

six characters in search of a stage

Opera da camera
by **Edward Lambert**

from the play by Luigi Pirandello

Vocal Score

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adapted by the composer from the play by Pirandello

After its first performance in 1921, Pirandello's masterpiece *Six Characters In Search Of An Author* soon became a cult work. Its originality lay in its inherent 'theatricalism', (as the movement became known), in which the stage was once more exploited for its illusionary qualities rather than its resemblance to real life, a reaction to the realist style of theatre prevalent at the time. *Six Characters* was adopted also by the surrealists. Logic is indeed suspended since the plot is largely a narration of things that have happened: yet these things are re-enacted before our eyes, with results that are absurd.

The torments that afflict the Characters are lived through as they re-enact them. They know of no other existence, since this is their only life and they are trapped in their story. This is a play about a play, a self-referential examination of the processes of the stage. In the final act of the play the Characters describe their attempts to make their creator complete the drama and put them on the stage: they feel without it they are denied the life they deserve, that is, to live as characters in a masterpiece that will give them immortality. There is something of the *commedia dell'arte* in them and they are being manipulated like puppets. At the same time, their story is one of high drama with a passionate, Italian hue and it would not be out of place in an *opera seria*, which is where, it is supposed, the opera's cast has come from: the Characters need, above all, to sing.

Resumé

A **Director** is waiting in an empty theatre for the cast of a modern work he evidently does not really understand. Six Characters dressed in period costumes suddenly appear and insist on telling the Director their story which they re-enact it for his benefit as they go along. The **Father**, a gentleman of some wealth and learning, had a wife, the **Mother** with whom he had a **Son**, now a taciturn young man. The Mother, however, ran off with a lover a long time ago and abandoned them both.

There is with the group an attractive young woman; this is the **Daughter** of the Mother and Father who was born after the Mother had moved away. There are two children (silent roles) with the group, a **Boy** of about fourteen, the son of the Mother and her lover, and a young **Girl**, not much more than a toddler, who is the Daughter's child by an unknown partner.

The lover has recently died and now in mourning and destitute, the Mother has sought work from **Madame Pace**, the manager of a business which fronts as a fashion-house but which is also a brothel. Madame Pace is not one of the Six Characters and her appearance defies logic. But she is central to the plot - so she is there - and she is the only character who clearly enjoys her role. She is played by the singer doubling the role of the Son.

The Mother is unaware that Madame Pace has begun to arrange clients for her Daughter and it is the Daughter's earnings which are keeping them alive. One day, the Father approaches Madame for sex and is introduced to the Daughter; neither knows the other since they have lived apart. The Mother bursts in and interrupts them and the situation horrifies them all: the Daughter has been exploited, the Father shamed, and the Mother is tormented with guilt.

The Characters go on to explain that the family came back to live with the Father and the strains of the various relationships came to a head when... playing in the garden... by this time the Characters are traumatised by re-living the events as they recall them. The distinction between the narration of their story and their attempts to stage it for the Director has broken down. Everything now depends on the Son: unwilling to play his part in the drama, it takes much persuasion to get him to relate his discovery of the little Girl drowning in the fountain. As he does so, the others re-create the scene.

The Girl is indeed found dead in the fountain which the Director has provided for them. The others turn, horrified, to see the Boy - who has been watching from his hiding place - shoot himself with a revolver he has found. Carrying the two dead children, the Mother and Father are left together with the Son they started out with all those years ago, while the Daughter makes her escape into the world alone.

The Director was beginning to feel involved in the drama but suddenly finds the cast has evaporated and he is left to clear up the mess.

CAST

AN OPERA DIRECTOR - baritone

Characters from an opera:

THE FATHER - *a gentleman of wealth and learning* - **bass**

THE MOTHER - *his (ex-)wife, a simple-hearted lady* - **mezzo-soprano**

THE SON - *a taciturn young man* - **tenor**

THE DAUGHTER - *an attractive young woman* - **soprano**

MADAME PACE - *a fashion designer & pimp* - **tenor**

THE BOY - *teenaged child of the mother by another partner* - **(silent role)**

THE GIRL - *the daughter's young child* - **(silent role)**

[The two tenor roles to be played by the same singer]

INSTRUMENTS

Clarinet 1: Bb clarinet, Eb clarinet

Clarinet 2: Bb clarinet, bass clarinet in Bb

Viola

Cello

Piano

The score is written in C

Metronome marks are approximate

Scene: an empty theatre or rehearsal space

Duration: about 55 minutes

The vocal score (Klavierauszug) contains a piano reduction for rehearsal purposes

There is also a performing version for solo clarinet (doubling bass and Eb clarinets) and piano

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six characters in search of a stage

Edward Lambert

Overture: the Director

$\text{♩} = 132$



1/6 $\text{♩} = 80$ **Director** *Entering, searching for a switch*

Dir. There must be a light some-where. Where, where is e-very-one?

recitative *p* *f*

The lights suddenly come on *Consulting a script, then giving up.*

Dir. Am I in the right place? Ah! I must get this right...

p *p*

1/13

♩. = 120

Dir.

Why, why, why must I, must I, why must I,

Dir.

why must I _____ di - rect these mo - dern works, _____

Dir.

these mo - dern works, why must I, must I, di - rect these mo - dern works, why, where no - bo - dy

Dir.

un - der - stands, no - bo - dy, no - bo - dy un - der - stands, un - der - stands a thing, _____

Dir. 

un - der - stands a thing, no - bo - dy un - der - stands, a

1/42

Dir. 

thing? Each per -

p

2/2

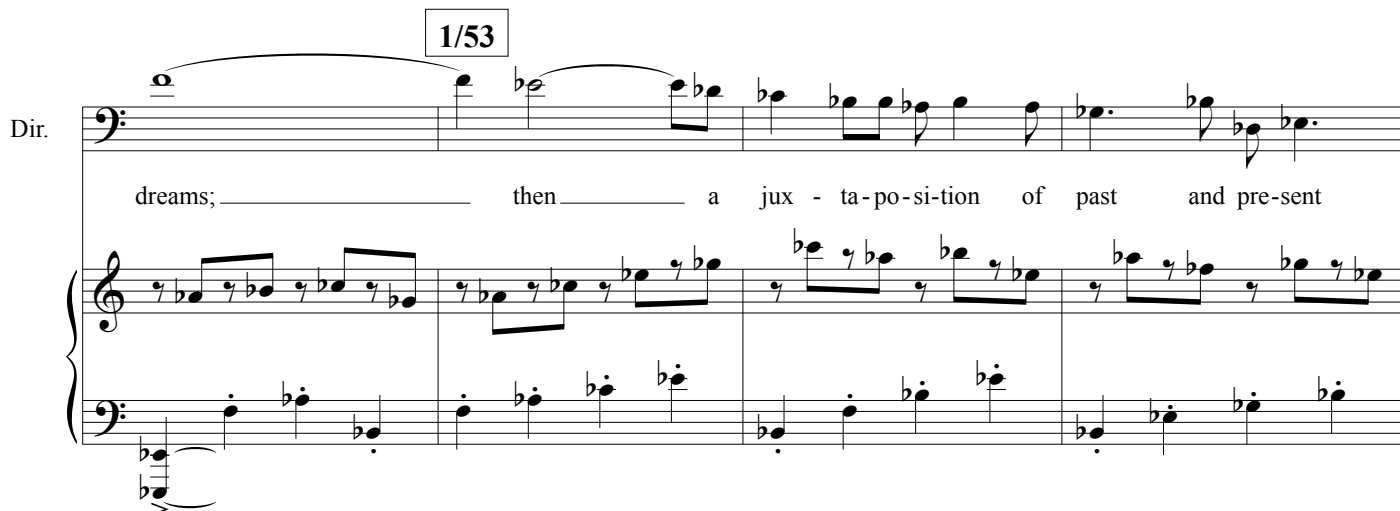
Dir. 

so - na pro - jects a re - flec - tion of its own pup - pe -

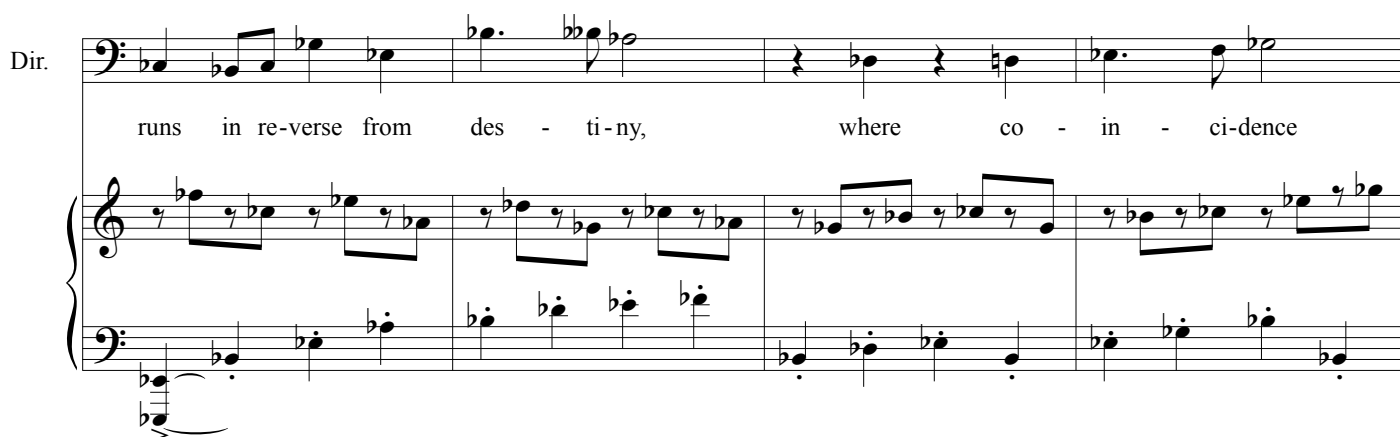
Dir. 

teer through in - ver - ting mir - rors and pris - ma - tic

1/53

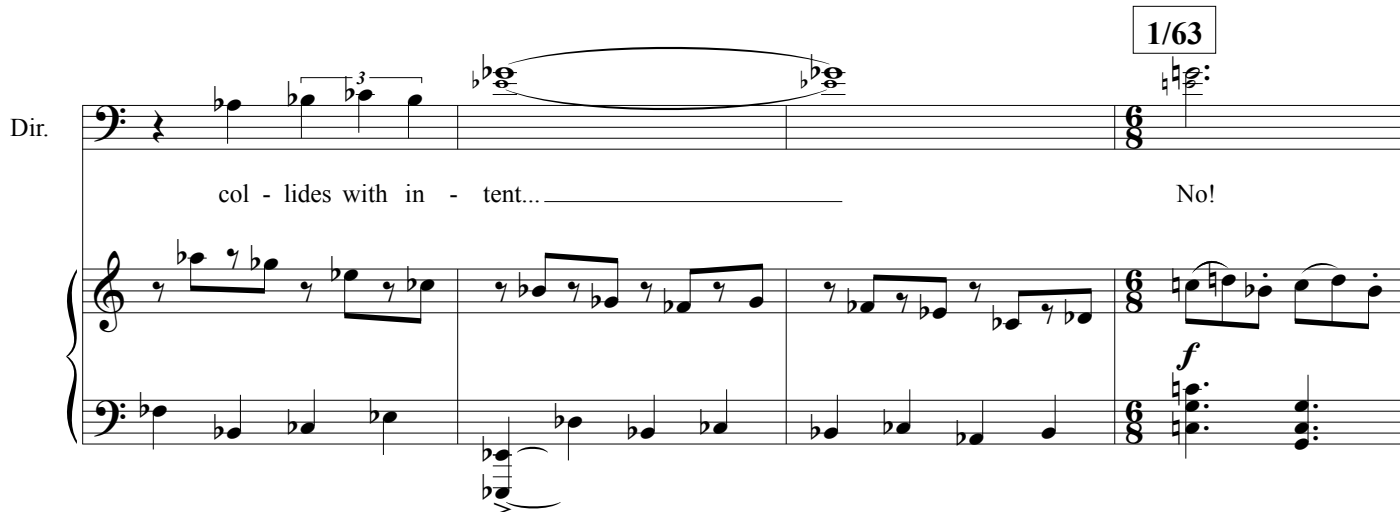
Dir. 

dreams; _____ then _____ a jux - ta-po-si-tion of past and pre-sent

Dir. 

runs in re-verse from des - ti-ny, where co - in - ci-dence

1/63

Dir. 

col - lides with in - tent... _____ No!

Dir. 

I just don't get it, get it, don't

Dir.

get it, don't get it, get it, get it! No! It's sure to fail glo-rious-ly what-

Dir.

e-ver it is, what - e - ver it is, sure to fail glo - rious - ly...

1/80

Dir.

Or will it draw the crowds-be - cause, be-cause it's

1/88

Dir.

so ob-scure, be-cause it's so ob - scure? What do I care? Just get

Dir.

on with the job! What do I care? Just get on with the job!

The Six Characters have entered.

Dir.

fa la fa la fa la, la fa fa, la fa fa, fa fa fa la!

**Part 1: the Characters explain
the background to their story**

1/98

Director *Seeing how the Characters are costumed*

Who on earth are you? I think you've come to the

Father

Ex - cuse me...

Dir. wrong place.

F. We are sear-ching, sear - ching for a



Dir. Well, there are plen - ty of thea - tres a-round! Which play — are you in?

F. stage.



1/104

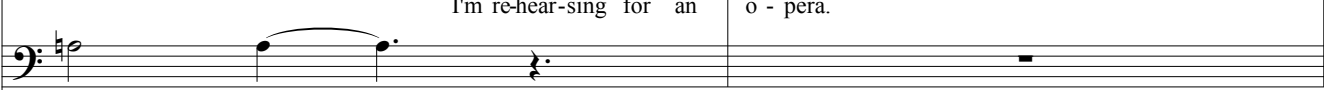
F. If you please, we would show you our —



Daughter

D. 

Dir. 

F. 

dra - ma. _____

Ours _____ is far _____

I'm re-hear-sing for an o - pera.

f

D. 

Dir. 

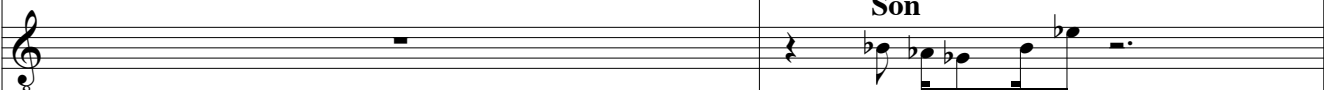
su - pe - - - rior!

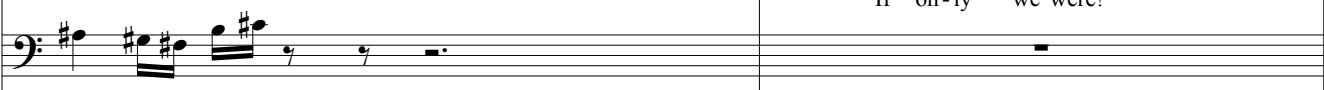
Are you

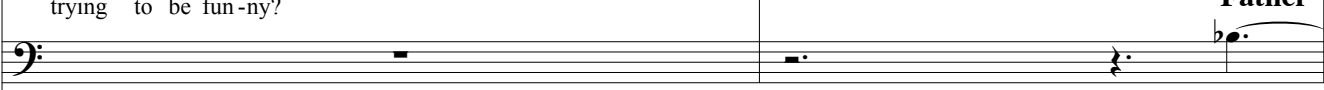
f

Mother

M. 

S. 

Dir. 

F. 

Not at all.

trying to be fun-ny?

Son

If on-ly we were!

Father

Life _____

p



1/112



F.

is, life is brim - full of ab -

F.

sur - di-ties: so strange, they ap-pear im - plau - si-ble, but they are

Director

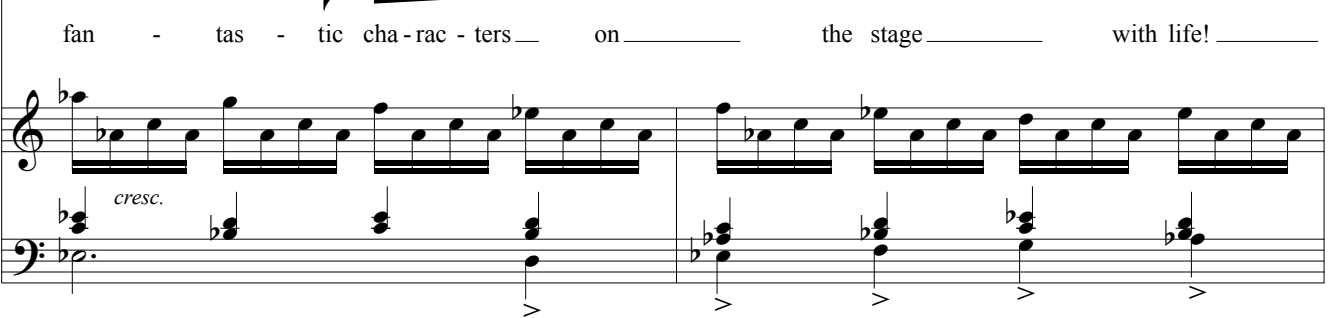
Dir.

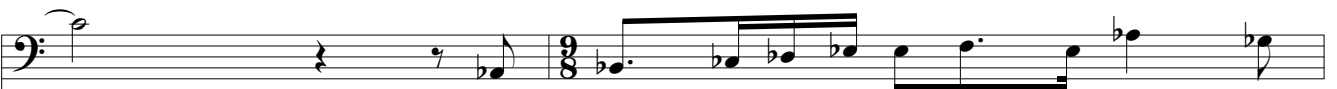
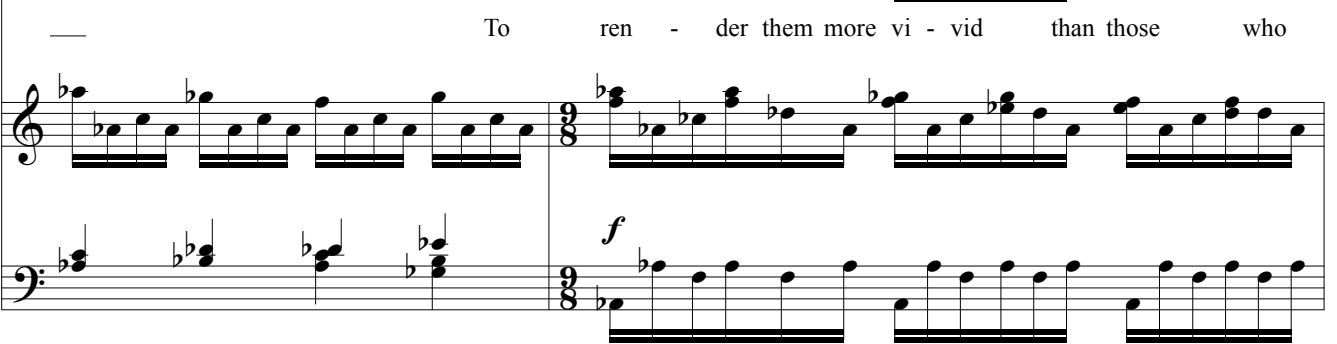
What on earth are you talk - ing

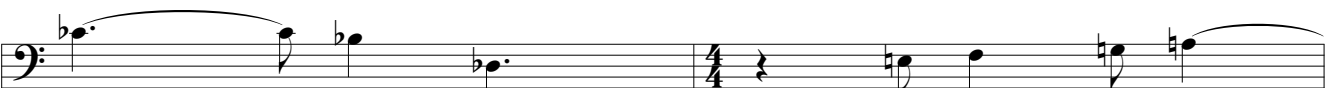
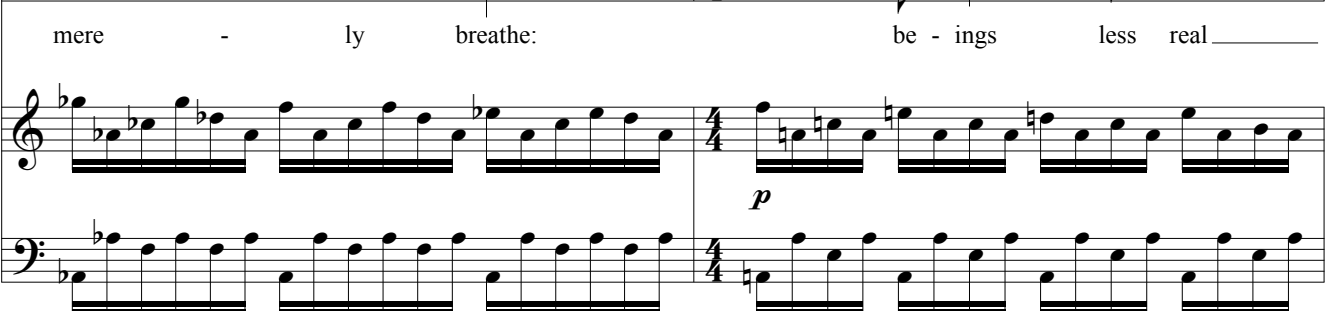
ge-nu-ine, they are ve-ri - di - cal.

Dir. 
 — a-bout?
 F. 
 What is your mis-sion, good sir? To — im - bue —


1/121

F. 
 fan - tas - tic cha - rac - ters — on — the stage — with life! —


F. 
 — To ren - der them more vi - vid than those who


F. 
 mere - ly breathe: be - ings less real —


F. — but — more true!

F. — More

F. true to life —

1/134 ♩ = 52

F. — than life — it - self. You forge a cha-rac-ter, but we were

F.

born, we were born dra - ma - tis per - so -

Director *accel.*

Dir.

Born cha - rac-ters, in a dra - ma?

F.

nae! In deed, a most in-teres-ting cast in an o -

Daughter

1/140 $\text{♩} = 63$

D.

...an o - pera, born to

F.

- - pera... we were born to sing,

D. sing, **Mother** we _____ will sing now, we _____ will sing,

M. an o - pera, an o - pera we _____ will

F. we were born _____ to sing!

1/145

D. will _____ sing!

M. sing!

S. **Son** Not I!

F. **Father** Who-so - e - ver is born a cha -

F. - rac - ter can - not die, for though a wri - ter will die,

F. his cre - a - - - - tions are im -

1/150

♩. = 69

Daughter

D. Like we are... as cha -

F. mor - tal: we are come to live like them:

D. - - - rac - ters... in this dra - ma, in this dra -

F. for e - ter - ni - ty. Hear our voi - - -

D. ma, now, in this dra - ma, now!

F. - - ces, hear our voi - - - ces!

1/156

D. *takes the GIRL by the hand*

Then... at a cer-tain mo-ment... when this lit-tle dar - ling here...

D. Is she not love - ly? When this child is ta - ken from me; and this

seizing hold of the BOY

im-be-cile here does the most stu-pid of things like the fool he is, then I shall es-cape.

