

• PRINCETON SYMPHONY ORCHESTRA
ROSSEN MILANOV, MUSIC DIRECTOR

2023-2024



PSO BRAVO!

Listen Up!

**June
2024**

**Creative Responses to
Kevin Puts' *Contact***





Creative responses to Kevin Puts' *Contact*

Talented middle school students attended the Princeton Symphony Orchestra's Saturday, March 9, 2024 concert. They listened attentively to the PSO's performance of the GRAMMY Award®-winning work *Contact* by composer Kevin Puts, performed by the trio Time For Three: Ranaan Meyer, Nick Kendall and Charles Yang, and conducted by Rossen Milanov. These PSO BRAVO! *Listen Up!* student writers and visual artists were invited to respond freely or consider prompts relating to the work, the musical styles exhibited, and the experience of attending and listening to a live musical performance.

The *Listen Up!* exhibition was on display during the PSO's 2024 Princeton Festival which ran from June 7-22.

Thank you to the following teachers who supported and coordinated their students' participation in *Listen Up!* 2023-24:

Khrista White, Christina Seix Academy
Melissa Mack, Cambridge School
Madeleine McCarthy, Ranney School
Pauline Swiatocha, Ranney School

The Princeton Symphony Orchestra (PSO) is grateful to teaching artist April Zay and composer and clarinetist Derek Bermel for leading an inspiring and productive workshop. The Arts Council of Princeton's (ACP) longtime partnership support is greatly valued.



Listen Up! Workshop

During the 2023-24 season, the PSO hosted its seventh Listen Up! workshop. On March 7, *Listen Up!* participants came to the Arts Council of Princeton (ACP), met composer and clarinetist Derek Bermel, and discussed and listened to the styles, characters, and emotions in Kevin Puts' arrangement of the traditional Bulgarian dance, *Ganikino Horo*. This dance inspired the fourth movement of Puts' work *Contact*. Instructor April Zay highlighted well-known visual artists who have created works in response to music, and guided the students in their artistic reflections.





Merriment, So Close, Yet So Far
Sadie Bahr
Grade 7–Ranney School
Madeleine McCarthy, Teacher
Acrylic paint

In this piece of art, I focused on capturing the significance of despair that is felt when an individual is held back from experiencing true happiness. When listening to such a profound and well-performed symphony filled with various elements of music, my mind instantaneously went to a once optimistic person facing despondency while attempting to grasp on to what their life formerly was.



Fire Prism

Claire Vitucci-Napurano

Grade 8—Ranney School

Madeleine McCarthy, Teacher

Watercolor

From the first note, a world of colors fulminated from the strings of each instrument. A once dark cast theatre was now bright with stories and emotions swirling through the air. In an instant, the origin of these songs was visible, and as I continued to listen the image of a fire dancer became clear in my mind. To capture the beautiful brightness I had the pleasure of hearing, I used watercolor to show the high level of movement and life in each pass of the bow and note on the piano. Then after the feeling of the room was depicted on the page I drew the image in my mind. This image was of a Fire dancer performing in front of an enormous sun that supplied the dancer with music and drama.



The Olivia Experience
Olivia Hayes
Grade 7—Ranney School
Madeleine McCarthy, Teacher
Acrylic

The way I experienced the music was by immersing myself in it completely. As the tempo sped up, I envisioned someone sprinting, and as it slowed down, I pictured a leisurely stroll or a moment of relaxation. My physical response mirrored the music, tensing up as the tempo quickened and relaxing as it slowed down. The piece evoked a strong sense of solitude within me, in a positive way. It made me feel as if I were in a dream, completely alone in my own world. I felt like I was in a peaceful forest and I was alone with my own thoughts.



