SUPPLEMENT

TO THE

MUSICAL PRIMER,

CONTAINING

A VARIETY OF PLAIN AND SIMPLE TUNES.

BY ANDREW LAW.

PRINTED UPON THE AUTHOR'S NEW PLAN.

PHILADELPHIA :

PRINTED FOR THE AUTHOR, BY ROBERT & WILLIAM CARR, No. 51, SANSOM STREET.

DISTRICT OF PENNSYLVANIA, TO WIT:

BE IT REMEMBERED, That on the fourteenth day of August, in the thirty-sixth Year of the Independence of the United States of America, ANDREW LAW, of the said District, hath deposited in this Office the Title of a Book, the right whereof he claims as Author, in the words following, to wit:

Supplement to the Musical Primer, containing a Variety of Plain and Simple Tunes. By Andrew Law. Printed upon the Author's new plan.

In conformity to the Act of the Congress of the United States, intituled, "An Act for the Encouragement of Learning, by securing the copies of Maps, Charts, and Books, to the Authors and Proprietors of such Copies, during the times therein mentioned;" and also to an act entitled, "An act supplementary to an act, entitled, An Act for the Encouragement of Learning, by securing the Copies of Maps, Charts, and Books, to the Authors and Proprietors of such Copies, during the Times therein mentioned; and extending the Benefits thereof to the Arts of Designing, Engraving and Etching Historical and other Prints."

D. CALDWELL, Clerk of the District of Pennsylvania.

COMPARATIVE VIEW OF THE PLAN, WITH AND WITHOUT LINES.

THIS plan of notation is supposed by some, to be imperfect with-

ently, and be disposed to give the plan a trial.

fact now stated.

out the lines; and that if they were added to the characters, no doubt and as perfect as it would be were the line running through it; and it would remain respecting the sounds of the notes. If those who doubt shows what is the true sound of that note as clearly as any character of the utility of the plan, will examine the following statement, and the whatever. The 🗖 which stands against the third space, represents the comparative view, fairly and candidly, they may, perhaps, think differ- sound of that space, and shows that the note is a semitone higher than the s; and the difference of these two notes is marked perfectly by The statement is this. That the plan of notation, consisting of seven these characters. The O which stands against the fourth line, shows characters without lines, is more perfect and complete than it can be by that the sound is a whole tone above the , and a semitone and tone the addition of lines, or of any other marks whatever. Each of these above the . The which stands against the fourth space, shows characters is, of itself, a complete character; and the seven, form a that the sound is a whole tone above the O, and two whole tones above scale which is adequate to all the purposes of notation. These characthe . The . The . with a dot over or under it, which stands against the ters perfectly and absolutely denote every sound of the scale of music, fifth line, shows that the sound is a semitone above the . The O and that more clearly and with greater perspicuity, than any system with the dot which stands against the fifth space, shows that the sound that has ever been formed. The following example may illustrate the is a whole tone above the 🗖 with the dot. In descending from the 🐧 the with the dot which stands against the second space, shows that the sound is a whole tone below the . The with the dot which stands against the second line, shows that the sound is a whole tone below the with the dot, two whole tones below the &, and an eightly below the same note which stands against the fifth space. These characters follow each other in the same ratio. If the be

or space it may be, the succession of characters will never vary from the plan of no lines, denotes this same ratio of every octave by the same set example given above.

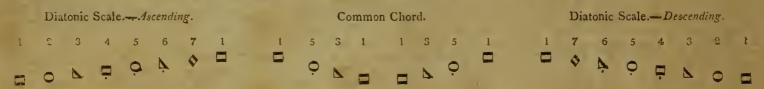
This scale of seven characters is applicable to all the parts of music; every different octave by a different set of lines and spaces. the bass, the tenor, the counter and the treble. It is also applicable to The plan of no lines has one scale of seven characters. The plan of all the different keys in music. These seven characters denote the se-lines has fourteen scales of fourteen characters each. When the one ven degrees of sound; every octave is the same, in every part and in scale of seven characters is learned, all the octaves of all the parts, and every key. One scale of seven comprehends the whole of the system. of all the keys are learned. But on the plan of lines, when one scale of But if the lines be added, there must be two scales for the parts, one fourteen characters is learned, there are still thirteen scales of equal for the bass and one for the other parts; and there are seven different extent, remaining unlearned. The comparative difference, is then as keys, which require a different scale for each of them. These together seven to one hundred and ninety six, or as one to twenty eight. make fourteen scales; and each of these scales consists of fourteen de- It is submitted to all who will examine fairly, to say, which must be grees; for they must extend to a ledger line above and below.

