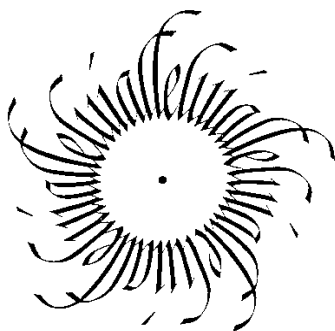


Into the Silent Darkness

Richard S. Gilbert

SATB, violin and piano



Elizabeth Alexander

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Into the Silent Darkness

The Beyond from which we come
Is hidden in dark moist mysteries of primeval mud
And the silence between the stars,
Dwells in the recesses of the soul,
Beckons us into a wilderness,
Reveals itself at its own bidding.
From its vast complexity
Arises simple ecstasy.

We go forth in fear and faith,
Knowing not what we will find —
We sing our alleluias into the silent darkness,
To the Beyond from which we come.

Richard S. Gilbert, adapted

Richard S. Gilbert has been a Unitarian Universalist minister for almost 50 years, including serving as minister of First Unitarian Church of Rochester, NY for over 30 years. A recipient of the Angus H. MacLean Award for Excellence in Religious Education and the Holmes-Weatherly Award in recognition of his faith-based social justice work, he is currently Social Justice Coordinator of the Unitarian Universalist Association's St. Lawrence District.

Gilbert taught at Meadville Lombard Theological School, Starr King School for the Ministry, and Colgate Rochester Crozer Divinity School, from which he holds doctoral degrees. His publications include *In the Holy Quiet of This Hour*, *The Prophetic Imperative: Social Gospel in Theory and Practice*, and *How Much Do We Deserve?: An Inquiry in Distributive Justice*, as well as the widely used religious education curriculum, *Building Your Own Theology*.

Richard Gilbert's wife, Joyce, a founder of the Unitarian Universalist Musicians Network, commissioned this piece in honor of her husband and his life's work.

Elizabeth Alexander spent her childhood in the Carolinas and Appalachian Ohio, the daughter of a minister and a piano teacher. Her passion for language and music is reflected in her catalogue of over 100 songs and choral works, which have received nearly twenty national and international awards. Reviews of her music have referred to "the close personal resonance between the composer and the words," as well as her music's "delicacy and sincerity," "elegance," and "freshness within a well-known language."

Her composition teachers included Jack Gallagher at The College of Wooster, and Steven Stucky, Yehudi Wyner and Karel Husa at Cornell University, from which she received her doctorate in music composition. She has been the recipient of grants, awards and fellowships from the Jerome Foundation, New York Council on the Arts, Wisconsin Arts Board, National Orchestral Association, International League of Women Composers, and American Composers Forum.

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

Commissioned by Joyce Gilbert, for Richard S. Gilbert

Into the Silent Darkness

Richard S. Gilbert

for SATB choir, violin and piano

Elizabeth Alexander

(♩ = 60) *ethereal, legato sempre*

Piano introduction, measures 1-6. The score is in 2/2 time with a key signature of one sharp (F#). It features a piano accompaniment with a melody in the right hand and a bass line in the left hand. Pedal markings (Ped.) are present at the end of measures 2 and 5. The dynamics are marked *p*.

Measures 7-12. The vocal line (A) begins with the lyrics "The Be - yond from which we come, _____ from which we". The piano accompaniment continues. Pedal markings (Ped.) are present at the end of measures 8 and 11. The dynamics are marked *Solo or Tutti: p*.

Measures 13-18. The vocal line (A) continues with the lyrics "come, _____ is hid - den in dark moist". The piano accompaniment continues. Pedal markings (Ped.) are present at the end of measures 14, 16, and 18.

Measures 19-24. The vocal line (A) continues with the lyrics "mys - ter - ies _____ of pri - me - val mud, _____". The piano accompaniment includes a triplet in measure 20. Pedal markings (Ped.) are present at the end of measures 21 and 24.

23 *p*

T B

Is hid - den in the si - lence be -

Ped. Ped. Ped.

27

T B

tween the stars, is

Ped.

31

S

A

T

B

is hid - den,

is hid - den,

hid - den, is hid - den,

hid - den, is hid - den,

Vln

p

2 1 3 Ped.

Vln

35

3

3

Vln

38

A

41 *mp* warmly

Dwells in the re - cess - es of the soul.

warmly

mp

Ped. Ped. Ped. Ped.

S

A

45 *mp* warmly

Beck - ons us in - to a wild - er - ness,

Beck - ons us in - to a wild - er - ness,

Ped. Ped. Ped. Ped.