1/167

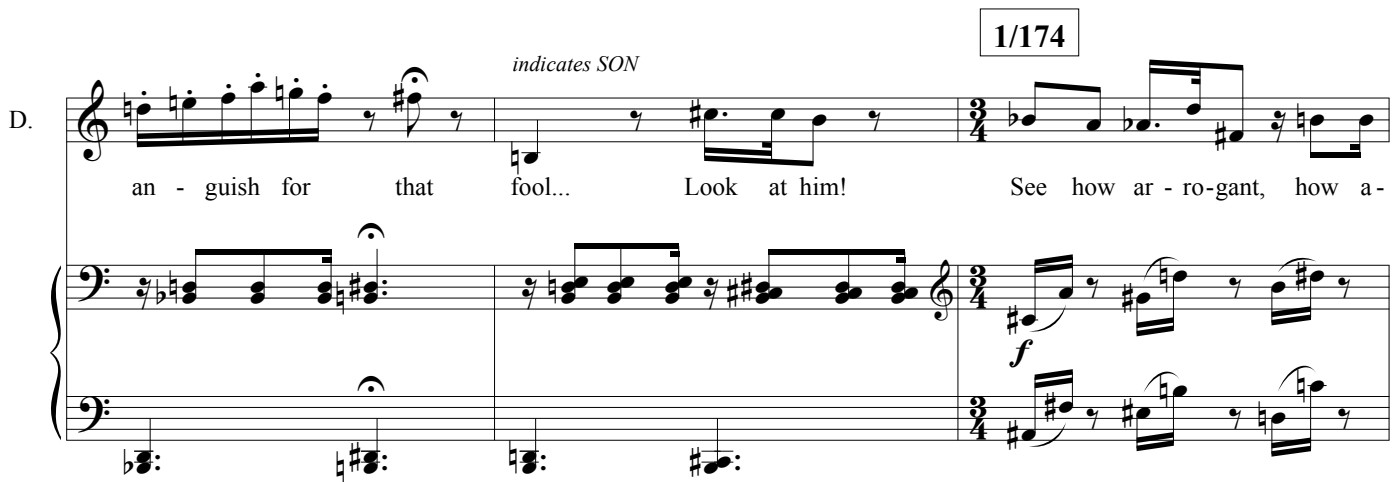
D. But the mo-ment is not yet ar-rived. Af - ter — what has oc -

indicates FATHER

D. 

curred be-tween us I will no lon-ger stay here, to wit - ness this mo - ther's

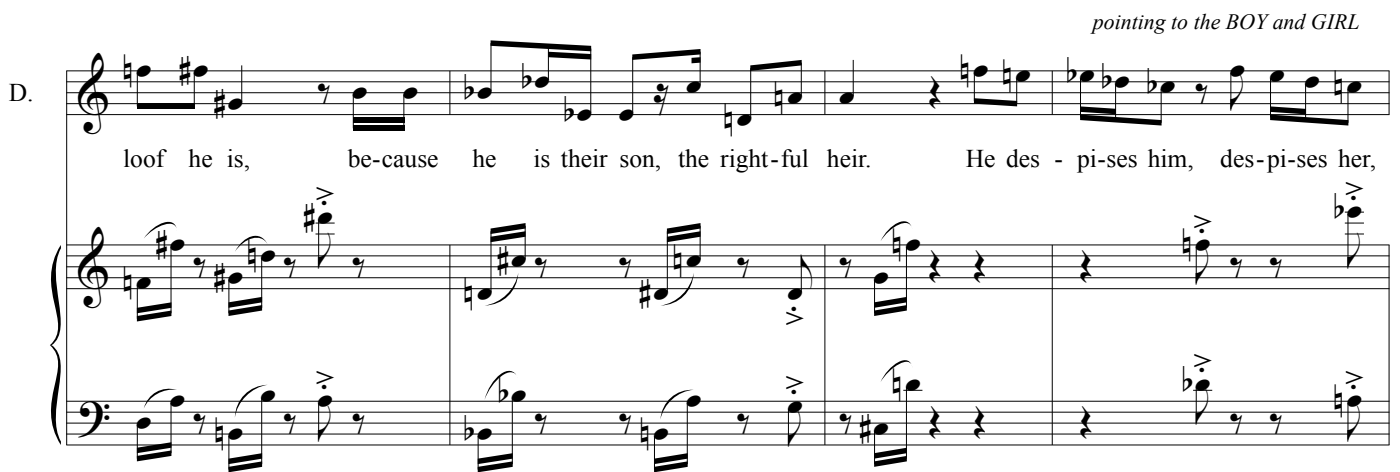
indicates SON

D. 

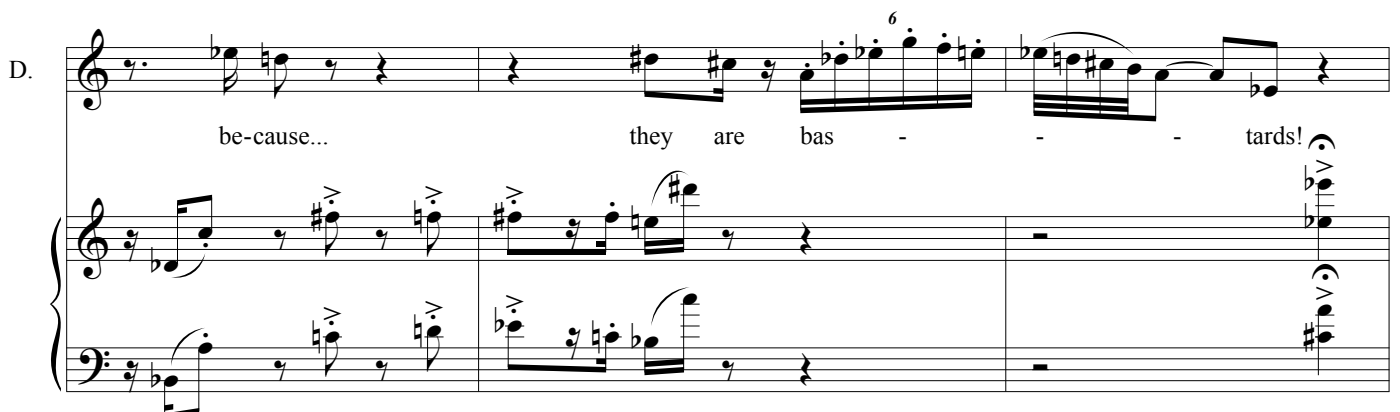
an - guish for that fool... Look at him! See how ar - ro-gant, how a -

1/174

pointing to the BOY and GIRL

D. 

loof he is, be-cause he is their son, the right-ful heir. He des - pi-ses him, des-pi-ses her,

D. 

be-cause... they are bas - - tards!

1/182

D. He des-pi-ses me be-cause...

M. **Mother** *to the DIRECTOR, in anguish... then becoming faint*
In the name of these two lit-tle chil-dren, I beg you... Oh God!

p

1/186

♩ = 76

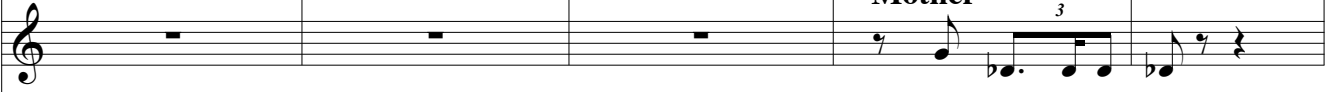
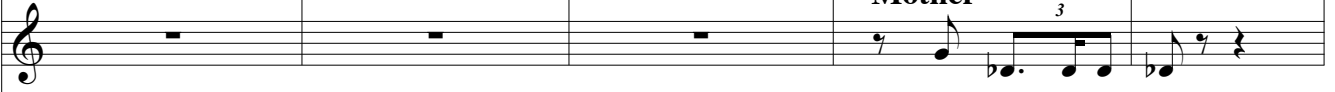
Dir. **Director**
This has dra - ma-tic po-ten-tial! Is this la - dy your wife?

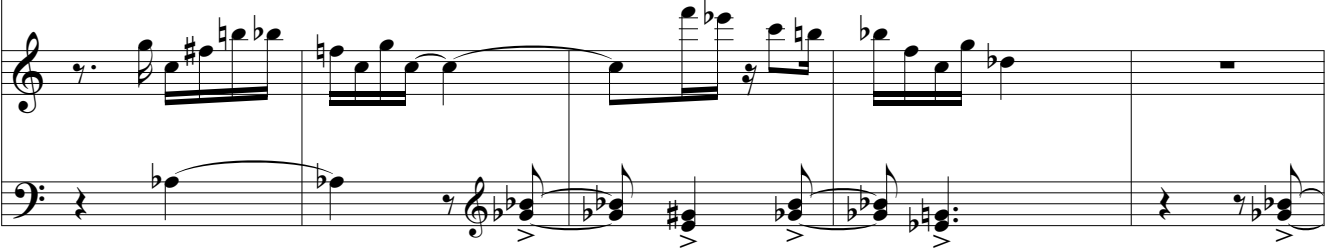
Daughter

D. She tor-tures her - self, des - troys her-self be-cause she a-

F. **Father**
Yes, my wife!

D.  ban-doned her son, then two _ years old.

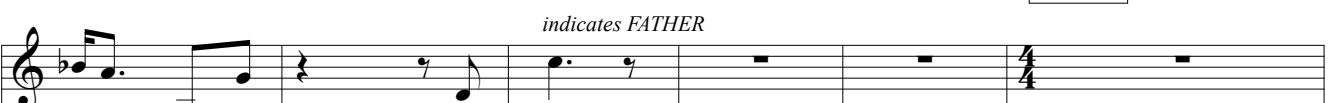
M.  **Mother**  ³
He forced me to leave!



M.  ³ I left _____ my home, my fa - mily through no fault ____ of mine, nor from



1/213

M.  a-ny pas - sion. Ask him! *indicates FATHER*

F.  **Father**
It _____ is

 *f* *p*

1/223

Father*indicates MOTHER*

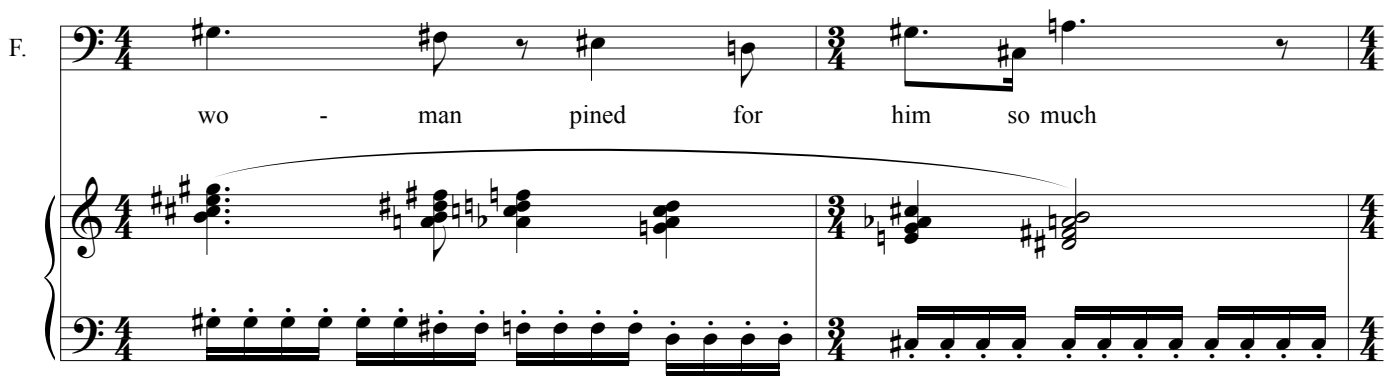
F. 

We had a ser-vant who grew close to her. They were _____ kin - dred spi - rits.

p

F. 

I dis-missed him, sent him a - way; but this poor

F. 

wo - man pined for him so much

1/230

F. 

I could live with her no lon - ger, not so much for the bore - dom

f

1/234

♩ = 48

F. she in - spired in me as for the pi-ty — I felt for her. —

pp

M. Mother

F. And so — he turned me out...

pp

M.

F. I sent her — to her lo - ver... to re-lease us — both. —

pp

1/244

**Director**

Dir. Well, if you've fi - nished I must re - hearse.

p

Father

F. This — is, this — is on - ly the in - tro - duc - tion: the

1/253

F. real dra - ma — is im - mi - nent, some - thing com - plex, most — in - te - res - ting.

Son
contemptuously

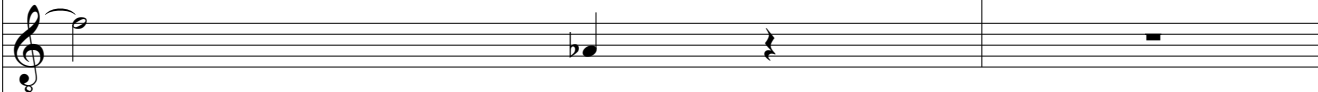
S. Great art, great art, great

Dir. This is all ra - ther dis - cur - sive, you know!

Daughter

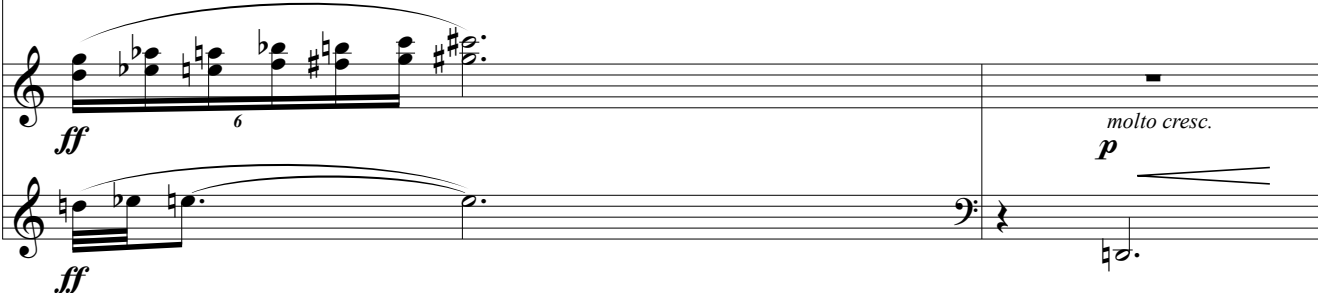
1/258

D. 

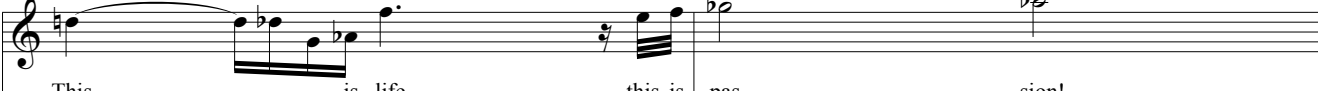
S. 

Art in - deed!

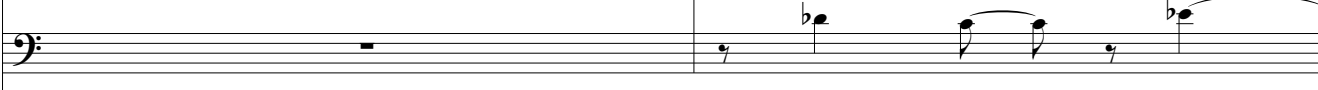
art!



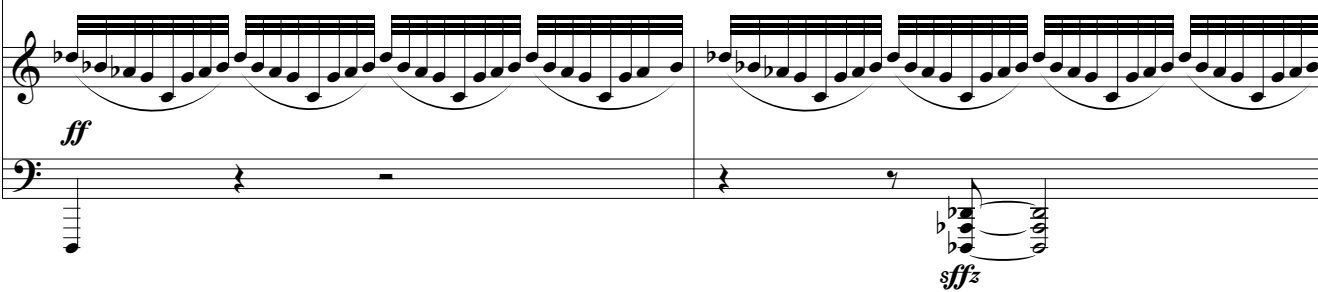
ff *molto cresc.* *p*

D. 

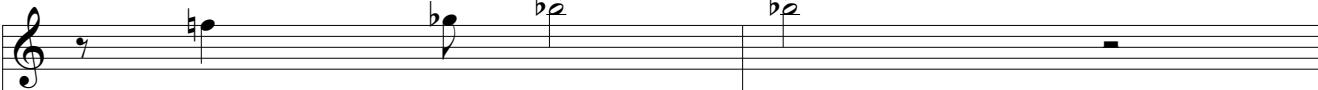
This _____ is life, this is pas - Director - sion!

Dir. 

You need _____ words _____



ff *ffz*

D. 

This is lust! _____

Dir. 

_____ to be sung! _____



ff

Father*rit.*

F.

Words! The root of trou - ble.

1/266

♩ = 60

F.

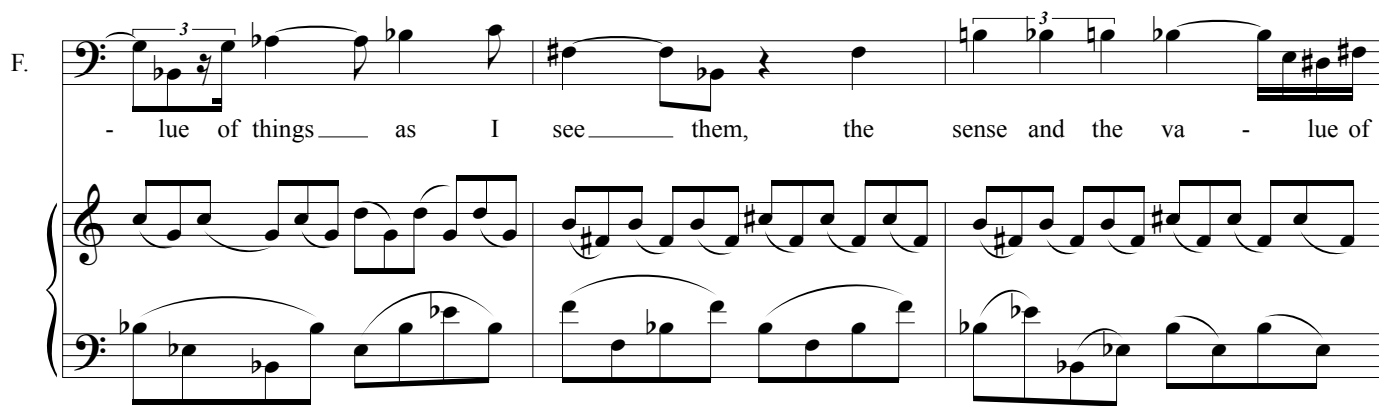
With-in _____ each of us _____ with-in _____

F.

_____ each of us lies _____ a u - nique world: in-to

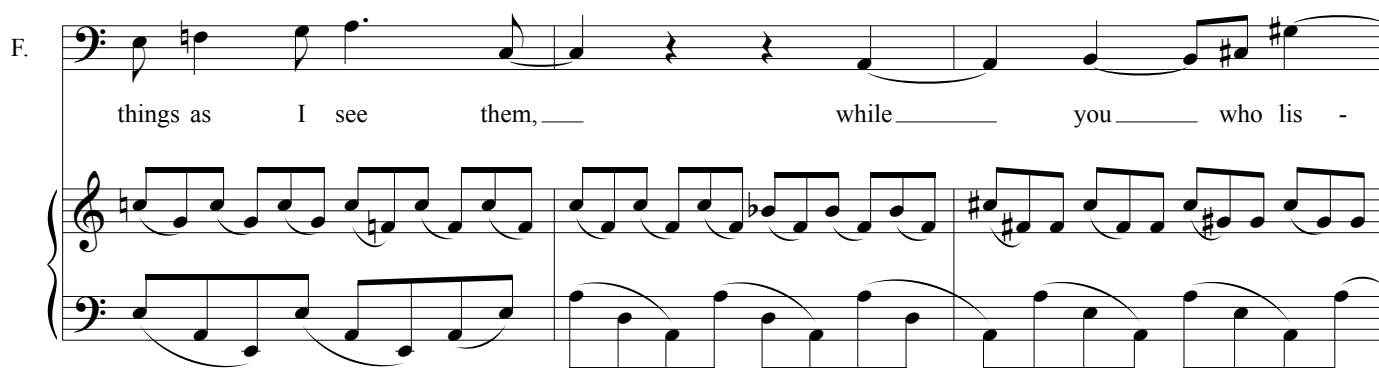
F.

words _____ that I ut - ter _____ I in-stil _____ the sense _____ and the va -

F. 

- lue of things as I see them, the sense and the va - lue of

1/278

F. 

things as I see them, while you who lis -

F. 

- ten trans - late them each in his own way.

Director 

Yes, in o pera you need to sing!

F. 

Yes, in o pera you need to sing!

