

MISS SIMPLICITY

A MUSICAL COMEDY

BY

R. A. Barnet

Music by

HARRY LAWSON HEARTZ

With Additional Numbers by E. W. CORLISS and CLIFTON CRAWFORD

Lyrical Assistance by EDW. A. CHURCH and D. K. STEVENS

COPYRIGHT FOR ALL COUNTRIES

WHITE-SMITH MUSIC PUBLISHING COMPANY

BOSTON

NEW YORK

CHICAGO

London: **HOPWOOD & CREW, Ltd.**

Copyright 1901 by White-Smith Music Publishing Co.

CONTENTS.

Act I.

No		Page
1.	Opening Chorus. Philippe comes today! <i>Chorus & Fouché.</i>	3
2.	Stand Back! Bow Low! <i>Rosalie & Chorus.</i>	13
3.	You'd better take it back. <i>Claire & Patty.</i>	19
4.	With all Propriettee! <i>Montfort, Lord Bob, Tammons, Lady Dorothea, Eng. Men & Eng. Girls</i>	23
5.	Charity. <i>Cluire & Chorus.</i>	28
6.	Some do! Some don't! <i>Montfort & Claire.</i>	30
7.	Don't mind me. <i>Blossoms & English party.</i>	33
7½	The chestnuttty Language of Lovers. <i>Blossoms & Chorus.</i>	36
8.	Roses begin with R, Love. <i>Tammons, Margery & English party.</i>	39
9.	An innocent City Girl. <i>Rosa & Chorus.</i>	47
10.	The good little Sunday School Boy. <i>Bloss., Plotsky, Rosa., Patty, Fouché & Male Cho.</i>	50
11.	Without a Chaperon. <i>Claire, Montfort & Chorus.</i>	54
12.	Finale. <i>Entire Cast & Chorus.</i>	61

Act II.

13.	Entr'act and Opening.	79
14.	Foreign Ditties. <i>Blossoms, Rosa & Chorus.</i>	83
15.	But he said it so politely. <i>Michel, Plotsky & Chorus.</i>	91
16.	Ways to catch a man. <i>Rosalie, Plotsky & Chorus.</i>	96
17.	Mamie and Jamie. <i>Blossoms, Patty & Chorus.</i>	100
18.	When will my dream come true, Love? <i>Montfort, Claire & Chorus.</i>	105
19.	And you were shy eighteen. <i>Lord B., Lady D., Eng. Men & Eng. Girls.</i>	111
20.	The Nursery Grenadiers. <i>Patty & Chorus.</i>	114
21.	The Interrogative Child. <i>Blossoms, Patty & Soldiers.</i>	119
22.	Rosalie. <i>Montfort & Female Chorus.</i>	122
23.	Love Me, Sweetheart, in Sweet Song. <i>Duet and Cho. Tam., Marg. & Eng. Party.</i>	125

OPENING CHORUS.

Philippe comes today!

No. 1.

CHORUS AND FOUCHÉ.

INTROD.
Allegro.

HARRY LAWSON HEARTZ.

PIANO.

melodie marcato.

cresc. poco a poco e molto ritard.

il basso marcato.

Allegro moderato.

ff TUTTI.

Oh, cit-i-zens of Sau - ter-elle, All loy - al men are we!

Who-e'er is King, we'll love him well, And hum-bly bow the knee!

cresc.

marcato.

Who - ev - er reigns, he al - ways finds Us most en - tire - ly true; We've

ff

ne'er been known to change our minds When we, we had a thing else to do!

rit.

rit. e cresc.

sf

GIRLS. a tempo.

Let ev - 'ry man go change his mind, An - oth - er plans to us as - signed; With

mf a tempo.

sun - ny smiles and summer flow'rs, We'll make the town like E - den's bow - ers! With

palm and pine pre - pare the way, With eg-lan-tine a-dorn the day! From

rit. *a tempo.* (Entrance of FOUCHÉ.)

wood and vale your gar-lands bring, Let ros-es hail the com-ing King!

Allegro, ff
FOUCHÉ.

Come, cease your chatter! mag-pies all! Or I by name on you may call!

Hang up your weeds! And hang them true! Then hang yourselves when you are through!

ff marc. rit.

TUTTI. Tempo di Marcia. (Entrance of MICHEL, Soldiers and Vivandières.)

The "King's Own" comes with the great Mi-chel! Out loy-al voices in high cho-rus swell!

Tempo di Marcia.

Throw out your flags, let ev-'ry one get gay! We're all im-pe-rial on this hol-i-day!

marcato.

With pride, let ev-'ry bo-som gush! The "King's Own" en-ters like a roy-al flush! A

full house greets them on their glorious way, For cor-o-nations come not ev-'ry day!

cresc. *poco* *a* *poco* *rit.*

Tempo di Valse.

mf Oh, girls' ad-mire our friend Mi-chel! Your ros-es shall his wel-come tell!

p **Tempo di Valse.**

There nev-er shone a brav-er blade Than our Mi-chel on dress pa-rade! —

So, gid-dy girls, gay gar-lands wave, And raise a song to rouse the brave;

We love our-selves, we love our joys, But most we love our sol - -dier boys!

FOUCHE. Allegro.

Go a - way! Stay a - way! And keep your clat - ter down, Or great

Fou - ché soon will show you that he runs this lit - tle town! Fouché

Moderato. TUTTI *rit.*

runs this lit - tle town! You know 'tis so! We know 'tis so!

portamento. *colla voce* *rit.*

GIRLS. Vivace.

Hur - ry! Hur - ry! Skip and seur - ry! Such a flur - ry! Such af - fairs!

The first system of the musical score is in 2/4 time, marked 'ff' (fortissimo). It features a vocal line and a piano accompaniment. The vocal line consists of eighth and sixteenth notes with lyrics. The piano accompaniment has a rhythmic pattern of eighth notes in the right hand and a bass line in the left hand.

Here or hith - er! There or thith - er! Where or whith - er No one cares!

The second system continues the musical piece. The vocal line and piano accompaniment maintain the same rhythmic and melodic patterns as the first system, with the lyrics 'Here or hith - er! There or thith - er! Where or whith - er No one cares!'.

We must make prep - a - ra - tion, For the new King's cor - o - na - tion, Nev - er

The third system of the musical score. The vocal line and piano accompaniment continue with the lyrics 'We must make prep - a - ra - tion, For the new King's cor - o - na - tion, Nev - er'.

mind - ing rank or sta - tion! Phil - ippe comes to - - day!

The fourth and final system of the musical score on this page. The vocal line and piano accompaniment conclude with the lyrics 'mind - ing rank or sta - tion! Phil - ippe comes to - - day!'.

MEN.

Rus - tle! 'Rus - tle! Make a bus - tle! Get a hus - tle Ev - 'ry man!

It is ver - y Nec - es - sa - ry, To be mer - ry. If we can!

We must make prep - a - ra - tion, For the new King's cor - o - na - tion, Nev - er

mind - ing rank or sta - tion! Phil - ippe comes to - - day!

TUTTI.

Hur-ry! Hur-ry! Skip and seur-ry! Such a flur-ry! Such af-fairs!

Rus-tle! Rus-tle! Make a bus-tle! Get a hus-tle Ev-'ry man!

Here or hith-er! There or thith-er! Where or whith-er No one cares!

It is ver-y Nec-es-sa-ry, To be mer-ry, If we can!

We must make prep-a-ra-tion, For the new King's cor-o-na-tion, Nev-er

We must make prep-a-ra-tion, For the new King's cor-o-na-tion, Nev-er

mind-ing rank or sta-tion! Philippe comes to - day! Phil-ippe comes to - day!

mind-ing rank or sta-tion! Philippe comes to - day! Phil - - ippe comes!

accel. e cresc.

Phil-ippe comes to - day! Phil-ippe comes! Phil-ippe comes! Phil-ippe comes!

Phil - - ippe comes! Phil-ippe comes! Phil-ippe comes! Phil-ippe comes!

accel. e cresc.

marcato e rit.

sf Phil - ippe comes! *sf* Phil - ippe comes to - - day! _____

sf Phil - ippe comes! *sf* Phil - ippe comes to - - day! _____

marcato e rit.

sf *sf* *sf*

Stand Back! Bow Low!

ROSALIE AND CHORUS.

No. 2.

HARRY LAWSON HEARTZ.

Allegro moderato.

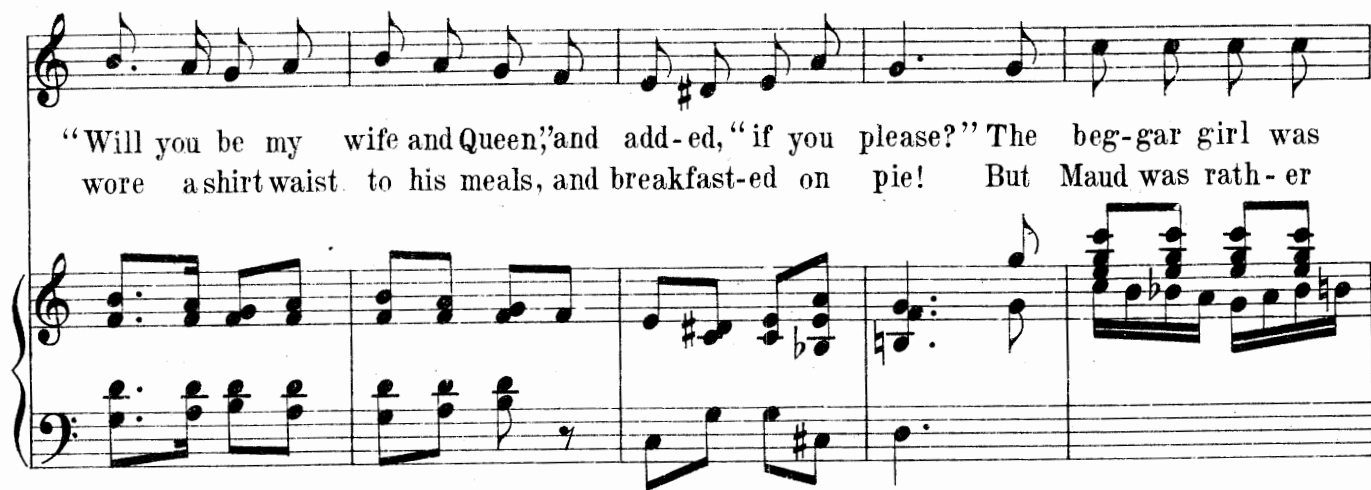
PIANO. *mf*

Aunt says a King Co - phet-u - a a dear, un-mar - ried King. Once
Aunt says Maud Mul - ler met a Judge, all on a sum - mer's day, And

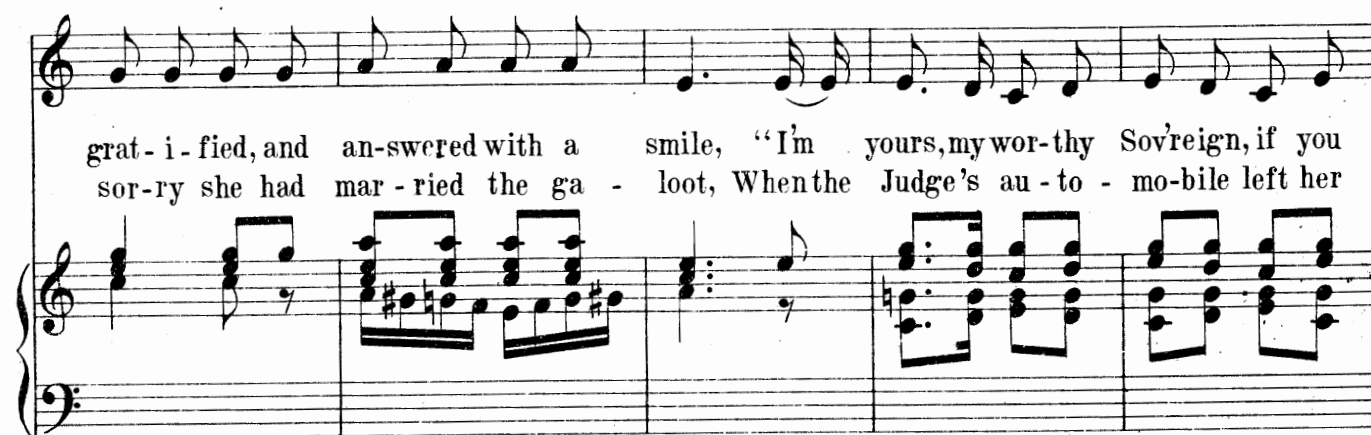
pp

saw a love - ly beg - gar girl, and did the prop - er thing; He
when she might have raked him in, she on - ly raked the hay! She

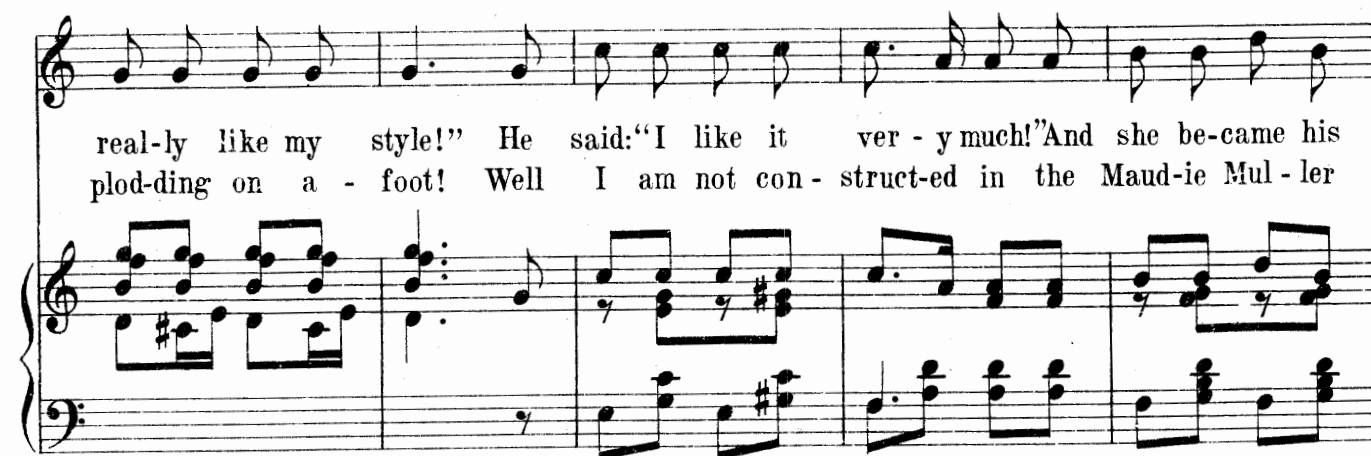
fell in love with her at sight, and on his roy - al knees, Said:
took a fan - cy la - ter to a reg - 'lar coun - try guy, Who



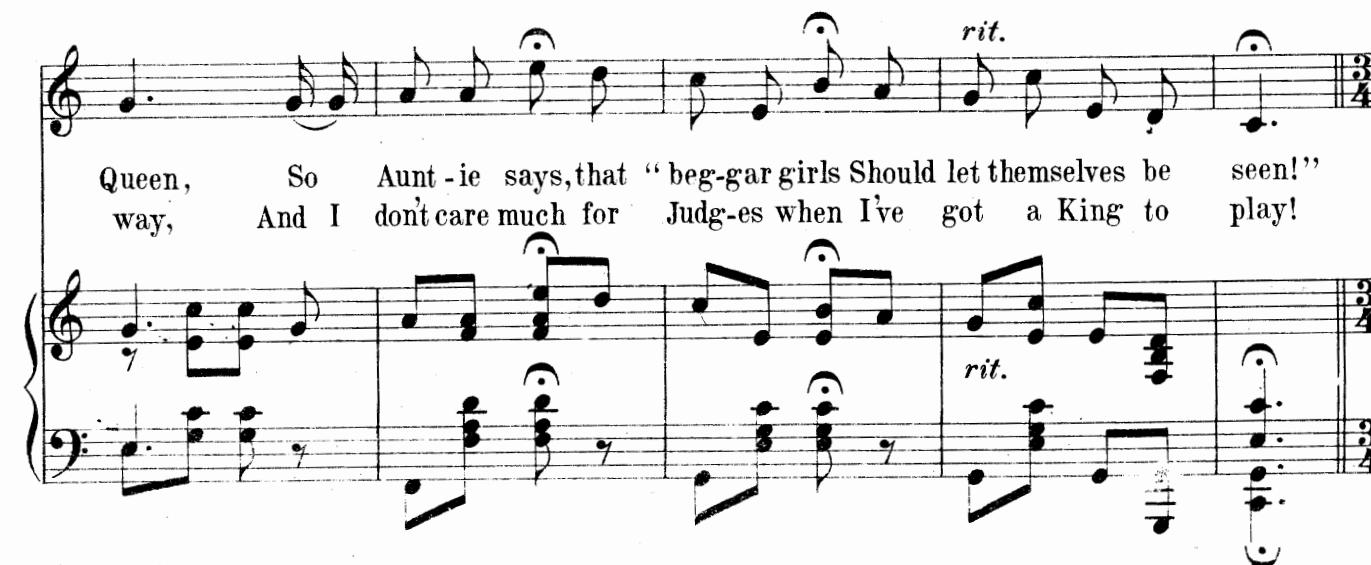
“Will you be my wife and Queen,” and add-ed, “if you please?” The beg-gar girl was wore a shirt waist to his meals, and breakfast-ed on pie! But Maud was rath-er



grat-i-fied, and an-swered with a smile, “I’m yours, my wor-thy Sov’reign, if you sor-ry she had mar-ried the ga-loot, When the Judge’s au-to-mo-bile left her



real-ly like my style!” He said: “I like it ver-y much!” And she be-came his plod-ding on a-foot! Well I am not con-struct-ed in the Maud-ie Mul-ler



Queen, So Aunt-ie says, that “beg-gar girls Should let themselves be seen!”
way, And I don’t care much for Judg-es when I’ve got a King to play!

