

THE EAST BEAST

THE IRREGULAR WEEKLY AT NC GOVERNOR'S SCHOOL EAST

Racing to the Finish

By Kaleb Sells

Sweat dripping off of your body, shirt soaked because of the heat you've endured (and the bottle of water you poured on your head), and your body aching from the long stretches you've sprinted. That describes what it was like to run the Meredith Mile in GSE's first-ever Meredith Mile Relay. The event was a relay race in which eight teams of five members ran the Meredith Mile in segments and had to complete tasks after every segment. Each team paid a five-dollar entrance fee, which supports the Governor's School Alumni Association. Teams included people from all walks of life, ranging from a team of track and cross country state champions to a team of people with no prior running experience looking to have fun (that would be my team).

The relay itself was split into five different segments: four half-mile segments and one full mile. At the start, three members of each team stayed to complete the task of labeling the states of the United States of America. After this was completed, the first racer ran to the back of the Belk Dining Hall, where they tagged the second racer to run back to the starting line. Then, three team members at the starting line were tasked with knocking a ball off of a cone. After this task, the third racer ran behind Belk and tagged another person. Finally, the teams completed an algebra problem, after which the final racers completed the Meredith Mile.

Adrenaline rushes, teamwork and the awesome feeling after running are all reasons the Meredith Relay was an unbelievable experience. Every team

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GSE Boasts a Variety of Talent

By Sara Wong

The lights dimmed and a hush came over the crowd. Jones Auditorium was filled with curious students contemplating the outcome of the one and only Variety Show. Will it be like a typical talent show? More like an open mic? What kind of talents do GSE students have?

Luckily, no matter the questions asked, not a single person on campus was disappointed after the hour-and-a-half show. The lineup of acts fit the title of the show nicely, as no two acts were quite the same. The student body demonstrated a range of reactions from laughter to pure amazement as they witnessed their fellow students express their cultures, hidden skills, and creativity. Whether listening to a powerful spoken word piece about

oppression or a student-made arrangement of a pop song, the audience responded with enthusiastic applause. The students expressed admiration for their talented peers by giving standing ovations when a piece truly moved them. But the show wasn't left to just the performers, as between each act an emcee continued its momentum by sharing cheesy jokes with the crowd. The audience giggled as these emcees occasionally pulled in GSE Site Director Laura Sam for a casual conversation. At one point, they tested the limits by slowly lifting their lanyards from their necks, with Laura as witness. Thanks to the enforced Governor's School rules and fear of study hall, all four students never fully removed their necessary accessories, but they

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Negotiating the GS Aptitude Test Requirement

By Avra Janz

Dharma Peterson had run out of time.

She had only answered half of the questions on an assessment that, to her, “resembled an IQ test.” Normally, “trivial ... questions about shapes and patterns” would not cause what she described as “a lot of anxiety,” but this aptitude test was high-stakes. It would determine whether or not she would be eligible to apply to Governor’s School in 2014.

Aptitude tests similar to the one Dharma took “have historically been a part of the Governor’s School application process,” according to Matthew Reid, Area II instructor. Prior to this year, applicants were required to score at least 92% on an aptitude test to qualify to apply to Governor’s School, though scores were not used for selection purposes. But the requirement was scrapped for applicants to the 2015 and 2016 programs, and administrators are currently in the process of deciding whether or not to make the change permanent. Tom Winton, Coordinator for the Exceptional Children Division of the Department of Public

Instruction, described the two-summer hiatus as an “experiment,” with the “hypothesis [that] if you take off the aptitude test requirement, it will more readily allow schools [to supply nominees].” Along with other members of the Governor’s School Board of Directors, Winton is currently evaluating the experiment’s midterm results in an attempt to reach a definitive decision.

But opinions lean both ways.

On one hand, the test is “difficult to administer, expensive, and hard to schedule,” in the words of Winton. It has been condemned for unnecessarily excluding some students from applying and for its irrelevance to the Governor’s School program. Laura Sam, the GSE Site Director, noted that the curriculum of GS itself involves no test-taking. Dharma concurred, arguing that “Governor’s School is about a variety of students with unique traits and abilities coming together,” and that the aptitude test may prevent some capable students from doing so. Since she was unable to complete all of the test questions, she left her testing site “feel[ing] unqualified and disappointed,” an experience quite contrary to the Governor’s School ideal of empower-

ment.

