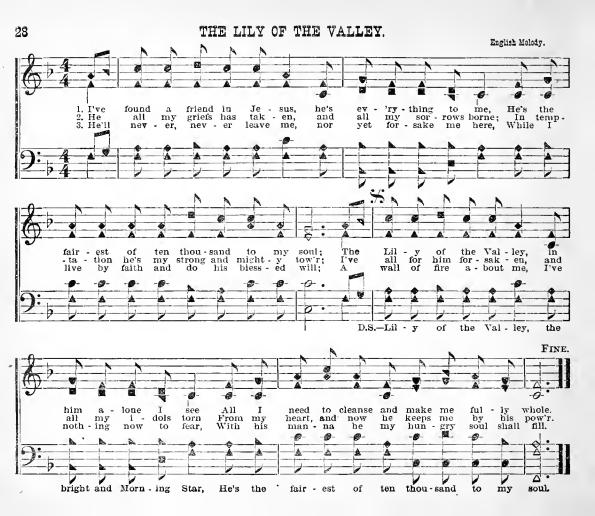
JESUS IS COMING AGAIN. Concluded.

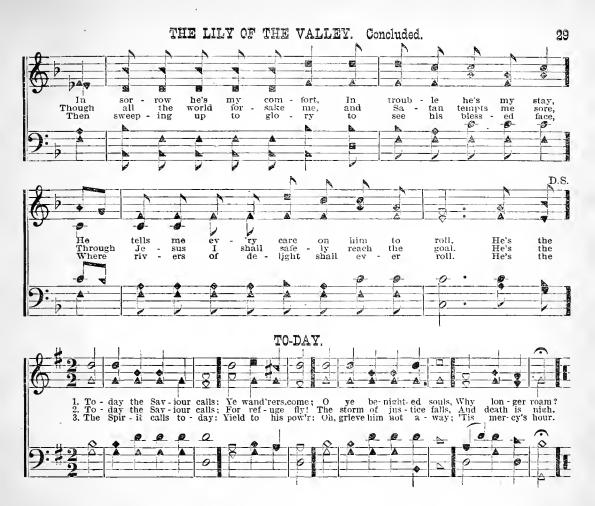


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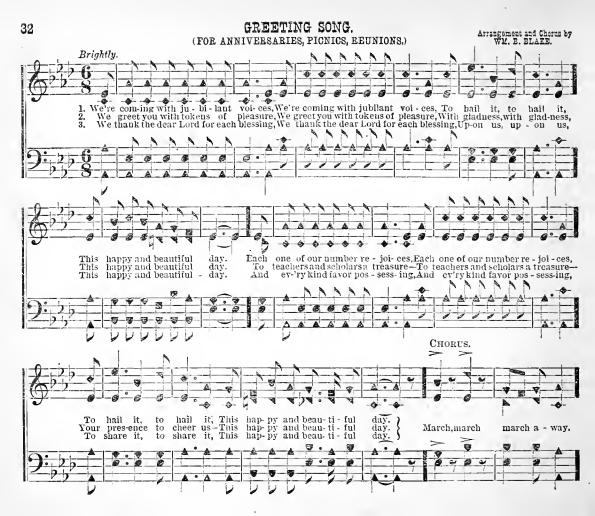




