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A goofy-looking man steps into a still camera shot of a lone bear in the grass only a few hundred feet behind him. While the viewer tries to make sense of the juxtaposition of man and wild before them, Timothy Treadwell dives into a monologue about what it takes to live among bears. To survive, he explains, one has to be strong spiritually and mentally, for he believes confidence and mental fortitude give him power over these giant creatures. “I will not die at their claws and paws. I will fight. I will be strong,” said Treadwell.

According to his parents, Timothy was raised “like a normal kid.” He had a fascination with animals as a child, but he grew up just like any other American teenager.

Timothy went to college to swim but soon dropped out and moved to Hollywood to become an actor. After not getting a major role he in an audition, Treadwell turned away from acting and turned towards substance abuse. Eventually, saving the bears became a priority for Timothy, and he knew in order to do so he would have to sober up.

Then Timothy decided that he had to live among grizzlies to understand and protect them.

Treadwell developed a strong attachment to the bears; it was a dependence of sorts. He lived four months of every year spending time with grizzlies. While he had many friends that supported his passion, he had many critics as well. A bear expert in the film believed that Treadwell did more harm than good by familiarizing himself to the grizzlies. He made them more likely to approach other humans—this being a potentially fatal encounter for both parties. However, many of Treadwell’s loved ones that were interviewed fully supported his mission. He even brought along his girlfriend, Amie Huguenard, on his final trip.

Tragically, both were killed in a bear attack at the end of the summer—hours before they were to be flown out of Kodiak Island. Many of Timothy’s experiences were immortalized in his film, even his death; there is a gruesome audio recording of he and Amie’s final moments (not included in the documentary).

Timothy and Amie’s deaths hit their close friends hard. Treadwell’s ex-girlfriend went so far as to say that she “felt like his widow” in an interview. Due to Treadwell being part of a group dedicated to helping the bears, many people looked up to Timothy. For many, his death was not entirely a surprise, yet it was certainly a tragedy, and he made a permanent impact on public perception of bears. Whether his impact was positive or negative, it was certainly profound.
Who Needs Fireworks? GSE Celebrates July 4th

By Sharanya Ananth

Festive attitudes abounded throughout the day on the Fourth of July, with students wearing their most patriotically-colored clothing, making campus look like a swath of red, white, and blue. Students also noticeably enjoyed Independence Day cake in the dining hall for lunch, but the real festivities kicked off at 7 p.m. in the Quad. The area near the fountain quickly was filled up with students blowing bubbles and taking pictures of one another, and the atmosphere was generally joyful. Also, Site Director Laura Sam was seen directing kazoo choirs near the fountain, which played classics such as the Star-Spangled Banner, Yankee Doodle, and America the Beautiful.

Other activities were hosted around the Quad, such as the popular five-legged race on the Brewer Quad, the Obstacle Course on the Stringfield Quad, and the Football Toss on the Faircloth Quad. The line for Henna art in Vann Parlor stretched long throughout the celebrations and well into Quad time. Face paint was also popular, as students across the Quad could be spotted with designs such as flags, stripes, hearts, and fireworks on their cheeks.

Another major attraction was the impromptu band, a conglomeration of many different instruments played by Faculty, Staff, and TACs. They played American big band classics, and students reveled in the spontaneous nature of the music, as all the musicians were only sight reading without having practiced together before.

Students continued the Euchre craze, in true Governor's School East spirit, at assorted tables across the Quad and first floor parlors the residence halls. Others were seen playing dominoes or playing the keyboard in the Brewer parlor.

The festivities on the Fourth of July were an occasion for all students to come together and celebrate that which joins us. As young Americans, we often feel responsibility for the country, and this holiday is a chance to celebrate that unity, devotion, and patriotism while looking introspectively at the nation we call home.

Students Amaze at Open Mic Night

By Jaelyn Wilson

Open Mic Night was a popular event with a huge turnout. Not only was each seat in the auditorium occupied, people also sat in front of the front row almost eliminating the stage. Throughout the performances there were multiple laughs and snaps; there were even some standing ovations.

The first performance consisted of two singers accompanied by a guitar followed by poem readings, spoken word performances, standup performances, and songs which caused the audience to radiate with warmth and support. There was not one performance that did not receive a roar of applause or various “whoos.”

Inaya Rivera, a 17 year old girl from Jacksonville, NC, was one of the performers at open mic. In her high school English class Rivera was given an assignment which required her to write a spoken word poem, it was an assignment people consistently complimented her on. Being in the audience for the first Open Mic encouraged Inaya to go forth and share one of her works despite her “horrible stage fright.”

Two GSE members were asked what they thought of Open Mic Night.