On the other hand, scores “mean the same thing, no matter who takes the test,” according to Winton: unlike grades and extracurricular activities, which vary from school to school, test results are standardized. In some school districts, it can be difficult to distinguish between large numbers of applicants, and the test is a means of narrowing the pool. Winton said that to admissions councils, it “stand[s] for ... reliability and confidence” in such situations.

Even if the aptitude test requirement is done away with for good, individual school systems may still require testing, Winton said. Students like Dharma will still have to meet a score threshold on an achievement test, like an End-of-Course test, to be eligible to apply to Governor’s School, so test anxiety is likely here to stay.

But for the time being, questions remain: what is the meaning of diversity at Governor’s School? What are the ideals Governor’s School aims to emulate? And how can students who model these ideals best be identified?

Thanks to Tom Winton, Laura Sam, Dharma Peterson, and Matthew Reid.

HUMANS OF GSE BY BRANDON MABE



What are your feelings toward leaving GSE?

Cassidy Soutter: It’s very sad. At the same time, I’m grateful to have had an experience I’m going to miss.

Nash Consing: Pretty sad, but it was a life-changing experience.

Angel Stanley: It’s going to be a bitter-

sweet type of thing because of all the friends I’ve made and how accepting everyone is here.

What have you learned from GSE?

Cassidy: I’ve learned there is something great in every day and that everybody is loveable even if they’ve made mistakes.

Nash: I’ve learned that knowledge is a good motivator and that it’s okay to be emotional at times.

Angel: What haven’t I learned? The main thing, I guess, would be to think about things from a grander and broader perspective.

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still shared laughs with the crowd over their risky behavior.

Overall, the best moments in the show arrived unexpectedly. Eyes widened when a jump rope star came on stage with moves that were unimaginable for those not involved with the trick side of jump roping. Another crowd favorite involved an Indian musical performance that used an instrument many had not heard of in the past. “The Variety Show was amazing. I mean, I always knew I was surrounded by talented students, but I never realized the extent of their talents,” English student Molly Winslow said. The majority of GSE students seemed to feel a similar way as they stepped out the auditorium in awe of their peers.

Alumni Day Reunites Wider GSE Community

By Sam McNeill

On Saturday, July 11, former students flocked by the dozens to campus on a day known to the GSE community as Alumni Day. Alumni Day is a day for anyone who has attended Governor's School to return for a day at GSE, and it happens every year. Alumni were invited to their Area I classes to watch and participate with the current students. As Megan Laney, an Instrumental Music alumna said, "Alumni Day was the first chance I've had in a year to see every single one of my favorite people in this world—alumni, TA/Cs, and instructors alike."

This year's Alumni Day was extra special, as there was a memorial for Bear O'Bryan, a beloved friend and colleague in the GSE community who passed away last October. Bear was the Area III Coordinator for 33 years, and

it is evident that his impact on GSE will continue for a long time.

The memorial took place in Jones Auditorium and was about an hour-long service. There were performances by staff members, students and alumni alike. Beautiful songs were sung and played, stunning memories were recounted, and many tears were shed. One of the greatest moments of the memorial was English instructor Chuck Sullivan's poem for Bear. Chuck was Bear's suitemate for many years at GSE, and the raw emotion within his astounding poem moved the audience to tears. The memorial brought the GSE community together in a way that will always be remembered and revered, especially by those who knew Bear. It ended with an upbeat jazzy mashup of "When the Saints Go Marching In" and "Will the Circle Be Unbroken?"

After the memorial, alumni and

students were free to do whatever they pleased. Many went off campus to their favorite restaurants that they had visited as students. Many more hung out on the Quad and played games such as ultimate frisbee, and others caught up with their past instructors and TA/Cs. Some alumni stayed for the IM concert that took place that night. No matter when they departed, all alumni shared one thing. They gave their goodbyes to their dearly missed friends, cast a final look at the Meredith campus, and left to continue their lives' journeys.

Meredith Staff Interview: Ann Curlee by Dominique Janvier

This week we decided to interview one of Meredith's staff members, Ann Curlee. Most people know her as the woman who swipes their cards during meal times and greets them as they enter and exit the dining hall.