REFRAIN.

f

Tempo di Valse.

Stand back! Bow

mf *marcato.*

low! Hon - our to a Queen! The mer - ri - est, ti - di - est,

love - li - est ev - er seen! Now run a -

long get read - y for the Cor - o - na - tion show; I

hope to be your Queen _____ to - mor - - -

marcato.

TUTTI.

ff

row! _____ Stand back! Bow low!

ff

Hon - our to a Queen! _____ The mer - ri - est, ti - di - est, love - li -

dim.

est ev - er seen! Now run a - long get

read - y for the Cor - o - na - tion show; She hopes to

cresc.

be our Queen to - mor - row!

poco *a* *poco* *marcato.* *sf*

DANCE.

Allegro moderato.

First system of musical notation. Treble and bass staves. Treble staff begins with a triplet of eighth notes (F#, G, A) marked *mf*. The bass staff has a whole rest followed by a series of chords. The system ends with a repeat sign.

Second system of musical notation. Treble staff continues with a triplet of eighth notes (B, C, D) marked *poco a poco cresc.*. The bass staff continues with chords. The system ends with a repeat sign.

Third system of musical notation. Treble staff begins with a triplet of eighth notes (E, F, G) marked *f*. The bass staff has a whole rest followed by a series of chords. The system ends with a repeat sign.

Fourth system of musical notation. Treble staff continues with a triplet of eighth notes (A, B, C) marked *f*. The bass staff continues with chords. The system ends with a repeat sign.

Fifth system of musical notation. Treble staff begins with a triplet of eighth notes (D, E, F) marked *poco a poco cresc.*. The bass staff continues with chords. The system ends with a repeat sign.

You'd better take it back.

SONG and DUET.

CLAIRE AND PATTY.

No. 3.

HARRY LAWSON HEARTZ.

Andante.

VOICE.

PIANO.

p

l.h.

Moderato.

A maid - en and her lov - er Have a fall - ing out one day, She
How oft a man, when mar - ried, On a nice mid - sum - mer's day, Just
If some young man just think - ing That you real - ly would - n't care, Just

pp

says he is an aw - ful flirt And ver - y much too gay; The
thinks he'll take a sweet young thing To some - where down the Bay; Some -
plac - es on your ro - sy lips A kiss, quite un - a - ware; His

maid - en then dis - solves in tears, For which she has a knack, But she
 how his wife gets wind of it And is there, by the track, He
 gift you have no use for, you Re - turn it with a whack, And

rit. e marcato.

thinks it o - ver for a while And then she takes it back.
 takes the cars to Win - throp Beach And then he takes them back.
 in the row that fol - lows, he Will sure - ly take it back.

rit. e marcato.

REFRAIN. Tempo di Schottische.

So - ber sec - ond thoughts are best, you'll find it ev - er true; The

im - pulse of the mo - ment you are ver - y apt to rue. So
 So
 So

if your ring's a di-a-mond And you have a row with Jack If you
when you're caught a-train-ing On a sur-rep-ti-tious track, If the
when 'tis placed up-on your lips, A nice for-bid-den smack, Just

poco a poco rit.
make a bluff re-turn-ing it, You'd bet-ter take it back.
"chu - chu" is re-turn-ing soon You'd bet-ter take it back.
tell him you are ver-y vexed, He'd bet-ter take it back.

CLAIRE AND PATTY.
So-ber sec-ond thoughts are best, you'll find it ev-er true; The

im-pulse of the mo-ment you are ver-y apt to rue. You
If
If you

bring a sweet bou-quet in front, She did not come, a-lack! Oh
wif - ey aims a cam - e - ra . To, both of you, "ko - dak," Just
go to see a bal - let grande And hair on head you lack, Oh

poco a poco rit. DUET.
do not let that bou-quet fade, You'd bet-ter take it back! You'd
try to turn the young thing's head, She'd bet-ter take her back. She'd
do not take a seat in "A," You'd bet-ter take it back. You'd

bet - ter take it back!
bet - ter take her back!
bet - ter take it back!

DANCE.
a tempo. f

With all Proprieteer!

MONTFORT, LORD BOB, LADY DOROTHEA, TAMMONS, ENGLISH GIRLS AND MAIDS.

No. 4.

HARRY LAWSON HEARTZ.

Allegro.

PIANO.

The piano introduction is in 2/4 time. The right hand (R.H.) starts with a series of eighth and sixteenth notes, while the left hand (L.H.) plays a steady eighth-note accompaniment. The piece begins with a forte (*f*) dynamic, marked 'L.H.' for the left hand. It builds up to a fortissimo (*ff*) dynamic, marked 'sf' (sforzando) for a strong accent on a chord.

MONT., LORD B., AND TAMS.

We are three swells from

The vocal melody for 'MONT., LORD B., AND TAMS.' is written on a single staff. The piano accompaniment is in 2/4 time, with the right hand playing chords and the left hand playing a steady eighth-note accompaniment. The dynamics range from piano (*p*) to mezzo-forte (*mf*).

DANCE.

DANCE.

London Town!

Come on to pinch a crown!

The piano accompaniment for the dance section is in 2/4 time. It features a lively melody in the right hand and a steady eighth-note accompaniment in the left hand. The dynamics range from forte (*f*) to fortissimo (*ff*), with triplets used for rhythmic variety.

LADY D.

DANCE.

And I'm a chap-er - on comedown just for pro-pri-e - tee!

The vocal melody for 'LADY D.' is written on a single staff. The piano accompaniment is in 2/4 time, with the right hand playing chords and the left hand playing a steady eighth-note accompaniment. The dynamics range from mezzo-forte (*mf*) to forte (*f*), with triplets used for rhythmic variety.

ENGLISH GIRLS & MAIDS.

We }
 They } are young la - dies

mf

LADY D.

come from town To cap-ti-vate a crown! And I re - peat, I'm chap-er - on Just

TUTTI.

for pro-pri-e - tee! Just for pro-pri - e - tee_ee_ee! We're English you can

f

see_ee_ee! We dance and sing, But do the thing With all pro-pri - e - tee!

ff *poco* *a* *poco* *cresc.* *sf*

MONT.

I am the sec - ond son Of a no - ble En - glish gun, And

TUTTI.

LORD B.

beastly fond am I of fun, With all pro - pri - e - tee! I

am a Brit - ish peer; My folks brewed bit - ter beer, And

TUTTI.

LADY B.

that is why I swagger here With all pro - pri - e - tee! I

am a no-ble dame With Wal-sing-ham for name, Though Bagges was quite un-

mf

TUTTI. **ENGLISH GIRLS AND MAIDS.**

known to fame But he had pro-per-tee! We're } They're } jol-ly English girls, We } Who }

f

TUTTI. rit. e cresc.

love the so-cial whirls, Where we } they } can be with dukes and earls, With all pro-pri-e-

rit. e cresc.

ff *a tempo.*

tee! Just dear pro-pri-e - tee-ee-ee! So English you can see-ee-ee! We

ff *a tempo.*

cresc. molto e rit.

dance and sing, But do the thing With all pro - pri - e - tee!

cresc. molto e rit. sf

DANCE.

a tempo

f

f

f

ff cresc. molto e marcato ritard.

With all pro - - pri - - e - - tee!

ff cresc. molto e marcato ritard. sf

Charity.

No. 5.

CLAIRE.

HARRY LAWSON HEARTZ.

Andante Moderato.

PIANO.

A - lone, un-friend-ed, through the town, I stray in grief and fear! No
Once I had gowns and jew - els rare And lived in pride and state! Ac -

face I see but wears a frown, No gen - tle words I hear! These
cus - tomed I to ten - drest care, Nor feared the flings of fate! Then

cheeks once fair and ros - y red, By hun - ger now are worn! The
fell, on my de - fenceless head, Mis - for - tune's cru - el blow; And

Andante.

rit. mf poco a poco rit.

cheerless street must be my bed: My lot's in-deed for-lorn!
 now, a-las! I sing for bread! Ah! bit-ter is my woe!

Oh, char-i-ty! Sweet

rit. p poco a poco rit. pp

char-i-ty! I ask not much for char-i-ty! A pen-ny here! A pen-ny there! I

TUTTI.

want no more than you can spare For char-i-ty! Sweet char-i-ty! I ask not much for
 She asks not much for

p

CLAIRE.

TUTTI.

char-i-ty! A pen-ny here! A pen-ny there! Is all I ask
 she asks for char-i-ty!

pp p rit.

Some Do! Some Don't!

MONTFORT AND CLAIRE.

No. 6.

HARRY LAWSON HEARTZ.

Andante moderato.

PIANO. *pp* L.H.

ad lib.

CLAIRE. Some like to walk at noon - day; Some like to walk at night! MONT. Some
MONT. Some like to cast shy glances; Some like to act de-mure! CLAIRE. Some

do! CLAIRE. Some don't! Some like to sit in dark-ness, Some
do! MONT. Some don't! Some dare not make ad-van-ces; Some

like a daz-zling light! MONT. Some do! CLAIRE. Some
think they've you se-cure! CLAIRE. Some do! MONT. Some

mf

don't!
don't!

Some like a lot of men a - bout; Some
Some on - ly want to hold your hand, Some

sf *p*

like just on - ly one! To call her "Sweetie," "Pet" and "Love," From
like to gaze and smile! Some swag - ger round in cos - tume grand, And

p

rise to set of sun; Some mur - mur, "Dear, I'm yours for life! All
trav - el on their style! Some are in qui - et dress and bland, And

pp

f

oth - er men I'll shun!" MONT. Some do! CLAIRESome don't!
get there by their guile! CLAIRESome do! MONT. Some don't!

f *sf*

REFRAIN.

Tempo di Valse.

Oh! This is a ver - y funny world It's funny through and through! — It's

funny what the peo - ple are It's fun-ny what they do! MONT. It's
CLAIRE. It's

fun-ny when a girl says "Yes!" When you whisp-er, "I love you!"
fun-ny when a man don't see It's time to say "A - dieu!"

CLAIRE. Some don't! MONT. Some do! _____
CLAIRE. Some don't! CLAIRE. Some do! _____

Don't mind me.

No. 7.

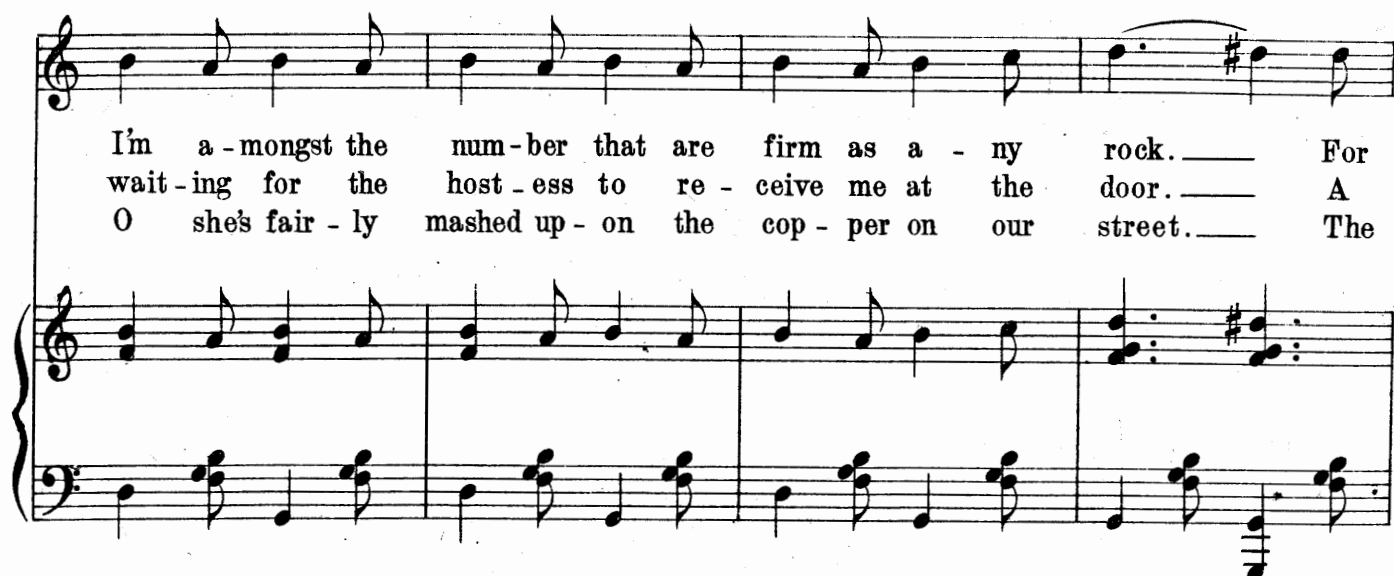
BLOSSOMS.

CLIFTON CRAWFORD.

