

Vol. 11 Issue 3

School of the Arts

November 2009

applause

SOA art **smart** water

drink up.

Editor's Note



school.

This really is a terrific school, and the experiences I've had and the friends that I've made since sixth grade have made my middle school and high school a truly remarkable seven years. If you're a fifth grade student or parent visiting for Art Smart, I hope you get to see just how brilliant this school is.

I hope you enjoy our Art Smart issue of Applause, and for the students who are visiting, I hope you can become apart of our SOA family.

— *K. Chaney Long*

Cover art by
Alek Mihok

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Applause
the official student publication
Charleston County School of the Arts

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A day in the life of a 6th grader

Nick Scapellato, Creative Writing

Beep! Beep! Beep! Screams my alarm clock and I wake up and get ready for school. Once I'm at school I make my way to the cafeteria to read and wait for the teachers to let us go to class. Now my day has begun, and I unpack quickly to get ready for an A day. First I have social studies, my homeroom, which is Mrs. Blake, and then I walk across the field to Mrs. Newell's trailer which is where writing class takes place. Next is lunch which starts at 11:00 and goes to 11:30, recess is just whatever time you have left over. After that I go back to Mrs. Newell's trailer to get my binders and other



supplies. Then I have major which for me is with Mrs. Miles. In here we get to type up stories and write in our journals and just have fun doing what I do best. After that I go to Mrs. Wojciechowski for Pre-Algebra (most people call her Mrs. Wojo) then we leave and go back to our homeroom at 3:15. On B days I have Science with Mrs. Moschella; next I head over to literature with Mrs. Mitchum, and then lunch, recess, creative writing, and pre-algebra once more. Finally my day is over, now I go home and relax only to wake up and do it all over again on my A day tomorrow.

Georgia Hunt, Vocal

Sixth grade is awesome at SOA. My homeroom teacher is Mrs. Boyd. She is a math teacher. You will either be in Math 6 or Pre-Algebra. I am in Math 6. Mrs. Wojo also teaches math. After math, I have Mrs. Newell (Writing) for an A day and Mrs. Mitchum (literature) on a B day. Next everyone goes to lunch and recess. Then at 11:10, if we are done eating, we can go out to recess and play. After that every class goes to exploratory. There is P.E., study skills, computer, movement, or logical thinking. Right now my class is in P.E. It is super fun. Mr. Cummings is the P.E. teacher. Then it is major time! My major is vocal. Mr. Rogers is the sixth grade vocal teacher and he is awesome! In vocal, we learn music theory and sight reading. He teaches us some songs too. I love my major. Now it is time for Social Studies and Science, the last



class of the day. The teachers are Mrs. Blake (Social Studies) on an A day and Mrs. Hammet (Science) on a B day. These are both great teachers and fun classes. In Science, we also have animals. Two corn snakes, ferrets, two gerbils, and a lizard. After those classes, we go to homeroom, pack up, and go home. Out of school I have a pretty crazy schedule. On Mondays, I have something called Charleston Youth Company (CYC). It is really fun! We sing, dance and act. Also on Tuesdays and Thursdays, I have dance at the Mount Pleasant School of Performing Arts with Mrs. Larisa. I have been doing it since I was 3. On Thursdays I have voice lessons with Ms. Nancy Steadman. Everything I do is a blast. I love school. SOA is an awesome place where everyone is special in their own special way.

The Nutcracker

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double issue.

