

THE BELLE OF MAY FAIR

A MUSICAL COMEDY
MUSIC BY
LESLIE STUART

Book by
Chas. H. E. Brookfield
and
Cosmo Hamilton

Song	WHY DO THEY CALL ME A GIBSON GIRL ?	60
Song	I AM A MILITARY MAN	60
Song	WHERE YOU GO WILL I GO	60
Song	WHAT WILL THE WORLD SAY	60
Song	COME TO ST. GEORGE'S	60
Duet	MY LITTLE GIRL IS A SHY LITTLE GIRL	60
Song	HELLO! COME ALONG, GIRLS	60
Song	AND THE WEEPING WILLOW WEPT	60
Song	IN MONTEZUMA	60
Song	I KNOW A GIRL	60
Song	IN GAY MAYFAIR	60
Song	WHAT MAKES THE WOMAN ?	60
Song	THE MATRON AND THE MAID	60
Song	SAID I TO MYSELF	60
Song	I'M A DUCHESS	60
Quartet	WE'VE COME FROM COURT	60
Song	PLAY THE GAME	60

INSTRUMENTAL

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"I Know A Girl?"

Words and Music by

LESLIE STUART.

Allegro moderato. (♩ = 112)

Piano. *ff*

Musical notation for the piano introduction, consisting of two staves (treble and bass clef) in 6/8 time, marked *ff*.

1.(A) I know a girl, a dan-dy girl and a dai-sy, As sim-ple a
 2.(B) I know a girl, as fair a girl as there may be, As sau-cy a
 3.(C) I know a girl, the best of nu-mer-ous cap-tures Betwixt and be-
 4.(D) I know a girl, you'd nev-er call her a beau-ty, But you would ad-

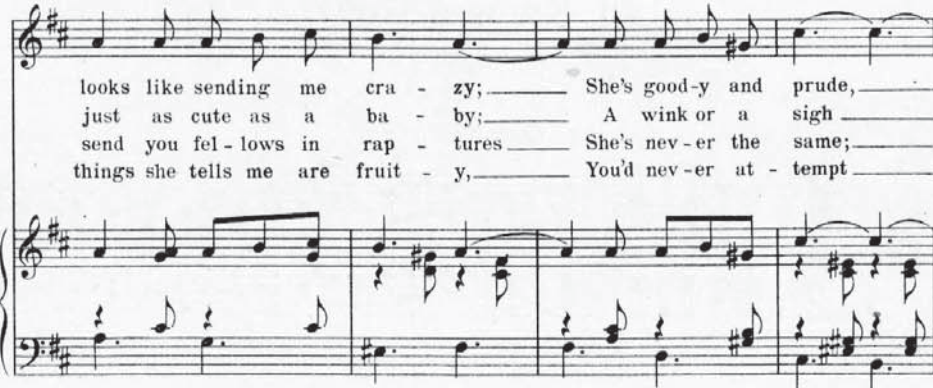
Musical notation for the piano accompaniment corresponding to the first vocal line, consisting of two staves.

girl as ev-er you'll see; I know a girl who
 girl as ev-er you'll see; I know a girl she's
 tween a flirt and a prude; Shes just the girl to
 mit she's Queen of the Earth; This dreadful girl in

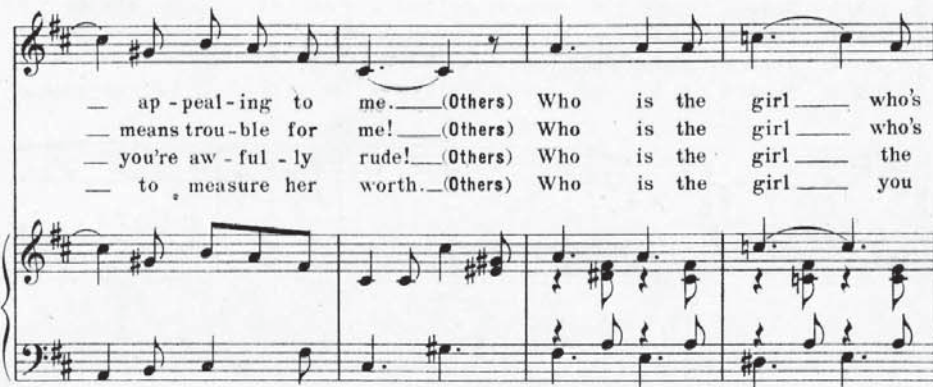
Musical notation for the piano accompaniment corresponding to the second vocal line, consisting of two staves.

