

For So the Children Come

Sophia Lyon Fahs

SATB, piano



Elizabeth Alexander

Seafarer Press

For so the children come
And so they have been coming.
Always in the same way they come
 born of the seed of man and woman.

No angels herald their beginnings.
No prophets predict their future courses.
No wisemen see a star to show where to find the babe
 that will save humankind.

Yet each night a child is born is a holy night,
Fathers and mothers —
 sitting beside their children's cribs
 feel glory in the sight of a new life beginning.

They ask, "Where and how will this new life end?
Or will it ever end?"

Each night a child is born is a holy night —
A time for singing,
A time for wondering,
A time for worshipping.

Sophia Lyon Fahs

Copyright by the Unitarian Universalist Association. Reprinted by permission

Sophia Lyon Fahs was born in China in 1876, the daughter of missionaries. After returning to the United States, she devoted the first twenty years of her working life to the raising of her five children. Fahs believed that children are naturally religious beings, whose beliefs deepen and expand through observation of the natural world and their own free inquiry. This experience-centered philosophy would become the cornerstone of her many books for children and religious educators. Ordained as a minister at the age of 83, she lived to be 102.



Cover Art by Jonathan Machen. Jonathan Machen lives in Boulder, Colorado with his wife and two young children. He takes his inspiration from the people around him and the beauty of the Rocky Mountains and the American Southwest. Jonathan also manages the Solstice Center LLC, a healing arts facility in Boulder. Other loves are playing with his kids, playing guitar, backpacking, skiing, bicycling and kayaking. Jonathan's illustrations, landscapes and photography can be viewed at www.jonathanmachen.com

For So the Children Come

for SATB, piano

Sophia Lyon Fahs

Elizabeth Alexander

With mystery and awe
(♩ = 66-69)

Piano introduction for the first system. The score is in 3/4 time. The right hand features a melodic line with a key signature of one sharp (F#) and a dynamic of *pp*. The left hand provides a harmonic accompaniment with a dynamic of *mp*. The system concludes with a *pp* dynamic. The word "Led." is written below the left hand.

Second system featuring vocal and piano parts. The vocal parts (Tenor and Bass) are in 3/4 time, marked *pp with rhythmic intensity*. The lyrics are "For so the chil - dren come, _____". The piano accompaniment continues with a dynamic of *mp* and concludes with *pp*. The word "Led." is written below the piano part.

Third system featuring vocal and piano parts. The vocal parts (Tenor and Bass) are in 3/4 time, marked *pp with rhythmic intensity*. The lyrics are "For so the chil - dren come, and so they have been com - ing, _____". The piano accompaniment continues with a dynamic of *mp* and concludes with *pp*. The word "Led." is written below the piano part.

For So the Children Come (SATB, piano) - Choral Score

2

16 *p with rhythmic intensity*

S For so the chil - dren come, _____

A For so the chil - dren come, _____

T _____ For so _____ they *p*

B _____ For so _____ they *p*

Ped. *Ped.*

20 *p*

S And so they have been com - ing, _____

A *p*
And so they have been com - ing, _____

T come, For so _____ they *mp*

B come, For so _____ they *mp*

Ped. *Ped.* *Ped.* *Ped.*

For So the Children Come (SATB, piano) - Choral Score

4 32

S
so the chil - dren come, For so the chil - dren come, For

A
so the chil - dren come, For so the chil - dren come, For

T
come, For so the chil - dren come, For so the chil - dren

B
come, For so the chil - dren come, For so the chil - dren

Ped.

36

S
so the chil - dren come, For so the chil - dren come, For *f*

A
so the chil - dren come, For so the chil - dren come, For *f*

T
come, For so the chil - dren come, For so the chil - dren *f*

B
come, For so the chil - dren come, For so the chil - dren *f*

f

Ped.

40

S *dolce mp*
so the chil - dren come, _____ and so they

A *dolce mp*
so the chil - dren come, _____ and so they

T *dolce mp*
come, the chil - dren come, _____ and so they

B *dolce mp*
come, the chil - dren come, _____ and so they

Ped. Ped. Ped. *

47

S
have been com - - - ing.