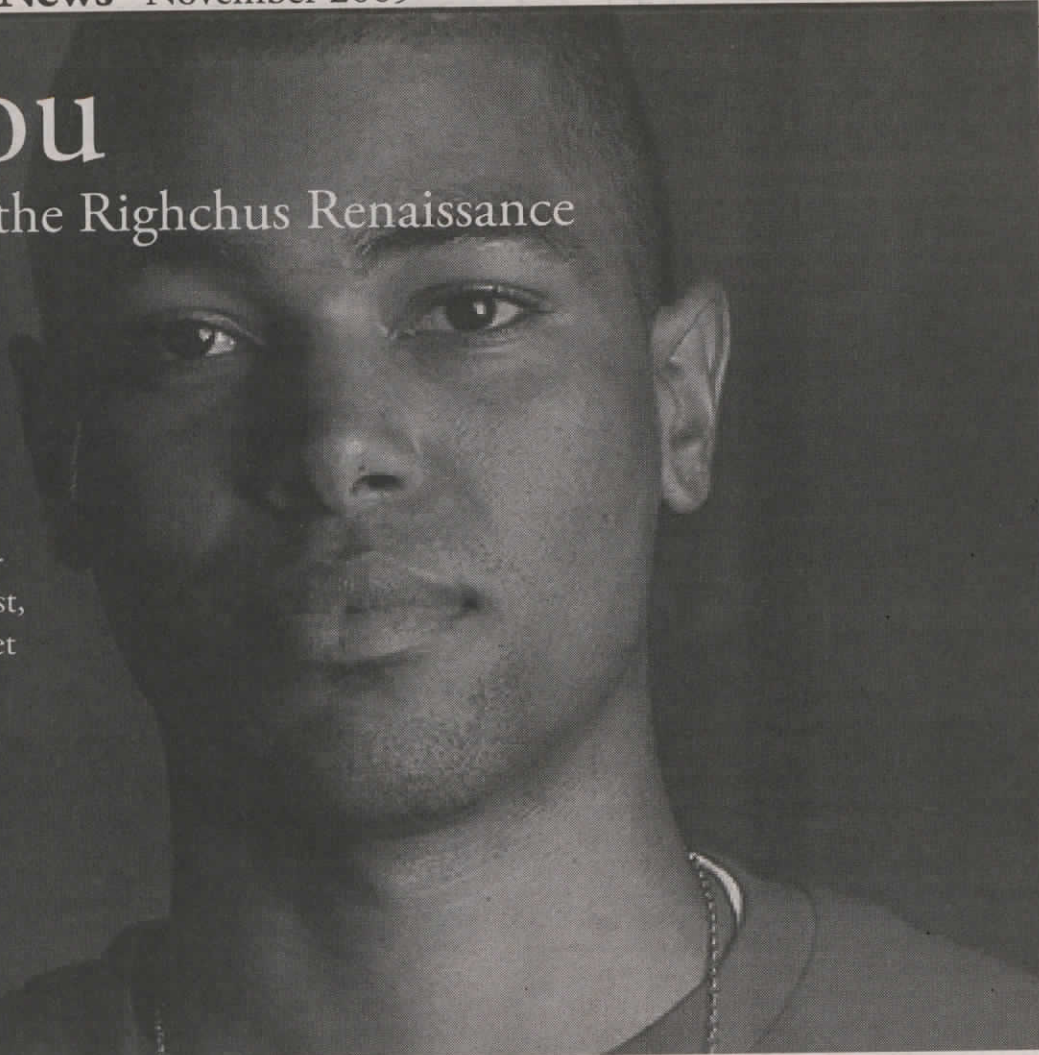
We will rock you

SOA alumni Fletcher Williams rocks the Righchus Renaissance

By Alek Mihok

You've probably seen the posters all around campus. Four individuals posing in ways that could rock your socks off; and if you were there this past Friday, they very well did. Two School of the Arts alumni, Fletcher and Dahlia, presented their works of art (Fletcher: abstract paintings, Dahlia: urban jewelry). They were assisted by two more artists: Righchus (a.k.a. Matthew Bostick), a local hip-hop artist, and KJ from BRWN DRBY, a "southern expression of street wear" clothing company.

Fletcher's portraits were each at least three feet high, two feet wide, with colors that echoed as loud as the bass beats from Righchus. On display were different eras of Fletcher's artistic career. Half the murals were on the abstract side, making use of bold hues and strong lines. The more recent pieces featured realistic subjects, twisted into Dali-esque contortions and scenarios.