law of nature which cannot be changed. But the method of expressing

fixed on any one of the seven sounds of the diatonic scale, whatever line this same ratio of sounds, is different, in the different systems. The of characters. Whereas, the system of lines denotes the same ratio of

the most laborious for the learner, seven, or one hundred and ninety The intervals of every octave are the same in all systems. This is a six; and the most difficult to be retained in memory when learned

The following is the Scale of seven characters according to the new plan.



A VIEW OF THE NEW PLAN OF PRINTING MUSIC,

AND OF TH NEW METHOD OF TEACHING THE ART OF SINGING.

general improvement in the praises of our d and Redeemer.

in the memory. This plan will assist bothe learner and the performer, in ascer-in every bar. taining the true sounds of the notes in insees where the old method cannot afford This similarity of the characters, of the names of the notes, and of the order of any aid for that purpose.

key; and the flat, or minor key. There also only two common chords taken music as easily as they read other books. And those who practise upon this method, upon the key note, or first degree of they; one for the sharp key, and one for will find the burden of the performer greatly alleviated, and they will be able to

the flat key.

These keys and common chords haveir particular characters for each degree, the diamond and the square, and the ter of a diamond and the square with a weight in support of the plan. They are, therefore, here presented to the public. dot over or under it. The diamond havemitone above it, and three notes below at the distance of a whole tone; the der of a diamond without the dot, has a The preceding statement of the numerous advantages which result from Mr diamond with the dot has a whole ton ove and below; the round with and with pupil, as by a charm, finds himself suddenly introduced into the knowledge of music.

THE Plan and Method exhibited, are drent from any that have yet appeared lout the dot has a whole tone above and below. Those who learn from this system The principal objects of this plan and of method, are to lessen the burden of can perform with confidence and firmness. Hence, when any two notes are placed the learner; to facilitate the performance, practice of Music; and to promote a at the distance of a second, a third or a fourth, it will instantly appear from the sight of the characters, whether the interval be a major or minor second, third or fourth. Music printed without the lines, is mortimple than it can be on lines and spa- This is an advantage which the old method can never possess; for it cannot be ces; because the lines and spaces increathe number of the parts which compose known from the common notes upon lines and spaces, whether these intervals be the characters, and render them more in inct, and more difficult to be retained major, or minor, only by referring back to the cliffs; but in this method it is visible

the tones and semitones, in every part of the music, and in all the different changes The Music is taught in this method ble degrees of the key, and the common of the keys, render the business of the learner very simple and easy; and will chord taken upon the key note, or first gree of the key. Lessons of these are greatly diminish the expenses of tuition, and the consumption of time necessarily given in the scale of rules. There are on wo keys in music, the sharp, or major employed in learning the Art. By this method, children will soon learn to read

sing any part that is within the compass of their voices.

which are fixed invariably; and whene the key be shifted from one letter to The following are testimonials in favor of the new method of noting and printing another, the characters and the commo ord are shifted with the key; and retain, Music. The Rev. WILLIAM STAUGHTON, D. D. Rev. B. ALLISON, D. D. Rev. from the key note, the same order of factors, of names and of arrangement of John MCLASKEY, Rev. RICHARD SNEATH, Rev. WILLIAM COLBERT, G. K. tones and semitones. Hence, this met marks, with certainty, the intervals, or JACKSON, Mus. Doct. Professor Hubbard, Captain John Henry, and Jonadistances of the sounds. The places he tones and semitones, the major and THAN H. HUBBARD, Esquire, are gentlemen of high respectability in Literature, minor seconds, thirds and fourths are ys in view. The semitones lie between and of a fine taste in the Art of Music. Their opinions of the system will add great