1/287

♩ = 48

Dir. *But please come to the point!*

F. *I was im-pelled by my mi-sera-ble flesh*

p

F. *Not old e-nough to do _____ with-out a wo-man, and _____ not young e-nough to seek _____ one*

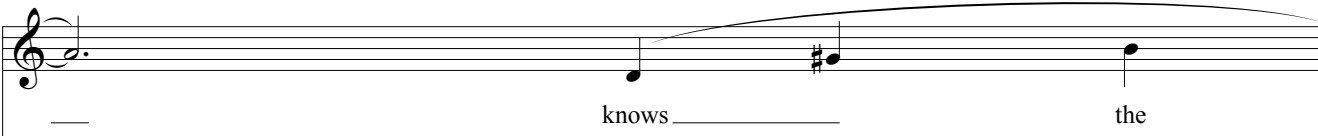
1/295

♩ = 60

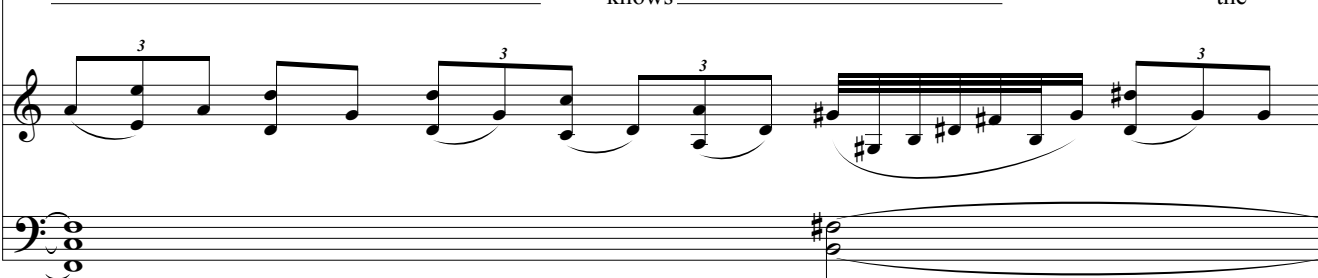
M. *Mother*

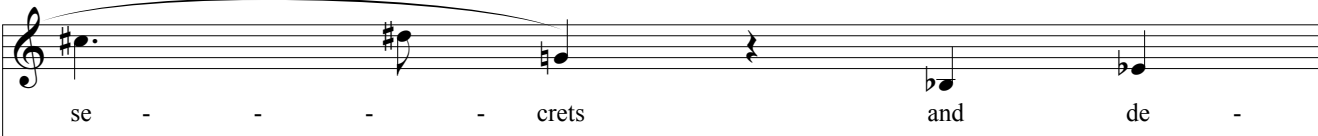
F. *with-out shame _____ E _____ very - one _____*

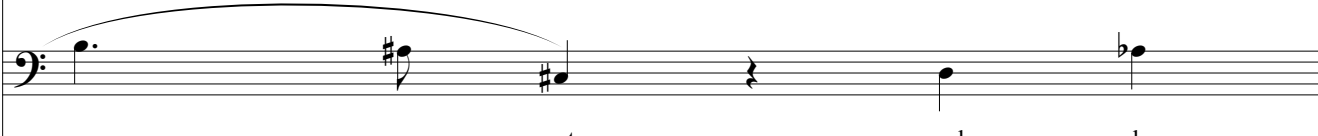
p *f*

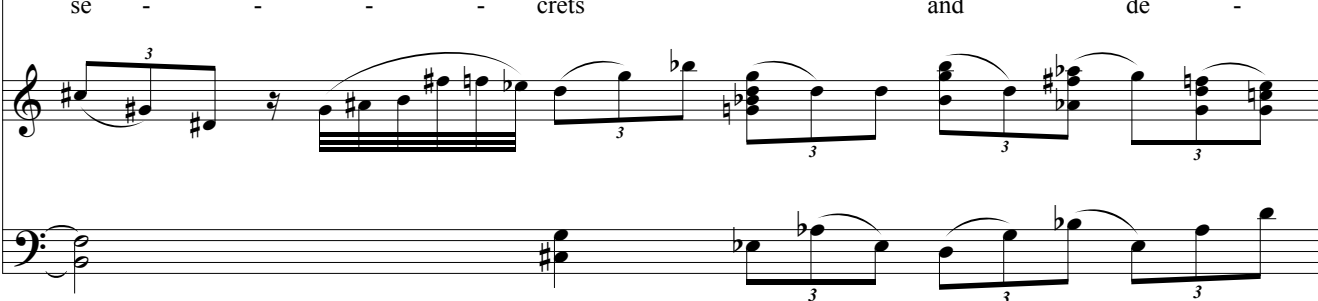
M. 
knows the

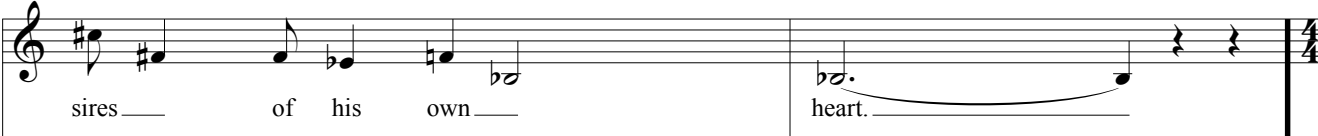
F. 
knows the

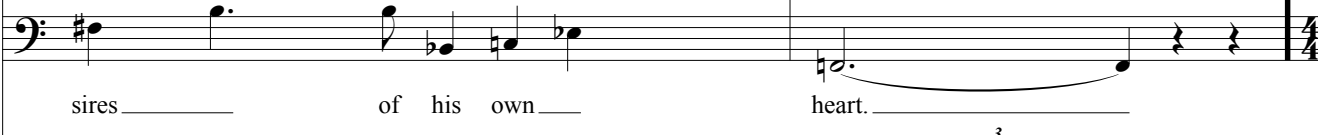


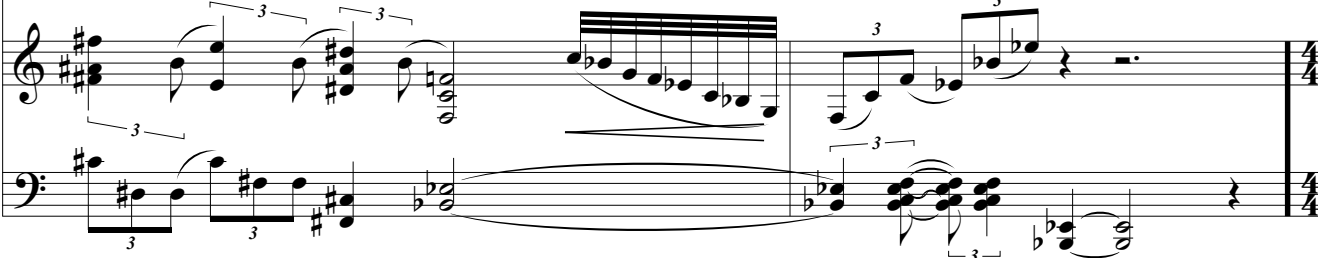
M. 
se - - - crets and de -

F. 
se - - - crets and de -



M. 
sires of his own heart.

F. 
sires of his own heart.



1/300

 $\text{♩} = 138$

F.

I had not seen them for

F.

ma - ny years. I did not

F.

know, af - ter the death of her lo - ver, that

F.

they were de - sti - tute; I did not know

indicates MOTHER

F. 

1/315

Daughter

D. 

F. 

D. 

D. high - est class! **Mother**

M. It ne - ver en - tered my mind that

M. she might a - buse _____ my daugh - ter.

1/326
(♩=♩) **Daughter**

D. Poor _____ in - no - cent mam -

D. ma, _____ poor _____

D.

in - no - cent mam-ma! _____

1/331

D.

She thought Ma - dame was

D.

pay-ing her, yet it was I who pro - vi-ded for us

D.

with my hard - won ear - nings.

1/339

D.

She be - lieved _____ she was sa - cri -

D.

fi - cing _____ her self for me and _____ these _____

D.

chil - dren here, _____ while _____

D.

in _____ re - a - li - ty

1/347

D. 

Ma - dame _____ Pa - ce _____

D. 

had be stowed u - pon me... lu -

D. 

- cra - - - tive _____ as - so - - - ci - ates!

Son

S. 

This is vile! _____ Director _____ I _____ get it...

(♩=♩) 1/355

♩. = 44

Dir. **Father** ...one day you

F. One day...

p

Daughter indicates FATHER

D. Yes, we came to - ge - ther: —

Dir. met?

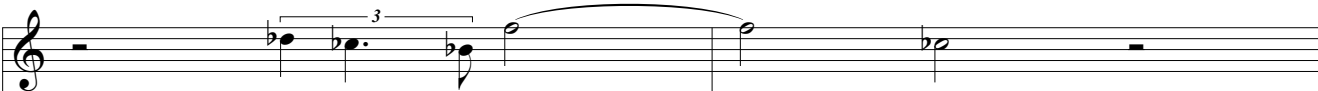
F.

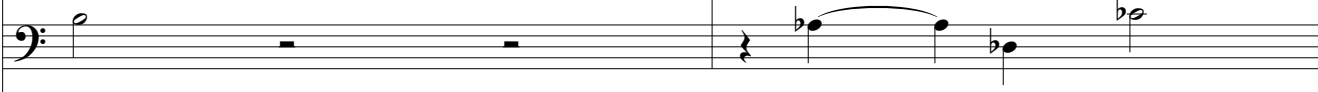
1/363

D. what a sce-na - rio for you! Su-perb!

F. pointing to MOTHER

She ar -

D.  Ra - ther too late!

E.  rived... Just in time!

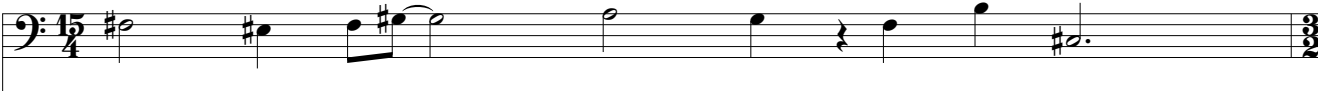


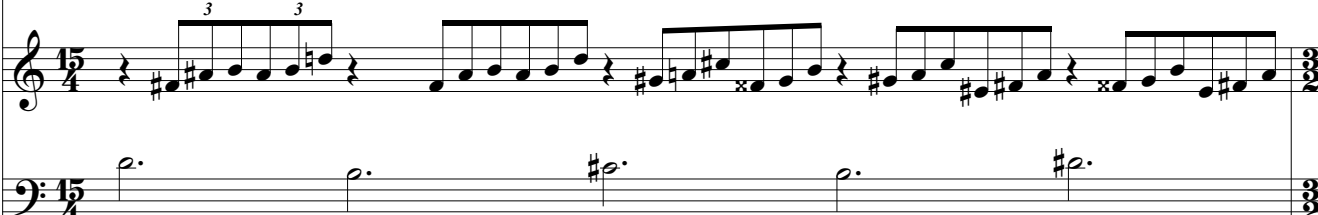
The first system of music features a vocal duet between D. and E. and a piano accompaniment. D. enters with a melodic line in the treble clef, marked with a triplet and a slur. E. enters in the bass clef with a similar melodic line. The piano accompaniment consists of a rhythmic pattern in the right hand and a sustained bass line in the left hand.

E.  You can i - ma-gine now her po-si-tion and mine: she, as you see her, and



The second system continues the vocal duet. E. has a more complex melodic line with triplets and slurs. The piano accompaniment features a more active right hand with eighth notes and a steady bass line.

E.  I who can-not look her in the eye.



The third system shows E. with a melodic line that includes triplets and slurs. The piano accompaniment has a more complex right hand with eighth notes and a steady bass line.

1/369

E.  She sur -



The fourth system features E. with a melodic line that includes triplets and slurs. The piano accompaniment has a more complex right hand with eighth notes and a steady bass line.

F.

prised me in a place where she ought not to have known me; she

F.

saw me in a shame - ful and flee -

F.

- ting mom-ment of my life,

F.

a shame-ful and flee - ting mo-ment of my life.

1/380

F. This system contains the first two measures of the piece. The vocal line (F.) is in bass clef, 2/2 time, with lyrics "Here - af - ter the dra - ma you will per - ceive, ac - quires a tre -". The piano accompaniment (G.) is in treble and bass clefs, 2/2 time, featuring triplet patterns in the right hand and sustained chords in the left hand.

F. This system contains measures 3 and 4. The vocal line continues with lyrics "men - dous va - lue: for I brought them". The piano accompaniment continues with triplet patterns and sustained chords.

F. This system contains measures 5 and 6. The vocal line continues with lyrics "to my house, took them all in.". The piano accompaniment features a more active right hand with triplet patterns and a left hand with sustained chords. A dynamic marking of *f* (forte) is present at the start of measure 5.

1/386

S. This system contains measures 7 and 8. The vocal line (S.) is in treble clef, 6/4 time, with lyrics "indicating SON Leave me a - lone! I". The piano accompaniment (F.) is in bass clef, 6/4 time, with lyrics "But he...". The piano part features a continuous eighth-note pattern in the right hand and sustained chords in the left hand.

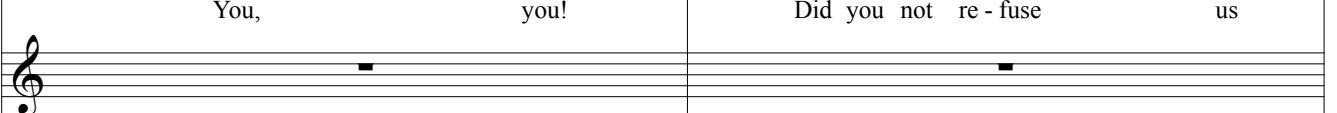
S.  am not part of this!

F.  What?



Daughter *to SON*

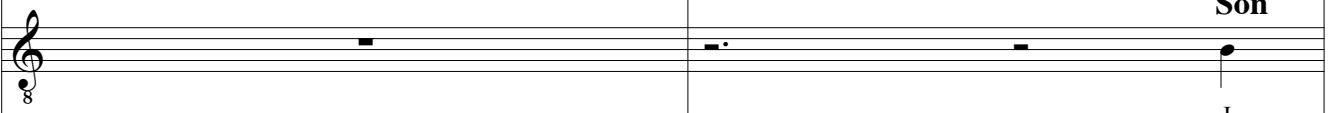
D.  You, you! Did you not re - fuse us

S. 

F.  You de - ny your role?



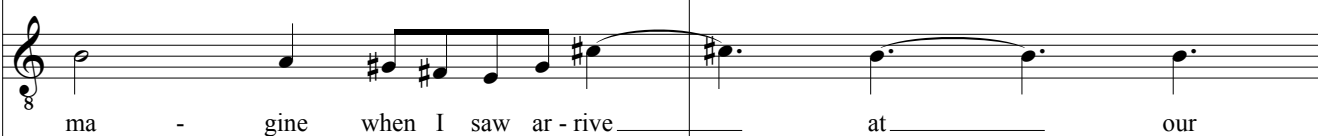
D.  hos - pi - ta - li - ty? **Son**

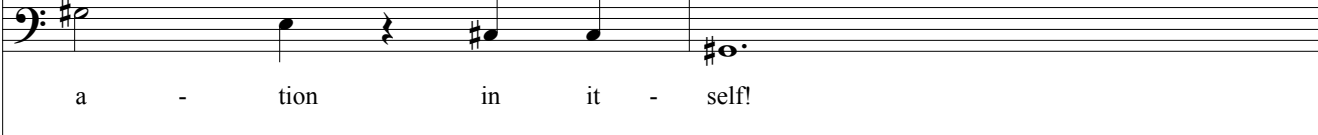
S.  I -

F.  That is a si - tu -



D. 

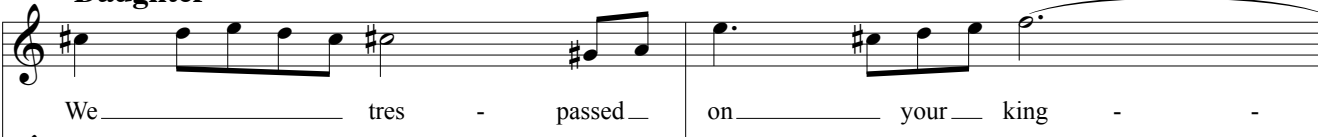
S. 
ma - gine when I saw ar - rive at our

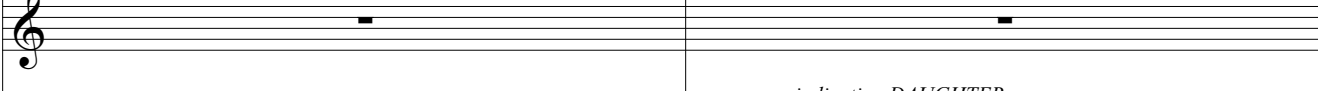
F. 
a - tion in it - self!

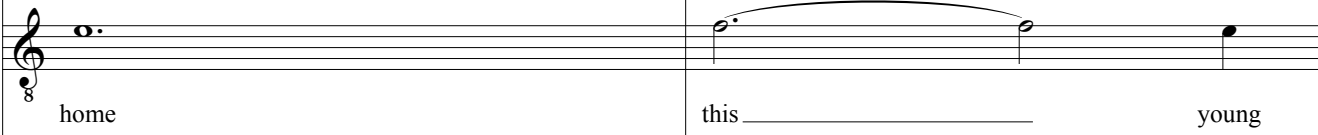


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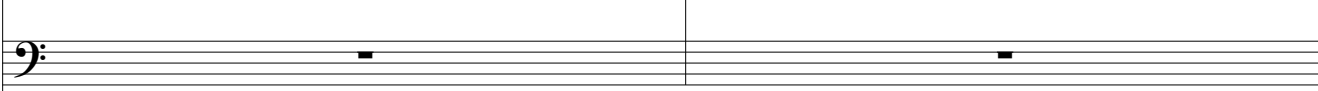
Daughter

D. 
We tres - passed on your king -

M. 

S. 
home this young

Dir. 

F. 

indicating DAUGHTER



D. dom! We _____

M. **Mother** We act _____ that

S. wo - man with the chil - dren.

Dir. I _____ be - gin to

F.

Director

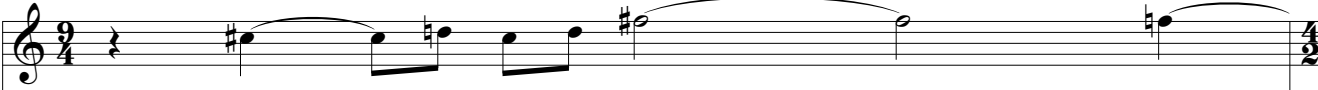
D. tre - - - - - passed

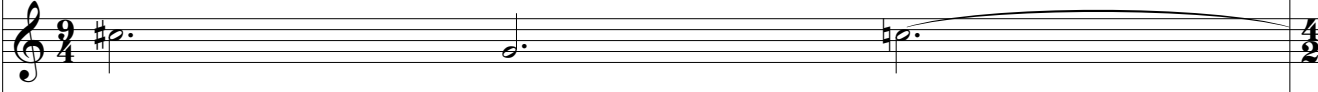
M. role _____ for which we

S.

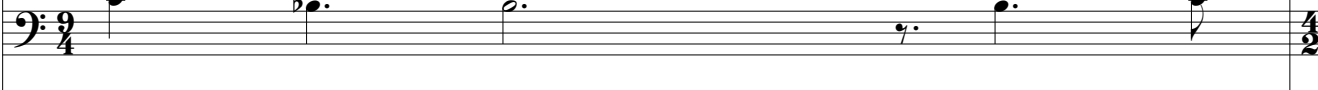
Dir. see **Father** an o - - - - -

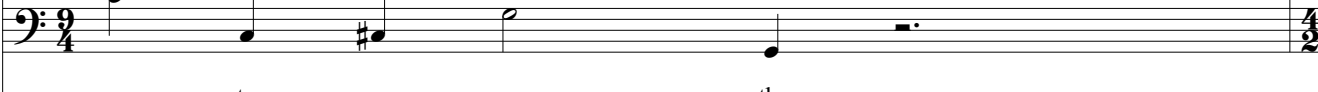
F. Your a - loof - ness, this cru - el - ty _____

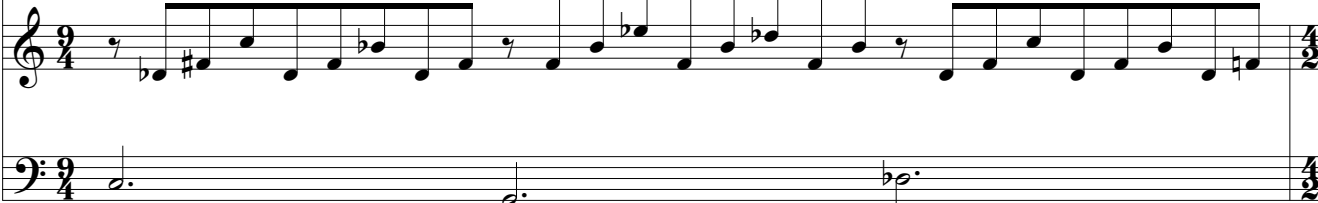
D. 
on your king

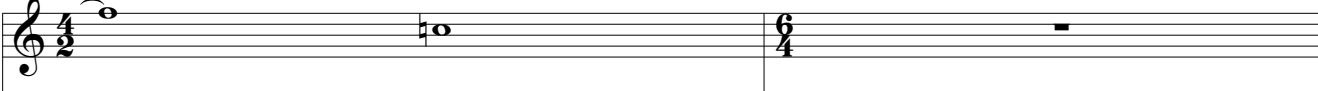
M. 
have been cast,

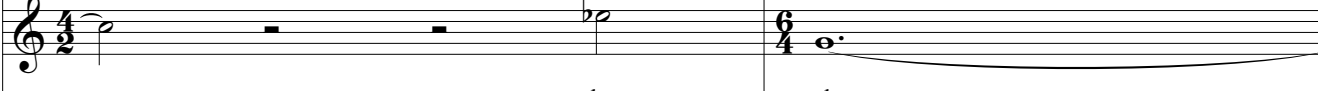
S. 
in

Dir. 
pera

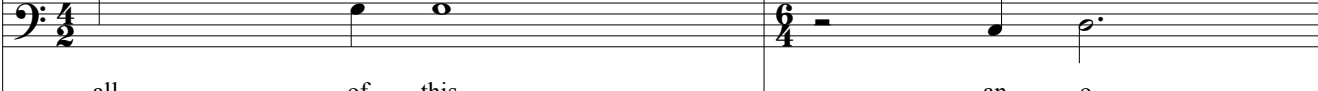
F. 
to your mother,



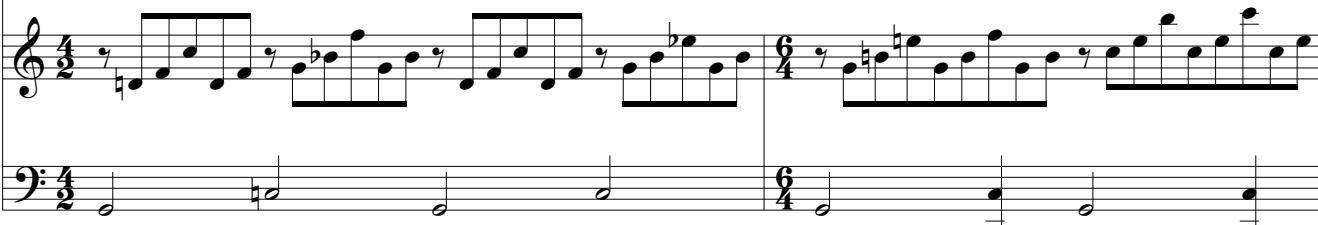
D. 
dom!

M. 
that

S. 
Are you

Dir. 
se-rious?

F. 
all of this, an o-


who re - turns home and fails to re-cog-nize her

D.

M. to which we are born,

S. I had ra - ther not dis - close my

Dir. - - - pera in

F. son, now grown

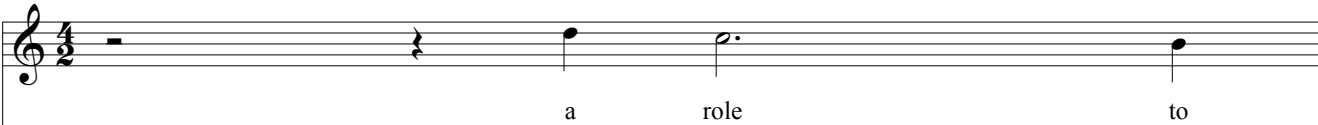
D. like me

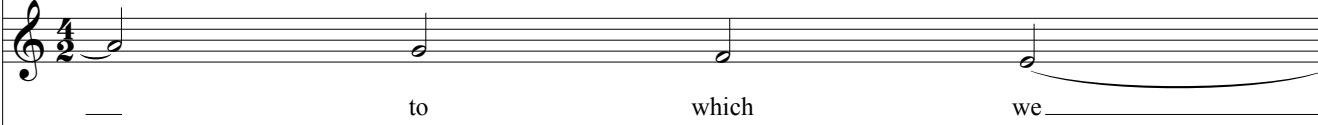
M. that role

S. fee - lings.

Dir. all of

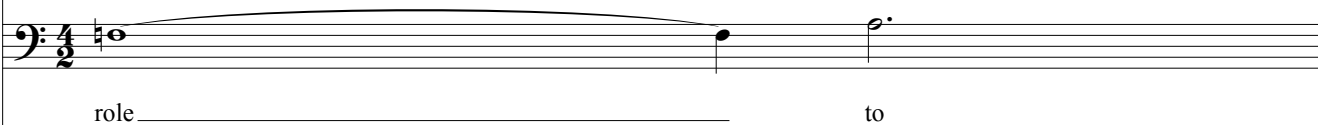
F. up... that

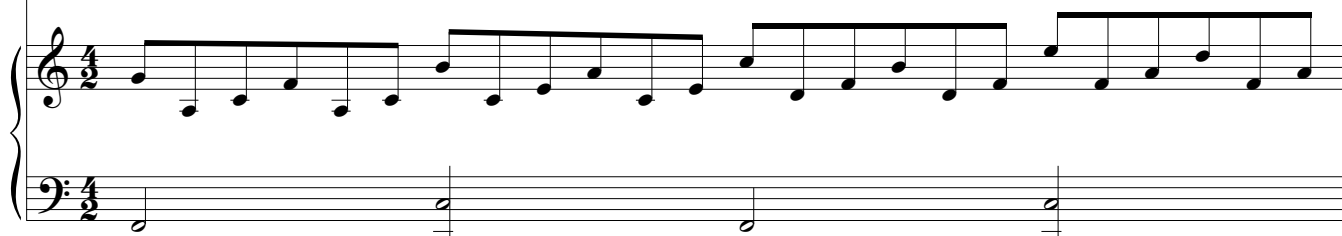
D.  a role to

M.  to which we

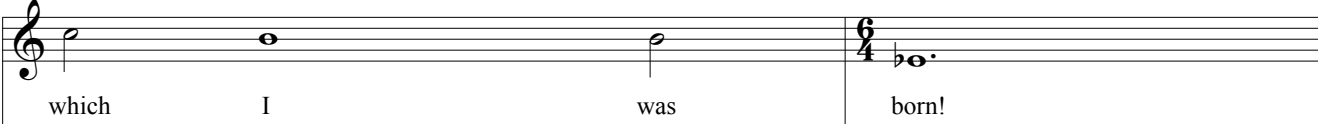
S.  Leave me

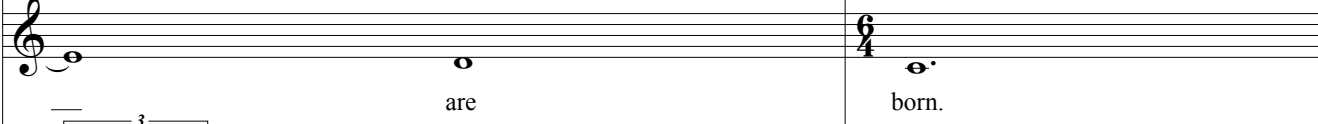
Dir.  this.

