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(Standard 7-Shape Notes)

Tenney

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29 April 1965

# FOUNTAIN OF PRAISE.

FOR

SUNDAY SCHOOLS, PRAYER, PRAISE AND REVIVAL MEETINGS.

BY

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JOHN MCPHERSON,

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PUBLISHED BY

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## MUSICAL NOTATION.

## BY J. H. HALL.

## Lesson I.

Question. What is a tone? Answer. A sound in which pitch is perceptible.

Q. How many essential properties has a tone, and what are they?

A. Four. Length, pitch, power, and quality.

Q. What does length mean?
A. The duration of a tone.

Q. What does pitch mean?
A. The highness or lowness of a tone.

Q. What does power mean?

A. The loudness or softness of a tone.

6. Q. What does quality mean?

A. The character or kind of tone. Q. How are the relative lengths of tones represented? A. By characters called notes.

8. Q. How many kinds of notes are there in common use, and what are they?

A. Six. The whole note, the half note, the quarter note, the eighth note, the sixteenth note, and the thirtysecond note.

#### EXAMPLE 1. SHOWING NOTES.

	Half note.		Eighth note.	Sixteenth note.	Thirty-second note.
0	9	0	•	2	
			1	10	1

#### Lesson II.

Q. How do we represent the pitch of tones?

A. By a character called the staff.

- Q. Of what does the staff consist?
  - A. It consists of five lines and four spaces. \*
- Q. What is each line and each space called? A. A degree.
- Q. How is this staff enlarged?
  - A. By adding short lines above and below.

#### EXAMPLE 2. THE STAFF.

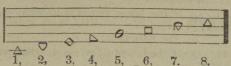
	Added lines above.—	First space above.
5th line.—		4th space.
4th line.	NAME OF THE OWNER OF THE OWNER OF THE OWNER.	3d space.
3d line.—		2d space.
Ist line.		1st space.
Ist IIIIC.	Added line below	First space below.

- Q. How many tones in the musical alphabet?
  - A. Eight.
- Q. What is this series of eight tones called?
  - A. The scale.
- Q. How are the tones of the scale named?
  - A. After the first eight numerals, 1, 2, 3, 4, 5, 6, 7, 8.
- Q. What syllables are applied to the scale in singing? A. The syllables Do, Re, Mi, Fa, Sol, La, Ti, Do.
- Q. The names of what letters are used as pitch 17.
- names? The names of the first seven letters of the alpha-
- bet, A, B, C, D, E, F, G.

  \* As the eye can take in five lines easier than six, or more, so can it take in four spaces easier than six, as some have it. See Ex. 2.

  (2)

#### EXAMPLE 3. THE SCALE REPRESENTED ON STAFF.



Numeral names. Pitch names. Syllable names. Pronounced.

E, F, G, A, Mi, Fa, Sol, La, D. 0 Do, Re, Ti, Doe, Ray, Mee, Fah, Sole, Lah, Tee, Doe.

Q. How many kinds of pitch have we in music, and what are they called?

A. Two. Relative and absolute.

Q. What is relative pitch?

A. The position a tone occupies in the scale.

Q. What is absolute pitch?

A. The fixed, unchangeable position of a tone, independent of scale relation.

#### Lesson III.

Q. What is a measure?

A. A group of beats.

Q. How is a measure represented?

A. By the space between two perpendicular lines drawn across the staff called bars.

#### EXAMPLE 4. MEASURES AND BARS.

B	ar.	Bar.	Close
Measure.	Measi	ure Me	asure.
M20tt3tt20t			

Q. What is beating time?

A. Indicating each pulse, or beat of a measure by a certain motion of the hand.

Q. What is accent?

A. A slight stress upon a certain pulsation, or beat, to mark its position in a measure.

25. Q. Into how many ways does music cause its beats to flow, or group, and how?

A. Two. By an accented beat followed by an unaccented beat, -or by an accented beat followed by two unaccented beats.

#### EXAMPLE 5.

SHOWING SINGLE GROUP BETWEEN THE BARS. Accented, unaccented, accented, unaccented.



#### EXAMPLE 6.

SHOWING DOUBLE GROUPS BETWEEN THE BARS.



#### Lesson IV.

Q. What is a measure having two beats called?

A. Double measure.

- Q. How do we beat time in double measure? A. By two motions of the hand, down, up.
- Q. What is a measure having three beats called? A. Triple measure.
- 29 Q. How do we beat the time in triple measure? A. By three motions of the hand, down, right, up.
- Q. What is a measure having four beats called? A. Quadruple measure.
- Q. How do we beat quadruple measure?
  - A. By four motions of the hand, down, left, right, up.
- Q. What is a measure having six beats called?
  - A. Sextuple measure, or compound double measure.

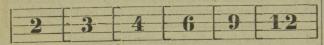
Q. How do we beat sextuple measure?

A. By six motions of the hand, down, left, left, right, up, up,—or down, up,—comprehending three pulsations to each motion of the hand

- Q. What is a measure having nine heats called? A. Compound triple measure. 34.
- Q. How do we beat compound triple measure?
- A. By there motions, down, right, up,—comprehending three pulsations to each motion of the hand.
- Q. What is a measure having twelve beats called?
  - A. Compound quadruple measure.
- Q. How do we beat compound quadruple measure?
- A. By four motions, down, left, right, up,—comprehending three pulsations to each motion of the hand.
- Q. How are the various measures accented?
- A. In double measure the first beat is accented. In triple measure the first beat is accented. In quadruple measure the first and third beats. In sextuple measure the first and fourth beats. In compound triple measure the first, fourth and seventh beats. In compound quadruple measure the first, fourth, seventh and tenth beats are accented.
- 39. Q. What are the signs for the different kinds of measure?
- A. The sign for double measure is the figure 2. Triple measure the figure 3. Quadruple measure the figure 4. Sextuple measure the figure 6. Compound triple measure the figure 9. Compound quadruple measure the figure 12.

#### EXAMPLE 7.

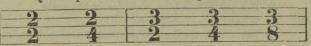
SIGNS OF THE DIFFERENT KINDS OF MEASURE.



- 40. Q. What are the figures at the beginning of a composition called?
  - A. Measure signature.
- Q. What does the numerator denote? A. The number of beats in a measure.
- Q. What does the denominator indicate?

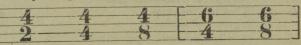
- A. The kind of note which is reckoned to each beat of the measure.
- 43. Q. If the lower figure is 2, what will be the beat note?
  - A. The half note.
- 44. Q. If the lower figure is 4, what will be the beat note?
  - A. The quarter note.
- 45. Q. If the lower figure is 8, what will be the beat note.
  - A. The eighth note.

EXAMPLE 8. SHOWING MEASURE SIGNATURES. Quadruple measure. Triple measure.

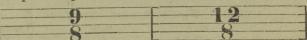


Quadruple measure.

Sextuple measure.



Compound triple measure. Compound quadruple measure.



#### Lesson V.

- Q. What is the rule for applying words to music?
  - A. Apply one word or syllable to each note.
- Q. What is a slur?
  A. A curved line connecting two or more notes which represent different pitches.
- Q. What is a tie?
- A. A curved line connecting two or more notes which represent the same pitch.

49. Q. What is the rule for applying words when the slur or tie occurs?

A. Apply one word or syllable to as many notes as are thus connected.

EXAMPLE 9. SHOWING SLUR AND TIE. Slur. Tie Tie. OT men.

Q. What are rests?

A. Characters indicating silence.

51. Q. How many kinds of rests are there, and what are their names?

A. Six. The whole rest, " the half, the quarter, the eighth, the sixteenth, and the thirty-second rest.

52. Q. As regards duration, rests correspond to what? A. To the notes of the same denomination.

#### EXAMPLE 10. SHOWING RESTS.

distance of the last of the la					Sixteenth rest.	Thirty-sec- ond rest.
-	-	_62001_	*	7	4	ğ

#### Lesson VI.

Q. Into how many classes are human voices † generally divided, and what are they called?

A. Four. Soprano, alto, tenor and bass.

Q. What is the chief difference between the voices of women and men, as regards pitch?

A. Women's and children's voices are naturally an octave higher than men's voices.

55. Q. What is meant by Middle C?

es

tes

\* The whole rest is also a whole measure rest.

† For lessons in voice training, see "Practical Voice Culture," by Hall & Ruebush.

A. The pitch C, which all voices have in common. It is the middle of the great vocal compass, and ladies can sing as many tones above it, as gentlemen can sing below it. Middle C is a low tone for women and a high tone for men.

56. Q. What is a clef?

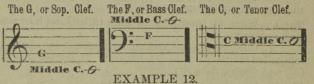
A. A character used to locate the letters and determine the pitch of tones as represented by the staff.

57. Q. What are the names of the clefs in general use,

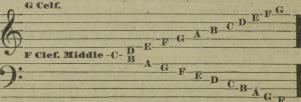
and where does each locate Middle C?

A. The G cleft, the F cleft, and the C cleft. The G fixes middle C on the added line below, the F clef the added line above, the C clef the third space.

#### EXAMPLE 11. SHOWING THE CLEFS.



Position of letters on the staffs, with g and f clefs.



#### Lesson VII.

Q. What is an interval?

A. The difference of pitch between two tones.

59. Q. How many intervals have we in the major scale, and how are they measured?

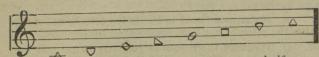
A. Seven intervals, and are measured by steps and half-steps.

Q. What is the order of intervals in the scale?

A. From 1 to 2, a step, 2 to 3, a step, 3 to 4, a half- EXAMPLE 15. THE NATURAL ACTING AS A SHARP. step, 4 to 5, a step, 5 to 6, a step, 6 to 7, a step, and 7 to 8, a half-step.

EXAMPLE 13.

SHOWING ORDER OF INTERVALS IN THE SCALE.



1, step 2, step 3, half-4, step 5, step 6, step 7, half-8.

Do, Re, Mi, Fa, Sol, La, Ti, Do. Mi, Fa, Sol, La, Re, Do, D, E, F. G, A, В, C.

What are intermediate tones?

A. Pitches introduced between the regular tones of the scale where the steps occur.

62. Q. What are intermediate tones called, and how are

they represented?

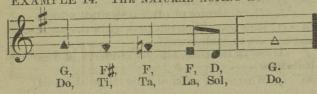
A. Chromatic tones, and are represented by characters called sharps (#), flats (b), naturals (#), double-sharps (\*), and double flats(2).

Q. For what is a sharp (‡) used?
A. To make a degree of the staff represent a pitch a half-step higher.

Q. For what is a flat () used?
A. To make a degree of the staff represent a pitch a half-step lower.

Q. For what is a natural (2) used?

A. To make a sharped degree represent a pitch a half-step lower, (thus acting like a flat),—or to make a flatted degree represent a pitch a half-step higher; (thus acting like a sharp.)
EXAMPLE 14. THE NATURAL ACTING AS A FLAT.





Q. For what is a double-sharp (\*) used?

A. To make a degree already sharped, represent a pitch a half-step higher, and is restored to the effect of a single sharp, thus: 4.

Q. For what is a double-flat ()?) used?
A. To make a degree already flated, represent a pitch a half-step lower, and is restored to the effect of a single flat, thus: 10.

EXAMPLE 16. DOUBLE-SHARP RESTORED.



DOUBLE-FLAT RESTORED. EXAMPLE 17.



Q. What are the sharps (#), (\*), flats (2), (26), and naturals (1), occuring in a piece of music called?

A. Accidentals.

69. Q. How far does the influence of an accidental extend?

A. Throughout the measure in which it occurs, unless it is changed by another accidental.

Q. What is a Chromatic Scale?
A. A scale in which all the intermediate and diatonic tones occur in successive order.

71. Q. How many tones, and how many intervals in the chromatic seale?

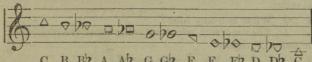
A. Thirteen tones, and twelve intervals of a half-

step each.

EXAMPLE 18. CHROMATIC SCALE ASCENDING.



C, C#, D, D#, E, F, F#, G, G#, A, A#, B, C. Do, Di, Re, Ri, Mi, Fa, Fi, Sol, Si, La, Li, Ti, Do. EXAMPLE 19. CHROMATIC SCALE DESCENDING.

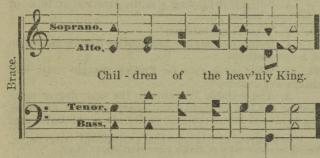


C, B, B, A, A, A, G, G, F, E, E, D, D, C. Do, Ti, Ta, La, Lay, Sol, Sa, Fa, Mi, Ma, Re, Ra, Do.

#### Lesson VIII.

Q. What is a brace?

A. A character used to connect two or more staffs. EXAMPLE 20. SHOWING THE BRACE.



73. Q. What is the effect of a dot placed after a note or rest?

A. It adds one half to the rhythmical value of the note or rest after which it is placed.

74. Q. What is the effect of a second dot placed after a note or rest?

A. The second dot adds one half to the value of the first dot.

EXAMPLE 21. SHOWING THE DOTS.



Q. What is a repeat, and what does it mean?

A. A repeat is dots placed in the spaces of the staff, and shows that the passage is to be repeated.

Q. What does D. C. mean?

A. Return to the beginning and close at-FINE.

EXAMPLE 22. Showing Repeat, D. C. and Fine. FINE. D. C. Repeat. Repeat.



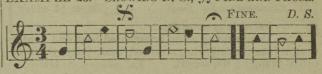
What does D. S. mean?

A. Return to the sign (\$\mathbf{f}\)) and close at FINE.

Q. What does the hold or pause, (^) denote?

A. That the tone indicated is to be prolonged at the option of the leader.

EXAMPLE 23. Showing D. S., 5% Fine and Pause.



79. Q. What is a triplet, and how indicated?

A. A group of three notes performed in the time of two of the same kind, and is indicated by the figure 3.

Q. What is a unison passage?
A. A passage in which two or more parts sing the same tones.



81. Q. What is meant by the inclosed? Ist time.

A. It has reference to the first and second endings, and in the repeat, omit 1st time, and pass to 2d time.

EXAMPLE 25. FIRST AND SECOND ENDINGS.



Come, come, sing a joy-ful lay; Come, come, come, (Omit . . . ) 'Tis our fes-tal day.

Q. What is syncopation?

A. Commencing on an unaccented beat and continuing it into the following accented beat, thereby temporarily changing the accent.

#### EXAMPLE 26. SYNCOPATION.



Sing with firm ac-cent the syn-co-pa-ted tones.