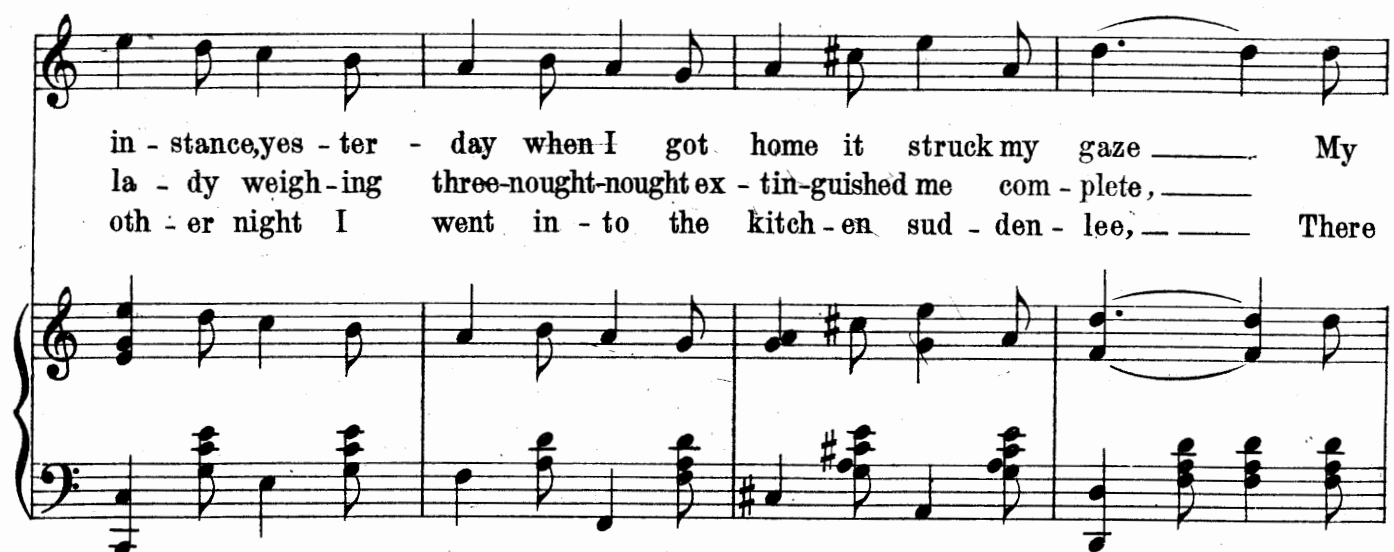
PIANO.

1. Some
2. I
3. My

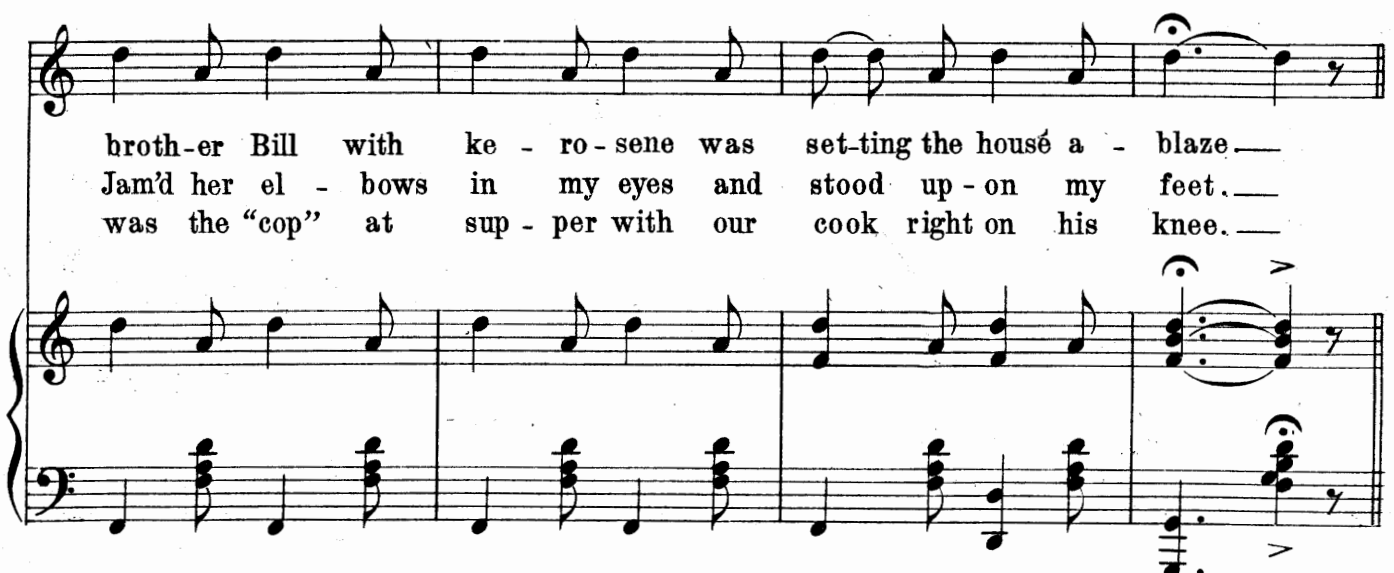
folks get quick - ly wor - ried if they ge. a lit - tle shock, — But
 once went to a “tea-fight” and it real - ly made me sore — While
 mas - ter has a cook just now that’s hand - y, nice and neat, — But



I'm a - mongst the num - ber that are firm as a - ny rock. — For
 wait - ing for the host - ess to re - ceive me at the door. — A
 O she's fair - ly mashed up - on the cop - per on our street. — The



in - stance, yes - ter - day when I got home it struck my gaze — My
 la - dy weigh - ing three - nought - nought ex - tin - guished me com - plete, —
 oth - er night I went in - to the kitch - en sud - den - lee, — There



broth - er Bill with ke - ro - sene was set - ting the house a - blaze —
 Jam'd her el - bows in my eyes and stood up - on my feet. —
 was the "cop" at sup - per with our cook right on his knee. —

REFRAIN. (I said)

Don't mind me! — Don't mind me! —
 Don't mind me! — Don't mind me! — Its a
 Don't mind me! — Don't mind me! — I'm

Just go on: don't mind our Pa: He's not a bit par-tic-u-lar. The
 pi-ty to dirty the nice clean stair: I've still got an inch of boot to spare.
 sor-ry the chick-en pie is cold, And last night's liver a tri-ple old. The

house is insured ten thousand plunks, And it's worth at most just three, — So go
 Can't I lie down and let you stand On my ju-gu-lar ver-te-brae? — My
 fa-mi-ly plate is in Num-ber Two, The wine's in Num-ber Three, — But the

on, my son and con-ti-nue the fun And don't mind me! —
 Pa-pa and Ma-ma might miss me per-haps, But don't mind me! —
 on-ly spare room's at the top of the house But don't mind me! —

fz *D.S.*

The Chestnutty Language of Lovers.

No 7½

BLOSSOMS AND CHORUS.

H. L. HEARTZ.

Allegro.

PIANO.



1. From the glit-ter-ing lair of the po-lar she-bear To haunts of the gay kan-ga-
 2. There's the fur-cov-er'd beau that we call Es-qui-mau; When pas-sion he chan-ces to

The vocal melody is written in the treble staff, and the piano accompaniment is in the bass staff. The melody consists of eighth and sixteenth notes, with some rests. The piano accompaniment features chords and moving lines in both hands. The key signature remains one flat.

roo, From the fa-vor-ite plant of the huge el-e-phant To the
 feel, Woos his dar-ling in grunts and pre-sents her at once With a

The vocal melody continues in the treble staff, with some notes tied across measures. The piano accompaniment in the bass staff continues with harmonic support. The key signature remains one flat.

nest of the coo-ing cuc-koo, I have flown in my trav-els a-
 slab from the side of a seal. While the slip-per-y youth from Bom-

The vocal melody concludes in the treble staff. The piano accompaniment in the bass staff provides a final harmonic setting. The key signature remains one flat.

far,— a - far,— And have gath-ered the lore of all ro - vers, — But the
bay— Bom - bay— When his long-ing is too deep to ut - ter, — Sal-lies

poco rit.

wea - ri - est thing I ob - served while on wing Was the chest - nut - ty 'lan-guage of
forth to the mart, picks a girl to his heart And buys her as if she were

poco rit.

REFRAIN.

p *Lento.*

lov - ers. Oh! Hold me clos - er, clos - er yet! Gaze in - to my
but - ter.

Lento.

pp

eyes! — Call me "Toot - sie - Woot - sie Pet" And breathe a yard of

sighs! ——— Whis - per "Oose a - lov - in' 'oo?" "Kiss me, Queen-ie

Queen!" THAT, what-e'er they say or do, Is what they ALWAYS mean!

CHORUS unaccompanied.

pp Hold me clos-er, clos-er yet! Gaze in - to my eyes! Call me "Toot-sie

pp Hold me, Gaze in - to my eyes! Call me

Woot-sie Pet" And breathe a yard of sighs! Whis - per "Oose a - lov - in' 'oo?"

with a yard of sighs! Whis - per! Kiss me!

dim. p Kiss me, Queenie — Queen!" THAT, what-e'er they say or do, Is what they ALWAYS mean!

Queen - ie Queen! THAT, is AL - WAYS what they mean!

Roses Begin With R, Love.

No. 8.

DOUBLE QUINTETTE.

TAMMONS, MARGERY AND ENGLISH PARTY

HARRY LAWSON HEARTZ.

PIANO.

Allegro.

The piano introduction is in 4/4 time, key of B-flat major. It features a series of triplets in the right hand, starting with a quarter rest in the left hand. The triplets consist of eighth notes. The piece concludes with a half note in the right hand and a quarter rest in the left hand, marked with 'dim.' and 'ritard.'.

Moderato.

The vocal parts (TAM. and MARG.) and piano accompaniment are in 4/4 time, key of B-flat major. The tempo is Moderato. The lyrics are: TAM. Come, let me tell you something new and old; 'Tis something al-pha-bet - i-cal I'd MARG. Oh, that was not so ver-y hard to learn Be - cause I knew it all be-fore, you

The vocal parts (MARG. and TAM.) and piano accompaniment continue in 4/4 time, key of B-flat major. The lyrics are: MARG. That new is old and old is new I'm told, I'm told; I'll glad-ly TAM. In you a pu - pil apt, Love, I dis - cern; In Cu-pid's Classics

teach. _____
see. _____

learn if it's with-in my reach.
you're a - head of me!

TAM. 'Tis hard to learn and ea - sy
MARG. And when the game of love is

MARG. You
TAM. In

to for - get, So pray at-tend while I the creed re - cite.
played, in short, The girl can give you nine points out of ten.

can - not tell, you have-n't tried me yet; I'll lis - ten well and try to learn it
teach - ing you a les - son I've been taught That women ev - er get the best of

Tempo di Valse.

right. _____
men. _____

TAM. Oh, ros - es be -
MARG. Em - brac-ing be -

dim. *pp*

MARG. Au - dacious be - gins with A, _____
TAM. Al - lurement be - gins with A, _____

gin_ with R, Love,
gins_ with "Oh!" Love!"

TAM. And
MARG. All

MARG. And kiss-es be - gin with
TAM. And jol - ly be - gins with

hon - ey be - gins_ with H, Love,
flirt-ings be - gin_ with eyes, Love,

K. _____
J. _____

8. *TAM.* Tho' that's what the books all teach, Love, It
MARG. That's not what the books all teach, Love, But

f *dim.* *pp*

nev - er - the - less is true ——— That all of the sweet - est
nev - er - the - less 'tis true, And all of the dear - est

things in life Be - gin with you.
things in life Be - gin with you.

ff

ff

GIRLS. Au - da - cious be -
MEN. Al - lurement be -

MEN. Oh, ros es be - gin — with R, Love,
GIRLS. Em - brac - ing be - gins with "Oh! Love!"

gins with A, _____
gins with A. _____

MEN. And hon - ey be - gins with
GIRLS. All flirt - ings be - gin with

GIRLS. And kiss - es be - gin with K. _____
MEN. And jol - ly be - gins with J. _____

H, Love,
eyes, Love,

MEN. Tho' that's what the books all teach, Love, It
GIRLS. That's not what the books all teach, Love, But

nev - er - the - less is true _____ That all of the sweet - est
 nev - er - the - less 'tis true, _____ And all of the dear - est

things in life Be - gin with you. _____
 things in life Be - gin with you. _____

SOP. ff
 Oh, ros - es be - gin with R, Love, Au - da-cious be -
ALTO.
 Em - brac-ing be - gins with "Oh! Love!" Al - lurement be -
TEN. ff
 Oh, ros - es be - gin with R, Love, Au - da-cious be -
 Em - brac-ing be - gins with "Oh! Love!" Al - lurement be -
BASS.

ff

gins with A, _____ And hon-ey be - gins with H, Love, And
gins with A. _____ All flirtings be - gin with eyes, Love, And

gins with A, _____ And hon-ey be - gins with H, Love, And
gins with A. _____ All flirtings be - gin with eyes, Love, And

kiss-es be - gin with K. _____ Tho' that's what the books all
jol - ly be - gins with J. _____ That's not what the books all

kiss-es be - gin with K. _____ Tho' that's what the books all
jol - ly be - gins with J. _____ That's not what the books all

teach, Love, It nev-er-the - less is true _____ That all of the
 teach, Love, But nev-er-the - less 'tis true, _____ And all of the

teach, Love, It nev-er-the - less is true _____ That all of the
 teach, Love, But nev-er-the - less 'tis true, _____ And all of the

sweet-est things in life Be - gin with you. _____
 dear - est things in life Be - gin with you. _____

sweet-est things in life Be - gin with you. _____
 dear - est things in life Be - gin with you. _____

An Innocent City Girl.

ROSA AND CHORUS.

ENSEMBLE.

No. 9.

HARRY LAWSON HEARTZ.

Moderato.

VOICE.

PIANO: *f*

GIRLS.

At

MEN.

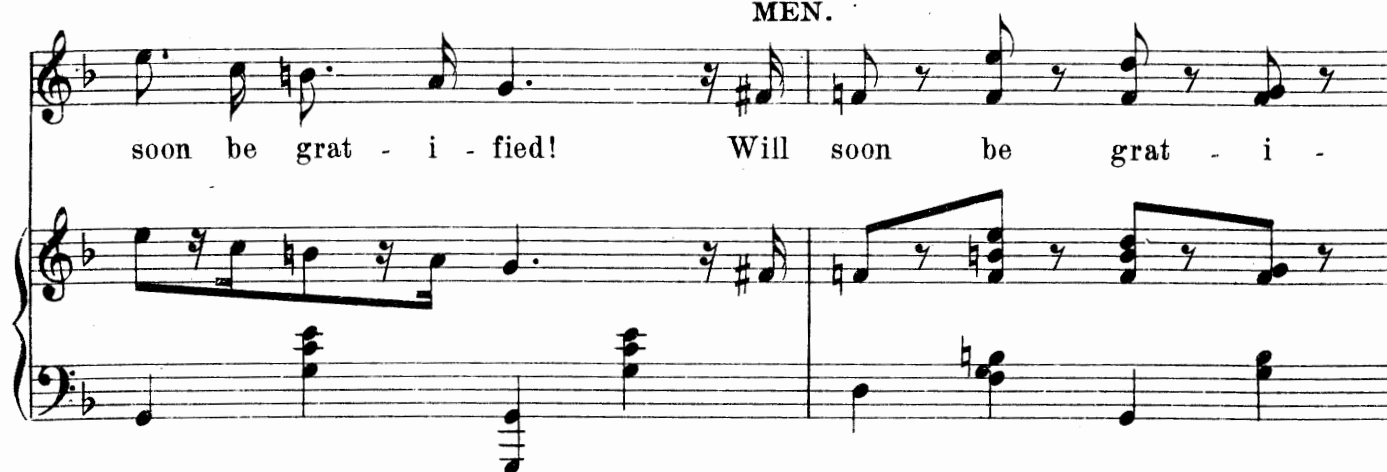
last our cu - ri - os - i - ty will soon be sat - is - fied! Will

GIRLS.



soon be sat - is - fied! — Our eyes with Par - is' lat - est styles will

MEN.



soon be grat - i - fied! Will soon be grat - i -

GIRLS.



fied! For Clair de Loin - ville, haugh ty maid, in

MEN.

GIRLS.



ev - 'ry - thing au fait, In ev - 'ry - thing au fait: Will

show us what is what in town, the mode a la Francais, a la Fran-

IN UNISON

cais! For Claire de Loin - ville, haugh - ty maid, in

ev - 'ry-thing au fait, in ev - 'ry-thing au fait: Will show us what is

what in town, The mode a la Francais, a la Fran - cais!

