

A LEVEL PERFORMANCES AND LEAVERS' RECITALS

Monday 24th March, 2025
6.30pm

Auditorium, Anniversary Halls

The audience is kindly reminded that we request that no photography or video footage is taken during the concert. Should you wish to take photographs during the interval or after the concert, we ask that everyone be mindful that images may include other girls. If other girls feature, the footage should not be shared on the internet or on social media, but should be reserved for family albums or electronic folders at home.

Gemma (alto saxophone)

I have always loved music and have been involved in as many ways as possible from the start of U3 in 2017. Playing the saxophone has created so many opportunities for me in ensembles like Jazz Band and Concert Band, which are the highlights of my week. My favourite music highlights from St Catherine's have to be the many musicals I have played in, starting with *Sister Act* in L4, all the way through to the best L6 musical, *The Little Mermaid*. I also cannot forget the incredible experience of performing with the Band of The Welsh Guards (twice!!), to name one of many things that Mr Young has organised. I am so grateful for the support of all of the Music staff, in particular their trust in me to run away with a clarinet and flute to teach myself! This has opened even more doors for me and has helped me to find a university course that I am so excited to start. Music has created so many memories and friendships that I will never forget, so I cannot thank Mr Greenfield and the St Catherine's Music Department enough!

Concerto for Alto Saxophone and Orchestra – Binge
I. Allegro spiritoso
II. Romance: Andante espressivo
III. Rondo: Allegro giocoso

Ronald Binge's *Concerto for Alto Saxophone and Orchestra* is a vibrant and lyrical work that showcases the versatility of the saxophone within an orchestral setting. This performance is accompanied by a piano reduction of the orchestral score. Binge was commissioned by the BBC to write the work for the 1956 Festival of Light Music. The first movement is a lively dialogue between the soloist and orchestra. Each takes turns leading, creating an engaging interplay that highlights the saxophone's agility and expressive capabilities. The second movement gives the soloist an opportunity to showcase their lyrical abilities, particularly in the instrument's upper register. The third and final movement has a lively, swinging feel that emphasises the saxophone's jazz-like qualities. This playful conclusion showcases the instrument in its most familiar context.

Mia (violin)

As a Music Scholar in St Catherine's, I've had a wonderful experience participating in various ensembles and concerts. The Gala Concert was one of my favourite highlights and I'm looking forward to our upcoming tour to Austria. Being part of ensembles such as choirs and the Symphony Orchestra has allowed me to connect with like-minded musicians who share my passion for music. I'm grateful to the Music Department at St Catherine's for their support and encouragement. They've provided me with opportunities to perform and grow as a musician, fostering a vibrant musical environment that has made my time here memorable. I look forward to continuing my musical endeavours and cherishing the memories I've made here.

Romance, Op. 28 – Fauré

Gabriel Fauré was born in Pamiers on May 12, 1845. He studied piano under the famous composer Camille Saint-Saëns and started his brilliant career as an organist and composer. Fauré started composing *Romance*, Op. 28, while visiting Cautarets in the Pyrenees in August 1877. He wrote it out of boredom during a three-week stay, a suggestion from the singer Pauline Viardot. She wanted to give her daughter Marianne, Fauré's reluctant fiancée, some time to think about their engagement. Back in Paris, Fauré tried out the piece with Marianne's violinist brother Paul. It took a few performances for the Viardot family to appreciate it fully. Fauré noted humorously that it would be great if music could always be received as well as it was on the third hearing. The *Romance* follows an A-B-A structure, with calm outer sections contrasting with a dramatic central part featuring a sharp violin theme. A cadenza-like passage helps restore the peaceful mood of the beginning.

Danza Ritual del Fuego – de Falla

Manuel de Falla (1876–1946) was a leading Spanish composer of the early 20th century, renowned for capturing the spirit of Spain through his fusion of poetry, asceticism, and ardour. One of his most celebrated works, the ballet *El amor brujo* (Love, the Magician) was composed in 1915, blending Andalusian folklore with classical forms. The *Danza Ritual del Fuego* (Ritual Fire Dance), a highlight of the

ballet, depicts a young woman's frenzied dance to exorcise the ghost of her jealous dead lover. Falla's use of rapid trills, intricate ornaments, and lively rhythms vividly conveys the intensity of this fiery ritual. This passionate piece remains a powerful example of Falla's ability to transform Spanish traditions into timeless art.

