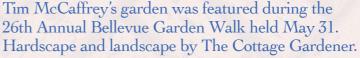
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Watchdog on MacArthur

Local artists Amelia Langford and Jacob Eveland are completing a mural on a corrugated metal garage door facing MacArthur Avenue in Bellevue. When she's not painting, Amelia manages Grace Street Theater. When he's not painting, Jacob teaches at the Educational Development Center in Richmond. Both hold fine arts degrees in communication arts from Virginia Commonwealth University.



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For more information visit: missionbelt.com

Henley Street and Richmond Shakespeare Merge to Form Quill Theatre



Jacqueline O'Connor and Jan Powell at Agecroft Hall.

New SPCA Building

The Richmond SPCA will soon begin construction on a new building to expand its veterinary and training offerings. The capital campaign to fund the project has raised more than 90 percent of its goal, enabling the local non-profit to begin building out the 18,000-square-foot facility adjacent its Robins-Starr Humane Center at 2519 Hermitage Road.

As chairman of the Campaign for Compassionate Care, Stuart C. Siegel, shared that in the past 60 months, thanks to the generosity of campaign donors, the Richmond SPCA has raised about \$10.5 million toward a At long last the merger is complete. Henley Street Theatre and Richmond Shakespeare now formally united as Quill Theatre. It's a marriage Shakespeare would have approved of. As the region's only theatre dedicated to producing the classics, its vision will be "to create theatre rooted in the genius of Shakespeare, that provokes the mind and speaks to the soul," with a mission to produce "theatre worth talking about."

Quill Theatre will continue to produce four main stage productions each year as well as the beloved Richmond Shakespeare Festival at Agecroft Hall. Additionally, the new theatre company will offer the only Shakespearean educational programming for students and adults in the region.

Henley Street Theatre and Richmond Shakespeare announced their new name, revitalized mission and 31st season at this year's Bootleg Ball. Also at the ball, the company announced that it had received a \$10,000 matching gift challenge from long-time supporters, John and Bucci Zeugner.

goal of about \$11.5 million.

"I want to thank my friend Tony Markel and his daughters for making an early leadership gift to name the portion of the building that will house our permanent veterinary hospital in memory of Tony's late wife, Sue," Siegel said. "The Susan M. Markel Veterinary Hospital will be a wonderful and lasting tribute to Sue, and we are deeply grateful to Tony and his family for their dedicated support."

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FEATURE

Concert Ballet of Virginia To Dance With Heart And Soul

by CHARLES MCGUIGAN

T WAS THE BI-CENTENNIAL summer and as Americans celebrated 200 years of independence from the Crown three members of the Richmond Ballet declared their own independence. They were the founding fathers of a rival company called Concert Ballet of Virginia, and among them were Robert Watkins, deVeaux Riddick and Scott Boyer.

"Back then the Richmond Ballet was the same thing the Concert Ballet is now," says Scott Boyer. "We took dancers from everywhere but we didn't teach except in the summertime because Richmond had all these dance schools. Then they (Richmond Ballet) decided they had to have a school. There were about thirty of us who were perfectly happy with where we were going and so we split. Those thirty dancers left the company."

The result, of course, was the Concert Ballet of Virginia. Their aim was to become a performing company where anyone who had a hankering for dance could come to learn. "It's set up on the principle of a professional company," says Scott. "You audition, you have members of your company, you develop your own dancers and your own stars. But it's a civic company, not a professional company. We are open to anybody who's interested in dance. We take them from age eight through sixty-six (Scott's age)."

Today, Scott serves as artistic director for the Concert Ballet, a position he's held for years. "The Concert Ballet's season, which will open in September, is our 40th anniversary," Scott says. "It's hard to believe it's been that long." Throughout that entire period, Scott also worked full-time as a systems analyst for forms design for DMV. He recently retired from that position after 36 years. But he has no intention of ever giving up the Concert Ballet and his own dance studio.

Five years before the Concert Ballet was founded, Scott began his foray into ballet. "I was sharing an apartment with a guy who was in the Richmond Ballet at the time and he came home one Christmas and said, 'You



Scott Boyer, artistic director of the Concert Ballet of Virginia.

ever think about being in the ballet? We need another father for Nutcracker." Scott auditioned and won the role of the father. "I then worked my way up to the Snow Prince," he says.

Since the inception of the Concert Ballet, The Nutcracker has always been one of its mainstays. If you've never seen their performance, make sure you check it out this season. It is the best performance of this Christmas classic in Richmond. My kids always loved it best and they've seen the one by the Richmond Ballet as well. Along with Nutcrackers in D.C., Boston and Philly. But there's something about the Concert Ballet's rendition that outshines the others. As I tell Scott this, he nods.