The Good Little Sunday School Boy.

BLOS., PLOTZ., ROSA., PATTY, FOUCHÉ AND MALE CHORUS.

No. 10.

HARRY LAWSON HEARTZ.

Andante moderato.

VOICE.

1. A good lit - tle boy was a -
2. When Bob - bie had spot - ted these
3. Then Bob - bie laid les - son and

PIANO.

walk-ing down street, Just out from the Sun - day School— When some
ver - y bad men, Just out from a game of pool— And he
hymnbook one side, Just brought from the Sun - day School— While those

marcato

wicked young fel-lows he — happened to meet, Just out from a game of
knew at a glance they were on - to him then, Just out of the Sun - day
naught - y fel-lows he — pi - ous - ly eyed, Just out from a game of

pool. They were Wal-ter and Richard and. Hen-ry like-wise, And the
School! They guyed his good clothes and they mocked his good face, Their
pool. He first tackled Walter and made of him meat, With

f *mf* *cresc.*

good boy was Bob-bie, as you may sur-mise, And he fre-quent-ly took some re-
manners were low, and their lan-guage was base, And they frequent-ly mentioned a
Richard and Hen-ry he wiped up the street, And then he returned all so

f

marka-ble prize Out of the Sun-day School!
ver-y bad place Far from the Sun-day School!
qui-et and neat Back to the Sun-day School!

rit. *a tempo.* *f*

REFRAIN.

Andante.

Out of the Sun-day School, Bobbie! Out of the Sun-day School! The
Far from the Sun-day School, Bobbie! Far from the Sun-day School! A
Back to the Sun-day School, Bobbie! Back to the Sun-day School! While the

legato *cresc.*

good lit-tle boy, That we al-ways en-joy Out of the Sun-day School!
ver-y bad place, All a - bandoned by grace, Far from the Sun-day School!
boys he did drop Were pulled in by a cop Back of the Sun-day School!

dim. *rit.*

CHORUS. (*unaccompanied.*)

Out of the Sun-day School, Bob-bie! Out of the Sun-day School! The
Far from the Sun-day School, Bob-bie! Far from the Sun-day School! A
Back to the Sun-day School, Bob-bie! Back to the Sun-day School! While the

rit. *a tempo.*

good lit-tle boy That we al- ways en- joy Out of the Sun- day School!
 ver- y bad place All a- ban- doned by grace Far from the Sun- day School!
 boys he did drop Were pulled in by a cop Back of the Sun- day School!

DANCE after 3d verse.

pp *f* *R.H.* *p*

morendo

Without a Chaperon.

CLAIRE, MONTFORT AND CHORUS.

No. 11.

HARRY LAWSON HEARTZ

Allegro.

Piano introduction in D major, 4/4 time. The right hand features a melody with triplets and eighth notes, while the left hand provides a harmonic accompaniment with chords and single notes. The tempo is marked 'Allegro'.

Moderato. CLAIRE.

Vocal and piano accompaniment for the first verse. The vocal line is in D major, 4/4 time, with a moderate tempo. The piano accompaniment consists of chords in the right hand and a bass line in the left hand. The lyrics are: "In the dark and mys-tic a-ges, ver-y ma-ny years a-go, Of course there was a ru-mor sent a-broad by i-dle tongue".

Vocal and piano accompaniment for the second verse. The vocal line continues in D major, 4/4 time. The piano accompaniment provides harmonic support with chords and a bass line. The lyrics are: "As you'll read in hist-'ry's pages, if you really care to know, That Cu-pid serv'd her badly and her tender feel-ings wrung".

Vocal and piano accompaniment for the third verse. The vocal line continues in D major, 4/4 time. The piano accompaniment includes a triplet figure in the right hand. The lyrics are: "Psy-che stirr'd the ten-der passion in the heart of Cu-pid gay, And he It ev-en was as-sert-ed that they quarrel'd and they fought: But".

lov'd her in a fash - ion that would hard - ly go to day. Psyche
I have in - for - ma - tion there was noth - ing of the sort; They

did not know her lōv - er for in fact they'd nev - er met; She
met when e'er they wanted to, they had their own sweet way, And

did not know him e'en by sight, he wasn't in her set, _____
led a life of hon - eyed bliss I don't care what they say! _____

But their tryst was kept in dark - ness, and he stay'd ex - tre - me - ly late For they
They had nothing to dis - turb them, they were al - ways let a - lone And

had no chap-er - on to spoil their lit - tle tête - a - tête
all be - cause they got a - long with - out a chap - er - on

cresc. *marcato*

CLAIRE.
REFRAIN. (Duet)

p How nice to be a - lone With - out a chap - er -
MONT. *p* Real nice to be a - lone

pp *f* *pp*

cresc. on, When all your tire - some rel - a - tives
cresc. no chap - er - on! When all your tire - some rel - a - tives

f *p*

f Have busi ness of their own! _____ *p* To steal a - way like

f

mf *pp*

cresc. this _____ And snatch a lit - tle kiss, _____

cresc. To steal a - way like this And snatch a kiss, _____

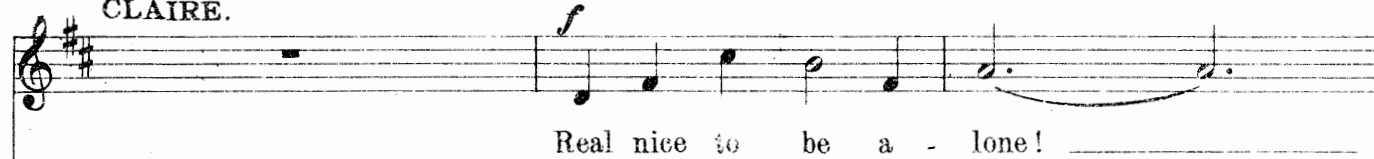
f *p* *f*

f And nev - er have to reck - on with The prop - er chap - er - on! —

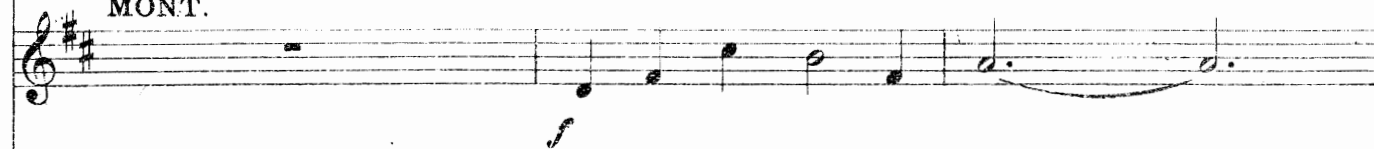
f And nev - er have to reck - on with The prop - er chap - er - on!

mf

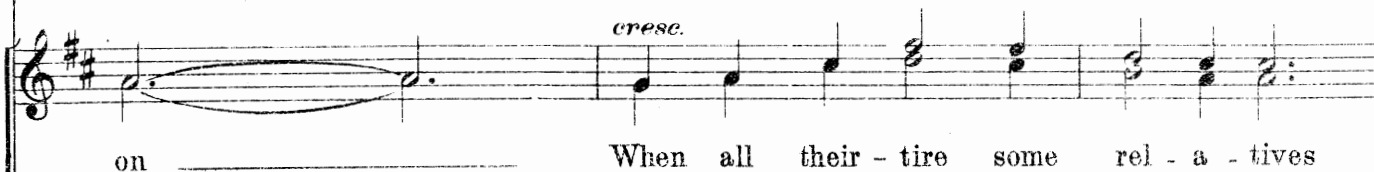
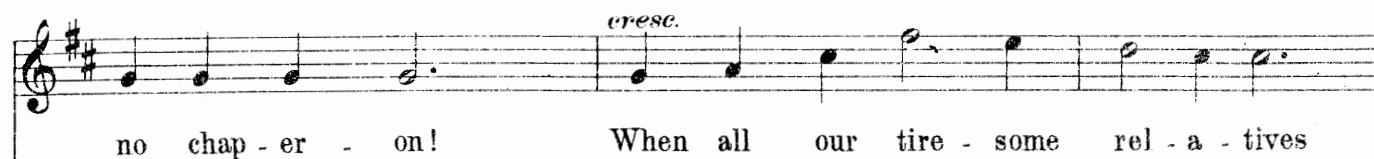
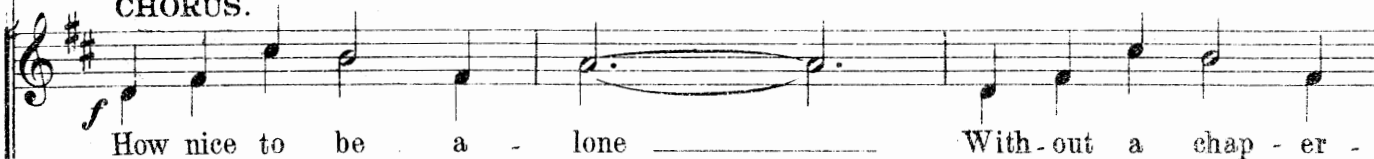
CLAIRE.



MONT.



CHORUS.



ff

Have business of their own! _____

ff

ff Have business of their own! _____ *f* To steal a - way like

mf

f To steal a - way like this And snatch a kiss, _____

cresc.

cresc.

cresc.

this _____ And snatch a lit - tle kiss, _____

cresc.

mf To steal a - way and snatch a kiss, _____

cresc.

8 3 8 3

ff *cresc.*

And nev - er have to reck - on with The prop - er chap - er - on!

ff *cresc.*

ff *cresc.*

And never have to reck - on with The prop - er chap - er - on!

ff *cresc.*

DANCE.

p

cresc.

HARRY LAWSON HEARTZ.

Allegro.

PIANO.

King e - lect of Sau - ter - elle! Sau - ter - elle!

Hear the cor - o - na - tion bell! Hear the bell! — Now has come the time to

tod - dle: Crown is waiting for your nod - dle! Phil-ippe One of Sau-ter-
 elle! Sau-ter-elle! Hear the cor - o-na-tion bell! Hear the bell!
 Phil-ippe One of Sauter - elle, Hear the summons of the bell! Of the bell!

sf *rit.* *marcato.* *rit.*

11546-124

BELLES & CHORUS.
(CHORUS.) Allegro Mod.

63

f Ding! Dong! Ding! Dong! Ding! Dong!

mf

BLOSSOMS, ROSALIE & BELLES.

ff Bright - ly dawns the fes - tal day, _____ the

LORD BOB., TAMMONS &c.

ff Bright - ly goes the game to - day, _____ and

PLOTSKY, MICHEL &c.

ff Bright - ly dawns the fes - tal day, _____ the

CHORUS.

Ding! Dong! Ding! Dong! Ding! Dong!

SOLDIERS.

f

fa - tal hour is due; For while at roy-al-ty we
 by the powers 'twill do; So Blos - soms for the King we
 fa - tal hour is due; For roy - al - ty we'll sly-ly

Ding! Dong! Ding! Dong! Ding! Dong!

The first system of the musical score consists of three vocal staves (Soprano, Alto, and Bass) and a piano accompaniment. The vocal parts have lyrics: 'fa - tal hour is due; For while at roy-al-ty we by the powers 'twill do; So Blos - soms for the King we fa - tal hour is due; For roy - al - ty we'll sly-ly'. The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes in the right hand and a simpler bass line in the left hand. The key signature is one sharp (F#).

play, be sure and face it through!
 play, we hope 'he'll bloom it through!
 lay, and to our vow be true!

Ding! Dong! Ding! Dong! Ding! Dong!

The second system continues the musical score with the same vocal parts and piano accompaniment. The vocal lyrics are: 'play, be sure and face it through! play, we hope 'he'll bloom it through! lay, and to our vow be true!'. The piano accompaniment continues with the same rhythmic pattern. The key signature remains one sharp (F#).

Hon - or to the Mon-arch bring, but let us fox - y

Hon - or to the Mon-arch bring, and let us fox - y

Hon - or to the Mon-arch bring, but let us fox - y

Ding! Dong! Ding! Dong! Ding! Dong!

poco a poco

be: And raise a cho - rus to the King, and

be: And raise a cho - rus to the King, and

be: And raise a cho - rus to the King, and

Ding! Dong! And raise a cho - rus to the King, and

cresc. *ff*

hail His Maj - es - ty!

hail His Maj - es - ty!

hail His Maj - es - ty!

hail His Maj - es - ty!

rit.

BLOSSOMS. Vivace.

p

There is some-thing rath - er roy - al in my pose!

CAST. TUTTI. BLOS.

f *ff* *f* *mp*

Roy-al in his pose! Roy-al in his pose! And what - ev - er I may

CAST.

say I guess it goes! Rath - er guess it

ff

TUTTI.

ROSA.

goes! Goes! Goes! And for el - e-gant de - meanor He's a ver - i - ta - ble

f *p*

CAST.

dream - a From his gai-ters to his roy-al Ro-man nose! Roy-al

ff *f*

TUTTI.

Ro - man nose! Nose! Nose! There is some-thing rath - er roy-al in his

ff

pose, _____ And what - ev - er he may say we guess it goes! _____

_____ And for el - e - gant de - mean - or, He's a ver - i - ta - ble

dream-a From his gai-ters to his roy-al Ro-man nose! _____ From his

gai-ters to his roy-al Ro-man nose! Ro-man nose! From his gai-ters to his

The first system of the musical score is in G major (one sharp). It consists of a vocal line and a piano accompaniment. The vocal line begins with a half note G4, followed by quarter notes A4, B4, and C5. The piano accompaniment features a steady eighth-note pattern in the right hand and a similar pattern in the left hand. The system concludes with a half note G4.

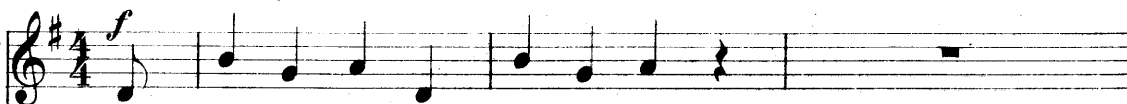
roy-al Ro-man nose! Ro-man nose! And for el-e-gant de-mean-or He's a

The second system continues the musical score. The vocal line has a half note G4, followed by quarter notes A4, B4, and C5. The piano accompaniment maintains the eighth-note pattern. The system ends with a half note G4.

ver-i-ta-ble dream-a From his gai-ters to his roy-al Ro-man nose! ———

The third system concludes the piece. The vocal line features a half note G4, followed by quarter notes A4, B4, and C5. The piano accompaniment continues with the eighth-note pattern. The system ends with a half note G4. The time signature changes to 4/4 for the final system.

Andante moderato.

MONT. CLAIRE
AND PATTY.

Once we had gowns and jew-els rare,

WOMEN OF
ENGLISH
PARTY AND
CHORUS.

SOPRANOS.



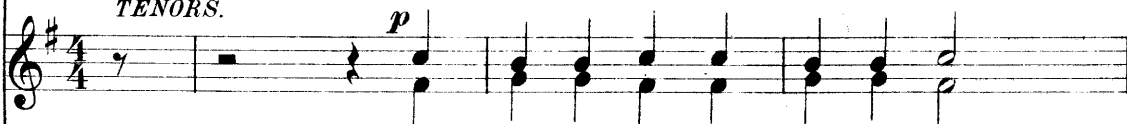
Once they had gowns and jew - els rare,

ALTOS.



Once they had gowns and jew - els rare,

TENORS.



Once they had gowns and jew - els rare,

MEN OF CAST
AND
SOLDIERS.

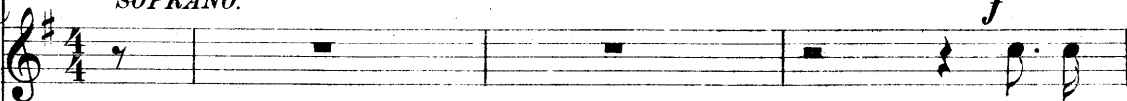
BASSES.