semitone above, and two notes below whole tone; the square without the dot Law's new mode of writing and teaching sacred music, we believe to be correct. has a semitone below, and two notes e of a whole tone; the square with the The angular appearance of some of the characters Mr. Law has selected, may not Lot has a semitone below, and three i above of a whole tone; the quarter of a at first strike the eye so agreeably as the round ones in common use, but, when the

and in possession of Ideas which have been acquired, before the present happy invention, only by a series of tedious labour, he will feel himself impelled to respect the talents of Mr. Law, and, as a testimony of his gratitude, to assist in procuring To all whom it man concern, him a deserved retribution in the circulation of his work.

Teachers of Psalmody in the United States and other parts of the world, are requested to investigate and patronise it. They will find its principles easily attain-method of noting and printing Musicad feel confident that it is much preferable ed, and in the use of it, their toil diminished and their success increased.

We cordially wish the work an universal eleculation.

W. STAUGHTON. B. ALLISON.

The Committee appointed by the Conference to take into consideration Mr. Law's pean masters.

new method of noting and teaching vocal music, Report,

First It is their opinion that the said method is an improvement; and that learners will obtain the knowledge of vocal music and the art of singing, sooner and easier therefrom than from the old method.

Secondly. The Committee do hereby recommend the said method, and the books SIR, containing the sane, to the use of those who may be disposed to learn Sacred Music.

JOHN MCLASKEY. RICHARD SNEATH. & Committee. WILLIAM COLBERT.

Philade phat, April 1 sth, 1807.

NEW-YORK, December 5, 1895. Sin

with the art of requeing all Mus'e to the Natural Major and Minor Keys by the use Music as a science, and the compositiof the great masters, into our churches of Transpostion Cliffs, is very difficult to students in general, also the French Sol- and religious assemblies:-but it will lome consolation to reflect, that, you share mization (though a great improvement on the Italian) is possessed of the same the fate of all those who first attempt toprove the human species, in whatever is adour of Transposition. The time and study it will take learners to be well ac-either useful or ornamental. The thurs of the Vatican did not deter Gallileo quainted with the seven Chilis, viz. the Soprano, Mezzo-Soprano, Contra-Tenor, from teaching that the carth was spher; nor the murmurs of the Sorbonne, in-Tenor, Tenor Pass, Bass and Treble, is very materially lessened by your new and terrupt the useful labours of La Fontaimor will you, I trust, be discouraged by ingenious plan of Notation, being an important discovery for the expediting of Prac-difficulties, which will certainly yield ime, and the prevalence of correct intical Psalmody .- With wishing your plan the success it merits,

I am Sir, with much respect, Your humble Servant,

This may certify, that I have caully perused Mr. Andrew Law's new to the common practice of printing ones and spaces, for Church Music. I likewise feel confident that his method v much diminishes the task of learning to read Music by note. The method inhich he has arranged the different parts of tunes, though considered by some an innovation, is perfectly agreeable to the practice of Handel, Arne, Boyee, Pur, Arnold, Madan, and all the great Euro-

JOHN HUARD.

Maticical and Natural Philosophy Professor.

Windson, November 8th, 1805.

I tender you my best thanks, for copy of your "Art of Singing;" and am much flattered with the assurance that opinion of your system, would be pleasing to you. I can only say, that, I shall ree in every opportunity of giving my testimony to your merit, as the Inventor of best and most summary mode of obtaining

a knowledge of vocal Music.

I am aware that envy, prejudice, a barous taste, and the obstinacy of the vul-The Italier Solicization formed by Guido into Hexachords and Tetrachords, gar, will place obstructions in the wayyour laudable endeavours, to introduce formation.

I am, Sir, withch respect and esteem,

Your most humble Servant, JOHN HENRY.

G. K. JACKSON, Reverend Mr. LAW.

REV. ANDREW LAW.