Charis (French horn)

When I joined St Catherine's just two years ago, I was surprised by everything there was to offer. I'm grateful to have had the chance to be part of the Symphony Orchestra, Concert Band, Brass Band, U6 Orchestra, and Pit Orchestras. These groups gave me a chance to unwind after school and dive deeper into different types of music. I truly enjoyed the many pieces we played, in particular *Pirates of the Caribbean*, the *Lion King* medley, *Shrek the Musical*, and *The Little Mermaid*. Throughout my time in these ensembles, I've made so many great memories and formed lasting friendships. I've come to enjoy playing the French Horn more and more, and I'm thankful for all the experiences I've had along the way. I want to extend a big thank you to Mr Greenfield for introducing me to all these opportunities and for supporting me throughout this journey.

Horn Concerto No.1 in E flat Major – Strauss

At 18 years old, Richard Strauss composed this piece whilst studying Philosophy at the University of Munich. Afterwards, he pursued a career in music under the influence of his father, Franz Strauss, who was the Principal Horn of the Munich Court Orchestra. The concerto was written during the Romantic Era, 1883, with further influences like Mendelssohn represented in Strauss's signature style. The first movement of the concerto displays bold themes and starts with a single strong chord for the orchestra before the horn begins.

Olivia (voice)

Since joining St Catherine's in 2020, singing has always been a crucial part of my week. Participating in many choirs alongside singing lessons has strongly

developed my confidence and performance skills. My favourite musical memories from St Catherine's will always be the Cantores Chichester and Winchester trips, where I loved the harmonious melodies and intricate textures that we created through different vocal parts. I hope to continue my singing at university and would like to thank all my teachers for always encouraging me to participate, and for providing me with different amazing opportunities throughout my time at St Catherine's.

Widmung – Schumann
Widmung (Dedication) is a song written by Robert Schumann. It is the best-known song from the Myrthen collection that Robert Schumann wrote for his fiancée Clara. Based on a poem written by Friedrich Rückert, the lively melody and contrasting middle section of the piece portrays the passionate and exciting love between Robert and Clara.

Paris (harp)

Before coming to St Catherine's, I used to dabble a bit in music, doing a little bit of singing and piano but never grades. I never thought I was going to be particularly great at music, but I have always loved it nonetheless. However, when I joined St Catherine's in Upper 4, I fully embraced music by joining the Chapel Choir, which led me to become part of four different choirs throughout my time here. In Lower 6, I decided to take up the harp. My harp journey has been relatively new but incredibly rewarding. Learning the harp has given me a fresh perspective on music allowing me to have the opportunity to perform as part of the Harp Ensemble in various concerts. I'm so grateful for the inspiring workshops we've had, particularly with Alfredo Rolando Ortiz, who not only mentored us but also watched us perform his piece. Music has had a significant impact on my life, and I know it will continue to be a part of my journey in the future.

Mountain Stream – Kanga
Mountain Stream is featured in Skaila Kanga's collection *Minstrel's Gallery*, a set of 30 pieces ranging from medieval times to the present day, designed for both

lever and pedal harp. The piece has a flowing melody and gentle dynamics, painting a serene picture of a gently flowing stream.

Amelia (marimba)

Picking up tuned percussion four years ago has truly been one of the best decisions I've ever made. Since joining St Catherine's, I have always enjoyed rehearsing and performing with both the Concert Band and the Percussion Ensemble. Being part of the pit band for productions like *Shrek the Musical* and *The Little Mermaid* was definitely the highlight of my school life. These experiences have allowed me to showcase my skills while collaborating closely with my peers, helping me grow not only as a musician but also as an individual. I am incredibly grateful for the unwavering support and guidance from Mr Young and Mr Rayner. I truly believe that I wouldn't be the performer I am today without their encouragement and belief in my potential.

Letters for Marimba – Daiki

Letters for Marimba is a poignant solo composition written by Kato Daiki in 2017, created as a heartfelt gesture to encourage a friend struggling with depression. Structured like a personal letter, the piece is presented as a score without detailed stage directions, tempo markings, dynamics, or articulation specifications. This unique approach allows performers to interpret the music in a deeply personal way, infusing their own emotions and experiences into the performance.