A
have been com - - - ing.

T
have been com - - - ing.

B
have been com - - - ing.

p
Ped.

6

54

S

A *pp*
Al - ways in the same way they come,

T

B

Ped.

Ped.

60

S *pp*
Born of a seed of man and wo - man,

A

T *pp*
Born of a seed of man and wo - man,

B

Ped.

Ped.

65

S *p* No an - gels her - ald their be -

A *p* No an - gels her - ald their be -

T *p* No an - gels her - ald their be -

B *p* No an - gels her - ald their be -

mf marcato
(hark, the her - ald an - gels sing...)

Red. *Red.* *Red.*

70

S *mp* - gin - ings. No pro - phets pre -

A *mp* - gin - ings. No pro - phets pre -

T *mp* - gin - ings. No pro - phets pre -

B *mp* - gin - ings. No pro - phets pre -

mf marcato
(hark, the her - ald an - gels sing...)

Red. *Red.* *Red.* *Red.*

Opal Palmer Adisa, poet • Paul Adams, technological hero • Stephen Alexander, lyric consultant • Ginny Allen, Agile coach and friend • The great people at American Composers Forum • Yehuda Amichai, poet • A. R. Ammons, poet • Jennifer Anderson, conductor and composer advocate • Scott Bates, poet • Abbie Betinis, initiator of collaborative endeavors • Beth Norton, conductor and composer advocate • Dennis Blubaugh, more than just a music dealer • Michael deVernon Boblett, poet • Edna Busby, my first piano teacher • Ray Bradbury, writer • Augustin Cadena, translator • Norbert Capek, minister and advocate for religious freedom • Jessica Corbett, editor • David Cummings, poet • Philip Dacey, poet • Catherine Dalton, composer and scrum partner • Emily Dickinson, poet • Evelyn Dudley, poet and caregiver • Rob Eller-Isaacs, minister and composer advocate • Ralph Waldo Emerson, philosopher and poet • Louise Erdrich, writer • David Allan Evans, poet • Sophia Lyon Fahs, writer • Richard M. Fewkes, minister and writer • Sasha Gertler, poet • Jack Gallagher, composer and teacher • Paul Gerike, proofreader • Jocelyn Hagen and Michael Hagan, founders of Graphite Marketplace • Steve Harper, just about everything • Steve Harkins, web designer • Edie Hill, composer and friend • Langston Hughes, poet • Margaret and George Heald, piano technician • Karel Husa, composer and teacher • David Ignatow, poet • Kabir, mystic • Linda Kachelmeier, composer and scrum partner • Ruth Palmer, conductor and composer advocate • Joan Wolf Prefontaine, poet • Paul Rardin, conductor and composer advocate • Kalidasa, poet • Steve Kaul, recording engineer • Søren Kierkegaard, philosopher and poet • Dorothy Knost, piano teacher • Ben Krywosz, artistic director of Nautilus Music-Theater • Denise Levertov, poet • George Ella Lyon, poet • Jonathan Machen, vocalist • Dawna Markova, writer • Anne Matlack, conductor and composer advocate • Nancy Menk, composer advocate • Edna St. Vincent Millay, poet • Jane Ramseyer Miller, conductor, composer, social activist • Joe Mish, conductor and composer advocate • J. David Moore, composer • Gerald Rich, poet • Carl Sandburg, poet • friend • King Sigismund III, religious reformer • Ann Silsbee, composer, poet and friend • Simon Alexander-Adams, sounding board, fellow creative, and awesome son • Steven Stucky, composer and teacher • Rabindranath Tagore, poet • Sister Peronne Marie Thibert, teacher and writer • Oliver Alexander-Adams, unconventional thinker and light of my life • Howard Thurman, civil rights leader and writer • Everyone whose work supports the Association for Unitarian Universalist Music Ministries • Charles Varney, high school choral director • Anna Vonhuben, illustrator and graphic designer • Nancy White, poet • John Greenleaf Whittier, poet • Theodore Chickering Williams, poet • Daniel Winter, pianist and teacher • Nancy Wood, poet • Yehudi Wyner, composer and teacher

**A lot of hard work
and creativity went
into bringing this
music to you...**



**...and some of it
was even mine.**

**This page has been intentionally omitted.
(You know why.) A complete perusal score may be
purchased through any music store or dealer.**

Elizabeth Alexander

Seafarer Press

The Music of Elizabeth Alexander

www.seafarerpress.com

80

S where to find the babe, the babe that will

A where to find the babe, the babe that will

T where to find the babe, the babe that will

B where to find the babe, the babe that will

f

Ped. Ped.