WINDSOR, VERMONT, November 12th, 1805.

DEAR SIR.

Music, it has my entire approbation; and every departure from the old mode I deem with the old notes on lines and spaces. Considering the simplicity of this system. a useful improvement.

me well calculated to correct the public taste, and, what is of more importance, to ferred by all who wish to gain a knowledge of the art of music in a short time. aid the cause of virtue and religion.

I am. Dear Sir.

Your very obliged Servant,

Mr. Andrew Law. JONATHAN H. HUBBARD.

The Subscribers having learned the Art of Music, by the Rev. Andrew Law's new system, can state from experience, that they have found a previous study of it. Having attentively examined your new method of printing and teaching vocal of the utmost importance in gaining a knowledge of vocal music, written or printed when compared with the old method, and reflecting on the difficulties attending The tunes contained in your three several parts form a collection of sacred har-the study of that method, which, from a previous knowledge of this system, are renmony, decidedly preferable to any heretofore published in America, and appear to dered mere trifles; we do not hesitate to declare, that such a course is to be pre-

MICHAEL SNIDER. CHARLES A. ERDMANN GEO. SNIDER.

Philadelphia, June 13th, 1811.

RONDO, (Ital.) RONDEAU, (French.)—A composition, vocal or instrumental, generally consisting of three strains, the first of which closes in the original key, while each of the others is so constructed in point of modulation as to reconduct the ear in an easy and natural manner to the first strain. This construction is an inherent and indispensable quality in the Rondo, since it takes its name from the circumstance of the melody going round, after both the second and third strain, to the first strain, with which it finally closes. In the vocal Rondo considerable discernment is requisite in the choice of proper words. The lines of the first strain should be complete in themselves, while those of each of the other strains, should not only rise out of them, but, like the music, lead to them again.

DR. BUSRY.

Mons. Rousseau, in the close of his definition of the Rondeau, observes:

"Every time that a sentiment expressed in the first branch, brings with it a reflection which enforces it, and places it in the second: every time that a description of the condition of him who speaks, filling the first branch, clears a comparison in the second; every time that an affirmation in the first branch contains its proof, and its confirmation in the second; lastly, every time that the first branch contains the proposition of doing a thing, and the second the reason of the proposition; in these different cases, and in others similar, the Rondeau is always well placed,"

ADVERTISEMENT.

The first and second Parts of the Art of Singing are comprised in the Harmonic Companion, which is a volume of 120 pages. It contains the rules of Psalmody, one hundred and forty five Psalm and Hymn tunes; which are adapted to all the different metres now in use: and eight set pieces.

The third Part of the Art of Singing, or Musical Magazine, the first and second numbers, are printed with seven characters. This volume of one hundred and twenty eight pages contains a large variety of Anthems and Set Pieces. The two volumes may be bound together.

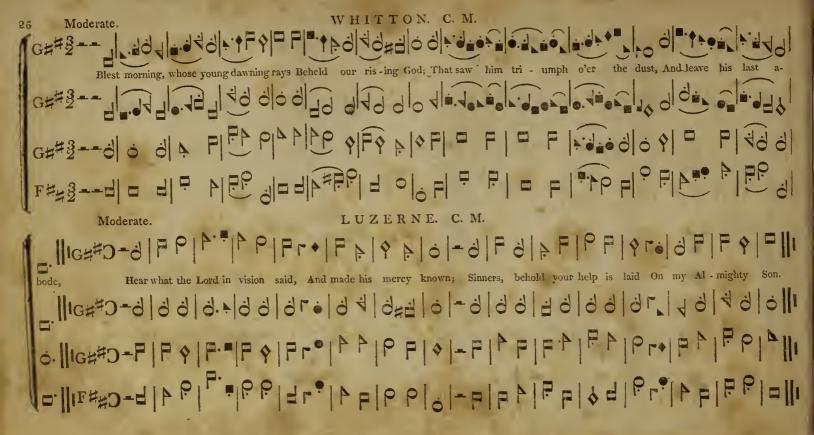
The music is selected from the most eminent masters, and is published upon the most correct principles of the art, and according to the original design of the authors.