Vln

49 *mp*

Ped. Ped. Ped.

T

8 *mp*

Re - veals it - self at its own bid - ding,

B

mp

Re - veals it - self at its own bid - ding,

Vln

Ped. Ped. Ped.

S

56 *mf*

the Be -

A

mf

the Be -

T

8 *mf*

at its own bid - ding, the Be -

B

mf

at its own bid - ding, the Be -

Vln

Ped. Ped. Ped.

Solo or Tutti: *p*

S 67 From its vast com - plex - i - ty

Vln

p

Ped.

S 71 a - rise - es sim - ple ec - sta - sy,

Vln

p

Ped.

S 76 From its vast com - plex - i - ty a - rise - es sim - ple

A *p* From its vast com - plex - i - ty a - rise - es sim - ple

Vln

p

Ped.

3

81 **poco rit.**

S
ec - sta - sy,

A
ec - sta - sy,

Vln

poco rit.

Ped.

86 **p a tempo**

S
We go forth in fear and faith, in fear and

A
We go forth in fear and faith, in fear and

T
We go forth in fear and faith, in fear and

B
We go forth in fear and faith,

Vln

a tempo

Ped.

moving forward...

91

S
faith, we go forth in faith, _____ in

A
faith we go forth in faith, in fear, _____ in fear and

T
faith we go forth in faith, in fear, _____ in fear and

B
_____ we go forth in fear and faith, in fear and

moving forward...

Ped. Ped. Ped.

95 *mf*

S
faith, _____ in fear and faith, _____ in fear and

A
mf
faith, _____ in fear and faith, _____ in fear and

T
mf
faith, in fear and faith, in fear and

B
mf
faith, in fear and faith, in fear and

Ped. Ped. Ped. Ped.

99

S
faith, in fear and

A
faith, in fear and

T
faith, in fear and

B
faith, in fear and

Vln

p

Ped.

103

S
faith.

A
faith.

T
faith.

B
faith.

Vln

p

Ped.

107

Vln

111 *poco rit.* *(p)* *a tempo*

T

Know - ing not what we will

B

Know - ing not what we will

Vln

pp *poco rit.* *a tempo*

115 *(p)*

S

Know - ing not what we will

A

Know - ing not what we will find,

T

find, what we will find, what we will

B

find, what we will find,

134

A Solo *p*

S A Al - le -

T B in - to the dark - ness,

in - to the dark - ness,

138

A Solo

S A lu - ia,

T B in - to the si - lent

in - to the si - lent

Vln *mp*

142

A Solo

S A Al - le - lu - ia, a - le - lu -

T B dark - ness,

dark - ness,

Ped.

146

A Solo

ia,

S A

We sing our

T B

We sing our

Vln

ped.

150

T Solo

p

Al - le - lu - ia,

S A

al - le - lu - ias in - to the Be

T B

al - le - lu - ias in - to the Be -

ped.

154

S A

yond, in - to the Be -

T B

yond, in - to the Be -

Vln

p

ped.

158 *p*

B Solo

Al - le - lu - ia

S A

yond from which we

T B

yond from which we

Vln

Ped.

162

T Solo

Al - le - lu - ia,

S A

come, from which we

T B

come, from which we

Ped.

178

S
Solo

Al - le - lu - ia, al - le -

Whispered by each person at irregular intervals, unsynchronized.
This should feel like a collection of individuals, rather than a chorus:

S
A
T
B

Al - le - lu - ia..... Al - le - lu - ia..... Al - le - lu - ia..... Al - le - lu - ia.....

Al - le - lu - ia,

Ped. Ped.

184

S
Solo

lu - ia,

S
A
T
B

Al - le - lu - ia..... Al - le - lu - ia..... Al - le - lu - ia..... Al - le - lu - ia.....

Vln

p

Ped. Ped. Ped.

189 *pp*

B Solo

Al - le - lu - ia.....

S
A
T
B

Al-le-lu-ia..... Al-le-lu-ia..... Al-le-lu-ia..... Al-le-lu-ia.....

Vln

pp

Ped. Ped.

195

S
A
T
B

Al-le-lu-ia..... Al-le-lu-ia..... Al-le-lu-ia..... Al-le-lu-ia.....

Vln

3

Ped.

200

S
A
T
B

Al-le-lu-ia..... Al-le-lu-ia..... Al-le-lu-ia.....

Vln

8^{va} 8^{va}

Ped.