

# *the school* Applause

April 2010, Volume 11 Issue 7

School of the Arts, 5109 W. Enterprise St., North Charleston, SC



*Beth Webb Hart*

THE DEDICATION CEREMONY

*of the*  
Rose Maree Myers  
Theater for the  
Performing Arts



*Daniel Davis*



*Jonathan Hayward*



*Rose Maree Myers*



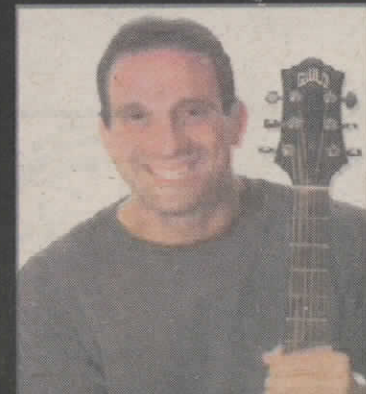
*Richard Bryant*



*Charlton Singleton*



*Colum Mc Cann*



*John Busatis*

## Editor's Note

This has been a very exciting issue for *Applause*. It's an honor to have Mrs. Myers on campus for the theater's naming ceremony. This ceremony is a very important moment for School of the Arts, and, in honor of it, *Applause* has included biographies of some of the ceremony's guest speakers along with a pictorial look at some moments in Mrs. Myers' life.

This is our last paper before our annual graduation issue, which will be published in time for commencement.



<b>Wednesday, April 14th-</b>	Dance Concert at 7pm Focus Team—Positive School Culture—3:45pm Focus Team—Program Effectiveness—3:45pm Focus Team—School, Family and Community Partnerships at 7:15am SOA Leadership Team Meeting
<b>Thursday, April 15th-</b>	Middle school Arts Show
<b>Friday, April 16th-</b>	High school Arts Show Middle school and High school Band Trip Dedication ceremony for the Rose Maree Myers Theater for the Performing Arts, 7pm, RMM Theater
<b>Saturday, April 17th-</b>	Piano Solo and Ensemble Festival Lander University
<b>Monday, April 19th -</b>	HSAP Testing—all week High school Piano Recital at 4pm in the RMM theater 9th grade Creative Writing and Visual Arts Field trip to Marion Square, Public Library and Artist Craftsmen 10:00am-2:30pm
<b>Wednesday, April 21st-</b>	Full Faculty Meeting Culinary Arts Competition 3:40pm in Cafeteria
<b>Thursday, April 22nd-</b>	Creative Writing 11th Grade Reading Orchestra Solo and Ensemble Festival Middle school Vocal Competition—Atlanta SOA Earth Day Festival—11:30am-3:30pm
<b>Friday, April 23rd-</b>	Middle school Piano Recital in the RMM theater
<b>Sunday, April 25th-</b>	National Dance Week
<b>Monday, April 26th-</b>	Middle school Theatre at 4pm 11th grade Dance Composition performance
<b>Tuesday, April 27th-</b>	Dance Solo Performance 8th grade Theatre Senior Thesis Part 3, 7pm in the RMM theater
<b>Friday, April 30th-</b>	Prom 8:00 PM – 11:00, Boone Hall Cotton Dock

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## Prom is quickly approaching

By Rebecca Forman

Most of the details of prom have been worked out by our lovely and ever hard working junior council members, headed by **Ms. Nan Rickson**. The official date is April 30, from 8-11, leaving enough time to congregate for dinner and pictures with friends before hand and get to your post-prom destinations (home, obviously) afterwards. As many of you already know, it will be held at Boone Hall, specifically the cotton dock. Junior council member **Serena Townsend** describes it as an oak venue with a patio overlooking the marsh. After much debate over whether to entertain the idea of an oriental theme or a Southern belle theme, the council has decided to take a more traditional approach: Dancing in the Moonlight. This will leave more flexibility for prom attire and decorations, and will allow the focus of the decoration to fall on enhancing the beauty of the scenery. The junior council will prepare hors d'oeuvres.



Photo: Provided

There will be a photographer there, though the backdrop is undecided, so look your best. There has been talk of getting both a band and a DJ for the event.

After April 1 you can seek out Ms. Rickson to purchase tickets for \$35. If you are bringing someone from another school, a freshman or sophomore or an already graduated friend, fear not. Just write your date's name on the ticket along with his or her school and grade. The age limit caps at 21. Parking may prove to be a bit of an ordeal. There will be a parking lot at Boone Hall away from the venue, but a shuttle service from the parking lot will be provided. For all of the limousine and party bus lovers, your chauffeur can drop you off either at the parking lot or at the cotton dock, but turning the vehicle around may be difficult.

## Students gear up for eARTh Day

By Shaless Robinson

**Ms. Lisa Colquitt** has been preparing for this year's eARTh Day for over a year. "My tenth grade honors last year asked me why we, as a school, didn't participate in Earth Day. They wanted to know what we could do as a class. They were really excited. Their class energy made me want to work with other teachers to create this event." It will be held on April 22 from 11:30 to 3:30

To celebrate, she has organized a picnic, created conservation ads, and invited guest speakers. During the picnic, all students will eat lunch outside, and watch the seniors perform their theses. After lunch, all students will report to their homeroom and watch an ad on conservation and renewable resources. The classes will then create their own ad that will center on certain renewable and non-renewable resources. The ads will be judged on creativity, content, effort, and resources used.

Before the end of the day the homeroom winner will be announced and all ads will be disassembled. There will be a middle school and a high school award. The award is a tree planted with the homeroom

cited on a plaque, "It is an award, but still part of the day and conservation," Ms. Colquitt said.

Sophomores will be presenting projects that focus on the environment to seventh graders while in homeroom. Homerooms will then listen to guest speakers Chris Fisher, Ian Sanchez, and Rob Fowler. Mr. Fisher heads a recycling company that takes large objects, such as a bath tub, and recycles them into something new like a kitchen's counter top. Ms. Colquitt calls it "...the infusion of art and recycling at its best." He will talk about what we can recycle and reuse. Mr. Sanchez hopes to educate students about the environmental change of the Lowcountry over the last thirty years. Rob Fowler of WCBD TV2 will be with the Radio / TV Broadcasting students who will feature him on the SOA Video Distribution channel.

Ms. Colquitt said the main reason she wanted to start eARTh Day was because "Science Night inspired me. After seeing that, why would you not want to offer an educational experience that was empowering for everyone?"

## Students expand their knowledge at SETC

By Shaless Robinson

On March 3rd twenty-nine of our high school theatre students made the trek to Lexington, Kentucky for the South Eastern Theater Conference. SETC is a program that celebrates the art of theatre through a series of performances, festivals, student competitions, play readings, and guest speakers. **Mr. George Younts** says the goal of the trip was "to expose students to the real world of theatre and the opportunities available in it, and the activities going on." Over 4,000 theatre artists and their supporters gathered for the conference this year. It was the 61st annual convention and our school's seventh time participating.



Photo: Provided

When not having epic sword fights, students attended many workshops.

SETC featured over 300 hundred workshops and events dedicated to fine-tuning theatrical skills. Students learned how to prepare a musical theatre audition, to shape songs, and to tweak their performances into perfection.

SETC is one of the largest and most active regional theatre organizations in the country. It was founded in Chapel Hill, North Carolina in March of 1949. States represented at the conference are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee,

Virginia, and West Virginia.

There are five festivals during SETC; Community Theatre Festival, the Fringe Festival, the High School Theatre Festival, the Ten Minute Play Festival, and Theatre for Youth Festival. Two more highly talked about events are the Education Expo and Commercial Exhibits. The Education Expo centers around introducing students to colleges that offer theatrical degrees. The commercial Exhibit shows the latest theatre technology and products.

Many awards are given during SETC, including Design Awards, the New Play Project Award, the High School New Play Project, and the William E. Wilson Scholarship.

When asked about time for sightseeing Mr. Younts responded with a smile, "No, this is education not vacation." But he assures that the students enjoyed seeing the buildings as they passed by on the bus. Some of the memorable events of the trip were the two outings to Golden Corral, the keynote speakers (Liz Lerman, a famous choreographer that gets her inspiration from community outreach programs, and Tituss Burgess a Broadway actor famous for his roles in *The Little Mermaid* and *Gyps and Dolls*), and the banquet and dance at the very end of the entire convention. Mr. Younts says, "There were also some really good shows *Joseph and the Amazing Technicolor Dream Coat*, and some weren't really good like *Mulan Jr.*"

When asked what the students got out of the trip Mr. Younts replied, "The goal, as well as a new exposure and awareness of what's going on in the high school level, the quality of performance and all of the opportunities you can have in the world of theater." Mr. Younts is already looking forward to next year's trip.

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# Applause

the official student publication of

Charleston County School of the Arts

*Founded in 1995 by Rose Maree Myers*

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## Editorial

The last few months have held many significant moments for School of the Arts, but this April marks another monumental event. This month, we have the opportunity to give long overdue recognition School of the Arts' founding principal, Mrs. Rose Maree Myers, by naming our beautiful new theater after her. In January, many teachers, students, and supporters spoke to the school board to express their appreciation for Mrs. Myers and to articulate the importance of properly honoring SOA's founder.

Mrs. Myers worked relentlessly to make this school the best it could be and to provide students with the opportunity of a unique and innovative education. She was endlessly loyal to her school and its students, and it is only fitting to give some of that loyalty back by honoring her with the Rose Maree Myers Theater.

## Senior wins state championship for POL

By Haley Dixon

Senior creative writer **Lauren DiNicola** won the South Carolina state championship for Poetry Out Loud on March 20, 2010. Lauren received \$200 and an additional \$500 was given to SOA to buy poetry books.