OBSERVATIONS.

This Supplement is designed for the aid of the Pupil, who has made himself master of the Primer; that he may move on gradually towards the more elevated and sublime compositions of Music. Let him remember, that simplicity is the ground work of sublimity. That a long practice upon simple and plain music is the most sure guide to the summit of perfection. Let him remember also, that a restless disposition while treading the necessary steps, plunges many into the depths of despondency; and they never arrive to that happy point, where music soothes and delights the soul.

GPD-L=19 F| 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 | 4 - 10 |

GPPD-L-1666. • 16666. • 16666. • 16666. • 1666 • 16



Gbyto God, who walks the sky, And sends his blessings thro'; Who tells his saints of joys on high, And gives a taste below, And gives a taste below. FD-FFFFF PO-FF - 0 - FFF 0 - F

G##D-PI-017 01 -017 0 10 -G##7-P|PP|-10|0|-F|F P|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP|-10|0|-P|PP

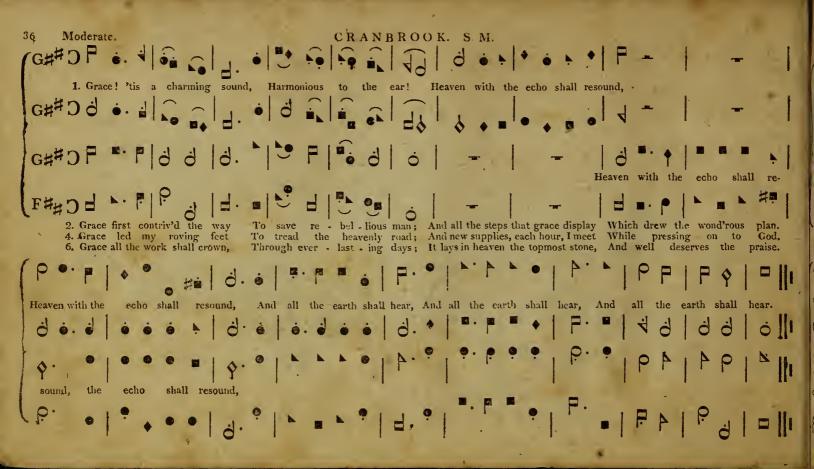
Gbb3---P|FP P|FP P| FP P| FP P| FD P| FP P| FD P| FP F| FD P| FP F| FD P| FD P GPP3--1/566 0 6/66606 0 6/66606 0 6/660 0 6/660 0 6/660 0 6/66

GD-4|F4|PF|0|-F|F|P||-0|F0|4|PF|0|-0|FP|F0|A||

Our moments fly apace, Nor will our minutes stay; Just like a flood our hasty days Are sweeping us away.

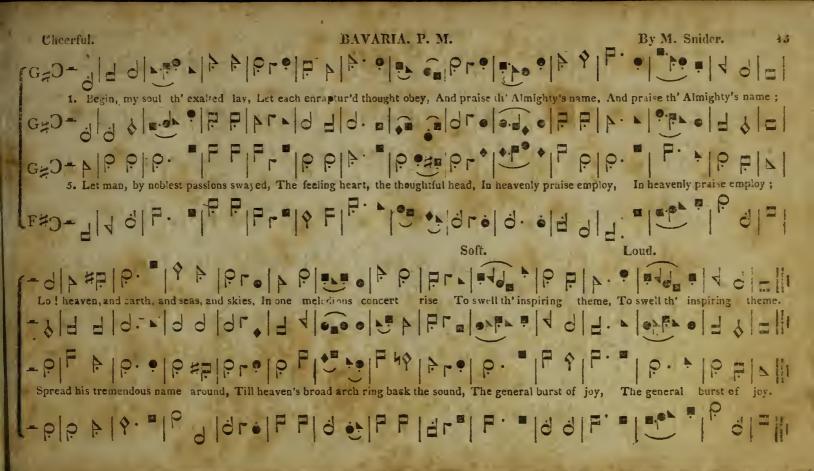
my partners in distress, G#3--> | --> | --> | --> | --> | --> | --> | --> | --> | --> | praise, How bright on high for - get your griefs and fears, And look beyond [PP d | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6 | 0 6