"We get that all the time," he says. "We had a gentleman who stopped our crew when we were packing up at Monacan (High School) two or three years ago and he talked to our head stage person. He said, 'You know this is incredible—the excitement on this stage with the kids dancing.' He said, 'It comes right up through the auditorium.' And he said, 'I have seen the Atlanta Ballet, I have seen other professional companies, and you have it all over them."

One of the reason this may be the case

is that where Richmond Ballet modelled itself after the New York City Ballet and George Balanchine, according to Scott, the Concert Ballet was more like the American Ballet Theatre.

"New York City was the perfectionism and the classicism and the uniformity," says Scott. "American Ballet Theatre was stab me, make me suffer, much more emotional. We were the American Ballet Theatre to their New York City Ballet."

And while technique is obviously an important ingredient in ballet, too much of it can spoil the stew. "Balanchine has been set up as the god of dance and yes his stuff is fabulous, but I have spent a full evening watching Balanchine and after twenty minutes, technique is technique," Scott says. "So you have two hours of fabulous technique. At a certain point it's like 'Show me some screw ups' because it becomes dull. You don't have any ups and downs. Because it's all very good technique and yet it's not that interesting."

Scott invites me to consider two of the finest ballet dancers of the last fifty years, both born in the former Soviet Union—Mikhail Baryshnikov and Rudolf Nureyev.

"You can destroy things with technicality," says Scott. "And a prime example was the difference between Baryshnikov and Nureyev. Baryshnikov was a technical dancer. He was so far beyond Nureyev technically speaking. I mean everything was perfect. But Nureyev, who was technically a relatively sloppy dancer, could jump, bounce off the wall and bang himself all around the stage. But you felt it because his emotion was tied into all his dancing. He could rip your heart out. That's what we aspire to at Concert Ballet."

The kids who have performed with the Concert Ballet over the years—and there have been hundreds and hundreds of them—take away a real understanding of ballet and a love for the art of it all. "We make these people into dancers and then they go off and do whatever," Scott says. "None of them are I wanabe a professional dancer. They want to be other things where they can make a living. You have some people who are dancers by nature. It is intrinsic in their systems, their body shape, their mindset, they are fantastic. Others you mold into fabulous dancers. I've done wonderful things with kids who were not so talented."

And regardless their age every member of the Concert Ballet company gets a chance to truly perform.

"The other thing we have is that our dancers, even to the littlest person, all dance," says Scott. "They're not decorating the stage or doing piddly stuff. Just think about the clowns. We demand right much from them and they're little people. When you demand that from these people no matter how old they are they all come up to it and they do it. So you have children coming to see children their own age and not just a bunch of professional dancers."

Over the past 40 years some 80,000 people have seen the Concert Ballet perform The Nutcracker in one of its permutations. "We have the fulllength Nutcracker, the forty-five minute version and what we call the thirty minute reading for small spaces," Scott says. Although they've performed at many different venues, the ones that have become their standards are the Woman's Club of Richmond, the Williamsburg Public Library, and Atlee and Monacan high schools.

But the Concert Ballet performs other shows as well. "We do the Winter Gala the first week in February, which is a mixed program with live music," says Scott. "Then there's the Spring Gala. We also have the Story Book Series. I read classic children's stories—Cinderella, Angelina Ballerina, Peter Pan, Alice in Wonderland. The kids dance. We create a new one each year and it's available all year long."

Scott Boyer also teaches dance out of his studio in Hanover County. "These are small, intimate classes," he says. "I teach tap, jazz, hip-hop, ballroom, ballet, point. Those things I know well."

But that's another story for another time.

For more information about the Concert Ballet of Virginia visit concertballet.com





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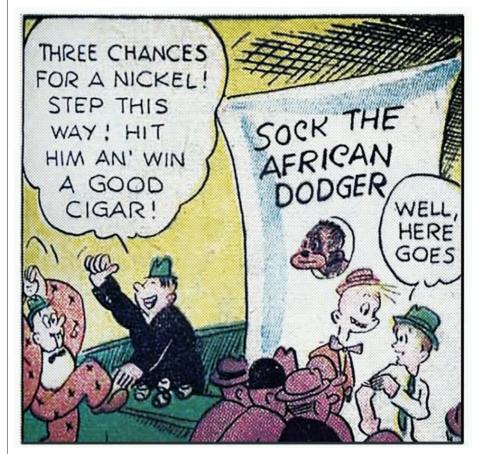
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HIDDEN HISTORIES

The African Dodger

by JACK R. JOHNSON



E MIGHT LIVE IN a "post-racial" society, but much of our history bears witness to spectacular forms of racism. In many treated as a sport

instances, it was treated as a sport.