Stephy (bassoon)

Playing bassoon has been a huge part of my life at St Catherine's. Since picking it up in Lower 4, I have been able to join multiple bands and ensembles such as Concert Band and Symphony Orchestra which have positively shaped my time at School. Thanks to Music, I have created some unforgettable memories such as playing in many concerts and going on the music tours, playing in beautiful cathedrals or at sunset next to the sea. My biggest achievement in music is being

Principal Bassoon in Symphony Orchestra. Throughout St Catherine's I have also been involved in many choirs and had the opportunity to learn other instruments which I am very grateful for.

Summertime – Gershwin
Summertime is a jazz piece from 1935 which featured in the opera *Porgy and Bess*. This is a beautiful piece that I have really enjoyed playing.

Nneka (piano)

Since joining St Catherine's in 2018, I have enjoyed playing saxophone, piano, and drums. These instruments have allowed me to take part in so many ensembles during my time here in School, such as Concert Band, Jazz Band, and Symphony Orchestra which I have been a part of since U3. I have so many fond memories of making music here, and my favourite events are probably the yearly Gala Concerts. I'm really grateful to all my teachers for always encouraging me to take part in as much as I can.

Milonga del Ángel – Piazzolla
Milonga del Ángel is part of the *Suite de Ángel* (Angel Suite), a musical composition by Astor Piazzolla that consists of four pieces which can be played independently. The composition was written between 1962 and 1965, and is based on a play by Alberto Rodríguez Muños. In the play, the music accompanies the story of an angel who tries to heal the broken spirits of humans in a house in Buenos Aires, only to die in a knife fight.

Angelina, Olivia, Libby (flute)

Angelina: Ever since joining St Catherine's in U4, I have loved being involved in the School's many musical commitments. I was incredibly fortunate to have had the opportunity to take up the organ, which quickly became a true passion of mine. Being the Jennifer Bate Memorial Organ Scholar in the Sixth Form has been an amazing experience, from playing in various cathedrals to conducting and

leading a choir. A huge thank you to my organ teacher, Mr Farquharson, for his unwavering support in my organ studies and for helping me reach my current standard. I have also thoroughly enjoyed playing the piano and flute in ensembles such as my Piano Trio and Flautissimo as well as Symphony Orchestra. My deepest gratitude goes to my piano and flute teachers, Miss Shim and Mrs Howe, for their encouragement, and, last but not least, to Mr Greenfield for his incredible support.

Olivia: I have loved being part of the music community at St Catherine's since I started my flute lessons in the Prep School. Since then, I have had the opportunity to achieve a diploma in flute with my amazing teacher, Mrs Burt, and Grade 6 piano with the lovely Mr and Mrs Tinker and Mrs Freeman. I have also been able to take part in a wide variety of music groups at St Catherine's including Wind Band, Concert Band, Symphony Orchestra and Flute Choir, all of which have been incredibly enjoyable. The highlights of my music experiences here have to be going on the music tour to Ireland and performing with the Welsh Guards. I would like to thank the whole Music Department who have always been so friendly, supportive, and encouraging. My musical experiences at St Catherine's have inspired in me a great love of music and I hope to continue playing for many years to come.

Libby: I have absolutely loved playing the flute and singing throughout my time at St Catherine's since U3. Mrs Howe has been a brilliant flute teacher and helped me to pass my ARSM flute diploma with merit last term. It has also been a pleasure to play in Wind Band, Concert Band, Symphony Orchestra and Flautissimo and I particularly enjoyed the opportunity I had last year to play with the Band of the Welsh Guards. The school choirs have always been a highlight of my week as well, especially Cantores. One of my favourite experiences was singing with VOCES8, as the sound they produced was absolutely magnificent. The Gala Concerts and Carol Services have been wonderful and I am going to miss making music at St Catherine's; however, I hope to continue in my musical endeavours at university and beyond. I would like to thank all of the teachers in

the Music Department, and especially Mr Greenfield, for all of their support and for helping to foster my love of music.

The Gypsies' Chorus – Bizet arr. Malcolm
Bizet composed *The Gypsies' Chorus* for his famous 19th-century French opera, *Carmen*. The story follows Don José, a soldier who is seduced by Carmen and later becomes dangerously obsessed with her after she shifts her affections to the bullfighter Escamillo. This lively piece occurs in the second act of the opera and is performed by Carmen and her friends as they entertain themselves in Lillas Pastia's tavern. It allows Bizet to depict the free-spirited and vibrant aspects of the gypsy culture while providing a contrast to the darker themes of the tragic opera. Malcolm's arrangement of the chorus is adapted for three flutes, and seamlessly showcases the instrument's agility and brightness.