Poetry Out Loud is a program created by the National Endowment for the Arts and the Poetry Foundation to promote students learning about poetry through memorization and performance. Lauren recited two poems at the state championship and will recite a third for the national



Photo: Haley Dixon

**Lauren also won the regional contest last year**

competition. Lauren's three poems are: "A March in the Ranks Hard" by Walt Whitman; "The Man-Moth" by Elizabeth Bishop; and "The Albatross" by Kate Bass.

"I'm very surprised. The girl who won last year got runner-up this time. So, I'm very excited," Lauren said.

Lauren will take an all expenses paid trip to Washington D.C. to compete in the national competition on April 25-27, where she will have the chance to win \$20,000.

## Maya Perry-Skinner takes home the gold

By David Sass

Over a period of three days in early March, more than a hundred Special Needs athletes from nine states (Arizona, Colorado, Florida, Georgia, Illinois, Maryland, North Carolina, South Carolina and Texas) came together for the 2010 Special Olympics National Invitational Tennis Championships at the Van der Meer Tennis Center in Hilton Head, SC.

SOA student **Maya Perry-Skinner** took the gold in two categories at the event. Maya, a seventh grader enrolled in the Deaf and Hearing Impaired Program, earned gold medals in both the Skills and Short Court categories.

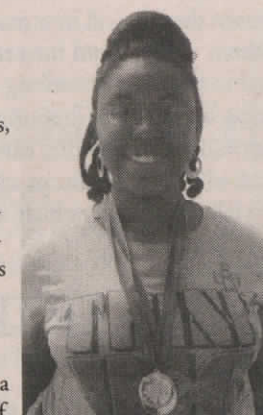


Photo: David Sass

**Maya took home two golds.**

In the Skills category, Maya had to display her proficiency with several different strokes, volleys and serves, which she did admirably, leading her division in points for landing strokes and serves.

For Short Court, Maya was paired up with a volunteer to compete in short games of doubles against other athlete/volunteer teams, where she made short work of her competition.

Thanks to the remarkable skills and talent she showed at these games, Maya has been entered in the lottery to possibly attend the International Special Olympics Championship next month.

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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

# The Jefferson Award

Anna Mathias and Charlie Martindale dedicate themselves to community service

By Cat Bowler

The Jefferson Award winners for the month of April are juniors **Anna Mathias** and **Charlie Martindale**.

Anna's dedication to her church is unwavering; she has been a member of the youth group there for most of her life. Each summer they go on a mission trip, and last summer, Anna traveled to Ashville, North Carolina where her youth group helped transform an old motel into a homeless veterans' shelter. For Anna, the experience was a revelation. She reflects on the experience that "most people's assumption of homeless people is that it is 'their fault' that they do not have a place to live"; however, this is often not the case. Her favorite part of the entire week was having the opportunity to sit down with the veterans and hear stories of their lives. Anna's youth group is busy preparing for its 2010 trip to

Washington DC.

Anna serves dinner at the Crisis Ministries homeless shelter with her church. Her grandmother collects books to read to

the children there every two weeks, and allows each child to select a book of his or her own to keep after each reading. In addition to her work at the Crisis Ministries being "a great way to reach out and help those in our very own community," Anna loves watching the children's faces light up upon receiving their own books.

**Anna helped a great deal with the Haiti**

It comes as no surprise that Anna is already an active member of SOA's Jefferson Club. Anna was among the first to sign up, offering to organize the Concerts in the Cafeteria for Haiti. Although anxious about filling the time slots with perfor-

mances by the different majors, she soon had more people willing to contribute than there were lunches.

For Charlie Martindale, volunteer work is her "way of giving back" to the community. She doesn't view it as a job, but enjoys doing it for fun, "especially with a group of friends." Every other weekend she dedicates her time to participating in either Habitat for Humanity, the National Association of Home Builders, or Frontline Missions.

Although she enjoys being involved in conventional volunteer efforts like beach sweeps and recycling, Charlie prefers to make a difference traveling internationally. Each summer she travels to Guyana, South America, to teach the Word of God at an orphanage

of children who come from a Hindi and Muslim religion. She aspires to expand her efforts abroad by founding an orphanage in Mala during the summer of 2010.

Becoming a member of the Jefferson Service Club "opened [her] eyes to other ways of volunteering." She was exposed to events like the 22nd Annual Kid's Fair, where she ran the Eco-Carnival dressed up as Schneblee the Frog and told children about the importance of recycling and energy conservation. Charlie was an advocate for Hearts for Haiti and among the lunchtime performers

singing to raise money.

Congratulations to Anna and Charlie. Your dedication to community service is an inspiration.



Photos: Cat Bowler

**Charlie has spent her summers on mission trips**

## Students explore the wide world of shells

By Deborah Crocker

Mollusca is a two to three week course in **Mr. Pezzeca's** environmental science class focusing primarily on different families of snails and their beautiful shells. The course is taught with various textbooks, internet resources, and other materials. Of course, there's always a lecture, but the class is kept interested with creative projects and live specimens. "Students become familiar with the wide diversity of tropical and subtropical species that come to settle on our shores from the Gulf Stream," Mr. Pezzeca explains. "Students become experts at identifying the various (and sometimes elusive) shells of the Carolina coast and seem to enjoy it...Many deer hunters have now become "hunters of the slug!"



Photo: Deborah Crocker

**Mr. Pezzeca and seniors Jessie Sanders, Maddi Phillips, and Maddie Moore display the Queen Helmet.**

## SOA Dominates Optimist Oratorical Contest

By Zach Donaldson



Photo: Provided

**Students memorized four to five minute speeches**

SOA took home five trophies from Optimist Oratorical Contest at St. Andrews Middle School on March 25. In the Boys competition 10th grade Theater major Wade was awarded 1st place, 9th grade Strings major Jordan was awarded 2nd place. In the Girls Competition 10th grade Dance major Emily was awarded 1st place,

10th grade Piano major Renee was awarded 2nd place, and 10th grade Vocal major Samantha was awarded 3rd place. These Students presented four to five minute memorized speeches on the topic of "Cyber Communication: Progress or Problem?" Wade, Emily, Jordan, and Renee advanced to the Regional competition that was on April 1st at west Ashley High School. If they win Regional they will move on to State competition in Columbia on April 24th and have

the chance to win a scholarship. Wade says "It's a great experience to build skills for the future." Emily says "I'm happy to be sharing my story, and to have my voice heard. Also, giving speeches is another way for me to develop my performance skills." Good luck in the Regional contest.

## Spring Sports Schedule

**WEST ASHLEY JV BASEBALL**  
Fri, 4.16.10 – 4:00 PM – JV Baseball v Summerville HS @Home

**RB STALL HIGH SCHOOL TRACK**  
Tue, 4.20.10 – 5:00 PM CCSD Meet @Wando  
Wed, 4.21.10 – 5:00 PM CCSD Meet @Wando  
Tue, 4.27.10 – 2:00 PM Region Meet @Bluffton  
Sat, 5.08.10 – TBA Lower State Meet @TBA  
Fri-Sat, 5.14.10 to 5.15.10 – TBA State Meet @TBA

**WEST ASHLEY WILDCATS TRACK**  
Wed, 4.14.10 – 5:00 PM Wildcats vs Summerville & Wando @Summerville  
Sat, 4.17.10 – 9:00 Wildcats Cane Bay Invitational @Cane Bay  
Tue, 4.20.10 – 5:00 PM CCSD Invita-



**WANDO GIRLS VARSITY TRACK AND FIELD**  
Wed, 4.14.10 – 5:00 PM – Summerville, West Ashley vs Summerville  
Sat, 4.17.10 – TBA – Cane Bay (Cobra Invitational) @Cane Bay  
Tue, 4.20.10 – 5:00 PM – CCSD Championship @WANDO  
Wed, 4.21.10 – 5:00 PM – CCSD Championship @West Ashley  
Tue, 4.27.10 – 5:00 PM – REGION CHAMPIONSHIP @WANDO  
Wed, 4.28.10 – 5:00 PM – REGION CHAMPIONSHIP @WANDO

**WEST ASHLEY GIRLS SOCCER**  
Fri, 4.16.10 – 7:00 PM Girls Varsity Soccer v Fort Dorchester @Away  
Mon, 4.19.10 – 7:00 PM Girls Varsity Soccer v Hilton Head @Home  
Tue, 4.20.10 – 7:00 PM Girls Varsity Soccer v Colleton County @Away  
Fri, 4.23.10 – 7:00 PM Girls Varsity Soccer v Beaufort @Home

Tue, 4.27.10 – 7:00 PM Girls Varsity Soccer v Summerville @Away  
Thu, 4.29.10 – 7:00 PM Girls Varsity Soccer v Fort Dorchester @Home  
Tue, 5.04.10 – 7:00 PM Girls Varsity Soccer v Colleton County @Home  
Mon, 5.10.10 – TBA Girls Varsity Soccer 1st Round State Play-Offs @TBA  
Wed, 5.12.10 – TBA Girls Varsity Soccer 2nd Round State Play-Offs @TBA  
Fri, 5.14.10 – TBA Girls Varsity Soccer 3rd Round State Play-Offs @TBA  
Mon, 5.17.10 – TBA Girls Varsity Soccer Lower State Final @TBA  
Fri, 5.21.10 – TBA Girls Varsity Soccer State Final @TBA

**ST. JOHN'S HIGH SCHOOL**  
April 17th Cane Bay invite 9:00 am  
April 20th, 21st Charleston County Meet 5:00 pm  
April 28th Regional Meet @ St. John's 5:00 pm  
May 8th Charleston southern University TBA  
May 15th State Finals at lower Richland TBA

## School of the Arts students prepare for the spring sports season

By David Sass



Photo: Jake Metivier  
Senior Angel Pope also played basketball for Burke during their winter season.

It's that time of year again: the birds are singing in the trees, the flowers are blooming as the earth is released from the cold death-grip of winter, and kids are breaking out their cleats and sneaks as the spring sports season comes upon us. And the students at SOA are no exception to that rule.

