

The Gonzales Cantata

Score

For SSAT chorus and soloists
and pipe organ



Music by Melissa Dunphy

Text taken from:
Senate Judiciary Committee Hearings
January 18, 2007
April 19, 2007

Alberto Gonzales' resignation statement
August 27, 2007

God bless America!
by Robert Montgomery Bird, published 1834

The Gonzales Cantata

Organ score

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Dramatis Personae

**Attorney General Alberto R.
Gonzales**

Soprano



The Senate Judiciary Committee

**Patrick J. Leahy
D-VT.
Chairman**

Soprano



**Benjamin L. Cardin
D-MD.**

Soprano



**Orrin G. Hatch
R-UTAH**

Alto



**Dianne Feinstein
D-CALIF.**

Tenor



**Arlen Specter
R-PA.
Ranking Member**

Soprano



**Jeff Sessions
R-ALA.**

Mezzo-Soprano



**Charles E. Grassley
R-IOWA**

Soprano



SSAT Chorus

Further Information

www.gonzalescantata.com
www.melissadunphy.com

Libretto

2. INTRODUCTION (RECIT.)

LEAHY: Good morning.

CHORUS: Today, the Department of Justice is experiencing a crisis of leadership.

LEAHY: I've warned for years against lack of experience and judgment.

CHORUS: We're seeing the results amid rising crime and rampant war profiteering, abandonment of civil rights, lack of accountability.

LEAHY: I fear the Justice Department is losing its way.

Investigation into the firing of United States attorneys have revealed an administration that values

3. LOYALTY OVER JUDGMENT (CHORUS)

Loyalty over judgment, secrecy over openness, ideology over competence.

4. THE PURPOSE (RECIT.)

GRASSLEY: It is improper to fire a U.S. attorney for unjust partisan gain.

SPECTER: The purpose of this hearing is to determine whether Attorney General Alberto Gonzales should continue in that capacity.

5. THE OATH (RECIT.)

LEAHY: Mr. Attorney General, please raise your right hand. Do you solemnly swear that the testimony you will give before this committee will be the whole truth, so help you God?

GONZALES: I do.

CARDIN: Let us go over the U.S. attorneys who were fired.

6. THE LIST (CHORUS)

In New Mexico, a U.S. attorney refused to expedite a probe into Democrats before an election.

In Nevada and Arkansas, in Arizona and California, U.S. attorneys investigated corrupt Republican politicians. In Washington, a U.S. attorney declined to intervene

in a disputed gubernatorial election.

In Missouri, there were voter fraud investigations.

We look at those who were removed and find they were involved in political issues that were unpopular to the Republican establishment. What is one to think?

7. THE DECISIONS (RECIT.)

FEINSTEIN: Mr. Attorney General.

I may be very slow.

But I don't understand how this list was compiled.

GONZALES: Senator, I have searched my memory.

My schedule shows a meeting, but I have no recollection of it.

SESSIONS: Well, I'm concerned about your recollection, really, because it's not that long ago.

I would want to know who selected these individuals. Who was the decider?

GONZALES: Senator, I'm the attorney general. I make the decisions.

8. I DON'T RECALL (ARIA)

GONZALES: I did not make decisions about who should or should not be asked to resign.

I don't recall ever saying "No, take that person off," or, "Add this person."

I ultimately approved the list of recommendations that were submitted to me. Those were my decisions.

9. YOU DON'T RECALL (RECIT.)

LEAHY: You don't recall the meeting where you made the decision.

How can you be sure you made the decision? (LAUGHTER)

GONZALES: Senator, I recall making the decision.

LEAHY: When?

GONZALES: Sir, I don't recall.

10. PREPARATION (DUET)

SPECTER: Let me review some of the record with you. I know you're familiar with this record because I know

you've been preparing for this hearing.

GONZALES: I prepare for every hearing, Senator.

SPECTER: Do you prepare for all your press conferences?

Were you prepared

for the press conference where you said there weren't any discussions involving you?

GONZALES: I said I prepared for every hearing.

SPECTER: Well, and I'm asking you, do you prepare for your press conferences?

GONZALES: Senator, we do take time to prepare for the press conference.

SPECTER: Let's -- let's move on.

I don't think you're going to win a debate about your preparation, frankly.

11. STAND BY THE DECISION (DUET)

CARDIN: Mr. Gonzales, what concerns me the most is after reviewing all the facts, you stand by the decision.

GONZALES: I do, Senator. I do.

CARDIN: You would still do the same thing again.

GONZALES: Senator...

CARDIN: I don't understand that.

GONZALES: Senator, I would use a different process, a different process...

CARDIN: Same conclusion?

GONZALES: I have no reason to believe that the basis of the recommendations was improper motives.

12. THIS IS NOT ABOUT ALBERTO GONZALES (ARIA)

GONZALES: This is not about Alberto Gonzales.
This is about the Department of Justice.
I look back with pride in the things that we've accomplished:
protecting our kids, protecting our neighborhoods,
protecting our country.
I have to be—I have to know in my heard
that I can continue to be effective
as the leader of this department.
The moment I believe I can no longer be effective,
I will resign.

13. FLAGELLATION (CHORUS)

It's almost as if the walls were actually crumbling
on this huge department. Nothing gets answered directly.
Everything is obfuscated.
Something's rotten in Denmark.
The way that this investigation has been handled
is really deplorable. The communication was
atrocious. It's generous to say there were misstatements.
And I believe you ought to suffer the consequences.
There is evidence of low morale—very low morale,
lack of credibility—your personable credibility.
The department is dysfunctional.
I urge you to re-examine your performance
and, for the good of the country, step down.

14. I THINK WE ALL WILL AGREE (BERCEUSE)

HATCH: I think we all will agree,
I think you've agreed that this was poorly handled.
GONZALES: Yes.
HATCH: I mean, how many times
do you have to be flagellated over that?
There are two legitimate issues
in the U.S. attorney controversy.
First, were any of them removed for an improper reason?
Second, did any administration officials
knowingly mislead Congress or the public?
After three months of hearings, all kinds of interviews,
and thousands upon thousands of pages of documents,
the evidence shows that the answer
to both of those questions is a resounding no.

15. ATTACK ME (CHORUS)

CHORUS: The evidence that we've uncovered
shows that politics have entered the Department.
You've come here seeking our trust.
Frankly, Mr. Attorney General, you've lost mine.
GONZALES: This is not about Alberto Gonzales.
It's about what's best for the department.
Clearly, there are issues I have to deal with.
I believe that I can be—
I think that there are some good things
that I can accomplish on behalf of this country.
I'm going to work as hard as I can
to reestablish trust and confidence
with this committee and the members of Congress, and of
course, with the career professionals at our department.
Everything that we do, the credit goes to them. And so, when
there are attacks against the department, you're attacking the
career professionals
CHORUS: There are widespread abuses.
And we know it goes
even beyond what we've heard.
Incompetent appointees.
Legal briefs that contradict International Law.
Executive interference
in the Justice Department.
LEAHY: I don't trust you.

CHORUS: Torture of detainees.

Illegal domestic surveillance programs.

Harassment of the press. Perjury.

GONZALES: You should attack me.

You should attack me.

(APPLAUSE)

PROTESTER: Fire Gonzales now!

PROTESTER: Stop lying!

PROTESTER: Liar! Liar! Impeach!

LEAHY: Thank you. We stand adjourned.