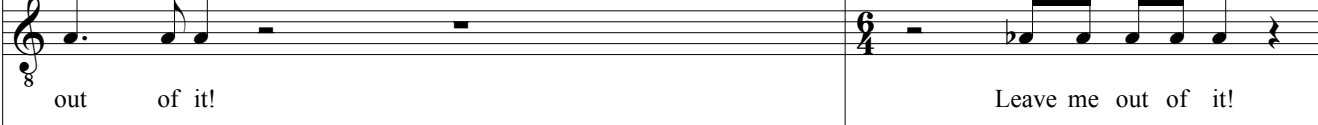
F.  role to

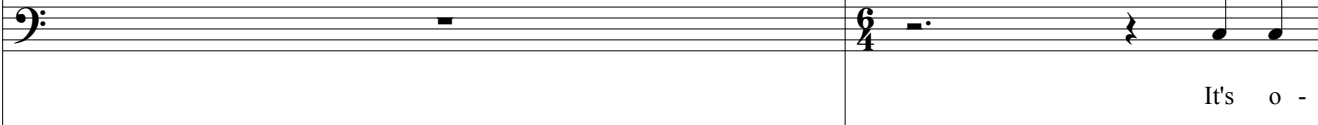


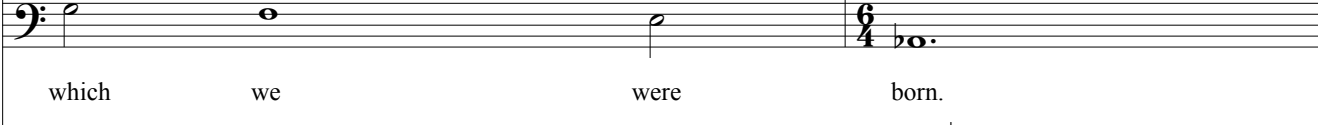
1/411

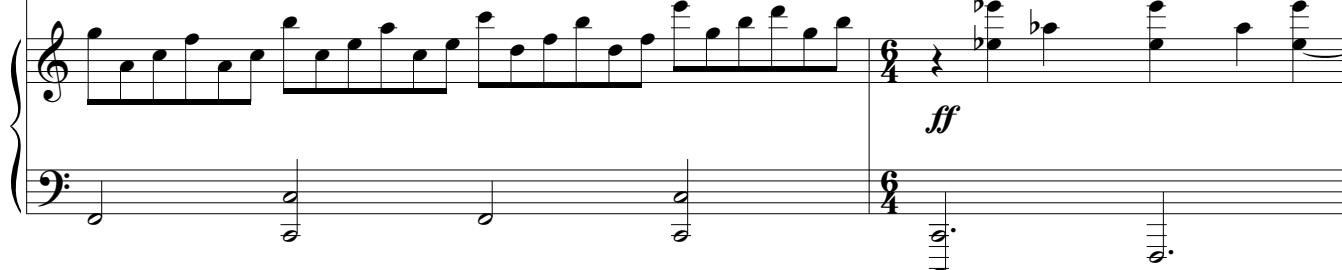
D.  which I was born!

M.  are born.

S.  out of it! Leave me out of it!

Dir.  It's o -

F.  which we were born.



Dir. *ri - gi - nal!* But don't all sing___ at once!

F. See, she cries.

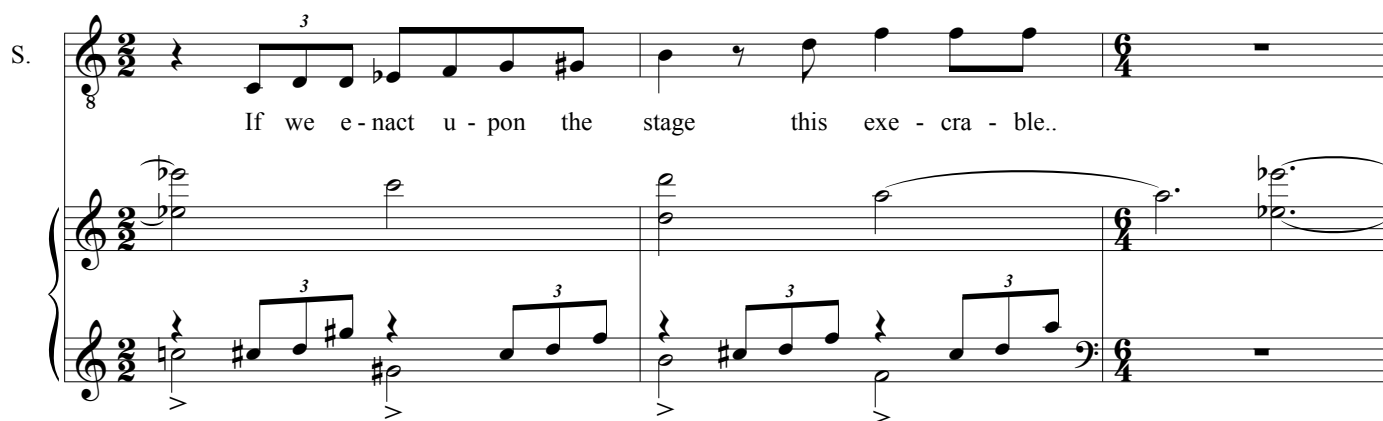
to the DIRECTOR & FATHER, as they set about preparing the stage

S. *What the de - vil___ are you do-ing? What the de-vil are you*

1/419

S. *do-ing? This is mad - ness!*

F. *Time - less!*

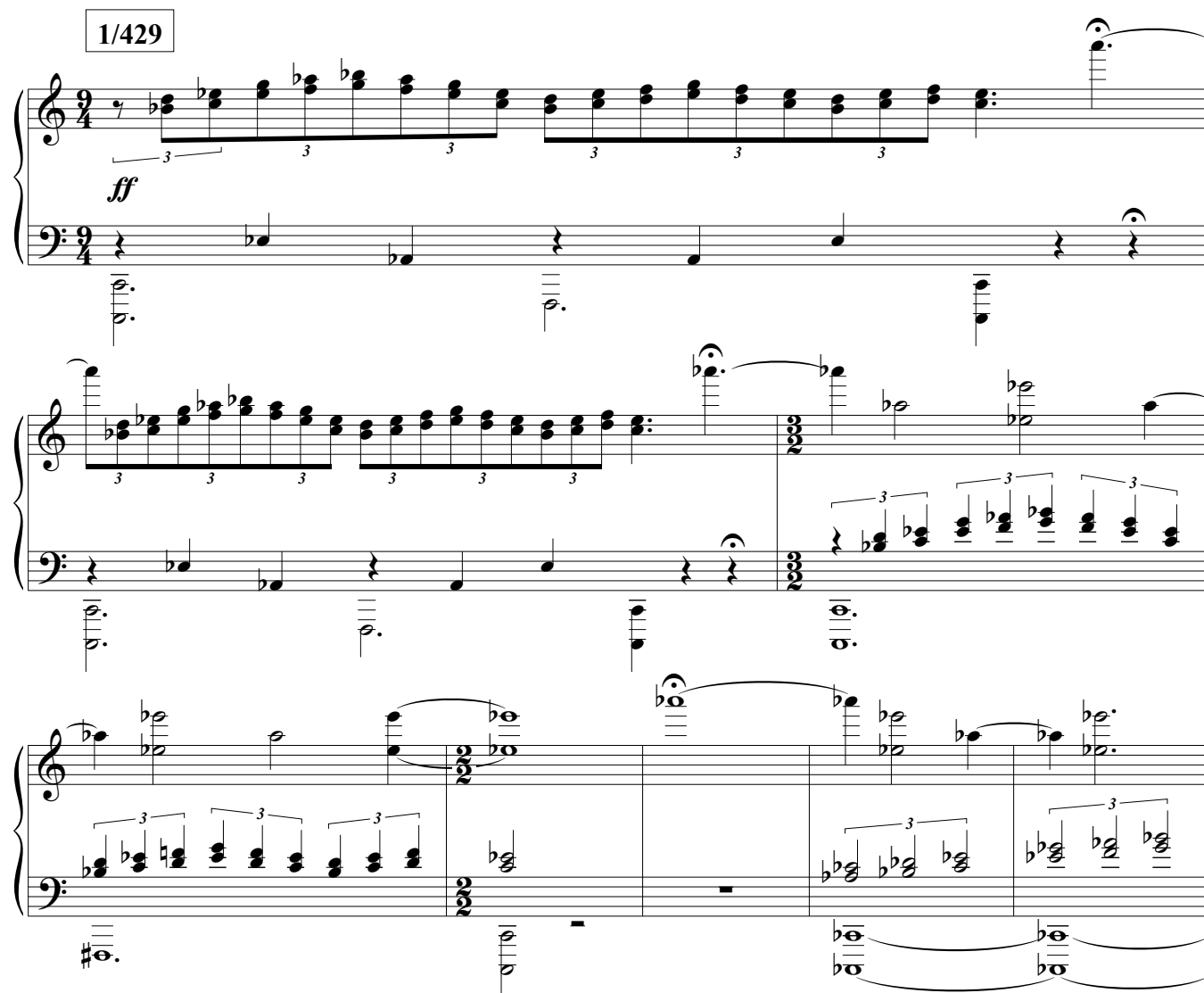
S. 

If we e - nact u - pon the stage this exe - cra - ble..

S. 

you shall see what will come to pass.

exit, in a rage

1/429 

Piano introduction for 'Interlude: the Daughter'. The music is in 2/1 time, marked with a tempo of 56 beats per minute. It features a series of chords in the right hand and a more active bass line in the left hand, with some triplets indicated by a '3' over a group of notes.

2/1

♩ = 56

Interlude: the Daughter

Piano introduction for 'Daughter'. The music is in 6/8 time, marked with a piano (*p*) dynamic and the instruction 'senza rigore, col canto'. It features a series of chords in the right hand and a more active bass line in the left hand, with some triplets indicated by a '3' over a group of notes.

Daughter*Coming forward, to the GIRL*

D. My lit-tle dar - ling!

The first line of the Daughter's song. The vocal line (treble clef) begins with a rest, followed by the lyrics 'My lit-tle dar - ling!'. The piano accompaniment (treble and bass clefs) features a series of chords and a more active bass line.

D. Are you frigh-tened? You know not — where we are?

The second line of the Daughter's song. The vocal line (treble clef) begins with a rest, followed by the lyrics 'Are you frigh-tened? You know not — where we are?'. The piano accompaniment (treble and bass clefs) features a series of chords and a more active bass line.

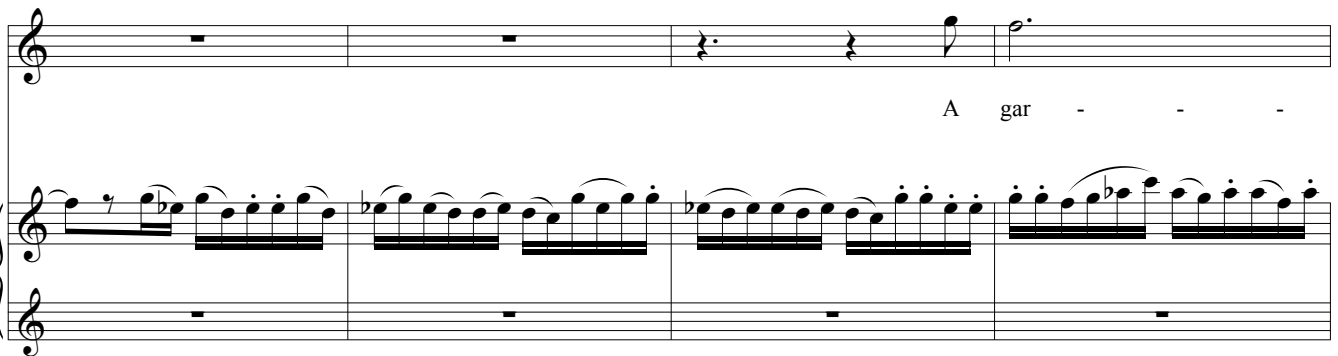
D. What is a stage? Just a place where peo-ple play.

The third line of the Daughter's song. The vocal line (treble clef) begins with a rest, followed by the lyrics 'What is a stage? Just a place where peo-ple play.'. The piano accompaniment (treble and bass clefs) features a series of chords and a more active bass line.

2/16

D. 

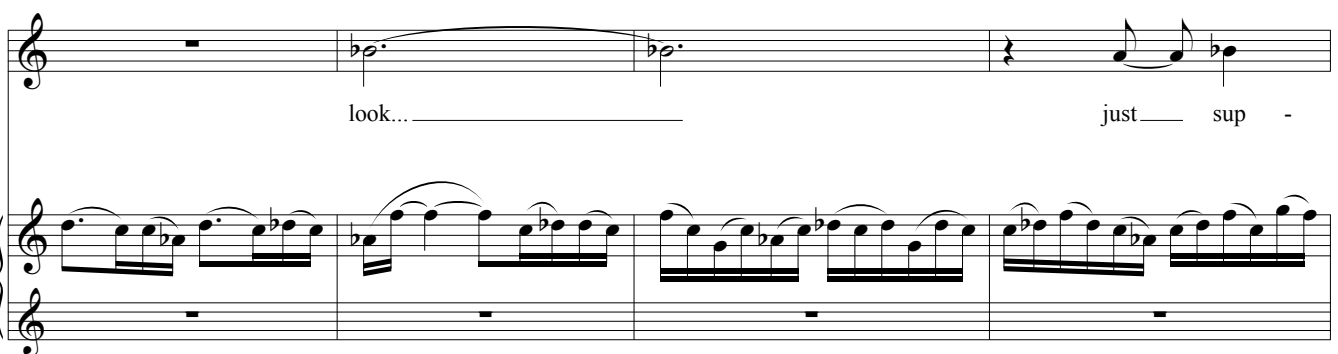
We need to act a co-me-dy now, what a hor-rid part you have to per-form!

D. 

A gar - - -

D. 

den... a foun - - - tain...

D. 

look... just sup -

D. 

pose it is here. Where?

2/39

D. Why, right here in the cen - tre.

D. It is all _____ make-be-lieve... _____

D. Ah, but I think a child would soo-ner have a make - be-lieve foun-tain than a

D. real one, so she could play, _____ so she could play _____

D. _____ in it.

2/58

D. What a prank for the oth-ers! *f* But for you, a -

D. las! not quite such a joke: you who are real - life ____ and

D. ac - tually play by a real foun-tain, by a real foun-tain that is big ____ and

D. beau - ti - ful, with e - ver so ma-ny li - lies re - flec - ted, re -

D. flec - - - - - ted

D.

in the wa - ter...

This musical score consists of a vocal line and a piano accompaniment. The vocal line is in treble clef with a key signature of one flat (B-flat). It begins with a whole rest, followed by the lyrics 'in the wa-ter...'. The piano accompaniment is in G major (one sharp) and 4/4 time. It features a complex, flowing melody in the right hand and a more rhythmic, arpeggiated bass line in the left hand. The piece concludes with a long, sustained note in the bass.

2/95

♩ = 112

Daughter

D.

You are ig - nored on ac - count of that

This musical score is for the character 'Daughter'. It is in 2/4 time with a key signature of one flat. The tempo is marked as 2/95 and the metronome is set to 112. The vocal line starts with a whole rest, followed by the lyrics 'You are ig - nored on ac - count of that'. The piano accompaniment features a strong, rhythmic bass line with a 'f' (forte) dynamic marking. The right hand has a more melodic, arpeggiated texture.

indicating SON

D.

wretch there. I am in the de - vil of a tem - per, and

This musical score continues the 'Daughter' section. It is in 2/4 time with a key signature of one flat. The vocal line begins with the lyrics 'wretch there. I am in the de - vil of a tem - per, and'. The piano accompaniment maintains the strong, rhythmic bass line from the previous section, with a 'f' (forte) dynamic marking. The right hand continues with a melodic, arpeggiated texture.

D. *seizes BOY by the arm*

as for that lad... What do you have there? What are you hi - ding?

2/103

D. *pulls his hand out of his pocket and reveals a revolver*

Ah! where did you get this? where did you

D. *the BOY looks at her, but does not answer*

get this?

D.

I - diot! If it had been me, I would have shot one of

D.

those two, fa-ther and son, or both of them, in-stead of kil-ling my-self!

f

2/114

♩ = 52

Part 2: the scene at Madame Pace's**Mother***coming forward*

M.

Is not my pu-nish-ment the worst? My God!

p

M.

Why are you so cruel? Is it not e-nough for one hu-man

M.

to en-dure all this tor-ment? Must you then in-sist on o-thers be-hol-ding it

2/124

(♩=104)

M. al - so?

Director coming forward, with the FATHER, making preparations for the scene

Dir. Let's have a look... a couch will

F. do for a bed... here some-where... **Father**

F. And the lit - tle ta - ble_____ for the pale blue en - ve -

Dir. That will do fine.

F. lope! A mir - ror. And the

p

mf

2/133

F. 

screen! We must have a screen. Be-lieve me, it

F. 

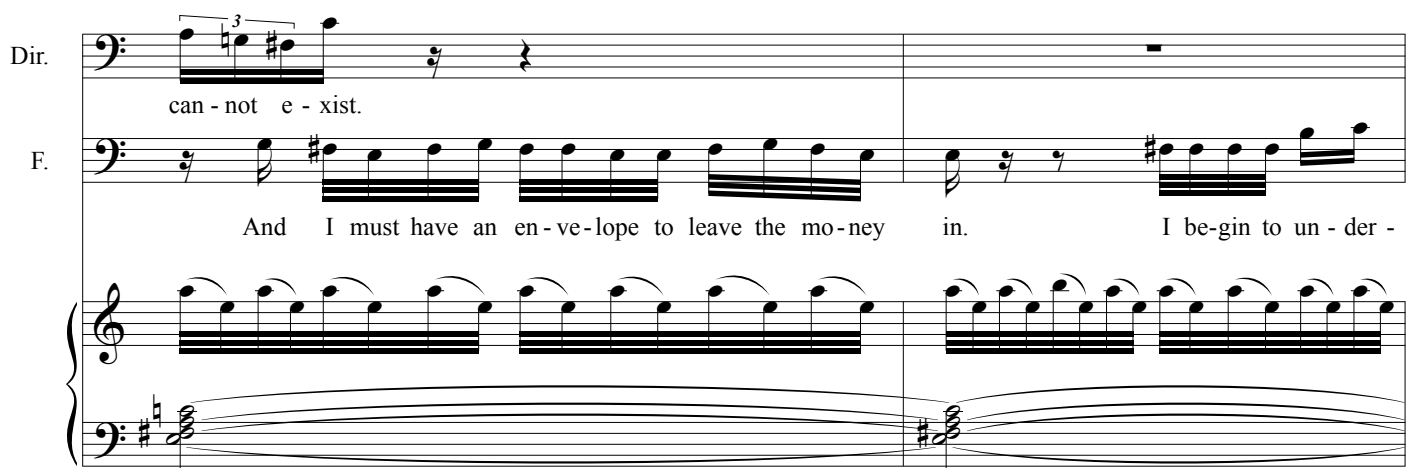
is a ter-ri-ble suf-fering for us, in these bo-dies of ours...

2/140

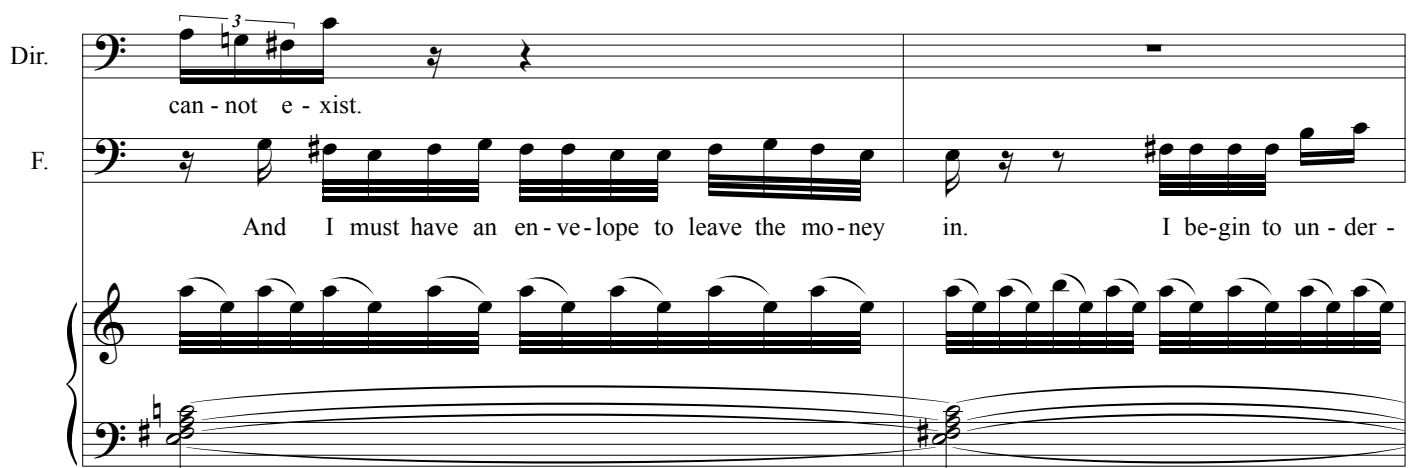
Director

Dir. 

On the stage, you must not be your-selves, you

Dir. 

can - not e - xist.

F. 

And I must have an en-ve-lope to leave the mo-ney in. I be-gin to un - der -

F.

stand why the po-et who breathed life in us failed to put us

The musical score for F. consists of a vocal line in bass clef and a piano accompaniment in treble and bass clefs. The vocal line has lyrics: "stand why the po-et who breathed life in us failed to put us". The piano accompaniment features a continuous eighth-note melody in the right hand and sustained chords in the left hand.

2/148

Dir.

F.

on the stage: it will be dif - fi-cult to act me as I real - ly am!

Do as

The musical score for Dir. and F. consists of a vocal line in bass clef and a piano accompaniment in treble and bass clefs. The vocal line has lyrics: "on the stage: it will be dif - fi-cult to act me as I real - ly am!". The piano accompaniment features a continuous eighth-note melody in the right hand and sustained chords in the left hand.

D.

Dir.

Daughter

I fail, in truth to re-cog-

best you can. Come on! The sce - ne-ry is set!

The musical score for D. and Dir. consists of a vocal line in treble clef and a piano accompaniment in treble and bass clefs. The vocal line has lyrics: "I fail, in truth to re-cog-". The piano accompaniment features a continuous eighth-note melody in the right hand and sustained chords in the left hand.

