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THE GSF FLAME



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Area II Film: Black Mirror's "Nosedive" a Commentary on Social Media

By Sam Cryan

Instagram serves to show off a person's best qualities. Every picture is perfectly crafted to display the incredibly impressive life a person possesses. This task is difficult to maintain 24/7. Yet last Sunday, the students at Governor's School East saw this exact, seemingly impossible task become a lifestyle in the *Black Mirror* episode "Nosedive."

The first Area II film of the 2017 GSE session began in a pastel painted world where individuals rated those around them based solely on surface-level interactions. Neighbors, acquaintances and "friends" gave each other stars to boost or lower each other's averages. Living this high-pressure lifestyle was the fairly average Lacie, a young woman, who was eager to increase her 4.2 out of 5 star rating. A rating of 4.5 could allow her to rent an apartment (or, as her brother puts it, "fake-smile jail cells") at a discount, so she seeks a way to quickly bump up her rating. This seems nearly impossible until one of her childhood "best



friends," a 4.8 named Naomi, invites her to be the maid of honor at her wedding.

Lacie prepares to go to the wedding

but gets penalized at the airport when she learns her flight is cancelled and responds loudly and rudely to an airport employee. Her night of misfortune continues as her new rating forces her to get an old, run-down rental car to drive to the wedding. When Lacie's rental car dies and she cannot charge it, she starts hitchhiking where several unfortunate incidents lead to her riding a dirtbike into the wedding. Now a 2.6, her presence is considered an embarrassment. Finally she realizes how constantly being "the best you" is not possible and comes to the conclusion that ratings don't represent a person.

A powerful telling of the dangers of the new social media life, this film surely left students with plenty to think over in their Area II classes during Week 2.



Photo by Luisa Torres

Instrumental Music Students Create “Soundspace”

By Elizabeth Moore

Despite being delayed an hour due to a sudden down-pour, the Instrumental Music “Soundspace” production enthralled students and staff alike on Saturday evening. The concept was created by Instrumental Music instructors Kiyoshi Carter, Brandon Tesh, and Kevin Streich, who tasked the student musicians with composing music to fit a particular location on the Meredith campus. On Tuesday, the students were put into groups and assigned their location of performance. Each group had certain instrumentation to complement their space. They then brainstormed ideas to incorporate into their performances by spending time in their locations and noting how certain aspects of the space interacted with each other later reconvening to play. According to trumpet player Enrique Babilonia of Buxton, North Carolina, “The sketches and ideas were kind of rehearsed, but 95 percent of the music was all improv.”

Another major component of the performance was the inclusion of the audience. At each location, students gauged the crowd watching them and responded by playing at a tempo and mood to match the energy they felt. In the Cate Student Center, the piece entitled “Conversation” involved the audience’s presence by increasing the volume and frenzy of the music as more people entered the room. The players interacted with the listeners by riding the glass elevator to



Photo by Michelle Gan

the second floor of the open-air space while performing. At the Jones Chapel, the musicians played to the theme “Pillars of Life” and incorporated listeners by spreading out behind the crowd and encircling them with music. Other locations included the Johnson Rotunda, “Open Spaces”; Jones Auditorium, “Manifest”; and the Science and Math building, “Celestial Light”. In each, the crowd members were invited to walk around the site among the players.

The campus had begun to feel familiar to students after only one week of attending Governor’s School. As the Instrumental Music students played, students were all able to connect to the spaces and each other despite the diverse disciplines they study. The performers enjoyed the evening just as much, as Enrique expressed, “I thought it was really fun. We all had a good time.”

Students are Faced with Controversial Questions: “Cereal is Soup?”