Photo by Dominique Janvier

How long have you been working at Meredith College?

Over 19 years, I started in 1996.

What's your favorite thing about Meredith College?

It's a fun place at times, and it's good to see you all!

What's your favorite food in the dining hall?

Not sure, I bring my own lunch.

What do you like to do for fun?

Well, I like playing with my grandkids.

What would you describe as a defining moment in your life?

When my son was born.

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left that day with something unique, and I do not mean just the goodie-bags that the runners received. We all left with a feeling of pride and accomplishment. The Meredith Relay gave each of the team members a chance to feel the immense pride of not only running, but also helping the Alumni Association that makes GSE possible.

TA/Cs of the Week: A Final Compilation

Compiled by Jacob Hunt, Crystal Villines, and Dominique Janvier



Kaitlin Brewer, Dance

What is your favorite midnight snack?
Ice cream.

If you had a plane ticket to travel anywhere in the world, where would you go?
I'm heading to Australia soon, so I guess there.

If you could be any age, what age would you be?

If I could be any age, I would be 32.



Eleanor Bellamy, Theater

What's your favorite midnight snack?
Leftover Chinese food.

If you had a plane ticket to travel anywhere in the world, where would you go?
Hmmm...I wanna go to India really badly.
If you could be any age, what age would you be?

I wanna be 19 again, because I can feel myself becoming an adult going hard, but at 19, I could party and go even harder!



Jess McDonald, Area II

What is your favorite midnight snack?
Popcorn.

If you had an airplane ticket to travel anywhere in the world, where would you go?

I would go to Copenhagen, Denmark.

If you could be any age, what age would you be?

I guess I like my age right now, so 25?



Chris Thomas, Natural Science

What's your favorite midnight snack?
Oreos.. and milk.

If you had a plane ticket to travel anywhere in the world, where would you go?
These are hard questions.... Disney World.

If you could be any age, what age would you be?

Umm... probably 18 and start college all over again.



Kirsten Bubak, Social Science

What is your favorite midnight snack?
This is so hard; I love snacks. Probably fruit roll ups and pizza flavored goldfish.

If you had a plane ticket to travel anywhere in the world, where would you go?
Probably the Czech Republic; that's where my family is from. I would love to go and explore my ancestry.

If you could be any age, what age would you be?

Hmmm, probably 16, because when I was 16 it was a fun time.



Mackensie Pless, Office

What is your favorite midnight snack?

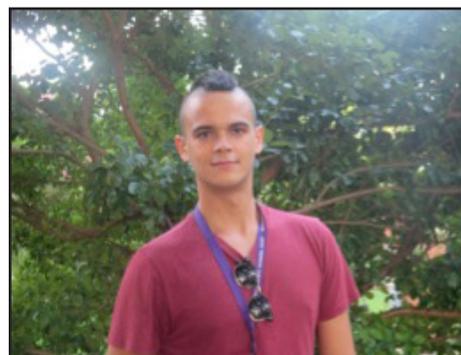
Definitely ramen, because it's unhealthy and indulgent and delicious.

If you had an airplane ticket to travel anywhere in the world, where would you go?

Probably New Zealand, because I'm a huge *Lord of the Rings* geek.

If you could be any age, what age would you be?

The age I am now, because I'm 22 and I can sing Taylor Swift.



Lucas Frye, Area III

What is your favorite midnight snack?

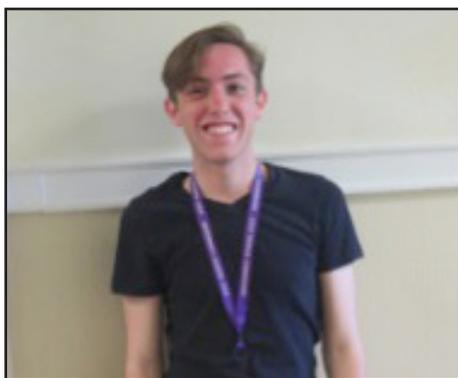
My favorite midnight snack, I think, would be blueberries.

If you had an airplane ticket to travel anywhere in the world, where would you go?