In carnivals and circuses all across the United States beginning in the late 1800's through the first half of the 20th century games like "The African Dodger" also known as "Hit the Coon" and "Hit the Nigger" were immensely popular. At fairs and community gatherings you could spy the tell-tale 'blackie' face presented in a smiling alligator's mouth or simply bordered by a basket. The purpose of the game was to hit the target with a ball and win a prize. It sounds like a common carnival target game but there was one unsettling feature: the target was a living human being, an African-American human being.

The game was so popular nationwide that newspapers mentioned the African Dodger along with trained animals, illusionists, penny arcades, merry-go-rounds and magic shows in the list of carnival attractions. Adding to the erstwhile fun, Dodgers frequently made headlines when they were seriously injured after a speeding ball mauled their face.

According to the Jim Crowe Museum

website, in 1904 in New York the Meriden Daily Journal reported that an African Dodger was smashed in the nose by a professional baseball player. The Journal reported that Albert Johnson dodged "fifty or sixty cents" worth of balls thrown by "Cannon Ball" Gillen of the Clifton Athletic club. Finally Johnson "exposed his head and face a little farther than usual" and was caught by a curve ball that left him unconscious. The article concluded that it "will probably be necessary to amputate the nose in order to save Johnson's life."

Of course, the African Dodger game is not played anymore. It slowly evolved into the "African Dip" precursor to the dunk tank. An illustration from a 1910 Popular Mechanics article shows such a dunk tank game labeled "Drop the Chocolate Drop." Its caption reads: "Amusing to All but the Victim." As late as the 1950s, more humane versions of the original African Dodger were found. Carnivals and fairs decided to use targets that resembled African-American- wooden carvings of an African-American bust with bugged eyes, for example- instead of using living humans. Yet even today, despite millions being spent on modernizing our various police forces, you can find the occasional police officer who will use a living African-American for his target practice. N:

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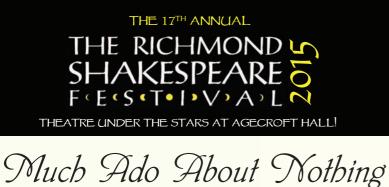
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BOOK REVIEW

Independent Press in D.C. and Virginia Real Stories of the Underground Press

by FRAN WITHROW

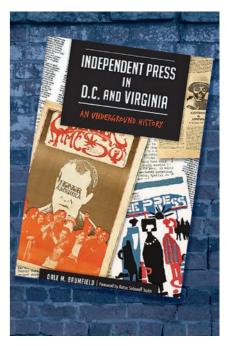
WAS JUST A LITTLE TYKE during the late 60's and early 70's—the heyday of underground press—but I knew a sense of unrest permeated the country then. So I read with interest Dale Brumfield's history of underground newspapers in D.C. and Virginia.

Brumfield covers a lot of territory in this short book. He explains that there were many underground papers during this time period, often begun on college campuses, and most of them survived only briefly. Many of them were begun to protest the unpopular Vietnam War, or to support equal rights for women, gays, and minorities. Some celebrated the drug culture. These journalists struggled with lack of administrative support, miniscule budgets, and constantly changing staff. Most were leftist in their views, but still varied widely in their focus. Papers ran the gamut of supporting non-violence to those advocating rioting and violent revolution as the only way to see positive change.

Underground papers at American University, JMU, Old Dominion and Virginia Tech (then known as VPI) raised awareness of a vast array of topics. From strict dress codes at Radford to the plight of indigent Virginia blacks at UVA, journalists wrote about issues ignored by mainstream college publications. Administrators confiscated newspapers and even wrote to parents in an effort to halt distribution.

Military underground newspapers surfaced as well, particularly "OM," a paper created by Navy Seaman Apprentice Roger L. Priest. Often papers were published anonymously, and I can see why after reading that Priest was court-martialed in 1969 after writing about his disillusionment with the Vietnam War. It took courage to disagree with the establishment, to say the least.

The book is filled with abbreviations, though there is a list in the front for easy reference. I used it a lot. There were also times when I wanted Brumfield to say more. Consider the above-mentioned case against Roger L. Priest: Brumfield poses a fascinat-



ing question: "how does a country impress young men into the army to fight a war they ideologically oppose or even outright despise?" I definitely wanted to delve further into that poser, but Brumfield goes on to discuss another GI paper instead.