Just because SOA doesn't field any league teams doesn't mean that there aren't any athletes here. **Lauren DiNicola**, a senior creative writer and dedicated hardcore runner, runs track for Wando High School—when she isn't doing schoolwork, she's most likely found training.

"I wanted to re-break my own school record in the 3200 meter run," Lauren commented about her personal goals for this season. She broke it with a time of 11:45.60 on Saturday, March 27, at the SCTCCA (South Carolina Track and Cross Country Coaches Association) Coaches Classic, "a huge meet that hasn't been held in the Low-

country for nearly a decade."

Lauren runs the 1600 meter (roughly 1 mile), the 3200 meter (roughly 2 miles), the 5000 meter, and the 4x800 meter relay.

Lauren isn't the only creative writer to be running track this year; senior **Tyrell Jemison**, is on Stall High School's track team. Tyrell runs the 200 meter dash and 400 meter dash.

Senior band major **Angel Pope** runs track and field for Burke High School's varsity team. In addition to competing in the 100 meter dash and 200 meter dash, Angel also throws the shot-put and the discus.

"My goal for this season is to finally make it past Lower State," she remarked. "Winning is a large part of my team's focus this year."

**Zach Liollo**, a sophomore Visual Arts major, runs for West Ashley High School's varsity track and field team. A long distance runner, Zach runs the 800 meter, the 1600 meter and the 3200 meter, as well relays.

"It takes preparation in advance,"

he commented about balancing his sport with his major. "I'm painting and drawing at a much faster pace than I would if I had an unlimited amount of time."

When it comes to proving himself, **Michael McKelvey**, a junior enrolled in the Deaf and Hearing Impaired Program, has few equals. After successful football and basketball seasons, Michael has stepped onto the racetrack to run for St. John's High School.

**Aubrey Crawford, Hilary Ferguson, Kim Johnson** and *Applause's* own **Cat Bowler** all play on the women's varsity soccer team for West Ashley High School. Aubrey and Hilary, a senior and junior respectively, are both band majors, while Cat is a senior piano major.

Aubrey spoke for all three, and their entire team, when she said, "Our goal this year is to win State and beat Wando."

**Will Isaacson**, a freshman vocal major, is playing on the West Ashley High School junior varsity baseball team this season.

With this all-star cast of athletes leading the charge, the spring sports season is kicking off to a great start.

S P I R I T W E E K



Students choose Team *Twilight* or Team *Harry Potter* on *Harry Potter* Vs. *Twilight* Day



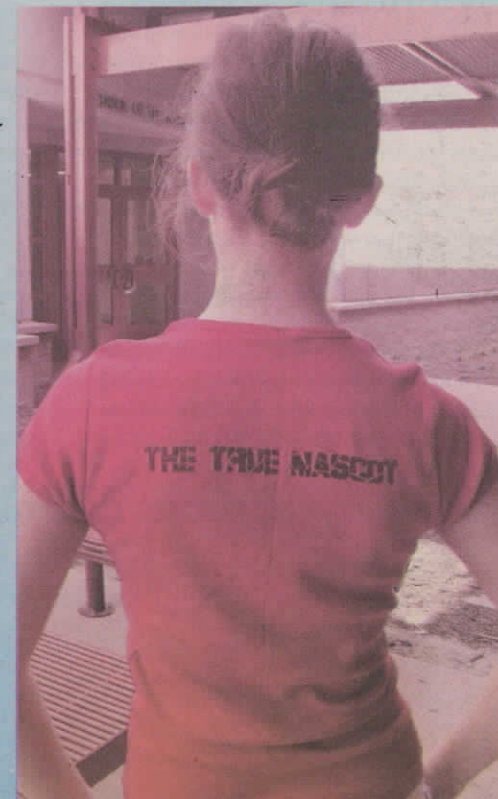
The vocal majors show off their retro spirit for decade day.



Senior Brittany Ropp and freshman Eli Dent showed off their pajamas while Ms. Crawford snoozed in the hall for Pajama Day.



Senior K. Chaney Long wears a shirt that reads "Save Pegasus" on the front and "The true mascot" on the back for SOA Spirit Day.



Photos: Brittany Ropp, Samatha Dahabi and Alek Mihok

## Club strives to end discrimination at SOA Students master many arts

### By Rebecca Forman

Senior vocalist **Stephen Burrows**, former president of the Philosophy Club, is a strong believer in actively changing the evils he sees in the world. Though he is starting small, through the conception of a "Tolerance Club" at School of the Arts, his ideas are ones that have slowly chipped away at the average individual's numb consent to inequality and segregation for centuries.

A member of the Baha'i community of Charleston, a group that strives to teach the importance of unity, Burrows got the idea for the club at one of their monthly meetings, called Feasts. "I was discussing the state of racism in my school with Dr. Deborah Deas of MUSC," Burrows said. "We discussed how blacks and whites still form homogenous racial cliques of friends, even to the point where, in the cafeteria, there are 'black' and 'white' tables." Dr. Deas told Stephen he should do something about it, thus inspiring the idea of a club in the school. Burrows is committed to eliminating all kinds of separation and conflict, not just racism. He wishes to combat prejudice against gender, religion, sexual orientation or any other quality that can be recognized as different or controversial.

So how will the Tolerance Club help our school achieve this goal? "For discrimination to end, something must happen on a personal,

grass roots level," he said. Hence the idea of a forum where people can gather to bring up and discuss issues or intolerance around the campus. Not only will like-minded individuals get a chance to bounce ideas about fighting prejudice off of each other and make them more concrete, victims of intolerance will have the chance to really feel like they are not alone. In addition, strength in numbers is always a key component to making a difference in one's community. The club will provide an advantage to those who feel uncomfortable with the state of our school, but have never felt they had the power to do anything.

**Mr. Donnellon** has signed on to be the club's advisor and Burrows has received administration's consent. One of his main concerns is that people will consider the club too personal of a project. He is not attempting to convert or indoctrinate. His is a cause which many empathetic students should understand. We have all been victims of judgment and prejudice; we have all inflicted it upon others. The goal of the club is to embrace these differences and move towards the inevitable future. In the end, the Tolerance Club's cause applies to everyone on campus and we should all look forward to being affected by it. Meetings are expected to start soon.

## Vocal majors receive superior scores

### By Brittany Ropp

On March 26th, high school vocal students traveled to Columbia to participate in the Concert Festival. The Festival is a two day experience which brings together vocalists from across the state to perform at St. Andrews Baptist Church. Each school was allotted 12 minutes to perform for the judges. In addition, the choir was required to sight read a piece of music.

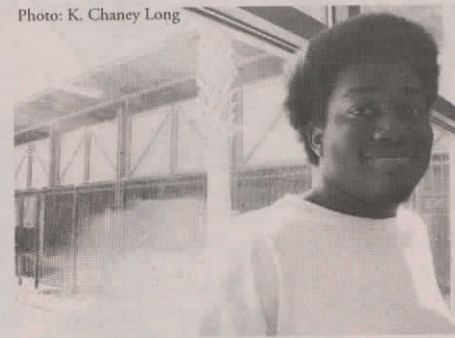
To prepare for the Festival, Chorale spent the last month focusing on three pieces; "Winter" by Eric Whitacre, an emotional love song about the life of an elderly couple; "Witness" by Moses Hogan, a spiritual song that includes stories from the Old and New Testaments; "Ave Maria" by Anton Bruckner, a

Catholic prayer sung in Latin. The Concert choir also sang "Sleep" by Eric Whitacre, about the last waking moments in life; "Salmo 150" by Ernani Aguiar, a piece dedicated to praising the Lord; "Soon It's Gonna Rain" by Tom Jones, a piece used in *The Fantasticks*, a romantic musical about father trying to force love upon their children.

Both Concert and Chorale choirs received superiors on their pieces and the two choirs combined received a 95 on sight reading. Altogether, it was a good learning experience and taught the vocal majors how to perform in front of an audience and how to conduct themselves in front of judges.

### By Brittany Ropp

Photo: K. Chaney Long



**Sylvester has been writing since he was a child. He also wants to be a band teacher.**

Some students do not limit their artistic activities to their major. One student, **Sylvester Rodd**, studies a double major. In addition to Sylvester, **Jessika Stocker**, **Tim Church**, **Madison Smith**, and **Alex James** are a few of the SOA students participate in more than one art.

Sylvester Rodd, a junior creative writing major, also participates in Symphonic Band as an elective. He mainly composes fiction poems, plays, and short stories. He is currently completing his first novel (that he started at age eight) based on the *Star Trek* series. Sylvester started playing trumpet in seventh grade at Charlestowne Academy. In ninth grade, he learned how to play the baritone and arrange music. After SOA's Jazz Band visited his school, he came to SOA to shadow **Mr. Kerr**. Sylvester was so impressed by the band director's techniques, that he realized his desire to become a band teacher.

After his acceptance to SOA, his band teacher from Charlestowne Academy contacted Mr. Kerr and requested that Sylvester take band as an elective. Mr. Kerr accepted the proposition, and that following year, Sylvester became a member of SOA's Concert Band. His talent continued to grow during his time at SOA, and he rose from eighth trumpet to sixth trumpet. After deciding to switch to Baritone, he was moved from Concert Band to Symphonic Band.

**Tim is a theatre major, but he's going to the Berklee College of Music.**



a senior theatre major, plans to major in photography at School of the Art Institute of Chicago this coming fall. "I never want to give up theatre. I don't think I could. It's too much a part of my life," Jessika said. "I think I want to pursue photography and do theatre on the side, more specifically improv."

Another senior Theatre major, **Tim Church**, is planning on majoring in performance at Berklee College of Music. He started off at SOA in middle school as a strings major and has been playing the guitar since he was seven. His "passion is music and [he] wouldn't give it up for the world." He switched his major to theatre in high school to improve his stage performance so that he could be more comfortable performing in front of large crowds. Tim aspires to "become a household name like John Mayer or Michael Jackson!"