D.

nize the scene, but how, how I shall live it!

Mother

M.

I shall live it al - so when we com-mence!

Director

Dir.

This "Ma-dame Pa-ce", where is she? Yes, but where?

Father

F.

A - live... some-where.

F.

One mo-ment. If you would be so good as to lend me your ar - ti-cles of

2/163

F. *fa-shion* for a mo-ment... Hang them here. Please be so

Daughter
D. Af-ter all, why not? There you are!

Mother
M. Af-ter all, why not? There you are!

F. kind. On dis-

2/168

Director
Dir. Why?

F. play; just like that. This will en - tice her to come here in

F.

per - son, at - trac - ted by the ar - ti - cles of her

F.

trade. Look! _____

cresc.

2/176 (♩. = 66)

The door swings open and MADAME PACE enters

D.

Daughter

There _____ she

ff

D.

is!

F.

Father

It is she! I said so, _____ did I not? _____

ff

F.

First system of music for F. (First character). The score is in bass clef, 9/4 time, with a key signature of two flats. It features a melodic line with a fermata and a piano accompaniment with chords and eighth notes. The system concludes with a double bar line and a repeat sign.

Second system of music for F. (First character). This system continues the melodic and piano accompaniment from the first system, featuring triplets and various rhythmic patterns. It concludes with a double bar line and a repeat sign.

Dir.

Director

What sort of

First system of music for Dir. (Director). The score is in bass clef, 9/4 time, with a key signature of two flats. It features a melodic line with a fermata and a piano accompaniment with chords and eighth notes. The system concludes with a double bar line and a repeat sign.

Dir.

trick is this? Where does she come from? What-e-ver next!

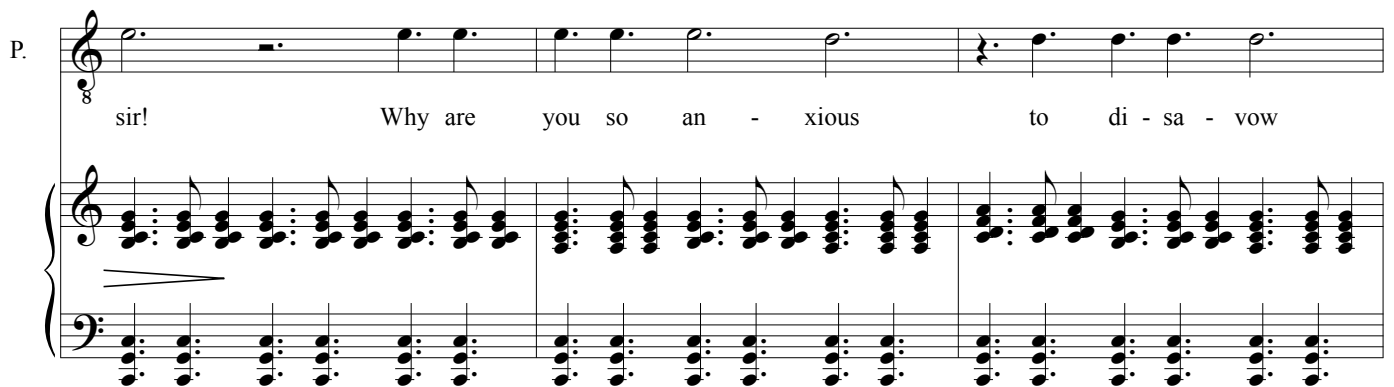
Second system of music for Dir. (Director). This system continues the melodic and piano accompaniment from the first system, featuring triplets and various rhythmic patterns. It concludes with a double bar line and a repeat sign.

Madame Pace

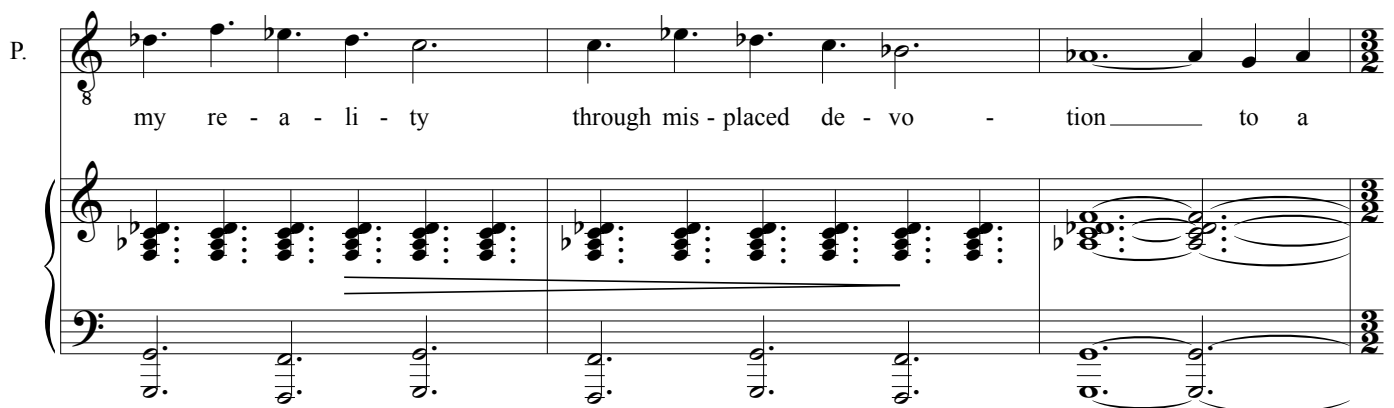
2/191

P. 

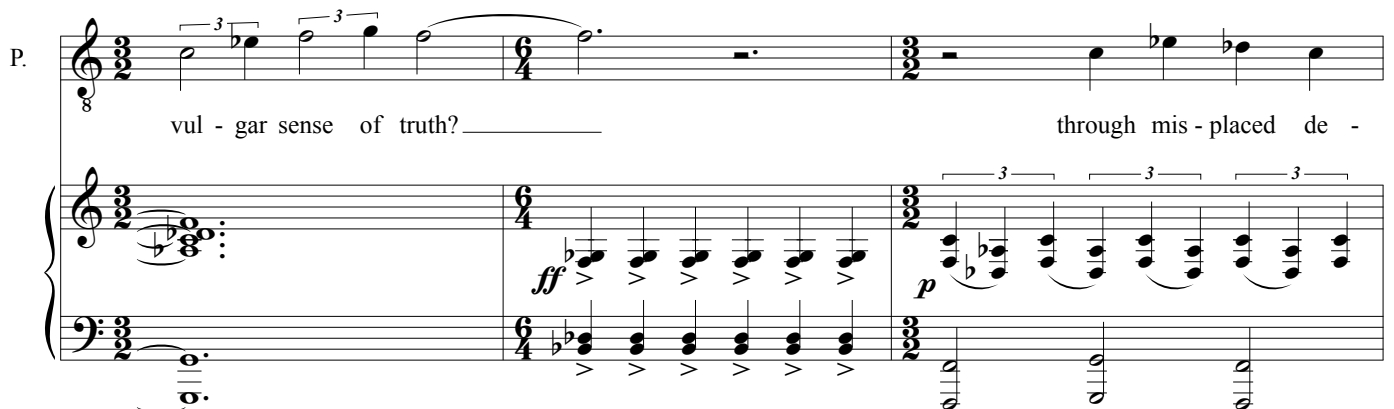
Ex - cuse me, young

P. 

sir! Why are you so an - xious to di - sa - vow

P. 

my re - a - li - ty through mis - placed de - vo - tion to a

P. 

vul - gar sense of truth? through mis - placed de -

2/203

P. vo - tion to a vul - gar sense of truth, _____ Why so dis - posed to re -

P. pu - di - ate my _____ phy - sique, _____

P. my phy - sique which is ma - ni - fest be -

2/212

P. fore you, _____ cre -

P.

a - ted and lured here and a - roused

p

S.

by the ma - - - gic of the stage it -

pp

2/222

P.

self, a - roused,

p

P.

a - roused, a - roused by the ma -

pp

P.

- gic of the stage it - self?

P.

2/233

P.

Why do you spurn me, do you spurn

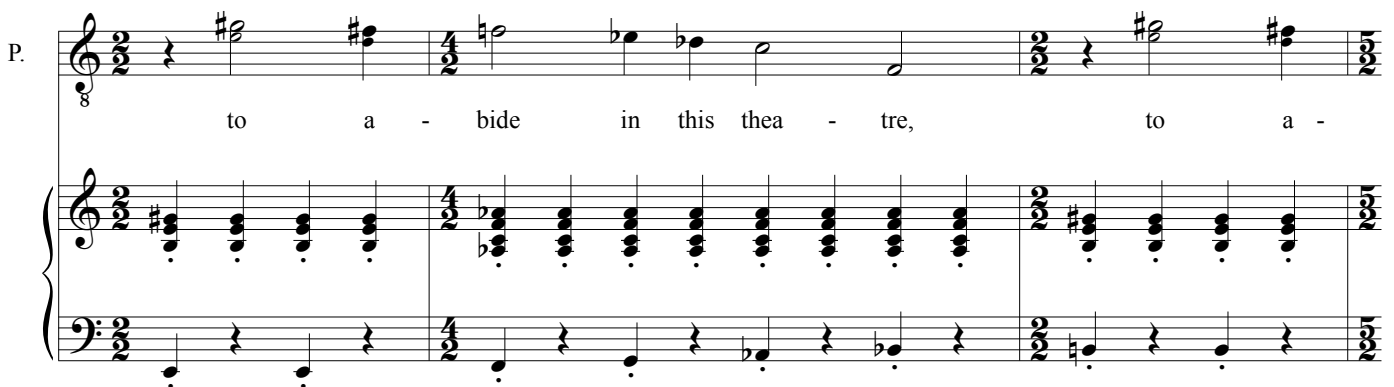
P.

me, she who has more en -

P. 

ti - tle-ment, more en - ti - tle-ment, more en - ti - tle-ment

pp

P. 

to a - bide in this thea - tre, to a -

2/247

P. 

bide in this thea - tre than you can e - ver en - joy, e - ver en -

P. 

joy,

2/253

P.

than you can e - ver en - joy,

P.

en - joy,

2/259

P.

en - joy,

P.

P.

since

2/268

P.

I am more life - like than a - ny ca - ri - ca -

P.

ture, more

P.

life - like than a - ny ca - ri - ca - ture?

2/277

P.

Well, _____ here _____ I am,

P.

here _____ I am, here, _____ here _____ am _____

2/284

D.

M.

P.

Dir.

F.

p Yes, here she is, here she is!

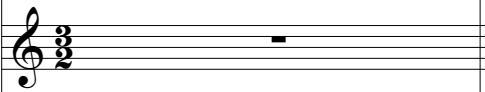
p Yes, here she is, here she is!

I, _____ Ma - dame

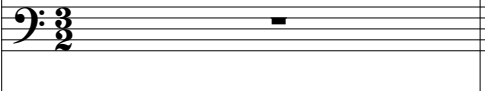
p Yes, here she is, here she is!

p Yes, here she is, here she is!

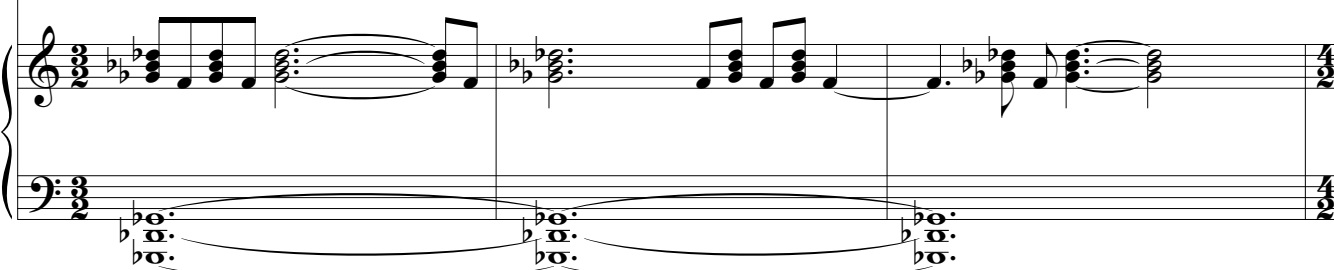
D. 

M. 

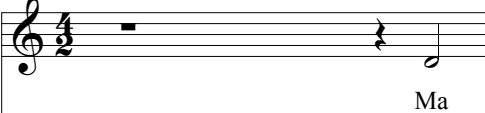
P. 

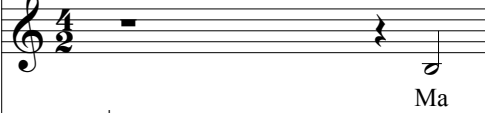
Dir. 

F. 

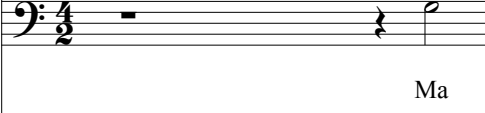


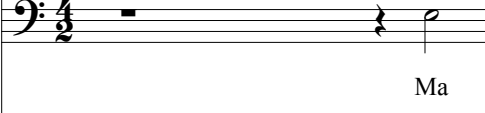
2/292

D. 

M. 

P. 

Dir. 

F. 



D. rect, e - rect, stands e - rect be - fore us

M. rect, e - rect, stands e - rect be - fore us

P. e - rect, e - rect, stands e - rect be - fore you

Dir. rect, e - rect, stands e - rect be - fore us

F. rect, e - rect, stands e - rect be - fore us



2/299

p

D. *p* now!

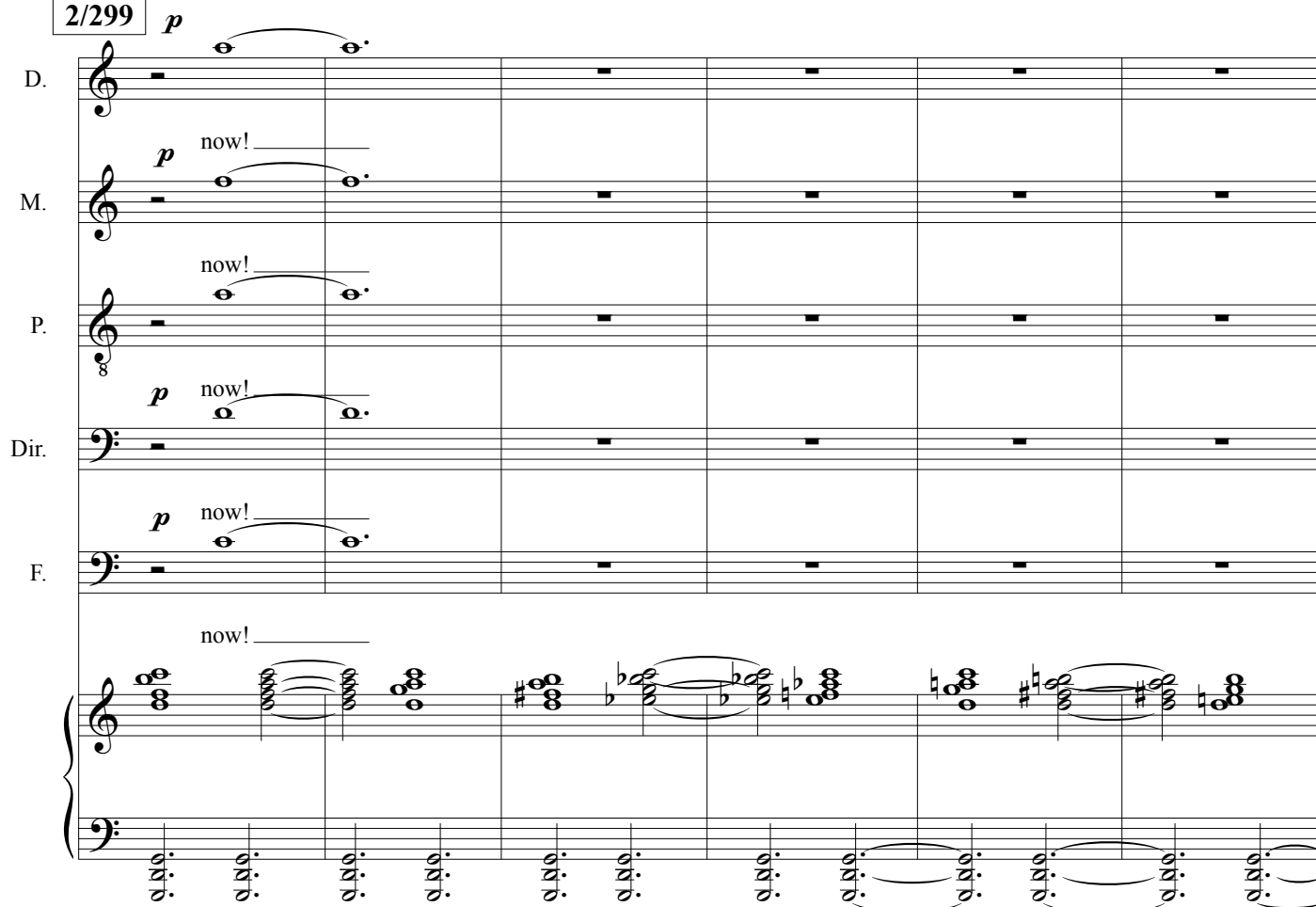
M. *p* now!

P. *p* now!

Dir. *p* now!

F. *p* now!

now!



Dir. **Director**

What next?

calando

2/310

♩ = 66

Mother

M. **Madame Pace**

P. Good hea-vens!

Now you must wit-ness the scene! _____

p

2/318

Madame Pace

P. If I am to help this fa - mily in its mi - se-ry... I have no de-

P.

sire to take ad-van-tage of this girl, I do not wish to be hard on her... but my pa - tro-nage, my

Musical score for Piano (P.) featuring a treble and bass staff. The melody is in the treble staff, and the accompaniment is in the bass staff. The key signature has one sharp (F#) and the time signature is 8/8.

D.

M.

P.

Daughter

Mother ³ Calm your-self, Mo-ther!

taking the envelope from the table You old de-vil! You mur-de-rer!

pa - tro-nage, comes at a price, comes at a price.

Musical score for Daughter (D.), Mother (M.), and Piano (P.). The Daughter part is in the treble staff, the Mother part is in the treble staff, and the Piano part is in the treble staff. The Piano part has a treble and bass staff. The key signature has one sharp (F#) and the time signature is 8/8.

2/332

Madame Pace to DAUGHTER

P.

There is pre - sent a gen - tle-man

Musical score for Madame Pace (P.). The score is in the treble and bass staff. The key signature has one sharp (F#) and the time signature is 8/8. The piano part is marked *p*.

P.

de - si - rous of your com - pa-ny.

P.

E-ven if he is not to your taste, my dear, he will not make a scene, there will en-sue no scan-dal.

F.

Father 2/345 *indicating MOTHER*

Wait! _____ She was not with me when I

f recitative

F.

to MOTHER

came... they can-not con-front each o-ther yet or the whole thing is gi-ven a-way. You must

f recitative

Mother *indicating MADAME PACE*

M. Well — then, take that crea-ture a way al - so! **Madame Pace**

P. Cer-tain-ly I

F. wait out-side for your cue!

2/351

P. leave! But —

ff

P. first, I — pre - sent to this

p

P. *indicating DAUGHTER* *indicating FATHER*

young la - dy _____ this gen - tle - man who seeks a com -

2/358

P.

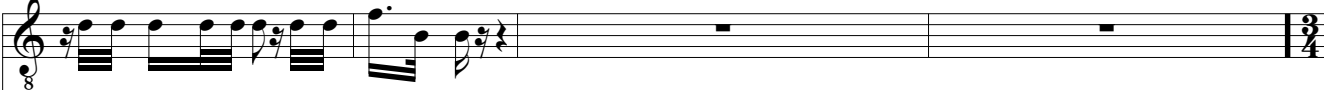
pa - nion for so - lace.

P.

P.

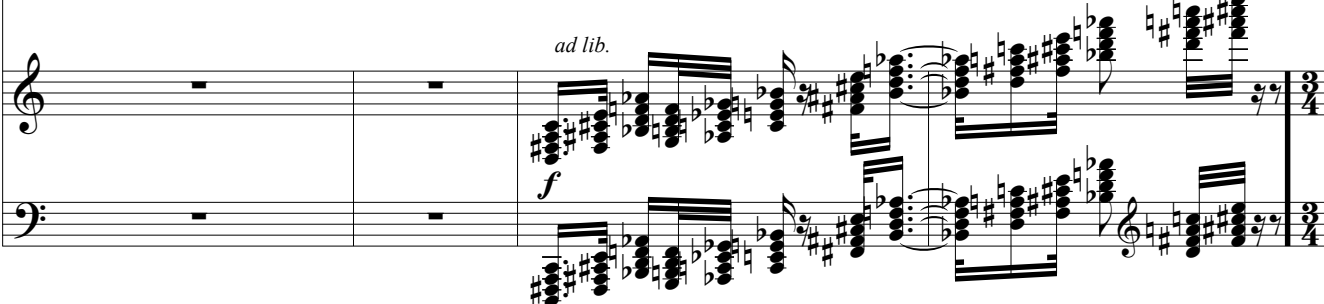
You have to per-form this scenøne way or a - no - ther! Re - a - li - ty is hard to bear. Come on! You are in - tro - duced...

exit

P. 

now I leave you a-lon~~to~~ get on with it!

ad lib.

f 

2/368

♩ = 160

Daughter *to FATHER*

D. 

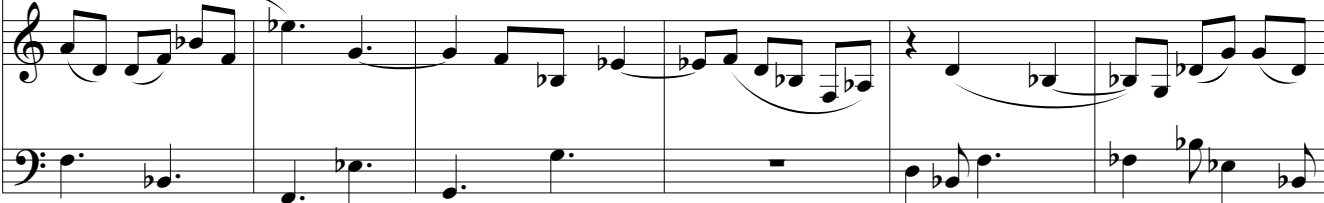
leggiero

I am here with bowed head, mo - dest like.

p 

D. 

Come on! Out with your voice! Say "Good mor - ning, Miss" — with that se-



2/383

D. 

duc - tive smile...

Father

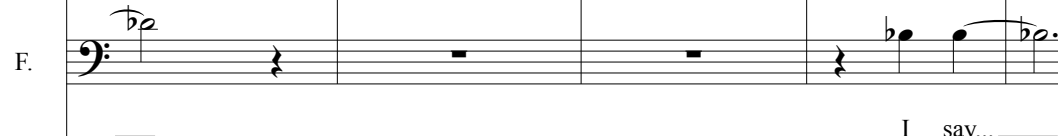
F. 

Good af - ter - noon, Miss!

