# ZION SONGSTER Nos. 1 had 2 Combinel. FOR <br>  

And the ransmmed of the Lord shall return and come to Zion with songs arid everlasting foy upon their heads.-isaiar.

## PUBLISHED BY

RUEBUSH, KIEFFER \& CO. Dayton (Rockinghan Co.), Virginia.
J. M. ARMSTRONG K V., Kusio Typographers Fhindelphim.

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And the ransomed of the Lord shall return and come to Zion with eonge and everlasting joy upon their heads.-Isalat.

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## The Zion Songster.

## HAPEY ZION.

A. S. ETEFSER


1. $\{$ Zi- on stands with hills surrounded, Zi ; on kept by pow'rdi- vine; ;
2. $\left\{\begin{array}{l}\text { All her foes shall be con-found-ed, } \text {, Tho } \\ \text { the world } \ln \text { arms combine. }\}\end{array}\right.$
$2\left\{\begin{array}{l}\text { Ev'-ry hu-man tie may per-ish, Friend to friend unfaith-ful prove, } \\ \text { Mothers cease theirown to cherish }\end{array}\right.$
2 Mothers cease their own to cherish, Heav'nand earth ai last re-move; \}
Hap - py
Zi - on, hap-py
Zi - on!
But no changes, but no changes


What a fa-vor'd lot is thine;
Hap. py Hap-py

Z1 - on! hap-py
Zì - on! Sav'd and kept by love di-vine. Can at-tend Je-ho-vah's love;



1. While the sweet Sabbath morning is glid-ing the hills, And the dew on the grass spar-kles bright, 2. Here we meet withour teachers go lov-ins and lind, ln the name of onr sav-iour and finend; 3. Here we sing of that" land that is fair - er than day." Ot that "Cit-y so fair" and so grand; 4. Let us live for that Saviour whose dear, lov-ing havids Ev - er geard ns from morn-ing till night;


We havemet once a-gain in our dear Sab-bath home Whereourvoices in song may a - nite. And a fore- taste we have of that pleas-ure and bliss That in heav-en shall ne'erfind an end. of the dear, lov-ing Sar-ionr, whose hand safe will guide, Till we rest in that sweet hap-py land. Let us toil in his ser-vice and work for his cause, And at last reach that "home of de - light."




And our voic-es wo raise $\ln$ a glad song of praise For the bless-ings its brightness be - stows.


GEORGIA. C. M.




2 When from Calvary's mount I arise, And pass throngh the portals above, Will shouts, Weloome home to the skies! Resonud through the regions of love? Welcome home! etc.

3 Yes! loved oues 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 behold!

For, 0 ! 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 throngh the gates as I gat Salvation to God and the Lamb!

Welcome home! etc.


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| $\cdots \mathrm{O}$ |





## ENOUGH FOR ME.



From "Sabbath Bells," by Fermission.
smems cleas ralumumar
(\%)





Ast, trom ALARIC A. WATTS,
Arangod by A. S. E.


1. When shall we meet a-galn,
2. When shall sweet friendship flow
3. To that bleat world of light

咅 e-

Meet ne'er to sev-er? When will peace wreathe her chain Pure as life's riv-er? When shall love ra-diant glow, Take us, dear Sav-iour; May we all there u-nite,



Found lis for - ev - er?
Death - less for - ev - er?
Hap - py for - ev - or! Where Where
hearts
joys ce
kin - dred
spir - tial


Sare from cach blast that Where bliss each heart shall There may our mu - sic

over rhare. Conduded.



Chores.


Let us join the angels' song, while they sing around the throne, while they sing around the great white throne;


AROUND THE SAVIOUR'S LOFTY THRONE Concluded.


And our cheerful notes well raise In a grate-ful song of prase To the Lamis who sits tup-on the throne.


TEE BRIGETER SHORE



niza


## A PILGRIM SONG.



1. I'm a lone-ly pilgrim here, Vex'd with many a donbtand fear, As I jour- ney a-long by the way: 2. Hero the des-ert wildsexpand Found a-bont on ci-ther hand, Eut r'm near-ing the Jor-dan, you see! 3. When the wil-der-ness is past, And I reaeh that home at last, oh, bow hap-py my poor soul will be!