By Daniel Hwang

Is cereal soup? Is a hot dog a sandwich? What defines salidity? These were some of the main questions that were discussed during the “Cereal* is Soup” elective, led by staff members Stuart, Emmanuel, and Katie. Over a year ago, Katie created the “Four Corners Bowl”, filled with pita, hummus, and bread on the corners of the bowl. Even though the insides were filled with salad, the bread on the outside resembled a bowl. So the question arose: “Is this a bowl or a salad?” After this question was pitched, the staff members started to consider what they believe defined the qualities of a salad, which coined the term “salidity.” Emmanuel decided that salidity was granted by structure, while Stuart decided that salidity was determined by the vegetable content. From there, the discussion about food was born, and this elective allowed GSE to get a small glimpse into their debates.

Even though many students perceived the purpose of the elective as determining a definitive answer to the questions presented, the elective quickly gave way to the

idea that dictionary definitions of anything, including food, aren’t precise classifications. Our common notions of what makes a sandwich a sandwich or what makes a soup a soup are quickly dispelled with ideas of structure or ingredients. This debate allowed us to challenge pre-conceived notions and definitions.

Many students enjoyed the elective overall. Area I Math student Avery Boudreau stated, “It was a good elective; most of the opinions were from the staff and could have been more open. We didn’t have enough time to fully investigate this debate.” Jordan Taylor, whose Area I is Choral Music, said, “I thought it was amazing, I enjoy arguing about things like that.” Jon Su, an Area I Instrumental Music student, found that, “The teachers were actually pretty prepared. They had a bunch of topics set up. [I had a] good time, and I’m glad I went to it.”

Math: Complexity versus Simplicity

By Luke Evans

This summer, 51 students, three instructors and one TAC, make up the GSE Math Area I. Math at GSE is both abstract and concrete, familiar and revelatory, complex and simultaneously simple. Students come from across the state and from diverse backgrounds, but all congregate to learn from an Area I program that is unmatched in its intellectual rigor, engaging curriculum, and interesting participants.

The Area I time is split between three classes: Knot Theory, Geometry, and Linear Algebra. All classes are designed to accommodate students from vastly different mathematical backgrounds.

In Knot Theory, students explore the similarities, differences and relationships between knots in math, and in a closed loop that goes over and under itself.

In Geometry, students get hands-on experience constructing mathemat-

ically-accurate polygons and polyhedra using only a compass, a straightedge, and mathematical prowess to think critically about the proportions and relationships behind their constructions.

Linear Algebra teaches students to use matrices to explore their application in quantum computing. “The classes in Math are challenging and enriching. The subjects are quite different from my everyday high school classes, but I still enjoy the material that they’re teaching,” said Math student Ben Silver. He seems to echo a common sentiment among the math students: No student would claim that these classes are easy, but the intellectual rewards of them are well worth the challenge.

In the spirit of inquiry and independence, Math students also spend time on independent research projects. Working in small groups with an advisor

on topics such as graph theory and number theory, the students will give presentations at the end of the session to family and instructors.

Math student Hiral Patel said, “My group is doing a project on chaos theory. While at first the research project seemed chaotic [sic] (no pun intended), we have found some patterns in the chaos. The freedom of the project is a lot of fun.” These projects underscore one of the most prominent themes in the Math curriculum: a focus on critical thinking rather than rote memorization.

At GSE, Math students are discouraged from relying on calculators and expected to provide mathematical proofs for their work. Examining the soundness of mathematical arguments and the logic behind assumed truths is a key component of every class.

On Friday, the three classes competed against each other in a game of “math

hockey,” an opportunity to review what they had learned and collaborated to win Klondike bars. Each class had nine problems to solve and submitted their answers individually for points. Submit a wrong answer and spend three minutes in a “penalty box,” during which the team can submit no other answers. “It was fun interacting with other math students and seeing the potential within my group and others in a competitive setting,” said Sierra Gilley.

These weekly games showcase the spirit of the Math Area I; inventive, lighthearted, hands-on, and intellectual, and the students racing through the hallways were a testament to the passion for Math at GSE.