Once they had gowns and jew - els rare,

ROSA AND
BELLES.

SOPRANO.



Such a

ALTO.



Such a



And lived in pride and state! Ac - custom'd we to

Pride and state! Ac -

Pride and state! Ac -

Lived in pride and state! Ac -

Lived in pride and state! Ac -

pret-ty lot of gowns and jew-els rare! Pride and state! Pride and state!

pret-ty lot of gowns and jew-els rare! Pride and state! Pride and state!

ten-d'rest care, Nor feard' the flings of

cus-tom'd they to ten-d'rest care, Nor

cus-tom'd they to ten-d'rest care, Nor

cus-tom'd they to ten-d'rest care, _____ Nor

cus-tom'd they to ten-d'rest care, _____ Nor

Ac - cus-tom'd they to tend'rest, tend'rest care!

Ac - cus-tom'd they to tend'rest, tend'rest care!

fate! _____ Then fell on our de - fenceless heads, Mis - for-tune's cru-el
 fear'd the flings of fate! On their de-fence - less heads, a cru-el
 fear'd the flings of fate! On their de-fence-less heads, a cru-el
 fear'd the flings of fate! On their heads a cru-el
 fear'd the flings of fate! Up - on their heads a cru-el
 Nor fear'd the flings of fate! _____
 Nor fear'd the flings of fate! _____

blow! And now, a-las! We sing for bread! Ah, bit-ter is our woe!

blow! And now, a-las! They sing for bread! Ah, bit-ter is their woe!

blow! And now, a-las! They sing for bread! Ah, bit-ter is their woe!

blow, a cru-el blow! And now, a-las! They sing for bread! Ah, bit-ter is their woe!

blow, a cru-el blow! And now, a-las! They sing for bread! Ah, bit-ter is their woe!

A cru-el blow! And now, a-las! They sing for bread! Ah, bit-ter is their woe!

A cru-el blow! And now, a-las! They sing for bread! Ah, bit-ter is their woe!

Andante. (Unaccompanied.)

SOPRANO.



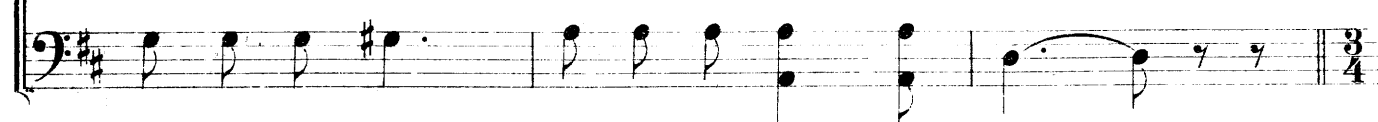
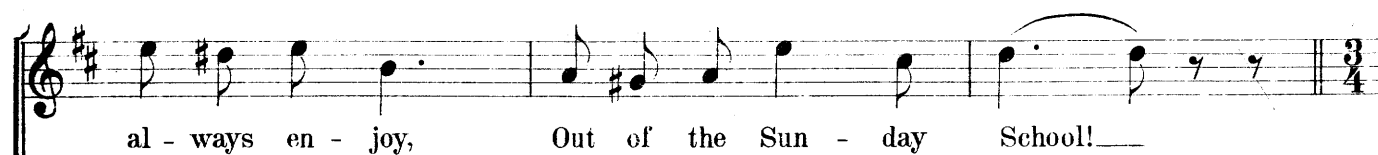
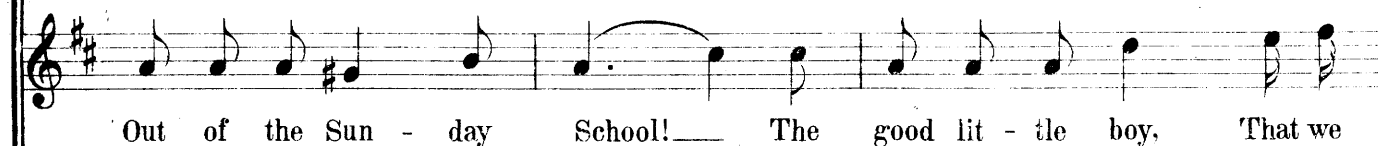
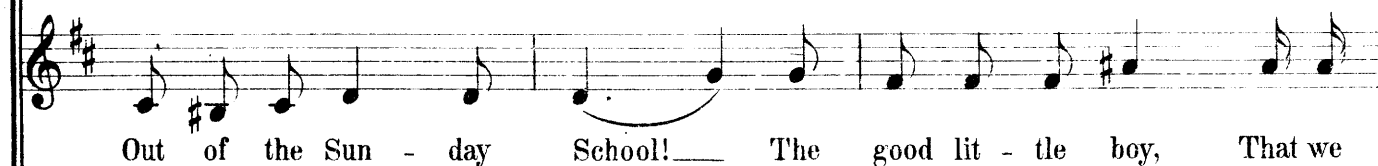
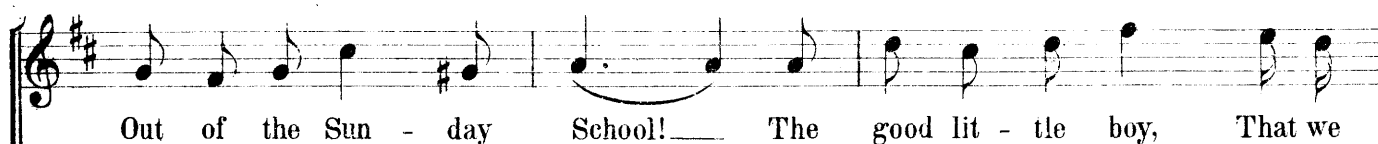
ALTO.



TENOR.



BASS.



Tempo di Valse.

ff

Out of the Sun - day School, Bob - bie! Out of the Sun - day

ff

Out of the Sun - day School, Bob - bie! Out of the Sun - day

School! _____ The good lit - tle boy that we al - ways en - joy,

School! _____ The good lit - tle boy that we al - ways en - joy,

Out of the Sun - day School! _____ Out of the Sun-day School,

Out of the Sun - day School! _____ Out of the Sun-day School,

Of the Sun-day School!

marcato il basso.

This system contains the first two vocal staves and the piano accompaniment. The vocal staves are in treble clef with a key signature of one sharp (F#). The piano accompaniment is in bass clef. The lyrics are 'Out of the Sun - day School!' followed by a long line, then 'Out of the Sun-day School,'. The piano part features a melodic line in the right hand and a bass line in the left hand, with a section marked 'marcato il basso.'.

Out of the Sun-day School, The good lit-tle boy that we al-ways en - joy,

Out of the Sun-day School, The good lit-tle boy that we al-ways en - joy,

This system contains the second two vocal staves and the piano accompaniment. The vocal staves are in treble clef with a key signature of one sharp (F#). The piano accompaniment is in bass clef. The lyrics are 'Out of the Sun-day School, The good lit-tle boy that we al-ways en - joy,'. The piano part continues the accompaniment from the first system.

rit.
Out of the Sun - day School!_____

rit.
Out of the Sun - day School!_____

rit.
rit.
a tempo.

poco a poco cresc.

accel.
sf sf

The musical score is written for four parts: two vocal staves (Soprano and Alto) and two piano staves. The key signature is one sharp (F#), and the time signature is 2/4. The vocal parts have lyrics 'Out of the Sun - day School!' with a long line indicating a sustained note. The piano accompaniment features various textures, including chords, arpeggios, and melodic lines. Performance markings include 'rit.' (ritardando) at the beginning of the vocal parts and the piano introduction, 'a tempo.' (return to tempo) in the piano part, and 'poco a poco cresc.' (gradually increasing) in the piano part. The score ends with a double bar line and a final chord.

Entr'acte and Opening.

No. 13.

HARRY LAWSON HEARTZ.

Tempo di Valse.

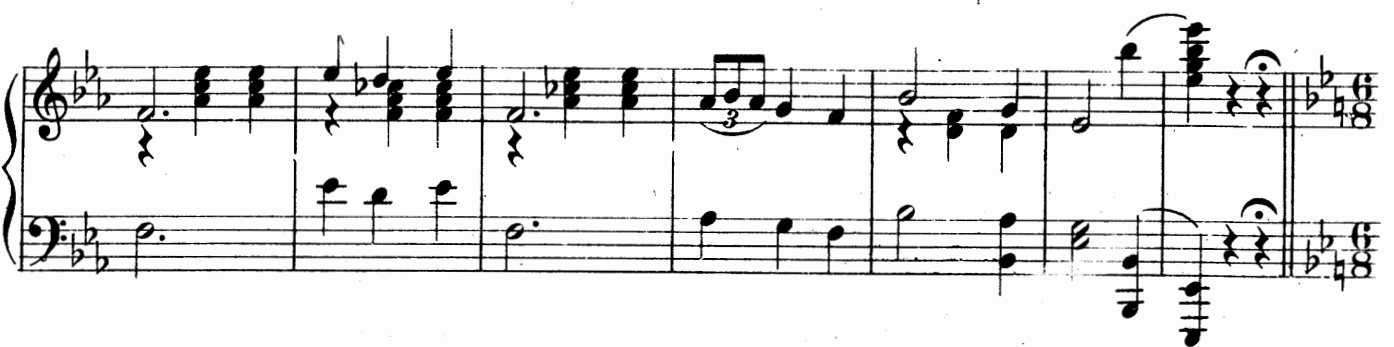
PIANO.

p

poco a poco rit.

DANCE.

pp a tempo.



Vivace.

f *L.H.* *mf*

f *L.H.*

f *ff*

mf *cresc.* *ff*

sf *sf*

1. 2.

First system of musical notation. The treble clef staff contains a melodic line with eighth and sixteenth notes, including accents and slurs. The bass clef staff provides harmonic support with chords and single notes. Dynamics include *f* (forte) and *marcato.* (marked).

Second system of musical notation. The treble clef staff continues the melodic line with various articulations. The bass clef staff features chords and moving lines. Dynamics include *ff* (fortissimo).

Third system of musical notation. The treble clef staff shows a melodic line with eighth notes and slurs. The bass clef staff has chords and single notes. Dynamics include *crese. e marcato.* (crescendo and marked) and *fff* (fortississimo).

Fourth system of musical notation. The treble clef staff features a melodic line with eighth notes and slurs. The bass clef staff has chords and single notes. Dynamics include *sf* (sforzando).

Fifth system of musical notation. The treble clef staff contains a melodic line with eighth notes and slurs. The bass clef staff has chords and single notes. Dynamics include *sf* (sforzando).

Foreign Ditties.

BLOSSOMS, ROSA AND CHORUS.

No. 14.

HARRY LAWSON HEARTZ.

Allegro.

PIANO. *f*

Moderato.

BLOSSOMS.

ROSA.

While I've trav-el'd 'round the world I've learn'd a song or two! Song or two?

p

BLOSSOMS.

Song or two! To sing when I am think-ing of the plac-es I've been through!

ROSA.

BLOSSOMS.

You've been through? I've been through! I've learn'd sweet I-rish melodies, I've humm'd some Deutsche

tunes, In Mu-sic 'Alls the cho-rus-es, And I've warbled with the coons!

Andante moderato.

Ar - rah, down by the gas house she lives. Oh! be - gor-ra! be-ja-bers! and O

hone! She's an I-rish girl And tho' you wouldn't think it Her

name's Rachel Rosenberger Cohn! Howly Mo - ses! she is me dar - lin! Arrah be -

ja-bers! Arrah be - gra - cious! Arrah be - gor-ra! Dar - lin

Ra - chel! And her dad - dy howlds the fuse! Arrah be Jove!

repeat Tutti *ff*

repeat *ff*

DANCE.

p *cresc.* *f*

p *cresc. molto.* *ff*

Tempo di Valse.

Selt-zer und Rhine wein,

Sweit-zer case, too! Pretzels und ein stein! Ja! make it two! Bring oudt dose

simili accent.

snit-lau, Lim-bur-ger, Kraut, Frankfurter, bow-wow! Rouse mit him oudt!

marcato.

f

Selt-zer und Rhine wein, Sweitzer case, too! Pret-zels und ein stein!

Ja! Ja! Ja! Ja! Ja! Ja!

simili accent.

f

Ja! make it two! Bring, oudt dose snit-lau, Limburger, Kraut, Frankfurter,

Ja! make it two! Ja! Ja! Ja! Ja! Ja!

Moderato.

*1st time Solo.
2nd time Tutti.*

bow-wow! Rouse mit him oudt! We'll 'ave the

Ja! Rouse mit him oudt!

trick-i - est gro-cer - y biz-ness and moke in the Mile End Road,

In Mile End

Road!

In ev-'ry

We'll 'ave ba-na-nas and or-an-ges, pears and pine-ap-ples in ev-'ry load:

Road!

In ev-'ry

load!

For two!

'Amp - stead reg-u - lar ev - er - y Sun - day and wiv shrimp teas for two!

load!

For two!

me and you!

Lord luv me, Pat-ty my girlye, we'll par-a-lyze 'em me and you!

me and you!

l.h.

r.h.

sf

1st time Solo Andante with rythm marcato e *pp*.

2d time Tutti Allegro *ff*.

3d time *pp* Orch. only.

Sweet Mae! O my sweet Mae! My Mamie Ma - - mie Mae! I'se a

The first system of the musical score. It consists of a vocal line (treble and bass staves) and a piano accompaniment (grand staff). The vocal line begins with a treble clef and a key signature of one sharp (F#). The piano accompaniment begins with a bass clef and the same key signature. The tempo and dynamics are indicated by the text above the system.

lub-in and a lub-in and a lub-in and a lub-in and a lub, lub, lub, lub,

The second system of the musical score. It continues the vocal and piano parts from the first system. The piano accompaniment features a series of chords and single notes. The vocal line continues with the lyrics "lub-in and a lub-in and a lub-in and a lub-in and a lub, lub, lub, lub,".

lub, lub, lub - in! I'se a lub-in you sweet Ma - mie Mae! You'se der

The third system of the musical score. It continues the vocal and piano parts. The piano accompaniment features a series of chords and single notes. The vocal line continues with the lyrics "lub, lub, lub - in! I'se a lub-in you sweet Ma - mie Mae! You'se der".

dearest, der scrumpiest, neat-est, Der yel-low-est maiden in Al - a -

bam! I am your Bil-ly - do! 'Deed I am! And I

lub yer, yer bet I do! Lub yer enough for two! Lub yer yes Bil - ly - do!

But He Said It So Politely.

No. 15.

MICHEL, PLOTSKY AND CHORUS.

Allegro.

HARRY LAWSON HEARTZ.

Piano introduction in B-flat major, 2/4 time. The left hand (L.H.) plays a series of chords and single notes, marked *pp* (pianissimo) and *sempre staccato*. The right hand plays a melody of eighth and sixteenth notes, some beamed together. The introduction consists of 8 measures.

MICHEL.
Moderato.

First system of the song. The vocal line (Michel) is in B-flat major, 2/4 time, marked *Moderato*. It features three verses of lyrics. The piano accompaniment is in the same key and time, marked *mp* (mezzo-piano). The system consists of 8 measures.