But I hope at last to stand On fair Canaan's peaceful land, Free from sorrow, from doubt and dismayAnd be-yond that nar-row stream, kndless bow'es of blessing beam, And they're blooming for you and forme. - With the glo - ri - fied to stand On that glittiring glon-ry-land, And the Say-iour,my Sav-iour, to see.

D.S.-Thro' the still - y hours of night, From the plains of endless light,Spirit voie-es oft whis-per to me.




HAVE YOU HEARD THE GOOD NEWS? Conciuded.


## D. P. AIAEAET.




3 Dare you say "I will not go;"
Dare you any longer wait?
While the cry is "yet there's room," And an hour may be too late?

4 Meroy's door still stands ajar. And the Spirit whispers come!
Cries alike to rich and poor, Saying. yet. there's boundless room.

WL. B. BLAEE.
A. ©. IEFEEB.

I. I'll sing, I'll sing to my Saviour's praise, I'm re - deem'd, 3. I'll sing his love, for he set me free, I'm re - deem'd, 3. I'll tell his prais - es while here be-low, I'm re - deem'd, 4. $O$ sing, ye saints, slng a-gain with me, I'm re - deem'd,


## REFRAIN.



redeem'd! $\left.\begin{array}{l}\text { redeem'd! } \\ \text { redeam'd! } \\ \text { redeem'd! }\end{array}\right\}$


I'm re - deem'd! I'm
I'm re - deem'd!

I'm redeen'd in the blood that on Cal - va - ryflowed; I'm re - deem'd, re - deem'd.


WHAT A GATH'RING THAT WILL BE.


1. At the sounding of the trumpet, when the saints are gathered home, We will greet each other by the crys-tal
2. When the an-gel of the Lord proclaims that time shall be no more, We shall gather and the saved and ransomed
3. At the greatand final judgment, when the bidden comes to light, When the Lord in all hisglo-ry we shall
4. When the golden harps are sounding and the an-gel bands proclaim, In triumphant strains the gloriousjubi-





BURTON. C. M. With Chorus.



20, 1:


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| :---: |
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1. See inc flay of Xe - sur Over the earth unfurled! Sabbath schools are sirigimg til around the world
2. Lit - tlc ln -dian dian monds, Precious isl-and pearls; Learning Bi- ole les - sons, Hap - py boys and girls.
3. Sun - day schools are singing, France and Spain and Rome; Hear their joyous music, Songs of heay'nand home-
4. Sun - day schools in Chi - na Reaching down the coast; Mex- - -


Sun-dayschoolsin Chi - na, In - (iaz:und Japan; Training sotisfor gto-ry, By the gospel plan Af - Hic's gold! dust scattered Neath the feet of wrong; Rises np in brightness From the darkness long, Where lie wir-tyrs suffered Ho-ly seed is spread; Gathers my these rubies lied me lifeblood red.



Iar wrin mizan yyan moon

 To him their pras-es bring. $\}$ Hal-Ie - Eujah erermore: Hal-le - iu-iah evermore! Je-sus stands and bids me $\begin{array}{lll}1020 & 0 & 0\end{array}$


From "Spiritual Songs," by per.



1. Meet me at the King's right hand, scholars dear of mine; 2. In that dread and sol-enin day Tribes of earth shall meet; 3. Oh, re-mem-ber in your youth, Time inustpass a - way; 4. Cone to Christ, a willing band, Scholars dear of mine;

Gathered there, a joy-ful band,
Cast-ing off their proud ar - ray Heed the Sav-iour's words of truth, Then, up - on the Kines right band,


Saved by love di-vine. Think of that great day. $\}$

> Let me see you waiting stand Read-y for the glo-ry-land;





A. AEDNDRL.

HOSANNA.


- Hond the skies In loft-y notes of praise. voic - es ring In hon-or oi his name. souls will cheer A - bore the vaulted sky



## san - na:

110 -- san - ka!



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1. I am sail ing o'er life'ssea, Bound for Canaan'shappy land, Onward glides the swinging keel, Quick the 2. Tho' he billows high may toss, And the white-capp'd breakers foam, There's a hand upon the helm which will 3. Tho' my soul in patience waits, Soon-I'll reach the golden shore, And with-in the Jas-per gates Sing his



Drink, for its wa-ters are
2. Free-ly His love He be . stow - eth; Free-ly His ran:som He
3. Grace all - suf - fi - cient sus - tain - ing; Wis-dom to guide thee a Free-ly He of -fers to
4. Life in the heav-on-ly man-sions
pure:
paid;
richt,
thee;



SHs. T. M. GZIFETH.