“I thought it was good. My favorite performances were the girl who did the poem about introducing herself and the girl who did the Dear Carolina poem...and also Griffin,” said Wisdom.

“It was amazing to be surrounded by so many talented people. GSE is so very talented,” said Mackenzie.
French: More than a Language

By Jacob Woody

When people think of France they often think of baguettes, black and white striped shirts, and the Eiffel Tower. When people hear the French language they often think of the beautiful melodious flow that is the main identifying factor of the language.

These stereotypical images are impressed upon every culture and these stereotypes are studied in the GSE French class. Most French students wrote about how stereotypical images have been problematic in modern day societies. Topics chosen included the burkini, the Bathroom Bill, and terrorism. The common thread amongst these essays is that people take a single jaded image of a culture and allow that to dominate their image of said culture.

In class we discuss how the French have created these stereotypical images through their colonization of North Africa and the Middle East, or as it was known “the Orient.” Most discussions are conducted in French and are focused on the French colonization of Algeria specifically. These discussions are often facilitated by our TAC Elijah Andrews, since he has extensive knowledge on the subject acquired by studying French and Arabic at Davidson College.

Our instructor, Jordan Bessette, provides us with enlightening readings, films, and works of art to focus the class discussions. These various assignments and supplemental materials include works by Assaid Djebar, Edward Said, Eugène Delacroix, Picasso, Ousmane Sembène, and Gillo Pontecorvo.

The trait that all of these people share is that they have work that pertains to Orientalism in some way. For example, Delacroix painted the infamous Les Femmes Algeriennes dans Leur Appartement which is an overssexualized, whitewashed image of four Algerian women which contributes to the problematic image of Orientalism.

Conversely, Edward Said is a professor at Columbia who published a detailed work about the problematic nature of Orientalism titled Orientalism.

Aside from assigning us reading about Orientalism, Jordan likes to use the word problematic, talk about euchre, and throw shade. When asked about Jordan’s euchre skills a reliable source said, “He’s okay, which is a lot better than he used to be.”

In order to keep a light atmosphere after our very dense discussions about Orientalism, Jordan will often say things such as “a jamais” to passing strangers.

Isabella Baker once said, “Colonialism was neither an unstoppable force nor an immovable object. It was a reason for the word problematic to be used as often as possible.” Baker added, “But truly, this class has expanded my knowledge and way of thinking when I see depictions of the Orient in modern society.”

French is a truly beautiful language, however it has dark ties to imperialism that many Western countries also share. Here at Governor’s School East, the French students learn about how these dark ties have created an image of these “Oriental” countries that still exist today. They learn how to recognize and challenge other people’s views of this false ideal of the “Orient.” Together, we can remove the stereotypes and false images of these countries, and celebrate and love our differences rather than being terrified of each other.

Photo by Kelsey Rector
Students at Governor’s School East with a focus in Instrumental Music found the transition from a structured curriculum to a creativity-oriented one that is challenging yet intriguing. Under the direction of Kiyoshi Carter, Brandon Tesh and Kevin Streich, the very first day of class included the special task of students going head-to-head against their peers to compose entrance music for Site Director Laura Sam at that evening’s Convocation.

Percussionist Riley Hook explained that the competition opened the gate for students to express their musical ideas and become “more comfortable with making [these] ideas come to life” during brainstorming sessions.

On Saturday, June 24, the lingering rain threatened to postpone “Soundspace,” which was the Instrumental Music students’ first official performance of the session. Fortunately, the instrumental music students were able to play that night at 8 p.m. “Soundspace” was an interactive concert in which audience members were invited to walk to five separate locations around campus to experience the student-created pieces tailored to specific environments and locations. The locations included the Cate Student Center, the Johnson Building rotunda, Jones Auditorium, Jones Chapel, and the Science and Math Building rotunda. From ethereal to unsettling to regal tones, the pieces wildly impressed fellow Governor’s School peers.

When asked about his experience composing and rehearsing with the Instrumental Music students, horn player Sebastien Silvers said, “It’s nice to be in an environment where each individual wants to be there. Ensembles usually don’t have that and it can drag everyone else down. It’s not like that here and that’s why I love it.” Many students praised their peers because of their intense passion for improving their craft and their involvement as a team in creating a satisfactory final product. Alto saxophone player Ben Wallace said, “Rarely do you get the opportunity to work with brilliant people in a brilliant venue.”

Team Instrumental Music- or as some call it, “TIM”- is truly a family in this respect. Many students even got henna tattoos on their wrists spelling out “TIM” during the Independence Day celebration.

Traditional
In between the unorthodox creation of music, the instrumental Instrumental Music team has been working on a list of ensemble repertoire that will be performed on July 15.