Probably back to Jordan, or perhaps Lebanon.

If you could be any age, what age would you be?

I would be the age I am now, because I'm very happy with the age I am now.



Kyle Alderdice, French

What is your favorite midnight snack?

I don't really eat that late, but probably either tater tots or tater tots... It's tater tots.

If you had an airplane ticket to travel anywhere in the world, where would you go?

I would definitely like to go back to Paris, but I would also like to explore the rest of Europe - particularly Scandinavia - to revisit my family roots.

If you could be any age, what age would you be?

I feel like my peak is either going to be mid-to-late 20s or mid-to-late 60s, so those days.



Robin Hardman, Choral Music

What is your favorite midnight snack?

Ooh, um, probably kettle-cooked Lays chips.

If you had an airplane ticket to travel anywhere in the world, where would you go?

Vienna or Salzburg probably, or maybe somewhere in Germany for the classical music industry.

If you could be any age, what age would you be?

Um, probably y'all's age because I felt like I was an adult but I didn't have any responsibility yet.



Tatiana Rubow, Activities

What is your favorite midnight snack?

Taco Bell. Does Taco Bell count?

If you had an airplane ticket to travel anywhere in the world, where would you go?

I think I would go to Thailand, probably Thailand.

If you could be any age, what age would you be?

Well, like, I feel like 30's. Like, 30 to 45, that's gonna be my golden age. Like, I'm just gonna be livin' it up.

I Promise, You're All Going to College

By Hannah Vrooman

We have all felt it: that overwhelming sensation that every college you apply to is going to turn you down. There is just so much to do in the upcoming months and there is no way will possibly get it all done and if you do get it all done then it will not be good quality and then you will not get into college and then you will disappoint your parents and then God only knows what will happen, right? Although the college fair sparked some of those feelings, I am here to tell you that none of that is true.

The college fair was a huge success; around 70 colleges from across North Carolina and surrounding states sent representatives to converse with the GSE community and provide further information about our future homes. GSE students flooded to the event with open minds and empty backpacks (to make room for all 70 brochures, of

course). Personally, I found some very useful information, and my college decision was definitely influenced by this experience. Many people wandered around with their eyes widened at all of the choices that they did not know existed. Many people bee-lined for the "big-name" schools, skipping over the smaller ones that they knew they wouldn't be interested in, while others skipped schools they already knew they wanted to apply to in favor of investing their time in the schools they did not know.

No matter your approach, the college fair fostered large amounts of excitement mixed with stress within the GSE community. I talked to many different people who said that they felt overwhelmed or inadequate after being around so many high-strung, dedicated individuals surrounded by representatives from places we will all be competing to get in to. Although this reaction is understandable, I tend to take a different approach to the

college process. I know that college is a really important endeavor that will, of course, affect the rest of our lives. However, I think it would be worthwhile for all of us to occasionally stop and take a breath. For all of you who felt overwhelmed by the presence of 70 colleges, just remember where you are. You are at Governor's School. You are all incredibly talented individuals, and your talents will not go unrecognized by any and all colleges you apply to.

I encourage you all to take a step back and look at it with a big-picture mindset instead of stressing over every one of the tiny details. Poetry instructor Chuck Sullivan summed up my feelings about the college process perfectly when he said, "I think you'll find that no matter where you go, if you're aware of where you are, that it won't matter enormously." I leave you all with that, and I wish everyone luck in the upcoming year. Remember, you are all going to college somewhere!

#Phoneless: A Reflection by Leah Woehr

We're all familiar with the Governor's School rule that phones are not allowed during convocations or class time. This is understandable, considering the GSE community is one that challenges many norms. It is difficult to abide by this rule, considering that technology is a constant in our lives. Unfortunately, I am a technology addict, and I find it difficult to live without seeing a screen. Because of this, I ended up paying the price.

While rehearsing for our Theater show, my phone alarm went off, and my phone was taken away. Seven days. Phoneless. This was irritating at first. In moments when I wanted to take pictures, I wasn't able to. I couldn't contact my friends to hang out via group message, nor could I be con-

tacted. I couldn't update Instagram or Twitter. Did people wonder if I dropped off the face of the earth?