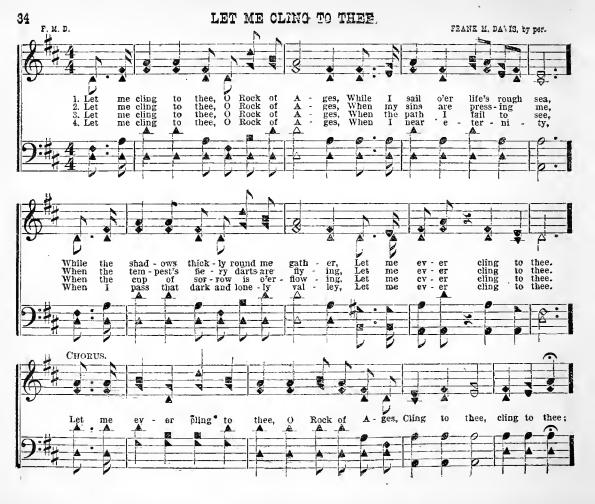




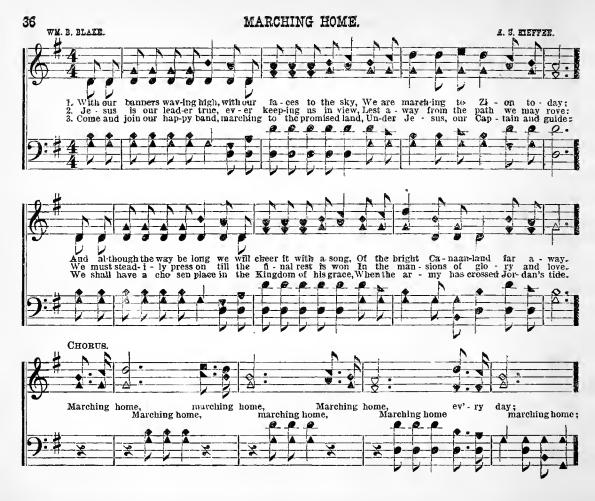




GREETING SONG Concluded. 33 This happy and beau-ti - ful dav! March, march, march away, This happy and beau-ti-ful day. 1 > . b 44 COME TO ME." (Chant.) Ś With tearful eyes I look around, Life seems a dark and;
 It tells me of a place of rest—It tells me where my
 When nature shudders, loth to part from all I love, en storm у sea: soul may flee; joy, and see: 4. Come, for all else must fail and die: Earth is no resting for place thee: 5. O voice of mercy! voice of love! In conflict, grief, and ag 0 ny, -A-Q 2 me. Yet, 'midst the gloom I hear a sound. A heavenly Oh! to the weary, faint, opprest, How sweet the When a faint chill steals o'er my heart. A sweet voice whis per, Come to ding, bid Come to me. ut ters. Come to me. Heavenward direct thy weeping eyc: I am thy Support me, cheer me from above, And gently Come per tion. to me. whis per. Come me. to **A** A C . ..... - -