Math also flourishes outside Area I. The Math challenge, for instance, was a fun chance for GSE students of all Areas to try their hand at a selection of math problems. Electives like “Cake Cutting Algorithms” also enriched the wider Governor’s School community with math-oriented explorations.

In the second-floor classrooms of Joyner, in the Quad, and in dorm rooms throughout campus, Math at GSE is an exciting adventure. In the coming weeks, as students complete projects, presentations, challenges, competitions, and classes, one thing will stay with them forever: an enriched appreciation for the beauty of Math and the memories and experiences they found at GSE.

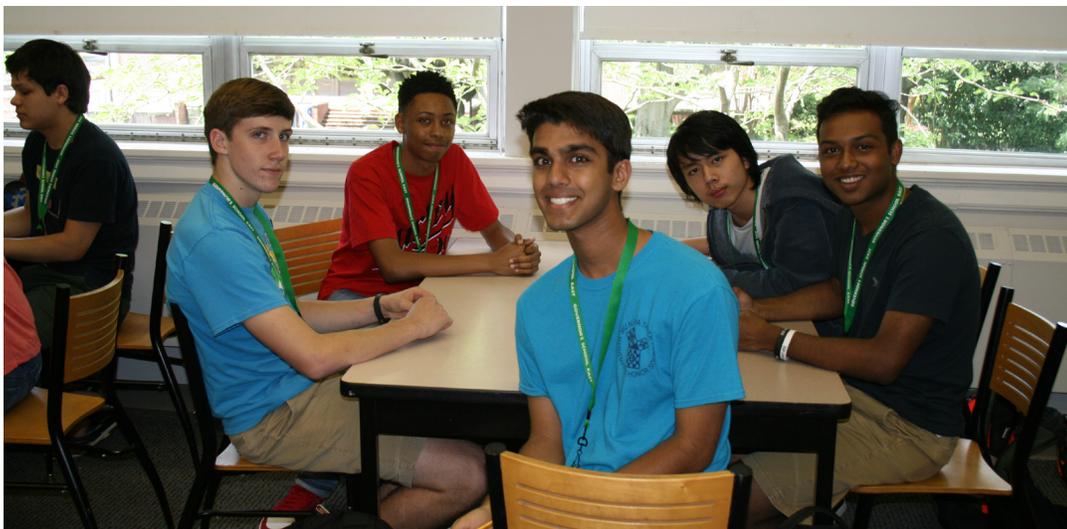


Photo by Kelsey Rector

Theatre: Building Blocks for Theatrical Success

By Madison Phelps

The Creative Process:

In Area One, you would expect theater students to be rehearsing monologues and practicing how to best represent a character within a play. Theater here at Governor's School has taken a whole new and unique approach to its

created the foundation for the work of the students so far during these weeks of classes. By starting with the simplest terms in theater, students are able to create impactful pieces with the slightest movements and minimal surrounding.

Students are beginning

students.

Brad had also been teaching students that sometimes analyzing and over thinking in theater leads to self implicated restrictions and limitations that enclose the creative thought process of the students. Implementing a process of first establishing the shape and lines of the visual aspects of the piece rather than first establishing a story leads to the creation of more thoughtful and metaphorical pieces of art.

Headspace:

Not only has emphasis been brought upon the foundation of any piece of art that is created, there has been emphasis brought upon headspace and meditation. With a couple of exercises lead by Kylie, the Theatre TAC and Michael, the instructor, students have been able to experience exercises that they can utilize in their daily life in order to clear their minds and fully prepare themselves for lessons and creations that will be found everyday during theater class.

Failure:

Coming into Governor's School, these students were asked to create a toy theater piece that depicted a time in their life that they failed, and how that event played out. This brought many new aspects of how each

of the students interpreted failure and how failure was uniquely expressed by each of these students' pieces.

By continuing on the topic of failure, students were asked bring to class a goal that they would not be able to accomplish in under two minutes. Between cup stacking and untangling headphones, most of the students were not able complete their tasks.