DRINEING AT THE FOUNTAIN.
WY. B. BI.AEE.




1. Not al-ways, pitgrim stram-ger, Thot al-ways on our jour-ney home; Thepace for fon pre2. The nan-sic hall is brif-hiant, And sweet the cho-ral chanters there: Tis bright with shin-ing

al-ways on our journey home; Soon with the white-robed angels We shall rest'neath the bright,crystal dome.


3 The Prince of Life is with them, In majesty and peace serene; The mansions of the holy Are decked with lustrous golden sheen.-CHo.

1 With shonts of joy and triumph. They who have conquer'd in the fight, Are with their blessed Leader,
Arrayed in rohes of purest white.-Cze.
2. The meadows may be green, Where hy-path stile is seen, Turn a-side the lit-the fow-ers seem to say.
3. For on enchant-ed ground There's danger all a-round, And a thousand pleasant voic-es bid you stay.
4. Our God will guide us right, And walking in the light, We shall win a crowio of glo-ry in the day


Oh, do not turn a - side, What-ev- er may be-tide, But keep along the middle of the Fing'b high - way. Be sure you take no heed, They're trying to mislead, But keep along the middle of the King's high - way. With fingers stop your ears, And never mind the jeers, Just keep along the middle of the King's bigh - way.
When Jesus calls his own Together round the throne Who keep along the middle of the King's high - way.


With earnest, tender expression.


1. Je - sus, lov-er of my sourf,
2. Oth - er zef-uge havel aone-

Let me to thy bo-som fiy. Hangsmy helpless soul on thee:



While the billows nearmeroll, Leave, ah! leave me not alone,


While the tempest still is high: Still support and comfort ne:
 All my trust on thee is


From "Fresh Laurels." by per. of Biglow \& MAx.

ritard.


## ALDINE S. KIEFFER.


greet an-oth-er day. $\}$
lan-guor dream- $y$, sweet. $\}$ Read- $y$ in the morn-ing,
Read-y at the noon,


4 Ready in the midnight
A vigil still to keep;
Tho' the wearied eyes by watching Have closed themselves in sleep

5 Blessed be that servant, OA lamp that brigbtly burns.



There will be light for me, for me, When thro' the valley of death I shallgo,There will be light for me.

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ZION SONGSTER NO. 2.



FOR


$\rightarrow$ 井ALDIE S. KIEFFER.

And the ransomed of the Lord shall retrarn and come to Zion with eonge and everlasting joy upon their heads.-Isaiat.

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THE J. M. ARESTRONG COMPANY,
710 Sankom Street, Pblladelphia, Pa.-

## ZION SONGSTER. <br> No. 2.

## ZIONWARD.

A. S. ELEFFEB.




Little ones like me.


3 Did the Savioursay them nay? Eno, he kindly bade them stay; Sufiered none to torn away Little ones like me.

4 Chilaren, then, should love him too. Strive his holy will to do, Pray to him, and praise him tooLittle ones like me.

## THE HEALNG FLOOD.




Copyright by J. J. Hoom Used by permission.

1. . have gous not heard of a bean-ti-fal shore, where time ceasesnever, and nigbt comes no more? 2. That beau-ti - fal home is for you and for me, There'sblissin its mansions,its walls I can see, 3. How sweet it winl be on that beau-ti- fulshore, Wherescrrow and parting shall meetus no more? 4. O yes, I bawe heard of that bear-ti-fulshore, Where time ceases never, and night comes no more;



There joy, sweet-ly reign-ing, we'll ev - er be blest, There Jo-sus or Naz-a. reth we can be-hold,
"With songs and with honors," we'll march to that land,
There Je-sus: is, reign-ing,we'tl ex - er be blest, The Kiug of all kingdems, we'lit come to his fold. To meet thedear loved ones, that glo-ri-fied band We'Il'sex - er no more in thatsweetrandof rest.


Chorus. a tempo.
cres.