16. DIFFERENTLY (ARIA)

GONZALES: Looking back,
things that I would have done differently?
I should have told him,
And I think he should have—
I should have asked him
I should have told him the factors
that I thought were important for him to consider.
I should have told him,
And I think I would have told him—
I should have told him,
And we should have a list.
I think these are the things—
I think these are the kinds of things, in hindsight,
that I wish would have happened.
I think it's also unfair
(I think it's all so unfair)
it is clear that we struggled—not struggled—
Where we made a mistake, clearly—I think—
is once we said "performance,"
we should have defined that.
Because performance, for me, means lots of things.
It means whether or not you've got leadership skills,
whether or not you've got management skills.
It may mean whether or not
you support the president.
It may mean that you don't have—
that you have a sufficient—
that you have relationships.
And so there are lots of things that fall within
the definition of performance-related.
And I think that we should have been—
we should have defined what we meant by that.

17. GOD BLESS AMERICA (CHORUS)

CHORUS: God bless the land that gave us birth!

No pray'r but this know we.

God bless the land, of all the earth,

The happy and the free.

And where's the land like ours can brave

The splendor of the day.

And find no son of hers a slave?

God bless America!

God bless the land, the land beloved

Forever and for aye!

God bless the land that gave us birth.

God bless America!

GONZALES: Thirteen years ago I entered public service
to make a positive difference in the lives of others.

I have traveled a remarkable journey

Yesterday I informed the president

of my decision to resign

I often remind our fellow citizens

that we live in the greatest country in the world

and I have lived the American dream.

Even my worst days as attorney general
have been better than my father's best days.

Thank you, and God bless America.

1. Freedom Overture

Melissa Dunphy

Adagio $\text{♩} = 80$

The musical score consists of two staves. The top staff is for the Organ, which starts with a dynamic of *mf*. The bottom staff is for the Pedals, which starts with a dynamic of *f*. The music begins with eighth-note patterns in common time.

A

This section starts with a dynamic of *ff* for the Organ. The dynamic changes to *p* (piano) during a melodic line. The Pedals provide harmonic support throughout. The section ends with a dynamic of *p*.

14

The Organ part features a sustained note with a dynamic of *mf*. The Pedals provide harmonic support with sustained notes.

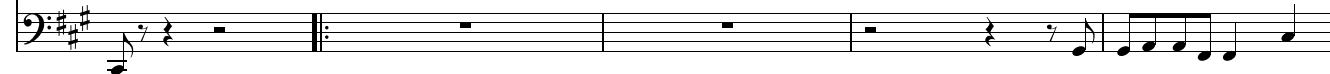
20

The Organ part begins with a dynamic of *p*, followed by a dynamic of *f*. The Pedals provide harmonic support. The Organ part concludes with a dynamic of *p* and a ritardando (rit.) indicated by a bracket over the final notes.

Gonzales Cantata

B**Allegro** $\text{♩} = 140$

Org. { 

Ped. { 

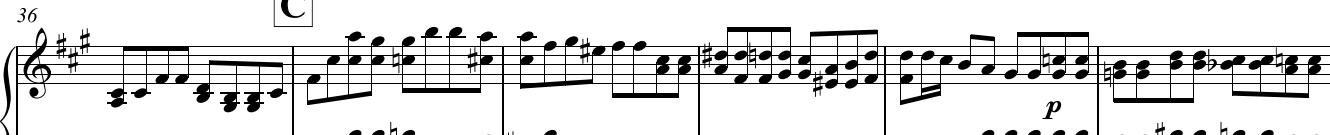
31

Org. { 

Ped. { 

C

36

Org. { 

Ped. { 

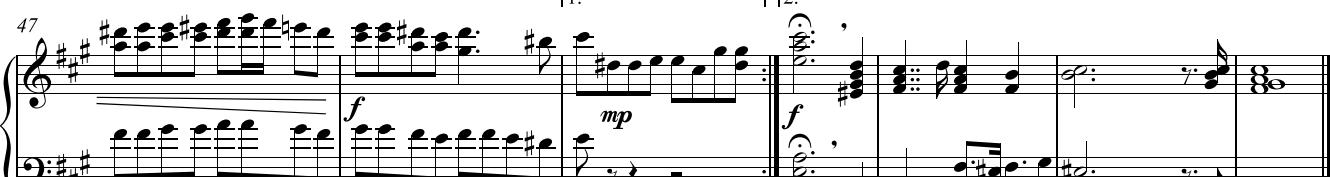
42

Org. { 

Ped. { 

Adagio $\text{♩} = 60$

1. 2.

Org. { 

Ped. { 

2. Introduction (Recit.)

54 **Rubato** *Cadenza*

Org.

Ped.

Allegretto $\text{♩} = 100$

LEAHY

S. Solo

Good morn-ing. Good morn - ing. Good morn-ing, good morn-ing, good morn -

ad lib.

Org.

Allegretto $\text{♩} = 100$

64 **D**

S. Solo

ing.

Chorus

To - day the De-part-ment of Jus - tice is ex - per-ienc-ing a cri - sis of lead - er-ship.

mf

To - day the De-part-ment of Jus - tice is ex - per-ienc-ing a cri - sis of lead - er-ship.

mf

Org.

Ped.

Gonzales Cantata

4

70 *mp*

S. Solo I've warned for years, for years, for years a-bout lack of ex-per-i-ence, lack of ex - per - ience

Org. *p*

E

77 *mf*

S. Solo — and judg ment.

Chorus We're see-ing the re - sults, We're see-ing the re - sults we're see-ing the re - sults a-mid

We're see-ing the re - sults, We're see-ing the re - sults we're see-ing the re - sults a-mid

Org. *f*

Ped.

84 *p*

Chorus ris - ing crime, and ram-pant war pro-fit - eer ing, a - ban-don-ment of civ - il rights, and

ris - ing crime, and ram-pant war pro-fit - eer ing, a - ban-don-ment of civ - il rights, and

Org. *mp*

90 *f*

S. Solo I fear, _____ I fear, I fear the Justice De-part-ment is los-ing its way.

Chorus lack of ac-count - a - bil - i - ty.

Org.

Ped.

≡

96 *mf*

S. Solo In - vest - i - ga - tion in - to the fir - ing of Un - it - ed States at - tor - neys

Org. *p* *f*

Ped. *p* *f*

≡

100

S. Solo have re-vealed an ad-min - is - trat - ion that va - lues:

Org. *pp* *tr.....* *tr.....* *tr.....* *f*

Ped.

3. Loyalty Over Judgment (Chorus)

Moderato ♩=55

105

Org. *f*

Ped.

G.P.

≡

110 **F** *mp*

T. Lo - yal-ty o - ver judg-ment, lo - yal-ty o - ver judg-ment, se - cre- cy, se - cre- cy o-ver

Org. *mp*

Ped.

≡

116 **G** *mf*

A. Lo-yal-ty o - ver judg-ment, lo-yal-ty o - ver judg-ment, se - cre - cy, se - cre-

T. o-pen-ness. Lo-yal-ty o - ver judg - ment, se - cre - cy

Org. *mf*

H

123 *mf*

S. Lo - yal - ty o - ver judg - ment, lo - yal - ty o - ver judg - ment, se - cre -

M-S. *mf* Lo - yal - ty o - ver judg - ment, lo - yal - ty o - ver judg - ment,

A. cy o - ver o - pen - ness Se - cre - cy

T. 8 — o - ver o - pen - ness. Lo - yal - ty o - ver judg - ment.

Org.