Still, I found myself cheering for these scrappy little newspapers, run off on old mimeograph machines by young people determined to make a difference. It pleased me that the women's liberation paper "Off Our Backs" bucked the short-lived trend of most papers and survived from 1970-2008. I did not know that a motto of many demonstrators was "chicks up front," since it was believed police would be less likely to beat up women than men. "One of the reasons the women's movement appeared was because of stuff like that," says leader Marilyn Webb.

There is no question that underground presses during this time of upheaval changed the face of mainstream journalism, as affirmed by freelance writer Tom Miller, who says, "Stories I would have done for the underground press I'm now doing for the daily papers."

And that is quite a legacy.

Independent Press in D.C. and Virginia

by Dale M. Brumfield, 208 pages, The History Press, \$19.99

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RAINBOW MINUTES

by BRIAN BURNS and JUDD PROCTOR

The Gay Community's First Public Protest



N SEPTEMBER 19, 1964, well before the infamous Riots at the Stonewall Inn. Randy Wicker and Craig Rodwell and

other activists and representatives of the New York League for Sexual Freedom picketed the Whitehall Induction Center in New York City. They were protesting the military's anti-homosexual policies. At the time, the confidentiality of gay men's draft records were being violated.

Other protests followed. In April 1965, activists protested discrimination against homosexuals in the U.S. and Cuba in front of the United Nations Building in New York City. That May, gays staged a picket line as their first protest in front of the White House. That July, the picket line moved to the Pentagon and in August to the State Department.

In October 1965, issues of "The Ladder" carried this headline: "Homophile Groups Picket in Nation's Capital."

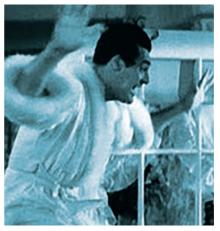


The Stonewall Rebellion

On June 27th, 1969, around midnight, police officers raided the Stonewall Inn, a small gay bar on Christopher Street in New York City, arresting some of its patrons. The police had been routinely raiding the gay bars, wielding their clubs, and arresting the gay customers, just for being who they were. But on this fateful night, they fought back.

An outraged crowd outside the bar grew to several hundred. As the police filed out, the crowd hurled coins,

Bringing Up Baby



Actor Cary Grant is credited with the first time use of the word "gay" in a homosexual context on screen. That oc-

bottles, stones and garbage at them. Cowed by the onslaught, the officers took cover inside the bar. Riot-control police eventually arrived to rescue the officers and break up the crowd.

Many historians called this the first gay riot in history. One gay newsletter described it as "The Hairpin Drop Heard Round the World." Yet the influence of these crusaders is beyond measure, for this event marked the start of gay liberation.

curred in the film "Bringing Up Baby," the quintessential screwball comedy made in 1938, in which he costarred with Katherine Hepburn.

In the scene, Grant is forced to put on the only garment he can find – the frilliest negligee on earth. After answering the door, he is asked why he is wearing such a thing. He responds, "Because I just went gay all of a sudden!" leaping into the air on the word "gay."

According to gay film historian, Vito Russo, that line was ad-libbed by Grant and used in the gay Hollywood underground. The word "gay" became familiar to the general public after the 1969 Stonewall Riots.

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Erin Thomas-Foley, director of Live Art

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THERE'S A PREFACE

to this story. My son Charles, for months, was bullied so severely in middle school by students and at least two teachers that he is now being treated for post-traumatic stress disorder. The past school year for him has been trying at the very least. By nature, Charles is a sweet child, unable to understand why anyone would hurt another. He just doesn't get it I'm happy to say and hope he never does. Had it not been for Live Art, I seriously don't know what would have happened to Charles. From the first class at SPARC last September it has been his sanctuary from the hell he endured in classrooms and hallways, cafeterias and gyms for days on end.

To prepare the kids for a grand performance on Richmond's preeminent stage at Altria Theatre takes time, hard work and patience, nine months of it, from conception to delivery, mirroring gestation. Maybe that's as it should be because the mother of Live Art conceived the idea while she was pregnant. Her name is Erin Thomas-Foley.