**Madison Smith**, a junior visual artist, sings at her church in her free time. She joined the choir to "boost [her] confidence." She has been coached

by many musical directors and learns her choral pieces by ear. Since joining the choir, she performed a solo of "O Holy Night" at the Halos benefit concert this past December.

A sophomore vocal major, **Alex James**, is also a pianist and actor with the Charleston Stage. Singing has been Alex's passion since he was a child, convincing him to audition for vocal rather than theatre or piano. Outside of school, he continues his major by singing in his church choir and performing in musicals. The latest musical he starred in was *Guys and Dolls*.

**Adam Fallen**, a senior visual artist, jazz band participant, and a member of the band *Slanguage*, says, "It's good to be well rounded so you can be prepared for anything in the world. It's fun to connect different art areas and to interpret different ideas through different mediums."



Photo: Jessika Stocker

**Jessika is a theatre major, but she'll be attending SAIC for photography**

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## AP English class interviews four major American poets

Students in Dr. Cusatis's AP English class recently interviewed four major American poets in recent weeks via speaker phone: Alberto Rios, Robert Pinsky, Ted Kooser, and B.H. Fairchild. In late April they will interview Donald Hall, who like Pinsky and Kooser, is a former United States Poet Laureate, and Eavan Boland. Brief excerpts appear below:



### Alberto Rios

**Dr. Cusatis:** *We've got an AP Literature class here of nine students and each one is spending nine weeks with the work of*

*one poet, as Duncan probably told you, and sharing their learning with the class and then ultimately writing a paper.*

**Alberto Rios:** Isn't it great to think of poetry as a living thing today. I'm so glad you're doing this.

**Dr. John Cusatis:** *Thank you for joining us. I'll turn it over to Duncan.*

**Duncan Pfahler:** *Hi, Professor Rios, the first question is: Would you say that there's a unifying idea or a group of ideas that runs through your work?*

**AR:** Yes, I think I probably would, or I would maybe characterize it as an underlying attitude that might be similar to something like "nothing so important and nothing at all unimportant." So that the smallest things have a big place in the stage like poems and the big things are brought down to their knees and are made workable, thinkable, graspable. It comes from a cultural background. I grew up on the border in Nogales, here in Arizona, but my father was from Mexico and my mother was from England. So I grew up with a lot of cultures around me and a lot of ways of thinking about the world. And if you think about how you say things in English and how you say them in other languages, it gives you an understanding that we all think about the world in different ways. And so if there is an underlying theme, I think it's that same notion that everything can be dealt with and there is nothing at all that is unimportant.

**Austin Jarvis:** *I wanted to know, to what extent do you believe that poetry should be difficult, as far as the interpretation and understanding of the message it conveys?*

**AR:** Well, I don't think it should ever be

difficult in the way you're probably saying. I think it can be complex, and I think that's one kind of difficulty. I think complexity is fine if that's what the writer is trying to establish and if it needs to be complex, if it's a complex idea. But I don't think a work should be confusing. I think there's a big distinction between complexity and confusion, and I don't think confusing works help anybody. One of the things I tell my students all the time in terms of creating, writing poetry or prose for that matter, is that there are basically two rules - and one is, two things you have to bear in mind: you can take me anywhere and I will follow you into any universe but there are two things you can't do: you can't bore me and you can't let go of my hand .... I think technically difficult is okay if it's complexity, and after struggling through complexity there's a reward and that reward is often worth my time and I think poetry can be that way, but I think that's alright. But if it's just difficult and I'm just scratching my head, I can't dig my way through it, then I don't think it's appropriate.

**Dr. Cusatis:** *Can you comment on the importance of the past and heritage in your work?*

**AR:** I use a metaphor for history, I consider it as a slingshot ... And you can use this metaphor for school itself; you go to school so you can move forward in life, and the first thing you do when you go to school is you look backward. You start reading books that people have written and then died, and that is something we don't explain to ourselves very well. Why do we look backward in order to move forward? And I offered the metaphor of the slingshot, if we know why we are going backward and we are holding on to the stem of the slingshot, the farther back we go the more that's going to happen when we let go of those rubber strands and that thing is us that we're going to launch.

**DP:** *A lot of us in our senior year have senior theses to perform or write. I was just wondering if there are any tips that you could share with a young writer.*

**AR:** Well, I'll tell you the first thing is you've got to believe in it. And one of my favorite things to say is, it's a simple observation but it's absolutely a fact, and it's that every pencil is filled with a book ... you have to see how it can get released from that magic wand. That would be my advice.

**DP:** *Well, thank you very much. It's been great talking to you.*

**AR:** I wish you all good luck and I think

this is a nice thing to be able to do and three cheers for technology that's great, and the energy and vision to just make it happen. Good job, Duncan.

**DP:** *Thank you very much.*



### Robert Pinsky

**Melissa Rauton:**

*You've commented on the need for complexity in poetry, but you are also an advocate of poetry which is not elitist. How do you find the balance between being accessible and being complex?*

**Robert Pinsky:** I find accessibility accountable to all concepts. It always requires dumbing-down. I feel that if a thing sounds good, people don't have to understand every word of it right away. I remember when I first started, I didn't understand what a tram was or a dressing gown or a shaving bowl. And art—art is fun, art is not there for school. People don't study art—you know, painting or architecture or literature. The fun thing about it is not that I understand it. It's because it sounds good or feels good. It is interesting. So, I don't worry about accessible when I'm reading or writing or listening to music. It's what makes it good and I feel the same way about the concept of elite. We think about elite in a very positive way. It's not one of my words, I never use it. I like smart things. I like complicated things. I find snobbery contemptible. Using your taste in art or literature to try to make other people look or feel stupid is disgusting. I grew up in a lower middle class family. My parents didn't go to college, but they were very eloquent. When I got to college, I was thrilled that my teachers were teaching art. The best things in the world were there for me. And for me, great work is automatically democratic because it's there for anybody who is smart enough who wants to read it or listen to it or dance to it or laugh at it. So the whole concept that things are accessible or things are inferior contradicts my experiences with the world. I feel equal to other people that have more money or more social things. I feel equal to them because I have selected great art ....

**Wes Snell:** *Thank you. So I hope you don't take this along the same lines as being an advocate or a missionary, but you are famous for blurring the definition of poetry and for*

*democratizing language in order to appeal to a broader audience, and this includes your advocacy of hip-hop as a form of poetry. How do hip-hop artists fit into your definition of poetry, and are there particular artists you feel fulfill the title of poetry particularly well?*

**RP:** The line I draw is that it must be good in anybody's voice. If it depends upon Lil Wayne or Eminem, and I'm going to look like a jerk because you guys know the names and I'm between five and fifteen years out of date. I don't really know that much about it. I think it's not really quite accurate to say I'm an advocate of hip-hop; I'm an advocate of not worrying about or putting excessive credit in what official cultural professors say where the line is drawn. The people who write about John Keats or Emily Dickinson, those people don't think hip-hop is poetry.



### Ted Kooser

**DeAnna Kerley:**

*My first question deals with the fact that you mentioned in an interview that, in order to perfect a poem, you often write thirty to forty drafts. My*

*question is: how do you begin writing the first draft, and what elements of perfection are you looking for in the final draft of a poem?*

**Ted Kooser:** Ordinarily what happens here is that an image or a comparison will stick in my mind, and I start writing about that. I might have begun with noticing the way robins pull worms out of the ground and then thinking that I could compare that with a woman sewing and pulling a thread through a piece of cloth. Then, I would build on that and try to build a kind of home for that image in some other language. In other words, kind of expand it from that. Within that process of revision, I have always tried to revise for simplicity and clarity and away from difficulty. This is the choice that I make as a literary artist that is certainly different from what another poet might be like. I teach students who seem to want to make their poems more and more difficult. I think that comes out of the fact that we are trained to read poems as if they have hidden meaning that need to be dis-

**Continued page 13**

## Charlton Singleton

Charlton Singleton, former middle school Band instructor, has been interested in music since the age of three, when he watched his brother and sister take piano lessons at his home in Awendaw, SC. Over the years he has picked up the violin, organ, piano, and trumpet, though he is best known for the latter. A graduate of South Carolina State University with a BA in Music Performance, Singleton has a strong reputation in Charleston for his gigs with other local jazz giants Kevin Hamilton and Quentin Baxter as well as for conducting the Charleston Jazz Orchestra. His favorite artists include Count Basie, Duke Ellington, Prince, Dizzy Gillespie, and Wynton Marsalis.



## Colum McCann

In 2009 Colum McCann became the first native of Ireland to win the National Book Award. This honor catapulted an already distinguished career. In December, director J.J. Abrams (*Lost*, *Mission Impossible*, *Star Trek*) met with McCann to discuss plans for a motion picture based on *Let the Great World Spin*, which the *New York Times* referred to as “the best book ... in years.” The movie, for which McCann is writing the screenplay, is scheduled for release in 2012. In the meantime, China’s biggest publisher just purchased rights to release all of McCann’s books in that country, bringing the number of foreign translations to thirty. McCann came to America in 1986 and rode a bicycle around its lower perimeter for eighteen months, beginning in Cape Cod and ending in San Francisco, gathering stories along the way. He has since published seven books of fiction and continues to teach in the exclusive MFA program at Hunter College. McCann is known as much for his spellbinding writing as he is for his large heart. Despite his increasingly busy schedule, he has made time over the years to conduct interviews with our students, and last year he visited SOA for three days, delivering, perhaps, the most memorable commencement speech in the school’s history. During that trip he met Mrs. Rose Maree Myers, and the meeting left a great impression on him, so much so that Mr. McCann insisted on making the trip from New York City to be part of the dedication of the theater named in her honor, a fitting tribute from one great visionary to another, which we at SOA are honored to witness.



