

# If He Walked Into My Life

From the Broadway Musical "MAME"

Music and Lyrics by  
JERRY HERMAN

Piano introduction in 4/4 time, marked *mp*. The melody is in the right hand, and the accompaniment is in the left hand. The key signature has one flat (Bb) and the time signature is 4/4.

Verse (*ad lib.*)

Abmaj7      Abdim.      Ebmaj7      Fm7

*Girl:* Where's that boy with the bu - gle?      My lit - tle love who was  
*Boy:* Where's that girl with the prom - ise?      The girl who - tried to -

Musical notation for the first system of the verse, including vocal lines and piano accompaniment.

Bb7 sus.      Bb7(b9)      Ebmaj7      Gm9      C7(b9)      Fmaj7 F6

al - ways my big ro - mance;      Where's that boy with the bu - gle?      And  
show me what love could be;      Where's that girl with the prom - ise?      And

Musical notation for the second system of the verse, including vocal lines and piano accompaniment.

Gm7      C7 sus.      C7(b9)      F6

why did I ev - er buy him those damn long pants? \_\_\_\_\_  
why do I feel the some - one to blame is me? \_\_\_\_\_

Musical notation for the third system of the verse, including vocal lines and piano accompaniment. The system ends with a double bar line and repeat signs.

© 1966 JERRY HERMAN

All rights controlled by Jerryco Music Co.

Exclusive Distributor: Edwin H. Morris & Company, A Division of MPL Communications, Inc.

International Copyright Secured

Made in U.S.A.

All Rights Reserved

Chorus - *Slowly in tempo*

(tacet) F6 Fmaj7 F7 Am7

Did {he/she} need a strong-er hand? Did {he/she} need a light-er touch?

D7 G9 G9(+5) G7 G9 G9(+5) Gm7 C9 C9(+5) Fmaj7

Was I soft or was I tough? Did I give e - nough? Did I give too much? \_\_\_\_\_

Cm6 D7(b9) Gm Gm7 Bbm6

— At the mo-ment that {he/she} need - ed me, \_\_\_\_\_ Did I ev - er turn a -

Am7 F dim. Gm7 G9

way? \_\_\_\_\_ Would I be there when {he/she} called, — IF {HE/SHE} WALKED IN-TO MY

C7sus. C7(b9) Fmaj9 C7 (tacet) F6

LIFE \_\_\_\_\_ to - day. \_\_\_\_\_ { Were his days a lit - tle dull?  
Did she mind the lone - ly nights?

The first system of the musical score features a vocal line and piano accompaniment. The vocal line begins with the lyrics 'LIFE \_\_\_\_\_ to - day. \_\_\_\_\_' followed by a bracketed section: '{ Were his days a lit - tle dull? Did she mind the lone - ly nights?'. The piano accompaniment consists of two staves, with the right hand playing chords and the left hand providing a bass line. Chord symbols are placed above the vocal line: C7sus., C7(b9), Fmaj9, C7 (tacet), and F6. A dynamic marking of *mf* is present in the piano part.

Fmaj7 F7 Am7 D7 G9 G9(+5)

Were his nights a lit - tle wild? Did I o - ver - state my  
Did she count the emp - ty days? Was I si - lent, was I

The second system continues the musical score. The vocal line lyrics are: 'Were his nights a lit - tle wild? Did I o - ver - state my' on the first line, and 'Did she count the emp - ty days? Was I si - lent, was I' on the second line. The piano accompaniment continues with two staves. Chord symbols above the vocal line are: Fmaj7, F7, Am7, D7, G9, and G9(+5).

G7 G9 G9(+5) Gm7 C9 C9(+5) Fmaj7

plan? Did I stress the man? And for - get the child.  
cold? Was I quick to scold? Was I slow to praise?

The third system of the musical score. The vocal line lyrics are: 'plan? Did I stress the man? And for - get the child.' on the first line, and 'cold? Was I quick to scold? Was I slow to praise?' on the second line. The piano accompaniment continues with two staves. Chord symbols above the vocal line are: G7, G9, G9(+5), Gm7, C9, C9(+5), and Fmaj7.

Cm6 D7(b9) Gm Gm7 Bbm6 Am7

{ And there must have been a mil - lion things. \_\_\_\_\_ That my heart for - got to say. \_\_\_\_\_

The fourth and final system of the musical score. The vocal line lyrics are: '{ And there must have been a mil - lion things. \_\_\_\_\_ That my heart for - got to say. \_\_\_\_\_'. The piano accompaniment continues with two staves. Chord symbols above the vocal line are: Cm6, D7(b9), Gm, Gm7, Bbm6, and Am7.

Fdim. Gm7 G9 C7 sus. C7(b9) F

— Would I think of one or two, — IF <sup>HE</sup> WALKED INTO MY LIFE — to - day.

<sub>SHE</sub>

(tacet) Db Db6 Dbmaj7 Db6 Ebm7

Should I blame the times I pam - pered <sup>him;</sup> Or blame the times I bossed <sup>him;</sup>

<sub>her;</sub> <sub>her;</sub>

Ab7 Db Db6 Dbmaj7 Db6 Gm7

— } What a shame I nev - er real - ly found the { boy, — } Be - fore I lost { him. —

<sub>girl, — } <sub>her. —</sub></sub>

C7 Fdim. F6 Fmaj7 F7 Am7

— } Were the years a lit - tle fast. Was <sup>his</sup> world a lit - tle free?

<sub>her</sub>

D7 G9 G9(+5) G7 G9 G9(+5) Gm7 C9 C9(+5) Fmaj7

Was there too much of a crowd? All too lush and loud and not e-nough of me.

Cm6 D7 Gm Gm7 Bbm Am7

— Though I'll ask my-self my whole life long, — What went wrong a - long the way; —

Fdim. Gm7 G9 C7sus. C7(b9) Am7

— Would I make the same mis-takes — IF <sup>HE</sup> <sub>SHE</sub> WALKED IN-TO MY LIFE — to - day? If that

D7 G9 Bbm6 C7(b9) Fmaj7 Ab6 Fmaj7

boy — with the bu - gle } Walked in - to my life to - day. —  
 girl — } promise }

rall.