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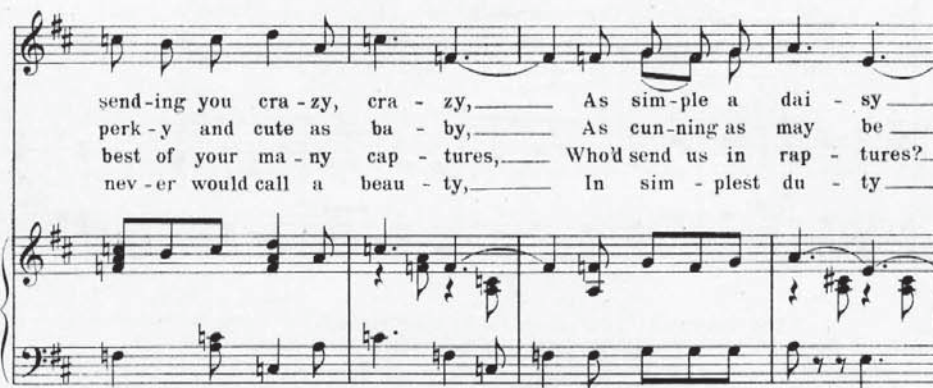
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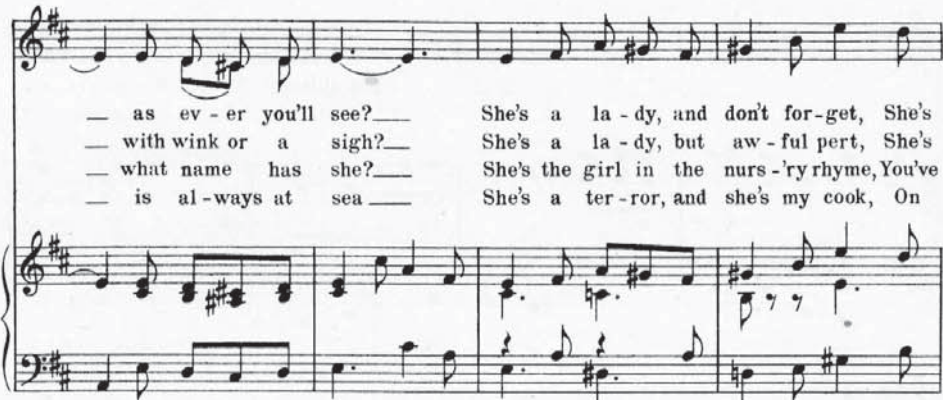
looks like sending me cra - zy; _____ She's good-y and prude, _____
 just as cute as a ba - by; _____ A wink or a sigh _____
 send you fel - lows in rap - tures _____ She's nev - er the same; _____
 things she tells me are fruit - y, _____ You'd nev - er at - tempt _____



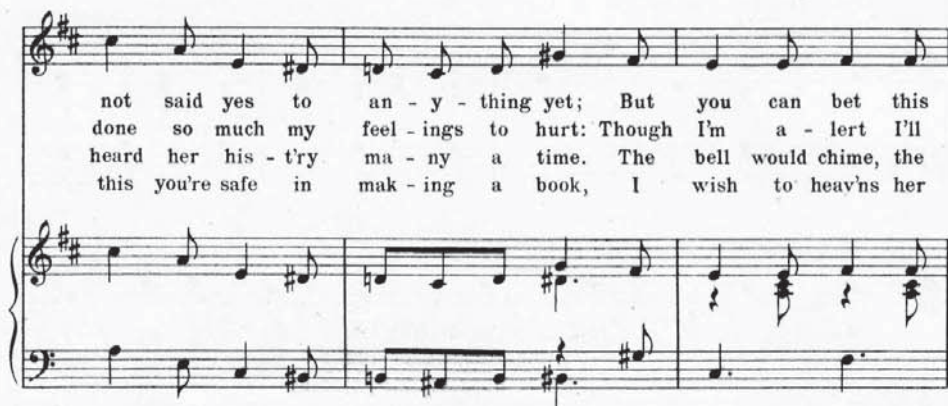
— ap - peal - ing to me. _____ (Others) Who is the girl _____ who's
 — means trou - ble for me! _____ (Others) Who is the girl _____ who's
 — you're aw - ful - ly rude! _____ (Others) Who is the girl _____ the
 — to measure her worth. _____ (Others) Who is the girl _____ you



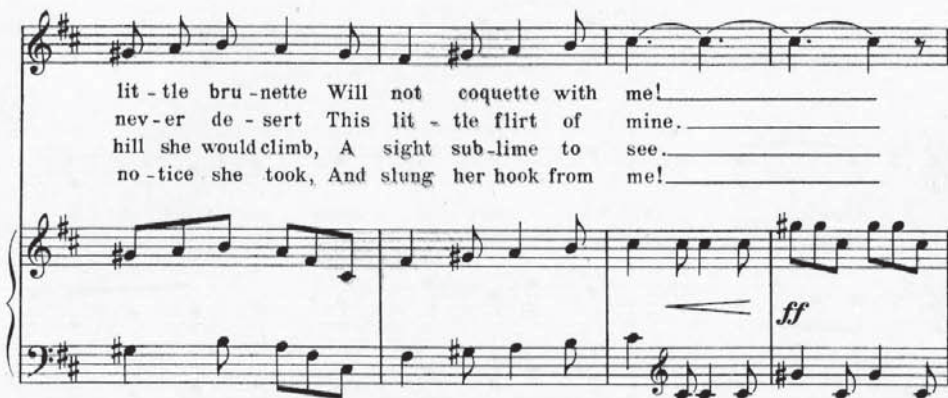
send - ing you cra - zy, cra - zy, _____ As sim - ple a dai - sy _____
 perk - y and cute as ba - by, _____ As cun - ning as may be _____
 best of your ma - ny cap - tures, _____ Who'd send us in rap - tures? _____
 nev - er would call a beau - ty, _____ In sim - plest du - ty _____