"I had a really hard time sleeping when I was pregnant with my second child, Daniel, so I would journal and listen to music in the middle of the night and try to use that time as best I could," she says. When she closed her eyes, Erin had a vision

BY CHARLES MCGUIGAN PHOTOS REBECCA D'ANGELO

SOUNDS OF THE HUMAN SOUL

of students dancing on a big canvas, their feet moist with paint. There was music in the background, a piece by Jason Mraz called "Details in the Fabric". In Erin's vision some of the students dancing were kids with special needs that were enrolled same profound, life-changing experience?" That was the germ of it all and Erin ultimately approached SPARC's executive director, Ryan Ripperton. "We began exploring whether this was something we the annual show). And, of course, the first to pony up were Steve and Kathie Markel through The Community Foundation.

"They said, 'Yes you're going to do this and we want to help." Erin says. "They are amazNorth Star Academy, it's all of the public school systems, it's the Sound Sensation Choir, Richmond Ballet, Richmond Youth Symphony, and so many others. Everybody's on board."



at SPARC. She knew them and loved them. And there they were on this massive stage painting a canvas with their feet as they danced to the music of Jason Mraz.

"I started thinking about that a little more and journaling," Erin remembers. "And in that journaling I found myself asking, 'How can we create something where both a typically developing student who loves the performing arts and a student with special needs who loves the performing arts can come together on one stage? How can we create a new type of class and performance that allows all of the students to have the thought we could actually do," says Erin. "So we put together a group of Virginiabased artists and we created a show and a series of classes. I thought of it as a crosspollinated mix of art forms. We took dance and visual art and music and combined them. When we performed that live the audience got to experience the process of creation happening. We gave the students, the teachers and the artists permission to create art live in the moment."

Funding a performance piece as ambitious as live art was one of the first concerns (it costs about half a million dollars to finance ing supporters of the arts here in Richmond and we are so grateful for their presence in the community. They were the first."

When that first check arrived Erin began assembling staff and making phone calls. "We didn't start classes until January so we only had six months to rehearse the first year," says Erin.

The response from the community was overwhelming. "There was never a 'No', or a person who said, 'You know, I don't think we really want to do this," Erin says. "It's the Faison School of Autism, it's And SPARC backed Live Art from the beginning, buttressing the program with every resource they could throw at it. "Taking on a program of this size added an immense amount of work to their plates," says Erin. "And nobody even blinked and eye at it. Ryan Ripperton, Candace Marz, Susan Wermus, Adriana Green, Hunter Parker, Jodi Grey, Ginnie Willard. The entire administrative hub that does all of the grunt work, all of the behind the scenes work, they were there for us from the start." There were also SPARC's artistic directors—Daniel Clarke, Danae Carter,



Abernathy Bland and Amanda Well. "And the last group that I really have to thank are the teaching artists, there are 45 of them," she says, then adds in the same breath, "And the guest musicians from our community and nationally who volunteer their performances and give one hundred percent for this show. Local musicians like Susan Greenbaum, Steve Bassett, Robbin Thompson and Josh Small, who's one of the teachers in the Soul Sound class."

I spent virtually every Thursday night this year with my son Charles in Live Art's Soul Sound class at SPARC. There were two dozen kids and a total of eleven instructors and assistants present. In those early weeks, the kids were getting to know one another and their teachers, and almost immediately they felt at ease, were comfortable, and began to learn the rudiments of music, of rhythm and tempo. They progressed by giant leaps, week by week, and for Charles, this and the class he took Monday evenings were the best of times.

Love permeates the entire studio at SPARC when the teachers and students are there and part of it is that Erin has two rules that all students must abide by. "Number one," she says. "They agree to participate fully, willingly and with a kind spirit. And the second one is they must be willing to help and lift up everyone else in the class despite their differences. We come here because we love the performing arts and we want to learn and we want to do everything we can to become better. We are more focused on helping the ensemble then we are on ourselves. Acceptance, compassion and supporting each other."

From the moment my son and I first stepped foot in that studio, we both noticed something that was uncanny. There didn't seem to be any differences among the vast array of students there. "We call Live Art kids, students of all abilities," says Erin. "When class starts we don't talk about who's typically developed, or who may have special needs. Once our classes start, it's an inclusive class. End of story. We simply make sure we have enough staff in the room to assist every ability."

When I mention to Erin that one of the students in Soul Sound, who, as they say, presents with Down syndrome, excels beyond his peers, she says, "And do you know why?"

"Because nobody's judging him," I suggest.

"Yes," says Erin. "But it's more than that. It's what music does and color does and movement does. That's what it does for the human spirit. It transforms us."

Later, when I talk with Joshua (Josh) Small, a local musician and teaching artist at Live Art, he likens the place to a church. "It's a sacred place in a sense," he says. "In the way the program is set up. And everybody there has common behaviors and desires. It's a place to be validated. You can't fail here. It's kind of an art church. The people here are in this place because they feel strongly about expressing themselves. We are all here to support each other. That is sacred and no one would want to break that trust."