Re-imagining
To close the 2017 session of Governor’s School East, the instructors of Instrumental Music have challenged the students to “re-imagine” an already existing work, whether it be a work of art, music, theatre, literature, etc. The students broke into unique groups, allowing for a new connection and brainstorming of ideas between their peers. This has become an increasingly challenging task for the students due to the wide range of concepts open to their interpretation. These works re-imagined will be presented in front of an audience at 7 p.m. on Friday, July 21. Students of all areas are invited to attend the Instrumental Music concert to view the final products created by these innovative minds.
Convocation with Suad Bushnaq

By Emmy Soll

“It’s extremely important to be true to oneself,” Suad Bushnaq said, as she described her experiences as a film and concert composer. Bushnaq visited campus Monday evening to speak to students about her career as a musician, the challenges she has faced, and how her identity ties into her work.

Born in Jordan to Syrian and Bosnian-Palestinian parents, Bushnaq is known for incorporating parts of her identity into her music. “It’s not about shying away from your identity, but rather a question of how you feel comfortable expressing it,” she noted.

Bushnaq’s own identity is expressed through a mix of Middle Eastern and Western styles in her compositions. Lamma Bada Yatathanna (When She Begins to Sway) is a piece that showcases Bushnaq’s ability to blend jazz, baroque, and middle-eastern styles.

Bushnaq also explained the challenges she faces as a woman in a male-dominated field. “I don’t want to be chosen [for a position] because I’m a woman,” she stated, and implying that she would rather be chosen for her proficiency in her work than for her gender. “Always prove that you are proficient in what you do,” Bushnaq added.

Bushnaq also gave students a recipe for success. She believes that success is 25% hard work, 25% talent, 25% marketing, and 25% connections with others. When branding original pieces, Bushnaq encourages composers to create their own website, post their songs on it, and to “let your work do the talking.” However, she stresses the importance of creating a balance between professionalism and one’s personal life online.

Today, Bushnaq is one of few Arab women composers in the world. Her concert music is comprised of works for solo, ensemble, and electroacoustics. Bushnaq is also known for creating film scores. She has created music played in Seattle, Dubai, and Edinburgh International Film Festivals.

When asked about her work, Bushnaq said that she enjoys sitting in the audience and hearing her music played rather than performing it herself.

The Art Walk: Field Trip to N.C. Museum of Art

By Romy Whitesell

This Sunday nearly 140 GSE students made the walk to the North Carolina Museum of Art (NCMA). Starting around 10:00 AM, the Art Walk was a scenic community event that many enjoyed. As students walked towards the museum, billboards with artistic photos placed among the trees could be easily seen, providing an exhibit along the path. About 20 minutes after departing Meredith’s campus, an uphill climb revealed the Museum’s outdoor sculptures. Large iron rings and other giant, more colorful pieces were spread out over the hills behind the Museum. Once the group arrived students were given the option of exploring both the East and West buildings. The West building is home to the Museum’s permanent collection, housing a unique variety of artists including Claude Monet, Hans Hoffman, Auguste Rodin, and Kehinde Wiley to name a few. One French student, Jacob Woody, shared his impression of the art walk and of the West Building’s collection, he said, “I thought the Art Walk was a great way to make an art museum an educational and inspirational experience. I enjoyed the sculptures by Rodin, especially the model of The Thinker, as well as the piece by Monet who is one of my favorite artists.” The East Building is now home to the NCMA’s new permanent African Art exhibit which features intricate textiles and wood carvings spanning multiple centuries. Students thoroughly enjoyed all the exhibits each building had to offer. Students also enjoyed the Museum Cafe and Gift Shop that had a variety of interesting art-themed socks, pins, and prints students could buy. Social Science student Beth Wiesinger was especially taken with the Museum stating, “The NCMA has the most extensive and beautiful collection of art in the state. From intricate African textiles to classic Monet, each work is impactful. I thoroughly enjoyed this opportunity to experience art with good friends.” Many other students echoed this sentiment. Nearly everyone took pictures of the art or with the art, and for quite a few students the photography that came out of the Art Walk was the highlight of the trip. After nearly two hours roaming around the museum’s entirety the group headed back to campus with a general consensus that the NCMA was well worth the walk.
Faculty Members Inspire during Lagniappe

By Avni Kulshrestha

Governor’s School has been a journey unlike any other; filled with unique experiences and memories to last a lifetime. GSE has provided students with opportunities for growth and development within their respective disciplines. One such event was the Lagniappe (lanˈyap)- an hour long assembly which featured exciting, novel, and amusing performances and demonstrations from various GSE staff members.

Prior to the assembly, most students were unsure of what the unusual convocation would be about. Dishant Patel, a math student, said, “I don’t know what Lagniappe means, but I hear this assembly will be a special one. I’m excited to see what the GSE staff has in store for us.”