— as ev - er you'll see? — She's a la - dy, and don't for - get, She's
 — with wink or a sigh? — She's a la - dy, but aw - ful pert, She's
 — what name has she? — She's the girl in the nurs - ry rhyme, You've
 — is al - ways at sea — She's a ter - ror, and she's my cook, On



not said yes to an - y - thing yet; But you can bet this
 done so much my feel - ings to hurt: Though I'm a - lert I'll
 heard her his - t'ry ma - ny a time. The bell would chime, the
 this you're safe in mak - ing a book, I wish to heav'n's her



lit - tle bru - nette Will not coquette with me! _____
 nev - er de - sert This lit - tle flirt of mine. _____
 hill she would climb, A sight sub - lime to see. _____
 no - tice she took, And slung her hook from me! _____

ff

1. 2. 3. (Others) What's her game and
4. (Others) What's her game and

what is her name? (Solo) It's Ma - - - ry! ——— It's
what is her name? (Solo) It's Ma - - - rie, ——— It's

Ma - - - ry! ——— (Others) It's Ma - ry ev - 'ry
Ma - - - rie, ——— (Others) It's Ma - rie all the

time! ——— (All) Why can't some - one think of a
time! ——— (All) Why do girls with plain sim - ple

Ma - - - ry ——— Who's just a flirt like
Ma - - - ry ——— Pre - fer "Ma - rie" "ma

oth - ers I know, With just bra - va - do, Just bra - va - do!
pe - titte Ma - rie?" For just bra - va - do, Just bra - va - do!

Why are all the good - y - good girls called Ma - - -
Why do cooks take *nom - ee de plumes* like Ma - - -

ry? ——— Or is it just be - cause she rhymes with fai - -
rie? ——— Or is it to pre - tend they come from Pa - -

ry! — Well, it's all the same, it's all the same, For
 ree? — Well, it's all the same, it's all the same, For

an - y girl to have an - y old name, if the girl's — all —
 an - y cook to have an - y old name, if she cooks — all —

1 2 & 3.
 right!

ff

4.
 right!

D.S. §

Dance.

The first system of the musical score consists of two staves. The upper staff is in treble clef and the lower staff is in bass clef. The key signature has two sharps (F# and C#). The music begins with a forte (*ff*) dynamic marking. The upper staff contains a series of eighth-note chords, while the lower staff features a steady eighth-note bass line.

The second system continues the piece with two staves. The upper staff shows a melodic line with eighth and sixteenth notes, and the lower staff continues the eighth-note bass line.

The third system consists of two staves, maintaining the eighth-note bass line in the lower staff and the melodic accompaniment in the upper staff.

The first ending is marked with a '1.' above the treble staff. It features a series of chords in the upper staff and a corresponding bass line in the lower staff.

The second ending is marked with a '2.' above the treble staff. It provides an alternative melodic and harmonic conclusion to the piece.

The final system of the piece consists of two staves. The upper staff has a melodic line with some rests, and the lower staff has a bass line. A forte (*ff*) dynamic marking is present at the beginning of this system.

First system of musical notation, consisting of a treble and bass staff. The treble staff features a melody with eighth and sixteenth notes, while the bass staff provides a harmonic accompaniment with chords and moving lines.

Second system of musical notation, continuing the piece. The treble staff shows a melodic line with some rests, and the bass staff continues the accompaniment with sustained notes and chords.

Third system of musical notation. The treble staff has a more active melodic line with sixteenth-note patterns, and the bass staff maintains a steady accompaniment.

Fourth system of musical notation. The treble staff features a melodic line with some grace notes, and the bass staff includes a flat sign (b) on a note.

Fifth system of musical notation. The treble staff has a melodic line with eighth notes, and the bass staff features a series of chords in the lower register.

Sixth system of musical notation, the final system on the page. The treble staff concludes with a melodic phrase, and the bass staff provides a final accompaniment.

F. D. & H. 186 -8

TRY THIS ON YOUR PIANO

My Irish Rosie.

Words by
W^m JEROME.

Music by
JEAN SCHWARTZ.

4

Refrain.

Ro - sie my Ro - sie, My I - rish Ro - sie,

p f

Come out love and spoon.

May - time is play - time come have a gay time,

Un - der the young May moon.

cresc.

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