

# For So the Children Come

Sophia Lyon Fahs

SATB and piano



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Elizabeth Alexander

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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

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**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.

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**Elizabeth Alexander** spent her childhood in the Carolinas and Appalachian Ohio. Her passion for language and music is reflected in her catalogue of over 100 songs and choral works, which have been given over 2000 performances. She has received grants and fellowships from the McKnight Foundation, Jerome Foundation, New York Council on the Arts, Wisconsin Arts Board, and American Composers Forum, and her individual compositions have received more than 20 awards.

Alexander lives in St. Paul, MN, where her frequent commissions include works for orchestra, chorus, chamber ensembles and solo musicians.

For more information about Elizabeth's music, visit [www.elizabethalexander.com](http://www.elizabethalexander.com)

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**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.haikutimes.com](http://www.haikutimes.com)



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*

(mp)

Ped. Ped.

20 *p*

S And so they have been com - ing,

A And so they have been com - ing,

T come, For so they *mp*

B come, For so they *mp*

Ped. Ped. Ped. Ped.





40 5

*dolce mp*

S so the chil - dren come, \_\_\_\_\_ and so they

A so the chil - dren come, \_\_\_\_\_ and so they

T come, the chil - dren come, \_\_\_\_\_ and so they

B come, the chil - dren come, \_\_\_\_\_ and so they

*dolce mp*

*dolce mp*

*dolce mp*

Ped. Ped. Ped. \*

47

S have been com - - ing. *div.*

A have been com - - ing.

T have been com - - ing.

B have been com - - ing.

*p*

Ped.

54 *pp*

A

Al - ways in the same way they come,

*pp*

Ped.

60 *pp*

S

Born of a seed of man and wo - man,

*pp*

T

Born of a seed of man and wo - man,

*pp*

Ped.

65 *p*

S

No an - gels her - ald their be -

*p*

A

No an - gels her - ald their be -

*p*

T

No an - gels her - ald their be -

*p*

B

No an - gels her - ald their be -

*p*

Ped.



70 7

S  
gin - ings. *mp* 3

A  
gin - ings. *mp* 3

T  
gin - ings. *mp* 3

B  
gin - ings. *mp* 3

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

*mp* 3

*marcato*

Ped. Ped. Ped. Ped.

73

S *mf*  
dict their fu - ture cours - es. 4/4

A *mf*  
dict their fu - ture cours - es. 4/4

T *mf*  
dict their fu - ture cours - es. 4/4

B *mf*  
dict their fu - ture cours - es. 4/4

*marcato*

(Star of won - der, star of light...)

*mf* *marcato*

Ped. Ped. Ped. Ped. Ped.



83

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

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

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

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

*f* bell-like

Ped. Ped.

86

S the babe that will save hu - man kind.

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

T the babe that will save hu - man kind.

B the babe that will save hu - man kind.

bell-like

10

90 *p dolce*

Solo

Yet \_\_\_\_\_ each

*p*

Ped.

95

Solo

night a child is born, \_\_\_\_\_

Ped.

98

*mp with greater intensity*

Solo

Each night a child is born is a

*mp with greater intensity*

Ped.

103

Solo

ho - ly night, \_\_\_\_\_

Ped.

107 *p*

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

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

\* Ped. Ped.

112 *with increasing intensity mp*

S feel glo - ry in the

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

T chil - dren's cra - dles feel glo - ry in the

Ped. Ped. Ped.

117 *mf mp*

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

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

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

*mf mp*

Ped. Ped.



129 warmly

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

A warmly

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

T warmly

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

B warmly

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

*mp*

*marcato*

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

133 *mf piu animoso*

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

A *mf piu animoso*

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

T *mf piu animoso*

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

B *mf piu animoso*

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

*mf*

*Ped.* *Ped.*

137

S  
ing, \_\_\_\_\_ A time for sing -

A  
ing, \_\_\_\_\_ A time for sing -

T  
ing, \_\_\_\_\_ A time for sing -

B  
ing, \_\_\_\_\_ A time for sing -

*f*

*marcato*

m.d. 3 m.d.

m.s.

Ped. Ped.

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

div. 3

Ped. Ped.



144

S *div.*  
won - der - ing, a time for

A *div.*  
won - der - ing, a time for

T *nondiv.*  
won - der - ing, a time for

B  
won - der - ing, a time for

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

147

S *ff* *nondiv.*  
won - der - ing, A time for won - der - ing,

A *ff* *nondiv.*  
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.*



165

S  
wor - - - ship - ping, \_\_\_\_\_

A  
wor - - - ship - ping, \_\_\_\_\_

T  
so they have been com - ing, \_\_\_\_\_

B  
so they have been com - ing, \_\_\_\_\_

*p*

171

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

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

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

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

*pp*

*pp*

"Life becomes religious whenever we make it so: when some new light is seen, when some deeper appreciation is felt, when some larger outlook is gained, when some nobler purpose is formed, when some task is well done." - Sophia Lyon Fahs