String of Mixed Contact
Mary Cate Leidersdorff
Grade 7–Ranney School
Madeleine McCarthy, Teacher
Acrylic paint

When listening to the piece of music at the symphony, I truly heard what the composer was trying to deliver. The build-up between verses and the high-pitched notes in particular spoke to me as if it were tension: that is what got me started. So, tension; how would I build off of that? I used some of my own experiences from lockdown and described them as if I were a narrator who watched over everything. Keeping the lines of the poem shorter I think helped add to the creepiness I was going for, as well. The senses I used throughout made it feel more real to you, the reader, and have your "memories reboot", as I had added in my piece.

Mary Cate Leidersdorff
Grade 7–Ranney School
Pauline Swiatocha, Teacher
Poetry

I wrote this poem about the struggles people (including myself) faced during the lockdown of COVID-19 from the perspective of 3rd Person Omniscient. When writing this, I wanted to create a vagueness that would keep you guessing, and I did not want to give away what it was at the start; doing this would draw you in and make you become attached to the poem.

No Contact

Two hands don't touch at opposite ends; there is no contact.
A vagueness that cannot be answered lurks.
It all happened so quickly.
How could they have been forced so abruptly as they were then?

Their minds shift, and memories start to flood in.
The notes pitch higher and higher:
More tension, more focus,
But they cannot focus
It's all a blur, dizziness

How does anxiousness still hit them?
The cringe makes one shiver like on a cold day when the memories reboot.
Everyone was hit, whether physically or emotionally.
Hands were shaky, feet were tapping.
Tense minds
Risen shoulders
All was lost.

The room in their stomachs is filled with shots of metal-tasting green. Each breath,
each death
The more sun leaves their soul.
There is no breath out, only the smell of those tense, old memories.
They can hear the cries of lost loved ones and the emotions that brought them down.

Something about that time gives them joy
Like how the rainy days always started a movie,
Like how the lockdown brought calls with friends
Like how a sad frown always gave an opportunity to smile.
They were all in it together,
And it gave them strength.

Somehow they were convinced it would go quickly
As if a detective could solve this mystery before it could get any trickier.
It got trickier, and it got longer.
It felt too long when living it.
But looking back, at a glance, it was only one story to tell.
The story of no contact.



Mindsweep

Gabriel Choque

Grade 6—Christina Seix Academy

Khrista White, Teacher

Watercolor

When I first got to see the people I missed, I felt happy and excited. I got to fly to see my dad in Argentina. The music was soothing and crazy because some parts were loud crazy like a carnival and some parts like a quiet beach.



The Curly Splatter
Brysun Saunders
Grade 6—Christina Seix Academy
Khrista White, Teacher
Mixed media, acrylic

The piece made me feel connected because the music was calm at first so that was very welcoming to me, but when it got to the loud part it reminded me more of home because the road gets bumpy and loud but always remembers you are loved. How I experienced the music was well, I was tired but once I got to listen to the music it woke me up and I started to enjoy it, and it was fun. What I thought or imagined was all the scenes the song was bringing and the colors I heard. When I made contact with someone I missed it was special, like a hole in my heart has been filled, this feeling is more the relief.



The Storm Clouds

Ryan Hunt

Grade 6—Cambridge School

Melissa Mack, Teacher

Pencil, paper, mixed media

When I went to the Princeton Symphony Orchestra I heard violinists make peaceful music. I created a sunny background with a thunderstorm and a violent ocean with two boats in the water. I used cotton balls for the clouds. To make the clouds, I colored them back and drew lightning. That is what I liked the most about my artwork.



Path of Light

Deegan Pepe

Grade 7—Ranney School

Madeleine McCarthy, Teacher

Oil, pastel

Imagine yourself in my piece, you're in a dark depression, but then you see light and feel hope. No, this is not death, but you feel a sense of hope and security. The wind is rushing across your skin, you start to feel contact with a foreign guiding light. This is what I imagined while listening to Contact by Kevin Puts. The smooth low notes in the beginning transitioned to quick jittery high notes and ended smoothly. My piece represented this with a light from the heavens shining in a world of darkness.