Not long after the first class was held, Josh began a ritual that wrapped up every subsequent session. Students and teachers would gather in a circle and say, "Grab your hand and make a fist and put it in the air just like this." And with fisted right hands pointing skyward they would shout in unison: "Soul Power."

"The main reason it all works is because Erin who created it is so humble," says Josh. "It has a certain magic. The less rules you make, the less rules you have to enforce. It's a tautology. The program is set up so there's no mode for failure."

Each week, Josh and his co-teachers move among the students like fish among their spawn. They teach them the chords on their ukuleles, or which bar to strike on their small xylophones. They teach them dance steps and how to retreat from an imaginary stage and how to re-enter that same stage, all in complete silence. The kids have learned five songs for this year's performance and they'll be accompanying

Catie Huennekens beating out a rhythm

Jason Mraz and other musicians on one of the biggest stages in Central Virginia.

Chord changes required for one piece were a little too complicated for the students. For hours, during a meeting, teachers and other staff tried to come up with a solution. And then Phillip Vollmer, one of Soul Sound's teaching artists who also teaches performing arts at VCU and a couple of local theaters, had a brainstorm. "It was a dumb idea; it was an accidental stroke of genius," he says." I had this flash back to elementary school and feeling like a boss playing hand bells, feeling like I was a rock star even though I was only playing one note at time and I said, 'Maybe the kids could do that." They could and they did and the results were greater than if they had all been strumming their ukes.

When I ask if there is ever dissent among the teachers, Phillip shakes his head. "Your ego has to take a step back," he says. "And you have to just put yourself in service to the kids, to the show, to it all. You need to know that everyone here is working for the same thing. There's nothing else like it anywhere. If there's ever been friction with any teachers it's because that ego has taken a front seat to the true mission and everybody else has recognized that and those teachers have fallen to the wayside. But that's only happened a few times in three years because our mission is so powerful and so strong. I've never been a part of anything more incredible than this."

Phillip then tells me something that takes courage to admit and it garners in me permanent respect for this man. "The gift that Live Art has given me is that I have no fear of interacting with anyone now," he says. "Before I stepped into the Live Art program there was that fear of the unknown, of interacting with people who were perceivably different than me. I didn't understand how to interact with them for fear of saying the wrong thing or doing something wrong. I have no fear any more. It's absolutely beautiful."

Some of the most beautiful things that occurred during the Soul Sound sessions were the open discussion, when the students, sitting on the floor with legs crossed, expressed their ideas on a multitude of subjects. There was one night they talked about the first name of their class.

"So we were talking about the soul," Phillip remembers. "And this student who has a proper way of speaking, said: 'The soul is the thing that will carry me on from this place to the next and the next and the next, and will always be there through all time."

Christine DeSantis Hoffman, who is sitting next to Phillip, smiles as her co-teacher tells the story, nodding along. And then she has one of her own to tell.

"The one that really sticks out in my mind is when another student said, 'Kindness is simple, but it's not easy," says Christine. "That is so profound. That really stuck with me because it was so truthful and perfect."

Christine, who is a full-time teacher at Collegiate and a singer who plays ukulele and guitar, recently attended an RVA arts roundtable discussion at VCU. Among others in attendance was the internationally renowned art educator Eric Booth, author of "The Music Teaching Artist's Bible".

"Eric Booth spoke a lot about Live Art," Christine says. "He said in his travels around the country and around the world he's never seen anything like this that brings together kids of all abilities."

Like Phillip, Christine also says Live Art has no room for egos. "Our job is not to judge children, it's to teach them," she says. "That's why they're here, they're learning. So we have to figure out how to meet them on their level and guide them from where they are to where we want them to be. It's not about what I want. That's just part of the culture here so when you come in you either get on board or you go. There is no other option. Live Art is not going to change because of someone else's ego."

Christine considers how Live Art works and why it works. "I think it's taking a bunch of things that are really wonderful and putting them together in the right environment with the right people," she says. "So you have these ingredients. You have music, you have movement, you have art, you have theatre, you have children of all abilities. And putting it all together is what makes it work. Every Thursday night after class I just come home with this sense of peace and wonder and just joy that I haven't had all the time in the past. It is nice to have something that is consistently positive."

Early in the year, Christine wrote a poem that was later set to music by Josh and one of their student's. It has since become the tattoo that every class opens up with and goes like this:

S-O-U-L S-O-U-N-D

There's a sound within your soul, Time to set it free.