128

S. cy, se - cre - cy o - ver o - pen - ness. $\frac{5}{8}$

M-S. se - cre - cy o - ver o - pen - ness. $\frac{5}{8}$

A. o - ver o - pen - ness. $\frac{5}{8}$

Org. 3 $\frac{5}{8}$

**I**

133

T. $\frac{5}{8}$ - $\frac{3+3+2}{8}$ - f I - deo - lo - gy o - ver com - pe - tence,

Org. ff

Ped. $\frac{5}{8}$ - $\frac{3+3+2}{8}$ -

Gonzales Cantata

8

137

S. *f*
I - de-o-lo-gy o-ver com-pe-tence,
M-S. *f*
I - de-o-lo-gy o-ver com-pe-tence, i - de-o-lo-gy o-ver com-pe-tence,
A. *f*
I - de-o-lo-gy o-ver com-pe-tence, i - de-o-lo-gy o-ver com-pe-tence, i - de-o-lo-gy o-ver com-pe-tence,
T. *f*
i - de-o-lo-gy o-ver com-pe-tence, i - de-o-lo-gy o-ver com-pe-tence, i - de-o-lo-gy o-ver com-pe-tence,
Org.
Ped.



J

140 *p*
S. i - de - o-lo-gy o - ver com - pe tence, i - de -
M-S. *p*
i - de - o-lo-gy o - ver com - pe-tence, i - de -
A. *p*
i - de - o-lo-gy o - ver com - pe-tence, i - de -
T. *p*
i - de - o-lo-gy o - ver com - pe-tence, i - de -
Org. *mf*
Ped. *p*
mp

Gonzales Cantata

146

S. o - lo - gy o - ver com - pe - tence, i - de - o - lo - gy o - ver com - pe - tence,
M-S. o - lo - gy o - ver com - pe - tence, i - de - o - lo - gy o - ver com - pe - tence,
A. o - lo - gy o - ver com - pe - tence, i - de - o - lo - gy o - very com - pe - tence,
T. 8 o - lo - gy o - ver com - pe - tence, i - de - o - lo - gy o - ver com - pe - tence,

mf

Org.

Ped.



K

151 *i - de - o - lo - gy o - ver com - pe - tence, Lo - yal - ty o - ver*

S. *i - de - o - lo - gy o - ver com - pe - tence, Lo - yal - ty o - ver*

M-S. *i - de - o - lo - gy o - ver com - pe - tence, Lo - yal - ty o - ver*

A. *i - de - o - lo - gy o - ver com - pe - tence, -*

T. *i - de - o - lo - gy o - ver com - pe - tence, -*

8 *i - de - o - lo - gy o - ver com - pe - tence,*

Org. *f*

Ped.

155

S. judg - ment, lo - yal-ty o - ver judg - ment, se - cre - cy, se - cre - cy o - ver o - pen - ness.

M-S. judg - ment, lo - yal-ty o - ver judg - ment, se - cre - cy, se - cre - cy o - ver o - pen - ness.

A. *f* Lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver judg - ment, se - cre - cy, se - cre - cy o - ver o - pen - ness.

T. *f* 8 Lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver judg - ment, se - cre - cy, se - cre - cy o - ver o - pen - ness.

Org.

Ped.



161 **L**

S. Lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver judg - ment, se - cre - cy, se - cre - cy o - ver

M-S. Lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver judg - ment, se - cre - cy, se - cre - cy o - ver

A. - Lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver judg - ment,

T. 8 Lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver judg - ment,

Org.

Ped.

167

M

S. o-pen-ness. lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver

M-S. o-pen-ness. lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver

A. lo - yal-ty o - ver judg - ment, lo - yal-ty o - ver

T. *p* O, say, does that star - -

ff

Org.

Ped.



172

S. judg - ment, se - cre-cy o - ver o - pen-ness lo - yal-ty o - ver judg - ment,

M-S. judg - ment, se - cre-cy o - ver o - pen-ness lo - yal-ty o - ver judg - ment,

A. judg - ment, se - cre-cy o - ver o - pen-ness lo - yal-ty o - ver judg - ment,

T. *p* span - gled ban - - ner yet wave o'er the

ff

Org.

Ped.

Gonzales Cantata

12

177

S. i - de - o - lo - gy o - ver com - pe - tence, *molto* lo - yal - ty!

M.S. i - de - o - lo - gy o - ver com - pe - tence, *molto* se - - - cre - cy!

A. i - de - o - lo - gy o - ver com - pe - tence, *molto* i - de - o - lo - gy!

T. land____ of the free____ and the home of the brave?

Org.

Ped.

185

Org.

Ped.

4. The Purpose (Recit.)

GRASSLEY
SPECTER
CHORUS

189 $\text{♩} = 90$

S. Solo GRASSLEY *a piacere*

It is im- per, pro it is im-pro per_ to fire a U. S. at-tor-ney for

Org. *mf* *pp*

It is im- per, pro it is im-pro per_ to fire a U. S. at-tor-ney for

194 $\text{♩} = 90$

S. Solo SPECTER *mf*

un-just par-ti-san gain. The pur-pose of this meet-ing is to de - ter mine whe-ther At-

Chorus

Org. *pp*

un-just par-ti-san gain. The pur-pose of this meet-ing is to de - ter mine whe-ther At-

199 $\text{♩} = 90$

S. Solo tor - ney Gen' - ral Al - ber - to Gon - za - les Al - ber - to Gon - za - les

Chorus Al - ber - to Gon - za - les Al -

Org. *pp* *pp*

tor - ney Gen' - ral Al - ber - to Gon - za - les Al - ber - to Gon - za - les Al -

203

S. Solo whe-ther Al-ber-t-o Gon - za - les should con - ti-nue in that ca - pa-ci-ty.

Chorus ber - to Gon - za - les

Org. ber - to Gon - za - les *attacca*

5. The Oath (Recit.)

208 LEAHY $\text{♩} = 90$

S. Solo Mis-ter At-torNEY Gen' ral, please raise your right hand.

Org. *mf*

213 *p misterioso*

S. Solo Do you so-lemn-ly swear that the tes - ti-mo-ny you will give be - fore this com-mit - tee will be the

Org. *p*

216 GONZALES CARDIN

S. Solo whole truth, so help you God? I do. Let us go o-ver the U. S. at-tor-neys who were fired.

Org. $\text{♩} = 8$

6. What Is One to Think? (Chorus)

221 **Allegro** $\text{♩} = 90$

S. - - - - - *In New*

Org. *f* *p*

226

S. Mex - i - co, a U. S. at - tor - ney re - fused _____ to _____

Org.

231

S. ex - pe - dit e a probe in - to De - mo - crats be - fore an e - lect ion. *mf*

A. In Ne -

Org.

N

236

A. va - da and Ar - kan-sas, U. S. at -

T. *mf* In A - ri - zon - a and Ca - li - forn - ia, U. S. at -

Org.

Gonzales Cantata

16

241

M-S.

A.

T.

Org.

O *p*

What is one to think?

tor-neys in - vest - ti - gat - ed cor-rupt Re - pub-lic-an po - li - tic - ians. What is

tor-neys in - vest - ti - gat - ed cor-rupt Re - pub-lic-an po - li - tic - ians.

p



246

S.

M-S.

A.

T.

What is one to think? What is one to think? What is one to think? What is one to

What is one to think? What is one to think? What is one to think? What is one to

one to think? What is one to think? What is one to think? What is one to think?

What is one to think? What is one to think? What is one to think? What is one to think?

p

Org.

250

S. think? What is one to think? What is one to think?

M-S. think? What is one to think? What is one to think?

A. What is one to think? What is one to think? What is one to think?

T. 8 What is one to think? What is one to think? What is one to think?

Org.