The Feel Forest
Smyrna Yilmaz
Grade 7–Ranney School
Madeleine McCarthy, Teacher
Acrylic paint

The Princeton Symphony concert evoked a mix of emotions in me. As I listened, I imagined a piece of artwork that conveyed a mix of dark and light emotions. This inspired me to create a waterfall in my artwork where the emotions flow into a river of dark and light shades. On the left side of the waterfall, the vines represent the sharp and sad feelings and the right side represents a light and happy place. A forest is a place in which you can get lost. While listening to certain parts of the music, I felt a sense of lost confusion so I painted a forest to show the loneliness and lostness I felt while listening. I chose to paint in acrylic paint because it allows me to show the intense color I envisioned and to convey the intended meaning of my artwork. I really enjoyed painting and getting inspired to do visual artwork through music.



The Exit

Anaya Sharma

**Grade 7–Ranney School
Madeleine McCarthy, Teacher
Watercolor, Sharpie**

As I first faced the blank canvas in front of me, I was confronted with an intimidating emptiness and uncertainty about where to begin my piece. I thought about how I could incorporate Contact into my work, not realizing that I had already found my inspiration from the music. I was inspired by the controlled yet daunting nature of the piece, and it reminded me of being pulled in two different directions rather than being Contacted. My piece conveys the feeling of reaching for something while being pulled into a different path. It also gives a slight sense of uncertainty, which is what I felt while using the medium of acrylic paint. Although my piece was inspired by Contact, my artwork embodies the struggles of the inability to connect.



Reminiscence

Amrita Randhawa

Grade 8–Ranney School

Madeleine McCarthy, Teacher

Watercolor, Sharpie

After listening to the symphony piece titled Contact composed by Kevin Puts, I envisioned the ancient traditions of fire dancing, and its connection with human society. In my visual art piece, I strived to represent the rich culture and exceptional history of Bulgarian fire dancing, which the original symphony conveyed through its traditional rhythms and dance. During the symphony, the symphony's flowing sounds of cellos and violins inspired patterns of traditional Bulgaria. The intricate and swirled patterning, created with brilliant watercolors and thin Sharpies, depicts traditional Bulgarian patterns. The rich red and green colors are reminiscent of colors of traditional Bulgarian clothing and colors. Combined with the gleaming and scorching fire, this piece refers to the rituals and bright effects of this fire dance. The outstretched and longing nature of the hands reveals a connection between the fire dancing traditions and the human society it influenced and stemmed from.

Melancholia

Stella Ross

Grade 8—Ranney School

Madeleine McCarthy, Teacher

Colored pencils, pastels

Listening to Contact performed by the Princeton Symphony left me with a sense of melancholy. It felt as though I was drowning in the depths of the music and I felt it swirling around me. This experience with the music made me think of fairy tales and how easy it is to become immersed in the simple storytelling and imaginative world that is created. This sense of fantasy and magic inspired the color palette of this piece. I wanted it to feel dreamy and dynamic and I thought the use of color would create the feeling of surrounding yourself with magic. The multitude of colors served to create a feeling of being inundated by the music. I wanted each color to represent a different part of the piece. To capture the richness of color and capture the organic movements of water I chose colored pencils as my medium because of their maneuverability and ability to build color. The hauntingly beautiful melody is reflected in the subject's solemn face, her eyes are closed to represent the experience of listening to the music.



Tick, Tick, Tick

Tick tick tick like a steady heartbeat
the class clock counts the seconds down.
All the kids are waiting for the day to be over.
The bell rings, and everyone rushes out
meeting up with friends
not knowing this school day will be their last.

That night, they watch the news.
'New virus blah-blah-blah'
I tune out what my parents are saying
'-school will be out for a bit'
that gets my attention

My parents look worried,
but I don't notice it.
I'm too excited!
No school?? Finally!
It's like Alice Cooper's "School's Out"
But without the summer

No more work.
No more tests.
No more waking up early.
Just relaxing and having fun.
I love quarantine!