#### Lesson IX.

83. Q. What is a key?

A. A family of tones bearing a certain fixed relationship to each other.

84. Q. What is the difference between a scale and a key? A. A scale consists of eight successive tones, while a key has only seven, and may be arranged in any possible order.

Q. What is a key tone?A. The tone from which all other tones are reckoned; the point of repose-

86. Q. How is a key or scale named?

A. A key or scale is named from the letter that is taken as the key tone.

Q. What is a signature?
A. The sign by which a key is known or indicated.

Q. What is transposition?\*

A. Singing or playing a scale, exercise, or tune, at a lower or higher pitch.

Q. What is modulation!

A. Going from one key into another during the course of a composition.

90. Q. What is the rule for finding the key-note with

sharps as signature?

A. The syllable Ti occurs on the same degree occupied by the last or right hand sharp, and the key-note, Do, is always found the first degree above the last sharp.

\* To illustrate all transpositions, modulations, intervals, &c. &c. Procure a copy of Hall's Improved Music Chart.

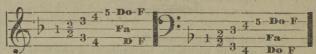
EXAMPLE 27. Showing Key-Notes. (Sharps.)



91. Q. What is the rule for finding the key-note with flats as signature?

A. The syllable Fa always occurs on the same degree occupied by the last or right hand flat, and the keynote Do, is found four degrees below, or five above the last flat, counting the degree occupied by the flat.

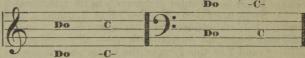
EXAMPLE 28. Showing Key-Notes. (Flats.)



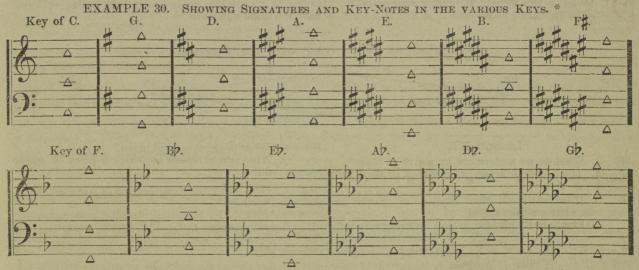
92. Q. In the absence of sharps and flats where do we find the key-note?

A. On the added line below the staff and third space, G clef; and second space F clef.

EXAMPLE 29. Showing Key-Note. (Natural.)



#### Lesson X.



<sup>\*</sup> For complete scales etc., see rudiments in "Star of Bethlehem," by the same author.

#### Lesson XI.

Q. What is a minor scale? 93.

A. A scale in which the intervals from one to three and from one to six are minor.

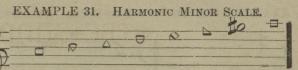
94. Q. How many tones in the minor scale, and what syllable is used as key-note?

A. Eight tones, and La is key-note.

Q. What is the order of intervals in the minor scale? A. Steps must occur between 1 and 2, 3 and 4, and 4 and 5; half-steps must occur between 2 and 3, 5 and 6, and 7 and 8; while from 6 to 7 must be a step and a

half-step, and 7 of this form of the minor scale is always sharped.

Q. What is this form of the minor scale called? A. The Harmonic minor scale. \*



1, step 2, half 3, step 4, step 5, half 6, step & 7, half 8. A, B, step C, D, E step F a half G step A. La, Ti, Do, Re, Mi, Fa step Si, La. A, B, Swp. La,

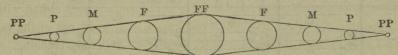
97. Q. What is meant by relative major and minor keys, or scales?

A. They are so called on account of the close relation the two keys bear to each other.

98. Q. What is the rule for finding the key-letter of the relative major and minor keys?

A. Six of each major scale is taken as one of its relative minor scale, and three of each minor scale is taken as one of its relative major scale, both scales, or keys, have the same signature.

EXAMPLE 32. THE FIVE POWERS REPRESENTED.



#### Lesson XII.

Q. What do we understand by power of tones? A. The degree of stress or force used in their production.

Q. How many principal degrees of power are there, and what are they called?

A. Five, (1) Pianissimo, or pp; meaning very soft. (2), Piano, or p; meaning soft. (3), Mezzo, or m; meaning medium. (4), Forte, or f; meaning loud. (5), Fortissimo, or ff; meaning very loud.

101. Q. What does movement mean?
A. The rate of speed at which a piece of music sounds best.

102. Q. How many principal degrees of speed are there, and what are they?

A. Five. (1), Moderato, meaning moderate speed. (2), Allegro, meaning fast. (3), Presto, meaning very fast. (4), Andante, meaning slow. (5), Adagio, mean-

\* There are other forms of the minor scale, but less frequently used; such as the natural and melodic form.

## \*\*The + Sunday + School. \*\*

By Rev. G. P. HOTT.

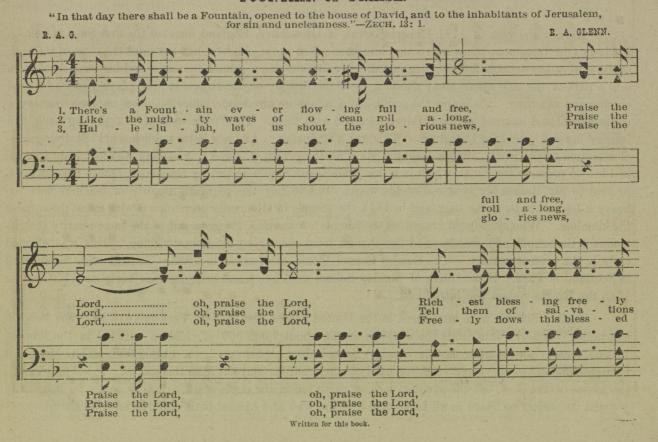
LATE in the year of 1781 Robert Raikes, of Gloucester, England, founded the first Sunday School. Early in Old Testament times instruction had been given to the children, but not until the close of the 18th century were any schools formally organized. Mr. Raikes was a printer by trade, and his business led him into a part of the city where many children spent the Sunday on the streets in riot, playing at chuck and cursing and swearing. To better the condition of affairs he hired four ladies to open on each Sunday a dame School and instruct all the children he could send them. They were to receive a shilling each, and instruct in reading and the Catechism. This was a beginning. An open letter published in 1784 drew general attention to the work. Schools sprang up in all the principal towns. A society was formed in London in 1785 to promote the cause, which in a few years spent £4000 in paying teachers. Queen Charlotte expressed to Mr. Raikes her approval of his work. But to pay the requisite number of teachers was too heavy a burden to be borne long, and in 1811 the schools in Gloucester were closed with many throughout the kingdom. Who introduced gratuitous teaching is not known. It grew out of the same charity that introduced the school, and accompanied the change from secular to religious teaching. This was affected early in the present century. The Sunday School Union was formed in 1803. Schools were established in Scotland in 1782. Some traces of Sunday School work are found in Ireland as early as 1770, but in 1785 the Raikes system was introduced.

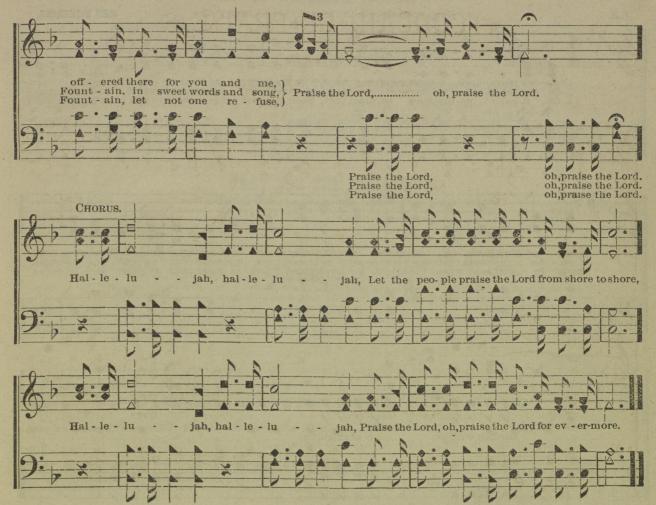
Sunday Schools were introduced in the United States, first in New York in 1816 by some benevolent ladies. America now leads the world in having about 7,000,000 of children enrolled in the schools. In one century the number in the Sunday Schools increased from 7 to 14,000,000. The Methodist Church alone in twenty-three years reported one half million converts from this source. It not only enrolls the names of the poor, but the greatest men of earth aid in the noble work. Let its songs be sung with joy and its praises be heard in all lands, and let Him who first blessed little children have all the glory.

## \*\*FOUNCAIN+OF+PRAISE.\*\*

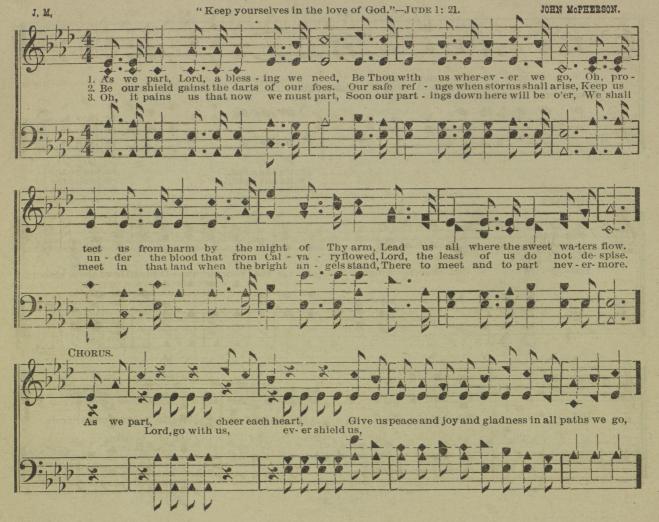
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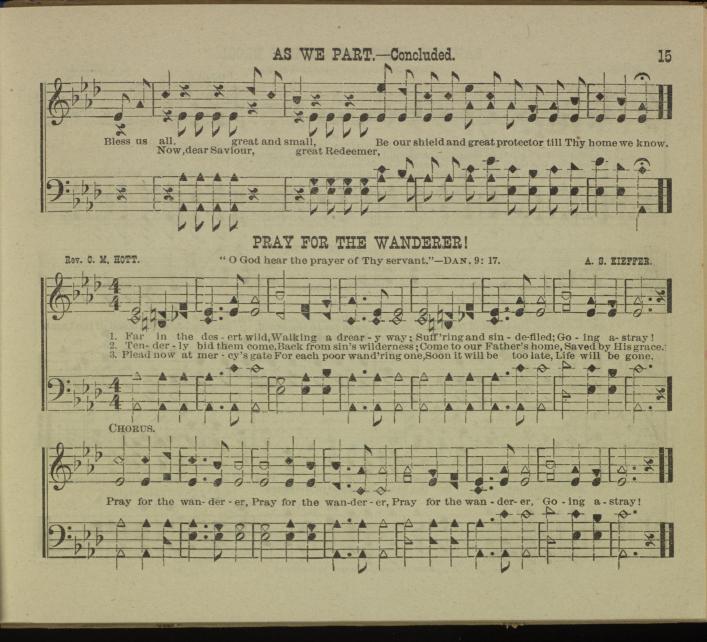
### FOUNTAIN OF PRAISE.