A. s. .

THE EDEN OF LOVE.


1. Oh, when shall I dwell in my Fa-ther'sbrighthome,Fromsor - row and sin ev er free, 2. Oh, fair are the halls in that pal - ace of song, Andsweet - ly the ran-som'dones sing, 3. Theresafe sball I rest whealife's jonr - ney is o'er, And sing with the loved ones a - bove,


With fair, shin-ing an - eels for - ev - er to roam, Andmy bless - ed Re-deem - er to see? As in ges of bliss flood theirbright tide a-long In thathome of the Sav - iour, our King. Theredwell with my Sav - lour andfriends ev - er-more In thatsweet, hap - py $E$ - den of love.





1. East - er lil - les, fair and sweet, Bring them wet with 2.Jo - sus loved the lil - ies fair, Think of them, said 3. As the flow'rs from win - Ler's death, In the spring-time 4. Like the lil - les are our lives, Op-'ning one by 5. Some are on - ly lit - tle buds,Where-so-e'er they



Chorus.


## TELL US SOMETHING MORE.

 Tcll us ef thebloodthat ev - er cleans-es. Flow-ing from his wounded side. Tell us, Chris - than, 'I'ell us how be gath-er'd lit-tle chil-dren In - to his most lov-ing arms. $\}$




CLIFTON.


1. There is a Land, a hap - py land,Wheretearsarewipeda - way From ev - 'ry eye by 2. There is a Home, a hap - py hone, Where wayworn trav'lers rest, Where toil and lan-guor 3. There is a Port, a peace-ful port, A safe and qui-et shore, Where wea-ry ma-rin4. There is a clime, a glo-riousclime, A re-gion fair and calm, Where all a-round are 5. That land be mine, that calm re-treat,Thatcrown of glo-ry bright; Then I'll es-teem each


EOV. TV. B. SAKSLLL.

$\begin{array}{ccc}\text { knock } & \text { at } & \text { thy chamber } \\ \text { now } \\ \text { now } & \text { are } & \text { de-part-ing } \\ \text { are } & \text { as-cend-ing }\end{array}$




Or to the land of de - light?
sin-ner, 0 sin-ner, be - ware! Seek-ing to sareyou to - aight.



A LiTREE LIGTTM,
C. E. POLLOAZ,


1. $\left\{\begin{array}{c}\text { God.make msife it lit-tle light. Withinthe worlito giow; } \\ \text { A }\end{array}\right\}$

Lit-tie light. $\underset{\text { Little light, }}{\text { lite light, }}$ little light,



it- tle light ${ }_{\text {litttle light, }}^{\text {Wher-er - er }}$ I may go.
Wher-ev-er I may go; Lit-tle light, Little light, tle light litttle light, Wh

2 God, make my life a single fower, That giveth jos to all, Content to bloom in native hower, Although its place be small.-Cho,

3 God, make my life a littie song,
That comforteth the sad,
That helpeth others to be strong. And makes the sinner glad.-Cho.

4 God, make my life a little hymn of tenderness and praise: Of faith- inat never waxeth dimIn at! his wondrous ways.-Cho.


2 Must $I$ be carried to the skies
On tlew'ry beds of ease,
While others fought to win the prize, And sailed through bloody seas ?-Che.

3 Are there no foes for me to face? Must I not stem the flood?
Is this vile world a friend to grace To help me on to Ged?-Cho.

4 Sure I must fight if I would reign, Increase my courage, Lord;
I'll bear the toil, endire the pain, Supported by thy werd.-Cho.
the cleansing fountain.
 2. O wonder-ful sal - vation this ! Unmeasur'd wealth of love and peace ! i:7 praise the Lord, my 3. With joy I tell to others round What depths of merey $I$ havefound; I'il praise the Lerd, my
soul is free, soul issree, soul isfree, $\therefore 1$



$0 \cdot \frac{1}{2}+\frac{1}{2}$

Tell me, Je - sus, nny 'Though your sins be be ny Whele the an - gels are

Say - ionr Is my name writen ov-
seni-let., Is will makethem like snow.", Is ratch-ing, Is my name writ-ten there? $\int^{\text {n }}$
watch-mg.- Is my name writ-ten there? ) mame writ-ten there,



On the page whitc and fair, In the book of thy aing-dom, ? my name srit-fen there?