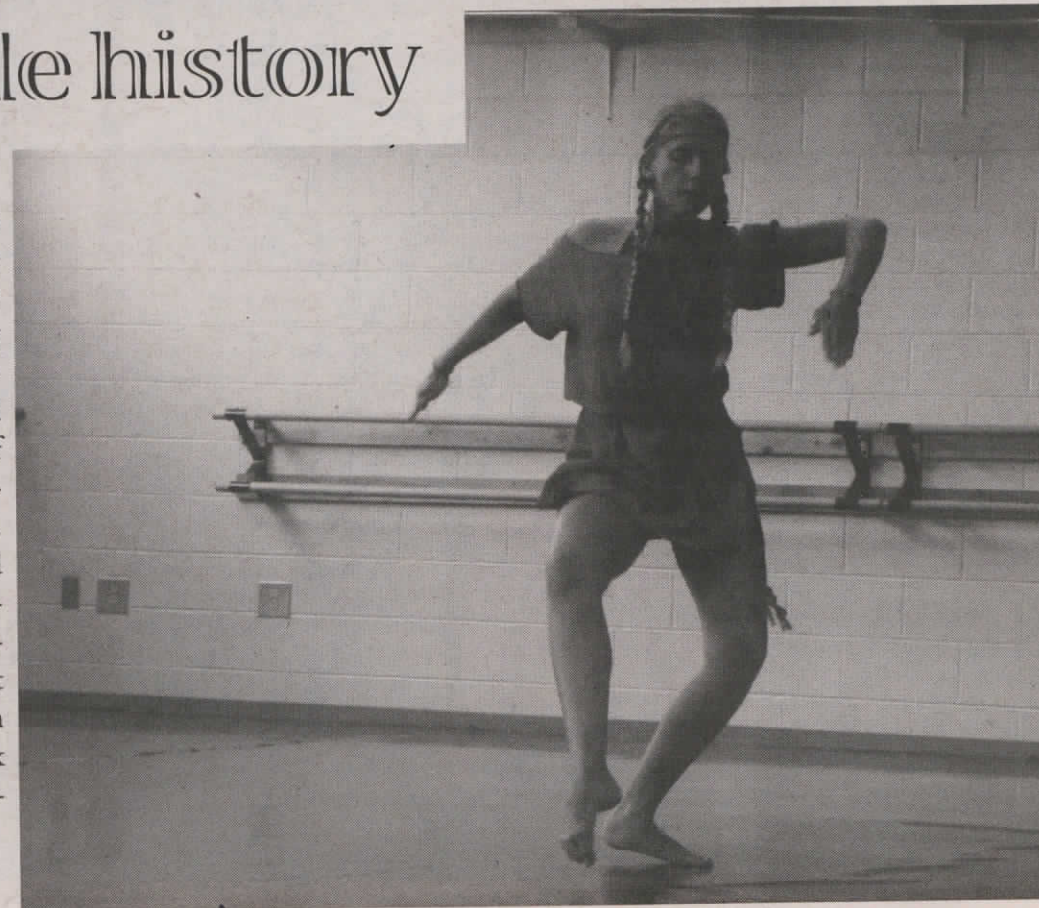


Dancing alongside history

By Cat Bowler and Samantha Dahabi

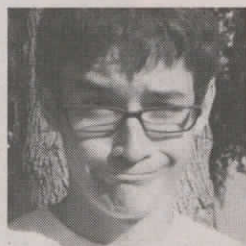
On October 6, 2009, the dance department presented the first installment of their senior thesis, titled Standard 228. The performance was an interdisciplinary project in collaboration with the SOA Social Studies Department. Each dancer was assigned to a history teacher, with whom they discussed standards specific to that teacher's class and then choreographed pieces based on the concepts of those standards. Melissa Rauton chose a Global Studies 2 Standard, basing her choreography on the impact of the Holocaust on Jewish people.

Starr Woodall's choreography was based on an econ standard. Her movement reflected the concept of limited resources also known as scarcity. From American history, Christina Slaton portrayed the impact and challenges of westward movement and the displacement of Native Americans. Samantha Dahabi represented National Econ Standard 2: Marginal Analysis. The unusual assignment pushed the dancers out of their boxes, but resulted in an exciting show. Be sure to check other upcoming events hosted by the dance department.



The Sass ATTACK : Artsy-Smartsy

By David Sass



Considering that this is the Art Smart issue of the *Applause*, I guess that I'll focus on the very reason why I am able to sit here and churn out a column each issue that continues to

be read by so many people (had I known my sophomore year that the "Sass-Attack" would last this long and require as much thought as it now does, I'm not so sure I would have still started writing it): because I *can* write.

To be more unspecific, and generally inclusive of everyone at SOA, we're all here because we can do something or other that most people cannot do, or at least not do without butchering it (except Wes; he's just here because of the "Hippie Acceptance Act of 1987" that requires all schools to have at least one hippie). For me, it's writing. For you, it's music, dance,

theatre, visual arts, what have you. Being artsy kids is what separates us from the general riffraff of society. But being able to act aloof and superior to the drab and untalented menials below us isn't all of what it means to be artsy.

You see, we (and by "we," I mean "you with me taking full credit") have the burdensome responsibility to guide and shape the future of our society's culture. Peter Parker's uncle said it best: "With great power comes great responsibility." However, there are some who have abused that power and ignored their duty to our culture. A prime example is Kanye West; at the start of his career, he was a nobody who loved music and making it. Now, he's an arrogant, self-righteous punk. What I am getting at is that, no matter how famous you become as an artist, you should always remember that you were just another wad of gum on the heel of society at one point. In other words, don't let the power go to your head, and try to at least retain a bit of humility: there are enough Kanyes in the world as it is.

Random Etiquette: Public Restrooms

By K. Chaney Long



I have many peevees, but one of the biggest is people's blatant disregard for what I like to call Public Restroom Etiquette. What is Public Restroom Etiquette, you ask? Well, it is a code of rules and guidelines that you should know in order to make your public restroom experience a better one for use and those around you.

The first rule in Public Restroom Etiquette is what I like to call the "Are you Lonely" rule. At SOA, at least in the ladies' restrooms, there are many stalls. Often times the entire restroom is full and all stalls are occupied. This rule does not pertain to these high traffic times. This rule pertains to the times that there are very few people in the restroom and when there are many unoccupied stalls. If you enter a public restroom when one stall is taken and there are many other stalls available, wouldn't it be polite to leave a few empty stalls between you and the already occupied stall? I think it would. It gives all people involved more privacy, and, unless you're that ter-

ribly lonely, the public restroom experience is a time for privacy.

The second rule is called the "Please Silence Your Cell Phone" rule. I understand that often time students really have a valid reason for needing to use a cell phone during school hours. I also understand that the cell phone policy in the Charleston County School District is a bit ridiculous, but that's a different matter for a different time. The point is that the restroom is not the unofficial phone area. People do not want to listen to you lament to your mother about your failing grade or your boy drama as they try to tend to their um, business. Capice? If you need to make a call, use the office phone!

The third rule is called the "Are You Scared of Monsters" rule. This pertains mostly to the middle school, but to some high school students as well. It seems that sometimes people are scared about, or just way too nosy, about who else is in the restroom with them. If you're in a stall and you hear someone enter another stall or you recognize their shoes, please do not shout out, "Who's that," or "Hello!" They don't want to talk to you. They're busy. It's a restroom.

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Your vision will become clear only when you can look into your own heart. Who looks outside, only dreams; who looks inside, also awakens.