84

S save hu - man - kind, the babe that will

A save hu - man - kind, the babe that will

T save hu - man - kind, the babe that will

B save hu - man - kind, the babe that will

Ped. Ped.

10

87

S
save hu - man - kind.

A
save hu - man - kind.

T
save hu - man - kind.

B
save hu - man - kind.

90

Solo
Yet each night a

p dolce

96

Solo
child is born, Each night a child is

102

Solo

born is a ho - ly night,

Ped.

107

S

A

T

B

p

p

Fa - thers, Fa - thers and mo - thers sit - ting by their

Fa - thers, Fa - thers and mo - thers sit - ting by their

* *Ped.* *Ped.*

112

S

A

T

B

with increasing intensity mp

with increasing intensity mp

with increasing intensity mp

feel glo - ry in the

chil - dren's cra - dles feel glo - ry in the

chil - dren's cra - dles feel glo - ry in the

Ped. *Ped.* *Ped.*

117

S *mf*
sight of a new life, be - gin - ning,

A *mf*
sight of a new life, be - gin - ning,

T *mf*
sight of a new life, be - gin - ning,

B

mf

Ped.

120

S *mp* *p*
— be - gin - ning, be - gin - ning,

A *mp* *p*
— be - gin - ning, be - gin - ning,

T *mp* *p*
— be - gin - ning, be - gin - ning,

B

mp *p*

125 *mp*

S Each night a child is born,

A Each night a child is born,

T Each night a child is born,

B Each night a child is born,

mp

mf

ped. *ped.* *ped.* *ped.*

129 *warmly*

S Each night a child is born is a ho - ly night,

A Each night a child is born is a ho - ly night,

T Each night a child is born is a ho - ly night,

B Each night a child is born is a ho - ly night,

mp

ped. *ped.* *ped.*

Opal Palmer Adisa, poet • Paul Adams, technological hero • Stephen Alexander, lyric consultant • Ginny Allen, Agile coach and friend • The great people at American Composers Forum • Yehuda Amichai, poet • A. R. Ammons, poet • Jennifer Anderson, conductor and composer advocate • Scott Bates, poet • Abbie Betinis, initiator of collaborative endeavors • Beth Norton, conductor and composer advocate • Dennis Blubaugh, more than just a music dealer • Michael deVernon Boblett, poet • Edna Busby, my first piano teacher • Ray Bradbury, writer • Augustin Cadena, translator • Norbert Capek, minister and advocate for religious freedom • Jessica Corbett, editor • David Cummings, poet • Philip Dacey, poet • Catherine Dalton, composer and scrum partner • Emily Dickinson, poet • Evelyn Dudley, poet and caregiver • Rob Eller-Isaacs, minister and composer advocate • Ralph Waldo Emerson, philosopher and poet • Louise Erdrich, writer • David Allan Evans, poet • Sophia Lyon Fahs, writer • Richard M. Fewkes, minister and writer • Sasha Gertler, poet • Jack Gallagher, composer and teacher • Paul Gerike, proofreader • Jocelyn Hagen and Michael Hagan, founders of Graphite Marketplace • Steve Harper, just about everything • Steve Harkins, web designer • Edie Hill, composer and friend • Langston Hughes, poet • Margaret and George Heald, piano technician • Karel Husa, composer and teacher • David Ignatow, poet • Kabir, mystic • Linda Kachelmeier, composer and scrum partner • Ruth Palmer, conductor and composer advocate • Joan Wolf Prefontaine, poet • Paul Rardin, conductor and composer advocate • Kalidasa, poet • Steve Kaul, recording engineer • Søren Kierkegaard, philosopher and poet • Dorothy Knost, piano teacher • Ben Krywosz, artistic director of Nautilus Music-Theater • Denise Levertov, poet • George Ella Lyon, poet • Jonathan Machen, vocalist • Dawna Markova, writer • Anne Matlack, conductor and composer advocate • Nancy Menk, composer advocate • Edna St. Vincent Millay, poet • Jane Ramseyer Miller, conductor, composer, social activist • Joe Mish, conductor and composer advocate • J. David Moore, composer • Gerald Rich, poet • Carl Sandburg, poet • friend • King Sigismund III, religious reformer • Ann Silsbee, composer, poet and friend • Simon Alexander-Adams, sounding board, fellow creative, and awesome son • Steven Stucky, composer and teacher • Rabindranath Tagore, poet • Sister Peronne Marie Thibert, teacher and writer • Oliver Alexander-Adams, unconventional thinker and light of my life • Howard Thurman, civil rights leader and writer • Everyone whose work supports the Association for Unitarian Universalist Music Ministries • Charles Varney, high school choral director • Anna Vonhuben, illustrator and graphic designer • Nancy White, poet • John Greenleaf Whittier, poet • Theodore Chickering Williams, poet • Daniel Winter, pianist and teacher • Nancy Wood, poet • Yehudi Wyner, composer and teacher