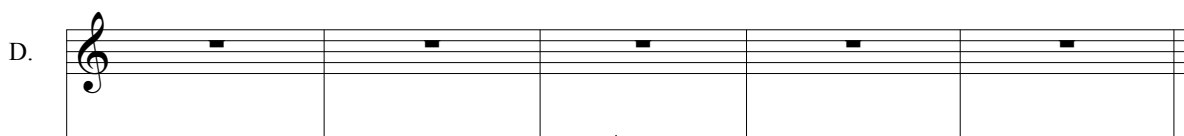


2/389

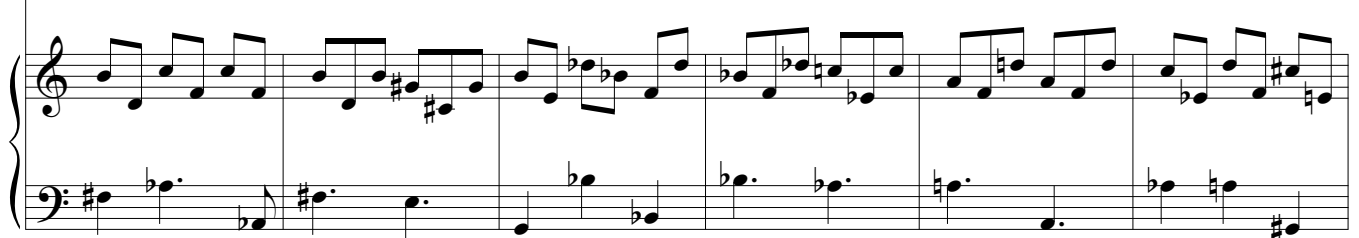
D. 

F. 



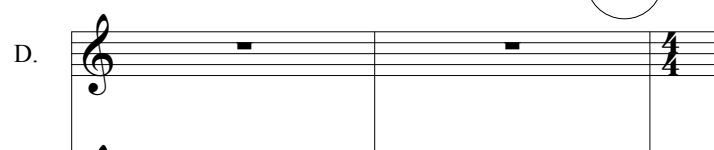
D. 

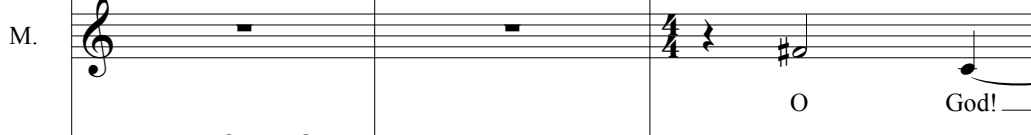
F. 



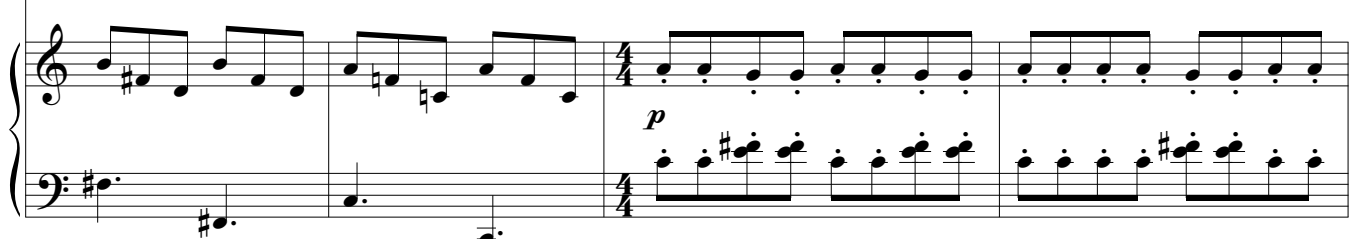


from the sidelines the MOTHER watches the scene with increasing horror. From time to time she hides her face and sobs.

D. 

M. 

F. 



2/403

F.

take this off you? O come now, al - low me to

Detailed description: This musical score is for a character labeled 'F.'. It consists of a vocal line and a piano accompaniment. The vocal line is in bass clef, and the piano accompaniment is in treble and bass clefs. The time signature is 3/4. The lyrics are 'take this off you? O come now, al - low me to'.

D.

No, no! I will...

F.

make you _____ re - laxed. _____

Detailed description: This musical score is for two characters, 'D.' and 'F.'. It consists of two vocal lines and a piano accompaniment. The vocal lines are in treble and bass clefs, and the piano accompaniment is in treble and bass clefs. The time signature is 4/4. The lyrics for 'D.' are 'No, no! I will...'. The lyrics for 'F.' are 'make you _____ re - laxed. _____'.

2/412

D.

Director

The best is co - ming now.

Dir.

Pret-ty good, this scene.

F.

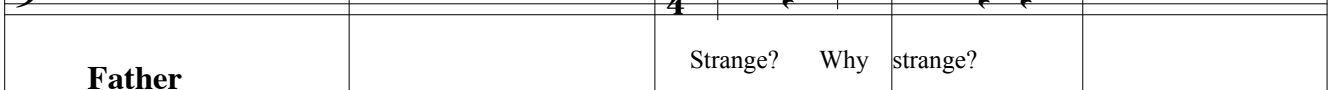
Daughter

Detailed description: This musical score is for three characters: 'D.', 'Dir.', and 'F.'. It consists of three vocal lines and a piano accompaniment. The vocal lines are in treble and bass clefs, and the piano accompaniment is in treble and bass clefs. The time signature is 4/4. The lyrics for 'D.' are 'The best is co - ming now.'. The lyrics for 'Dir.' are 'Pret-ty good, this scene.'. The lyrics for 'F.' are 'Daughter'.

2/418

D. 

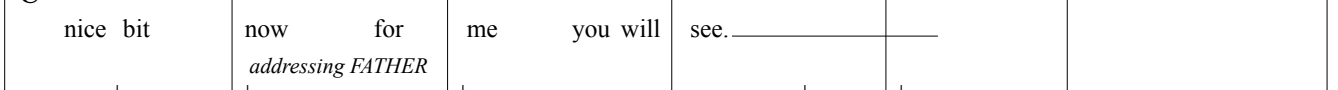
Dir. 

F. 



 2/426

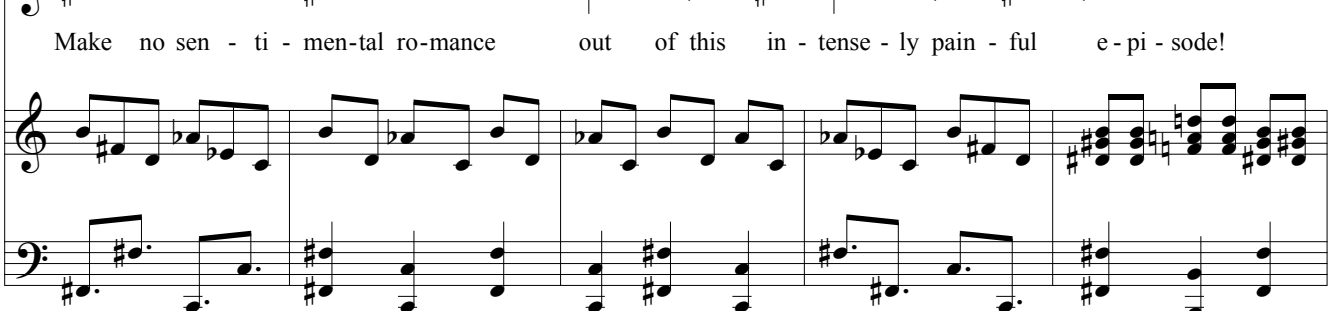
D. 

Dir. 

F. 



D. 



2/434

to DIRECTOR

D. Do you know how _____ he an - swered me? "Ah

p

2/442

D. well", he said, "then please _____ take off this lit - tle dress." _____

Dir. _____

Director

Real - ly? _____

D. The truth! _____ And with _____ these

pp

D. fin - - gers _____ tin - - - gling, tin -

2/458

starting to undress

D. *gling with___ shame..._____*

Director

Dir. *Stop! What are you*

D. *The real___ thing!*

Dir. *doing? It may be. But you*

D. *I can - not stop! I must act my part! I will not*

Dir. *can't do it now!*

2/474

D. spare him the hor - ror of being dis - co - vered in the arms of

D. his child, in the arms of his child.

Mother
overcome with emotion

M. I can-not bear it. I can - not. It _____

Director

Dir. But since it's hap - pened al - rea - dy... I don't un - der -

2/482

M. — is ta - king place now. It

Dir. stand!

Father

F. The e - ter - nal

(♩=♩)

M. hap - pens all the time. My tor - - -

F. mo - ment! She is here to catch me, pu - nish me e -

indicating MOTHER

2/489

M. - ment is not make be - lieve. I live and

F. ter - nal - ly for that one shame - ful mo - ment of my life.

marcato

M. feel e - very mo - ment of my tor - ture.

F. She can but yield! This is my sen - tence:

2/499

indicating DAUGHTER

M. *And she has run a - way, has left me, and*

F. *the pas - sion that cul - mi - nates in her fi - nal*

2/505

♩. = 72

The FATHER & DAUGHTER have slipped onto the couch

M. *is lost.*

F. *cry.*

ppp

Daughter*sotto voce*

D. *I can hear it, hear it still in my ears,*

D.

I can hear it in my ears.

2/522

D.

That cry from with in me,

D.

that cry, the surge, the surge, the surge of sound, the

2/534

D.

surge of sound from with in me...

D.

That cry from with - in me, that cry, the surge, the

D.

surge of sound from with - in me... that

D.

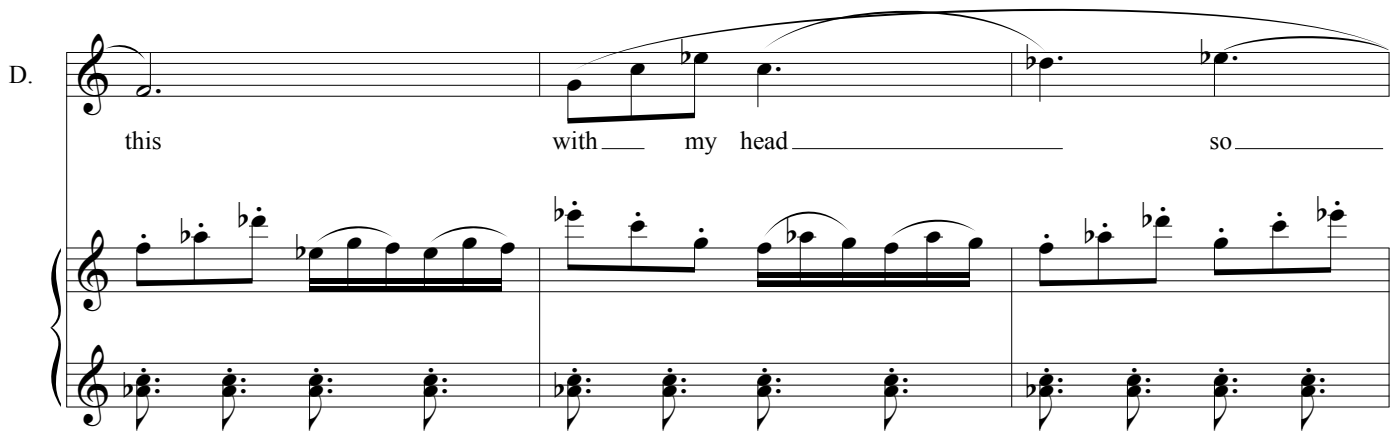
cry...

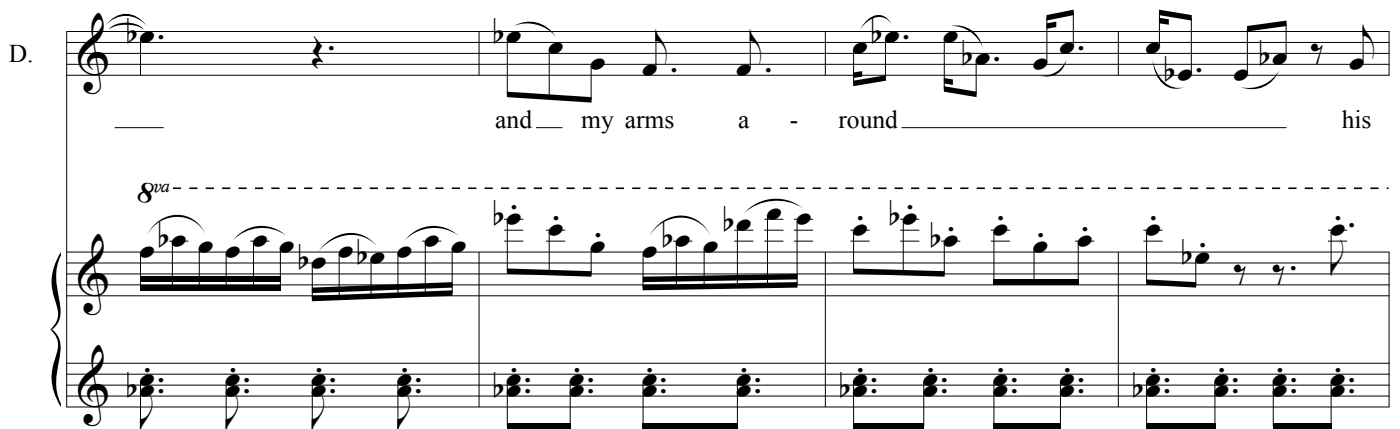
2/551

D.

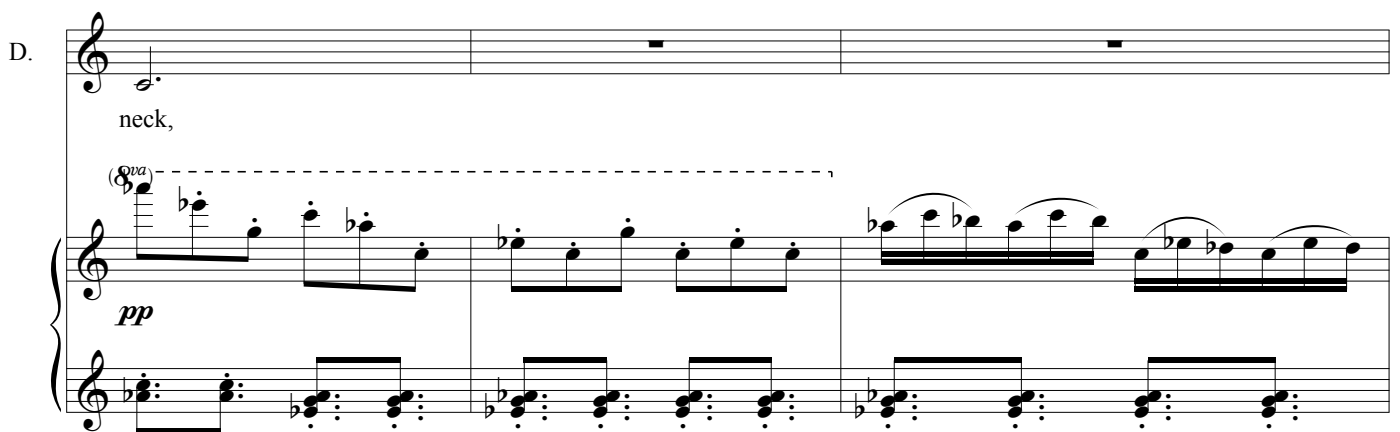
Ly - - - ing like

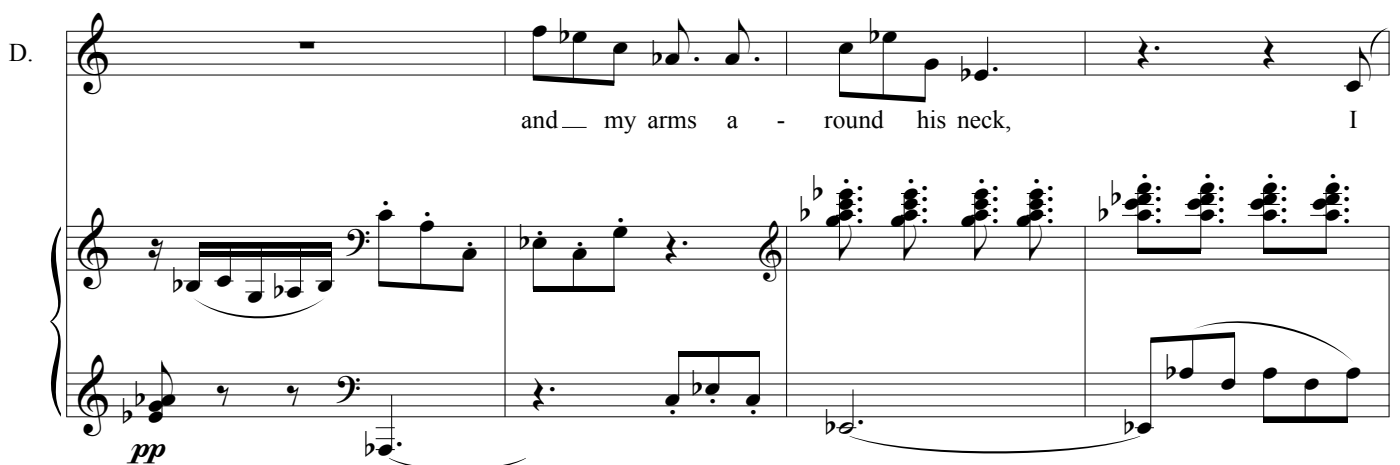
pp

D. 
this with my head so

D. 
and my arms a round his

2/562

D. 
neck,

D. 
and my arms a round his neck, I

2/567

D.

closed my eyes

D.

like this,

D.

D.

and let my head sink on his

pp

2/579

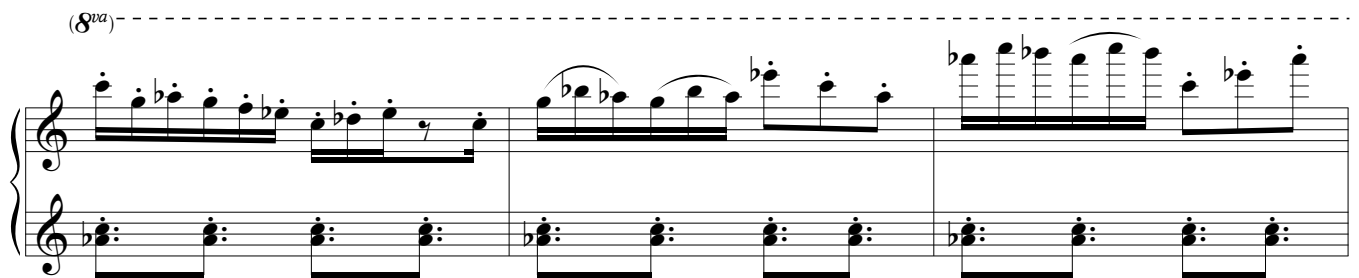
D. 

breast. _____

2/584



pp

(8^{va}) _____ 

2/591

turning to MOTHER

D. 

Cry out, mo - ther!

M. 

Mother
coming forward and separating them,
distraught but without hysteria

Stop! She is my

(8^{va}) _____ 

M. *daugh - ter!* *Our _____* *daugh - ter!* **Father**

F. *That is*

Director

Dir. *Mag - ni - fi - cent!*

F. *how _____ it hap - pened.*

Dir. *Black - out!*

3/1 ♩ = 60

p

3/17

p espress.

Part 3: the events in the garden

Director

(thinking hard, and working it out as he goes along)

Dir.

Ah yes, the next bit:

Dir.

leave it to me, and you'll see! It will go fine!

Dir.

to MOTHER You take up lodg-ings *indicates FATHER* in his _____ house...

M. **Mother**

For all the good that is to come of it... *indicates SON*

Dir.

much to his an - noy-ance..

M. *indicates SON again* so the scene in his room?

Dir. he shut him-self up in his room...

3/33

M. *having an idea, and carried away by it*

Dir. We must con - so - li - date the scenes:

Dir. all the bet - ter to heigh - - - ten the il - lu - sion

M. ...with our

Dir. which we cre-ate _____ for our au - di-ence!

3/43

M. act - ing!

Dir. The il - lu-sion__ of a re - a-li-ty! **Father**

F. We have no o-ther e-xis - tence.

f **p**

F. Our re - a - li - ty can - not

Mother

M. 

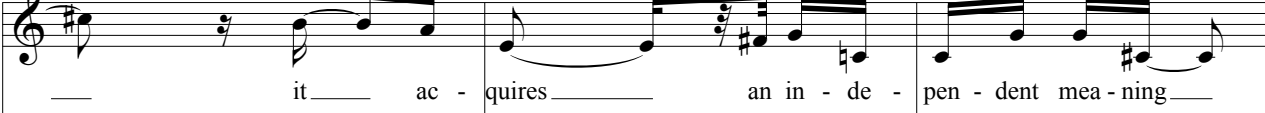
When a cha - rac - ter is

F. 

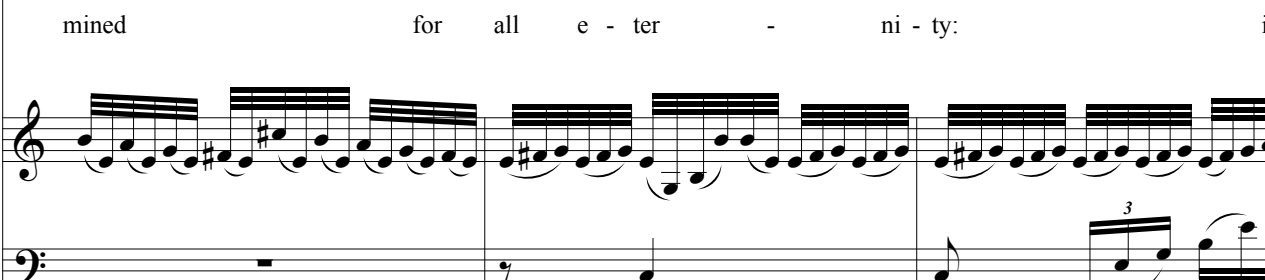
born



al - ter be - cause it was de - ter -

M.  it ac - quires an in - de - pen - dent mea - ning

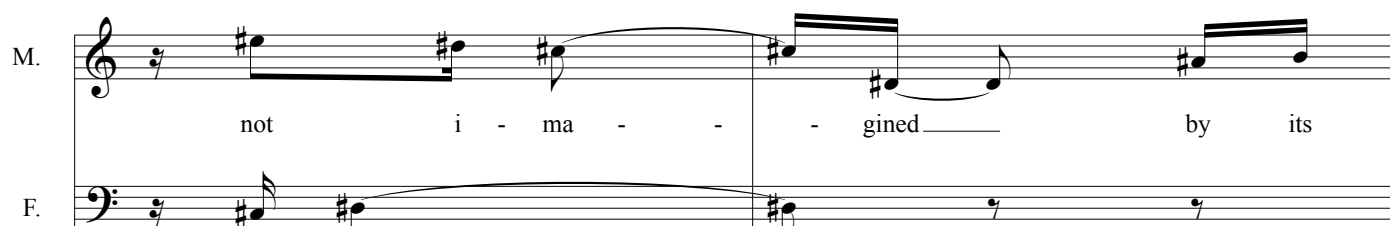
F.  mined for all e - ter - ni - ty: it



M. which was not i - ma - gined, ———

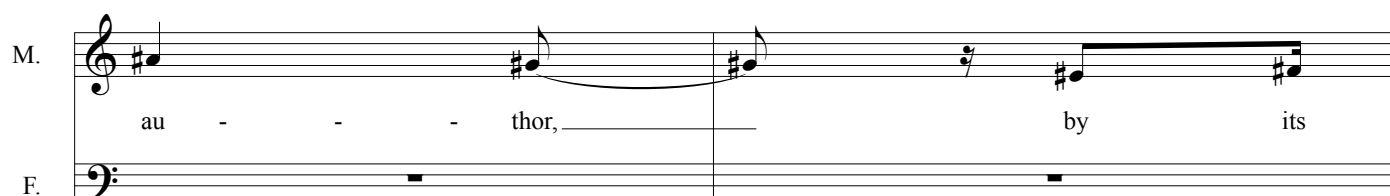
F. does not change ——— from day

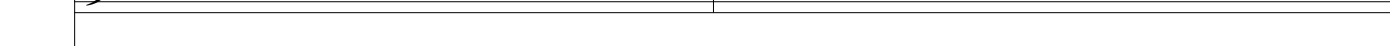
P. The piano accompaniment consists of a treble and bass staff. The treble staff features a melodic line with many beamed sixteenth notes, while the bass staff provides a harmonic foundation with longer note values.