— C. G. Jung

THEATRE

Andrew Manuel, 8th

A lot goes on in the eighth grade theater class. We do everything from plays with Billy goats to games with ninja throwing stars. As a class, we are very well taught by Mr. Younts. His methods of acting take us very far in the theatrical world and our performances are on the highest levels. After announcements we go right into a warm-up. The warm-up could be anything such as Mafia Party. After that we work, and then we are taught about technique, appearance, etc. In the eighth grade theatre class, anything can happen.



K. Chaney Long, 12th

The theatre department at SOA incorporates all aspects of theatre including, acting, directing, and play righting. In 9th grade students focus mostly on acting and spend the majority of class time with just freshmen. In 10th grade, students are placed with the juniors and begin to focus on some aspects of play righting. Juniors are incredibly busy in the theatre department. They write and direct a three to four person scene that is eventually presented at the end of the year in the department's annual Playfest. Seniors focus on their senior

thesis. This year the thesis includes a play, a group piece, and eventually a solo piece that the student writes, directs, and acts in.

VOCAL

Dean Britt, 8th

Over the three years in my major we have done a number of concerts that I cannot count. Also, we have had two major trips. The



learning we have done has consisted of notes, beats, respect, time signatures and more. Also, for the past year we have written a paper on three goals to accomplish by the end of the year. In vocal we had two teachers, our first was Mr. Rogers, and then we got Ms. Slenk. Overall, we have learned to sing, read music, and choreography.

Francis Smalls, 12th

This year in vocal, our teachers have been stressing the importance of being a well rounded singer and performer. We focus on singing as a choir as well as being strong individual vocalists. We not only read music, but we are required to create our own piece of

music and perform it.

Strong performance skills are needed in order to be a talented vocalist. There are many types of music and different tone qualities and expressions to go along with them.

The Vocal program at SOA will prepare anyone who is looking to continue in the field of music, and I am proud of it.

DANCE

Kaila Lematty, 8th

Middle school dance is fun



and hard work. We work on many types of dance and have participated in many performances. In sixth grade, we focused on ballet and modern. In seventh grade, we did ballet, modern, and a little jazz. We performed as "Jazzy Trees" in The Nutcracker and did a long ballet dance in tutus. In eighth grade, we have been working on our Art Smart dance. The dance is a very exciting piece done with flashing lights. We run, do tricks, turns, and exciting new jazz steps. Every year we have a dance day. All day we have guest teachers come in and teach us different styles of dance. This year we will have two dance days, one in December and one in May. I love being a dance major.

Samantha Dahabi, 12th

Dance students are required to sculpt themselves artists by studying ballet and modern technique. We are taught to be well rounded and knowledgeable dancers by learning dance history, dance composition and the choreographic process. In ninth grade, students learn about the history of dance, covering everything from ceremonial dance used in ancient times to the great ballet modern dancers/choreographers of today. Sophomore year, students are asked "what is art?" The grade curriculum encourages students to question dance as art. Is walking across a stage while eating a sandwich, much like the work of post modern artists, really considered dance? Eleventh grade takes junior composition where students learn about the choreographic process and all that is involved in creating dance. The year is focused around two choreography projects which require students to follow the steps of the choreographic process by researching, exploring, creating, refining, performing, and reflecting. Junior year is about learning how to push boundaries and getting out of your comfort zone. Seniors create a thesis where students apply everything they have learned over the past three years in one class. Thesis contains four major projects over the course of year. Our first performance was an interdisciplinary project between the history and dance departments. We are now working a project that requires us to mimic the style of current modern dance choreographers such as Christopher Bruce and William Forsythe. Dance at SOA offers an enumerable number of opportunities and an education unlike any other.

VISUAL ARTS

Felix Hadstjen, 8th

Walking into the Visual Arts room, I was unaware of the direction or magnitude of the lesson. Soon, I would discover the unexpected. Mrs. Nichols instructed us into push up position. Sixth grade would be about training our skills, or was put simply as "boot camp." "Boot camp" consisted of contour drawing, blind contour, and value of drawing. In seventh grade, we explored the boundaries of colored pencil, pushing the elementary school art box medium to a professional level. Eighth grade is based off the ability of figure drawing as a reference to everything else as Mrs. Nichols puts it, "If you can draw a figure, you can draw pretty much whatever you want." Visual Arts has exceeded my expectations improving my skills to a level I never could see before.

Austin Jarvis, 12th

Visual Arts is about refining technique and searching identity as an artist. My freshman year started out with an endless array of rigorous exercises that weren't incredibly enjoyable (blind contours: the painful practice of drawing something with a single line while not looking at the paper) but were necessary for being able to see something three-dimensionally and transfer it to a two-dimensional surface.

Sophomore year introduced the need for more creative visualization and intensive thinking abilities. Projects began to grow in complexity as we were asked to solve specific visual problems. As I moved into my junior year I began to gain more freedom as I started thinking about ideas for the AP portfolio that I had been hearing more and more about. The AP portfolio consists of creating a twenty-four piece collection of work including a twelve piece concentration and a twelve piece breadth (and the strong to gouge your eyes out). For the breadth I've been pulling large from pieces that I did junior year and the summer after it. Most of the senior class has been working at a rate of completing a piece every two weeks.