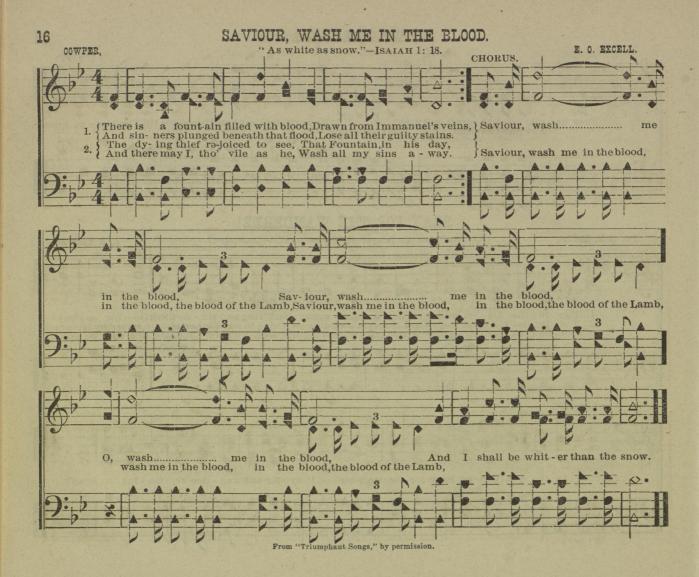




#### AS WE PART.

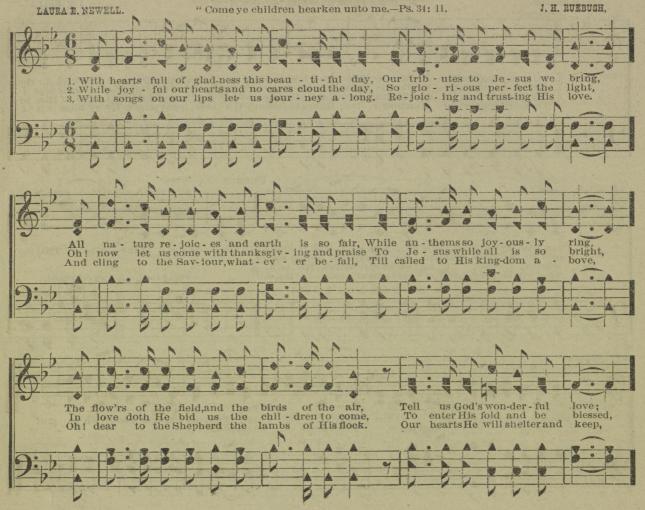


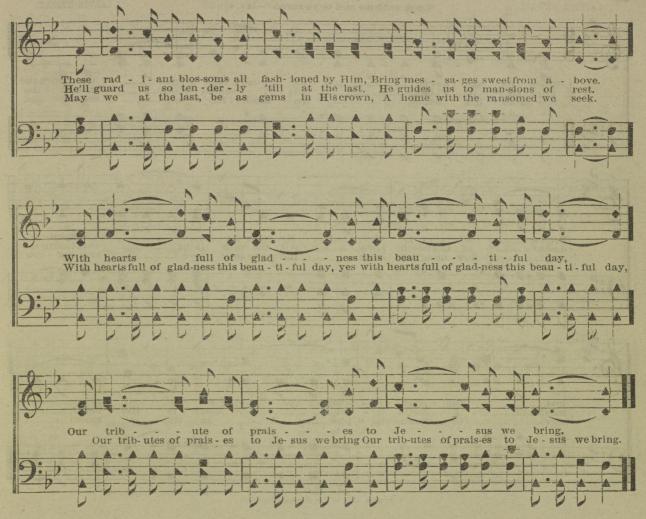




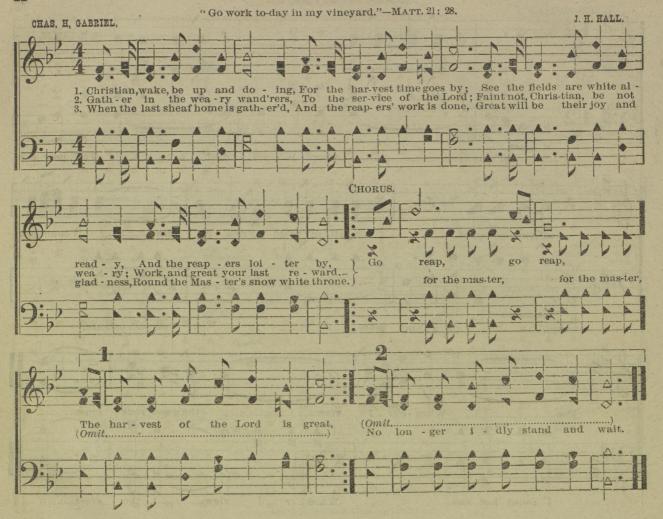


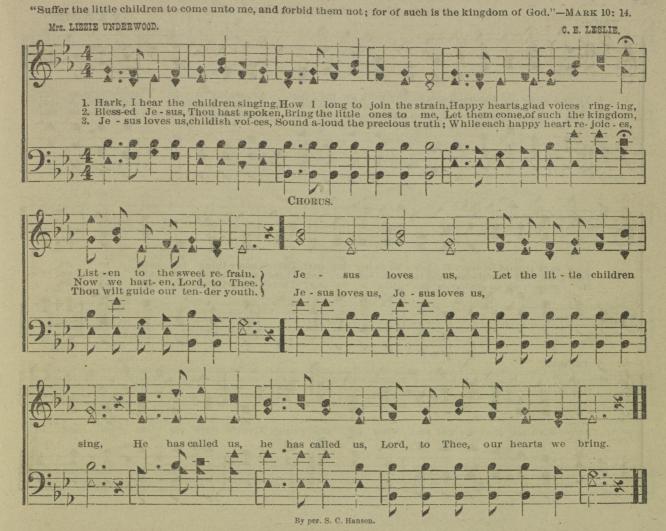
#### CHILDREN'S DAY CAROL.



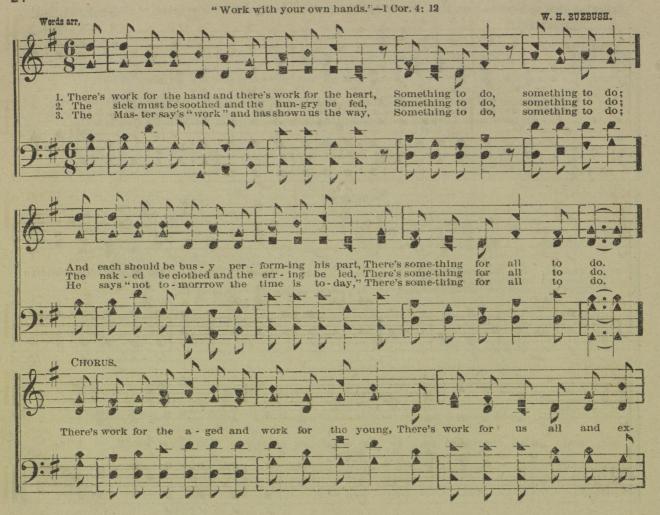


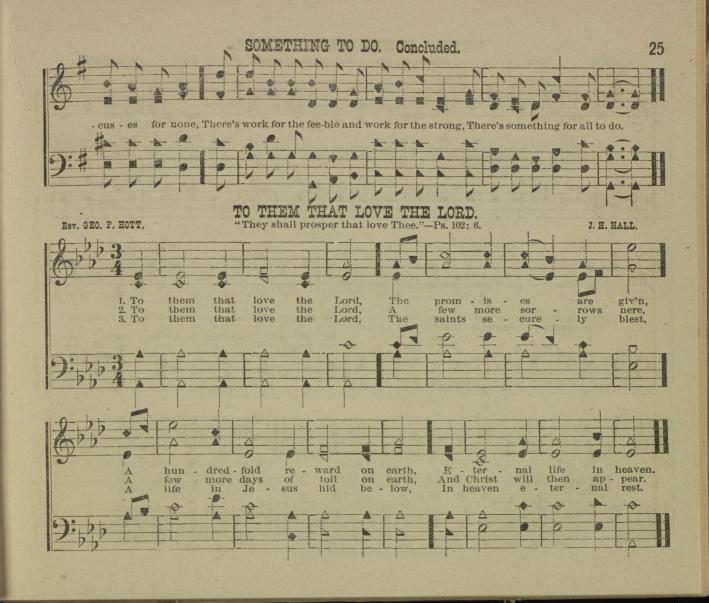
### REAP FOR THE MASTER.