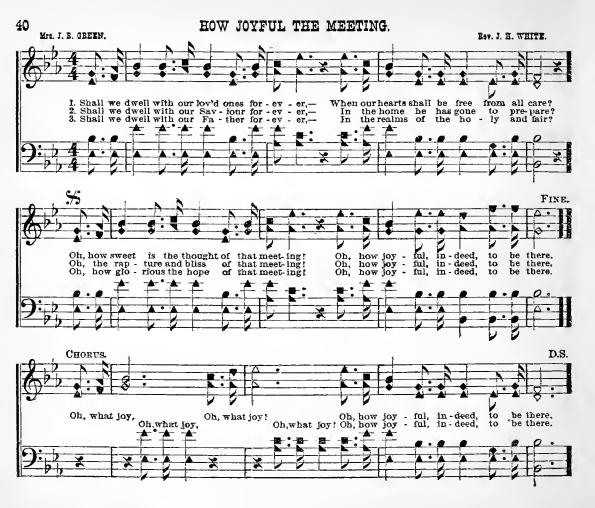












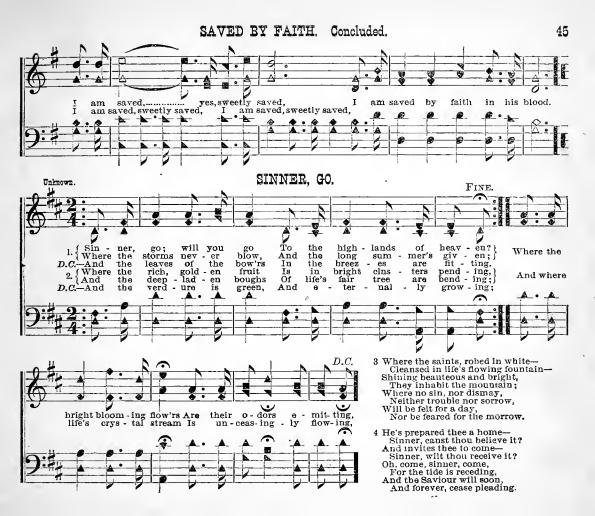


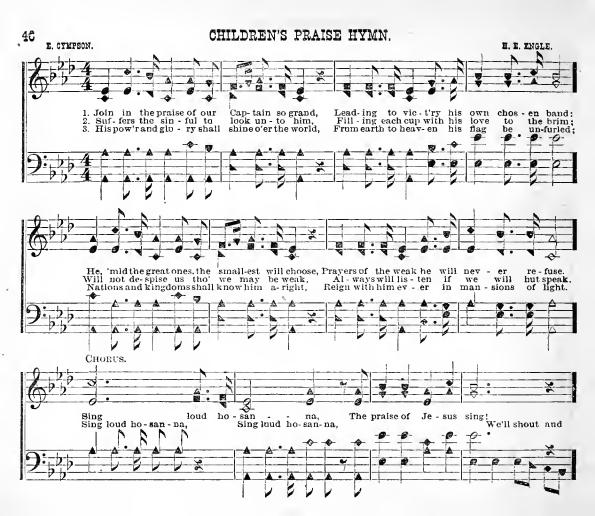


#### WALK IN THE LIGHT.

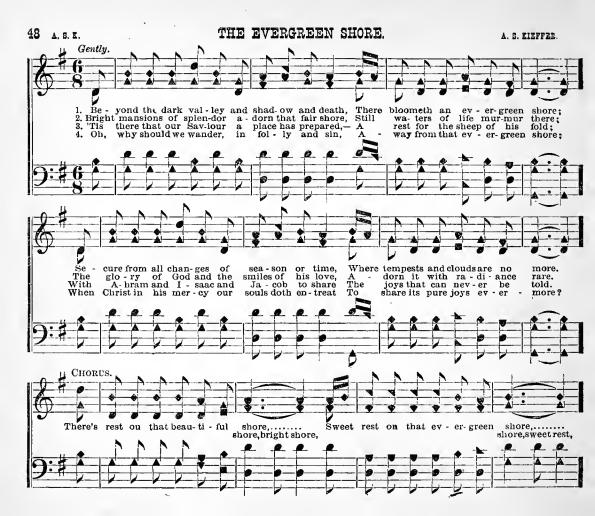


















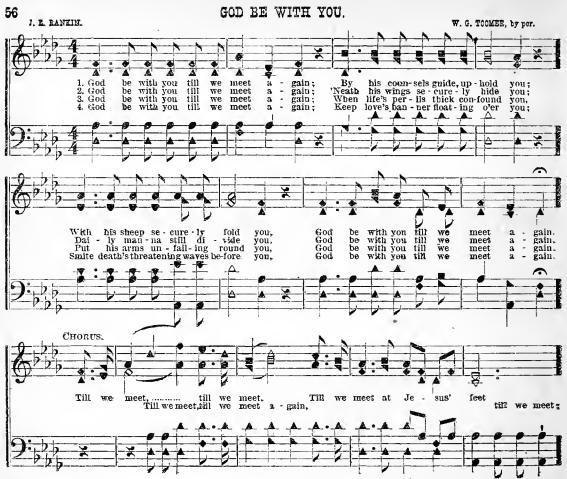




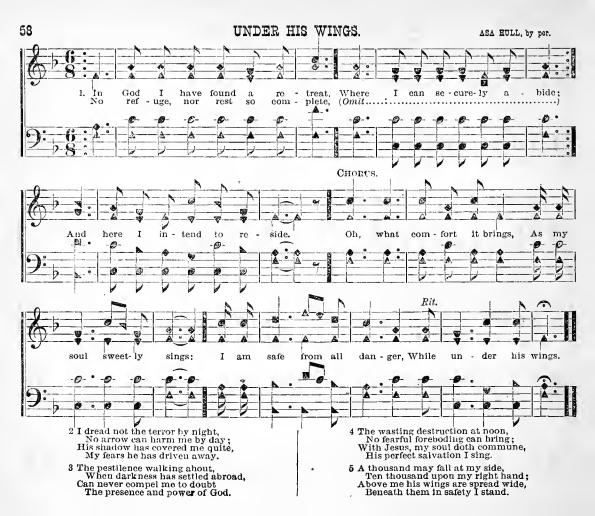




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WHO ARE THESE IN BRIGHT ARRAY?

Dr. H. R. PALMER.











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Marching Home	<b>30</b> ]	Zeccheus	14

Note 1.—It has been the object of the author to present, in a few brief chapters, the most important things under the different heads which music is treated upon, necessary to enable the learner to gain sufficient knowledge to read music correctly. It will be necessary to study the following chapters closely, however, as nothing is contained in them which is not of importance to the student. 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 in music 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.

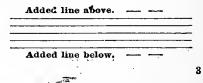
Under these three general heads will be noticed everything necessary to assist the pupil in learning to read music.

#### CHAPTER II.

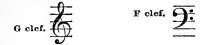
#### MELODY.

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, Sot, La, St, 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. Each space is called a degree.



3. Clefs.—The staff, however, is a meaningless character of itself, and of no use until we prefix other characters to it, called *Clefs*. Of these there are two in use—the G clef and the F clef, as follows :—



With the use of the foregoing characters mentioned in the preceding paragraphs, we can form a starting point for writing music.

We can now write the scale in the following manner:



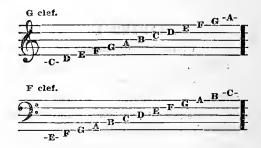
With the use of the F clef the scale would stand thus upon the staff:-



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, 7, 4, 6, of the scale. One always designates Do, two designates Re, three designates Mi, etc. Numerals are also used to indicate the time, and are written on the staff, fractionally, at the beginning of a tune.