## Beth Webb Hart

Beth Webb Hart is the current writer-in-residence at Ashley Hall.

Native to South Carolina, Hart earned a BA in English Literature from Hollins College and an MFA in Creative Writing from Sarah Lawrence College in New York. The author of two published books, her first novel, *Grace at Low Tide*, was a finalist in the 2006 Christy Awards for general/contemporary fiction. Reviewers have commented on her precise detail in location and character, particularly when the setting is her current residence, Charleston. *Publisher’s Weekly* describes her as a “lovely, gifted writer.” Ms. Hart taught creative writing at SOA for several years. Currently, she lectures on various writing-related topics while raising a daughter with her husband, composer Edward Hart.



## Richard Bryant

Another former SOA student, Richard “Bubba” Bryant, graduated in 2002 and went on to perform as a television actor in shows like “*One Tree Hill*,” “*All for Liberty*,” and most famously “*Army Wives*,” where he has played Jeremy Sherwood for the past few years. Born in 1984 in Stockton, California, Bryant also attends the College of Charleston. Besides acting, Bryant enjoys playing music and can play the bass, guitar, drums, and piano by ear.



## Daniel Davis

Daniel Davis is another one of our own. A member of the SOA 2007 graduating class, Davis majored in Band and has gone on to great success as a musician, performing before such notable figures as President Obama, Oprah Winfrey, Larry King, Michael Jackson, and Jesse Jackson. While he lives in Charleston and is a regular feature at the Spoleto USA Festival, Davis’s fiddle-based rendition of MLK’s “*I Have a Dream*” speech has made him a subject of great demand across the country. Besides SOA, Davis has studied at the renowned Julliard School of Music in New York. His first CD, *Play for Me*, was released last year to critical acclaim.



# Mrs. Rose Maree Myers



The 1960s



The 1970s



The 1980s



The 1990s



The 2000s



With Robert Porterfield,  
founder of the Barter Theatre.

Mrs. Rose Maree Myers graduated from Winthrop University in 1958 with degrees in English and Fine Arts and was invited to join the highly esteemed Barter Theatre in Abingdon, Virginia. There she starred in several productions alongside such future stars as Ned Beatty (*Deliverance*, *Toy Story 3*) and Mitch Ryan (*Dark Shadows*, *Dharma & Greg*). In 1959 Mrs. Myers left the theater to marry Max Myers—her husband of more than fifty years-- and start a family. In 1963 she began a distinguished career in education that spanned more than four decades in Lowcountry schools, teaching English and Visual Arts before becoming assistant principal of Goodwin Elementary. In 1984 Mrs. Myers founded Ashley River Creative Arts Elementary and, during her ten years as principal, visited more than forty states and China as a consultant to schools interested in arts integration. In addition to receiving the prestigious Elizabeth O'Neill Verner Award, the school was honored by the Kennedy Center and the National Endowment for the Arts. In 1995 Mrs. Myers founded the Charleston County School of the Arts, which quickly gained recognition as one of the top performing schools in the United States. After twelve years as principal of SOA, Mrs. Myers retired in 2007. The Rose Maree Myers Theater for the Performing Arts, which honors her vision, fortitude and colossal contribution to education was dedicated on 16 April 2010.



Returning from her trip to China.



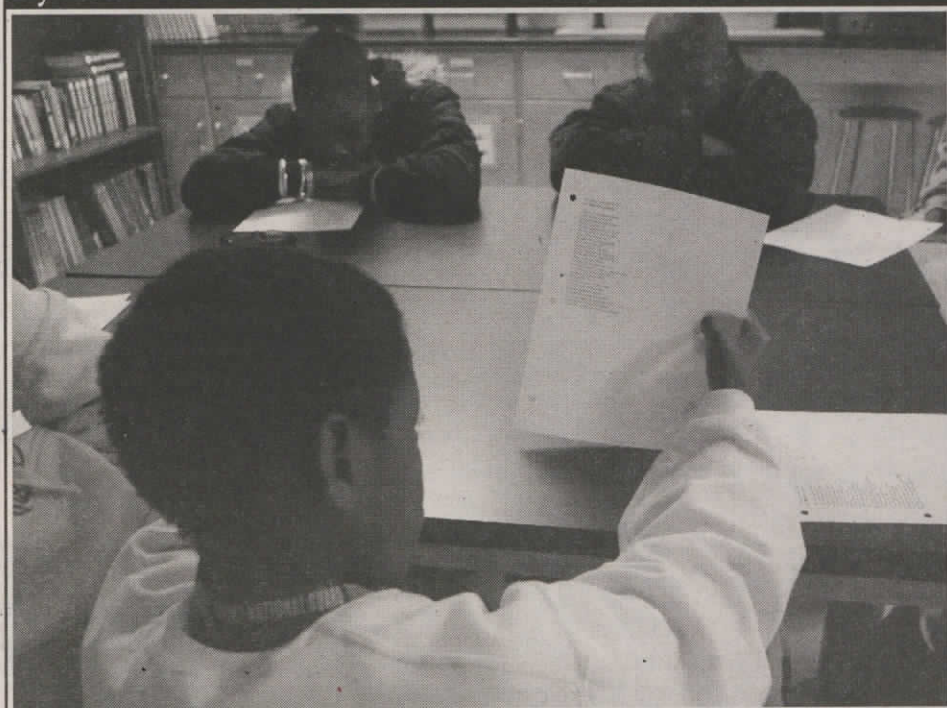
The brand new Rose Maree Myers Theater for the Performing Arts

In a production of *Six Characters in Search of an Author*.

# Expanding Horizons

Seniors use art to benefit the community

By Cat Bowler



**A Morningside student practices writing with the help of senior creative writers. Mr. Lindgren began the ASAP program earlier this year.**

Mr. Lindgren began to ponder the skills his students had that could benefit the community after listening to his physics classes gripe about their Project Care community service hours. He arrived at a dream he'd had for years, one made attainable by the unique giftedness harbored within the SOA student body: an after

school arts program benefitting underprivileged children. Mr. Lindgren hoped to channel his students' unique artistic talent into educating others.

In October 2009, Mr. Lindgren approached the administration at Morningside Middle School and proposed a free after school program directed by his senior

Physics students during which the children at Morningside would be granted the opportunity to study one of five arts: Theatre, Dance, Music, Visual Arts, or Creative Writing. Morningside administrators eagerly accepted and the After School Arts Program (ASAP) was born.

The seniors who participate in ASAP have dedicated countless hours and transformed the program into



**At least ninety percent of Morningside students live below the South Carolina poverty line.**



**Senior Starr Woodall leads students in a dance class.**

a memorable experience for Morningside Middle School. The SOA student teachers from each major collaborated to create a syllabus for their classes, which they teach every Thursday from 4:00-5:30.

Morningside is a Title One school, which means that at least ninety percent of the population comes from families who are considered below the South Carolina poverty line. ASAP enables the students at Morningside to escape what, in many cases, is the harsh reality of life, if only for an hour and a half weekly. Mr. Lindgren's students are shining role models and stand as living testimonies to SOA's championed conviction that through art anything is possible.

The students at Morningside have been extremely receptive to ASAP. The

program has become an opportunity for both Mr. Lindgren's students and those at Morningside to learn from one another and grow as individuals. Mr. Lindgren is "excited about the idea of the Morningside kids learning an art, [but] what is more important is the mentor-mentee aspect."

For **Duncan Pfaehler**, head of the Theater Department, "the after school arts program has been an extremely fulfilling activity." He has "watched the kids grow to become pretty good actors, but even more than that, they are interested in learning the art. [His purpose is] to spread an interest in learning." For many of the Morningside Middle School students, ASAP is not merely an after school program, but a chance to explore their interests and develop confidence in their abilities and hope for their futures.



**Photos: Chez Gregorie**

**Theatre majors Austin Jur and Duncan Pfaehler participate in their class. Many students write up lesson plans to prepare for their ASAP class.**

## (cont. from pg. 9) AP English class interviews four major American poets

cerned and that their words have something to do with the hidden meaning and so on. At any rate, my revisions are trying to be as graceful as I can make them: simple, clear, direct. I wouldn't put a word in a poem that would cause you to go to the dictionary and look it up. I don't want you to break away from my poem to go do research for what I'm doing. I want you to have the experience right there as you're reading the poem. I want the whole thing there. If I use a word that you might not be familiar with – let's say I refer to a myth or a mythical character Vlad and Aylor. I would say in the poem that he was a Transylvanian man who was a vampire. In other words, if I put anything in there that I think you need help with, I'm going to give you help in the poem rather than ask you to go somewhere else to find it.

**Jacob Fanning:** *Some of the greatest poets of the past century, like William Carlos Williams and Wallace Stevens, held worldly jobs, for instance, William Carlos Williams was a doctor, and they drew heavily on their work experiences. Did you draw from your average work experiences as well?*

**TK:** Well, sure. I'm no longer at the life insurance company; I retired from that, so now I have a lot of time. But during those years that I held a desk job, [I] wrote some poems on that experience. There's one in *Weather Central* called "Four Secretaries," which fairly accurately describes four young women in my department; I wrote a series of short poems a long time ago, and I would look out of my office to the adjacent roof and look at the things on that roof that people had left there: there was an old mop that somebody left up there, and things like that. There were those things that happened, and then of course our building was in the middle of downtown Lincoln, so there were a lot of people on the street, a lot of things going on. One of my valentine's poems, for instance, was written across the street where I saw a couple of guys digging through a dumpster behind a flower shop, pulling out roses. I can't recall everything that happened to me, I can't remember it all now, you see.