Despite the intimidating idea of working at this rate in AP is a very exciting experience. The panic of jumping from project to project is like an adrenaline rush that some days can make you hate the world and other days make feel like your kid. At this point in the year though, the thing I'm looking forward to most is just having the AP portfolio completed and being able to look back and see in a single body of work the product of all that turpentine-diluted sweat that's gone into my years as a Visual Artist at SOA.

CREATIVE WRITING

Sydney Cowart and Alex Peoples, 8th

Let's start with the sixth grade. Everybody as nervous about being in a new school. Did that slow down? Nope. In sixth grade, we had our first reading. We were reading "poem books" that we'd written with Mrs. Miles. These books told a story in the form of poems. In sixth grade, we really discovered what our strength and weaknesses were and what we really liked writing about. The second reading in sixth grade was even bigger than the first. We read either a play or a fictional short story at Kudu Coffee House downtown.

It seemed like everything just kept coming in seventh grade. We had another "poem book" assignment. But this time instead of something fictional, it had to be based off the life of a dead celebrity. We had some really interesting choices, like Bob Marley, Langston Hughes, Elvis Presley, Marilyn Monroe, Sacagawea, James Dean and lots of others. It was an interesting assignment and the reading ended up being in the Black Box. So it was a pretty big deal. Once the first semester was over, we got Mr. Hammes to write fiction and scripts. This time the reading was at Barnes and Noble. Seventh grade was a chaotic year overall.

This year has been wild. We've been tackling things like every writer's nightmare... the sonnet. We've also been working on Art Smart. We've got a lot more to do in our time at SOA, and it's going to be a wild ride.



Deborah Crocker, 12th

Creative Writing in this school explores almost every type of writing available. In tenth grade, we wrote screenplays and short stories, and acting them out in class. As juniors we were introduced to the different techniques of poetry, involving the study of works by famous poets and creating a presentation based on that poet. Now, in senior year, we are all working on our senior thesis, which is a mixture of everything we've been taught. We were assigned mentors at the beginning of the year to help us with our work, and they're usually published authors and poets that give us their advice to set us on the right path with our work. By graduation, everyone will have written a novel, a book of short stories, or a collection of poetry, and these works will actually be published and sold.

It's a lot of work, but if you're a dedicated writer and want something you've done on the shelves of the library before your graduate, the creative writing program is worth it. This is a way for aspiring writers to improve and show others their work, for critique. Of course, there are on-the-side assignments you have to complete for a grade like reading books and taking quizzes on them.

If you're considering taking Creative Writing as a major, they've made a great choice. There's hard work involved, but the teachers are also dedicated to making the course fun for everyone.

PIANO

Olivia Pharis, 8th

Right now in piano, we are very very busy! Plus, we have to complete our regular work. Our regular work is basically filling out our workbooks. In our workbooks we have to write the chords to 24 songs, including bass lines for a bass player. Also, in our usual work, we have to play the Blues. To do this we would come up to the front and play a basic Blues and we have to do one in each key. Right now the rule is that you have to complete three Blues and also skills (pattern of chords) in each quarter for a good grade. In the three years I've been in piano, we have had these same rules. We work on the songs in our workbooks because it helps us with a lot of the skills and things that we will need when we work on harder things. These are the usual things we have been doing in Jazz Piano. For extra, we are working on Art Smart and Little Big Band. In classical piano, we have theory that we usually do every other class period. That helps us with all sorts of things. We are also getting ready for our fall recital which is coming up fast. We also have pieces that we are working on constantly. That's mainly all that goes on in eighth grade piano.



Cat Bowler, 12th

Piano is the smallest of SOA's majors. Because there are fewer students in Piano than in other majors, there is more one-on-one time available with the two teachers, Mrs. Benson and Mr. Clarke. Classical Piano with Mrs. Benson consists of weekly individual lessons, theory, and technical skills. During individual lessons, each student spends a thirty minute session with Mrs. Benson, playing any pieces that he or she is learning and receive critiques on those pieces. We work in our theory books and play together as a class scales, chord sequences, and arpeggios to warm up each day. In Mr. Clarke's Jazz Piano class, each student receives a jazz

workbook at the beginning of the year. The workbook is theirs to write the chords and baselines of jazz songs and track individual progress of each student's blues, songs, and skills.

STRINGS

Hannah Dillie, 8th

I have been in Strings since sixth grade. It is so much fun! What we normally do is practice any pieces Ms. Johnson gives us Monday through Thursday and on Friday we have a showcase. A showcase is where if you have a solo piece you have been practicing separately; you can play it for the whole class if you want. We play a lot of challenging but fun pieces. One year for Halloween we played the Adams Family. It was so fun. I'm so glad I'm in strings!



Melissa Payne, 12th

I remember I was excited to go into high school. I knew I would have more freedom, take more classes, and improve in my major. I knew for a fact that my major was going to get harder. I remember sitting at my stand freshman year and Mrs. Fitz was passing out music and she told us that we would be playing this particular music for the Master Works concert. I did not understand why she would give it to us so early in the year if we had to play it until the spring. Only until I got the music and saw how ridiculously it was long. It was Beethoven's third unfinished Symphony. I just was shocked. I just told myself that I could not play this piece. It was 500 measures. Mrs. Fitz told the class that we were going to learn this piece of music by chunk. She gave the example of eating an elephant. To eat an elephant, you have to eat it by chunks until we eat the whole elephant. The SOA High School Symphony Orchestra learned the whole piece by spring and performed it for the school and for CSO Benefit Concert.