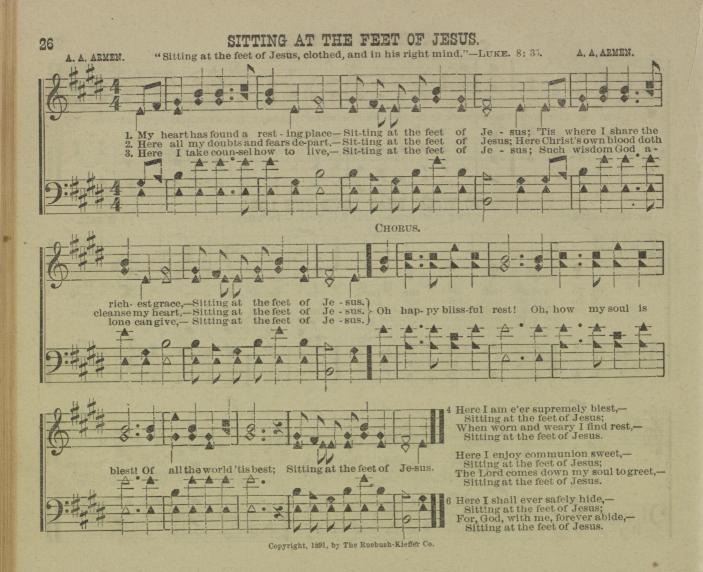




### SOMETHING TO DO.

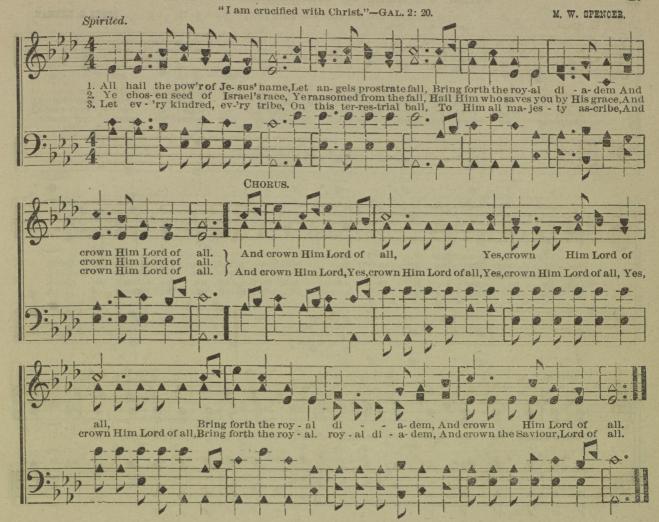


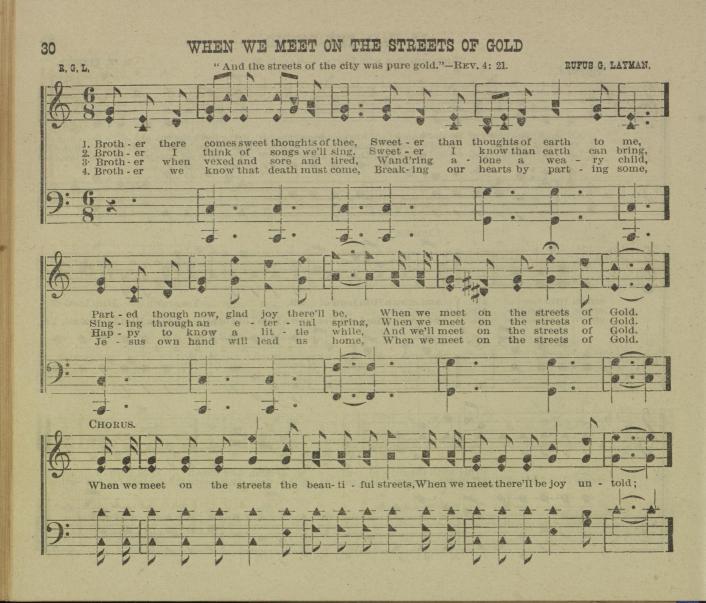


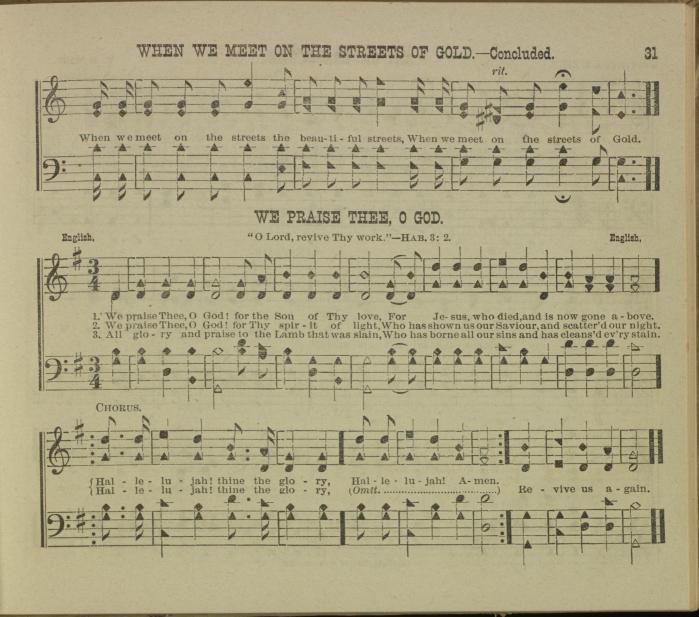


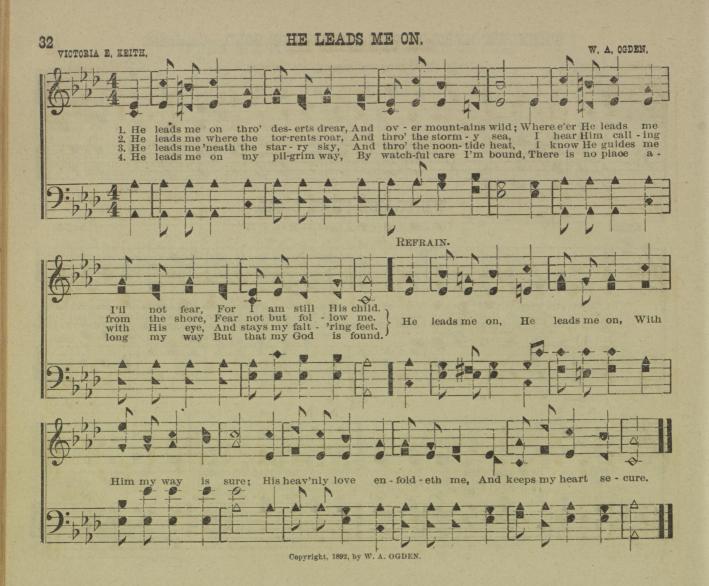


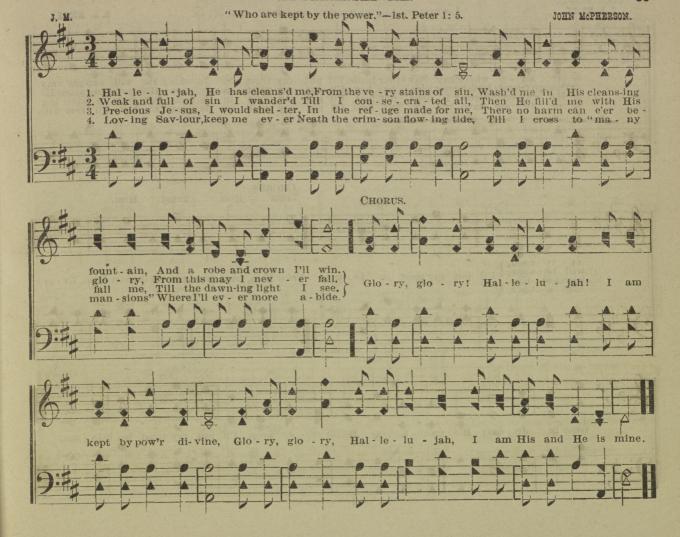




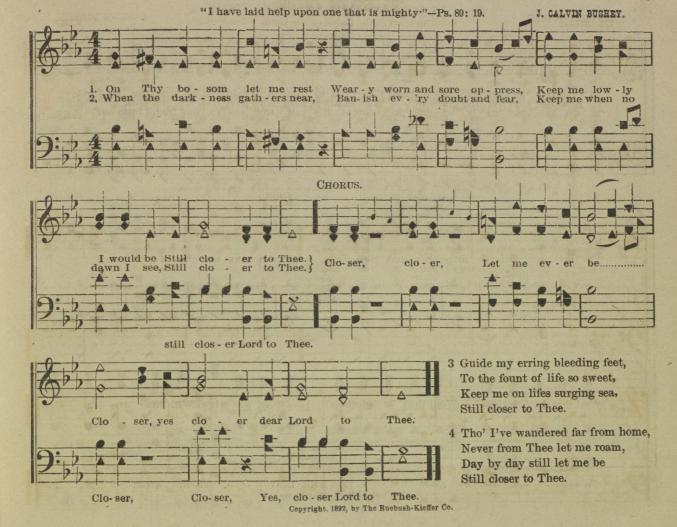




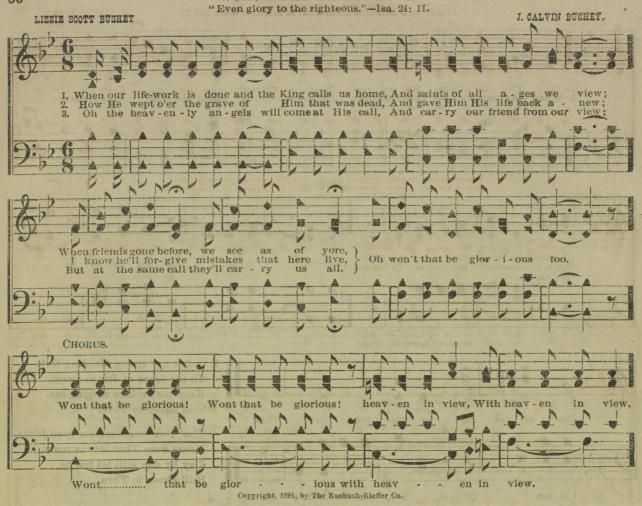


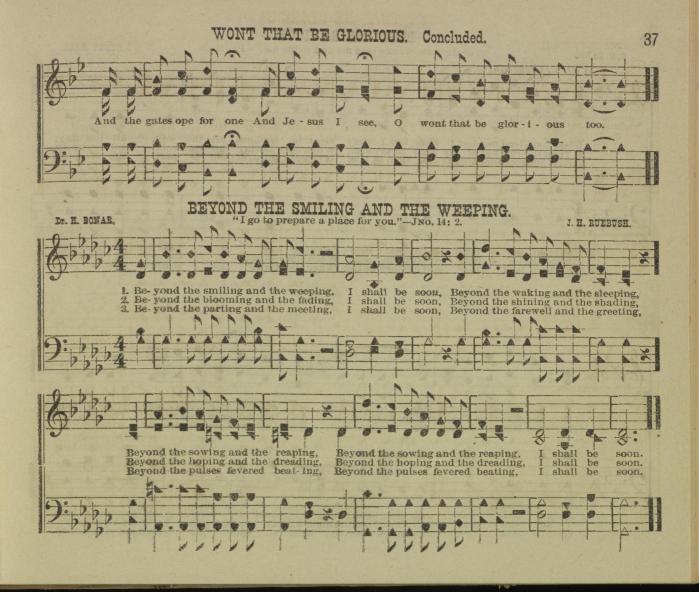






# WONT THAT BE GLORIOUS.







1. Saviour, lead 2. Thou the ref 3. Saviour, lead

me, uge, me,



all the way, bil-lows roll, life is past,

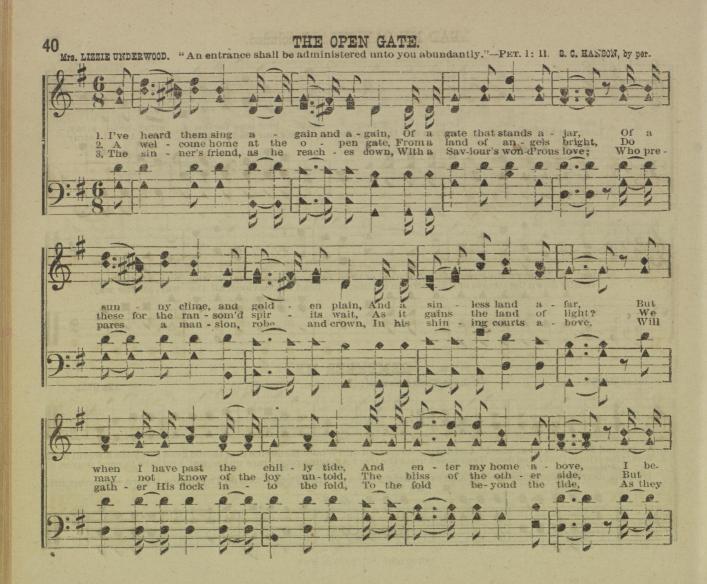
Lead me

storm-y storm of

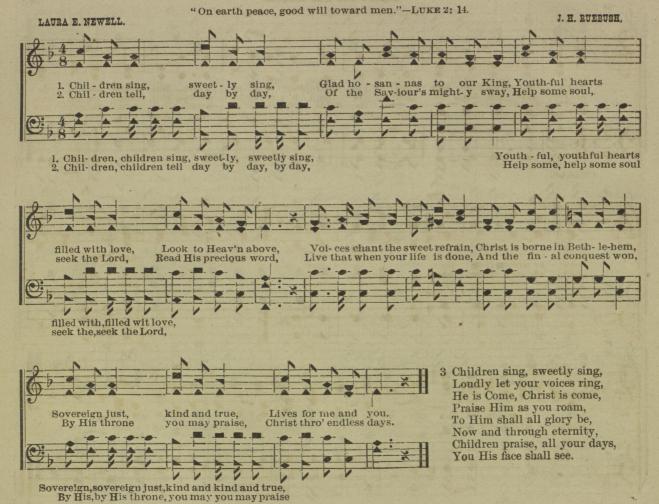
me;

y,

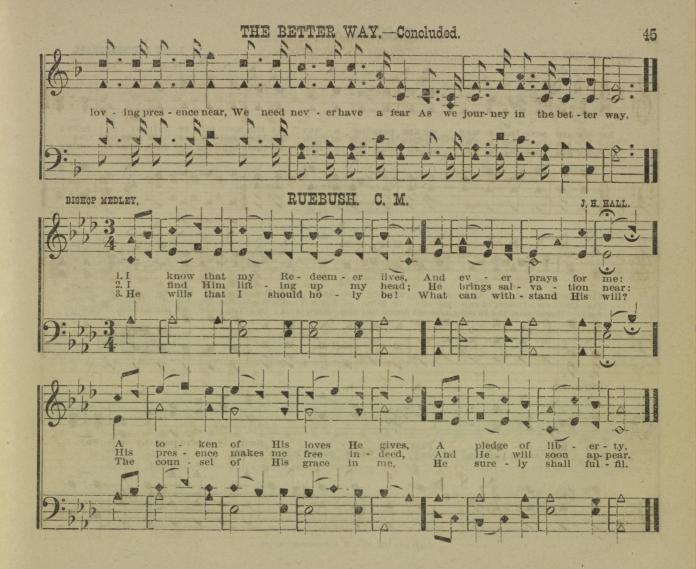




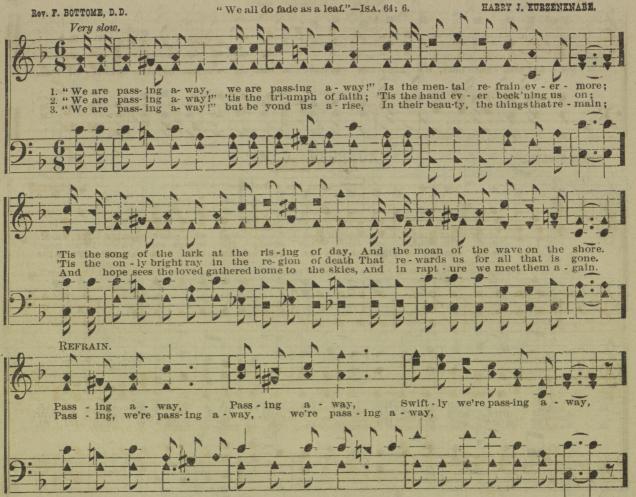
# CHILDREN'S CHRISTMAS SONG.





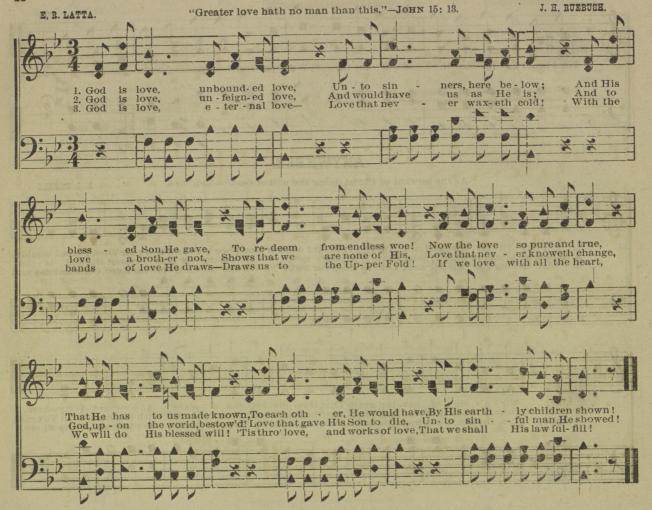


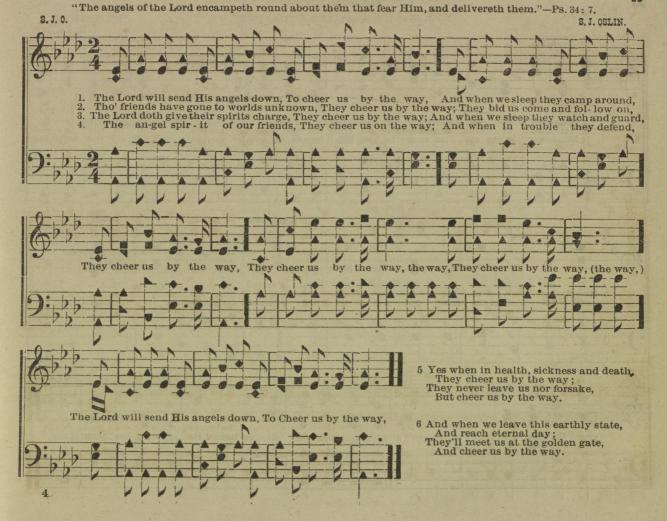
## PASSING AWAY.



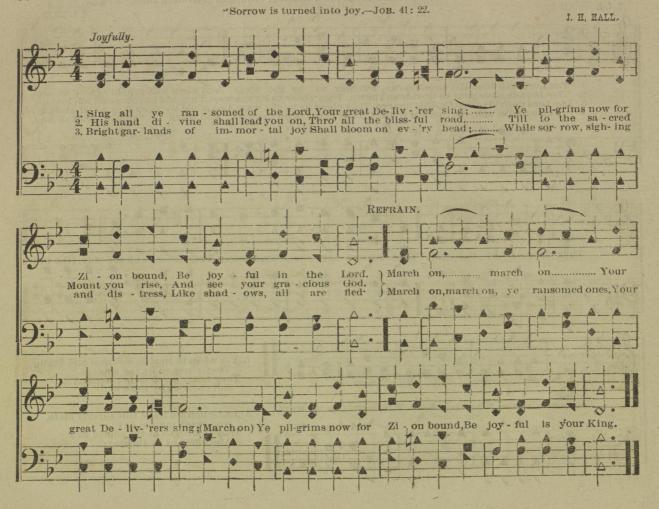
Copyright, 1885, by J. H. Kurzenknabe, by per.



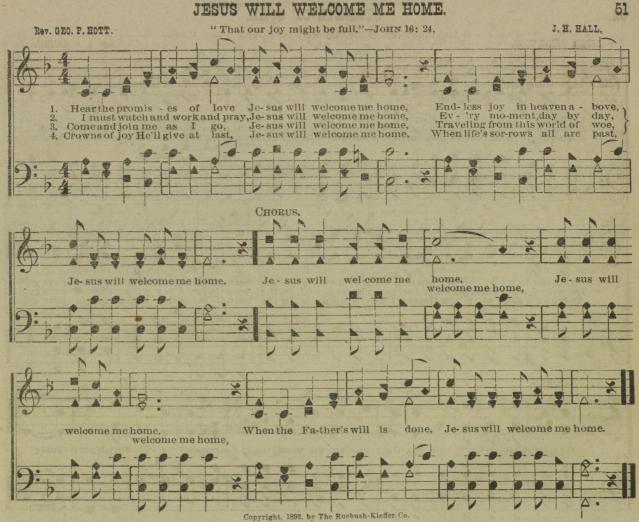




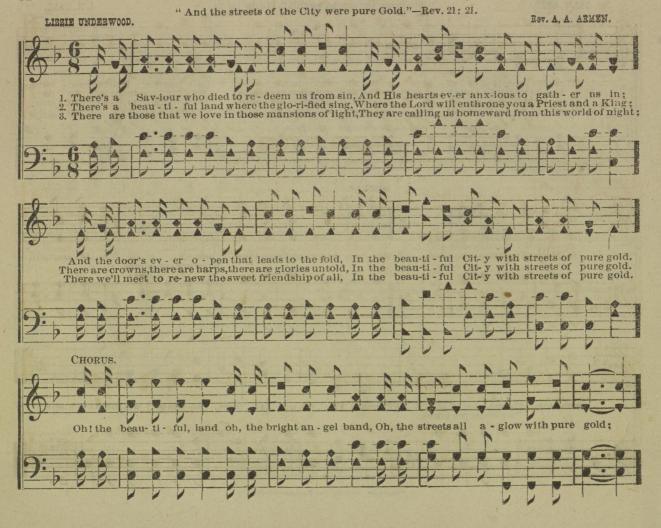
## MARCH ON.