The English Department began the evening with a beautiful poem that touched the heart of each member of the audience. The Social Science department took the stage next, presenting an impactful video demonstrating the power of words. Next, the French department stumped students with the notorious tongue twister, “Si mon tonton tond ton tonton, ton tonton sera tondu”. The Math Department presented an exhilarating demonstration of a fascinating mathematical conjecture which left students sitting on the edge of their seats and waiting for more. This was followed by an innovative demonstration in which the Dance Department edited an old film to the tune of “Set Fire To The Rain” by Adele. The Area III teachers created a short video about individuality. This is a vital component of the Area III curriculum. The Area II teachers next took the stage, presenting an exciting rendition of 4’33- an infamously silent piece composed by the legendary John Cage.

Joseph Delmastro, a Natural Science student, said, “I first was confused why the teachers were silent but looked like they were about to play. I quickly remembered the passage on a standardized test and was not able to stop laughing for the entire performance”.

GSE’s Lagniappe concluded with a rousing production from the Music Department. Jones Auditorium was filled with applause as two staff members performed a clapping song. It is safe to say that following the Lagniappe, every GSE student was left in awe. Social Science student, Siona Kshirsagar, said, “I was amazed by the staff’s diverse talent. I feel grateful that I have the opportunity to be taught by these amazing individuals at Governor’s School East this summer.”

Leaving the convocation, all students were very pleased with Lagniappe. It was a perfect opportunity for students to get exposed to what is taught in disciplines other than their own. Many students gathered in the Quad to discuss their teachers performances. Some even tried to reenact the clapping performance done by the Music Department. Others discussed why words matter (from the Social Science presentation), the poem by teacher Chuck Sullivan, or Lagniappe in general.

The Governor’s School East staff amazes the students every single day with their immense talent and knowledge. The students are truly thankful to be able to learn from such dedicated and empowering people. Lagniappe will never be forgotten by the entire GSE community.

Photos by Elly Sprinkle
Area III: Mind Journey

By Moses Kamara

GSE students explored the mind in an imaginative, explorative activity known as the Mind Journey. The Mind Journey was a soothing exercise that provided students with the opportunity to absorb various experiences within the confines of Jones Auditorium.

Students allowed the music and narration to whisk them away into a variety of places that contained intriguing characters. Students closed their eyes and were taken from a tunnel with a light that compelled the beholder to draw closer to a village with discordant sounds. Students interviewed following their time in Jones generally agreed that the appeal of the Mind Journey came from its unique nature. The Mind Journey was truly an immersive experience and it subtly encouraged students to use their imagination to discover the unknown. The knowledge gained from participating in the Mind Journey will remain with GSE students urging them to enjoy the possibilities ambiguity can offer.

Building Community through Singing

By Daniel Hwang

The GSE Community was asked “Come out to the Community Chorus!” At Jones Chapel on Monday, GSE community members, including students and staff, responded with their full participation and their beautiful voices. Dr. Stuart Hill, one of the Choral Music Directors, wasted no time leading all the singers in a vocal warm-up and then breaking up the singers into their respective voice parts [Tenor, Alto, Soprano, Bass]. After singing a simple melody, a cappella style, the chorus started to examine copies of the song “Turn the World Around.”

The song itself has a deep history behind it that intrigued the directors in selecting this song. According to the composer Harry Belafonte, he ‘discovered’ [this] song in Africa. “I was in a country called Guinea. I went deep into the interior of the country, and in a little village, I met with a storyteller. That storyteller… began to tell this story about the fire, the sun, the water, the Earth… He pointed out the whole of these things put together turns the world around,” said Belafonte [Source: www.songsfact.com/detail.php?id=28617]

Many students and staff enjoyed the community chorus. Kamryn Cox, whose Area I is Choral Music, said, “It was interesting, and it was easy since I could read the sheet music. Usually our choir is all female, so it was interesting getting to sing with other guys.” Sam Johnson, whose Area I is Natural Science, said, “[The chorus] was fun. I never sang like that before.” Hannah Shoemaker, whose Area I is Social Science, said “[I] thought it was pretty fun. It’s only our second week meeting, so we’re still learning the song, but we learned a lot.”

The purpose of the Community Chorus spreads past good music. Laura Sam, the Site Director, founded the program 4 years ago, but with a different purpose in mind. She loves singing, especially with others, but she noticed that some people were discouraged from singing, even if they had the talent to do so. They might be discouraged by their family or friends, but this chorus allows anyone, regardless of their background, to have a voice and participate in creating music.

In Sam’s words, “Everyone has permission to sing.” She also commented that this year’s Community Chorus was “wonderful” and she had “so much fun making music.”