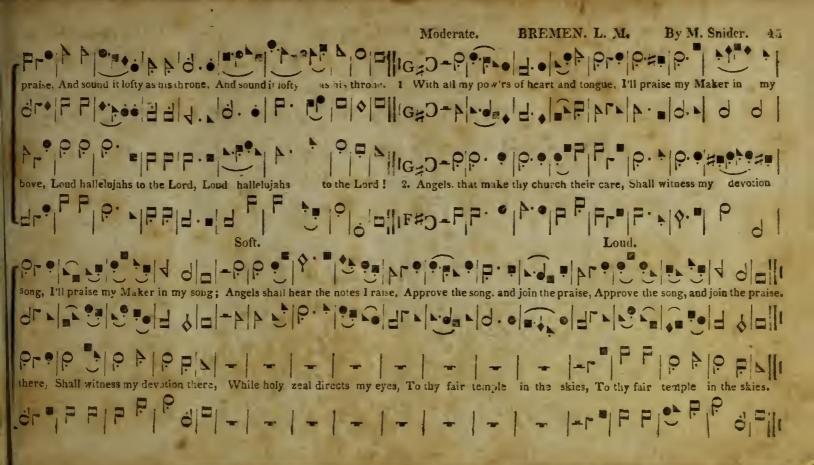
(40) - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 10 | - 1

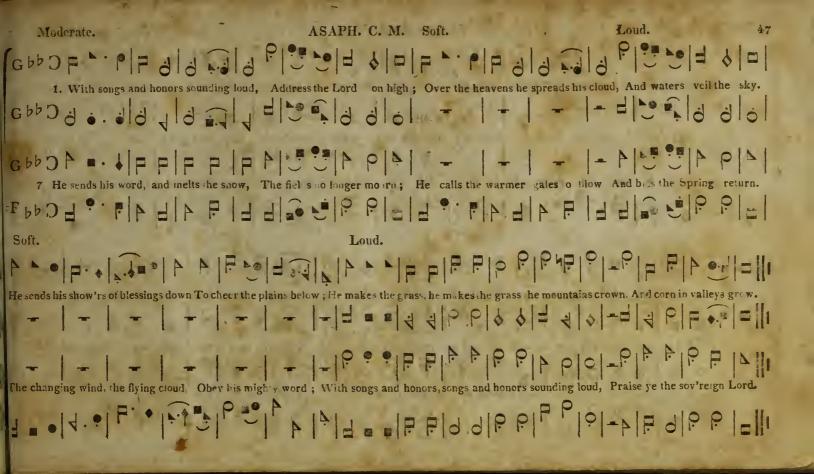


| = = | 9 - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - - | - | - - | - | - - | - | - | - | - | - - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | -











2. Erect your heads, ye gates; unfold In state to en - - ter - tain, The King of glory. See! he comes, With all his shin - - ing

train. Who is the King of g'o ry? Who? The Lord for strength renown'd; In battle mighty; o'er his foes E - - ter nal vic - - tor crown'd.

train. Who is the King of glo ry? Who? The Lord of hosts re-nown'd; Of glo-ry he a --- lone is King, Who is with glo-ry crown'd.

Moderate. G==D-44=44.94=14.94 GATO-PEROPERIOR Display thy saving power: Thy mercy let these outcasts find. To know their gracious hour. Ab.

[G3--4 PP FI 0 FI 0 4 6 | EPP 0 PI 0 PP 0 PP 0 1 10 PP 0 1 PP G3--4 F9 4 #0 4 = 4 | 4 #04 4 | F9 4 #00 000 000 1 4 | 4 0 4 1 4 1 1 F3--PP#PP 10 P | PFFP#PPPP 10 PPPP | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P | A P |

