

Where Are The Boys?

Marilyn

Music, Lyrics & Arr: Grant Martin

cue (Marilyn stands in front of her mirror).

'Please Stop Smiling' $\text{♩} = \text{c.82}$

First system of the musical score for 'Please Stop Smiling'. It features a piano introduction in D major, 4/4 time. The piano part begins with a clarinet (clt) playing a melody of eighth notes, marked *mp*. The music transitions to a mezzo-forte (*mf*) section with chords in the right hand and a single note in the left hand.

Second system of the musical score. It continues the piano introduction, showing measures 5 through 7. The piano part includes chords marked [+tri] and a trumpet (tpt) entry marked *mp* in measure 7. The system concludes with a double bar line and repeat signs.

Dreamy/Rubato $\text{♩} = \text{c.115}$

Third system of the musical score, starting with measure 9. It is marked *poco rit.* and features a xylophone (xylo) part. The vocal line for Marilyn enters with the lyrics 'Where are the boys? I'm'. The piano accompaniment includes chords marked [stgs/acc.] and a 'C' time signature change to common time.

2
72

Where Are The Boys?

Measures 12-14 of the song. The vocal line starts with a treble clef and a key signature of one sharp (F#). The lyrics are: "told I should ex - pect 'em, — may - be they've not been let out? [+tri]". The piano accompaniment is in bass clef. Chords are indicated below the staff: C#dim (measure 12), Dm (measure 13), Bb/D (measure 13), Dm6 [b.clt] (measure 14), and G7 (measure 14). There are triplets in measures 13 and 14.

told I should ex - pect 'em, — may - be they've not been let out? [+tri]

C#dim Dm Bb/D Dm6 [b.clt] G7

15

Measures 15-17 of the song. The vocal line continues with the lyrics: "Where are the boys? A girl wants to in - spect 'em, — see what the fuss is a - bout.". The piano accompaniment continues with chords: Dm (measure 15), Bb/D (measure 15), G7 (measure 16), C(add9) (measure 17), and C (measure 17). There is a triplet in measure 17.

Where are the boys? A girl wants to in - spect 'em, — see what the fuss is a - bout.

Dm Bb/D G7 C(add9) C

18

Measures 18-20 of the song. The vocal line continues with the lyrics: "— A bar- rage of boys que - uing — round the block". The piano accompaniment continues with chords: Gm7 (measure 18), C7 (measure 18), Fmaj7 (measure 19), F7 (measure 19), B7 (measure 20), and E7(b9) (measure 20). There is a triplet in measure 20.

— A bar- rage of boys que - uing — round the block

Gm7 C7 Fmaj7 F7 B7 E7(b9)

21

a tempo

Measures 21-23 of the song. The vocal line continues with the lyrics: "just to catch a lit - tle glimpse of what this girl has got. I hear their hor - mones are ra - ging, so". The piano accompaniment continues with chords: Am (measure 21), Am(maj7) (measure 21), D11 (measure 22), D9 (measure 22), Gm (measure 23), and G/F (measure 23). There is a triplet in measure 21.

just to catch a lit - tle glimpse of what this girl has got. I hear their hor - mones are ra - ging, so

Am Am(maj7) D11 D9 Gm G/F

Where Are The Boys?

3

24

why arn't they ram - pa - ging to - wards my door that ne - ver knocks.

C/E Eb7 D7 [W.B]

Lightly swung ♩ = c.140

27

[xylo/acc.] *p*

p C7(b5) G7#9(b13) C7(b5) Db9 C7(b5) G7#9(b13) C7(b5) Db9

31

[+flt] *mf*

C7(b5) G7#9(b13) C7(b5) Db9 C7(b5) G7#9(b13) C7(b5) Db9

35

Where are the boys? A cu - ri - ous fix - a - tion to sam - ple be - fore I am

mf C7 C#dim7 Dm Bb/D

4
38

Where Are The Boys?

dead. Drea-ming of boys — who'll give an ed - u - ca - tion and

Dm6 3 A7/C# [acc.] Dm Bb/D Dm6 G7 G9

41

an - swer the thoughts in my head. I mean, all that I hear...