The community chorus managed to complete an initial rehearsal of the entire song with only two sessions of 45 minutes. The upcoming plan for the Community Chorus is to polish and rehearse “Turn the World Around” and perform it during the Variety Show. The directors feel very confident about the community chorus, especially for this year.

Stuart Hill said “If the community chorus keeps it up, [they] will be very successful this summer.”

Photo by Sade Proctor
Eliminating Sexist Practices in the U.S.

By Julia Murrow

Rape culture, or the normalization of sexual violence within a society, is surprisingly prevalent around the globe today. Even in more modern democracies, such as the United States, rape culture permeates the culture, legal system, and environment. Because of rampant misogyny, victims of rape and sexual assault are blamed by their peers and the atrocities committed upon them are justified by their abusers. Women are terrified to tell authorities about their assault.

According to The New York Times, an estimated number of 80 to 90 percent of rapes are never even reported to law enforcement. An endless cycle of sexism has infested United States for years upon years and to eradicate this malevolent chauvinism and rape culture it is our responsibility to invoke a cultural evolution that combats rape culture within the United States.

Cultural change is without a doubt an event that will take generations upon generations to actually occur, but there are some simple ways within the home that could create a small impact and eventually lead to a more large-scale cultural metamorphosis. Sexism is not an innate behavior, so teaching young children early on about equality of the sexes is principal in ending rape culture. As much of a banal cliche this is, children truly are the future. If parents, teachers, and other authorities relay to kids that females and males are completely and ultimately equal, then eventually that idea will sink in and as more generations of children grow and develop. In turn, the less prevalent sexism will become. Male livelihoods must not be prioritized over those of women, and as youths see this, the idea of gender equality will become the norm.

Media also plays a tremendous role in the cultural transformation. Often times in American television and film, women are portrayed as being one-dimensional and abusive relationships are romanticized. Glamorizing toxic relationships only leads your average everyday person to crave a relationship like that. Introducing healthy relationships into American media destroys the normalization of abuse and contributes to the decline of rape culture.

A more equality-based form of parenting and a less chauvinistic media will aid in the destruction of rape culture.

Despite rape culture seeming as an inevitable and unerasable aspect of life, through the evolution of the law and culture, there is a strong probability that the United States could eventually see to the extirpation of rape culture. It will be a difficult and seemingly endless journey, but one day, I have total confidence that the U.S. will no longer fall prey to the atrocity that is rape culture.

If we simply work to create awareness about both the presence and effects of rape culture, we can invoke change in our society. I am a firm believer that by simply educating people and yourself causes a ripple of change, therefore I encourage every reader to learn and generate awareness about rape culture in the United States.

Student Survey: What is your favorite thing about GSE so far?

- “I love how open and welcoming everyone is and how the staff is so awesome. They encourage us to think on our own and question things.” - Elli Alexander (Choral Music)
- “I am able to build close relationships with people - so close they share their food.” - Nico Defosse (French)
- “The atmosphere of friendliness!” - Kirin James (Theater)
- “Meeting new people!” - Arvind Madan (Instrumental Music)
- “Playing music on the quad.” - Beth Wiesinger (Social Science)
- “Getting to look at Emmanuel’s hair every day.” - Colby Stoner (English)
- “Euchre.” - Samuel Manske (Instrumental Music)
- “Everyone here is open to conversation about things that people aren't usually willing to talk about.” - Mitchell Jones (Instrumental Music)
- “Interesting to hear the way people speak. They aren't boring.” - Griffin Knock (Instrumental Music)
Submissions

Photo Gallery
Photos by Kelsey Rector
Ballet
Ballet is an art that takes time to master. This was probably evident after the first beginner ballet class. While being in the room, people shared smiles, frowns, groans, mumbles, laughs, and some teary eyes from the pain.

The instructor for the class was Hannah, the dance TA/C. She incorporated steps both easy and complicated and in the end, made it fun for everyone by allowing every student to jump over two objects any way they wanted. Students walked out of the building complaining of pain, but not one can say that they did not learn something.

Swing Dance
“You have to let your hands do the talking,” said swing instructor Kelsey Rector. “Swing is a social dance, so don't be afraid to ask someone to dance. They won't say no!”

The swing elective was filled with jazzy notes and excited chatter as students learned how to do various dance moves such as the belt turn and cradling your partner. The studio theatre filled up quickly, with 150 students in the first session, then roughly 60 in the following sessions. Since the elective has passed, swing has taken to the parlors, the quad and even the dining hall during free time. It has forged new friendships and sparked conversations.