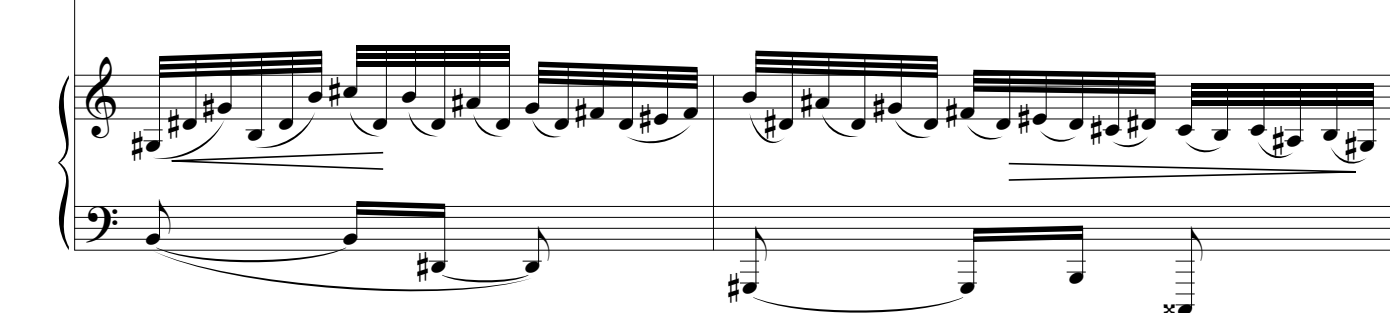
M. 
not i - ma - - - gined by its

F. 
to day.

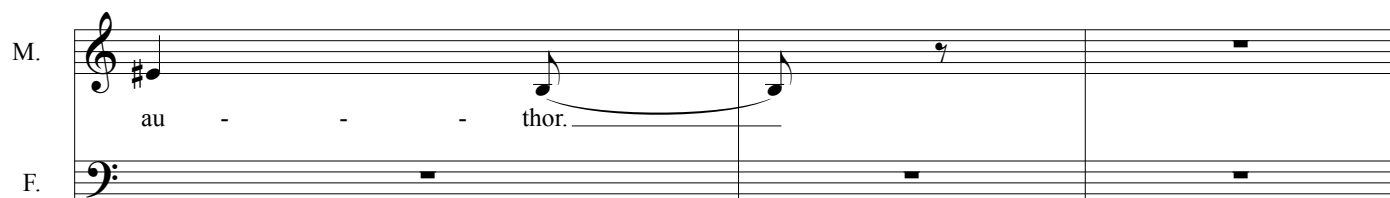


M. 
au - - - thor, by its

F. 
by its



3/61

M. 
au - - - thor.

F. 
thor.

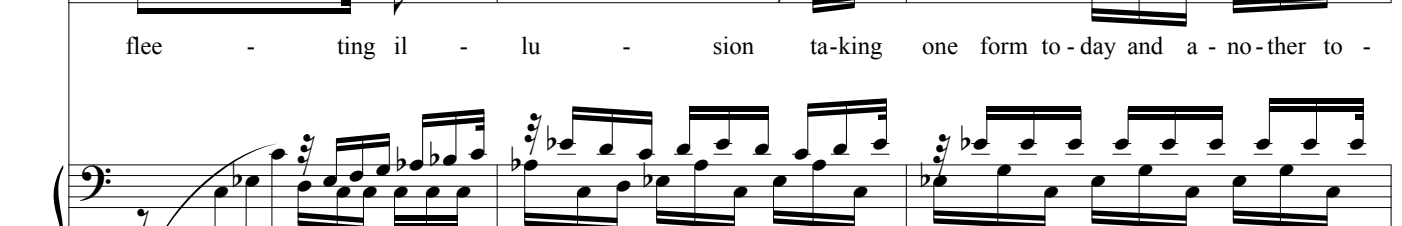


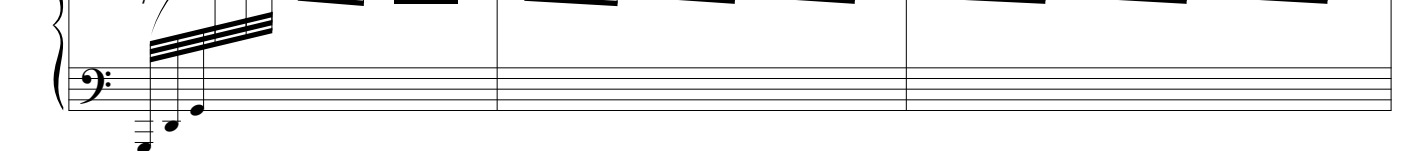
M.  What is — there then to mar - vel at? Born — a

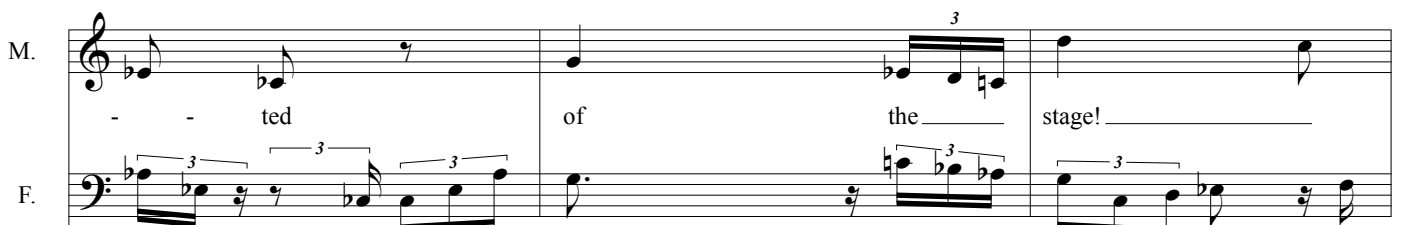
F.  The — real world is mere - ly tran-si-to-ry, a

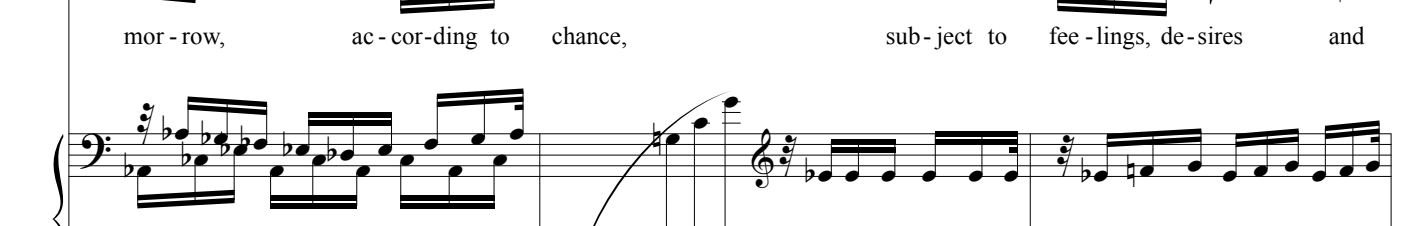


M.  fan - ta - sy, yet chea - ted, yet chea -

F.  flee - ting il - lu - sion ta-king one form to - day and a - no - ther to -



M.  - - ted of the — stage! —

F.  mor - row, ac - cor - ding to chance, sub - ject to fee - lings, de - sires and



F. in - tel-lect in dif - ferent com - ple - xions... who knows how?

(♩ = ♩.) 3/77 (♩. = 60)

The GIRL comes forward and plays in the garden

mp

p

3/87

3/98 $\text{♩} = 80$

Director

Dir.

Now, if you want the lit-tle girl to be play-ing in the

3/103

Daughter

D.

Yes, in the sun! That

gar - den...

D. is my on - ly, my on - ly plea - - sure: to see her

Dir.

D. hap - - - py and care - - - free,

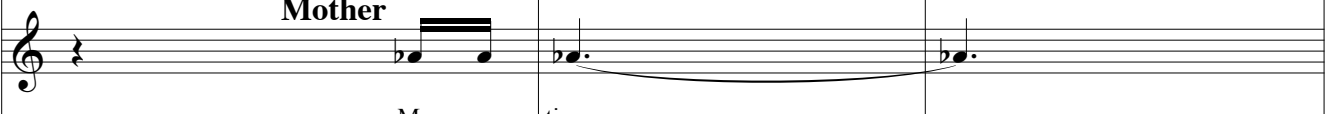
Dir.

D. hap - py, so hap -

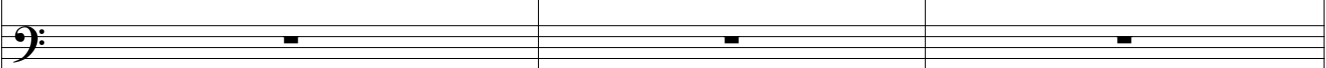
Director

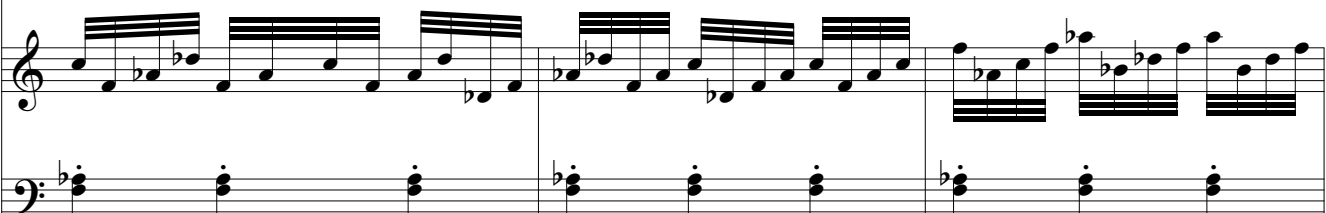
Dir. Well — then, e-very-thing shall hap-pen in the gar - den; and we'll

D.  - - py and care - - free

M.  **Mother** Ma - ny times _____

Dir.  group the o - ther scenes there. _____

F. 

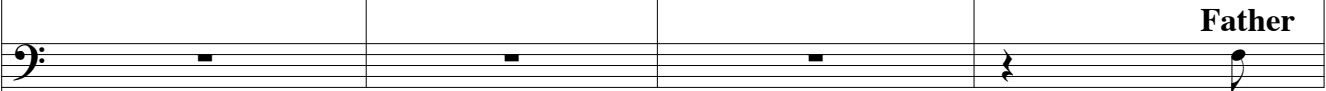


3/120

D.  in the gar - - den, _____

M.  we have sought _____ out

Dir. 

F.  **Father** _____



D. in the gar - - -

M. we have sought

Dir. **Director**
Here's a back - cloth with trees;

F. lu - - - sions, il -

D. - - - den. When - e - ver she

M. out our cre - a - tor

Dir. and this will do as a foun - - - tain.

F. lu - - - sions of re - a - li - ty

D. spied me, she would run to take me by the

M. while he sat wri - - - ting

Dir.

F. The

pre - sen - ted in this co - me - dy of

3/133

D. hand; she loved to show me the

M. and urged him _____ to let us sing, _____ to let us

Dir. boy will be here, hi - ding be - hind the trees.

F. life, this co - me - dy of life that

D. flowers, _____ show me the

M. sing! _____

Dir. _____ *to the BOY* *the BOY comes forward fearfully*

F. _____ Come a-long! What's the mat-ter?

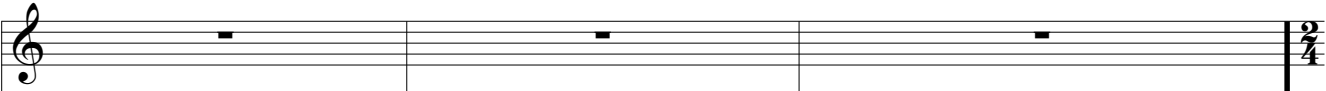
ne - ver, ne - - - ver, ne - ver ends, _____

D. flowers! _____

M. Ah! What scenes, what a - - -

Dir. _____ Let's try it now!

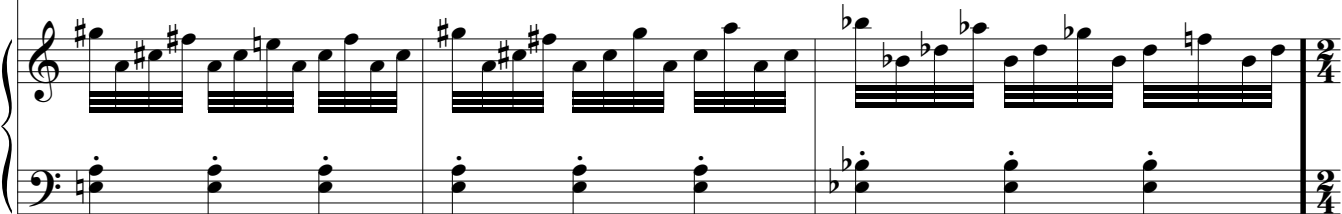
F. _____ ne - ver ends! _____

D. 

M. 

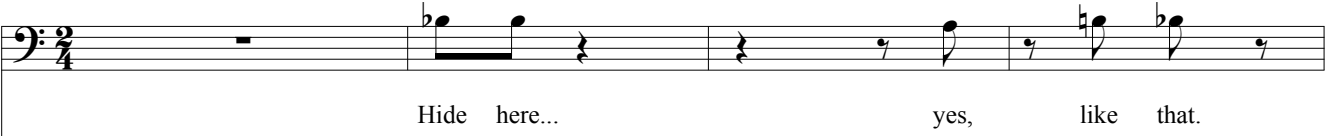
Dir. 

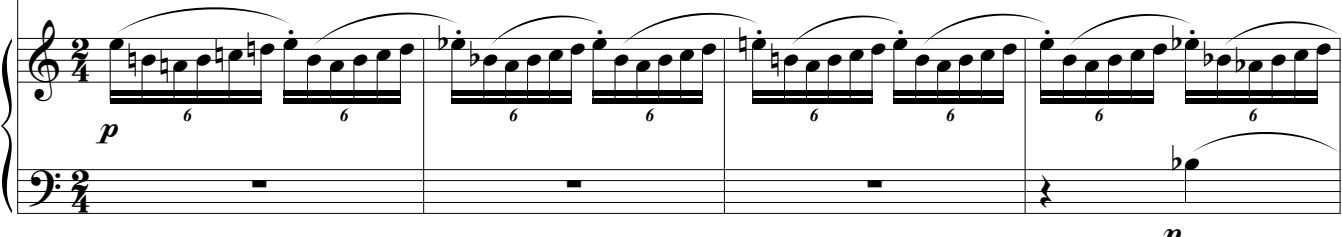
F. 



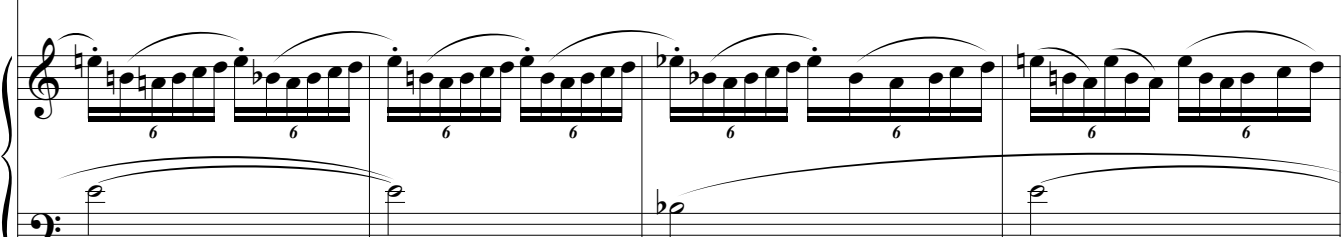
 3/145 

leads the BOY behind the tree

Dir. 



Dir. 



Dir.

loo-king for some - one... Ex - cel-lent! Fine!

The musical score for the Director (Dir.) is written in bass clef. It features a series of triplet eighth notes in the first two measures, followed by a whole rest. The third measure contains a triplet eighth note followed by a quarter rest. The fourth measure has a quarter note followed by a quarter rest. The piano accompaniment consists of a continuous eighth-note pattern in the right hand, with a sixteenth-note triplet in the final measure. The left hand plays a simple bass line with a few accidentals.

3/158

D.

Daughter *indicates SON*

You must send him a -

The musical score for the Daughter (D.) is written in treble clef. It begins with a whole rest, followed by a quarter rest, and then a half note. The piano accompaniment features a continuous eighth-note pattern in the right hand, with a sixteenth-note triplet in the final measure. The left hand plays a simple bass line with a few accidentals.

D.

way... he's al - ways shut up in his room. **Son**

S.

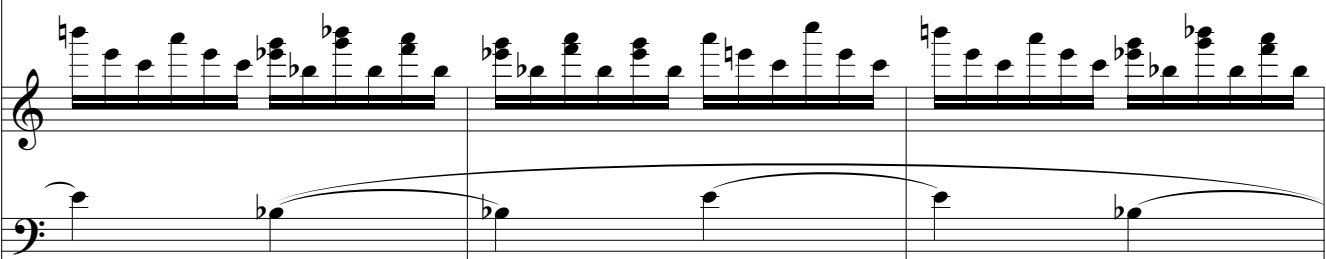
De -

The musical score for the Daughter (D.) and Son (S.) is written in treble clef. The Daughter's part includes a triplet eighth note in the second measure. The Son's part is a single eighth note in the third measure. The piano accompaniment features a continuous eighth-note pattern in the right hand, with a sixteenth-note triplet in the final measure. The left hand plays a simple bass line with a few accidentals.

(who has re-entered)

S. 

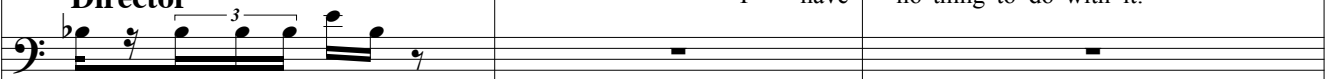
ligh-ted! I could ask for no-thing bet-ter.



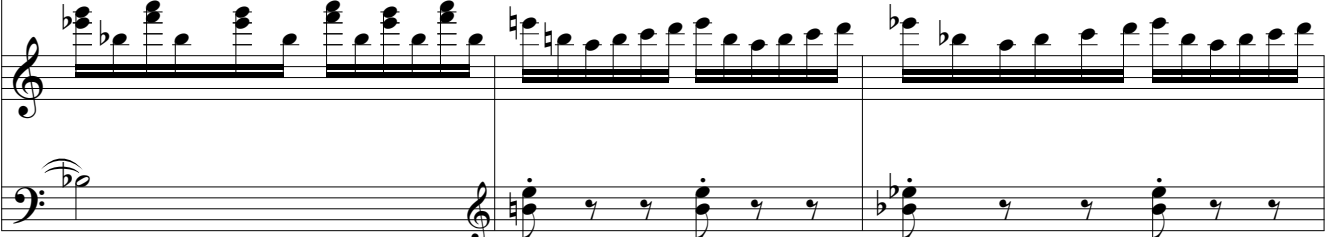
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S. 

Director I have no-thing to do with it.

Dir. 

No! Where are you go-ing?



Daughter

D. 

He will stay...

S. 

Let me go!

Father

F. 

...to act the ter-ri-ble scene in the gar-den



Daughter

D. **Son**

S. I shall act no - thing at all.

F. with his mo-ther.

He is bound here for

D. life.

S. No - bo - dy can force me to act.

F. We can!

We can!

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to DIRECTOR

indicating MOTHER

S. There was no scene be - tween me and her.

M. **Mother**

S. Ask her!

M. Yes, _____

M. it is true. I

M. went _____ to _____ his room _____

it is true. I

went _____ to _____ his room _____

3/191

M. *col canto*

— to emp-ty my heart to him of all the an - guish that tor - tures, of

pp

M. all the an - guish that tor - tures me.

S. **Son**

I left. I do not care for

M. It is true: and how it was.

S. scenes!

f

3/202

♩ = 54

Daughter

Mother

Son

Director

Father

If on - ly our au - thor

An au - thor's fan - ta - sy

We can, we can no lon - ger in -

One can - not ar - gue at lei -

The mask is real

p

would go a - way,

would go a - way,

brought us forth em - balmed a - live,

ha - bit a hall of mir - rors

- sure! Dra - ma is ac - tion not phi - lo - so - phy!

and fixed for all time, but its

D. lea - ving me a - lone in my

M. to e - xist on the

S. which freeze our i - mage in

Dir. I, too, have my role to ful -

F. in - car - na - tion, its in - car - na - tion

D. sha - dow, lea - ving me a - lone

M. thre - shold be-tween no - thing and e -

S. an end-less dis - tor - tion, in an end - less dis - tor - tion.

Dir. fill: and we have to reach the fi - na - le!

F. is its de-struc - tion.

D. in my sha - dow.

M. ter - ni - ty.

Dir. Mind you, mu-sic chan-ges things, dis-torts time_____ it-self...



(♩=♩) 3/218 ♩ = 108

D. Ah!

M. Ah!

S. Ah!

F. Ah!

f



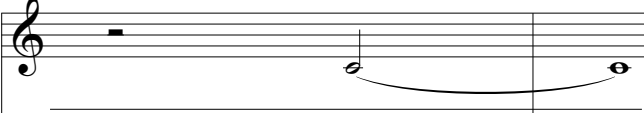
D. M. S. F.

This system contains the first three measures of the piece. It features four vocal staves (D, M, S, F) and a piano accompaniment. The vocal parts enter in the first measure with a half note, followed by a quarter rest, and then a quarter note in the second measure. The piano accompaniment begins with a half note in the first measure, followed by a quarter rest, and then a quarter note in the second measure. The piano part has a complex, flowing melody in the right hand and a more rhythmic, chordal accompaniment in the left hand.

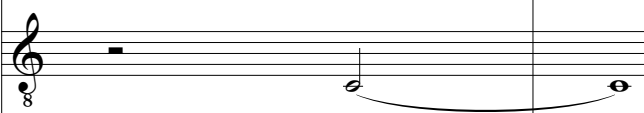
D. M. S. F.

This system contains the next three measures of the piece. The vocal parts continue their melodic lines, with the soprano (S) and alto (M) parts featuring a half note in the first measure, followed by a quarter rest, and then a quarter note in the second measure. The piano accompaniment continues with a half note in the first measure, followed by a quarter rest, and then a quarter note in the second measure. The piano part has a complex, flowing melody in the right hand and a more rhythmic, chordal accompaniment in the left hand.