6. Letters.—Letters are also written upon the staff. They occur in regnlar 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* is a character which, when placed before a note, raises its pitch a half-step; a *Flat*, placed before a note, lowers its pitch a half-step; a *Natural* is used to cancer

the effect of a sharp or flat. The effect of a sharp, a flat, or a 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 of the scale. No intermediate tone can he 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:—



#### CHAPTER III.

#### RIIYTHM.

Note 2.—In practicing a Singing-School in Rhythm, the teacher will find a blackboard almost indispensable. Let him illustrate time-measures, notes, rests, etc., until each pupil can answer correctly. We do not form questions on each chapter, as we think the teacher should do that, because it will enable him to vary his questions until he is satisfied that all the pupils understand the subject.

9. Notes.—Music is written with characters called Notes. Notes have two shapes or forms. A figurative form, which represents the syllables applied to them. A rhythmical form, which represents the length of sounds. 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. Diagram of Notes and Rests:--

We write the Whole note thus:	0	Rest,	thus:	-
We write the Half note thus:	٢	"	"	
We write the Quarter note thus:		"	u	X
We write the Eighth note thus:	0	"	u	7
We write the Sixteenth note thus:	9	"	"	4

12. Notes and Rests.—Notes and rests nave 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, the Half note must be sung in three seconds, the Quarter note in one-and-a-half seconds, the Eighth note in three-quarters of a second, and the Sixteenth note 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 use. The Common Bar, used 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. Pauses.—These are rhythmical characters used within the compass of the staff, and for the purpose of protracting the length of notes. A 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 panse is left to the taste 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 pause has been duly given to the note.

16. 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:—





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 Compound Time. Common time is divided into double and quadruple measures. Those measures which divide into two parts are called Double, and those which divide into four parts are called Quadruple.