P

253 **f**

S. What is one to think? What is one to think? What is one to think? What is one to think?

M-S. What is one to think? What is one to think? What is one to think? What is one to think?

A. What is one to think? What is one to think? What is one to think? What is one to think?

T. 8 What is one to think? What is one to think? What is one to think? What is one to think?

Org. **f**

Ped.

Gonzales Cantata

18

257

S. What is one to think?

M-S. What is one to think?

A. What is one to think?

T. 8 What is one to think?

Org.

Ped.

262 **mf** Q

M-S. In Wash - ing ton, a U. S. at - tor - ney de -

A. In Wash - ing ton, a U. S. at - tor - ney de -

Org. **mf**

267

M-S. clined to in - ter-vene in a dis - put - ed gu - ber - na - tor - ial el -

A. clined to in - ter-vene in a dis - put - ed gu - ber - na - tor - ial el -

Org.

272

S. In Mis - sou - ri, in Mis - sou - ri, there were vot-er fraud in-vest - i - gat - ions,

M-S. lect-ion. U. S. at - tor - neys re -

A. lect-ion. U. S. at - tor - neys in -

T. In Mis - sou - ri, in Mis - sou - ri, there were vot-er fraud in-vest - i - gat - ions,

Org. *f*



277

S. vo - ter fraud in - vest - - i - gat - ions.

M-S. fused to ex - pe - dite a probe in-to De-mo-crats.

A. vest - ti - gat - ed cor - rupt Re - pub-lic-an po - li - tic - ians.

T. vo - ter fraud in - vest - - i - gat - ions.

Org. *p*

Gonzales Cantata

20

282

R

S. We look at those who

M-S. We look at those who

A. We look at those who

T. We look at those who

Org.

Ped.

f

≡

287

S. were re - moved

M-S. were re - moved

A. were re - moved

T. were re - moved

Org.

Ped.

291

S. and find they were in - volved

M-S. and find they were in - volved

A. and find they were in - volved

T. and find they were in - volved

8
Org.

Ped.



295

S. in po - li - ti - cal is - - sues

M-S. in po - li - ti - cal is - - sues

A. in po - li - ti - cal is - - sues

T. 8 in po - li - ti - cal is - - sues

Org.

Ped.

Gonzales Cantata

22

299

S. - that were _____ un - - - pop - u -

M-S. - that were _____ un - - - pop - u -

A. - that were _____ un - - - pop - u -

T. - ⁸ that were _____ un - - - pop - u -

Org. -

Ped. -

303

S. lar to _____ the Re - pub - li - can es - ta -

M-S. lar to _____ the Re - pub - li - can es - ta -

A. lar to _____ the Re - pub - li - can es - ta -

T. ⁸ lar to _____ the Re - pub - li - can es - ta -

Org. -

Ped. -

S

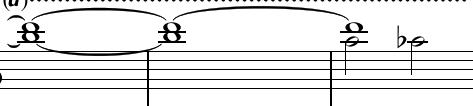
309

S. blish - ment. What is one to think? What is

M-S. blish - ment. What is one to think? What is one to

A. blish - ment. What is one to think? What is one to think?

T. blish - ment. What is one to think? What is one to think?

Org. (tr.)  p

Ped.




315

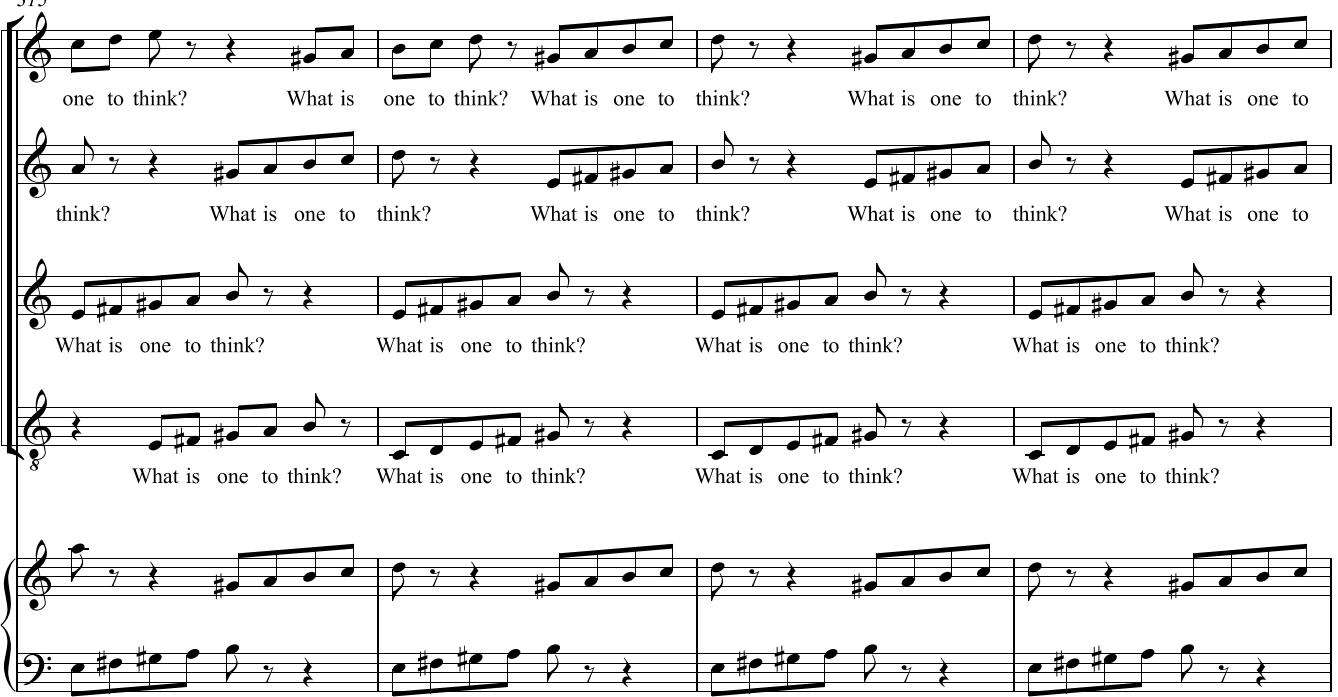
S. one to think? What is one to

M-S. think? What is one to think? What is one to think? What is one to think? What is one to

A. What is one to think? What is one to think? What is one to think? What is one to think?

T. 8 What is one to think? What is one to think? What is one to think? What is one to think?

Org.



319

S. think? What is one to think? What is one to think? What is one to think? What is one to

M-S. think? What is one to think? What is one to think? What is one to think? What is one to

A. What is one to think? What is one to think? What is one to think? What is one to think?

T. 8 What is one to think? What is one to think? What is one to think? What is one to think?

Org.



323

T

S. **f** think? What is one to think?

M-S. **f** think? What is one to think?

A. **f** What is one to think? What is one to think?

T. **f** 8 What is one to think? What is one to think?

Org.

Ped.

7. The Decisions (Recit.)

FEINSTEIN
GONZALES
SESSIONS

FEINSTEIN

Musical score for "Mister At-tor ney Gen' ral". The top staff shows the Tenor Solo part (T. Solo) in 4/4 time, starting with a dynamic of *mf*. The lyrics "Mis-ter At-tor ney Gen' ral, I may be ve-ry slow, but I don't un-der-stand how this list was com - piled." are provided. The bottom staff shows the Organ (Org.) part in 4/4 time, with a dynamic of *p*. The score includes various musical markings such as eighth-note patterns, rests, and changes in time signature.