**JF:** *So, as far as any specific influences, you wouldn't say that your job itself influenced you?*

**TK:** No. I wasn't very interested. It was never anything that I cared for greatly; I mean, I had social security and all those things. But the real reason for why I had a job was because I was a writer and I needed a way to pay the bills. I knew there was no

money in writing, so I picked a job that I knew that I would be there for 8 hours and be done with. It turned out I was pretty good at it: I was the vice-president of the company when I retired. but my heart was never in it. It's interesting though: your generation and the one just ahead of you have the privilege of talking about finding fulfilling work. But with the generations before I got started, like my parents', if you had mentioned something like "fulfilling work," they would have looked at you like you were from Mars. It never occurred to them that there was work like that. You just got a job and you did it.

**B.H. Fairchild**

**Jacob Fanning:** *One of the major themes in your work seems to be a deep criticism of the Midwest and the macho society that it produces, yet there also seems to be a fondness for the region*

*as well. Could you explain how these two feelings can exist at the same time?*

**B.H. Fairchild:** Well, a lot of people have fond feelings, and I've always had nostalgic feelings for the place. I was pretty much your typical kid with an overpowering curiosity. It doesn't mean I was highly intelligent or anything, but I was absolutely...you know how in *Catcher in the Rye*, I think it was Mr. Antolini who told Holden that his problem was that he was in love with learning, and that was certainly my problem. So I couldn't wait to get out of that little community when I was thirteen years old; and yet there are times when I look back and I am much more aware of the things about that place that I did admire. Growing up there meant that I wasn't in a public library until I was ten years old. I never went to an art museum. I never heard an opera, and I never really attended a concert; I never really got to experience those kind of cultural things until I got to college. I grew up not knowing anybody who read as much as I did, and I really didn't even know anyone who read besides having to for school; I didn't know anyone with a love for language. I knew that there was another world out there, and in my mind, since I lived in the middle of Kansas, the place to go was the University [of Kansas]; it took me all of three days to pack up and leave for it, and it took me three years to come back home. But in those three years, sort of by contrast of the situation I was in, I looked

back and I really admired how hardworking the people were. I admired their honesty, and I especially admired their directness. I worked at a university, and someone working with you there may have some dissatisfaction with you and you won't know about it, but in that little town, especially in my dad's tool shop, you would know directly how you stood with people. Relationships were out on the surface rather than hidden within. I was fortunate enough to get a fellowship with a man in a little town, San Marcos, Texas. It's a smaller town than what I grew up in, but it's in the middle of nowhere, which made it very like it. But, on the other hand, San Marcos is a real arts town; it has a rather small population, but it has over twenty art galleries. And they're not just local art galleries: they have an Andy Warhol, and so on and so forth. I fell in love with the place because it had this sort of cultural environment that I didn't have when I grew up in small town Kansas, and yet it had those small town values. One of those values I'm leaving out is a kind of openness for other people, an ease in conversation; they welcome outsiders very well. They're that small town community. I mean, you'll never have any trouble trying to find somebody to drink with.

**Lauren DiNicola:** *My question is- your poem "Beauty" describes the relationship between a son and his father, which reflects your own relationship with your father. How has your upbringing affected the way you raise your own children, and how has fatherhood affected your writing?*

**BHF:** Oh, man, that's huge. Actually, that's such a central question. The first part of that question is so central to my life that I just don't think I could possibly cover it on the phone. It describes something about my father, and it's one of those... Let me answer the second part first. In terms of my relationship to my children, my father was in many ways a model. He was... both of

my parents were old school kind of parents, and they were, I think, emblematic of a whole generation- that is people who grew up on small farms, small homestead farms, did not want to stay on a farm- moved to a city, learned a trade the way my father learned a trade and then began making a family with the woman as traditional housewife, the father as the one who brought home the money, and they were very honest, very hard-working people. I would probably never be able to write a novel about my family because, I mean, nobody describes somebody that's decent. They were just honorable, upstanding people, but my father was my sort of model for how I wanted [to conduct] myself and the [way] I wanted my children to conduct themselves. He was not an easy man to grow up with. He was... I did not grow up in a literary household. In fact, my father had to quit high school when he was a sophomore to help out with his own family, his parent's house. On the positive part, he was, yeah, he was a role model that way. But on the other hand, he didn't like the arts, and he was embarrassed by poetry. You know, his idea was that guys who worked, at a trade, or a business type man - anything, anything but poet, so I guess the big difference is that I was one of the arts... There was no sense of high culture, well, not only in the home I grew up in, but in the entire community I grew up in. So I kind of assumed the best features of the parents I had, but I also tried hard to bring the arts into our house and, you know, I took my son to operas, and I took both of them to art events. I took my daughter to a ballet, and she took up dance. She did ballet for seven years. But the values of honesty and hard work and all of that, that's been given to me to my parents. I pass that on to my children. That's an abbreviated answer. Actually, my relationship with my father is very complex and not one I could talk about here. Does that answer your question?



1-800-585-8019

## Students electrify their strings

By Tori Roy

Mark Wood, a former violinist for the Trans-Siberian Orchestra, has traveled around the world performing with artists including Billy Joel, Sir Paul McCartney, Roger Daltry, Steven Tyler, and Lenny Kravitz. His musical interest began at an early age and after studying music with his professional concert pianist mother, and, at seventeen, Wood was given a full scholarship to the Juilliard School of Music. In addition to being an extraordinarily successful musician, Wood has also established himself as a business man and inventor. Wood believes that his company, Wood Violins,

has been "[The] most important change to the violin in 400 years."

The Electrify Your Strings program features both middle school and high school strings, each performing a variety of well known rock songs. Students from all over Charleston County were given the opportunity to come to School of the Arts and work with Wood and vocalist Laura Kaye.



**Wood has performed with has a Juilliard education and has performed with many renowned performers**

Middle school students had the chance to shine by performing "Sunshine of Your Love," "String Thang," "Born to Be Wild," (accompanied by the high school SOA vocalists) and "Arizona Sun". High school

showed their talents with "Carry On My Wayward Son," "Crazy Train," "Eleanor Rigby," "Led Royalty," "You Can't Always Get What You Want," and "Think, Higher/Stand." SOA vocalists accompanied the strings in four of the songs. Junior Michael McGillicuddy and freshman Will Isaacson had solos for the song "Eleanor Rigby," and juniors Emily Horris and myself had solos for "You Can't Always Get What You Want" and several other songs.

Students were more than willing to sacrifice class time to rock out and rehearse with Wood and vocalist Laura Kaye. The process gave students a chance to develop an exciting style that was different from the classical styles taught in most choral and orchestra music classes.

Photos: K. Chaney Long



Students from across the county were given the opportunity to work with Wood

## Theatre Senior Thesis Part II

On March 31 and April 1, the senior theatre majors performed part two of their three part thesis process. The thesis consisted of four group pieces that the students have been creating and collaborating on for several months. The pieces included *The Attoms Family*, *Welcome to Jurmania*, *Love is a Leap*, and *Pawn Characters*.



Photo: Harrison Williams

Austin Jur receives the wrath of his wife (K. Chaney Long) while Jessika Stocker lays comatose in their piece *The Attoms Family*.

# Student Artwork



Jackie Brown



Will Cammer




Paris Scott



Colleen Brennan

**"When the gods  
wish to punish  
us, they answer  
our prayers."**

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24, 30 and May 1 at 8:00 pm  
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## Dr. Cusatis publishes book on post-war lit

By Wes Snell

Thanks to the efforts of SOA English instructor **Dr. John Cusatis**, with the assistance of his colleagues, **Ms. Susanne Drennan** and **Mr. Rutledge Hammes**, students will be able to benefit from a first-of-its-kind literary reference book in their future research efforts. While electronic sources are great, any conscientious student knows good reference books remain invaluable. *Research Guide to American Literature* is a seven volume set comprised of forty study guides per volume aimed at assisting students writing about great novels and plays, such as Nabokov's *Lolita* or Albee's *Who's Afraid of Virginia Woolf* or intriguing literary topics, such as the literary output of The Beat Movement or The Black Power Movement. Volume Six, edited by Dr. Cusatis is titled *Post-war Literature, 1945 to 1970*. New York-based publisher Facts on File states on its website: "This new resource provides the necessary background information, suggests helpful areas of research, and lists the best secondary sources for students writing about this era of American literature." Dr. Cusatis adds, "The idea is to lead students to their own discoveries about literature, not simply tell them what to think, as the available commercial literary study guides tend to do."

In addition to choosing what novels and topics the book would cover, seeking out scholars to help write the entries, and editing the final drafts, Dr. Cusatis wrote the book's introduction, glossary, and annotated bibliography and contributed entries on J.D. Salinger's *The Catcher in the Rye* and Flannery O'Connor's *Wise Blood*. He also wrote a fascinating article on the relationship between popular music and literature that traces the arc of songwriting in America from the early Blues through Hank Williams and Muddy Waters, down to Bob Dylan, Lou Reed, and Paul Simon. Dr. Cusatis fits Dylan's work into the tradition of Old English bards, Medieval troubadours and ancient Greek poets, noting, "In the 1960s contemporary songwriters, following the example of Dylan... redefined popular songwriting, often composing lyrics that demonstrate the aesthetic sophistication and thematic relevance of the finest English-language poetry." It is an insightful look at the blending of art and performance in the postwar period, a synthesis we at our school would do well to emulate.

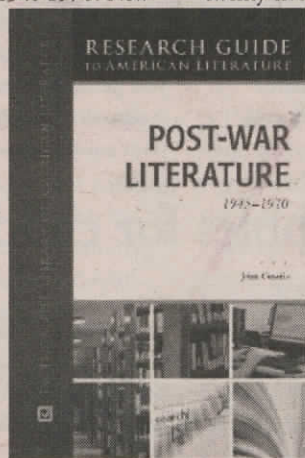
Dr. Cusatis's extensive work on two previous books published by Facts on File led to his being asked to edit a volume for this new collection. In addition to opening this publishing opportunity up to his SOA colleagues, Dr. Cusatis paid homage to the teachers from Penn State University and the University of South Carolina

who were most influential in his own education, and the scholars who have influenced his writing and teaching, by soliciting their contributions. The book includes entries by leading Brautigan, Dickey, Kerouac, Mailer and Arthur Miller scholars, among others, and by James Gunn, the iconic science fiction writer, who contributed the entry on that subject. In his introduction, Dr. Cusatis defines the boundaries of this literary period-- which he claims is defined by protest--as beginning with the rebellious Holden Caulfield's 1945 appearance in the *New Yorker* on the cusp of post-war conformity and ending with what many consider the event that signals the end of the 1960s: the breakup of the Beatles on May 8, 1970, which Dr. Cusatis points out occurred twenty-five years to the day after the surrender of Nazi Germany to the Allies and was marked by the release of the band's final studio album, aptly titled, *Let it Be*.