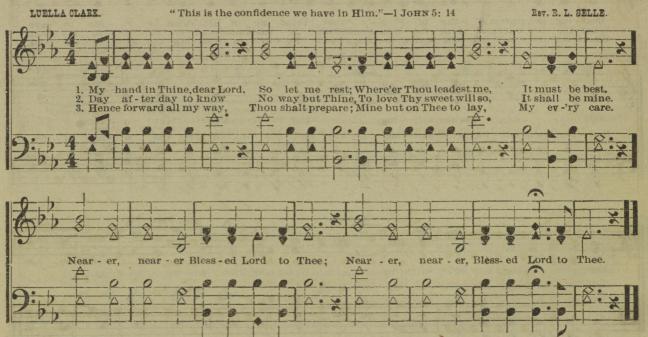


## STREETS OF GOLD.

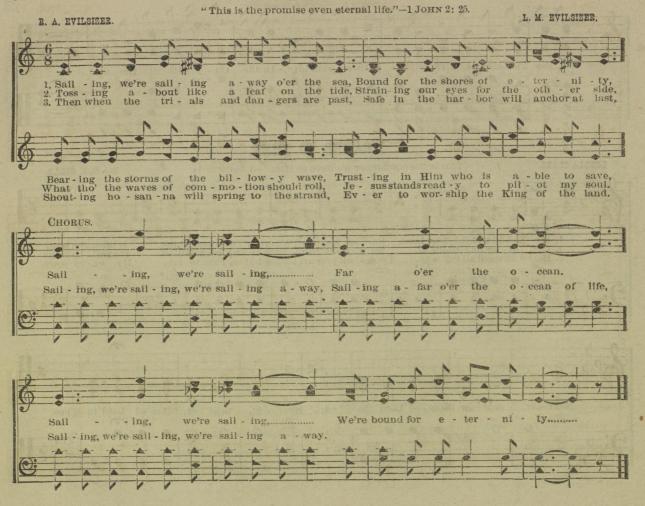


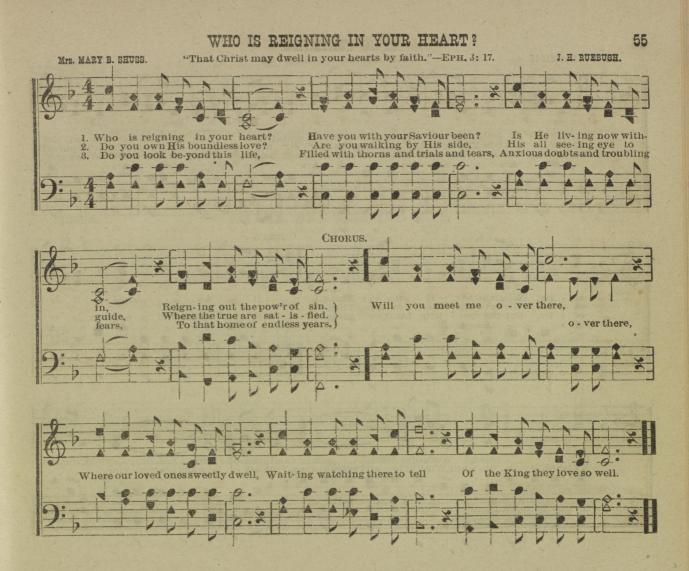


#### NEARER TO THEE.



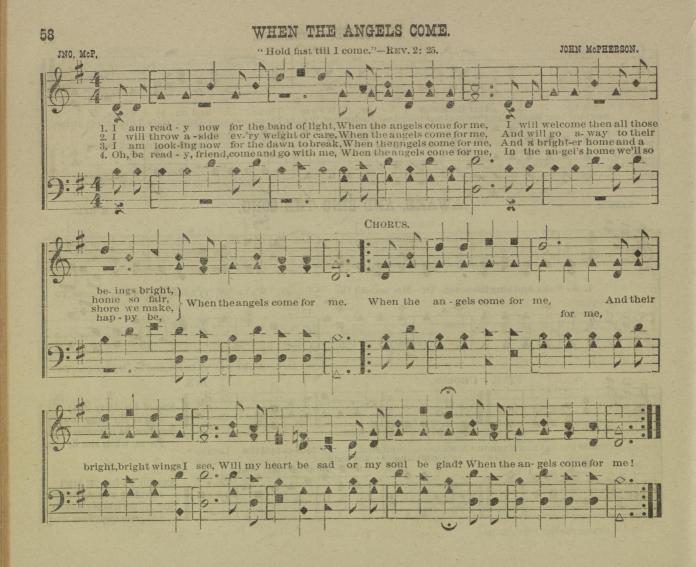
#### SAILING O'ER LIFE'S BILLOWS.

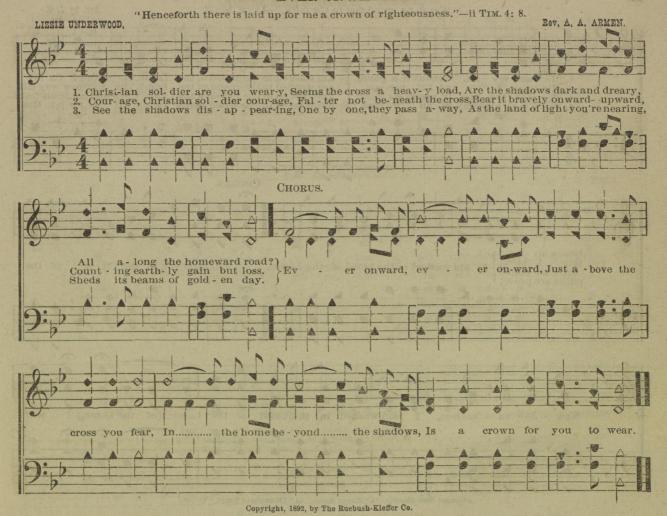






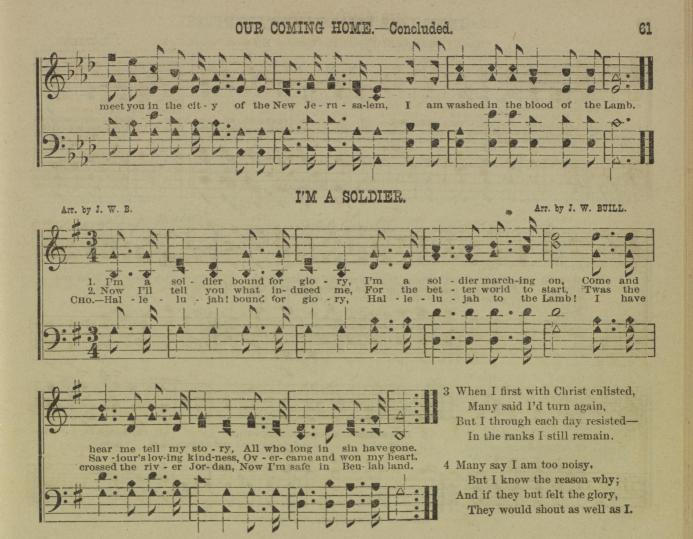






## OUR COMING HOME.



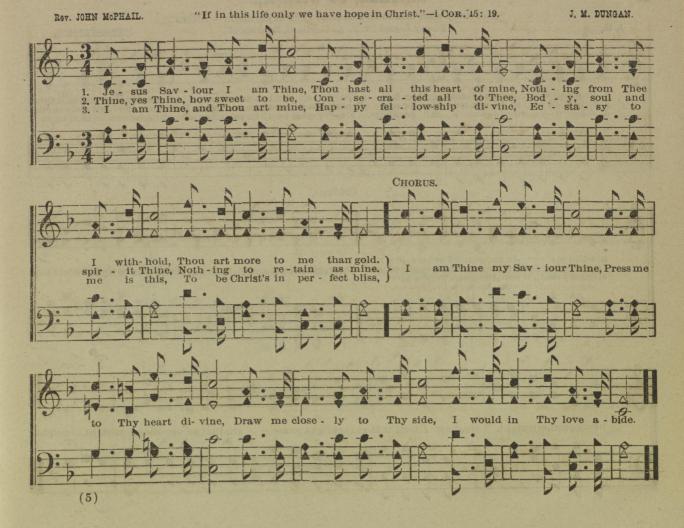


# JESUS I MY CROSS HAVE TAKEN.



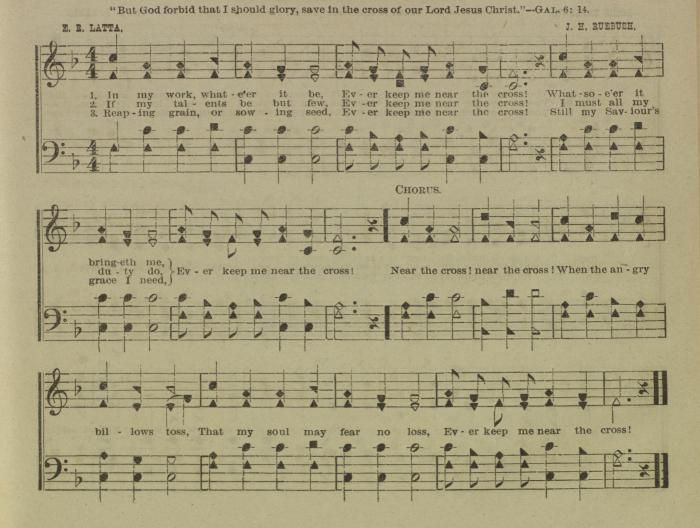






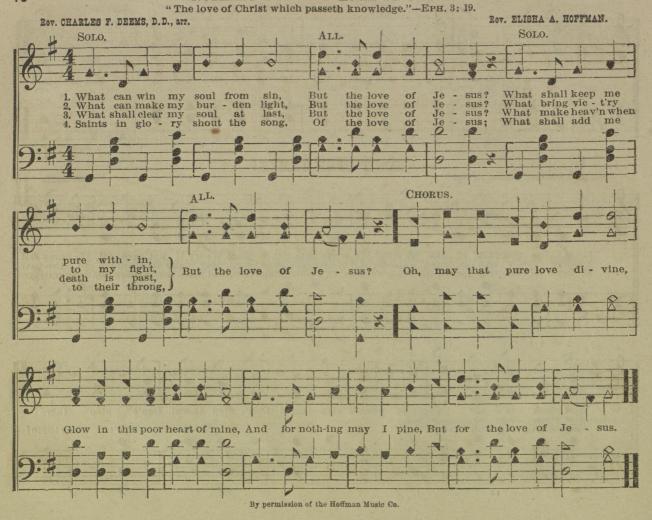
## BROTHER, GO WITH ME.

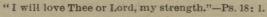




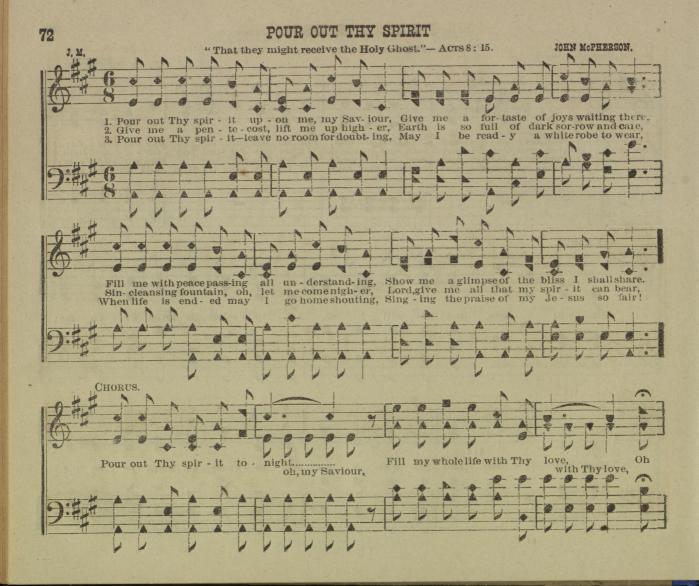


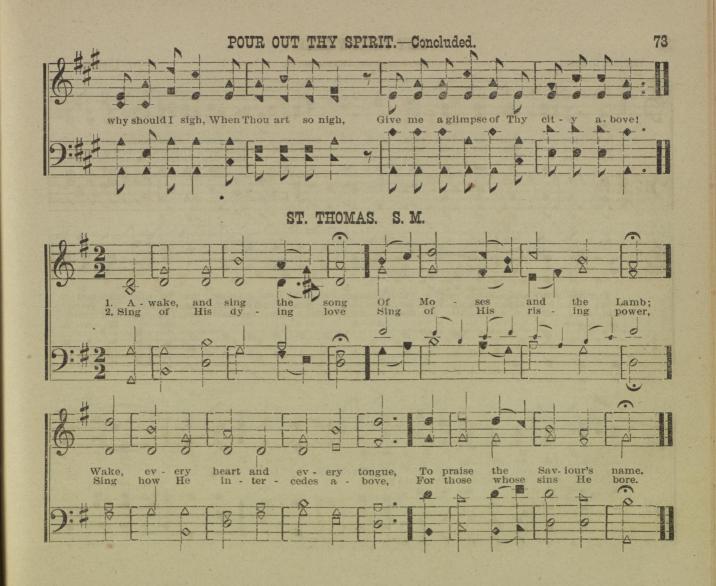
# NOTHING BUT THE LOVE OF JESUS.





J. H. RUEBUSH. For He has guid -ed me day af -ter day;
O - ver my life shed con -tin - u - al light.
He will sup-port me in lifes earn-est race;
But for my sake He Him - self did en -gage. I will love Je - sus and He has pro-tect ed my I will love Je - sus and Cares may op- press me, and serve Him al - way, path-way by night, trust in His grace, temp-ests may rage, CHORUS. Him All be - cause He loved ev - en will love, will and His be, Him will All I love, will and His be, be - cause He loved ev en me.