1. Po - lite-ness, let me tell you, is a ver - y gen - tle art, It
 2. A youth who loved a maid - en and was seek - ing for her hand, To
 3. To a pa - per, where he thought they'd be con - sid - er'd quite the thing, A

Second system of the song. The vocal line continues with the lyrics. The piano accompaniment continues with chords and single notes. The system consists of 8 measures.

soft - ens all as - per - i - ties and heals the wound - ed heart; For
 in - ter - view her sav - age "Pa," at last ac - quired the sand; The
 po - et took some vers - es once, en - ti - tled "Gen - tle Spring;" He

Third system of the song. The vocal line continues with the lyrics. The piano accompaniment continues with chords and single notes. The system consists of 8 measures.

in - stance when an Em - per - or, up - on his lord - ly head, Re -
 fa - ther list - end for a while, with stern and bale - ful glare, And
 said they were the best that a - ny - bo - dy ev - er wrote, The

p poco rit. *a tempo.*

ceived a pot of yel - low paint, what do you think he said? He
 then he most ab - rupt - ly took the young man by the hair; He
 ed - it - or pe - rused them, then he fed them to the goat. Though

pp poco rit. *mp a tempo.*

fixed the luck - less paint - er with his Bas - il - isk - ian eye And
 said his daugh - ter stood a bet - ter chance of wed - ded joy If he
 they were aw - ful tom - my - rot and fee - ble - mind - ed mush, And

called him names to men - tion which, I would - n't dare to try; He
 mar - ried her to Jo Jo, — the fa - mous dog - faced boy, And
 rub - bish, stuff and driv - el and ex - as - per - a - ting slush, He

called the chap O - rang - ou - tang, a jack - ass rab - bit too, A —
 said al - so, he knew that times were get - ting rath - er hard: So he
 said un - to the po - et: "Po - et, do not stand a - loof! Oh,

p *poco rit.* *mf*

blanket-y blank poll par-rot and a bloom-ing Kan-ga - roo! But he
 care-ful - ly and kind-ly kicked him clear a-cross the yard; But he
 come with me, "I'll blow you off:" he blew him off the roof! But he

pp *poco rit.*

REFRAIN. Tempo di Schottische. PLOTS. MICH.

said it so po-lite - ly— Po - lite - ly? Po-lite - ly! He
 did it so po-lite - ly— Po - lite - ly? Po-lite - ly! And
 did it so po-lite - ly— Po - lite - ly? Po-lite - ly! That

p Tempo di Schottische. *f* *p*

said it so po-lite - ly that the paint - er stopped to hear; He
 said it so po-lite - ly that the lov - er stopped to hear; He
 po - et as po-lite - ly says "I'm car - ried quite a-way!" No

p

called the man a lob - ster, A diz - zy, daz - zy dob - ster, But he
 said, "You hear me yell, sir, That you can go to ——" Well, he
 "Gen - tle Spring" was his'n Just a hard fall and a pris'n Made the

pp

TUTTI.

said it so po-lite - ly, it was mu - sic to the ear. But he
 said it so po-lite - ly, it was mu - sic to the ear. But he
 fin - ish so po-lite - ly of the Po - et and his Lay. But he

mf

PLOTS. (with sneer.)

TUTTI.

said it so po-lite - ly— Po - lite - ly? Po-lite - ly! He
 did it so po-lite - ly— Po - lite - ly? Po-lite - ly! And
 did it so po-lite - ly— Po - lite - ly? Po-lite - ly! That

p *mf*

said it so po-lite - ly that the paint - er stopped to hear; He
 said it so po-lite - ly that the lov - er stopped to hear; He
 po - et as po-lite - ly says: "I'm car - ried quite a - way!" No

CRESC.

called the man a lob - ster, A diz - zy, daz - zy deb - ster; But he
 said, "You hear me yell, sir, That you can go to — —!" Well, he
 "Gen - tle Spring" was his'n Just a hard fall and a pris'n Made the

CRESC.

said it so po-lite - ly, it was mu - sic to the ear.
 said it so po-lite - ly, it was mu - sic to the ear.
 fin - ish so po-lite - ly of the Po - et and his Lay.

DANCE. Allegro.

*cresc.**poco a**poco.**ff*

Ways to Catch a Man.

ROSALIE AND CHORUS.

No.16.

HARRY LAWSON HEARTZ.

Moderato.

The piano introduction is in 2/4 time, key of D major. It consists of five measures. The right hand starts with a quarter rest, followed by a half note D, a quarter note E, and a half note F#. The left hand starts with a quarter rest, followed by a half note D, a quarter note E, and a half note F#. The piece ends with a half note D in the right hand and a half note F# in the left hand.

The vocal melody is in 2/4 time, key of D major. It consists of five measures. The piano accompaniment is in 2/4 time, key of D major. It consists of five measures. The piece ends with a half note D in the right hand and a half note F# in the left hand.

1. I — am not full of wis - dom on the Wo-man's Col - lege plan, It's a
 2. And — then there is the gen - tle girl with man - ner so de - mure And a
 3. There's the ed - u - ca - ted maid - en with the es - o - ter - ic brain Who pro -

The vocal melody is in 2/4 time, key of D major. It consists of five measures. The piano accompaniment is in 2/4 time, key of D major. It consists of five measures. The piece ends with a half note D in the right hand and a half note F# in the left hand.

fact that I'm con - sid - er'd rath - er slow; — But I've learn'd that there are
 soul - ful, sad ex - pres - sion in her eyes; — She wears a sort of
 jects a bod - y as - tral in a trice; On the sub - ject of psy -

sev'-ral dif-f'rent ways to catch a man And *that's* a thing it's worth your while to
ha-lo and you can't help feel-ing sure That she's training for a man-sion in the
chol-o-gy she's more or less in-sane, And she wouldn't have a man at an-y

know. _____ The vi-va-cious and flir-ta-tious, goodness-gra-cious lit-tle
skies. _____ She does-n't know a thing a-bout the wick-ed ways of
price. _____ But just the same she watch-es out and nev-er skips a

maid Has a sau-cy glance for ev-ry man she meets; _____ She has
men, If you kiss'd her, she would make a great a-do; _____ But
chance Up-on a man to show-er gems of thought; _____ And

foot and shapely an-kle, well, I guess *she's* not a - fraid To cross the ver-y
when she has you land-ed all se-cure-ly it is then You be-gin to think she
then she fas-ci-nates him with her hyp-no-tiz-ing glance, And he some-times falls a

REFRAIN. *a tempo*

rit.
mud-di - est of streets! ——— That's *one* way! *one* way to catch a man! And
knows a thing or two! ——— That's *one* way! *one* way to catch a man! And
vic tim on the spot! ——— That's *one* way! *one* way to catch a man! And

that's the way it's ver-y oft-en done ——— When a like ly man you see, Just a
that's the way it's ver-y oft-en done ——— Be the shy and tim-id miss, Till you've
that's the way it's ver-y oft-en done ——— And when his struggles cease, Call a

rit. *a tempo*

glimpse of lin - ger - ie! There are sev'-ral ways, and that is one! _____
 got him, just like this! There are sev'-ral ways, and that is one! _____
 Jus'-tice of the Peace! There are sev'-ral ways, and that is one! _____

DANCE.

Allegro.

mf

cresc. *f* *mf*

cresc. *ff* *sf*

Mamie and Jamie.

BLOSSOMS, ROSA, FOUCHÉ, NAN AND JEAN.

No. 17.

CLIFTON CRAWFORD.

Tempo di Polka.

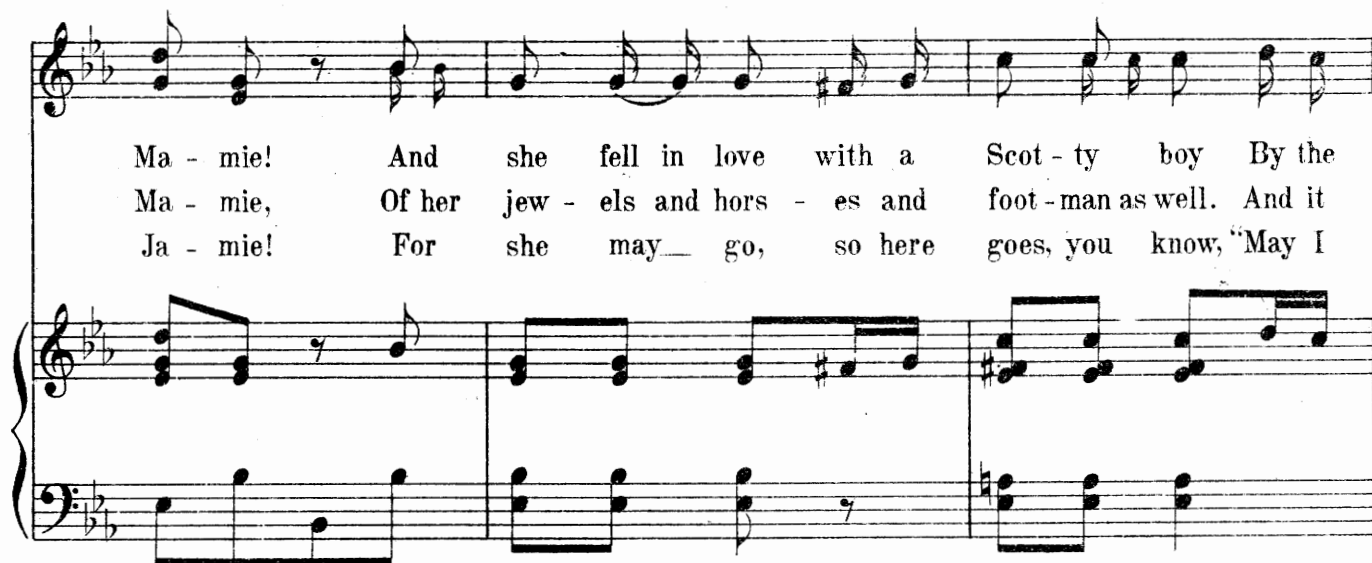
PIANO.

BLOSSOMS.

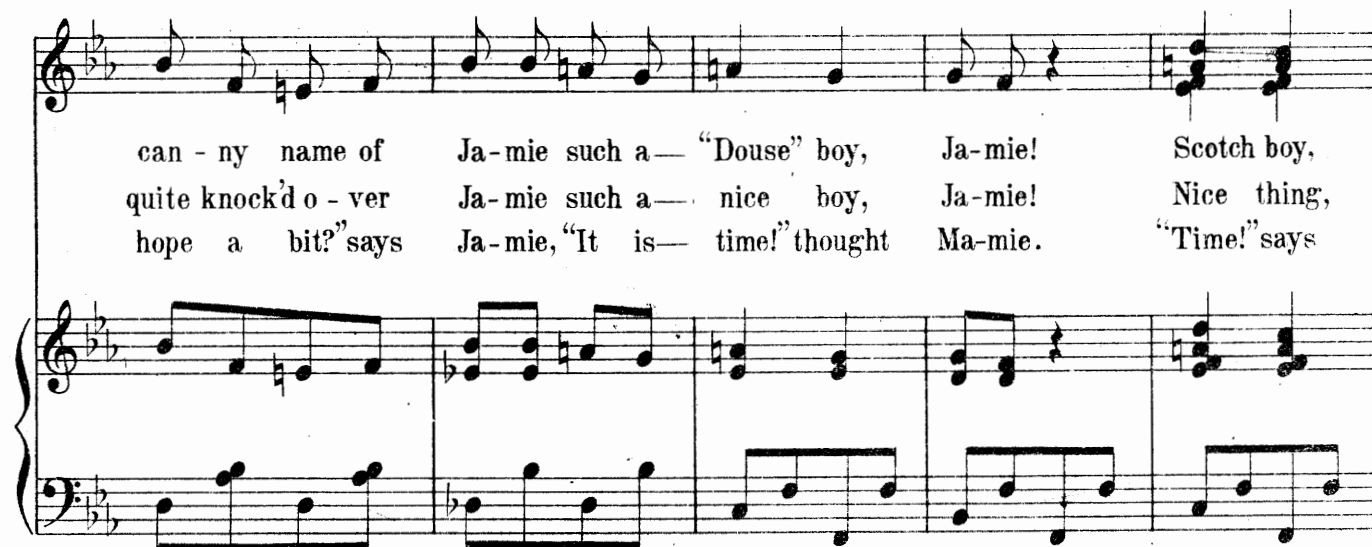
1. There was once a girl and she was a pearl By the
2. Now Ja-mie fell on a big ho- tel Where the
3. Now as you know, the sum- mer show Be -

ROSA AND OTHERS.

common name of Ma-mie she was just— plain Ma-mie! Oh, just plain
folks were all a - flame-y and they - raved— on Ma-mie Yes, mad on
gan to get too tame-y, I'll pro - pose—thought Ja-mie. Good boy, —

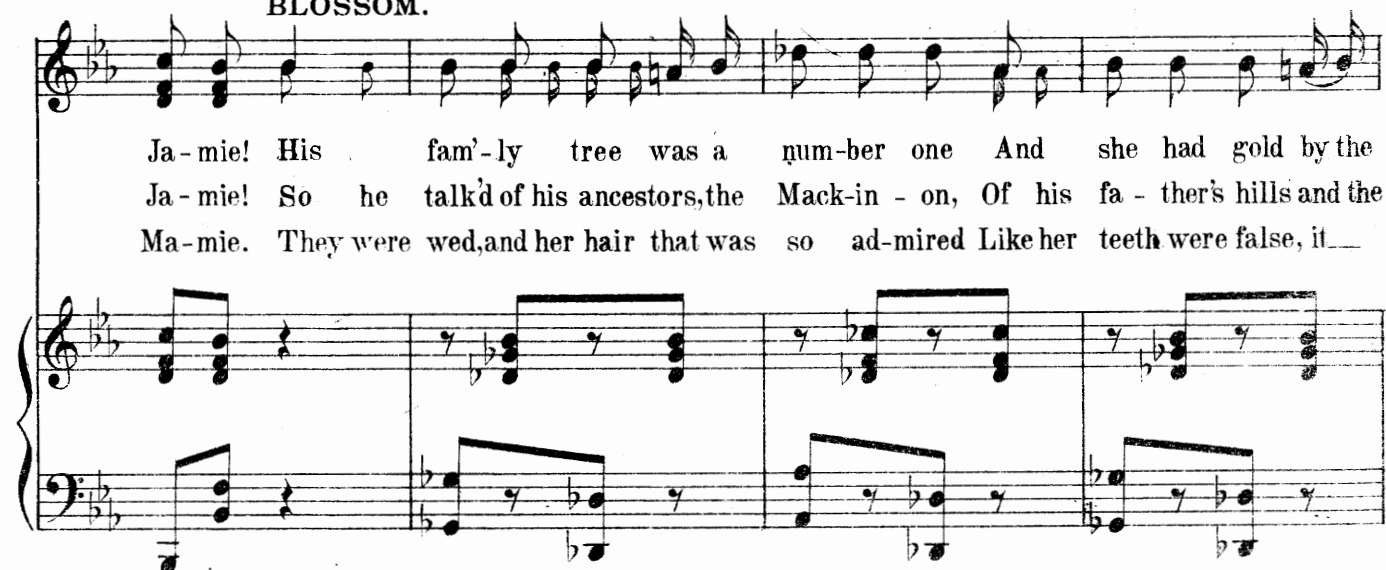


Ma - mie! And she fell in love with a Scot - ty boy By the
 Ma - mie, Of her jew - els and hors - es and foot - man as well. And it
 Ja - mie! For she may go, so here goes, you know, "May I

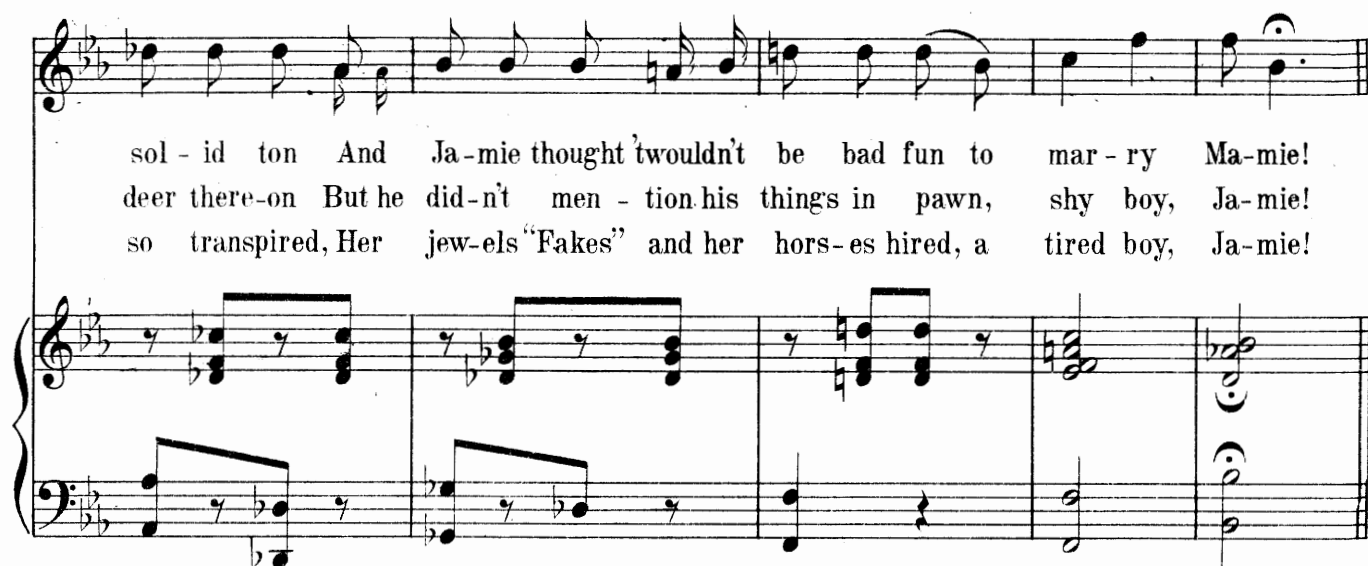
ROSA AND
OTHERS.


can - ny name of Ja - mie such a — "Douse" boy, Ja - mie! Scotch boy,
 quite knock'd o - ver Ja - mie such a — nice boy, Ja - mie! Nice thing,
 hope a bit?" says Ja - mie, "It is — time!" thought Ma - mie. "Time!" says

BLOSSOM.