Gabrielle (voice)

I have been a passionate singer since a very young age, dedicating myself to developing my vocal and musical abilities. As a Music Scholar, I have actively participated in various choirs, including Cantores, Chapel Choir, Senior Chamber Choir, and Senior Choir, where I developed my ensemble singing skills and explored a wide range of repertoire. I am proud to have achieved an ARSM in voice in my time at St Catherine's. As the Vocal Coach for last year's L6 musical, *The Little Mermaid*, I loved working with my year group to develop their vocal skills and teach them the score. As I approach the end of my musical journey at St Catherine's, I would like to thank everyone who has supported me throughout the years and made this journey so special.

There are fairies at the bottom of our garden – Lehmann
There are fairies at the bottom of our garden was written by the English soprano and composer Liza Lehmann. The lyrics, by Rose Fyleman, capture a child's imagination of delight in the idea of fairies living secretly at the bottom of the garden, painting a picture of a child's innocent belief in a magical world. This song features a storytelling element, which shifts in dynamics and rhythm that

enhance the sense of wonder and excitement. The final section of the song, where the fairies dance before the Queen of Fairyland, builds a delightful climax, reflecting the children's happiness and joy.

INTERVAL
(20 minutes)

Angelina (flute), Mia (violin)

The Butterfly Lovers – Gang & Zhanhao arr. by the performers
The Butterfly Lovers was composed in 1959 by Chen Gang and He Zhanhao, originally written as a violin concerto. The piece is based upon a well known ancient Chinese folktale, of Liang Shanbo and Zhu Yingtai, often referred to as the *Chinese Romeo and Juliet*. Though they die apart, they ultimately reunite as butterflies. This tragic love story has captured audiences for centuries. We have arranged this for a violin and flute duet, where the interplay between the two instruments captures the piece's expressiveness and delicacy, bringing its beauty and poignancy to life.

Flo (trombone)

Having played trombone since joining St Catherine's in 2017, it has consistently been one of my favourite ways to be involved in the School. I have loved every lesson with Mr Sykes, who stuck with me even when I never practised, and who

is helping me to achieve my Grade 8 this summer. My favourite memories of music have to be the Jazz Cafés, getting to play really amazing music in a wonderful and relaxed atmosphere. I have been so lucky to have met amazing people through music, and will be forever grateful for the friendships I've made. I've had the best time playing in ensembles, working through grades and developing jazz techniques, and I hope to continue this at university. Thank you to Mr Sykes for constantly supporting me, and to the music department for being so welcoming and lovely throughout my time at St Catherine's.

Cavatine – Saint-Saëns
Cavatine was written for trombone and piano by Camille Saint-Saëns in 1915. The piece was dedicated to George W. Stewart, trombonist and musical director of the 1915 World's Fair in San Francisco, as Saint-Saëns wanted to thank him for his organisation of the event. It is not known whether Stewart ever publicly performed the piece, or even if it was performed during Saint-Saëns' lifetime, but it became an examination piece for the trombone class of the Paris Conservatoire in 1922, shortly after his death. The piece highlights the lyrical-cantabile aspect of the trombone, allowing its vocal qualities to shine through.

Ugo, Charlotte (flute)

Ugo: My seven years at St Catherine's have given me incredible opportunities to develop my instrumental skills and be part of a supportive musical community. Looking back, I never imagined I'd come this far, but the guidance and encouragement I've received have boosted my confidence. Through piano, flute, and viola lessons, I've explored different instruments and expanded my musical knowledge. I'm currently preparing for my Grade 8 flute exam with help from my teacher, Mrs Howe, whose support has been invaluable. A highlight has been being part of various ensembles, including the Wind Band, Flute Choir, Concert Band, String Orchestra, and chamber ensembles. I've had the chance to collaborate with my talented friends, improve my skills, and enjoy making music together. Performing in concerts, festivals, and events has been one of the best parts of my journey and has helped me grow both as a musician and a person. I'm

really grateful for the opportunities St Catherine's has given me and for being part of such a fun musical community. These experiences have made me love music even more, and I know they'll stay with me for a long time.