C7 Gm7 C7(#5) F maj7 F7

44

what's a girl to think? Can you tie it — in a knot? And in wa - ter — does it sink?

B7(b9) E7 A m A m(maj7) A m7 [tpt]

47

Do they feel it hang-ing there, flap-ping a-bout with-out a care? And when it's cold I'm told it - 'll shrink!

G m G/F C/E Eb7 D7

Where Are The Boys?
Pushing ahead ♩ = c.145

5

50 51

And does it rea - lly have a mind of it's own? And how

G13 Db7(b5) D9 G6

[clt]

53 3

— is it sup-posed to fit when it's ful - ly grown? God on - ly knows what's a load, and

E7

56 3 3

how it is blown. I'm see - king cla - ri - ty — on the male — en - ty - ty

A m A/G D/F# F7

59 61

be - fore I die a - lone. — But talk - ing to boys —

E7 A7(b13) Eb9 D7

62

Where Are The Boys?

gets you in a mud-dle, I freeze and de - va - sta - tion un - furls!

D#dim7 Em Em6 B 7/D#

65

Is there a boy — who on - ly wants to cud - dle, and sees past the pop - u - lar girls?

Em C/E Em6 A9 D7

68

69

One av - 'rage boy, — sex - u - ally re - pressed, who

Am7 Ab9 G7 C#7 F#7(b9)

71

has - n't kissed a girl, and is yet to — touch a breast. A kind - ly face, a strong em - brace,

Bm Bm(maj7) D/E [drm] Am A7/G

Where Are The Boys?

7

74

hap - py to stop at — se - cond base. Oh, where are the boys?

74

D/F# F7 E7 A 7(b5) E 7#9(b13)

77

Why do I care that they e - ven ex - ist!? Be gone!

77

A 7(b5) Eb9 D9 Ab13 G13

80

— There's more to life than an ad - ven - tu - rous tryst. They used to smell but fuck - ing hell, I

80

[tri] E [+alt] F#m7

83

now can't re - sist. The thought of be - ing kissed, pur - sued and wooed, you — get the gist..

83

G dim7 E/G# Am A 7/G D/F# F7

8
86

Where Are The Boys?

I've no de-man-ding list! I'll per-sist for a re-gu-lar boy. — A

86 F#7b9(#11) *f* D9(b5) C7

89

weir-do or a lo-ser. A geek, or a creep, a re-cluse!

89 *mf* C#dim Dm Bb/D Dm6 A7/C#

92

Sure-ly one boy — some-where — would say "I choose her" and put my frus-tra-tions to use.

92 Dm Bb/D Dm6 G7 G9 C7

E7

95

One de-cent boy — in search of — some-thing real. Who's

95 Gm7³ C7(b13) Fmaj7 F7 B7(b9) E7

98

3 3

gen-er-ous, con-sid-er-ate.. I kid my-self, but still. A boy who'll a-maze and whose gaze

Am Am(maj7) Am7 Gm G/F

101

3 3 *poco rit.*

— makes me weak at the knees. Oh for -

C/E A7 Dm Dm6 G11 G9(#11)

Slower ♩ = c.120

104

3 3 3

get a-bout boys, Mar-i-lyn. Boys are a waste! Give up on boys, Mar-i-lyn. Your

F/C Bbmaj9 F/A

107

rit. ♩ = c.100 (straight) 3

time is mis-placed. There's not a boy who looks at you and likes what he

D9 F/G *rit.* G6 Bb/C A7/C#

110

secs. _____

110

(Eb9 Arp)

Dm

Eb9

I'm

Majestic ♩ = c.100

poco rit.

Faster ♩ = c.140

112

gi - ving up boys. —

Though let's not act in

112

[alt]

F/C

F 7/C

Ab/C

C 7

115

haste.

115

F 7(b5)

C 7#9(b13)

F 13(#11)