**A lot of hard work
and creativity went
into bringing this
music to you...**



**...and some of it
was even mine.**

**This page has been intentionally omitted.
(You know why.) A complete perusal score may be
purchased through any music store or dealer.**

Elizabeth Alexander

Seafarer Press

The Music of Elizabeth Alexander

www.seafarerpress.com

141

S
- ing, a time for sing - - ing, a time for

A
- ing, a time for sing - - ing, a time for

T
- ing, a time for sing - - ing, a time for

B
- ing, a time for sing - - ing, a time for

Ped. Ped.

144

S
won - der - ing, a time for

A
won - der - ing, a time for

T
won - der - ing, a time for

B
won - der - ing, a time for

Ped. Ped. Ped.

147 *ff*

S
won - der - ing, A time for won - der - ing,

A
ff
won - der - ing, A time for won - der - ing,

T
ff
won - der - ing, A time for won - der - ing,

B
ff
won - der - ing, A time for won - der - ing,

ff
Ped. Ped. Ped.

151

S

A
mp
won - der - ing,

T
mp *p*
won - der - ing, won - der - ing,

B
mp *p*
won - der - ing, won - der - ing,

mp *p*
Ped. Ped.

155 *p dolce*

S A time for wor - - - ship - ping.

A *p dolce*
A time for wor - - - ship - ping.

T

B

p

Ped. Ped.

160

S *p*
A time for

A *p*
A time for

T *pp with rhythmic intensity*
For so the chil - dren come, _____ and

B *pp with rhythmic intensity*
For so the chil - dren come, _____ and

pp

Ped.

18

165

S
wor - - - - ship - ping,

A
wor - - - - ship - ping,

T
so they have been com - ing.

B
so they have been com - ing.

p

Detailed description: This block contains the musical score for measures 165 through 170. It features four vocal staves (Soprano, Alto, Tenor, Bass) and a piano accompaniment. The vocal parts have lyrics: Soprano and Alto sing "wor - - - - ship - ping,"; Tenor and Bass sing "so they have been com - ing." The piano part includes a melodic line starting in measure 169 with a dynamic marking of *p*. The score concludes with a double bar line at the end of measure 170.

171

S
pp
wor - - - - ship - - ping.

A
pp
wor - - - - ship - - ping.

T
pp
wor - - - - ship - - ping.

B
pp
wor - - - - ship - - ping.

pp

Ed.

Detailed description: This block contains the musical score for measures 171 through 174. It features four vocal staves (Soprano, Alto, Tenor, Bass) and a piano accompaniment. All vocal parts have the lyrics "wor - - - - ship - - ping." and are marked with a dynamic of *pp*. The piano part is marked with *pp* and features a sustained harmonic accompaniment. The score concludes with a double bar line at the end of measure 174.