Charlotte: Music at St Catherine's has been a huge part of my life, helping me develop my flute playing and grow as a musician. Over the past seven years, I've improved so much in both skill and confidence, especially with the support of my flute teacher, Mrs Howe. Her guidance has been essential in my progress, particularly as I prepare for my Grade 8 flute exam. I've loved playing in ensembles like Wind Band, Flute Choir, and Concert Band, as well as taking part in the Godalming Music Festival and various school concerts. Performing with friends and being part of such a supportive musical community has made my time here so special. The experiences I've had at St Catherine's have shaped my love for music, and I know they'll continue to inspire me in years to come.

Valse des Fleurs – Köhler

Valse des Fleurs, composed in 1880 by Ernesto Köhler, is a cheerful waltz originally written as a solo piece for flute. It was later transcribed for two flutes and piano, with an edition by famous flautist Trevor Wye. The piece is full of lively and playful melodies that make it feel like a dance in a room full of flowers. The two flutes exchange the main melody, interacting in a gentle dialogue, while the piano provides a flowing, supportive accompaniment that enhances the overall elegance and feel of the piece.

Ernesto Köhler (1849-1907) was an Italian flautist and composer known for being one of the best flautists of his time. He composed many pieces that helped highlight the flute's abilities, and *Valse des Fleurs* is a great example of his skill. Written during the late Romantic period, a time known for its expressive and often dramatic music, *Valse des Fleurs* stands out for its playful, elegant, and lighter character. The piece shows both the beauty and playfulness of the flute, making it enjoyable for performers and audiences alike. *Valse des Fleurs* remains a popular choice in chamber music performances, offering both an enjoyable challenge for the musicians and a fun experience for the audience.

Bella (clarinet)

I have always enjoyed playing the clarinet throughout my time at St Catherine's. Clarinet has always been a creative break from my academics and I have loved my lessons with Miss Potter, who has introduced me to a wide array of genres as well as to composing my own music. I have enjoyed being part of ensembles, like Wind Band and Concert Band, in which I could meet people from across the years, but my favourite musical memories are found in my music lessons; in these lessons, I found a safe space to make mistakes and experiment with music – a welcome break from busy school life. I hope to continue clarinet in university ensembles and would like to thank Miss Potter for being so encouraging and supportive throughout my years at St Catherine's.

In a Sentimental Mood – Ellington

In a Sentimental Mood was composed by Duke Ellington in 1935. This piece is a ballad and has been covered by jazz musicians like Sonny Rollins and Ella Fitzgerald. The lyrics of the piece are conversational in manner and can be interpreted to be an intimate conversation between two lovers; regardless of the meaning of the lyrics, the melody of the piece continues this emotional intensity in which the speaker's angst and love come across. After the initial 'head' of the piece, we have expanded the piece into an A section solo which then returns back to the melody at the end.

Amber, Gabrielle (voice)

Amber: Having always sung from a young age, singing has been a way for me to expand my vocal range to have the ability to sing the songs I enjoy listening to. I have loved having weekly singing lessons since U4 and am proud to have been able to achieve my Grade 8 before leaving St Catherine's. Singing has allowed me to come out of my shell and perform in more events such as Flounder in *The Little Mermaid* and in the Jazz and Rock concert. The Music tour to Malta would definitely have to be one of the highlights of my musical journey especially experiencing the beauties of the country with all my friends. Picking up the drums this year has also been a great way of relieving stress and will be something I will

continue after I graduate. The connections I have built with others in Chapel Choir, Senior Choir and Senior Chamber Choir throughout the years have been unforgettable and I am so thankful to all the music teachers that have pushed me and my confidence to where I am today.

Secret Love Song – Little Mix

Secret Love Song is a song written in 2016 by the renowned girl group *Little Mix*, featuring Jason Derulo. The song is about an unrequited, forbidden romance. The lyrics express the pain and longing of two people who love each other but cannot be together publicly. It conveys themes of secrecy, heartbreak, and unfulfilled love, with emotions of yearning and frustration of past affairs or relationships that occurred. The song is open to interpretation; however, we have decided to dive into that raw emotion of disappointment and sadness.