19. Of Variety.—The various measures of Time used in this work will be expressed in the following manner, viz.:—



By the use of notes, points, rests, and other rhythmical characters, an endless combination of time-measures may be written in the above indicated measures.

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, three Quarters, or three Eighths; 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 necessary to sing or warble three or more notes to one syllable of verse. These notes are always tied together by a curved line over or under them. These are called *Grouped* or *Tied* notes.

23. Triplets.—These are frequently met with in pieces of music. 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. Illustrations of ties and triplets:



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 to repeat from the beginning, closing at the word *Fine* written above the staff.

#### CHAPTER IV.

#### DYNAMICS OR POWER.

Nore 3.—We have treated of tones in the preceding chapters as being merely high and low, and long and short. We now treat sounds as being lovd and soft. No teacher can drill his class too much in expression and in accent, for they are the soul of music. Without these all-important requisites, singing is a dull, lifeless performance, unworthy the name, and without 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 unaccented; 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 unaccented. These measures may also be arranged to take as many accepts 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, third, 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 loud. CRESCENDO, or , increasing in power. DIMINUENDO, or , decreasing in power. STACCATO, or , , , , separate and distinct. RITARDANDO, abbreviated Rit, gradually retarding

KITARDANDO, abbreviated *Ru.*, gradually retarding the movement.

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

31.—As a general thing, 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 rule 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 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 found necessary to flat B.

**38.** Key of B 
arrow.—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.

**39.** Key of E<sup>*b*</sup>.—In writing music in this key, we have to use three flats, B, E, and A flat, in order to adjust the intervals.

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

41. How to Find the Key.—It will be observed that the sharps and flats, which are the signature of the key, are placed on the staff directly after the clefs, hut not written directly over one another, so that each additional sharp or flat is written a little to the right of the preceding one. The following will serve as a rule: The degree above the last sharp is 1 of the Scale; the degree above the last flat is 5 of the scale. The last sharp or flat will be the one farthest towards the right.

42.—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 shape 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.

**43.** We have used but four sharps and four flats in transposing the scale, as we have used but nine keys in this work. See the following illustrations of keys by transposition:—



**44.** In the above illustrations it will be seen that sharps raise a fifth in the transposition of the scale. Thus, in the scale of C we count C1, D2, E3, F4, G5; and, by writing F sharp as the signature, we find that Do occupies the same position on the staff that Sol did in the scale of C. In each -ucceeding remove we find Do occupying the position of Sol in the former scale. In transposition by flate we find they remove a fourth in the scale, Do occupying the position in each succeeding scale that Fa did in the former. Thus C1, D2, E3, F4; flat B, and we count F1, G2, A3, Bb4; flat B and E, and we commence with Bb1, C2, D3, Eb4, and thus throughout the various removes.

#### CHAPTER VI.

#### CLASSIFICATION OF VOICES, AND RANGE OF PARTS.

**45.** Of Voice.—Although the compass of the human voice, if we include the highest female voices with the lowest male voices, extends through three or four octaves, yet it rarely happens that individual voices have a compass of more than one and a 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.

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

The *Tenor* is 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 voice. The Soprano, Air or Treble, should be sung by female voices of the highest range. Many female voices are equally adapted to Alto and Soprano. The Soprano and Alto are frequently written on the same staff.



**47.** By the above illustration it will be seen that the Base voices should have a run from G, lower line, to E, second space above the Base staff. The Tenor voices have a range from C, added line below the staff, to G, first space above the Tenor staff. The female voices have

the same range, commencing and ending on the same letters; with this exception, G in Alto is an octave higher than G in the Base, and C in Treble is an octave higher than C in Tenor.