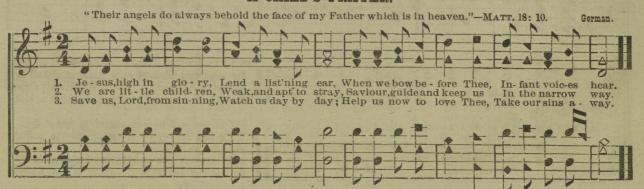


#### LET ME DWELL.

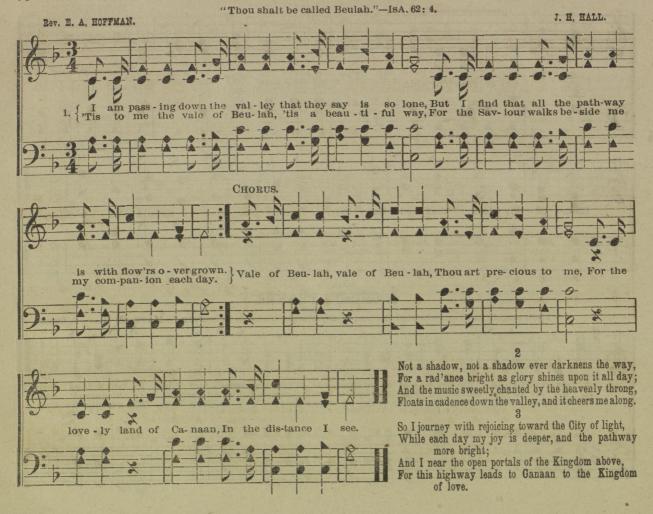


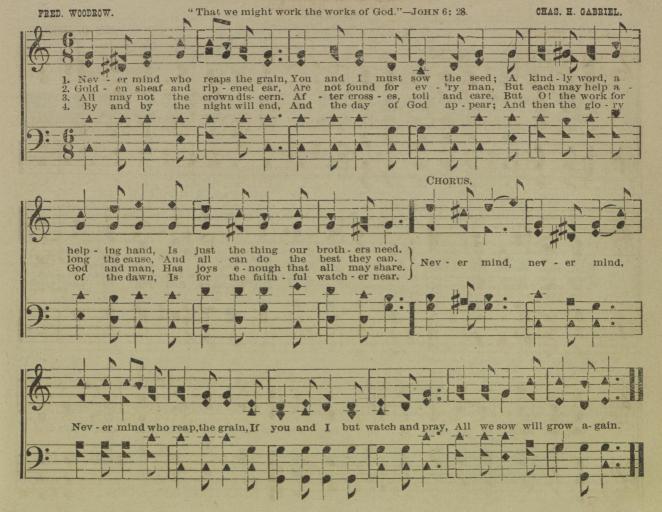


## A CHILD'S PRAYER.

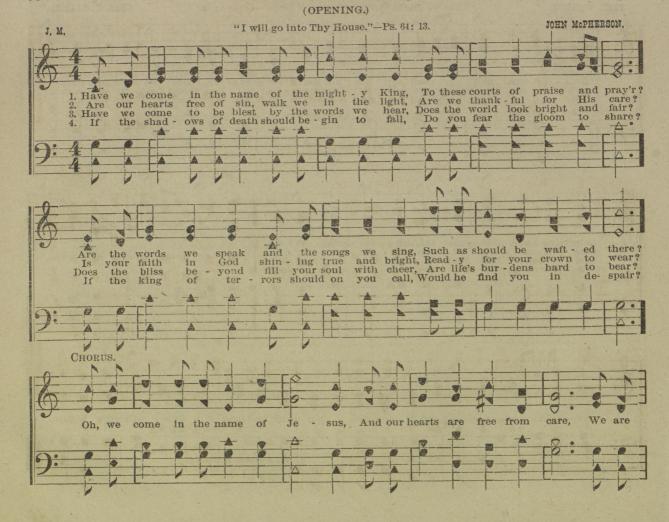


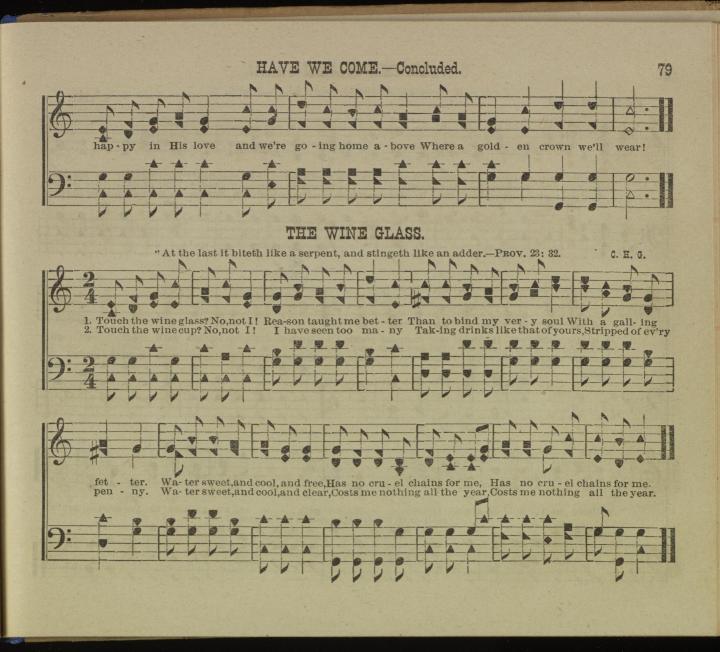
## VALE OF BEULAH.



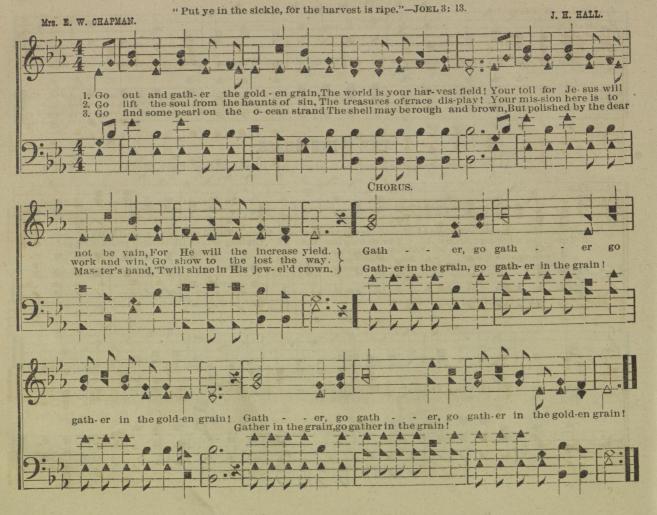


#### HAVE WE COME.



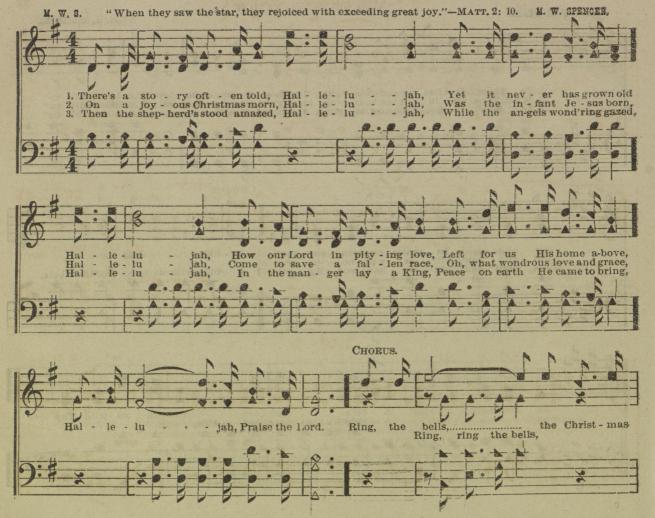


#### GATHER THE GOLDEN GRAIN.

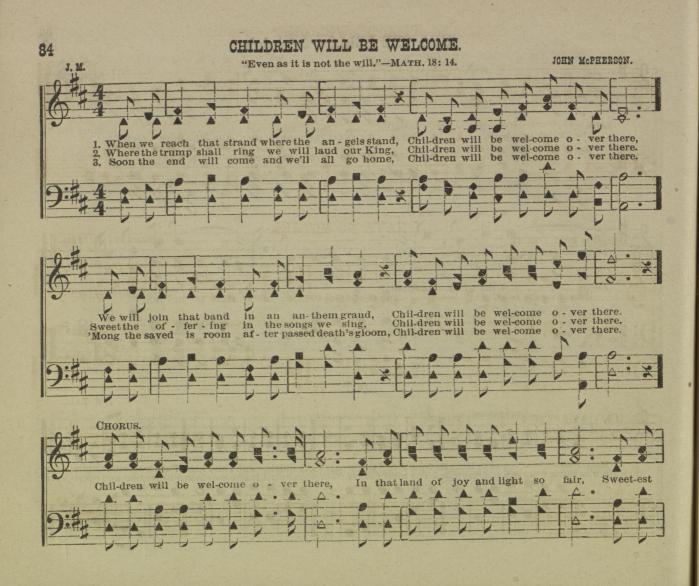




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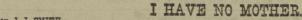














D.C.-Cold in the grave she's sleeping, I have no mother now!

2 I see the pale moon shining
On mother's white tomb-stone,
The rose-bush 'round it twining.
It's just like me, alone;
It's just like me a-weeping,
Cold dew-drops damp my brow;
It's just like me a-weeping,
I have no mother now.

3 My life is, O, so lonely, My heart is troubled sore, Her dearest presence, only, Could make me weep no more. She has gone from me to heaven, Deep sorrow shades my brow, The sacred tie is broken, I have no mother now.

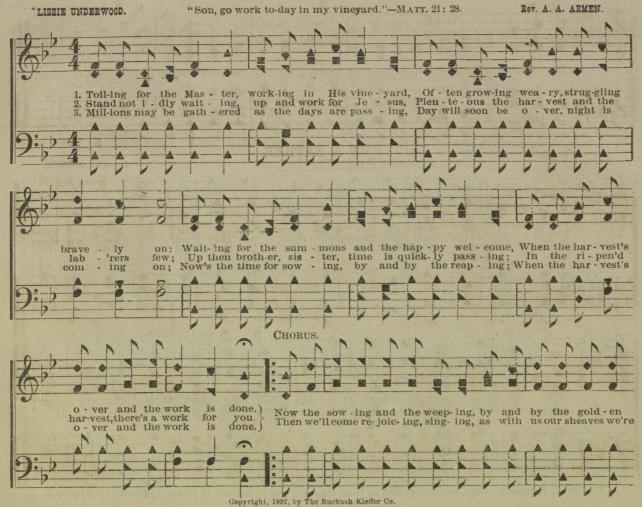
4 Sad was the hour of parting, She said in words so sweet, "My loved ones, I am dying, We must in heaven meet." O yes, I will meet you, mother, On that eternal shore, And there we'll live together, Where parting is no more.

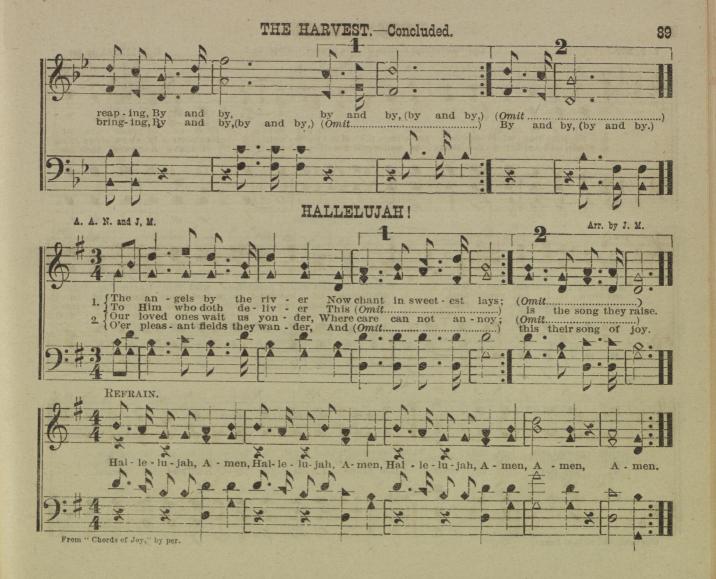
Added by J. J. S.

5 Come, now, ye orphaned children,
Who sorrow here below,
And join me in a promise,
That you'll to glory go.
Then when our labor's ended,
And time shall be no more,
We will go and live with mother,
Where parting is no more.

\* The words mother, brother, sister, etc., can be used for more words, instead of father, changing other pronouns.

# THE HARVEST.

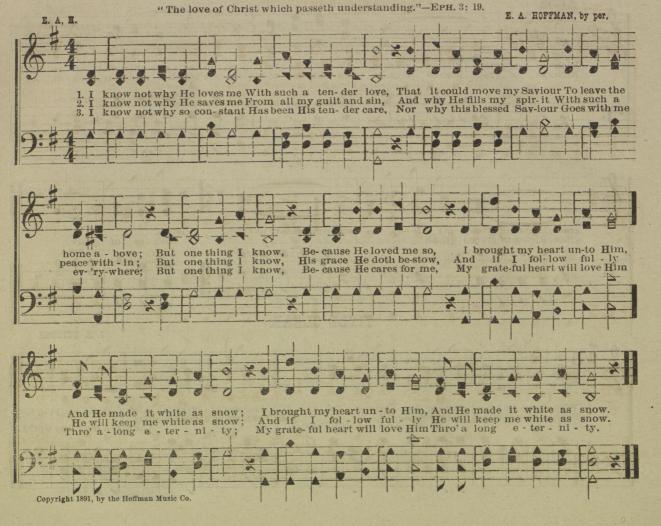




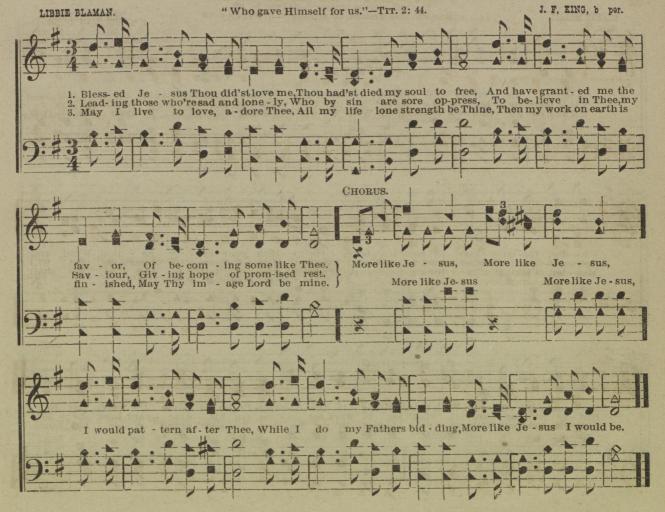
Copyright, 1886, by E. S. Lorenz.



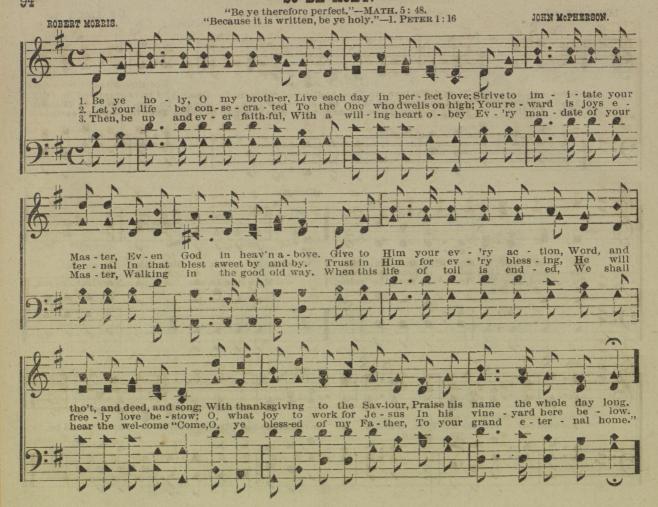
## I KNOW NOT WHY HE LOVES ME.