As students presented their task in the middle of the room, observing students were asked to take note of the behaviors and tendencies that came to the surface while students anxiously tried to complete their daunting tasks. These noted tendencies were discussed in class and led into the student's latest assignment.

Most people have a stereotypical idea of how stress and failure should be represented but the theater students' latest assignments challenge them to find examples of failure and success through visual research.

Visual research is finding representations of specific ideas through pieces of art, such as magazine articles, photographs, paintings, drawings, and using these visual representations to enhance and evolve the students ideas of failure and success into new and creative definitions that reach past the stereotypical idea of these events in life.



Photo by Kelsey Rector

teaching style. Brad Akin and his unique thought process have developed a technique into which the theater students first approach the building blocks to every aspect of the theater world.

This does not mean lights, sets and costumes that encompass the audience on stage, it means the simplest of terms like shape, line, tempo, duration, etc. These simple building blocks that have been separated and studied in their entirety have

to discover that by utilizing every aspect that is available to them within the space of the studio theater, the meaning of a small movement is now evolving into a more broad and thought evoking action. By taking away the extravagant nature of grand sets and costumes, students are able to discover what kinds of stories and feelings they can portray just by how their body is shaped, or through spatial relationships with other

Students Enjoy “Improv-ocation”

By Noah de Comarmond

Walking into Jones auditorium on Monday night, it is immediately clear that this is a convocation unlike any of those before. There are no microphones in the aisles and no projector screen on stage. From this, one concludes that there will be no questions and no keynote presentation.

Phillip, a science instructor with a focus in physics, took the stage to introduce John: a good friend of his who happens to be the night’s guest speaker. The night would consist of an improv show between the two of them, followed by a series of interactive

formance for an astounding forty-five minutes in the same setting. Throughout the show they keep things interesting by constantly switching roles and revealing many sides to the complex characters they create. For example, by way of different accents and backgrounds, they juxtapose a passionate football player who wasn’t drafted with a tough Moroccan mobster--a confrontation ending in a grueling arm wrestle. Improv is an art that requires trust and following each other. As Philip took on the role of a sensitive British assistant, John comforted him and revealed the

Phillip sits on the stage with the chosen students lined up in front of him. Whenever he points to a student, they must talk about the topic, but stop as soon as he points away. The next person he points to should then pick up mid-sentence. The first story told of a boy raised by Himalayan llamas who makes his living through dyeing llamas’ coats with grape juice. In a tragic turn of events, we learn that he’ll never find true love; his crush Marie is allergic to fur. As the topics change, every story continues in a similarly bizarre fashion.

The next two games make use of a different sort of improv: one’s ability to call others out while telling a story. In the “Hot Seat” game, students and TACs were selected and told to debate whether or not cereal is soup. Things quickly got personal. The name of the game is correction. If someone believes that what is said in the hot seat can be contested on any grounds, they yell out “challenge!” and state their grievance. Challenges ranged from scientific to moral arguments, but oftentimes the most simple objections were the funniest. If a challenge passes, the challenger takes the hot seat and talks about his/her stance on the issue. An organized debate between TACs and students quickly ensued. Following the same form of the previous game, corrections were similarly hilarious. When one student tried to shut down Elizabeth the TAC, he was met with one of the best responses of the evening: “You can’t talk because I saw you on the dance floor Saturday night.”

This convocation was nothing like the previous. Combining a humorous presentation with interaction from the audience, it was a clear break from what students knew convocations to be, and turned out to be a light, hilarious evening for all.



Photos by Beth Wiesinger

games with the audience. Phillip kicked the night off by asking the audience to pick a setting. He hears “a canteen in Morocco” and the scene is set. John and Phillip wasted no time, diving right into their performance. John approaches Phillip as a documentary film director looking to make a movie about hunting dogs. Playing off of John’s lead, the two delve into a strange and hilarious conversation. They carry on the per-

soft side of his gruff and tough macho-man football player. After a confusing series of character-shifts that showed off improvisational chemistry, John and Phillip seize the moment to switch to games with the audience.