When Dr. Cusatis needed a writer for an entry on Confessional Poetry, he approached Mr. Hammes. "I've always loved criticism and theory, so it was right up my alley," Mr. Hammes, who is primarily a fiction writer, said. "It helps you as a writer to understand where you fit into a larger context." During his graduate studies, Mr. Hammes says, he was required to write lengthy literary analyses, which helped prepare him for this project. His first published short story quotes confessional juggernaut Robert Lowell's poem "Night Sweat," and he has on several occasions pointed me towards the work of Sylvia Plath to find poetic inspiration. Mr. Hammes said his approach to academic writing differs little from his approach to fiction writing. "I don't change my mind set," he says. "Writing criticism is not that different from writing fiction -- you're still coming up with new ideas, writing clear, concise sentences, and trying to relate to the reader. The difference is the research."

Mrs. Drennan contributed an entry on Ray Bradbury's *Fahrenheit 451*, which she lists among other Dystopian novels for her freshman English class to study. In preparation for writing the article, Mrs. Drennan says she "re-read the novel, slowly, taking notes and looking for threads -- historical connections, metaphors and symbolism and literary allusions." She also read Bradbury's biography by Sam Weller and poured over articles in the College of Charleston library. When asked why she chose the novel over others on the list, Mrs. Drennan answered that the story of a man rebelling against a culture that burns books and arrests readers by "becoming" a book, by memorizing a classic to recite to others, resonates strongly with her own passion for reading. "I react to this story in my bones," she says.

The book is set for print on May 1st and will be available in the SOA Media Center.



## WATN? Alexandra Dawson-Beatty

By Alek Mihok

*At School of the Arts, you majored in band; what instruments do you play and why did you intend to learn to play them?*

I made a decision to either play the flute or alto saxophone, because those were the only two instruments I knew at the time to be in a band set-up. I was informed by my band director, Mr. Edward Ritchen that I needed to try out the instruments at the local store, "Reeds Music," and see the best fit. As my mother drove me to the store, she suggested that I try playing the oboe. When we arrived, Mrs. Suzanne Reed (current middle school band director), greeted us with a bright smile. First, she had me play on the flute head joint, and I was unable to produce a sound. Then, I was told to soak the saxophone reed in my mouth, and I stated, "I'm not putting that thing in my mouth." The last option was the oboe reed. So I took the reed in my mouth, blew, and made a squeak. Then, Mrs. Reed said,

"Looks like we have an oboe player." In high school, I began to learn more instruments on top of the oboe such as the English horn, which is in the same family as the oboe. Also, I eventually learned to play the alto saxophone for the jazz band, and then switched my senior year to playing piano.

*Do you enjoy playing classical or contemporary music more? What artists/composers inspire you?*

I generally like all music. I am more familiar and comfortable with classical and baroque music than the contemporary music that has been composed within the past 30 years. But that doesn't mean I don't enjoy playing the music that has been produced. There are many fantastic composers that have influenced me, and there are many that have inspired me including: Handel, Bach, Brahms, Debussy, Ligeti, Britten . . . etc. I am not the biggest fan of minimalistic music, no offense to Philip Glass Glass Glass Glass Glass (Music Joke). *Where would you like your music career to take you? Do you have any life-long aspirations regarding music?*

I enjoy many different aspects of life, and would be happy any place my musical career may take me. I love to perform in orchestra,

chamber ensembles, and as a soloist. Also, I found a love for teaching this past year. I generally say, I will find a job in music somewhere, and I will make sure I never let go of the instrument that has helped my life continue.

*I'm sure you've heard about School of the Arts' brand new campus. Are you happy we moved to a more professional facility or were you more accustomed to the old one?*

I am so happy! It was well needed! The old facilities were gross, moldy, and falling apart. I taught band sectionals at the new S.O.A.

in March, and asked Mrs. Reed if I needed to take the students into the hall way, closet or bathroom to practice. She said to me "Zippy, we have practice rooms now." Do you know how nice that was to hear? Students have the ability to have private sessions without getting disturbed or interrupted. Although, I am sad the school board couldn't somehow take the beautifully painted walls with them to put in the new structure. It is nice walking into an art school, and seeing art everywhere. Overall, the change was necessary in order for the students to have a great learning environment.

*What was your most memorable moment at SOA?*

The most memorable moments came from band trips and senior pranks, especially the trip to Indianapolis when we were accepted to the Bands of America. This year was also known as the "black flood." As we were sleeping in our hotel the night before our performance, the fire alarm went off around midnight telling all of us to evacuate the building immediately. Let me say that this is around late February, early March in Indianapolis! So we all leave from the fifteenth floor in our pajamas to go outside. Twenty minutes later, we learn that it was a false alarm and that we can go back to bed. Well, the alarm system had never been used before and it went off several more times in the middle of the night. The next morning, we found out that one of the students went to hang their tux on the sprinkler system, and upon removing it set off the alarm, in which black water began pouring out everywhere in their room. This flooded the entire floor of the hotel. This was quite an experience, and we somehow performed well with the lack of sleep.



Photo: Provided

## Zippy with Yo Yo Ma

art school, and seeing art everywhere. Overall, the change was necessary in order for the students to have a great learning environment.

## Random Etiquette: Yeah, my Facebook status is about you

By K. Chaney Long



Usually, I try to veer away from social violations that I myself have fallen victim to on more than one occasion, but this one has become such a monumental issue that I can no longer stay away from it. I'm talking about the issue of proper internet behavior. I'm not talking about all shady internet going ons, (what you do in the privacy of your own home is your business) but when you do anything on a public site such as Facebook, it becomes everybody's business.

At some point, most of us have made some sort of inappropriate comment on Facebook. These comments and postings usually rank from mildly inappropriate (OMG. I HATE SCHOOL) to

## Sass Attack: Carving the Headstone

By David Sass



Twenty-one published issues, and this makes number twenty-two. It's hard to believe that this is the last time I'll be writing this column for Applause. It's even harder to believe that it has run for three years without a single complaint reaching my ears (or at least none that struck me profoundly enough to stick in my memory.)

Almost makes me feel like I've been just pandering to my readers this whole time, but there's nothing I can do about that now. So how do I end a pretty successful column like this? What final topic can I talk about? I have no idea.

I could talk about how the semi-colon is perhaps one of the most misunderstood aspects of punctuation; how ninety percent of the time it's used is done so incorrectly or, in the case of that accursed woman Emily Brontë, liberally abused as though it is some literary form of heroin. Grammar, punctuation and spelling are without a doubt the greatest source of aggravation for me. But I won't bother with that.

The fact that people seem to enjoy reading my column as much as they claim to has always boggled my mind. Many an hour have I spent racking my brain for the

just completely inappropriate (Haha I was so wasted last night). Not okay. I think people forget that when they post something on Facebook anybody and everybody can see it. I know it's shocking, but your parents do actually have the ability to see those pictures your friend posted last weekend, and if your excuse for not worrying about it is, "My parents never look at my Facebook," you're an idiot. It will take two seconds for someone else's parent to see what's up and then e-mail it to your parent. I know it's crazy to fathom, but people over forty can actually use the internet. They allow that, you know.

I think, for the most part, teenagers have gotten smarter about not advertising their inebriated shenanigans to the world, but there is another thing that students are really, really, really bad about, and that is comments about other students

rationale behind this unusual occurrence, only to be met with frustration and looming deadlines. Why anyone finds pleasure from reading the barbed rhetoric and satirical commentary of a bitter old man trapped in the body of a young adult eludes me constantly.

Truth is, I'm actually relieved beyond words that I can finally lay this beast to rest. Writing it has grown progressively harder with each passing issue, a fact which I accredit to a general mellowing of my once-choleric humors, and the onset of senioritis, which I contracted sometime during junior year and hasn't let up since. I'm almost ashamed to admit that I came scant inches from quitting the column back in February this year, and it was only fear of Chaney's wrath (or perhaps an unabashed devotion to her; I cannot say for certain) that kept me from following such a drastic course of action.

So this is the end, huh? The final one. Well, I guess all I can do now is extend my thanks to anyone who has had this misfortune to follow this break-neck train-wreck of a column. And if you want more of my writing, you can always buy my thesis novel, *waters eterne.*, once it's published.

And on this note, I must draw the curtains closed across this stage. Adieu.

and teachers. Girls are the worst about this. It's not uncommon to read an entire discussion between a few girls talking about what a dumb (insert your word here) some other girl is. Really? We can read that! And just because you don't use names, or you use code names, doesn't mean we don't know who you're talking about. So ladies, cool it and put the virtual claws away. If you have a problem with someone, don't make it your status update.

Speaking of status updates, that brings me to my next point. I am so tired of these weepy updates that range from vague and ambiguous to just plain obvious. I must admit that I have been guilty of this crime, not often, but I most certainly have. I can stomach occasional emo status updates (calm down, only some people hate you, so stop saying that everyone hates you) but it's the status updates that are so obviously

## Soundproof bubbles for children

By Deborah Crocker



We were driving down the highway on our way home after school Thursday, and had to stop at a red light next to Chuck E Cheese's. There was a woman standing on the sidewalk, talking on her phone and fussing over a child in a stroller. Five seconds later, the child let out an unholy screech that sounded as if Chernabog's entire ghost army had come out of the depths of the earth to destroy man. It was clearly heard from the highway, resulting in many stunned drivers and turning of heads.