"I feel so lucky to have been asked to be part of this and then to be surrounded by people who from day one have been so loving and so supportive and have told me this is exactly where you're supposed to be," Christine tells me. "That has been such a gift to me. I am so thankful for that."

That same sense of gratitude is expressed by everyone involved with Live Art that I talk with, including the students and their parents. I know I feel it, as does my son.

I meet up with Live Art teacher Catie Huennekens in her office at North Star Academy where she works full-time as an IEP liaison and social skills program coordinator. As someone who has worked with children who have special needs for year, Catie understands the importance of programs like Live Art.

"You don't have to be able to read to make art and you don't have to be able to add to dance," she says. "Live Art gives our kids that opportunity. No one knows whether they can play the ukulele or not until they pick it up and start trying. The amount of meaning and membership Live Art gives our kiddos is just incredible."

Catie says that last year as her Live Art class was learning the words to 'Hallelujah', one girl was having trouble understanding how you can cry without being sad. The day of the performance, right before the finale, K.D. Lang did a rendition of 'Hallelujah' that fairly brought the house down. "So as soon as we got off stage we had to run all the way around the loading dock to our positions to enter for the next song," Catie says. "So as we were on the loading dock going backstage this young lady taps me on the shoulder. I turn around and she has tears in her eyes. I say, 'What's wrong?' And she says, 'I get it, I understand it.' She finally understood you can be moved to tears and not be sad. And I'm like, 'That's great, but we have an entrance."

Like the other teachers at Live Art, Catie sees her role there as privilege. "I feel really selfish about it sometimes because I know it's supposed to be about the kids and yet it's my favorite part of the week," she says. "I can't wait to get there. I also teach a class on Friday and I thought Friday nights would be hard to give up, but I wouldn't trade it for anything. It is the best thing that I could do with my time on a Friday night."

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Local musician Josh Small



"There are a lot of kids with so many different stories, but they all end with this: 'The saving grace is Live Art,'" Catie says. "They talk about this being their safe space. 'This is where I get to dance. This is where I get to jump up and be crazy and talk about how I feel.' Live Art puts you more in touch emotionally than I think any other experience can. You've got the power of the music itself. You've got these kids that you just love that you're watching have this amazing success and this amazing experience. That's what moves me the most. You're experiencing, you're thinking, you're watching, you're feeling. It's all the feelings all at once. And then it's over and then you get sad that it's over. There's definitely a Live Art hangover. You wake up the next day and ask, 'Okay, what do we do now?' I give Erin Thomas-Foley all the credit for everything magical. It's humanity first, and performance second."

Even as opening night neared, Erin Thomas-Foley always remained calm. "We don't strive for what I call standard-opening-night-ready-show quality," she says. "We train the students as best we can. We work just as hard as we would work in any other sort of production, but whatever we have at the end is perfect just the way it is and the audience seems to connect to that."

She is effusive when she talks about performers who make this extravaganza of a show possible, a show that sells out every year. "They are so giving in their spirit and their willingness to work with students of all abilities," she says. "They will help any student achieve a life-fulfilling moment on stage so the kids feel like rock star. You know it's about being willing to share that lime light and these artists all come in with that open spirit and to be honest I don't think we would seek out artists who don't have that spirit. Not to mention their love of the community and what they want to give to the people in Richmond. They're the most amazing people I've ever been able to work with in my life."

Erin remembers last year's performance. "We brought back all of the local favorites and Jason (Mraz) came back, and Christina Perry came, and Renee Marie joined us, who is unreal," says Erin. "She's like light in human form, amazing. And KD Lang came and joined us. Phenomenal. She's a wonderful person."

A haze machine pumped out a steady froth of billowing clouds that reached a fourth floor dressing room where the sensor went off. It was two minutes before the curtain rose and suddenly there was mayhem. Strobe lights, alarms, the arrival of firefighters. Yet no one panicked.