Ja - mie! His fam' - ly tree was a num - ber one And she had gold by the
 Ja - mie! So he talk'd of his ancestors, the Mack - in - on, Of his fa - ther's hills and the
 Ma - mie. They were wed, and her hair that was so ad - mired Like her teeth were false, it —

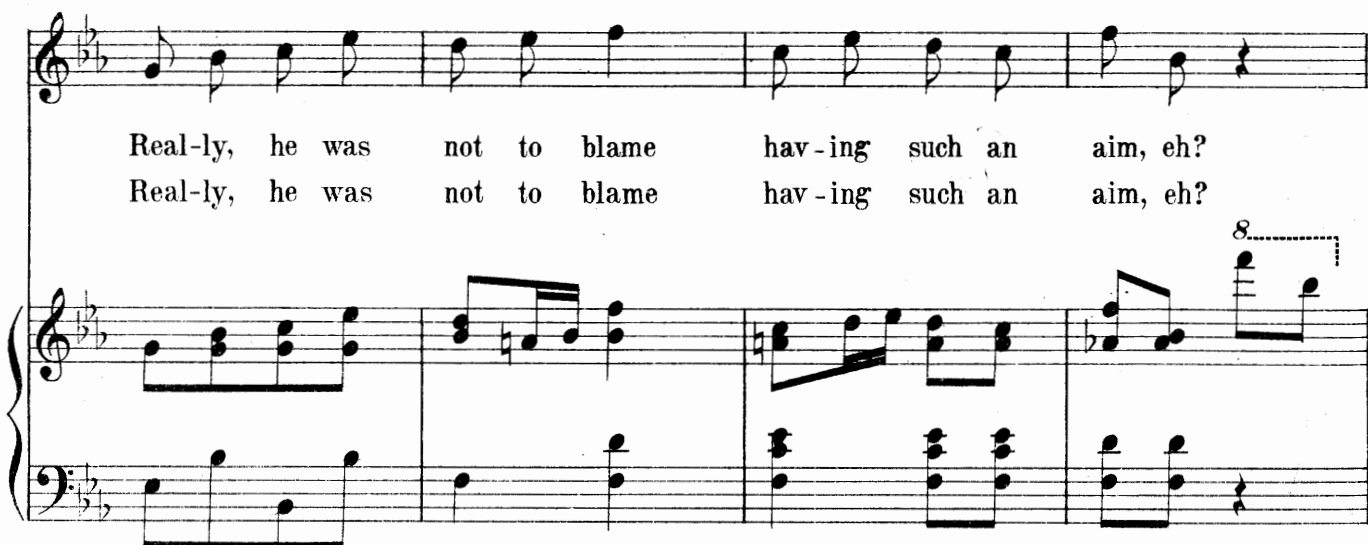


sol - id ton And Ja-mie thought 'twouldn't be bad fun to mar - ry Ma-mie!
 deer there-on But he did-n't men - tion his things in pawn, shy boy, Ja-mie!
 so transpired, Her jew-els "Fakes" and her hors-es hired, a tired boy, Ja-mie!

REFRAIN.



1. & 2. Ja - mie thought he knew his game; Ma - mie, Ja - mie's ga-mey!
 3. Ja - mie thought he knew his game; Ma - mie, Ja - mie's ga-mey!



Real-ly, he was not to blame hav-ing such an aim, eh?
 Real-ly, he was not to blame hav-ing such an aim, eh?

Took her walks and in his room had Ma-mie in a frame-y — But
 Mar-ried her and found out that aft - er Ma-mie had his name-y — That

just the sa - mey Ja - mie's ga - mey, — did - nt work on Ma - mie!
 Ma - mie's game was just the sa - mey, — who was most to blame, eh?

TUTTI.

Ja - mie thought he knew his game; Ma - mie, Ja - mie's ga - mey!
 Ja - mie thought he knew his game; Ma - mie, Ja - mie's ga - mey!

Real-ly, he was not to blame hav-ing such an aim, eh?
 Real-ly, he was not to blame hav-ing such an aim, eh?

Took her walks and in his room had Ma-mie in a frame-y— But
 Mar-ried her and found that aft-er Ma-mie had his name-y— That

just the sa-mey Ja-mie's ga-mey, did-n't work on Ma-mie!
 Ma-mie's game was just the sa-mey, who was most to blame, eh?

repeat refrain a tempo for dance.

When Will my Dream Come True, Love?

MONTFORT, CLAIRE AND CHORUS.

No. 18.

HARRY LAWSON HEARTZ.

Moderato.

PIANO. *mf*

mp

MONT. Last night a vis - ion came to me, While lost in sleep I
 CLAIRE. Ah! Do I hear the voice of Love. That calls me to his

cresc.

lay, A dream that lightened all my care And
 side, And bids me break my cool re - serve, Dear

poco cresc.

mf

turned night in - - to day; My longed for Love was by my
 Ve - nus be my guide! Now shall your love be told a -

mp

side, ——— My lips to hers she drew: All earth - ly hap - pi -
gain, ——— The old and yet the new; So dear - est take me

cresc. *f* *cresc.* *e*

cresc. *f*

ness was mine! When will my dream come true? ———
to your heart! Now has your dream come true? ———

rit. *sf* *dim. e rit.*

cresc. rit. *sf* *dim. e rit.* *p*

3/4

MONTFORT.

REFRAIN. Waltz tempo.

When will my dream come true, Love? When will my dream come true? ———

pp

3/4

When shall I feel her soft caress Thrilling me through and through? ———

cresc. *poco* *a* *poco* *f* *cresc.*

cresc. *poco* *a* *poco* *f*

When shall my emp - ty heart, Love, O - pen it's door a - new? _____

f *dim.* *poco* *poco* *p*

When will she take and keep it, Love? When will my dream come true? _____

rit. *mf a tempo* *rit.* *mp a tempo*

CLAIRE.
2nd V. REFRAIN.

mf Now has your dream come true, Love? Now has your dream come true? _____

mf MONT. Now has my dream come true, Love? Now has my dream come true? _____

p

cresc. *poco a poco* Now shall you feel my soft ca - ress Thrilling you through and through! _____

cresc. *poco a poco* Now shall I feel your soft ca - ress Thrilling me through and through! _____

f

Now shall your emp - ty heart, Love, O - pen it's door a - new! _____

Now shall my emp - ty heart, Love, O - pen it's door a - new! _____

mf

cresc. *rit.* *a tempo*

Now will I take and keep it, Love, Now has your dream come true! _____

Now will you take and keep it, Love, Now has my dream come true! _____

cresc. *rit.* *a tempo*

TUTTI.

f

Now has your dream come true, Love, Now has your dream come true? _____

my my

mf

cresc. poco a

Now shall you feel my soft ca - ress Thrill-ing you through and

cresc. poco a

Thrill-ing me through and

poco

through! _____ Now shall your emp - - ty heart, Love,

poco *f*

through! _____ Now shall my emp - - ty heart, Love,

f

poco *f*

cresc. *poco*

O - pen it's door a - new! _____ Now will I take and

cresc. *poco*

O - pen it's door a - new! _____ Now will you take and

cresc. *poco*

a poco *ff* *molto rit.*

keep it, Love, Now has your dream come true! _____

a poco *ff* *molto rit.*

keep it, Love, Now has my dream come true! _____

a poco *ff* *molto rit.* *sf*

And You Were Shy Eighteen.

LORD BOB, LADY DOROTHEA AND ENGLISH PARTY.

No. 49.

HARRY LAWSON HEARTZ.

Andante.

PIANO.

The piano introduction is in 4/4 time, key of B-flat major. It begins with a treble clef and a bass clef. The right hand plays a series of chords and single notes, while the left hand plays a steady bass line. The tempo is marked 'Andante' and the dynamics include 'f' (forte) and 'rit.' (ritardando). The piece ends with a final chord and a fermata.

The first system of the song features a vocal line and a piano accompaniment. The vocal line is in 4/4 time, key of B-flat major, and begins with a treble clef. The piano accompaniment is in 4/4 time, key of B-flat major, and begins with a bass clef. The lyrics are: LORD B. The good old times! The bloom-in' days! Of health and good di - LADY D. While I, in this my la - ter youth, Am "Dig - ni - fied and LORD B. Yes, mer - ry times they were in - deed, But aw - ful - ly im -

The second system of the song features a vocal line and a piano accompaniment. The vocal line is in 4/4 time, key of B-flat major, and begins with a treble clef. The piano accompaniment is in 4/4 time, key of B-flat major, and begins with a bass clef. The lyrics are: ges - tion! No hyp - no - tist! No sci - ence craze! No state - ly," And go to church, — in sol - emn truth, — And prop - er. Why, oft a maid I'd just pick up, And

fe - male suf - frage ques - tion! Up - on one sim - ple
like the cu - rate great - ly; That mer - ry time is
oft - en I would drop her. My poor pa - pa was

rule we thrived, "What - ev - er is, it right is." The
past, my lord! And you are some - thing old - er, But
in des - pair, I cost him so much mon - ey; My

mi - crobe had not then arrived, Nor yet ap - pen - di - ci - tis.
just as gid - dy, on my word, And not a lit - tle bold - er!
mam - ma tore her auburn hair: 'Twas false, but it was fun - ny.

LADY D.

REFRAIN. Tempo di Valse.

LORD B.

When you were twen - ty - one, my lad! And eight - een you, my

BOTH.

girl! We took in all the fun of life In one con -

marcato.

cresc.

tin - uous whirl! LORD B. When you, my dear, tho' ver - y
LADY D. Do you re - call one night; Rou -
LORD B. And la - ter when you mar - ried

marcato.

LADY D.

gay, With - al had mod - est mien! When you were
lette; Some guin - eas left us, clean! Your loss was
Bagges: Your age you gave the Dean! Just one and

rit.

LORD B.

twen - ty - one, my boy! And you were shy eight - een!
twen - ty years, my lord!

rit.

pp a tempo.

Repeat tutti mf

The Nursery Grenadiers.

No. 20.

CLAIRE AND CHORUS.

EDWARD W. CORLISS.

Tempo di Marcia.

PIANO. *f* (Drum.)

CLAIRE.

In
The

nur-se-ry days we child-ren play'd at sol-diers big and grand: — With
bat-tle is o'er the vic-t'ry won to ma-ma's arms they go, — And
SOP. ALTO.

Too-te-te-toot te-toot-te-toot!

TENOR. BASS.

one or two chairs we build a fort to make a fi - nal stand: _____ The
 soft-ly she sings and rocks each lit - tle sol - dier to and fro. _____ The

Too - te - te - toot - te - toot - te - toot!

The first system of the musical score consists of a vocal line and piano accompaniment. The vocal line is in G major (one sharp) and 2/4 time. It begins with a melody of eighth and quarter notes, followed by a half note and a quarter note. The piano accompaniment features a steady eighth-note pattern in the right hand and a bass line with quarter and eighth notes in the left hand. The lyrics are written below the vocal staff, with blank lines for the vocal line to continue.

coal - hod was our max - im gun and gracious how quick we made them run! With
 trumpet and gun are laid a - way to serve a - gain an - oth - er day The

The second system continues the musical score. The vocal line continues with a melody of eighth and quarter notes. The piano accompaniment maintains the eighth-note pattern in the right hand and a bass line with quarter and eighth notes in the left hand. The lyrics are written below the vocal staff, with blank lines for the vocal line to continue.

po - ker for sword the Cap - tain kills the foe on ev' - ry hand! _____ A -
 tir - - ed eye - lids slow - ly close as both kneel down to pray; _____ And

The third system concludes the musical score. The vocal line continues with a melody of eighth and quarter notes. The piano accompaniment maintains the eighth-note pattern in the right hand and a bass line with quarter and eighth notes in the left hand. The lyrics are written below the vocal staff, with blank lines for the vocal line to continue.

cross the floor on hob - by horse he leads a gal - lant charge, — And
in - to the trun - dle bed they go to wake in ear - ly morn, — And

Too-te - te - toot - te - toot - te - toot!

The first system of the musical score consists of four staves. The top staff is a vocal line in treble clef with a key signature of one flat (B-flat). It contains the lyrics 'cross the floor on hob - by horse he leads a gal - lant charge, — And' and 'in - to the trun - dle bed they go to wake in ear - ly morn, — And'. The second staff is a vocal line in treble clef, mostly containing rests, with the lyrics 'Too-te - te - toot - te - toot - te - toot!'. The third staff is a vocal line in bass clef, also mostly containing rests. The fourth staff is a piano accompaniment in bass clef, featuring a steady eighth-note bass line and chords in the right hand.

fol - lowed by lit - tle troop - ers all cou - ra - geous but not large; — They
ma - ma kiss - es each sol - dier dear with heav - y heart for - lorn, — For

Too-te - te - toot - te - toot - te - toot!

The second system of the musical score consists of four staves. The top staff is a vocal line in treble clef with a key signature of one flat (B-flat). It contains the lyrics 'fol - lowed by lit - tle troop - ers all cou - ra - geous but not large; — They' and 'ma - ma kiss - es each sol - dier dear with heav - y heart for - lorn, — For'. The second staff is a vocal line in treble clef, mostly containing rests, with the lyrics 'Too-te - te - toot - te - toot - te - toot!'. The third staff is a vocal line in bass clef, also mostly containing rests. The fourth staff is a piano accompaniment in bass clef, featuring a steady eighth-note bass line and chords in the right hand. The key signature changes to two flats (B-flat and E-flat) in the final measure of this system.

seize on grand - ma's rock - ing chair sure - ly the foe is lurk - ing there! They
while the chil - dren blithely play she thinks of one whom far a - way Is

The third system of the musical score consists of four staves. The top staff is a vocal line in treble clef with a key signature of two flats (B-flat and E-flat). It contains the lyrics 'seize on grand - ma's rock - ing chair sure - ly the foe is lurk - ing there! They' and 'while the chil - dren blithely play she thinks of one whom far a - way Is'. The second staff is a vocal line in treble clef, mostly containing rests. The third staff is a vocal line in bass clef, mostly containing rests. The fourth staff is a piano accompaniment in bass clef, featuring a steady eighth-note bass line and chords in the right hand.

charge and ral - - ly load and fire the Nurs' - ry Gren - a -
fight - - ing in dead - ly earn - est at the game the chil - dren

Solo 1st time.
Tutti 2^d time.

diers! Ta - ra! Ta - ra ta - ra! Ta - ra! Ta - ra ta - ra! The
play. Ta - ra! Ta - ra ta - ra! Ta - ra! Ta - ra ta - ra! The

bu - gle loud - ly calls! For - ward
bu - gle loud - ly calls!