A number of students are called up to the stage and told to narrate a story--with a twist. First, John has an audience member choose a title. The first is: “Bob lives a very sad life.”

Mark Rabil Hosts Insightful Convocation

By Hanna Tischer

On Wednesday, Governor's School East students watched *The Trials of Darryl Hunt*. This documentary followed Darryl Hunt, his family, his community, and his legal staff through his 20-year long struggle to prove his innocence in the investigation of Deborah Sykes's rape and murder. This film sparked a lot of conversation in the



Photo by Andrew Sam

classes of our students. The film was deemed part of the Area III curriculum but it was also discussed in many Area I and Area II classes, as well as on the Quad. Fortunately, Mark Rabil, Hunt's court assigned defense attorney, was able to speak to the students about his experience during and after the trials.

Rabil started his session off with a moment of silence for Hunt, who passed away last spring. Rabil then recalled a time when Hunt had a panic attack when he saw a flashing lime green light. Rabil explained that when Hunt was convicted, he focused on the lime green socks of a reporter to prevent from breaking down emotionally. The lime green light put him back into this terrible moment. This is just one example of the problems that

Hunt was forced to deal with as a result of his time in prison and solitary confinement. Rabil then recounted a story of the court of appeals. New evidence was found which made Rabil and Hunt hopeful of a new trial. On that day, as Hunt left prison for what he hoped to be his last time, he gave away all of his personal items, as they would have been stolen otherwise. Rabil and Hunt were extremely disappointed when the court denied them a new trial. Rabil ran a mile for every year Hunt had been wrongfully jailed. However, Hunt believed that he was sent back in order to save his friend Shorty Red's life. Red had just recently found out about the passing of a close family member and he was contemplating suicide before Hunt convinced him otherwise.

Rabil then went on to talk about how everything is just a "story." He asked the students, "What is the suffering of the person next to you or across the room?" and he answered "You will probably never know." This quote calls all of us to reflect on our own ways of treating people. Rabil reflected on it with concern to Hunt. He regrets not knowing all of Hunt's troubles. He then provided what he thought Hunt would say on the topic: "You can't go back and change what was." He also provided Hunt's charge to others, to "be the voice for the voiceless." Although Hunt was unable to be present, his message was clearly received through Rabil.

Rabil then shared a poem he wrote in 1993. During this time his wife was extremely sick and Hunt was denied another trial. The first two lines were "I can't fix everything / I can't abolish death." This poem was extremely moving for the entire audience. Through it, the students understood how Rabil felt during this time. With that, he ended the session and started the question

and answer portion of the convocation.

The first question was, "How did you manage to not lose faith in the criminal justice system?" To this he replied, "I did," warranting a laugh and applause from the audience. Another question asked by Daniel Hwang was, "How can we, as ordinary citizens without experience in law, ensure that the right people are charged and convicted?" To this, Rabil answered that it is very important to vote for your judges and district attorneys as well as know what they stand for, and when you are called for jury duty then you should go and participate fully. His final advice to students was simply, "Embarrass the system into doing the right thing."