GONZALES

mf

S. Solo 335

Sen - at - or, I have searched my me - mo - ry. My

Org.

S. Solo sche-dule shows a meet-ing, but I have no re-col lect-ion of it.

Org. *mf*

SESSIONS
mp espress.

S. Solo 340 **U**

Org. *p*

Well, I'm concerned a-bout your re-col-lect - ion real -

Gonzales Cantata

26

346

S. Solo ly. Be-cause it was not that long a- go.

Org.

351

S. Solo I would want to know who se - lect - ed these in - di - vi - du - als.

Org.

355

S. Solo *pp* Who _____ *mf* was the de - cid - er?

Org.

359

S. Solo GONZALES
Se-nat-or, I'm the At - tor - ney Gen' ral. I make the de-ci - sions.

Org.

mf

S. Solo

Org.

8. I Don't Recall (Aria)

Allegro moderato $\text{♩} = 65$

GONZALES

S. Solo *f*
 I did not make de - ci-sions, I did not make de -

Org. *mf*
 Ped. *p*

S. Solo 373
 ci-sions, I did not make de - ci-sions a-bout who should or should not be asked to re - sign.

Org.
 Ped.

S. Solo 382
 I don't re - call, I don't re - call, I don't re - call. I don't re -

V

Org.
 Ped.

S. Solo 393
 call. I don't re - call. I don't re - call.

Org.
 Ped.

402 **W** *p*

S. Solo I don't, I don't re - call. I did not make de - ci-sions,

Org.

Ped.

411 *mf* *f*

S. Solo I did not make de - ci-sions, I did not make de - ci-sions a-bout who should or should not be

Org.

Ped.

421 **X**

S. Solo asked to re - sign.

Org.

Ped.

429 *mf*

S. Solo I don't re - call, I don't re - call, I don't re - call,

Org.

Ped.

440 **Y**

S. Solo *p* I don't re - call, I don't re - call e ver say - ing, "No,take that per-son off,"

Org.

Ped.

≡

451

S. Solo or, "Add_ this per- son." I don't_ re - call_ I don't_ re - call.

Org.

Ped.

≡

461 **Z**

S. Solo *p* I don't re - call, I don't re - call, I

Org.

Ped.

≡

469

S. Solo *f* I don't re - call, I don't re - call. I

Org.

Ped.

AA

477 *p* *mf*

S. Solo ul - ti-mate - ly ap proved, I ul - ti-mate - ly ap-proved the list of rec - com-mend

Org.

Ped.

BB

487 *f*

S. Solo at - ions that were sub - mit - ted to me. Those

Org.

Ped.

497 *mp*

S. Solo were my de - ci-sions, Those were my de - ci-sions, I don't re - call, I

Org.

Ped.

507 *p* *mf*

S. Solo don't re - call, I don't re - call. I don't re - call. I

Org.

Ped.

517

S. Solo don't____ re - call. I don't____ re - call. I

Org.

Ped.

CC

525

S. Solo don't,____ I don't____ re - call. Those were my de - ci-sions, those

Org.

Ped.

534

S. Solo were my de - ci - sions. I don't____ re - call____ I

Org.

Ped.

540

S. Solo don't____ re - call____ I don't____ re - call____ I don't____ re - call. I don't re-

Org.

Ped.

cadenza a piacere

546

S. Solo call, I don't re-call, I don't re-call, I don't re - call, I don't re-call. I don't re - call I don't re-call I don't re-call, I don't re-

549

S. Solo call, I don't re-call. I don't re - call I don't re-call, I don't re - call, I don't re-call. I

552

S. Solo don't re - call, I don't re - call, I don't re - call, I

555

S. Solo don't re - call, I don't re-call, I don't re - call. I don't re - call, I don't re - call, I don't re - call, I don't, I

559

S. Solo don't re - call, I don't re - call, I don't re - call, I don't re - call. I don't re - call, I don't re-call. I

563

S. Solo don't re - call, I don't re-call, I don't re - call, I don't, I don't re - call, I don't re - call, I don't re - call. I

566

S. Solo don't re - call, I don't re -

570

S. Solo call!

Org.

Ped.

LEAHY
GONZALES
CHORUS (laughter)

9. You Don't Recall (Recit.)

573 $\text{♩} = 100$

LEAHY

S. Solo You don't re-call, you don't re-call, you don't re-call the meet-ing where you made the de

Org.



577

CHORUS: Laughter **DD**
GONZALES

S. Solo ci-sion. How can you be sure you made the de-ci-sion? Se-nat-or, I re

Org.

Laugh



582

LEAHY GONZALES

S. Solo call mak-ing the de - ci-sion. When? Sir, I don't re - call.

Org.

attacca

f *fp*

10. Preparation (Duet)

SPECTER
GONZALES

Allegretto $\text{♩} = 60$

S. Solo SPECTER *mf* *p*

587 Let me re-view some of the re-cord with you. Let me re-view

(tr) *tr* Org. *mf* *p*

Org.

593 *mf* **EE**

S. Solo some of the re-cord with you. I know you're fam-il - iar with this

Org.

597

S. Solo re-record be-cause I know you've been pre-par-ing for this hear-ing.

Org.

601 **FF** GONZALES *mf*

S. Solo I pre - pare for ev' - ry hear-ing.

S. Solo *mf* Let me re-review some of the re-cord with you. Let me re-review

Org. *mf*

605

S. Solo I pre - pare_____ I pre - pare_ for ev' - ry hear - ing, Sen-a-tor.

S. Solo some of the re-cord with you.

Org.

GG

609 Allegro $\text{♩} = 140$

S. Solo

S. Solo Do you pre - pare for

Org. *ff*

Ped.

612

S. Solo all your press con-frenc - es? Were you pre - pared for the

Org.

Gonzales Cantata

36

615

S. Solo

S. Solo

press con-frence where you said there weren't an - y dis - cussions in-volv - ing you? I said

Org.

Ped.

619 HH

S. Solo I pre-prepared for ev'-ry hear - ing, I said _____ I pre -pared for ev'-ry

S. Solo Were you pre- pared? Were you pre- pared? Were you pre- pared? Were you pre- pared?

Org.

Ped.

623

S. Solo hear-ing.

S. Solo *ff pesante*

Well, and I'm ask - ing you, do you pre - pare for your press con fren- ces?

Org. *f pesante*

Ped.

II

Allegretto $\text{J} = 60$

S. Solo G.P. *mf*

S. Solo G.P.

Org. G.P. *mf*

Se-nat or, we do take time to pre - pare forthe press con-frence. Se-nat-or, we

JJ

Allegro $\text{J} = 140$

S. Solo

S. Solo

do take time to pre— *f* Let's, let's move on. I don't

Org.

Ped.

accel.

S. Solo

think you're going to win a de - bate a - bout your pre - par - a - tion, frank - ly. *f*

accel.

Org.

Ped.

11. Stand by the Decision (Duet)

March*j = 120
clipped, militaristic.*

640

Org. **f**

KK

651

S. Solo

CARDIN
mf

Mis - ter Gon - za - les, what con-cerns me the

Org. **p**

660

S. Solo

most is af - ter re - view-ing all the facts, you stand by the de - ci - sion.

Org. **f** **3**

LL

GONZALES
mf

I do, Se - nat - or, I do, I do, I do,

S. Solo

You stand by the de - ci - sion, the de -

Org.

MM

676

S. Solo

I do.