Helen (drum kit)

I've been playing the drums since I first joined St. Catherine's, and it has truly become a passion of mine. Over the years, I've had the privilege of being part of several bands and orchestras, with the Concert Band and Symphony Orchestra being at the heart of my musical journey. Through these groups, I've had the opportunity to meet many talented musicians, each of whom has contributed to shaping my development as a musician. I'd like to extend my thanks to Mr Young for his guidance and support throughout these years. One of the highlights of my time at St Catherine's has undoubtedly been performing in every Gala Concert, an experience I hold dear. As I move on to university, I'm excited to continue my drumming journey and carry forward the lessons and experiences I've gained throughout my time here.

Toxicity – System of a Down

Toxicity by *System of a Down* is a hard-hitting track that is a blend of metal and punk – it features a powerful combination of aggressive instrumentation and catchy melodies. *Toxicity* released in 2001; it tackles issues like government corruption, media control, and environmental damage. With intense vocals from

Serj Tankian and driving riffs, the song captures a sense of anger and frustration with society. It quickly gained popularity amongst the listeners, particularly with the powerful chorus and the energetic instrumentation which undoubtably makes it one of the band's most iconic tracks. In this day of age, this piece still resonates with listeners for its raw emotion and sharp commentary on the world around us.

Mia, Gemma (voice)

For Good – Schwartz

For Good is a poignant duet from the musical *Wicked*. Composed by Stephen Schwartz, this heartfelt duet serves as a deeply emotional farewell between the two main characters, Elphaba and Glinda. This song reflects on the transformative power of their friendship, and conveys the themes of gratitude, growth and the lasting impact of meaningful relationships. Lyrics such as "I know I'm who I am today because I knew you" highlight the mutual growth and change brought about by their relationship. The phrase *For Good* cleverly plays on its dual meaning, signifying both permanence and positive influence. Schwartz drew inspiration for the song's heartfelt opening verse from conversations with his daughter about what she would say to her best friend if they were never to meet again. *For Good* captures the bittersweet beauty of parting ways while celebrating the profound influence of meaningful relationships. A timeless anthem of gratitude and growth, it remains one of the most cherished songs from *Wicked*.

U6 Choir

Conductor: Angelina
Piano: Isabella, Zoe

Hall of Fame – The Script

Hall of Fame by The Script is a fitting song for this special occasion. Billboard describes the song as "a swelling, piano-driven number with an uplifting, earworm of a chorus that soars". The song delivers a powerful message of perseverance, ambition, and believing in oneself, values that resonate deeply with our year group.

Tonight, as we perform this song, we celebrate the achievements, friendships, and unforgettable memories of our time at St Catherine's. We hope it serves as a reminder that, no matter where life takes you next, you should always follow your dreams and strive for greatness.

Finale Ultimo *from The Little Mermaid* – Menken

The *Finale Ultimo* is the fulfilling and poignant conclusion to *The Little Mermaid*, our year's L6 Musical, which the entire year group deeply loved. In this scene, the full cast comes together to celebrate love, acceptance, and new beginnings. This powerful ensemble piece features a memorable melody accompanied by rich harmonies, illustrating the unity between land and sea. As leavers, this finale holds a special significance for us, symbolising the end of one chapter and the exciting start of another. We hope to capture the magic of this beloved tale through our performance tonight.

Accompanists

Mr Sin-seock Kim, Mrs Esther Knight, Mr Ian Young, Mr Matthew Greenfield

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Our retiring collection tonight is in support of the Bright Futures Bursary Programme, and we invite you to offer your support. We are proud of our commitment to The Bright Futures Bursary Programme, which is our way of supporting girls who might not otherwise be able to follow in our footsteps and enjoy all that St Catherine's offers, such as the opportunity to take part in music lessons which lead to the phenomenal performances you have heard tonight. Each year members of the Upper 6 support the programme by raising money for the Leavers Fund. This year we are tasked with raising £2025. By coming together as a year group to organise fundraising events, and by donating ourselves, we aim to exceed our target! We know that bursary places change girls' lives and enrich the whole School environment. In years to come, the girls that you support through the Bright Futures Bursary Programme will make their own vital contribution to society, becoming one of a community of resourceful and talented female leaders. Whatever they achieve, it will be because you believed in them. And as a School community we all benefit both from the diversity that inclusion brings and the experiences that those girls who receive bursary support can share with the generations that follow them.





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