LONG TIME AGO.
Armagemsit and Eefain by BM, B. BEAEE.


1. Je-sus died on Calvary's mountain, Long yearsa-go, 2. Once his roicein tones of pit-y Melt-ed in woe, 3. On his head the dews of midnight Fell, long a - go, 4. Je-sus djed-yet lives for ev-er; No more to die5. Now in heav'n lie's in-terced-ing For dy-ing men, Soon he'll tinish all his pleadine And cone a - gain.




Like the crystal spheresthatring, Eing, sing, sing his praise. Find that they aro blessings 100 , Sing, sing, ${ }^{\text {sing his praise. }}$ Andwith an-gel choirson high, Sing, sing, sing bis praise.


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

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



1. O - vel the val-leys, hifl-tops and monntains, kings ont 2. Cheering each pil-grim, way-worn and wea-ry, No more 2. Cheering each pil-grim, way-worn and wea-ry, No more we hear him
wood - land fret or him who was slain:




Sing it, ye riv-ers, seas, lakes and fount-ains,
Bright is the way that once was so drear-y,
Glad - ly, then, sing his prais-es for-er-er,
Je - sus to earth
Je - sus to earth
Je - sus to earth
is
is
is



ghiz happr iand




A. B. C.

1. $\{$ Je-sus whis-pers, Come, to the lit-lie ones, He in-vites yon to come, one and all;
2. $\{$ He will fill yourheart with hisboundicss bwe, indgive rest to the wea-ry and worn
.sin. $\}$
3. $\{$ And he'll take you home to the realms a - lyove, "For of such is the kingdom of................ heav'n." $\}$



Will you come, Will you come, will you come un - to the Sar-iour now? Will you come, Will you come,



To hisomn ten-der moth-er, bis sis-ter and broth-er, Then mo-ses looked hap-py ind


4 Then away by the sea that was red,
Stood Moses the servant of God,
While in him confided the deep was divided, As upward he lifted his rod;
: 1 : The Jews safely crossed while Pharaoh's host,
Was drowned in the waters and lost. :l:

5 Then away on the mountain so high
The last one he ever might sce:
While Israel victorious, his hope was most glorious, Would soon over Jordan be free:
: $1:$ Then his labors did cease, he departed in peace, And rests in the heaven above. : 1 :



TO-DAT.


1. To-day the Sav-jour calls: Ye wandrers,come; 0 ye be-nicht-ed souls, Why lon-ger roam? 2. To-day the Sar-iour calls; For ref-uge fly! The storm of jus-tice falls, and death is nith. 3. The Spir - it calls to-day: Yield to his pow'r: Uh, grieve him not a-wity; 'Tis mer-cy's hour.



Shall we noth-ing bring but leaves? Gold-en sheaves, gold-en sheaves! Je-sus, give usbright gold - en sheaves.


I WOULD BE READY, IORD.




1. With tearful eyes I look around, Life seems a dark andi
2. It tells me of a place of rest-It tells me where m.





2 I wish that his hands had been placed on my head, That his arms had been thrown aronnd me,
And that I mlght have seen his kind look when be said, "Let the little ones come unto me."
"Let the little ones come unto me, Let the litile ones come unto me,",
And that I might have seen his kind look when he said, "Let the little ones come unto me."

## 3 Yet still to his foot-stonl in praver I may go

And ask for a share of lis love.
Audit inow earnestly sick him below, I shall see him and hear hin atove.
I shall see him and liear him above,
I shall see bim and hear him above,
And if I now earnestly seek him below, I shall see him and hear him above.
A. S. Eiefrge.


And the chll-dren who pray as they walk in life's way, In those mansions shall each have a share.
And its wa-ters makeglad all the wea-ry and sad Who havegone to that land of de - light.
And with an-gels of lightshaveits splen-dors so bright In those mansions of loye ey - er - more.

D.S.-There are streets of pure gold, thereare pleasures un-told, And the an - gels will wel-come you there.



2 We＇ll sing to his glory，his glory on bigh， in sones of devotion and praise．
As birds in their happiness warble their lays， In beautiful，beautiful songs．－Cho．

3 We＇ll sing to hif glory，his glory so great， His glory so wondrous and fair．
That sepaphs forever and praising him there In beautiful，beautiful songs．－Cho．


Refratn.