S. Solo

ci - sion. You would_ still_ do the same thing a -

Org. **f**

NN

684

S. Solo

S. Solo gain? You would still do the same thing a - gain?

Org. *f* 3

696

S. Solo Se-nat- or— Se-nat or I would use a dif-f'rent pro-cess, a dif-f'rent

S. Solo I don't un-der stand that. I don't un-der stand that.

Org. *p*

OO *mf*

705

S. Solo pro - cess— I have no rea-son to be-lieve that the bas - is of the

S. Solo Same con - clu - sion?

Org. *mf* *f* *p*

PP *f*

714

S. Solo re-com-mend-a - tions was im - pro - per mo-tives.

S. Solo

Org. *f* *tr*

12. This Is Not About Alberto Gonzales (Aria)

Adagio ma non troppo $\text{♩} = 30$

Org. ***pp*** *molto espressivo*

S. Solo 733 ***mp***
 This is not a - bout Al - bert - o Gon - za - les.

Org.

Ped.

S. Solo 744 This _____ is a - bout the De - part - ment of Just - ice.

Org.

Ped.

S. Solo 754 ***mp*** **QQ** ***mp*** ³
 I look back with pride _____ at the things we have ac - com - plished: pro - tect - ing our

Org. ***p***

Ped.

S. Solo 763 ***mf*** ³ ***f*** ³ **RR** ***mp***
 kids, pro - tect - ing our neigh - bor hoods, pro - tect - ing our count - ry. I have to -

Org. ***p*** ***mf*** ***f***

Ped.

772

S. Solo I have to be— I have to know in my heart _____ that I can con

Org. *f* *mf* *p*

Ped.

SS

781

S. Solo ti-nue to be ef - fect-ive as the lead-er, as the lead-er of this de - part-ment.

Org.

Ped.

791

S. Solo The mo - ment I be - lieve I can

Org.

Ped.

798

S. Solo no long-er be ef - fect - ive, I will re - sign. *solemnly*

Org. *pp*

Ped.

13. Flagellation (Chorus)

Driving $\text{♩} = 70$

805

Org. *f rock organ feel*

Ped.

ff

≡

808

S.

Org.

Ped.

f TT

It's al - most as if the walls were

≡

812

S.

A.

Org.

Ped.

ac tual-ly crumbl - ing on this huge de-part-ment no-thing gets ans - wered di-rect - ly.

It's al - most as if the walls were ac - tual-ly crumbl - ing on this huge de-part - ment

815

S. Ev' - ry-thing is ob - fus - cat ed. *f* some-thing is rot - ten,
 M-S. Some-thing is rot-ten, some-thing is rot - ten
 A. no-thing gets ans - wered di rect - ly. *f* There is ev - i-dence of
 T. There is ev - i-dence of low mo - rale,
 Org.
 Ped.



818

S. rot - ten rot - in the state of Den - mark. *sub p* **UU** *f* The way that
 M-S. rot - ten rot - ten in the state of Den - mark. *sub p*
 A. low mo - rale, ve - ry low mo - rale, ve - ry low mo -
 T. ve - ry low mo - rale, ve - ry low mo -
 Org.
 Ped.



830

S. you are, it is, you are, it is,

M-S. bi-li-ty, your cred i - bi-li-ty, your cred i - bi-li-ty, your cred - i - bi - li - ty, your cred - i -

A. is real - ly, is real - ly, is real - ly is real - ly, is

T. 8 part - ment the de - part - ment the de - part - ment, the de - part - ment

f

Org.

Ped.

833

S. you are, you are, it is de - plor - a - ble. **ff**

M-S. bi - li - ty, your cred - i - bi - li - ty, dys - func - tion - al,

A. real - ly, is real - ly, is de - plor - a - ble. **ff**

T. 8 the de - part - ment, dys - func - tion - al.

XX

Gliss up and smash keys

Org.

Gliss down and smash keys

Ped.

Gonzales Cantata

837

S. plor - a - ble. de - plor - a - ble. I urge you to re - ex-a-mine your per - for - mance,

M-S. Dys - func - tion - al, Dys - func - tion - al I urge you to re - ex-a-mine your per - for - mance,

A. plor - a - ble. de - plor - a - ble. I urge you, I urge you to re - ex-a-mine your per - for - mance,

T. dys - func - tion - al, dys - func - tion - al I urge you, I urge you to re - ex-a-mine your per - for - mance,

Org.

Ped.



842

S. and for the good of the coun - try, step down. G.P.

M-S. and for the good of the coun - try, step down. G.P.

A. and for the good of the coun - try G.P.

T. and for the good of the coun - try G.P.

Org.

Ped.

848

ZZ

S.

M-S.

A.

T.

It was han - dled in - com - pe-tant - ly.

f

It was han - dled in -

f

It was han - dled in - com - pe-tant - ly.

Org.

Ped.

852

AAA

S.

It was han - dled in - com - pe - tant - ly.

f

The com-mu - ni-ca - tion

M-S.

The com

A.

com - pe - tant - ly.

T.

It was han - dled in - com - pe - tant - ly.

The com - mu - ni - ca - tion was a -

Org.

ff

Ped.

Gonzales Cantata

48

855

S. was a - tro - cious. It's ge-ne-rous to say there were mis - state - ments. And I be -

M-S. mu - ni - ca - tion was a - tro - cious. It's ge-ne-rous to say there were mis -

A. The com-mu - ni-ca - tion was a - tro - cious. It's ge-ne-rous to say there were mis -

T. tro - cious. It's ge-ne-rous to say that there were mis - state - ments. And I be -

Org.

Ped.

lieve you ought to suf - fer the con - se-quen-ces, the con - se-quen-ces. ***ff***

M-S. state - ments. You ought to suf - fer the con - se-quen-ces, the con - se-quen-ces. ***ff***

A. state - ments. You ought to suf - fer the con - se-quen-ces, the con - se-quen-ces. I ***mp***

T. lieve you ought to suf - fer the con - se-quen-ces, the con - se-quen-ces. I ***ff*** ***mp***

Org.

Ped.

862 **BBB** *mp*

S. I urge you to re-ex-a-mine your per-for-mance, and for the good of the coun-try, step__down.

M-S. I urge you to re-ex-a-mine your per-for-mance, and for the good of the coun-try, step__down.

A. urge you, I urge you to re-ex-a-mine your per-for-mance, and for the good of the coun-try step__down.

T. urge you, I urge you to re-ex-a-mine your per-for-mance, and for the good of the coun-try step__down.

f

Org.

Ped.

HATCH
GONZALES
CHORUS

14. I Think We All Will Agree (Berceuse)

Adagio ♩=50

868

Org.

Ped.



874

CCC
HATCH
mp tenderly

A. Solo

I think we all will agree, I think we all will agree, I

Org.

Ped.



879

A. Solo

think you a greed that this was han - dled poor ly.

Org.

Ped.

884 GONZALES **DDD**

S. Solo *mp*
A. Solo Yes... *mp* *mf*
I mean, how ma - ny times,____ how ma - ny times do you have____

Org. *pp* *p*
Ped.

889

S. Solo *mp*
A. Solo — to be fla - gel - la - ted o - ver that? *mf*
Yes.
There are

Org.
Ped.

893 **EEE**

A. Solo two le - gi - ti-mate is - sues in the U. S. at - tor - ney con - tro ver sy. First, were a - ny of

Org. *mp*
Ped.

Gonzales Cantata

52

903

S. Solo

A. Solo

Org.

Ped.

FFF

mf

I think we all will a -
mf

fi - cials know-ing-ly mis-lead Con - gress or the pub-lic? I think we all will a -

908

S. Solo gree I think we all will a - gree.

A. Solo gree I think we all will a - gree.

Org. *p*

Ped. *mf*

915 **GGG**

A. Solo *mf*
Af-ter three months of hear ings, All kinds of

Chorus *p*
Were they re moved for im - pro - per rea sons?