Salsa
Governor's School East is a very zesty campus. We are filled with an extremely talented campus. However, if you are like me dancing was never a strong suit. Here all are given the opportunity to step, rather dance, out of our comfort zones. Salsa has offered us this such outlet. The Salsa classes began with a lesson in the basics. First teaching the basic forward and back three step. Then we learned the side step. This class also included turns such as the back turn, the pivot turn, and a combination of the two.

Each of these steps was followed by a practice to real music. This allowed all of the students to practice well. Although during the first lesson, the space was minimal as a result of the popularity. The second was equally filled but in a larger, cooler room.

During this second class partner steps were taught. Turns and basic steps were taught here as well allowing the students to dance together.

Euchre Crazes Campus

There's a game tricking our campus. Euchre is a card game for four played with the card nine through ace. Two partners sit across from each other. Without speaking to each other, table talk, the two partners work together to win by getting ten points. A team wins point by winning rounds. Each round consists of five tricks. Before a round can start however, the trump suit must be determined. In order to determine the suit the dealer deals out five cards to each player. First two cards to the play to their left, then three to their partner, two to the player on their right, and three to her/himself.

Then they go around the circle again rounding all the hands to an even five. Then the dealer places all extra cards, or the kitty, in the center and flips over the top card. Then the player to the left of the dealer decides if they want that to be the trump suit, the suit that wins over all others, if they do the dealer picks it up and places down a different card, if not the player passes. Then a trick is played when each player lays down one of their cards, starting with the individual left of the dealer. The highest card wins.

In the trump suit the highest card is the Jack of that suit, then the other Jack of that color, these are called the Bowers, then onward with the normal hierarchy of the game. All the other suits are in normal order. After all the tricks have been played the points are tallied. If one of the teams wins all five tricks they receive two point. If a team wins by having three tricks and they called the suit they receive one. And if a team wins by having three tricks and they did not call the suit they receive two points, this is called a Euchre.

If you want to play this game it is constantly being played in all the parlors and the small tables during most of the meals. All of Governor's School East has bowed down to Euchre, the Jack of all games.
Life Outside GSE: What’s Going On?

By Randy Whitehead

While contently immersed in the bubble that is Governor’s School East, it might become easy to lose touch of local, national, and international news. Fear not, The Flame has your current-event needs covered! Here’s your weekly briefing:

Suicide Attacker Takes at Least 20 Lives in Central Damascus
According to James Masters, from CNN, on Sunday, July 2, a suicide bomber in central Damascus blew himself up and took the lives of at least 20 people, according to reports from the Syrian Foreign Ministry. Dozens more were injured, some of which included children, and the injuries range everywhere from minor to severe. The Damascus authorities had been pursuing three cars they believed to be suicide bombers. They were able to intercept two of them, but the third detonated before they were given the chance to destroy it, and it detonated near Al-Tahrir Square. Unfortunately, events like these have been occurring in Damascus since the Civil War began, and it doesn’t seem like they are going to stop anytime soon.

Eight French Civilians Injured Outside a Mosque in Avignon
According to BBC News, at 10:30 p.m. local time on Sunday worshippers leaving the Arrahma mosque in Avignon were approached by two hooded shooters. The shooters, armed with a handgun and a shotgun, arrived in a Renault Clio before proceeding to open fire on the crowd outside the mosque. Though at first glance this tragic event may seem like some sort of terrorist attack, the authorities have ruled that out as a possibility. Four of the worshippers exiting the mosque were injured, and a family of four suffered shrapnel injuries from over 150 feet away. According to news sources, two of the 8 injured were hospitalized, and the worshippers were not the intended target. Laure Chabaud, a district magistrate, said that the event was most likely a dispute between youths gone awry.

New Island Off the Coast of North Carolina
According to Tia Ghose, from Livescience, a new island has cropped up off the coast of the Outer Banks near Buxton, North Carolina. It became visible in April of this year but over the weeks has grown to become a mile long and nearly 500 feet wide. An explorer of the island, Janet Regan, took her 11-year-old son to the island, and he named it Shelly Island, in honor of the copious amount of seashells on the island. Though the island is beautiful and has piqued the interest of many explorers, but public officials encourage the general public to avoid it. The island itself is not accessible by foot, and the riptide is incredibly strong. The water around the island is known as a habitat for a large amount of sharks and stingrays. So, though Shelly Island may make for an incredible adventure, officials suggest that only experienced kayakers and swimmers visit the island.

North Korea Successfully Tested an Intercontinental Ballistic Missile
This week, North Korea successfully tested an intercontinental ballistic missile that supposedly would be able to reach as far as Alaska, reported Elise Hu, from NPR. As of right now, however, there is no guarantee that North Korea has the ability to attach a nuclear warhead to that missile. The South Korean and Japanese Militaries analyzed the flight of the missile and say that it flew about 600 miles and reached an altitude of 1,500 miles. It flew for 40 minutes before it landed in the Sea of Japan, within Japan’s marine economic zone. East Asia is tightening the reigns on North Korea, as is the United States, in hopes of ending the possibility of anymore future conflict.