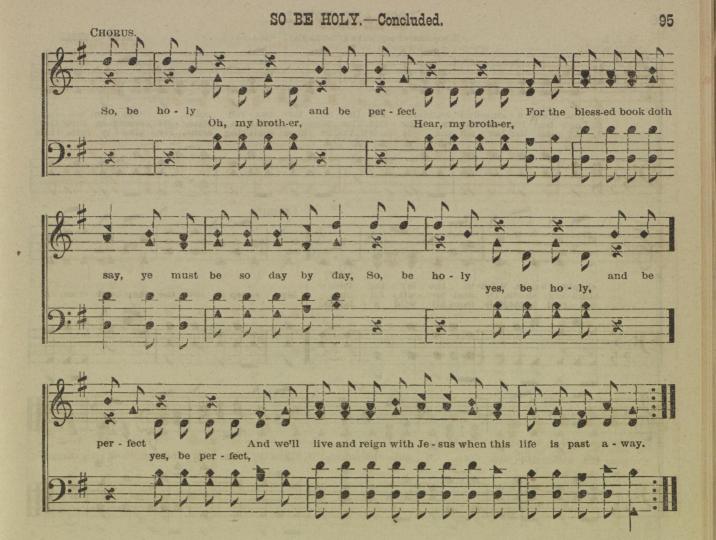


## MORE LIKE JESUS.

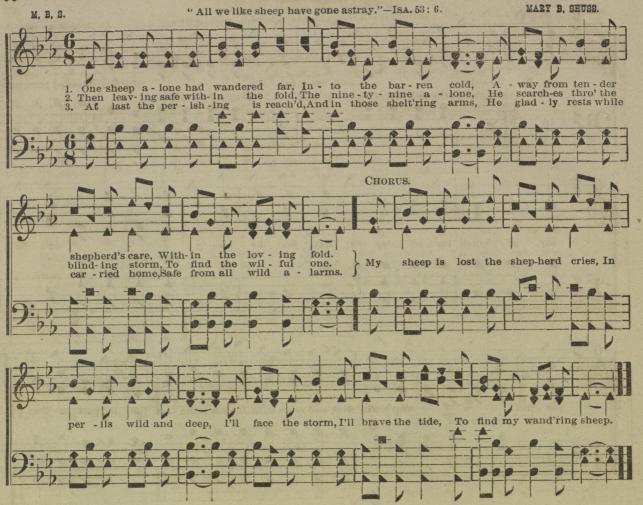


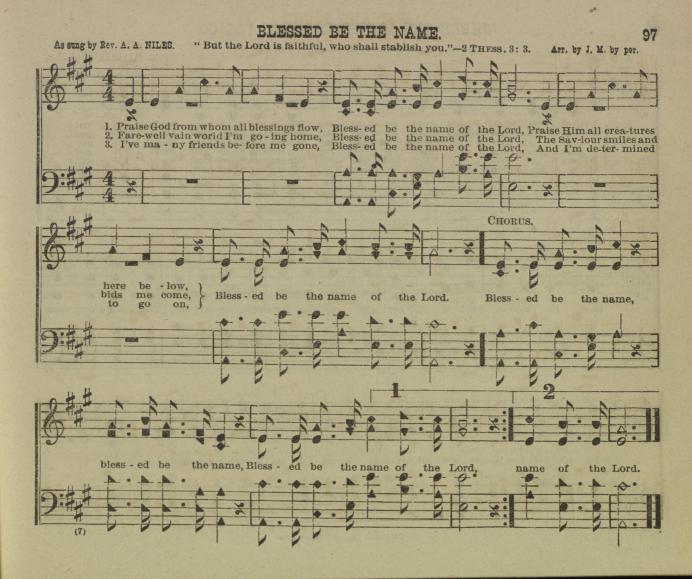
## SO BE HOLY.



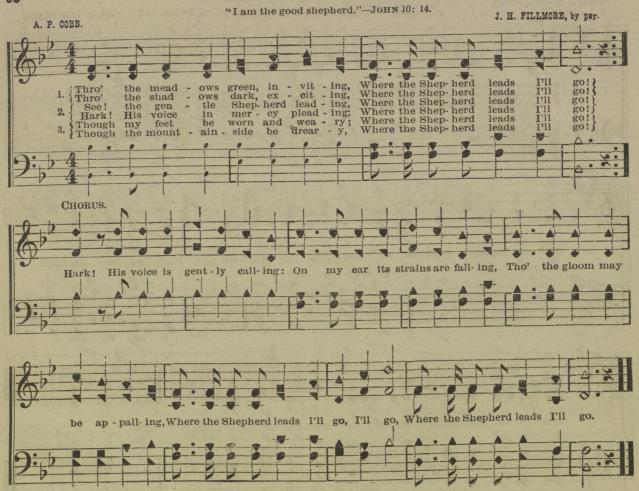


#### LOST AND FOUND.



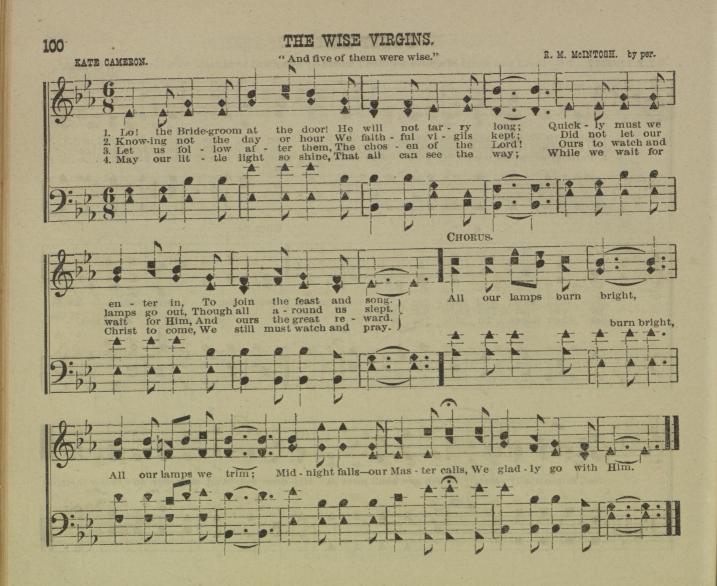


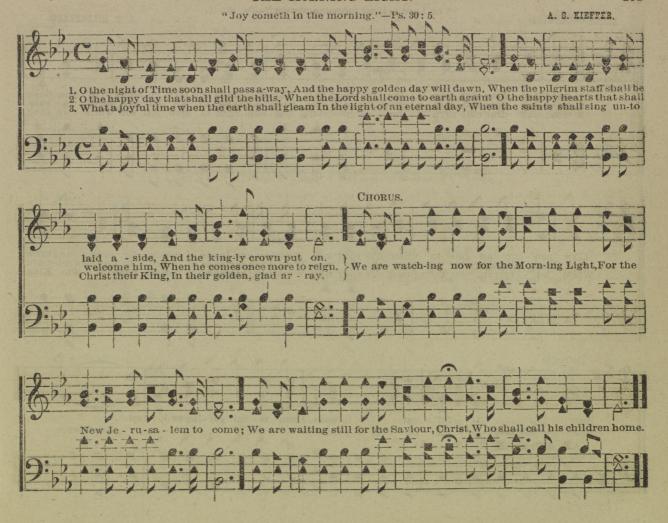
# WHERE THE SHEPHERD LEADS I'LL GO.



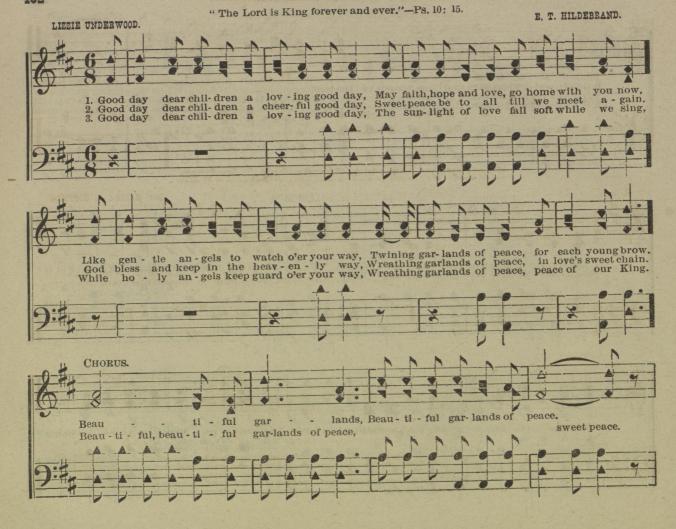
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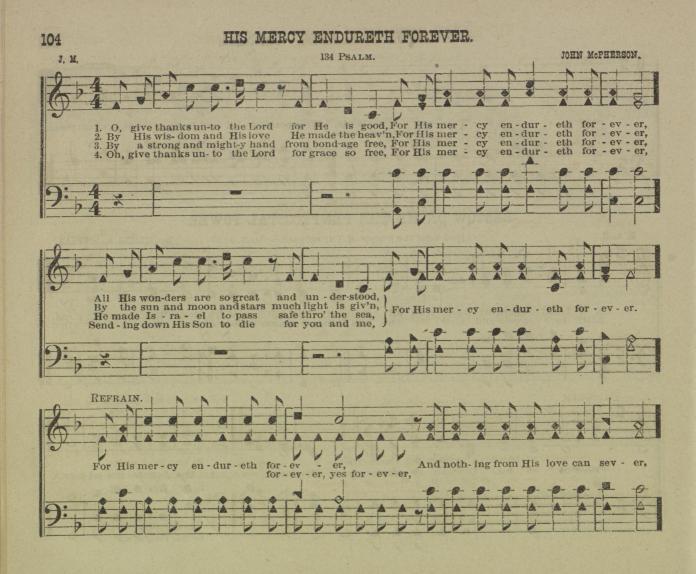


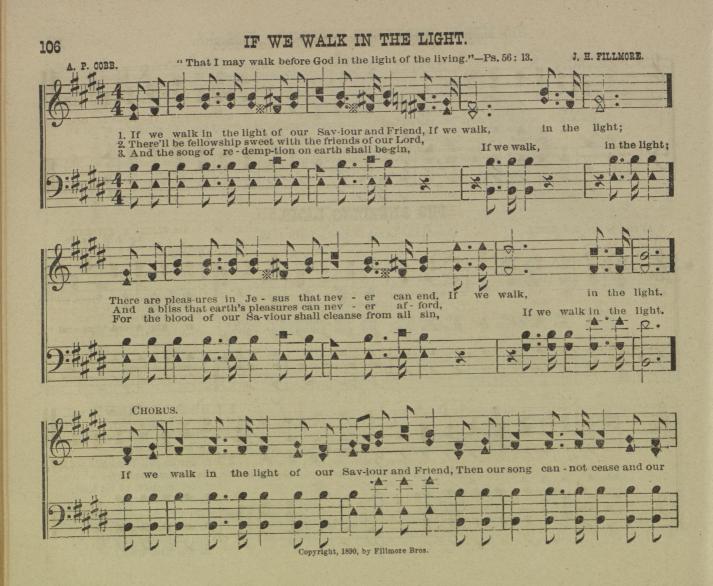


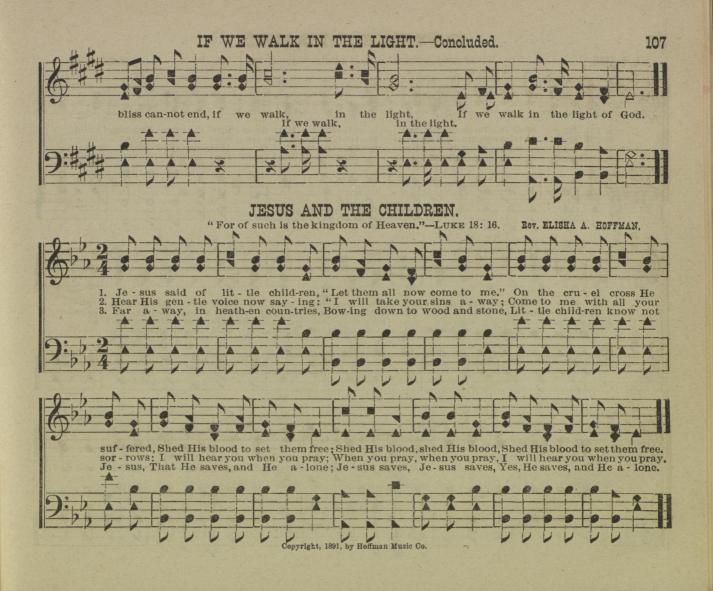
# BEAUTIFUL GARLANDS.

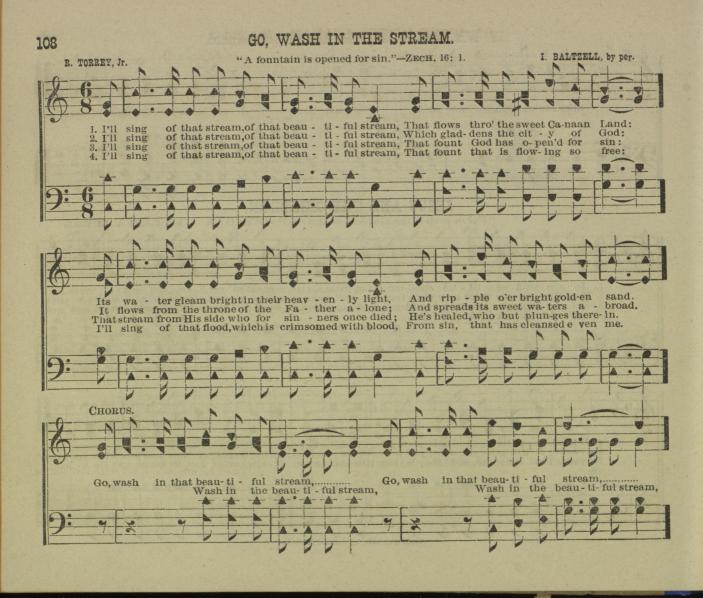








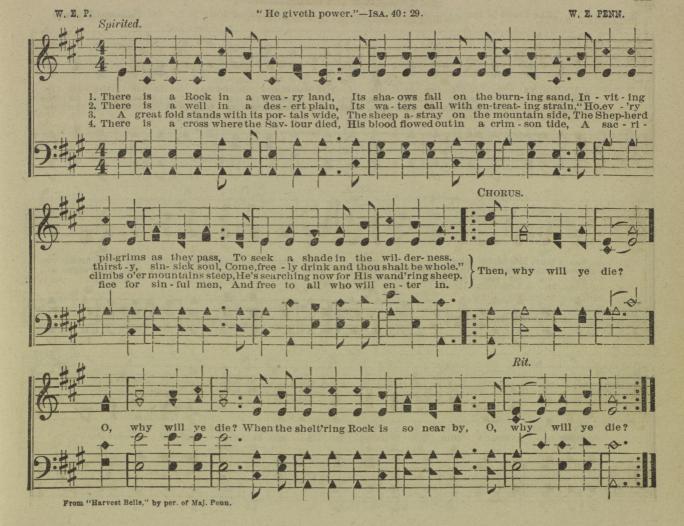






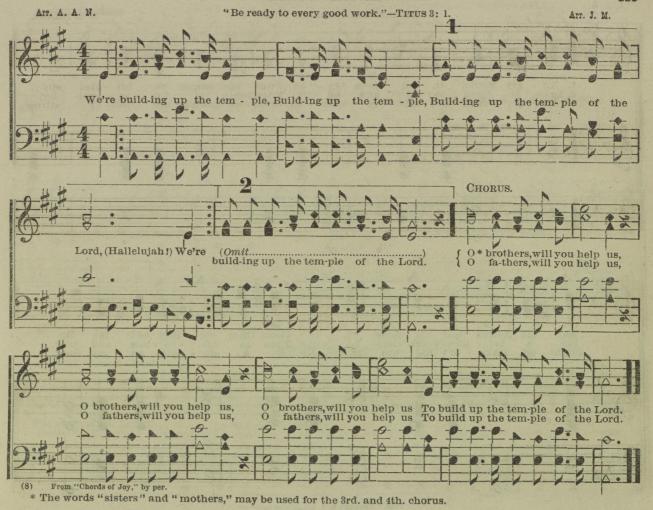
## I AM SAVED.