Despite the inconveniences of not having my phone with me, it was really nice not having to worry about checking my messages or if my latest picture on Instagram got above 20 likes. I also didn't have to worry about it getting taken away, or of falling into a pit of even more technology fasting. Rather than connecting via Snapchat or Twitter, I could (gasp!) connect to people via talking. Rather than recording memories to share on Instagram, I could live them and enjoy them for myself.

We have become so reliant on technology, it's unreal. 92 percent of teens go online daily, and 24 percent of teens are online almost constantly. While

technology fosters the connection of ideas and people, its overuse has negative effects. As the Area I Theater show, "A Tragic Hyperextension Of The Central Nervous System," portrays, technology can hinder relationships and realization of true identity. Because of this, it was nice to take break from swiping and clicking for a while and be present in the world around me.

The phone rule at GSE is inconvenient; however, its intentions are positive. Having my phone taken away was a nuisance at first, but it made me realize that I don't need technology to live. I can enjoy all of life's gifts without having to share them online. I hope that you won't have your phone confiscated, but I encourage you to try going a day without a technology. Believe me, it will be a #blessed experience.

Area I after GSE: Do You Plan to Pursue It?

By Jacob Hunt and Allison Ruvich

Dance Student: “Dance is my passion, but my job will have to be something else. I learned here that performance-wise, I just get burned out. It’s not that I don’t love it, but physically, mentally, I get tired. I want to keep dance something I enjoy.”

Instrumental Music Student: “I absolutely love music. I realized that I wanted to go into music education when I saw my band director interacting with us. My parents always told me it’s not going to be easy. But I think in the end, it will be worth it.”

Art Student: “Art is my passion, but I do not want to be an art teacher. There are so many rules in schools, but in art, there are no boundaries. I do want to be an industrial designer or architect. I can always be a fine visual artist, but at the same time I want to ensure my job.”

Choral Music Student: “I consider myself a positive person; music makes me that way. Music helps me uphold standards for myself. Whatever hardships may occur in

the future, I know that they will not equal the blessings music brings me.”

Theater Student: “GSE gave me a new opinion on theatre. Actors here don’t portray someone else, they portray their true self. If you’re doing something you love, it touches people who see it. If it benefits the person, if it helps them or heals them, then it needs to be done. And why would I not do something I love?”

Math Student: “Math at GSE takes a subject that we know well and puts it in a new light; it challenges us to think differently about it. I do plan on pursuing a math-related field later on in life. The hardest thing about math was the amount of information there is, and how overwhelming it can be sometimes. You have to split it up and take little bits at a time, working towards small goals.”

French Student: “I really enjoy French and think it’s interesting; I’ve enjoyed learning about topics here that I normally wouldn’t in school. I want to continue to do work with French, and to learn other languages as well. The hardest things were speaking

in French 24/7 and talking about difficult topics in French.”

English Student: “I love English; Chuck is the man and has for sure changed my life. I do plan on pursuing English, to a degree... an English degree. The hardest thing was having to leave class every day.”

Social Science Student: “Social Science is a great Area I; all the teachers are really good. I especially love Bill’s really informative and eye-opening presentations. While I really appreciate the topics I’ve learned, I do not plan on pursuing social science as a career. However, I am planning on getting a minor in history. One of the most difficult things we did was our poster presentation, having to condense all of the research we did.”

Natural Science Student: “I really enjoy Natural Science; while we cover a lot of different subjects, it’s always in depth. I am planning on continuing work with Natural Science. The hardest thing about the class would have to be keeping myself from playing with bouncy balls.”

Ask Alycia

Dear Alycia,

I have no game. How do I find “Gov Love” with only a few days left?

Dear No Game,

It’s going to be really hard to try to find “Gov Love” with only a few days left, so I think it’d be best to try to enjoy the experiences you are having and value them over finding “Gov Love.” A “Gov Love” doesn’t make the time here more valuable than a summer without one.

Dear Alycia,

I’m worried about my transition back into my life once I leave Governor’s School. How do I handle it?

Dear Worried About Transition,

I think the transition back into life away from Governor’s School will be difficult for all of us. The best way to handle the transition is by going to the “Transformations, Transitions & Reentry: Going Home” elective. Because you’re worried about the transition, the elective will provide great relief for your fears. It’s important to be aware of how Governor’s School transformed you as a person and how the ideas you have now contrast with the ideas you had when you first arrived.