SAVED BI FAFMTH Coneluded.


3 Where the saints, robed in whiteCleansed in life's flowing fountainShining beanteous and bright, They inhabit the mountain; Where no sin, nor dismay, Neither trouble nor sorrow, Will be felt for a day, Nor be feared for the morrow.

4 He's prepared thee a homeSinner, canst thou believe it? And invites thee to comeSinner, wilt thou receive it? Oh, come, sinner, come, For the tide is receding, And tbe Saviour will soon, and forever, cease pleading.



SOMERVILLE C. M.
A. B. ELEFFEB,



| And sin | can- not en - ter |  |  |
| :---: | :---: | :---: | :---: |
| They've built | on | its | mar- gin |
| They wait | for me | now and |  |
| ind dwell | with my | Sa-viour |  |






There the flow'rs ev - er spring, Aud the sweet warblers slag, 'Mid tie groves in the coun-try so fair ;


From "always Welaome:" by per:

A. s. 区.

AFTER WHILE.

4. 8. EIEFEES.


2 We shall hail a happy morning After while, after while; Zion's hills with light adorning, After while, after while; Eyen now sweet spirits meet us, And to cone to them entreat us, At heaven's portals they will greet us After while, after while.

3 There beside the crystal river, After while, after while;
We shall praise thee, glorious Giver, After while, after while;
And through all the glad forever, We shall live with Jesus ever, And shall part, no, never, never, After while, after while.


## MTLE CLEAS. Conoluded.



Eor. C. [. H0NS.
PRAT FOR THE WANDERER!
A. S. hiefree.
 3. Plead now at mer-cy's gate Foreach poor wand'ring one, Soonitwill be too late, Lifewisibe gone. 4. Pray; and with love ex-treat, All who by sinarepressed, Bid them at Je-sns' feet, Find endless rest.


Pray for the wan-der-er, Pray for the wan-der-er, Pray for the wan-der-er, Go-ing a-stray!




ceas. wesley.
HAIL THE DAY! (Easter.)



Chones.



These are they who washed their robes in the blood of the Lamb,These are they,
Theseare they.


WHO ARI THESE IN BRIGFT ARRAY? Continued.
Faster.

this t an - y more, For the Lamb up - on the throne shall feed them; They shall walk by the streams of the


WHO ARE THESE IN BRIGHT ARRAY? Conoluded.

fountain of life, For the Lamb up- on the throne shall lead them: For the Lamb up-on the throne shalllead them.


BURTNER. C. M.
7. H. siemper.




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## THE SINGING-SCHOOL.

Note 1.-It bas 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 oufficient knowledge to read music correctly. It will he 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.

## GERERAL DIVIBIONS.

Every musical tone has three essential properties, without which it cannot exist, viz:-

Pitch, Lengte, 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, Sol, La, $S_{i}, D_{0}$, are applied.
2. The Staff.-The tones of the acale 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 lincs above and added lines below. Also spaces above and spaces below. Each line is called a dogree. Each space is called a degree.

3. Clefs.-The stafl, 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:-

$$
\text { G clef. } \frac{-0}{\square-\frac{f}{2}} \quad \text { F clef. } \bar{\square}
$$

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 scries, as $1,3,5,7,4,6$, of the scale. One always designates $\mathrm{D}_{0}$, 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. Tbey 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 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 Notural is used to cances
the effect of a sharp or flat. The effect of a sharp, a llat, 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 fire, five and six, and six and seven of the scale. No intermediate tone can he introduced between thrce and four, and between seven and eight, as a half-step is the smallest practical interval known in musical notation.

Sharp.

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 ffth, a sixth, a seventh, are found by a similar course of reckoning. For example:-

Second. Third, Fourth, Fifth. Sixth. Seventh.


## CHAPTER III.

## nIYYTH.

Note 2.-In practicing a Singing-School in Finyllm, 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 furm 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.
९. Rotes.-Music is written with characters called Notes. Notes lave 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 Sixtecnth note.
10. Rests.-There are rlythmical 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: $O$ Rest, thus:
We write the Half note thus:
We write the Quarter note thus:
We write the Eighth note thus:
We write the Sixteenth note thus:

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:-
Measure. Bar.
Broad Double Bar. Bar.