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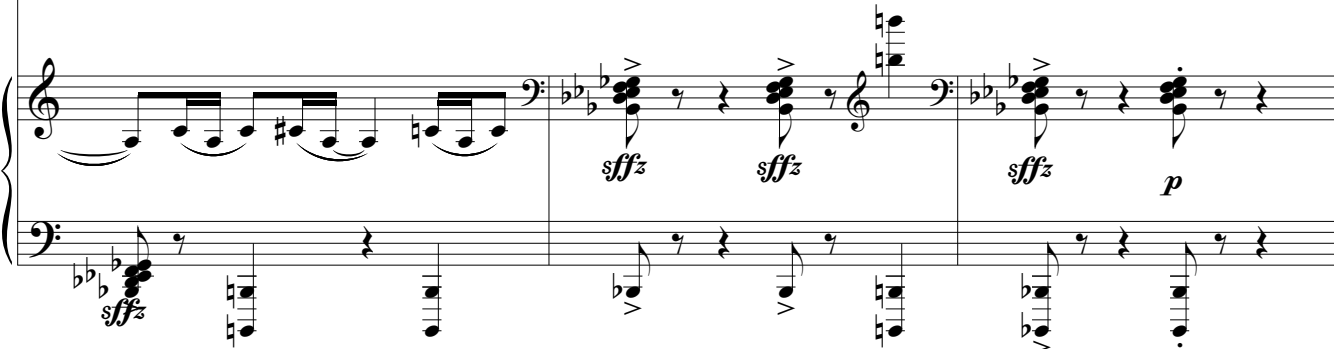
D. 

M. 

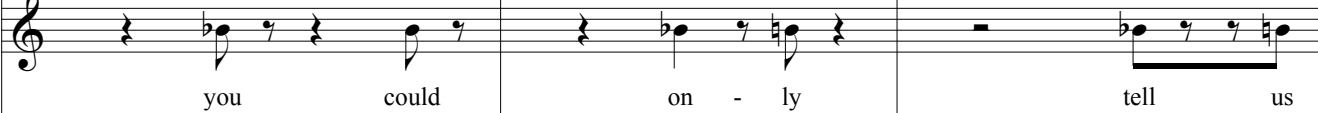
S. 

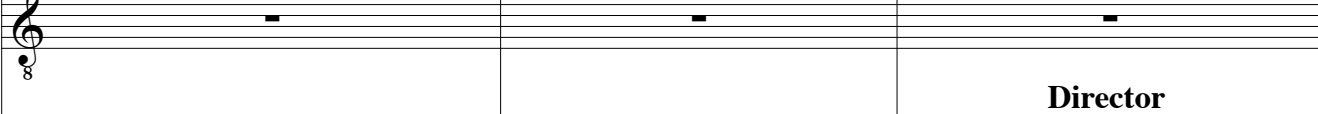
F. 

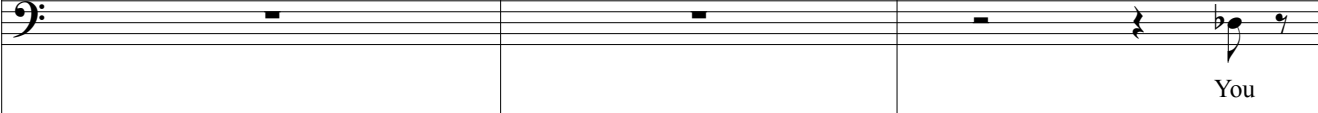
Mother
to SON, desperately
If

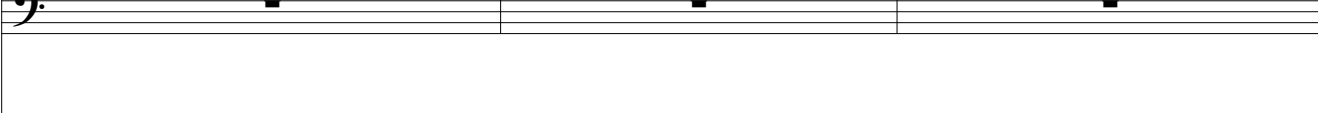


D. 

M. 

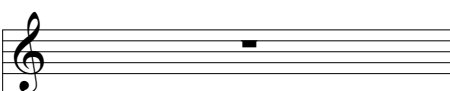
S. 

Dir. 

F. 

Director

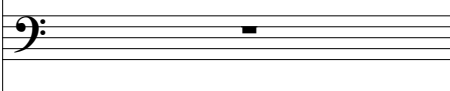


D. 

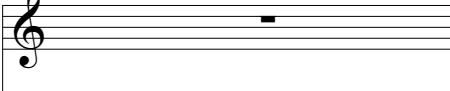
M. 
what you feel **Son** in your

S. 
to SON No! I shall

Dir. 
must act this scene for me.

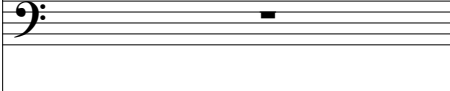
F. 

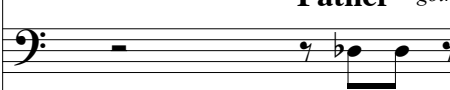


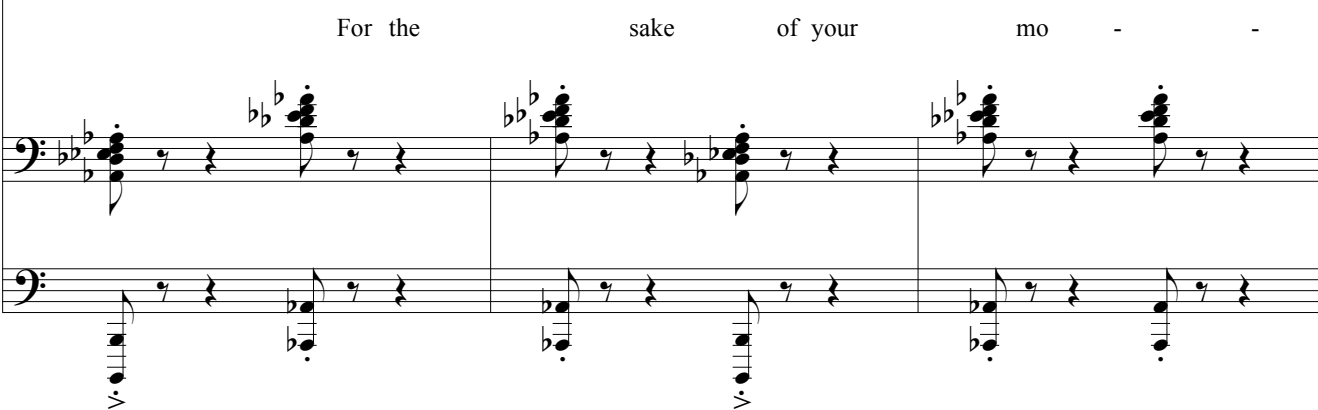
D. 
Daughter *to SON*

M. 
heart. Please! Please!

S. 
do no - thing! And for the sake

Dir. 
Just show me

F. 
Father *going to SON in a great rage; MOTHER, frightened, tries to separate them*


For the sake of your mo - -

D. no — cou - rage? You have to

M. You have to o - bey! —

S. of heaven do stop... Have you

Dir. what hap-pened! Please!

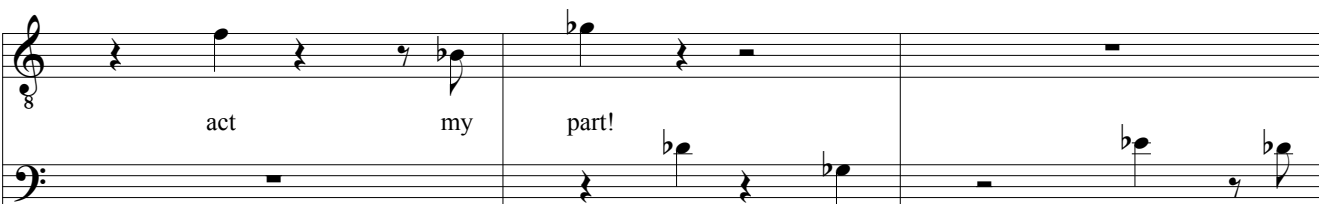
F. - - - ther... You have to o - bey! —

D. o - bey! — Please!

S. no shame? I will not

Dir. You have to o - bey! —

F. Please!

S.  act my part!

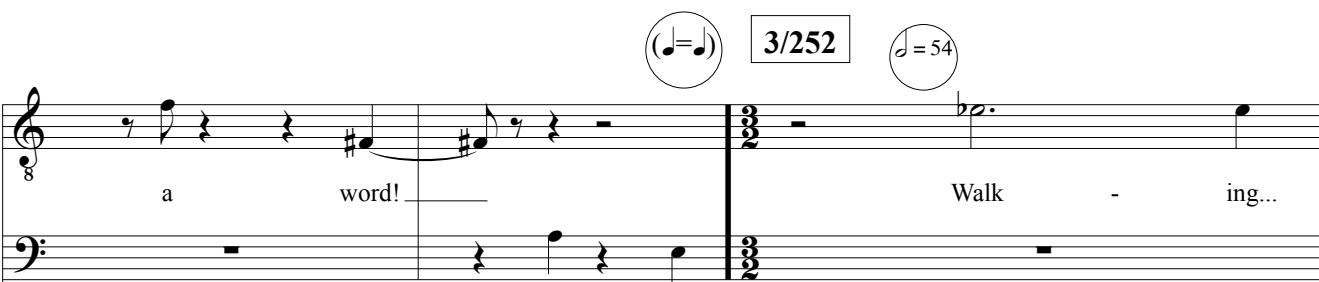
Dir.  Well then, tell me



S.  With - out

Dir.  what hap-pened. You left the room?



S.  a word! Walk - ing...

Dir.  Then what?



Daughter *leading the GIRL to the fountain*

D. Wait! First my ba - by must go to the foun -

D. - tain...

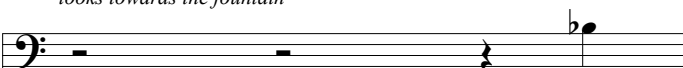
S. **Son** Why on

Dir. **Director** Well? Walk-ing in the gar - den?

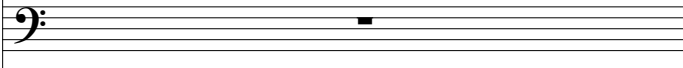
S. earth do you in - sist? It's ter - ri - ble.

Seeing the MOTHER who is trembling as she
looks towards the fountain

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Dir. 

The ba - - - by?

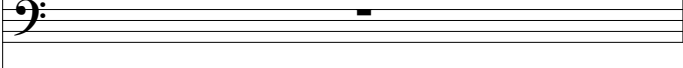
F. 



The SON slowly assumes his role

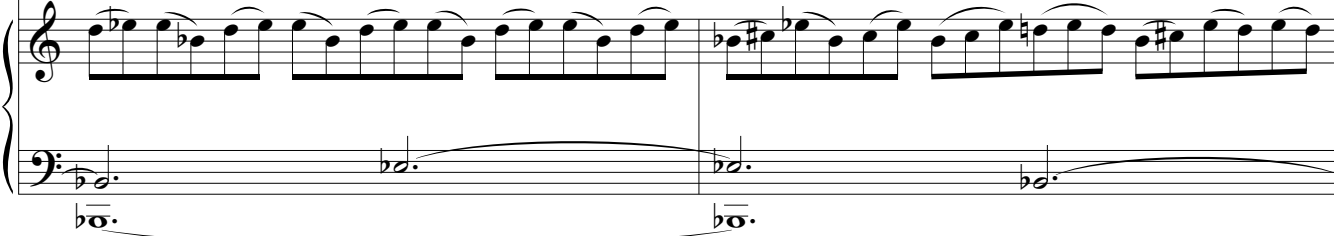
S. 

There in the foun - - - tain...

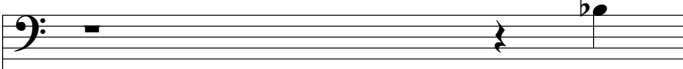
F. 

Father
indicating MOTHER

She _____



to SON, anxiously

Dir. 

And then you...

F. 

_____ fol - lowed him...



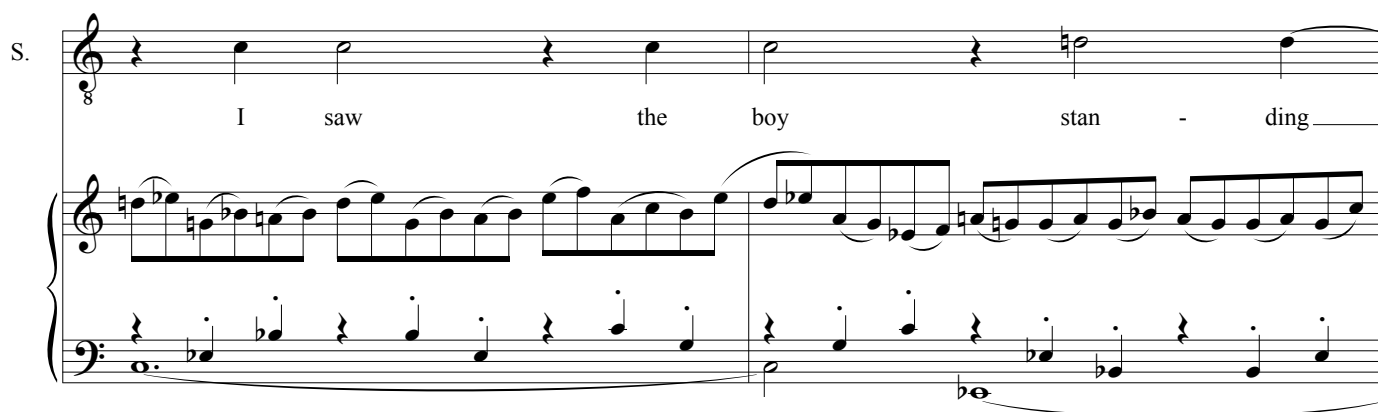
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S. I ran o - - - ver to

S. her;

S. as I dragged her out _____

S. of the wa - - - ter

S. 

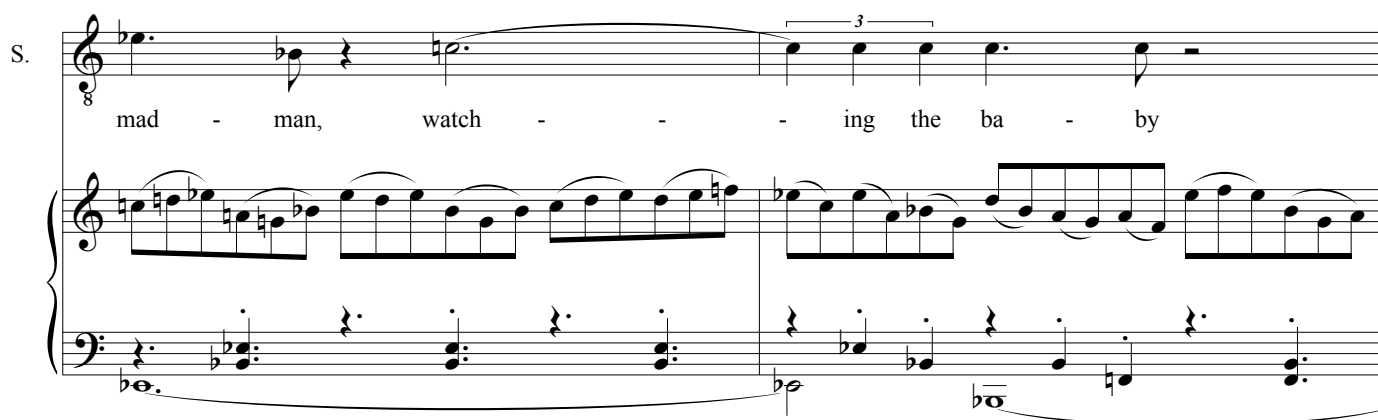
I saw the boy stan - ding

*As the SON pulls the dead GIRL from the fountain
and looks to where the BOY is hidden.*

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S. 

quite still, with eyes of a

S. 

mad - man, watch - ing the ba - by

A shot rings out .

*Horried, everyone goes slowly towards the BOY,
except for the DAUGHTER, who takes the dead GIRL into her arms.
The BOY is fatally wounded, and the others carry him off.*

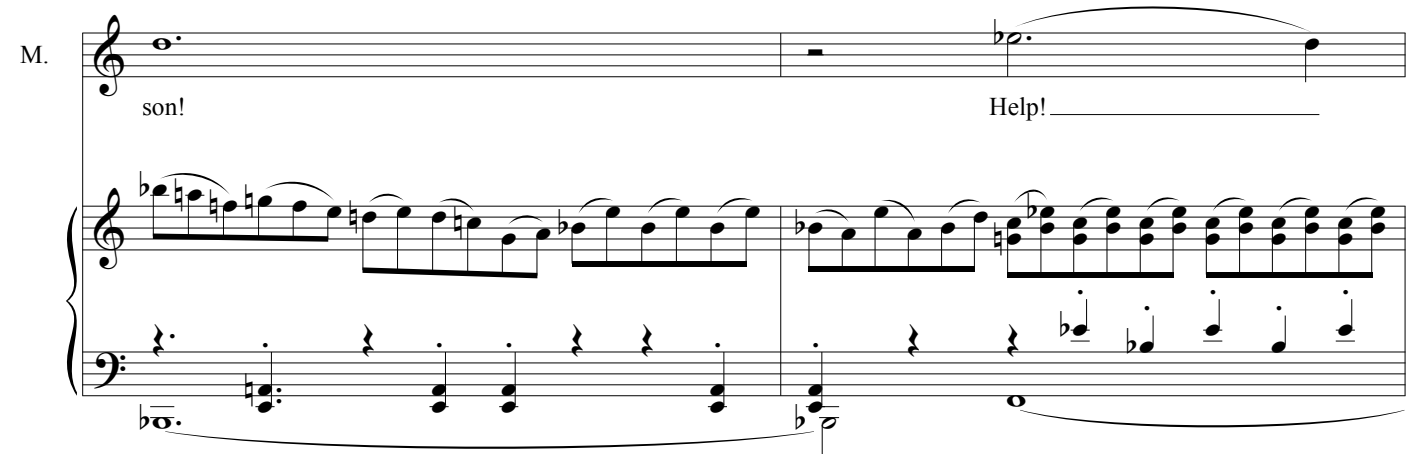
Mother

M. 

My

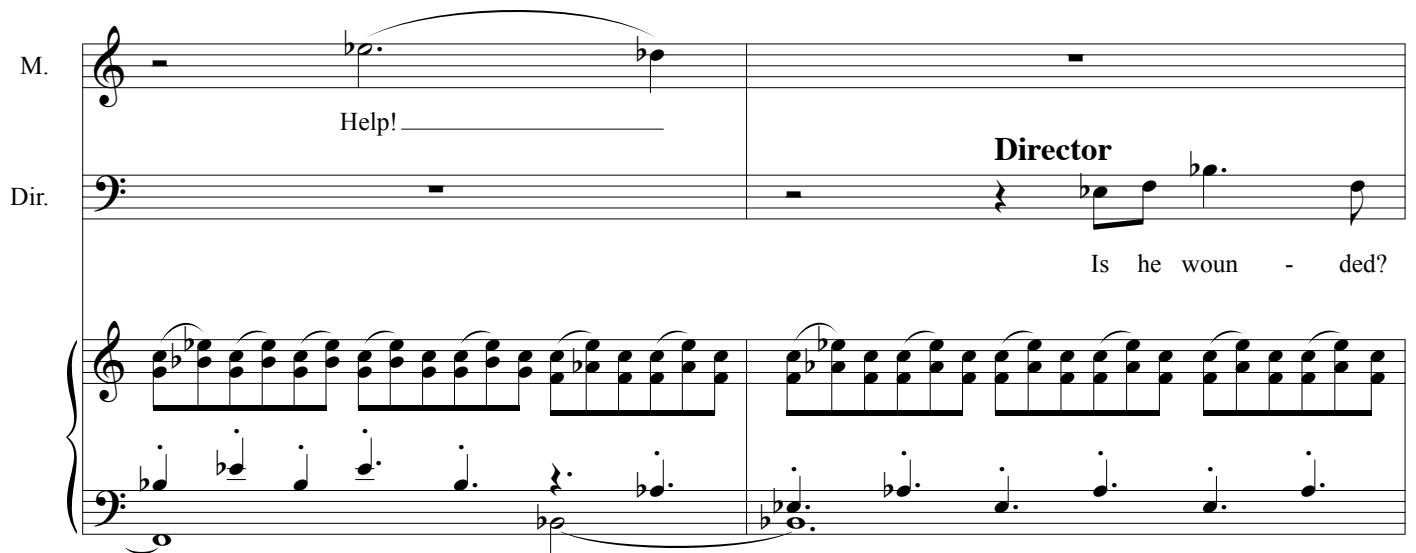
drow - ning...

M. son! Help! _____



M. Help! _____

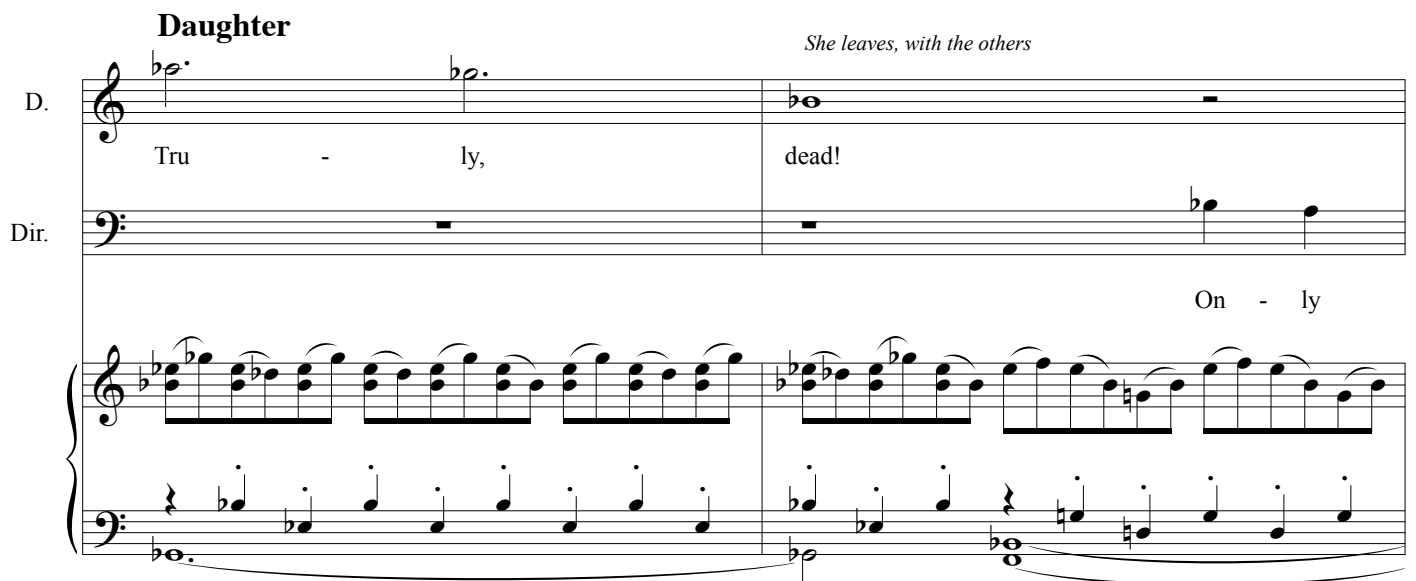
Dir. **Director** Is he woun - ded?



Daughter *She leaves, with the others*

D. Tru - ly, dead! On - ly

Dir.



Dir. *il - lu - sion, I hope! _____*

F. *_____* **Father** *Il -*

3/291*with a terrible cry*

F. *lu - - - - - sion? It _____*

f

Dir. *_____ is for real! _____*

F. *_____* **Director** *Il -*

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Dir. *lu - sion, re - a - li - ty? To hell with it all! Ne - ver in all my life...*

p

Dir.

Where is my cast? What a

Dir.

waste! I've lost a whole rehearsal over this per-

He packs up; looks for the light switch again... before he finds it - blackout.

Dir.

for - mance!