Org. *p*
Were they re moved for im - pro - per rea sons?

Org. *pp*
Were they re moved for im - pro - per rea sons?

Ped.



921

A. Solo *f*
in-ter-views, and thou-sands up-on thou-sands up-on thou-sands of pag - es of do-cu-ments,

Chorus *mf*
Did you mis-lead us? Did you mis-lead us? Did you mis -

Chorus *mf*
Did you mis-lead us? Did you mis-lead us? Did you mis -

Org. *mf*
f

Ped.

Gonzales Cantata

54

926

S. Solo *p*

A. Solo *mf* Yes. *p*
the e-vi-dence shows the ans-wer to both these ques-tions is a resound-ing no. No.

Chorus lead us? *p* No.
lead us? No.

Org. *f* *pp*

Ped. *pp*

932

S. Solo Yes. *pp* Yes. Yes. Yes. Yes.

A. Solo No. No. No. No.

S. Yes. *pp* Yes. Yes. Yes. Yes.

M-S. *pp* I think we all will a - gree I think we all will a - gree.

A. I think we all will a - gree I think we all will a - gree.

T. 8 No. No. No. *tr*

Org. *pp* *tr*

Ped.

15. Attack Me (Chorus)

939 **Allegro** $\text{♩} = 80$

Org. *ff*

Ped.

ff **HHH**

Chorus The e - vi - dence that
The e - vi - dence that

Org.

Ped.

945

Chorus we've un - co - vered shows that
we've un - co - vered shows that

Org.

Ped.

948

Chorus

pol - it - ics have en - tered the de - part - ment. You've

pol - it - ics have en - tered the de - part - ment. You've

Org.

Ped.

951 Chorus come here seek - ing our
come here seek - ing our

Org.

Ped.

953 8:

Chorus trust.

trust.

Org.

Ped.

955

Chorus Frank - ly, Mis - ter At - tor - ney Gen' - ral.

Frank - ly, Mis - ter At - tor - ney Gen' - ral.

Org.

Ped.

957

Chorus You've lost mine.

You've lost mine.

Org.

Ped.

959

JJJ GONZALES *mf*

S. Solo This is not a - bout Al - bert - o Gon - za - les. It's a -

Org. *p*

Ped.

Gonzales Cantata

58

961

S. Solo bout what's best for the de - part - ment.

Chorus *mp* (altos and tenors)

There are wide - spread a -

Org.

Ped.

963

S. Solo Clear - ly, there are is - sues I have to deal with. I be - lieve that I can

Chorus

bus - es. And we

Org.

Ped.

965

S. Solo be - I think that there are some

Chorus

know it goes e - ven be - yond what we've heard.

Org.

Ped.

967

S. Solo good things that I can ac-com - plish on be - half _____ of this

Org.

Ped.



969 **KKK**

S. Solo count - ry. I'm going to work as hard as I can to

Chorus In - com - pe - tent ap - point - - - ees. Leg - al briefs that con - tra-dict In - ter -
In - com - pe - tent ap - point - - - ees. Leg - al briefs that con - tra-dict In - ter -

Org. *leggiero*
pp

Ped.

Gonzales Cantata

60

972

S. Solo re - es - tab - lish trust and con - fi dence with this com

Chorus na - tion - al Law. Ex - e - cu tive int - er - fer - ence in the Jus - tice De part - ment.

Org.

Ped.

975

S. Solo mit - tee and the mem - bers of Con - gress. LEAHY *f*

S. Solo

Chorus

Org.

Ped.

All parts: gliss. from any low note to any high note I

All parts: gliss. from any low note to any high note

977 *sprechstimme, with increasing agitation*

S. Solo —————— And of course, of course, with the car
 S. Solo don't trust you... I don't trust you.

Chorus *mf* Tor - ture of de - tain - ees.
 Chorus *mf* Tor - ture of de - tain - ees.

Org. ——————
 Org. ——————

Ped. ——————
 Ped. ——————

980

S. Solo eer pro - fes-sion-als at our de - part - ment
 Chorus Il - le - gal do - mes - tic sur -
 Chorus Il - le - ga do - mes - tic sur -

Org. ——————
 Org. ——————

Ped. ——————
 Ped. ——————

Gonzales Cantata

62

982

S. Solo And all the cred-it, ev'ry-thing that we do, the cred-it goes to them. And so,

Chorus veil - lance pro - grams. Har-

Org.

Ped.

desperate, almost shouting **LLL**

when there are at-tacks a- gainst the de-part - ment, you're at- tack-ing the car-eer pro-fes-sion-al-s!

Chorus rass - ment of the press, har - rass-ment of the press. Per-ju- ry. **ff**

Chorus rass - ment of the press, har - rass-ment of the press. Per-ju- ry. **ff**

Org.

Ped.

987

S. Solo *ff*

You should at - tack me! You should at - tack

Chorus Per - ju - ry. Per - ju - ry. Per - ju - ry.

Per - ju - ry. Per - ju - ry. Per - ju - ry.

Org.

Ped.

990

S. Solo *mf* solemnly

me!

S. Solo Thank you.. We stand ad - journed.

Chorus (Applause)

(Applause)

Org. (Shout ad lib: "Fire Gonzales now!" "Stop lying!" "Liar! Liar!" "Impeach!") *pp* cadenza

Ped.

994

rit.

Org.

Ped.

16. Differently (Aria)

GONZALES Recit.

S. Solo 999 **Andantino** $\text{♩} = 85$ **MMM** *mp*

Look-ing back, things I would have done dif-frent- ly? I should have told him,

Org. *p*

Ped.

S. Solo 1006

and I think he should have— I should have asked him, I should have told him the fac - tors—that I thought were im-port-ant for

Org.

Ped.

S. Solo 1011

him to con-si - der. I should have told him, And I think I would have told him, I should have told him, And

Org.

Ped.

S. Solo 1018 *mp*

we should have a list. I think these are the things, I think these are the kinds of things, in hind - sight,

Org.

Ped.

1026

S. Solo — in hind - sight that I wish would have hap pened.

Org. *mp*

Ped.

NNN

S. Solo I think it's al-so un - fair I think it's all so un - fair

Org.

Ped.

1042

S. Solo —

Org. *mf* *espress.* *p*

Ped.

1049

S. Solo made a mis-take, clear-ly, I think, is once we said "per for - mance," we should have de fined that. Be-cause per

Org. *f* *p* *mf*

Ped.

Gonzales Cantata

66

1056

S. Solo for-mance, for me, for me, means lots of things. It means whe-ther or

Org.

Ped.

PPP

1063

S. Solo not you've got lea - der-ship skills, whe - ther or not you've got man - age-ment

Org.

Ped.

1069

S. Solo skills. It may mean whe - ther or not you sup-port the pres-i-dent.

Org.

Ped.

G.P.

shrug

G.P.

1076 **QQQ**

S. Solo It may mean that you don't have— that you have a suf - fi - cient— that you have re - la-tion ships. And

Org. **p**

Ped.

1084

S. Solo

so there are lots of things that fall____ with-in the de - fi - ni-tion of per-for-mance re lat-ed.

A musical score for organ and pedal. The top staff, labeled "Org.", consists of two staves: treble and bass. The bass staff features a continuous eighth-note pattern. The bottom staff, labeled "Ped.", consists of two staves: bass and pedal. The bass staff has a continuous eighth-note pattern, while the pedal staff has a continuous quarter-note pattern.