The advice I give to upcoming freshman strings majors is to practice your music and to never tell yourself you can't play a certain piece of music. Just take it by chunks and you can learn the whole piece and feel like you accomplished something.

BAND

Shakaila Caribo, 8th

In eighth grade band, we play a lot of music. At the beginning of the year, Mrs. Reed told us that we are the guinea pigs of Middle School Band. She said this because we are going to have to sight-read so much music to see if the Middle School Band is capable of potentially playing it for a future concert or something. I know that by the end of the year we would have played a ton of music.

Once we unpack our instruments we wait for Caton, the student conductor to warm us up. When she does, Mrs. Reed comes to the podium and it's time to get to business. Band may be considered one of the "hardest" majors, but it is still the BEST major, and no other comes close.

Amanda Eglen, graduate

Being a senior in band isn't much different from any other year. We're hard at work on band music, auditions, etc. like everyone else, but we're also



starting to think about senior theses.

Right now, the seniors have just begun to think about which thesis they will do and what piece they will do if they perform a thesis.

The freshmen theatre majors display their talent in *Fools*

By K. Chaney Long

On October 19th and 20th, the freshman theatre majors performed their practicum piece, Neil Simon's *Fools*. The freshmen did an excellent job tackling the comedy, and filled the black box during both nights of their performances. Each character was either double or triple cast in order to accommodate the entire class, and each actor did a spectacular job bringing their own unique interpretation to each character.

This was the freshmen's first performance as high school students and I for one can't wait to see what else they accomplish in the next few years.

(From left to right) Kenton Jenkins, Callan Shattuck, Eli Dent, Price Lobg, Elizabeth Greene, and Sophie Greene in *Fools* October 19, 2009.



Freshmen Olivia Lodge and Dante Brown as the parents in *Fools*.



Alex Berlisky as Leon in his 9th grade practicum play.

9 is a beautifully animated film

By Tori Roy



When walking into a theater to see the newest film produced by Tim Burton, one can expect nothing less than excellence, and although it was no *Edward Scissorhands*, it still proved to be another worthwhile Tim Burton production.

From the waste of a previous society a rag doll, 9, (Elijah Wood) emerges confused and lost in this bizarre world. Banding together with domineering war veteran 1 (voice of Christopher Plummer), aging inventor 2 (Martin Landau), able mechanic 5 (John C. Reilly), imaginative artist 6 (voice of Crispin Glover), and courageous fighter 7 (Jennifer Connelly) they set out to find a way to destroy the super-computer that threatens their lives.

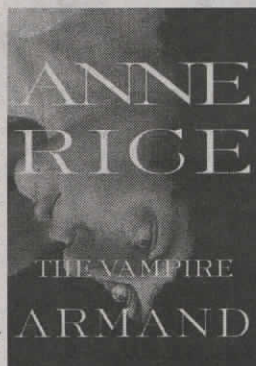
Yes, 9 is yet another post-apocalyptic film where society is no more and the human stand-ins are forced to fight the mechanical rulers for survival. But, with use of beautiful animation and with the help of Shane Acker's imagination, 9 proved to be a decent animated film.

An alternative to typical vampire novels

By Tori Roy

Walk into a book store today and what will you see covering the many front shelves labeled "popular"? After the recent vampire revolution you will more than likely see every issue of *Twilight*, *Vampire Diaries*, or yet another teenage boy meets girl and one of them is a vampire love story. It was easy enough to deal with the *Twilight* explosion, but nothing is more frustrating than seeing the exact same fairy-tale over and over, getting more idiotic and schmaltzy with each page.

In Anne Rice's *The Vampire Armand*, we see much more of the original, blood thirsty intellectuals without losing the romantic view that have always been associated with vampires. We follow the story of Armand, who is eternally young with the face of a Botticelli angel. Starting the ac-



count with his early childhood, the story begins in Romania. He is captured and sold into slavery and finds himself in the city of Venice under the care of a mysterious and reclusive painter called Marius (From the novel *Blood and Gold*, also by Anne Rice). As time passes Armand becomes more emotionally and intellectually entwined with Marius, and Marius with him. As the novel continues to the climax, Anne Rice shows scenes of sophistication, ambush fires, and Devil worshipping. These events force Armand to choose between his eternal youth and the supposed salvation of his eternal soul. This is yet another fantastic novel from the Anne Rice

vampire books and overall I would recommend this book for a high school reading level.

Sushi Hiro offers tasty Japanese cuisine

By Hailey Dixon

Sushi Hiro is perhaps the only Japanese owned and traditional Sushi bar and restaurant in Charleston. Behind a glass counter filled with different types of fish, two sushi chefs' laugh and chat with regulars while rolling, chopping and serving fish. Occasionally they break into Japanese and every time a new customer walks in they break into a Japanese greeting.

The menu features makizushi (rolled sushi) and Nigiri Sushi (partially grilled but mostly raw fish). Fresh tuna, eel, and octopus, are quality favorites by costumers. The kitchen

at "Hiro" serves numerous Japanese dishes, from udon noodle soup, rice, meats, and so on. The service is nice and polite, but slow. If your looking for a quick eat, go to McDonald's.