About a week after the news,
I start to adjust.
I start losing energy like a deflated balloon in
the sky.
I stop paying attention to time.

It's not like that matters anymore.
With online school,
I just tune out the teacher.
Not focused or caring about school.

A month after the news,
I start to get....
bored.
Why would I be bored?

I only do one worksheet a day.
I just sit around and pretend to listen.
Eating whatever.
Oh shoot, I said I'd call my friend!
I keep forgetting about those things now.

Ugh another long boring week.
I wish I was with my friends.
I miss them.
I don't like quarantine anymore.

Day after day
Get up
Get online
Sleep

Same breakfast,
Same classes,
Same drinks,
Same day.

No more playing in person.
No more laughing at the park or beach.
No more going out to get lunch.
No more hugs.

I wish I didn't have to worry about others' safety.
I wish I could have a normal childhood.
I wish I wasn't in 3rd grade during Covid.
I wish I could go back to school.

One part of me knows I will make it back,
back to school and my friends.
But that doesn't stop me from being terrified someone else wouldn't.
That someone would be mourning someone because of the virus.

Eventually, we do go back to school.
I am grateful that I'm back,
but everything is different.
I'm not as excited as I thought I would be.

We have masks and a ton of other rules.
No one follows them
I was scared.
We were only kids.

I was young and didn't understand everything,
which made parents assume we weren't
scared.
Some people might not have been,
but I was.

I acted like I was fine.
Like I enjoyed quarantine.
Like I was happy to be home.
Fine to do whatever I wanted.

I think that's why it was so hard,
I convinced myself that it was fun.
The only bad part was 'boredom'.
Now I realize that it was more than that.

I still don't have a name for it,
but it was similar to fear.
Since I didn't know what I was feeling,
I just decided to be happy.

Covid changed me.
It changed everyone and everything.
For better or worse,
That's not easy to tell.

Ruby Olson

Grade 7–Ranney School

Pauline Swiatocha, Teacher

Poetry

For my piece I wanted to show how confusion about what was happening mixed with fear affected kids like me during Covid. Covid turned billions of people's lives upside down in a day, and more people are focused on the adults that lost their job. People don't see the perspective of kids during Covid, and I think that my poem can convey the various emotions that I felt, along with others.

The Unique Run to the Mysterious Golden Castle
Lia Ziemiński
Grade 6—Cambridge School
Melissa Mack, Teacher
Watercolor, paper, glitter

I was inspired by Time for Three performing Kevin Puts' Contact, first movement "The Call." I imagined all of the animals running away to the gold castle. They saw a bright light and were attracted to the glitter trail. I made the trail out of salt to make the fluffy effect and the texture. I printed the animals because I wanted them to look realistic. I colored and painted in my unique way. I made the clouds different because not all clouds are the same. That is the beauty of my painting.





Radiance

Gianna Abdel-Malak

Grade 8—Ranney School

Madeleine McCarthy, Teacher

Watercolor, colored pencil

As I listened to the music, it represented a fantasy theme of angelicness. At certain points, the music was sharp and I interpreted it as an undertone of something more powerful and angry. As I developed my piece I wanted to incorporate both the mediums of watercolor and colored pencil. I also wanted the piece to represent time standing still with peaceful scenery including a ballerina sitting on the flower. But I wanted her specifically to be static and frozen in time. I wanted everything around her to show movement. So I started by developing my artwork with oil pastels. I used watercolors as a wash base for the detailing. Lastly, I finished the details using colored pencils.



Walking on the City Path
Avery Present
Grade 6—Cambridge School
Melissa Mack, Teacher
Watercolor, paper, glitter

The movement that inspired me to draw and paint this art piece was "The Codes." I was inspired to draw girls walking on a path in New York City. I sketched out everything first then I painted. The hardest image to paint was the sky because I had to use watercolors. I painted with black paint and then I did the path and the buildings. After that, I created some trees and also added glitter. Listening to the orchestra and Time for Three inspired me to make this piece of art.