1089

S. Solo

Org.

Ped.

And I think that we should, And I

Musical score for measures 1096-1097. The score includes three staves: S. Solo (treble clef), Org. (treble and bass clefs), and Ped. (bass clef). The vocal line for S. Solo includes lyrics: "think that we should, I think we____ should, we should, we should have de-fined, we,____". The Organ part features sustained notes and chords. The Pedal part provides harmonic support with sustained notes. Measure 1097 begins with a dynamic marking of *pp*.

Musical score for three voices: S. Solo, Org., and Ped. The S. Solo part (mezzo-soprano) begins with a melodic line consisting of eighth-note pairs followed by sixteenth-note patterns. The Org. (organ) part provides harmonic support with sustained notes and chords. The Ped. (pedal) part plays a rhythmic pattern of eighth notes. The vocal line for the S. Solo part includes lyrics: "we should have de - fined what we meant by that." Measure 1102 concludes with a fermata over the vocal line.

17. God Bless America (Chorale)

1109 **Adagio** ♩=60

Org. *mp warmly*

Ped.

f **SSS**

S.
M-S.
A.
T.
Ped.

f God bless the land that gave us birth! no prayer but this know we. God bless the land of
f God bless the land that gave us birth! no prayer but this know we. God bless the land of
f God bless the land that gave us birth! no prayer but this know we. God bless the land of
f God bless the land that gave us birth! no prayer but this know we. God bless the land of
f God bless the land that gave us birth! no prayer but this know we. God bless the land of

Org.

p **TTT**

S.
M-S.
A.
T.
Ped.

all the earth, the hap - py and the free. And where's the land like ours can brave the
 all the earth, the hap - py and the free. And where's the land like ours can brave the
 all the earth, the hap - py and the free. And where's the land like ours can brave the
 all the earth, the hap - py and the free. And where's the land like ours can brave the

Org.

Ped.

1129

S. *splen-dour of the day, and find no son of hers a slave? God bless A - me - ri - ca!*

M-S. *splen-dour of the day, and find no son of hers a slave? God bless A - me - ri - ca!*

A. *splen-dour of the day, and find no son of hers a slave? God bless A - me - ri - ca!*

T. *splen-dour of the day, and find no son of hers a slave? God bless A - me - ri - ca!*

Org.

Ped.

UUU

GONZALES

1135 *mf*

S. Solo *Thir-teen years a- go, I en-tered pub-lic ser-vi-ce to make a pos-i-tive dif-frence in the lives of o-thers.*

S. *(humming)*

M-S. *(humming)*

A. *(humming)*

T. *(humming)*

Org.

Gonzales Cantata

70

1138

S. Solo I have tra-velled a re-mark-a-ble jour-ney. But yes-ter-day, I in-formed the Pres-i-dent of my de - ci-sion to re-sign. I

S.

M-S.

A.

T.

Org. *mf*

=

VVV
1142 *rock feel*

S. Solo of-ten re - mind our fel-low ci-ti-zens that we live in the great-est count-ry in the

Org. *rock feel*

Ped.

1145

S. Solo world, and I have lived the A-mer-i-can dream.

S. Lived the A-mer-i-can dream.

M-S. Lived the A-mer-i-can dream.

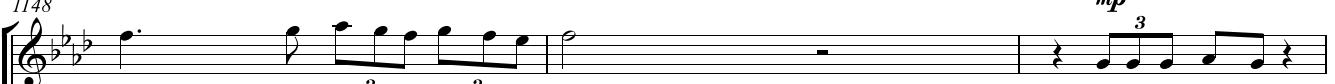
A. Lived the A-mer-i-can dream.

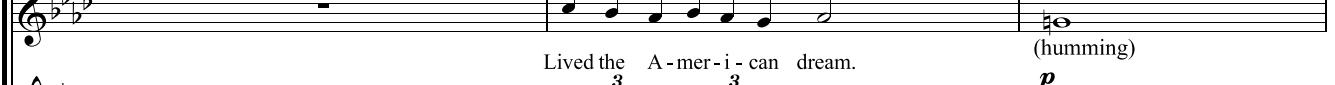
T. Lived the A-mer-i-can dream.

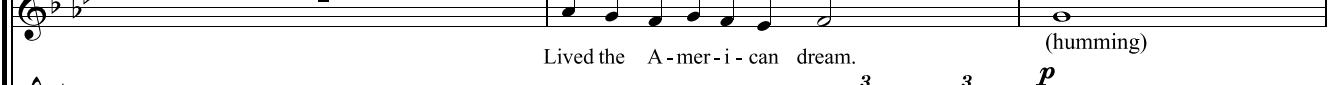
Org. 

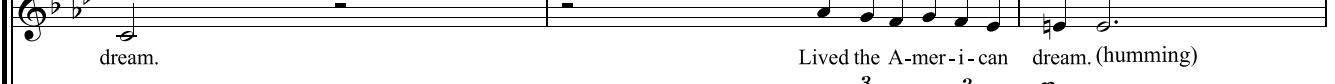
Ped. 

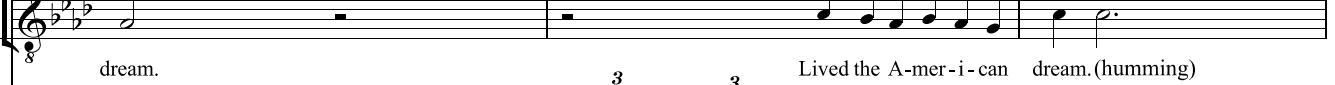
1148

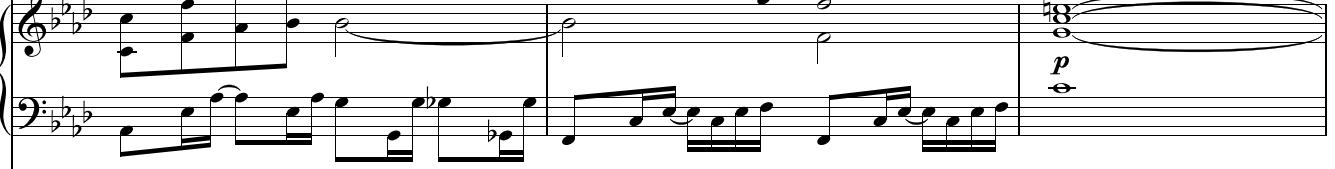
S. Solo I have lived the A-mer - i - can dream. 

S. Lived the A-mer-i-can dream. 

M-S. Lived the A-mer-i-can dream. 

A. dream. 

T. dream. 

Org. 

Ped. 

Gonzales Cantata

72

1151

S. Solo as At-tor - ney Gen'ral have been bet-ter than my fa - ther's best days. Oh.

S. God

M-S. God

A. God

T. God

Org. f

Ped. f

1156 = f

S. Solo Thank you,, thank you,, thank you!

S. bless the land, the land be - loved for - e - ver and for aye! God

M-S. bless the land, the land be - loved for - e - ver and for aye! God

A. bless the land, the land be - loved for - e - ver and for aye! God

T. bless the land, the land be - loved for - e - ver and for aye! God

Org. f

Ped. f

1160

S. Solo God bless A - me-ri - ca, my home sweet home!

S. bless the land that gave us birth! God bless A - mer - i - ca!

M-S. bless the land that gave us birth! God bless A - mer - i - ca!

A. bless the land that gave us birth! God bless A - mer - i - ca!

T. bless the land that gave us birth! God bless A - mer - i - ca!

Org.

Ped.



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