Business hours are between 11 a.m. to 10 a.m. Monday through Saturday. It's located at 298 King street. The prices range between 12 to 20 dollars at dinner time. Lunch time ends at 2:30 p.m. and everything is much cheaper. So, if your downtown at lunchtime and you crave something tasty,

stop by at Sushi Hiro.

LEAF parallels the spirit of SOA

By Wes Snell

The Lake Eden Art Festival (LEAF) is as much a tradition to SOA as it is to Black Mountain, the area this festival calls home. Every time I muster the money and effort to go I'm greeted by several fellow students upon my arrival. This is no coincidence. LEAF is a perfect parallel to the spirit of our school: Laid-back, exciting, purposeful, diverse, eccentric, energizing – all these adjectives could be used to describe either. I recommend it to any student here, fully confident in their satisfaction.

Set in the Appalachian Mountains less than a half hour from Asheville, NC, LEAF exploded with color this fall, dripping reds, golds, and purples from the surrounding forest, all reflected by a pristine lake in the heart of the festival.

People hiked the numerous trails running through the mountains, contra-danced, watched the poetry slam, ate a delicious variety of world food, and witnessed some incredible performances by such artists as Arrested Development, Cowboy Junkies, Squirrel Nut Zippers, and Zap Mama. It was awesome.

Though this may sound like your typical festival agenda, LEAF deviates from other festivals I've attended in several important ways. It's a place where one leaves with their batteries recharged rather than depleted which, as any festival-attendee can confirm, is usually not the case. After Bonnaroo, for example, I just wanted to sleep for a month. Being meshed with a hundred thousand people in sweltering heat for almost a week is enough to kill

the unprepared. LEAF is much more relaxed and energizing. It's also more family-friendly than other festivals such as Loko or Coachella. Parents let their children wander over the beautiful campgrounds and through the woods without fear of some crazy, tripped-out hippie causing unintended harm.

The thing I like most about LEAF is that there is something for everybody there. Instead of blowing all the money on musicians, LEAF focuses on all types of art mediums. The poetry slam is always



an incredible emotional experience. The vendors sell all types of instruments, art supplies, and other goodies, and though the bands may not be the most recognizable, I wasn't disappointed by any of the numerous shows I at-

tended, and shocked by some. It extended my musical palette considerably. Subtlety is the key word for LEAF. It doesn't try and beat you over the head with the treasures it holds. It leaves you to explore on your own, to experiment and see what helps you expand your mind.

LEAF is a biannual event. The next one is in May. I know most of our readers have already heard of LEAF. If you're harboring any doubts about going, abandon them. If you're worried about money, stop. Make it happen. It's safe, fun, fascinating and opens up a world that many don't know exist, one in which everyone is friendly, artistic, attentive, and interesting. Sound familiar?

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Colleen Brennan wins High School Best in Show



This October SOA junior, Colleen Brennan, earned "High School Best in Show" at the SC State Fair in Columbia. Colleen has been a visual artist here since the sixth grade. As a winner of Scholastic and many other prestigious awards, this is not the first time she has been recognized for her outstanding talent. "Any recognition is of course an honor," said Colleen on her success as an artist. The winning piece was entitled "One Tablespoon Espresso," inspired by her friend's use of small medicine lids as espresso shot glasses.

The Jefferson Award

By Cat Bowler

Winners of the Jefferson Awards for the month of November are Junior Caroline Britt, and Senior Maddi Phillips. The Jefferson Awards are presented to students who display strong characteristics of leadership and dedication to community service.

Caroline has recently been involved in a variety of volunteer efforts both benefiting SOA and the larger community. She has served breakfast at the Crisis Ministries homeless shelter with the John Wesley Methodist Church and participated in the Race for the Cure with her cheerleading squad. On October 3, Caroline and previous Jefferson Award recipient Jamie Amick were asked to sing at the Blue Star Mothers Kick-Off Dinner. They performed "The Star-Spangled Banner," "God Bless America," and "I'll Fly Away for the Blue Star Mothers," who make care packages to send to the troops in Iraq and used the dinner as a benefit for raising money and accumulating donated goods. A member of Tri-M and NHS, Caroline volunteered at SOA's booth in the Mozart in the South Festival down-

town at Marion Square. Most Thursdays, she attends NHS tutoring where students struggling in school receive free aid from their peers.

The Ecology Club has adopted the Isle of Palms Connector and conducts quarterly Connector Clean-Ups facilitated by President Maddi Phillips. For Maddi, volunteer experience holds more meaning than the mere amassment of service hours for college applications; she makes it a priority, she says, "to find the time to give back to a community that has given so much to [me]." In return she derives a "sense of gratitude and pride" from helping humans and animals not only through Connector Clean-Ups, but beach and river sweeps as well. Last November, she helped the Lowcountry Earth Force to build Elliotsburg Park downtown on Line Street. While the majority of SOA's female populace were finalizing their dresses or touching up last-minute manicures on the day of her Junior Year Prom, Maddi was participating in an oyster-bed restoration project with Earth Force. Congratulations to both Caroline and Maddi!