Man Released From Prison After 23 Years
DeMarlo Antwin Berry was arrested and imprisoned for a crime did not commit and now, 23 years later, he was released. According to Fox News, after being in prison for over two decades, he now fails to recognize his hometown of Las Vegas. Last Friday, he sat along with his wife and his lawyers that, after years of hard work, were able to exonerate him. Berry said he looks forward to a steak and fries at dinner. He also revealed that he wants to go to barber school and live a normal everyday life. Nevada is one of the 18 states that doesn’t offer compensation for wrongfully convicted prisoners, and it is likely that there are many more prisoners who, like Berry, are innocent. Hopefully, events such as this will show Nevada what they are doing people harm and bring about the necessary change.
Humans Vs. Zombies

By Sam Cryan

Humanity recently faced its darkest hour; zombies had overrun the campus, and nobody was safe. A single touch from one of the green-wrist banded monsters would begin the ten minute process of conversion into a zombie. It was up to 53 brave students to find a cure and save the world. Clues trickled in from the outside world through a single twitter page, @HvZGSE, directing the humans to find three parts to a radio tower, to rescue a scientist, and then find five parts to a cure, all within four hours.

Luckily, the zombies had a major weakness. “S.O.C.K.S.™” were able to stun a zombie for five minutes. Also, humans were able to form a safe zone outside the library, where they were free from zombie infection.

The humans, armed with as many S.O.C.K.S. as they could scrounge up, scattered throughout the infected zone, searching for pieces to build the initial radio tower. As members of their ranks were turned into hordes of zombies, the humans were forced to group together and work together.

The discovery of an immunity necklace didn’t hurt. Once the radio tower was built, the humans received a call from the outside world, a scientist had touched down in Weatherspoon and needed to be brought to Johnson Hall. The humans were able to bring her safely to the hall where she informed them about the five parts of the cure, conveniently scattered throughout campus. The final search was on.

Ultimately, after a harrowing three and a half hours, the humans were able to complete the cure with thirty minutes to spare. As the final part of the cure was released and all the zombies returned to humans, several facts were brought to light. The first startling revelation was that this infection had occurred every year for nine years, and the humans weren’t always able to survive. In fact, this was only the third time that humans were able to release the cure. The other major thing fact learned was that the entire event was orchestrated by JJ Sylvia, an Area II teacher. However, he has currently escaped custody, who knows when he may strike next.

Meme of the Week

The "Lagniappe" starter pack

Are you an artist, poet, author, songwriter, or creative student looking to have your work under the spotlight? This is the place for you! The publications office is on the lookout for weekly submissions highlighting your creativity. Each week, one or more submissions will be chosen to be highlighted in the creativity column of The Flame. This is a great opportunity to share your works with the greater GSE community. Send your submissions to gsepublication@gmail.com. Happy creating!
A Review of “Under the Sun”

By Angel Nugroho

On Friday, June 30, a showing of Under the Sun attracted many Governor’s School students to Ledford 101. Under the Sun follows Zin-Mi, a young girl joining the North Korean Children’s Union. Instead of a standard documentary consisting of interviews and unscripted events, the Russian crew must follow an assigned script and travel the country with an “escort service.” This mandated propaganda film forces director Vitaly Mansky to make constrained creative choices. Despite such a major limitation, Mansky still creates a stirring film that reveals what it means to grow up under the North Korean flag.

Mansky’s choice to continue filming in between scenes provides a behind the scenes look at agents feeding Zin-Mi and her family lines. The use of wide shots and repetition of scenes further uncovers the covert influence of these controllers. Many of the clearly-scripted scenes, purposely oversaturated with intense color and joy, are juxtaposed against long sequences of the seemingly barren and cold city of Pyongyang. Mansky manages to artfully divulge a darker state of mind underneath the facade of the North Korean government. These sequences are also combined with a powerful soundtrack, virtually directing the audience to look closer at surely mundane scenes. This concept is what Mansky invites in every moment, scripted or unscripted, calling the audience to realize the troubling aspects of the North Korean government, education, and mindset.

The subtle choices in editing, sound, and even color grading sets up an immediate active watching experience. Even under strict limitations set by North Korean officials, Under the Sun conveys an unthinkable amount of information.

In a CNN report, the documentary has received many other exceptional reviews and awards, though, unsurprisingly, the harshest critics are North Korean authorities along with Zin-Mi’s family.