Responses by Alycia Parker

Dear Alycia,

My roommate is really irritating me. How can I make sure we’re on good terms when we leave?

Dear Roommate Troubles,

Spending almost six weeks with someone in a confined space can prove to be difficult, but it’s important to be able to look back fondly on time spent here when you leave, even if you don’t always get along with everyone. Don’t intentionally try to start fights or talk about things that you know you two disagree about. There’s no reason to leave GSE remembering disagreements with your roommate; the experience should be worth so much more.

Social Science students presented their research projects on July 16. Students worked in pairs and chose their own topics, ranging from social injustice to child labor in candy shops.

July 17-20, the **Theater** class here at GSE taught us that technology is both a blessing and a “tragic hyperextension of the central nervous system.” The play’s extended metaphor blended the tales of Icarus, King Midas, and Pandora to suggest that technology is humanity’s hamartia, or fatal flaw.

The **French** class created a filmed news broadcast for its final presentation on Monday, July 21. Entirely in French, it featured a variety of content, including discussion of the Charlie Hebdo terrorist attack, an interview with Belgian singer and rapper Stromae, and a fashion show.

At the beginning of GSE, each of the **Natural Science** students ranked a list of experiments to determine which “scilemma” each would complete. From building motors to testing how radioactivity affects plant growth, each experiment, presented on July 20, stretched the students’ minds and knowledge.

English students presented their work on July 22. The fiction class showed a video illustrating what they have learned about literature. Memoirs played a video included memoirs of each person told in six words. The poetry group read selections of original work.

On July 22, **Math** students gave presentations encompassing the research and findings relating to a topic of their choice. One group “chose mathematical modeling of populations and predator-prey.”

On July 22, the **Dance** students gave their final evening-length performance, entitled “Compass.” The piece explored themes of distance, weight, and how we relate to one another. The memorable score’s percussive sounds matched the dancers’ high energy.

Social Science Final Challenge Winners:

1. Grace Clements (Social Science); 2. Pratham Chhabria (Social Science); 3. Grant Brown (Natural Science)

Math Final Challenge Winners:

1. Raymon Wang (Math); 2. Jeremy Chao (Math); 3. Garrett Ingold (Math)

Natural Science Final Challenge Winners:

1. Leah Dorn (Natural Science); 2. Amy O’Connell & Jasmine Wang (Natural Science); 3. Meghna Mandava (Natural Science)

Hallympics Recap

On July 19, hall spirit was at an all-time high. All eleven residence halls donned their hall colors, everything from black to white to pink to blue; they sang their anthems, referencing *The Wolf of Wall Street* and the United States; they gathered in the quad for the biggest competition at Governor’s School East: Hallympics. Beginning with the cheese puffs and whipped cream contest, partners from each hall teamed up, with one covering their face in cream pie and the second partner throwing cheese puffs at the other in an effort to get them stuck in the cream. String 3 emerged victorious, garnering the first point in the competition.

Then came the paper airplane contest, in which one representative from each hall had three minutes to make two paper airplanes. Faircloth 2 won this event, despite Vann 2’s (the faculty floor’s) attempt to count a sheet of paper crumpled into a ball as a plane. Following that came the limbo, which got lower and lower until no one could pass through; String 2, left with the most people in the game, won the point.

The Hallympics then had to move to the gym due to rain. There, the Clothes Relay was transformed into a Marshmallow Relay, in which teams of four had to carry marshmallows on their foreheads across the gym. Faircloth 3 quickly won. Then came the Frisbee toss, in which one competitor had to try to throw a Frisbee as close to a cone as possible. Faircloth 1 won with a very close throw. The pudding competition came next, with three teams disqualified for eating their pudding too early. This competition ended in a tie between String 3 and String 4. Finally came tug of war, the greatly anticipated final event. After an intense bracketed competition, Faircloth 3 won the men’s competition, and String 4 won the women’s.

Also included in scoring for the Hallympics were the scavenger hunt and the Newly Roomed game played earlier in the summer. The overall winner of Hallympics was, much to the students’ chagrin, Vann 2.

—Jacob Hunt

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