Michelle Hillenius joins National High School Honors Orchestra

Junior Michelle Hillenius recently competed against the nation's top orchestra students after being selected to represent South Carolina on the National level. Michelle was the only student chosen from South Carolina to advance to Nationals, and her audition tape earned her a spot amongst the ranks of this year's National High School Honors Orchestra. Michelle is happy that six months of hard work on a Concerto for her audition tape paid off, and "really excited for this opportunity." Sponsored by the American String Teachers Association, the Orchestra will be playing at the ASTA conference in Santa Clara, California on February 18-21, 2010. Donations to support the cost of sending Michelle to represent SOA in the National High School Honors Orchestra are welcome.

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What is your most memorable Halloween costume?

Compiled by Brittany Repp and Samantha Dahabi



"Ghost Rider."
Hunter Price, 6th Theatre



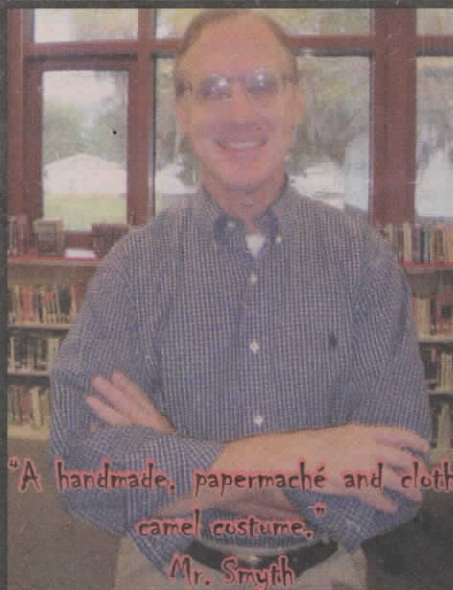
"A Starburst."
Carly Christy, 6th Visual Arts



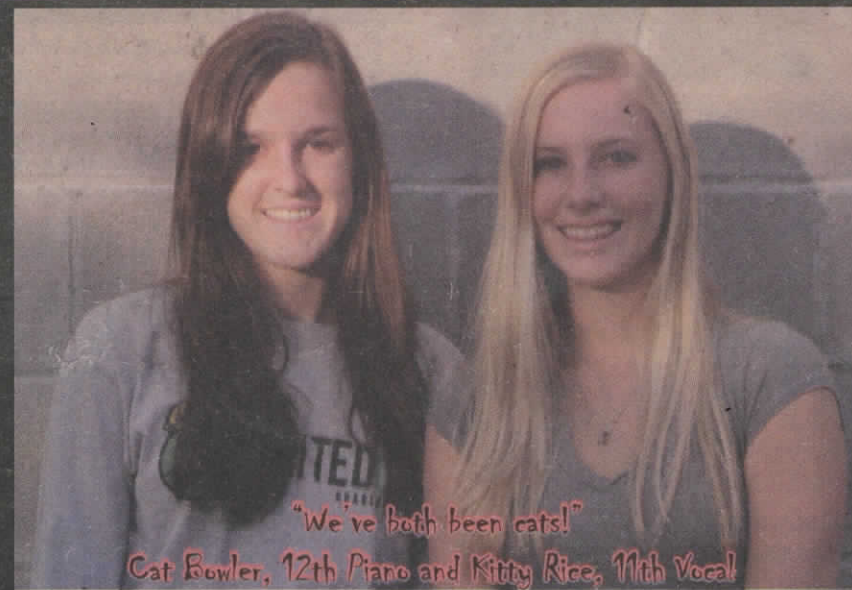
"A skeleton."
Andrew Bruce, 7th Piano



"A scary cape to make me look like decoration."
Anna Kalik, 7th Creative Writing



"A handmade, papermaché and cloth camel costume."
Mr. Smyth



"We've both been cats!"
Cat Bowler, 12th Piano and Kitty Rice, 11th Vocal



"A spelling bee."
Mrs. Lawson



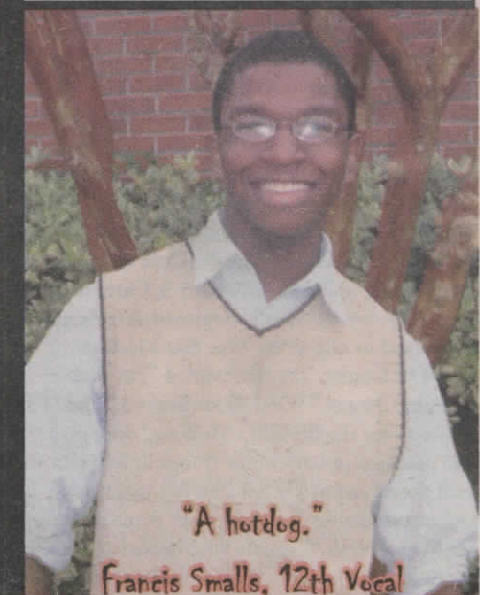
"A ninja."
Tyler Sim, 6th Piano



"A homemade Purple Bratz Cat."
Jazzy Jordan, 9th Visual Arts



"A Teenage Mutant Ninja Turtle."
Alex Mackey, 11th Band



"A hotdog."
Francis Smalls, 12th Vocal