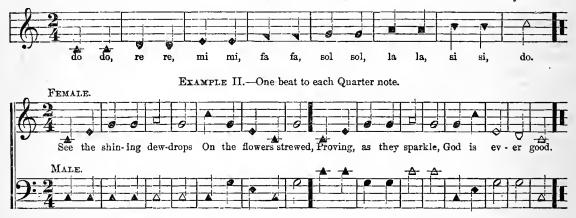
Note 4.—The teacher should aim as far as practicable to classify his scholars in this order, securing low voices for Base, and high voices for Tenor, observing the same order for Alto and Treble. Attention to this fact will enable him to avoid many of the harsh, grating sounds occasioned by Base voices attempting Soprano, or the weak, faint sound occasioned by high voices attempting parts below their range.

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

#### CHAPTER VII. PRACTICAL EXERCISES.

EXAMPLE I.-Scale Exercises.

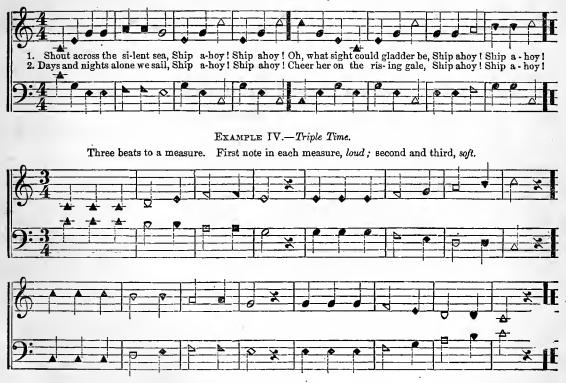
Two beats to each measure. First note in each measure loud, the second note in each measure soft.



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

EXAMPLE III. - Quadruple Time.

Four peats to each measure. Down, left, right, up. First note in each measure, loud: second, soft; third, loud: fourth, soft.



EXAMPLE V.—Compound Time.

Two beats to the measure. First and fourth parts accented.

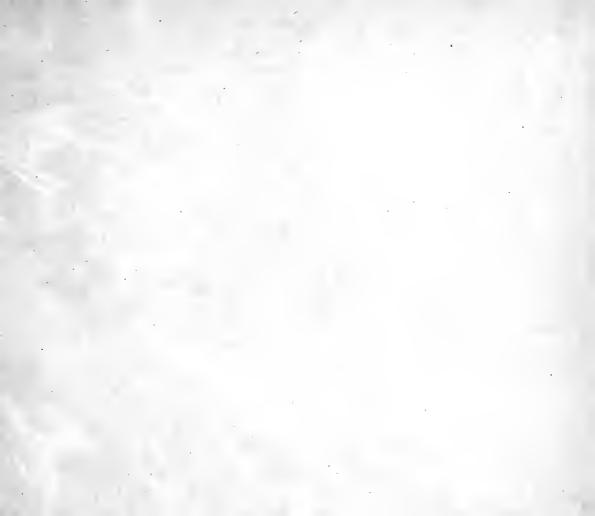


**48.** In the foregoing examples we have given two of Double Time, one of Quadruple Time, one of Triple Time, and one of Compound Time. These are deemed sufficient to illustrate the movement of each kind of Time. The subdivisions of these movements have been treated upon in Paragraph 19, of Variety.

The marking of the Time should claim particular attention, and is performed in the following manner, viz: the measures of Double Time must have two beats or countings of the hand, down, up—a down beat on the first part of each measure and an up beat on the second part. In measures of Quadruple Time we have four beats or countings of the hand, down, left, right, up—a down beat on the first part of each measure, left beat on the second, right beat on the third, and an up beat on the fourth. In the measures of Triple Time we have three countings or beats of the hand, down, left, up—a down beat on the first part of the measure, a left beat on the second, and an up beat on the third part. In measures of Compound Time we have two beats or countings of the hand, down, up a down beat on the first part of the measure, and an up beat on the fourth part.

The accent of these measures has been treated upon under Chapter IV.

We have adopted the name Compound Time instead of Sextuple Time as it is generally called, from the simple fact that it is a Compound measure. Two primitive measures of Triple Time added will make a primitive measure of Compound Time. Few authors instruct the giving of six beats to the measure in this movement, as it has been found almost impracticable, and, whenever attempted, leads to dull and lifeless performance.



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