Close.

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 ased 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 staspension 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:-

EXAMPLE
Paused Notes. Pointed Notes. Pointed Notes.


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 Qürter equals three Eighths in length, etc.
17. Of Time.-Trme 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 donble 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-measurea 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 tro 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 Derivalives. Deriv-
ative 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 curred line over or under them. These are called Grouped or Thed 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 eame time as two of the same denominational valne without the figure 3. Illustrations of ties and triplets:

24. Repeats.-A line of dots placed across the staf 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.

Note 3.-We hare treated of tones in the preceding chapters as being merely high and low, and long and short. We now treat sounds as being loud 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 Reasurcs of Doable 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 acceots as beats.
28. Accents in Triple Mcasures.-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 sisth, are unaccented.
30. Degrees of Power.-For the purpose of varying expression according to the claracter of the music or the sentiment of the poetry, certain degrees of power are used. Some of them, with their abbresiations, are given in the following list, which may be applied to single notes or to entire measures and passages:-

Mezzo, abbresizited $m$, a medium degree of power.
Piaxo, abbreviated pia or $p$, soft ; $p p$, very soft.
Forte, abbreviated $f$, loud; $f$, very loud.
Crescendo, or —, increasing in power.
Diminuendo, or $\geq$, decreasing in power.
Staccato, or , 1 1 ', sepazate and distinct.
Ritardando, abbreviated Rit., gradually retarding the morement.

The sentiment of the poetry should be the main guide to dynamic cxpression.
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; hut 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 talien 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 $\mathbf{B}$.
38. Key of Bb. - 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 Eb.-In writing music in this key, we have to use three flats, $B, E$, and A flat, in order to adjust the intervals.
40. Eey of Ab.-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:-

KEY of C—Natural.


Transposed to Key of G-One Sharp.



Transposed to Key of D-Two Sharps.


D 8, C8 7, B6, A5, G4, F\& $3, ~ E 2, ~ D 1$.
Transposed to KEY of A-Three Sharps.


Transposed to Key of E-Four Sharps.


Key of C-Natural.


Transposed to KEy of F-One Flat.


F1, G2, A3, Bb4, C5. D6, E7, F\&.
Transposed to Key of Bb-Two Flats.


Bb1, C 2, D3, Eb4, F5, G6, A7, Bb\&
Transposed to KEy of Eb-Three Flats.


Eb 1, F 2, G 3, Ab4, Bb 5, C6, D 7. Ebs.
Transposed to KEy of Ab--Four Flats.

$\mathrm{Ab}, \mathrm{Bb} 2 \mathrm{C} 3, \mathrm{Db} 4, \mathrm{~Eb} 5 . \mathrm{FG}$ G7. Abz.
44. In the above illustrations it will be geen that sharps raise a fifth in the transposition of the scale. Thus, in the scale of C we count C1, D 2 , E 3, F 4, G 5 ; 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 rucceeding remove we find Do occupying the positio 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, E 3, F4; flat $B$, and we count $F 1, G 2, A 3, B b 4$; flat $B$ and $E$, and we commence with Bb $1, C 2, D 3, E b 4$, and thus throughout the various removes.

## CHAPTER VI.

## CLASSIFICATION OF VOICES, AND RANGE OF PARTG.

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.

## RANGE OF PARTS.

Tenor-Male.


Alto-Female and Boys.


Treble-Female.

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 apace above the Tenor staff. The female voices have
the same range, commencing and ending on the same Ietters; wilh 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.

## PRACTICAY EXERCISES.

## Example I.-Scale Exercises.

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


Example II.-One beat to each Quarter note.
Female.


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

## Example III.-Quadruple Tinue.

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


1. Shout across the si-lent sea, Ship a-hoy! Ship ahoy! Oh, what sight could gladder be, Ship ahoy! Ship a - hoy! 2. Days and nights alone we sail, Ship a-hoy! Ship ahoy! Cheer her on the ris-ing gale, Ship ahoy! Ship a-hoy!


Example IV.-Triple Time.
Three beats to a measure. First note in each measure, loud; second and third, 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 covement 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 tro heats or countings of the hand, down, upa 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 prim. itive 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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