0 0

FIX YOUR FAITH ON JESUS.

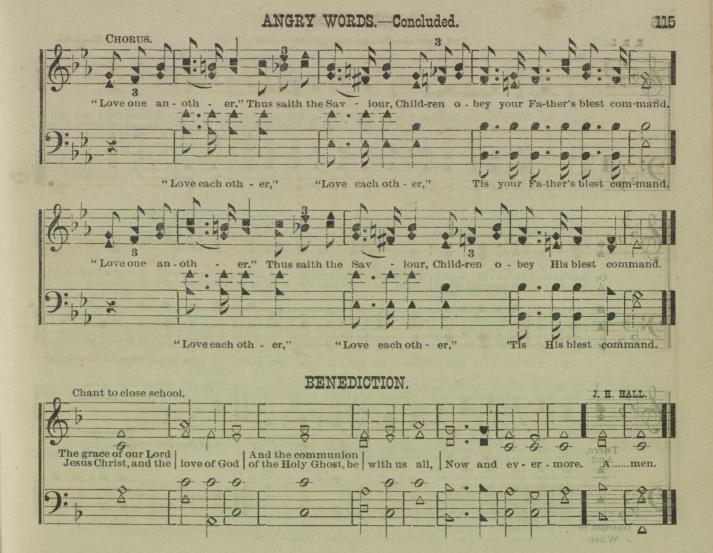


. surodo fitt has bre adt rot besu ed vem ", spentom " and " steters" and " rothers. S. S. Sonos," by per.

0

ANGRY WORDS.

114

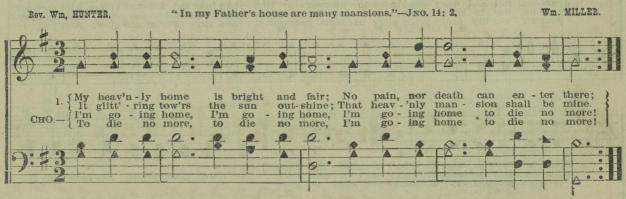


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When the end-less a - ges roll, Shall be no more good - byes.

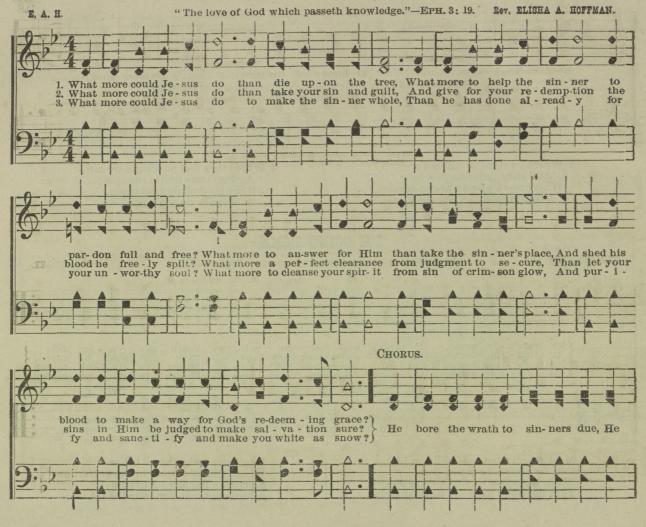


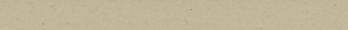
## I'M GOING HOME.



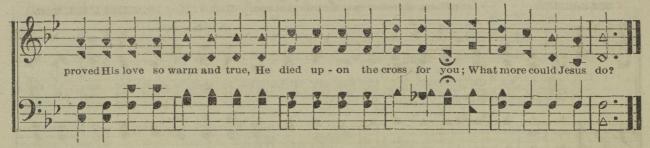
2 My Fathers's house is built on high, Far, far above the starry sky; When from this earthly prison free, That heavenly mansion mine shall be. 3 Let others seek a home below, Which flames devour, or waves o'erflow; Be mine a happier lot to own A heavenly mansion near the throne.

# WHAT MORE COULD JESUS DO?

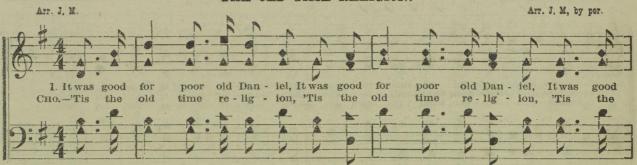


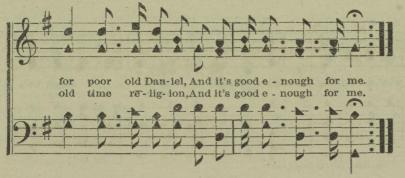


WHAT MORE COULD JESUS DO?—Concluded.



# THE OLD TIME RELIGION.



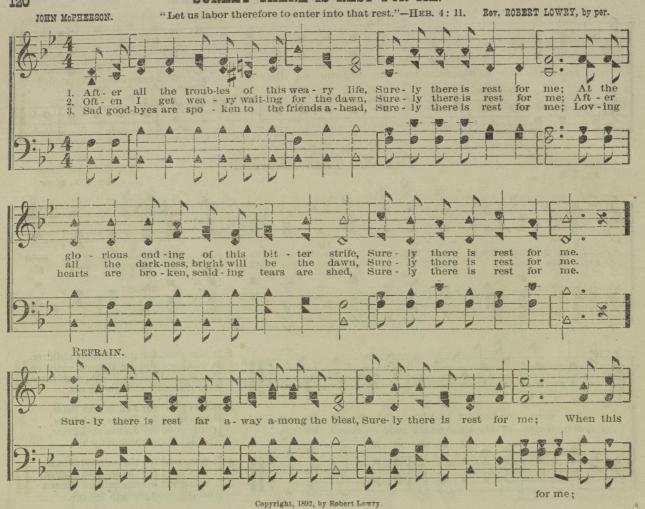


2 It was good for the Hebrew children, It was good for the Hebrew children. It was good for the Hebrew children, And it's good enough for me.

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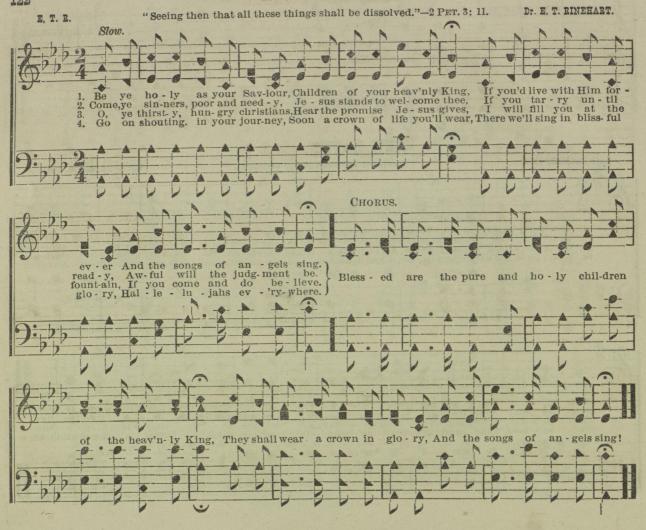
- 3 It was good for James and Peter, It was good for James and Peter, It was good for James and Peter, And it's good enough for me.
- 4 It was good for the sainted Steven, It was good for the sainted Steven, It was good for the sainted Steven, And it's good enough for me.

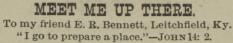
# SURELY THERE IS REST FOR ME.





### NOW BE HOLY.





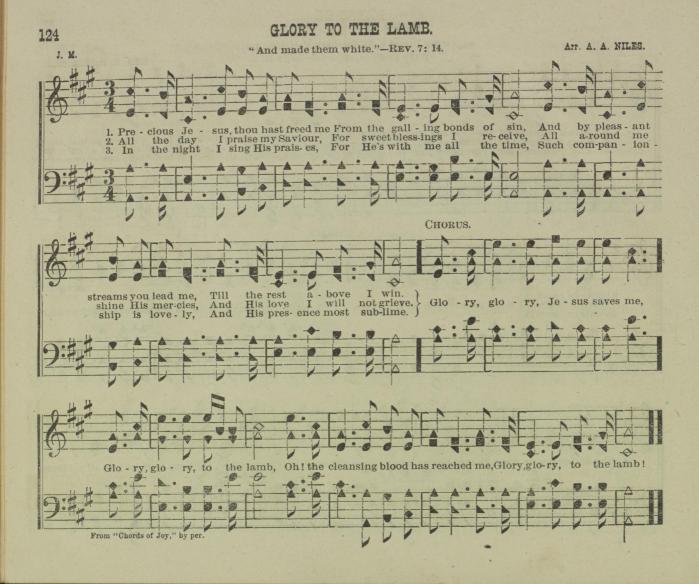
J. M.

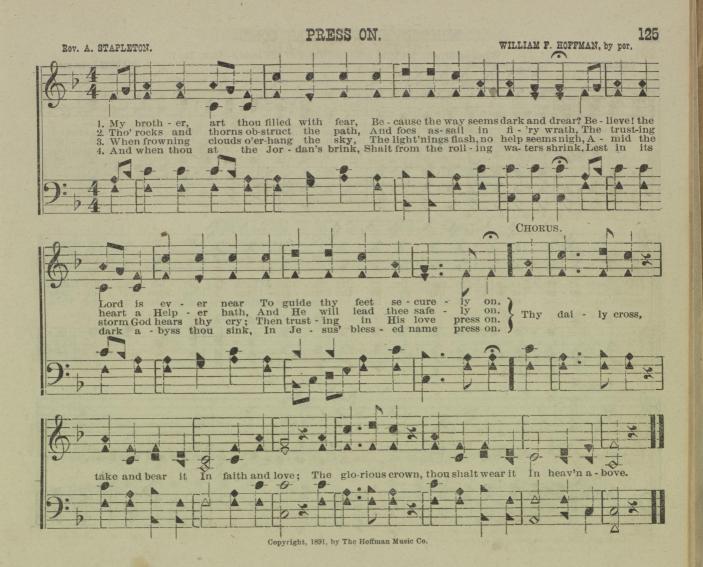
123

JOHN. M. MCPHERSON.

1. When this life of weary toil shall cease, I hope to meet you all up there. When we cross to that sweet 2. When the light shall gleam on that fair shore, I hope to meet you all up there, we shall neet a gain to 3. Tho' we of ten part down here in tears, I hope to meet you all up there, Where there never cometh the part no more, I hope to meet you all up there. I hope to meet you there, In our homeso bright and fair, doubts or fears,

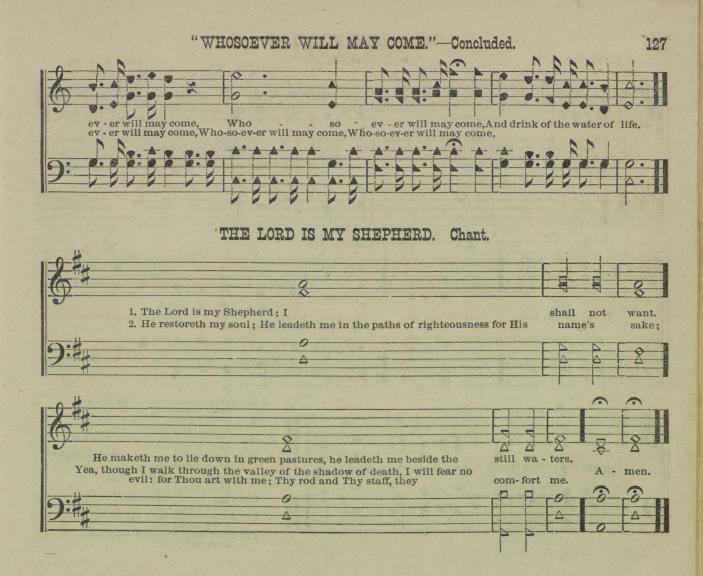
A robe and crown to wear, In that happy, happy place Fil see my Saviour's face, O I hope to meet you all up there.





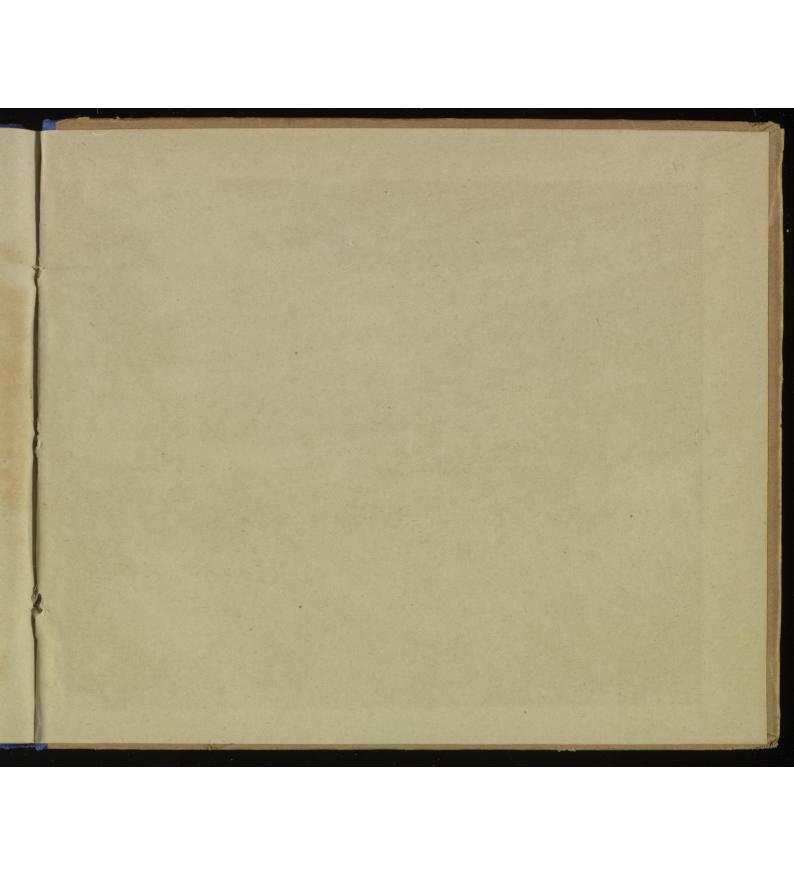
# "WHOSOEVER WILL MAY COME."





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