The Forest

Ian Smith

Grade 6—Cambridge School

Melissa Mack, Teacher

Acrylic on canvas, found objects

My inspiration from Kevin Puts' Contact was when the music got really low. First, I felt like it represented a forest. I decided to paint a forest and a campsite in front of a mountain. My favorite part of this painting was making the river because I enjoy the challenge of making it realistic. In conclusion, I loved making this artwork.



Peace on Earth

Charlie Forte

Grade 6—Cambridge School

Melissa Mack, Teacher

Pencil on paper

My favorite part of this project was seeing the final product and listening to Time for Three. My artwork was inspired by the beat and dramatic change in song. My piece shows the difference between night and day. Listening to an orchestra for the first time made me really enjoy it!



The Sandy Desert

Nick McCarron

Grade 6—Cambridge School

Melissa Mack, Teacher

Acrylic on canvas

This art piece is inspired by a magnificent piece of music. I translated it into a piece of art. My favorite part of the painting is the way that the cacti pop on the canvas. The part of the music that inspired me was movement. You might say that the desert doesn't have that much movement now, but the stars are twinkling and the whole galaxy is moving in some way even if you can't see it. Furthermore, this piece of art has been my favorite piece that I have ever made.

Hallway Mystery

Isa Connelly

Grade 6–Cambridge School

Melissa Mack, Teacher

Acrylic, glitter, feathers, on canvas

The music inspired me to create a piece of art inspired by the game clue. The music moved from soft to loud. I painted a hallway with a woman in a beautiful gown and two people in silhouette. The dripping candle wax represents the music getting faster. The shiny chandelier and dress makes the whole painting glow. While creating this piece of artwork, I was reminded of the mysterious and ominous loop. Overall, I feel this project was a huge success because I challenged myself to use 3D paint and mixed media to be creative. I'm looking forward to boosting my art career in the future.





Fairytale

Rebecca Wszolek

Grade 6—Cambridge School

Melissa Mack, Teacher

Acrylic on canvas, cloth, paper

While listening to the orchestra I had the idea of making a ballerina in a forest. The beginning of Contact started out happy, then sounded dark and destructive. Her outfit turned into butterflies flying away, and then her outfit got destroyed. This idea made me think of a Cinderella fairytale. I used acrylic paint, fabric, ribbon, and paper butterflies to show that fairytales don't always have a happy ending. This piece of art makes me feel excited to make more art.

Drowning in Her Tears
Charlotte Daniel
Grade 6—Cambridge School
Melissa Mack, Teacher
Acrylic on canvas

When I listened to Time For Three's Concerto I felt so sad. I imagined a person in the rain with a crying expression. First, I painted the rain puddle and I had to find the right blue color for the rain. Then I started working on the background. I painted blue and then light purple to make it feel late and lonely at night. I painted this image because I was feeling a lot of emotion around the same time. I felt the pressure of school and peers. Painting this piece helped me express my emotions. That is the beauty of creating art!



Seasons of Change

Depressed expressions of people wearing black
Slowly walking together hanging their heads.
The barren trees are coated in crisp white snow and a chorus sings.
A ringing bell cuts through the sad song.

Soon however, a small bit of golden sun shines through the dark clouds.
Snowfall subsides and the blanket of snow begins to melt like a sorbet on a late summer evening.
The birds fly off the barren trees as the birds and trees seem to come alive.
Time passes and the branches flower pink and white.

The sun sparkles and casts its golden blazing rays of hope.
Blue birds are chirping a symphony.
A woman in a glimmering white dress walks down the aisle. Smiles and happy tears float
amongst the crowd.

A fire dancer swirls with his red rippling flames around him.
Roaring applause pounds the ears of listeners.
Flames race across the stage as he plummets perilously.
The crowd frantically scatters while the stage sizzles simultaneously.

Rumbling of an engine and flashing lights blue and red appear.
Water droplets cascade through the air
The fear dissipates.
The crowd cheers for their saviors as they ride away.