Despite demands to block the film, Under the Sun has had several film festival showings and limited theatrical releases. Though born out of restrictions in dialogue and action, Under the Sun, directed by Vitaly Mansky, grows into an artistically crafted and compelling story.

Challenge Results

The Area I challenges of Math, Natural Science, and Social Science are open to all students regardless of their discipline. This week, a myriad of students participated. The current leaders are as follows.

Math Challenge Leaders, Week 3:
Daniel Hwang (Math): 16
Mariusz Derezinski-Choo (Math): 15
Daniel Haller (Natural Science): 11
Tyler Zickmund (Math): 10
Sam Cryan (Natural Science): 6
Morgan Opela (Math): 10

Natural Science Challenge Leaders, Week 3:
Daniel Haller (Natural Science): 26.5
Mariusz Derezinski-Chao (Math): 23
Mithin Ragunathan (Natural Science): 21

Social Science Challenge Leaders, Week 3:
Annika Allen (Art): 29
Connor Rokos (Social Science): 27.5
Daniel Zhang (Social Science): 25.5

Week 4 Challenges: Tuesday, July 11: Natural Science Challenge, Wednesday, July 12: Math and Social Science Challenges
Guest Writer: Stuart Hill

**Doctoring, “Smartness,” and You**

*By Stuart Hill*

I learned something this spring that intrigued and challenged me. In a New York Times article that discussed Secretary of Health and Human Services Tom Price, the author called the secretary “Mr. Price” on second reference, even though Price is a physician who earned his M.D. from no less than the University of Michigan. Why not “Dr. Price”? I discovered (thanks, Google) that the Times’ style guide reserves the “Dr.” honorific for physicians who currently practice, and Secretary Price, having left medicine years ago to pursue his political career, does not qualify. “Mr. Price” it is.

I am not a medical doctor—for this, we should all be grateful—but I did complete my Ph.D. in music education last year and, in certain environments, hold being called “Dr.” very dear. I worked hard on my degree, and wearing the title feels like a just reward at the culmination of an arduous journey. Further, asking my undergraduate students at Webster University to call me “Dr. Hill” clarifies both the role I play in their lives (I am their professor) and the role I play in the field (I am a collegiate educator and a scholar). Still, I found an instructive parable in what I learned about “Mr. Price:” if you are not “doctoring,” you are not a doctor. If I am doing it right, “Dr. Hill” should signify an identity I continually pursue, not a static label I earned once and therefore wear.

Of course, we love static labels, especially when it comes to core traits like “kind” or “smart” or “patient”—but personality research may not be on our side. I highly recommend the NPR podcast Invisibilia and especially the episode entitled “The Personality Myth.” Part of the episode’s argument is that each of us is a mixed bag of behaviors whose apparent consistency stems not from a fixed, essential “you,” but rather from the consistency of the environment to which you are responding when you behave. On most days, you wake up in the same bed, go to the same job or school, see the same family, friends and colleagues, and participate in the same activities. Conceivably, were your circumstances to undergo significant change, so would the stimuli in your environment and the behaviors you enact in response, and thus you might be introduced to quite a different “you.” Maybe that internal, reliable sense of “who you are” is mostly just a story you tell yourself.

So, I present this question: what if there is not much about the essence of you that makes you naturally “smart”? This is quite a question to ask at a place like GSE, for students and staff alike. What is the “smartness” that got you here, and how did you come by it? How was that “smartness” measured, and are those tools fair and just ways of determining your intellectual capacity or promise? What about the inequitable distribution of resources and advantages that fuels some individuals’ academic success but stymies others? (What if the very notion of “smartness,” socially constructed as it is, is shaped by those same inequities and thus not readily available to all?)

I certainly cannot answer those questions in these 750 words, but I can tell you this: I am a college professor who participates in the admission process, and I have become totally confused about what it means to be “smart.” The institution where I teach does not have the national profile or prestige of my undergraduate alma mater, but I seriously doubt that my classmates and I were any “smarter” than the students I currently teach. I am increasingly convinced of the value in viewing “smart” as a (set of) thing(s) we do rather than a thing we are, just as I have come to believe that “Dr.” is a thing I do more than a label I earned. Though the traditional, lamentably narrow, culturally skewed markers of “smartness” (test scores and GPAs among them) may earn you admission to that posh institution that tops your list, and while that accomplishment may confer further advantages, there is much more to “doing smart” than hopping from hallowed hall to hallowed hall, and there are many places where the journey of “doing smart” can begin and many places where it can lead.

In your waning time at GSE, I invite and encourage you to plumb the depths of your smartness, even as you shed the constraints of its traditional definition, and I encourage you to seek the broad and varied “smartnesses” that are active here. Do good work that both earns you the labels you wear and prompts you to question their veracity. And, for Pete’s sake, enough talking about AP scores.