Too - te - te - toot!

march with roll of drum! _____ Heads e - rect! we

Too - te - te - toot!

proudly come! _____ Stern command! Army grand! They fight un-

Too-te-te - toot! Too-te-te - toot!

1. TUTTI 2.

till the sand-man slow-ly comes. _____ Ta- comes. _____

1. 2.

ff *sf*

The Interrogative Child.

119

No. 21.

PLOTSKY, ROSA, NAN AND JEAN.

CLIFTON CRAWFORD.

Allegretto moderato.

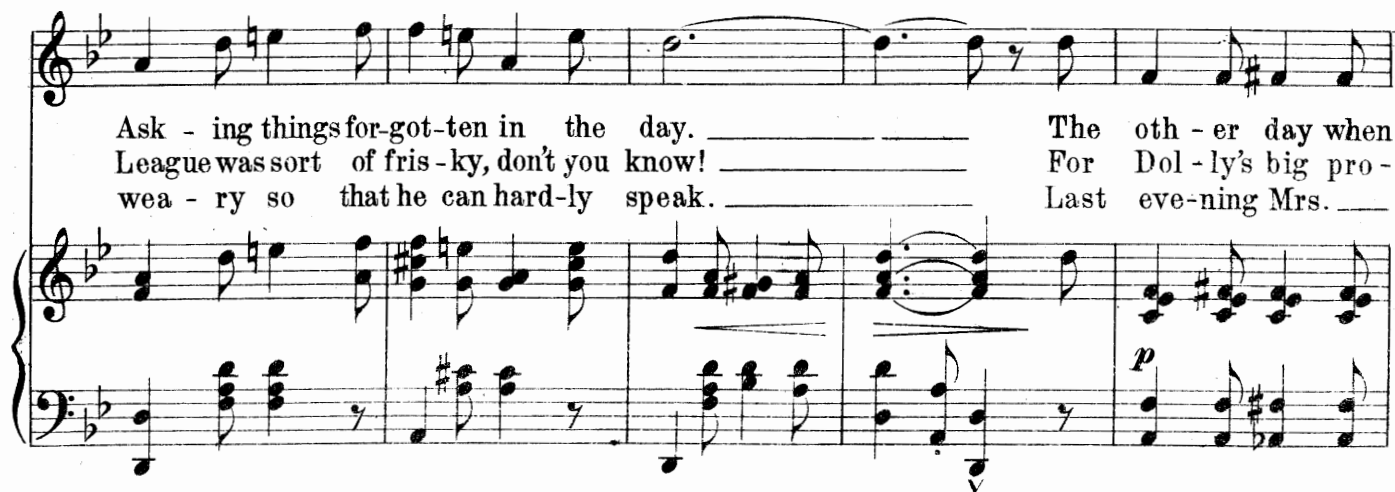
PIANO. *mf* *fz*

1. Mrs. Whim-ple has a daugh-ter, and the daugh-ter has a gift _____ Of
 2. Mrs. Whim-ple has a bro-ther, and the bro-ther came to stay _____ With
 3. Mrs. Whim-ple has a hus-band and the hus-band is in "biz" _____

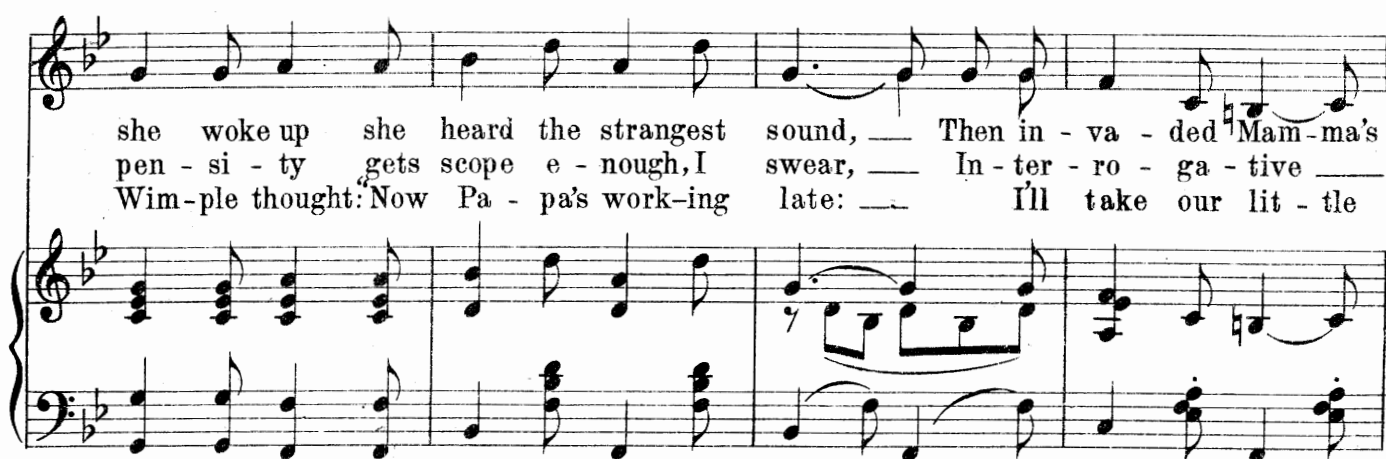
p

ask-ing sil-ly ques-tions, so they say; _____ And she'll
 Whim-ple and his wife a while a-go; _____ He
 Toil-ing in the ci-tty all the week; _____ He

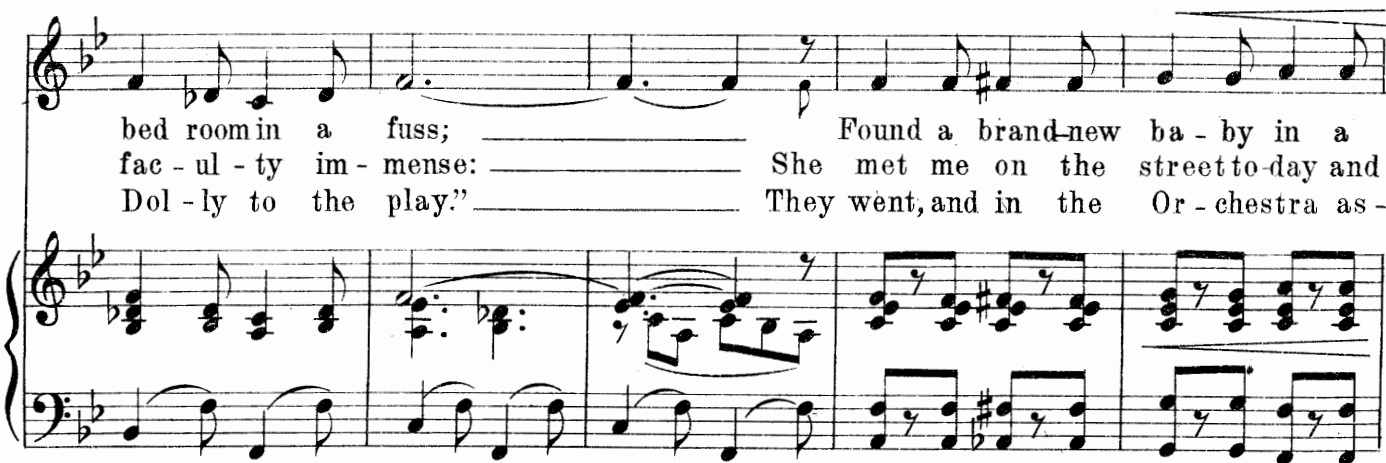
in-ter-est her Pa-pa if she wakes up in the night _____
 join'd a com-bi-na-tion called the "Whoop-er In-dian League"; _____ That
 sometimes works till twelve o'clock and then comes home so tired _____ And



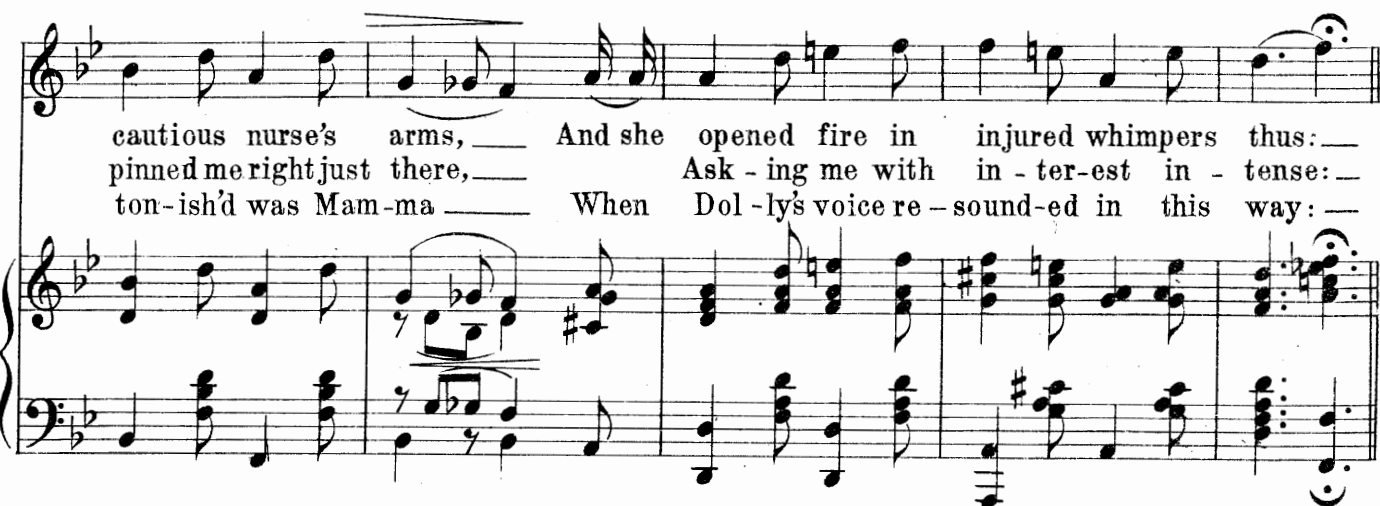
Ask - ing things for-got-ten in the day. _____ The oth - er day when
 League was sort of fris-ky, don't you know! _____ For Dol - ly's big pro -
 wea - ry so that he can hard-ly speak. _____ Last eve-ning Mrs. _____



she woke up she heard the strangest sound, — Then in - va - ded Mam-ma's
 pen - si - ty gets scope e - nough, I swear, — In - ter - ro - ga - tive —
 Wim-ple thought: Now Pa - pa's work-ing late: — I'll take our lit - tle



bed room in a fuss; _____ Found a brand-new ba - by in a
 fac - ul - ty im - mense: _____ She met me on the street to-day and
 Dol - ly to the play." _____ They went, and in the Or - chestra as -



cautious nurse's arms, — And she opened fire in injured whimpers thus: —
 pinned me right just there, — Ask - ing me with in - ter - est in - tense: —
 ton-ish'd was Mam-ma — When Dol - ly's voice re - sound-ed in this way: —

mf

Where did you find us that? _____ Where does the squeak come out? _____
 What is a "ho - ly jag?" _____ Does ev - er a key - hole jump? _____
 Who is that there with Pa? _____ Why don't he take you, too? _____

mf

Why has it got no hair on its head and wob-les its arms a - bout? _____
 Why does my Un - cle fall up-stairs and say he came home in a lump? _____
 Why are you kicking the man in front, and why is she young-er than you? _____

Is it saw - dust all in-side _____ Can you wind it with a key? _____
 How do you "Whoop her up?" _____ How can you "paint the town?" _____
 What is a sten - o - graph - er for? _____ Why do I make you tired? _____

f

Repeat Tutti.

Who pulld its teeth all out of its head? And did you buy that for me? _____
 How does my Un - cle "Car-ry a bun?" And the taste in his mouth "go brown?" _____
 Who's an in - hu - man mon - ster? And why will the girl be fired? _____

f *fz*

Rosalie.

No. 22.

MONTFORT AND FEMALE CHORUS.

EDWARD W. CORLISS.

VOICE.

Andante quasi Allegretto.

PIANO.

There is a girl the sweet-est one in all this world And she is wond'rous fair — Her
Now this dear girl the on - ly one in all the world A - mong the girls for me — Is

eyes so blue, Her lips so red, And wavy is her gol - den hair Her
deaf to all My words of love I'll nev-er mar-ry Ro - sa - lie But

feet they twin-kle in the dance As the mu-sic of the wa - ters play Her
her dear face shall be my dream Always to re-mind me of this day You'll

proud head ne'er Bends to catch the low sweet whisper as I fond-ly say —
then my Rose Bend to catch the low sweet whisper as I'll fond-ly say —

Allegretto.

Ro - sa - lie, The moon is shin-ing The stars they do glit - ter

bright — Come, my Rose! I am call-ing And

TUTTI.

meet me in the moon's pale light! _____ Ro - sa - lie, the

moon is shin-ing The stars they do glit - ter bright, glitter bright! Come sweet

Rose! He is calling And meet him in the moon's pale light. _____

Love Me, Sweetheart, in Sweet Song.

DUET AND CHORUS.

TAMMONS, MARGERY AND ENGLISH PARTY.

H. L. HEARTZ.

Moderato.

PIANO.

mf *rit.*

Love me a lit - tle, love me long, Love me, sweet-heart,

p dolce

in sweet song; Love me sleep-ing, dear, or wak - ing,

pp

Love me, oth - er loves for - sak - ing Love me, a

p

cresc.

lone or in a throng, Love me, love me, right a - long;

cresc.

f And though you love me but a lit - tle, dear, Be sure you love me

dim.

mf *dim.* *legato*

p *f* CHORUS.

long. Love me lit - tle, love me long,

pp *molto cresc.* *f*

Love me, sweet - heart, in sweet song; Love me

mf

sleeping, dear, or wak - ing, Love me, oth - er loves for - sak - ing;

mf

ff

Love me a - lone or in a throng, Love me, love me, right a - long;

ff

And though you love me but a lit - tle, dear, Be sure you love me long.

legato

f



Medium Voice.

Price 50 cts.



Low Voice.

Three Red Roses.

Words by
ADELAIDE PROCTER.

Music by
KATE VANNAH.

Kate Vannah has written many songs that have attained great popularity, but this musical setting of Adelaide Procter's beautiful poem is, in our opinion, her best effort. No one can ever forget the deep charm of Miss Vannah's "Good-bye Sweet Day;" so also, will it be with "Three Red Roses," for wherever sung it will readily be recognized as a song-gem of equal beauty.

Andante con moto. *poco rit.* *a tempo.*

VOICE. Just when the red June ro - ses blow, She gave me one a year a -

PIANO. *a tempo.* *rit.* *con espr.*

go — A Rose whose crimson breath re - veald — The

a tempo.

se - cret that its heart con - ceald — And whose half shy, half

Copyright

WHITE SMITH MUSIC PUBLISHING COMPANY
BOSTON. NEW YORK. CHICAGO.

For Sale by all music Dealers.