Discipline your kids! Every mother needs to know the right time to start having babies and raising a family, which should be at a time where she's not too overwhelmed to teach her spawn right and wrong. It's not impossible to teach a two or three year old not to turn into a banshee in the middle of the supermarket. Kids are smart, actually. By screaming as loud as they possibly can, they know that they'll get their way at some point because the parents just want them to shut up. Unfortunately, this is like giving a dog a piece of your dinner just so he'll stop whimpering and pawing at your legs.

Parents deal with this in creative ways. Some come right out and tell the kid

about someone that I am getting really tired of. I hate to address the ladies again, but girls are really worse about this than boys. Ladies, I'm sorry that boys are idiots. I completely believe you when I read that you feel worthless, when you post that some poor fool has broken your heart, and that Taylor Swift's "Teardrops on my Guitar" is about your life, but do you really need to devote your life to updating Facebook on your boy troubles? Aren't we mean enough to the males that have wronged us to their faces, over the phone, and in text messages? Do we really need to make our wrath such a public debacle?

Though we frequently forget it, Facebook is a public place. So the next time you go to post or comment, think. Do you really want that comment getting back to your mom? Let's keep it classy ladies and gents.

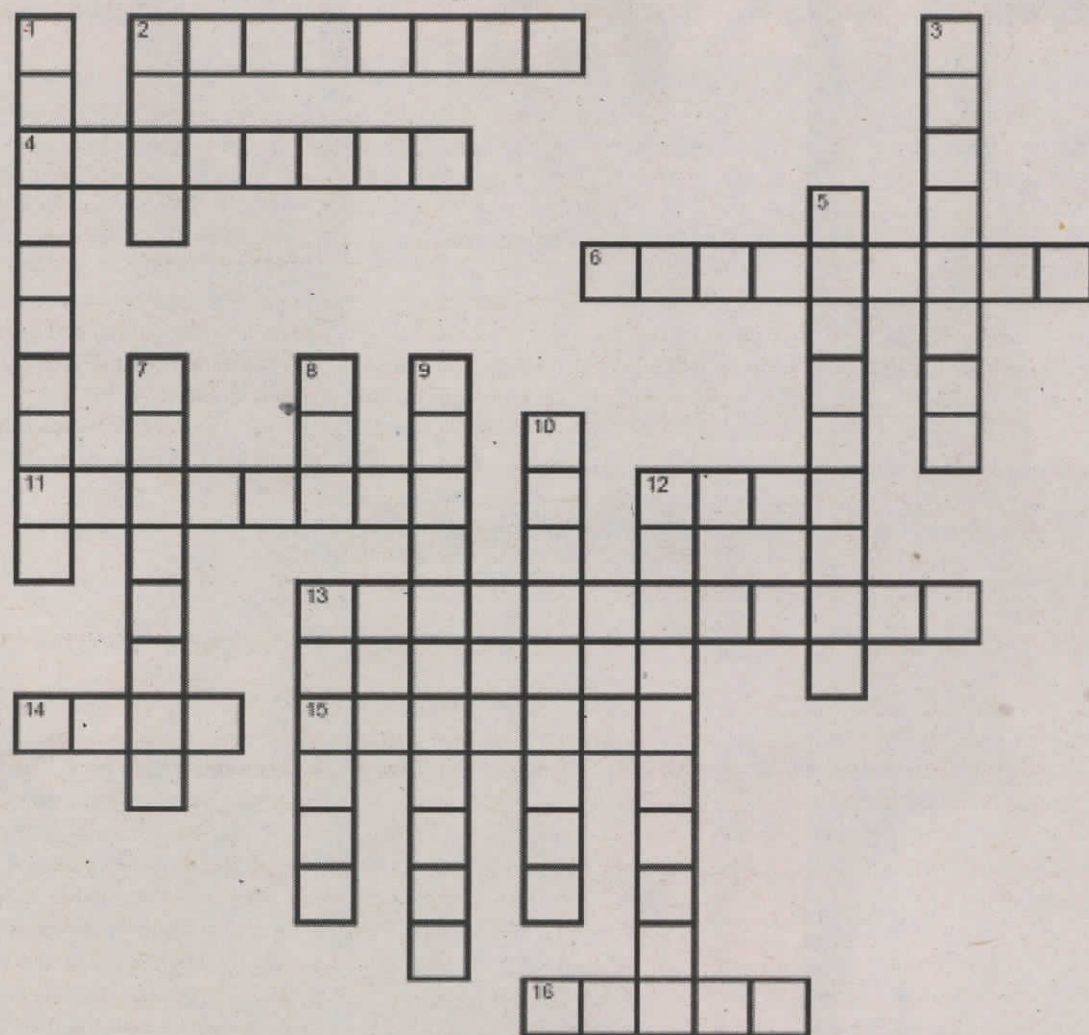
to be quiet. Sometimes they'll risk making a scene and scream back. The more lenient parents give them whatever they want or stick food in their mouths. Stricter parents might discreetly punish them. However, there are still more parents who just don't care or are too tired to care. It gets irritating in the movies, church, meetings, or other public events when parents refuse to take a screaming baby to the bathroom. Fortunately, most places will politely ask you to leave if you're one of these parents.

There are more humorous ways children deal with their displeasure. Flopping down on the ground and going limp, resulting in the parent grabbing an arm and dragging

Running off away from the parent, getting caught, and staring blankly in the other direction while being scolded. Rinse and repeat. Falling asleep. Happily beating their brother or sister. Asking for what he/she wants, getting told no, but sneaking off and grabbing the item in a viselike grip. Standing there with a defiant expression saying, "No! No! No! No! No! No! No! No!"

Please, if you have kids, treat them however you think is the proper way (within reason). Just teach them that there are people out there who don't want to be shopping with the kid who's wailing and screeching ten aisles away.

# Rose Maree Myers Theatre Crossword



## Across

2. Clothes worn by characters.
4. Creator of plans for costumes, props, lights, etc.
6. Actors represent a \_\_\_\_\_ in a play.
11. In charge, interprets the play, "the boss".
12. The story of a play.
13. Person who coordinates the show for the director.
14. Any moveable item used by an actor.
15. People who move scenery or props during a show.
16. A performer in a play.

## Down

1. Takes over when an actor gets ill.
2. Verb or Noun, refers to actors in a play.
3. If an actor want's a job he/she must \_\_\_\_\_.
5. An area "behind the scenes" of the stage.
7. One who tells the story.
8. Scenery of the play.
9. Actors bow to an audience to thank them for watching during the \_\_\_\_\_.
10. "Practice" for the actors.
12. The author of a play.
13. Written words and directions of the playwright.

## Horoscopes!

By Alek Mihok

### Aries March 21 - April 19

Someone will tell you to take a chill pill today. Tell them you don't do drugs.

### Taurus April 20 - May 20

Neighborly tension is on the rise. Practice screaming "Get off mah land," in your car.

### Gemini May 21 - June 20

Idiots are even more immune to logic today. Save your breath or lose your sanity? The choice is yours.

### Cancer June 21 - July 22

Do some online and/or television shopping tonight and have it sent with the slowest shipping and handling on the list...you need something to look forward to.

### Leo July 23 - August 22

The world is your oyster. Too bad you're allergic to shellfish.

### Virgo August 23 - September 22

Good fortune will once again befall upon your friend, who always seems to have all the luck. Stand in the shade so you won't notice his towering shadow...

### Libra September 23 - October 22

If the early bird catches the worm, why not just sleep in and be worm-free? You're welcome.

### Scorpio October 23 - November 21

You will join Ke\$ha in the near future and her raging campaign for women's suffrage.

### Sagittarius November 22 - December 21

With your happy go lucky nature and eagerness for adventure you are never at a loss for friends.

However, certain events in the near future could cause you to behave more like fellow Sagittarian Britney Spears during her very worst meltdown moments. In accordance to this, be advised to stay at least 50 yards away from any and all individuals that bear resemblance to Lohan, Hilton or K-Fed.

### Capricorn December 22 - January 19

Whoever said that change is good really hasn't seen the awkward glob of pennies and quarters in your car's cup holder. Avoid any change today or pay the sticky price.

### Aquarius January 20 - February 18

Touch a goldfish, frolic in the leaves and be relaxed enough to double dip that Tostito. Life is short.

### Pisces February 19 - March 20

A so called "friend" might make public your hidden and obsessive love for John Denver.

# “What did you do for Spring Break?”

Compiled by Brittany Ropp and Samantha Dahabi



“I raised a farm of Swedish/Peruvian goldfish to splice their DNA for their rare eggs.”

Fabian Crossman, 8th Visual Arts



“Chilled with my friends and started my tan.”

Claire Winkles, 8th Vocal



“Collected Pokémon cards.”

Joel Trotter, 9th Theatre



“I spent time with my boyfriend.”  
Jazmyne Reddick, 9th Dance



“I had my German friend come over!”  
Paul Cain, 10th Strings



“I went to Myrtle Beach for a dance competition.”

Taylor Dupree, 10th Dance



“I went to a lodge that had no roads to it, so they brought food by alpaca llamas.”

Allie Larkin, 10th Theatre



“My dad and I rented an RV and went to Chicago.”

Austin Jarvis, 12th Visual Arts



“My sister and I bungee jumped off the Golden Gate Bridge.”

Jessica Smith, 12th Dance



“I raced the Iditarod dog sled race from Willow to Nome. I've been training the dogs since I was born.”

Stephen Burrows, 12th Vocal



“I participated in a triathlon in the Bahamas.”

Julia Willson, 12th Strings



“Went to Vegas, BABY!”  
Mr. Lindgren

Photos: Samantha Dahabi and Brittany Ropp