"The students all reached out to support each other and when we saw that happening we realized that despite acting, singing

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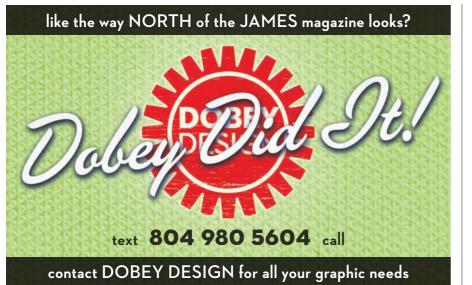
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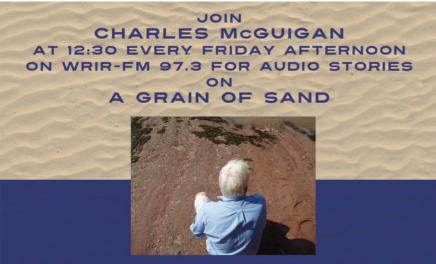
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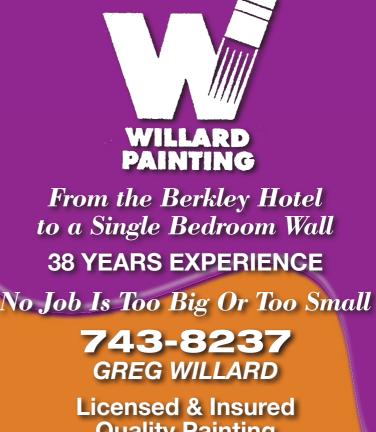
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and dancing we'd done our job because everybody was there to help each other and they were more focused on each other than themselves and that's the whole point of this program," Erin says.

And when Erin apologized to K.D. Lang, who was standing next to her backstage, the performer said: "It's good, it's all good."

There are times when Erin cannot believe Live Art is real. She cannot believe it happens and thinks it may be driven by something much larger than anything we know. "This whole thing is bigger than just an idea," she says. "It's almost like this thing was predetermined in some strange way. The universe said, 'Okay this needs to happen.' And it opened up and all the artists jumped onboard and so we're all just going along for the ride. That's almost what it feels like."

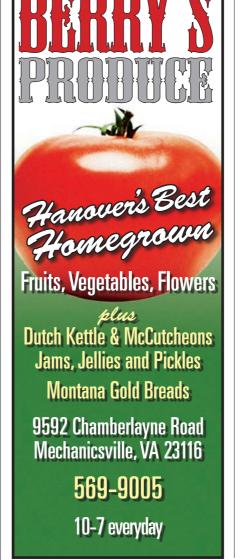
And as far as anyone knows at this point, Live Art is a singularity. "We have not found a program exactly like this anywhere in our country yet," says Erin. "There are a lot of stellar performing arts programs for youth. There are many stellar special needs programs. But not a fully inclusive arts program with classes structured this way that culminates in this type of performance in the end. There's nothing quite like this. So we have been sharing it with other communities. Hartford, Connecticut. San Diego." though, is no mystery to this woman who conceived it. "Why should any child walk through this world feeling bad about themselves?" asks Erin Thomas-Foley. "That should never happen. There's no reason for it and I know human tendencies. There's all sorts of mean-spiritedness that can come out, but why can't we teach children to be a different way, to see and receive positive affirmation for being a nice person, for being kind. That's what it comes down to for me. We're only here once, why don't we help everybody enjoy it."

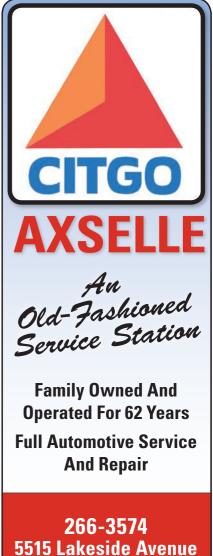
Part of me wishes that principals in public schools from across the Commonwealth would sit in on sessions of Live Art and meet the teachers there and seek the advice of Erin Thomas-Foley, so they might learn how it's done, how you ensure a child's safety, how you nurture, how you teach humanity along with the humanities. Because my son, Charles, who was so damaged by bullying that he is now being treated for a disorder that afflicts soldiers who returned from wars in Iraq and Afghanistan, asked me one simple question, and he asked it over and over again: "Daddy, why can't schools be like Live Art?"

For which I have no answer.

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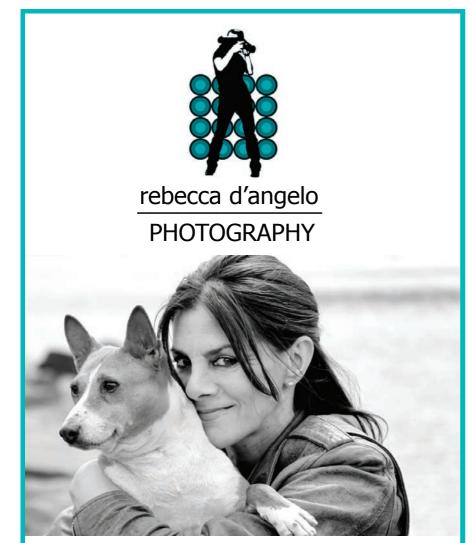
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