A black panther lurks at dusk behind the bushes.
The tropical humidity swirls around him and he scans the darkness for movement. The moonlight
shines and shimmers on the glorious eyes of a deer as it eats its supper. There are quiet sounds of
birds humming in the distance.

The deer becomes alert to the panther.
It slinks along and accidentally crunches on the brown fallen leaves.
The scurry of hooves and the crunch of more leaves jars the panther. Birds sing victoriously as
the deer grazes with its herd.

The different melodies of the seasons harmonize.
The snowy white winter turns to the green sprouts of spring.
Then, the golden sun of the summer transitions to the dried crunchy leaves of fall. The seasons
chase each other on the music staff and the measures repeat.

Judah Adler

Grade 7–Ranney School

Pauline Swiatocha, Teacher

Poetry

When I was reflecting on the pieces that were played, I recognized the contrast between the different emotions portrayed in the performances. This made me think of the musical sounds of the seasons. There were many sounds that reminded me of wildlife and nature. I enjoyed having this remarkable opportunity to write about Time For Three's concert. Since I am a cellist, this motivated me to try out more unique sounds on the cello. I hope to someday inspire people to think creatively the way Time For Three inspired me.

Dedication

Austin Wang

Grade 8—Ranney School

Madeleine McCarthy, Teacher

Colored Pencil, Acrylic, Pastels

Dedication. That is what this piece represents. The bruised and cut hands, adorned with marks of struggle and perseverance, serve as a testament and pain to the determination behind every achievement. When I first listened to the orchestra play together, I was almost overwhelmed by the amount of pure talent each musician possessed. One of the inspirations for the broken bowstrings on the bow was how one of the musicians in 'The Trio' played so thoroughly and compassionately that the bowstrings started to snap. I also included broken instruments in the background that symbolize the journey and growth of a musician. After the show, as I walked to my car on that rainy night, I couldn't help but notice about a dozen musicians walking with their giant cello cases on their way home in the cold rain. This is one of many examples of the struggles a musician faces. Therefore, instead of basing my piece on what I felt the story meant, I decided to turn it into something that everyone would understand: the dedication of the musicians. I first used colored pencils for the detailed hand, fingers, bow, and the cellos/violins/violas. Then, I used acrylic paint for the background and the flooring. You can distinguish between the lighting in the back of the room and the front. Finally, I used pastels and colored pencils to blend the subject and background and tie it all together. You can almost feel the stinging pain of the cut-up fingertips. It's almost... horrifyingly pitiful in a way, yet, it is only a small taste of a successful musician's journey. Each finger captures the essence of perseverance, depicting how one is dedicating countless months to perfecting each note; all for us to relish their talented arts for an hour or two. This piece is for all the under-appreciated musicians who played at the Princeton Symphony Orchestra on those two cold, rainy nights.





2024 *Listen Up!* Participants from Christina Seix Academy, Ranney School, and Cambridge School with Maestro Rossen Milanov, Nick Kendall, Charles Yang, and Ranaan Meyer on the stage at Richardson Auditorium immediately following the March 9 *Time For Three* concert. *First Row:* Sadie Bahr, Mary Cate Leidersdorff, Nick McCarron, Stella Ross, Claire Vitucci-Naprano, Deegan Pepe, Judah Adler, Ruby Olson, Lily LiCausi, Amrita Randhawa, Gianna Abdel-Malak *Middle Row:* Ryan Hunt, Charlie Forte, Rebecca Wszolek, Lia Ziemiński, Avery Present, Charlotte Daniel, Austin Wang, Ian Smith, Anaya Sharma, Smyrna Yilmaz, Olivia Nani Whitted Hayes, Brysun Saunders *Top:* Isabella Connolly

PSO BRAVO!

Rossen Milanov, Edward T. Cone Music Director — Marc Uys, Executive Director
Katie Miller, Manager of Education and Community Engagement
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