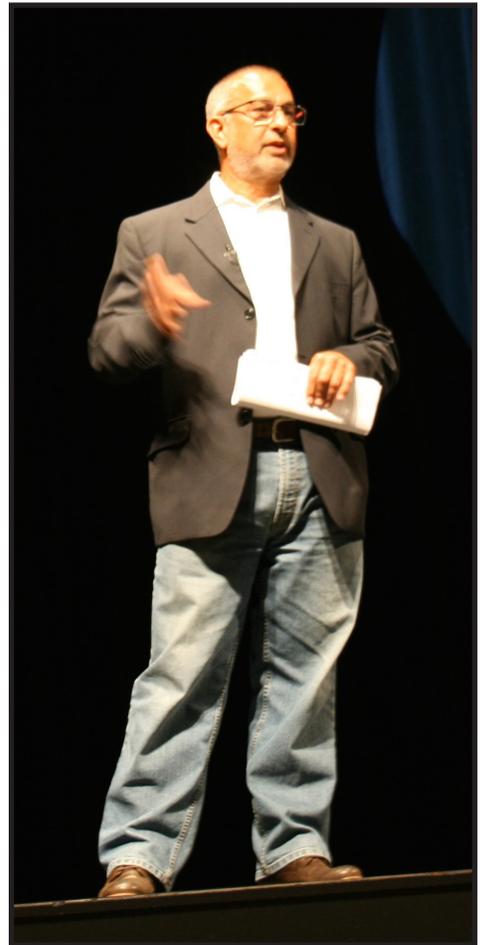


Photo by Michelle Gan

Area III Film: “*The Trials of Darryl Hunt*”

By Julia Murrow

Innocent until proven guilty. These four words form the very foundation of the United States justice system, yet within the trials of Darryl Hunt not once was this concept truly applied. *The Trials of Darryl Hunt* is a poignant, masterful documentary detailing the twenty-year fight for Darryl Hunt’s exoneration. The film follows Darryl Hunt, a young African American man from Winston Salem, North Carolina who was wrongfully accused and convicted of the rape and murder of Deborah Sykes, a Caucasian copy editor for a local Winston Salem newspaper. Throughout the documentary, the audience witnesses the fallibility of our justice system as Hunt endures appeal after appeal, and unjust act after act to prove his innocence. We often hear of the times in which the guilty are let off scot-free, but rare are the stories of injustice in which the innocent are wrongfully deemed guilty. Yet within *The Trials of Darryl Hunt*, viewers see first-hand the shocking and undoubtedly infuriating “mistakes” the justice system propels and the racism that pervades it.



Watching this film enrages you, disheartens you, and makes you question the very system whose main purpose is to ensure that justice is served. As the students made their way out of Jones Auditorium on Wednesday evening, a sobering atmosphere was felt in the quad. Despite the deep and troubling effect *The Trials of Darryl Hunt* has upon its viewers, it is important to recog-

nize the silver-lining that exists within the story: there are communities full of passionate, loving, driven individuals who are willing to dedicate their time and, in the case of Larry Little and Mark Rabil, their lives to ensuring that proper justice is served and the innocent remain free from being wrongfully convicted and imprisoned. While our justice system is undeniably flawed, we must not give up hope and wallow in these issues, but we must find inspiration within the story of Darryl Hunt and fight to make our criminal justice system one that truly perpetuates “innocent until proven guilty” for everyone.

Advice from Faculty

“At the beginning of Governor’s School, there’s a window that’s wide open for introducing yourself and meeting new people. People will naturally set into their social groups but you can keep the window open by continuing to introduce yourself and make new connections.”
- Stuart Hill

“Embrace and enjoy each day to its fullest because Governor’s School offers unique opportunities you won’t have anywhere else like electives, presentations, and seminars.”
- Mary Nabor

“Go to your classes curious and listen more than you talk.”
- Dorian S. Ham

“Try a new opportunity outside of your comfort zone.”
- Paige Meszaros

“Everyone should play Bocce ball.”
- Mike Stanfill

“Say ‘Hi’ to somebody new everyday.”
- Robin Follet

About 75 Institutions Visit Campus for GSE College Day

By Randy Whitehead

The gym was buzzing with excitement and anticipation as the students filed in. Over six dozen college representatives and their displays lined the gym floor during the College Day this Thursday creating a perfect atmosphere for the event. College representatives everywhere from Houston, Texas, to Brunswick, Maine, came bringing hope for the academic futures of GSE students and offering new perspectives and possibilities. Students

huddled around each display table, taking beautiful, glossy, fresh pamphlets and booklets that effused future opportunities. Most of the students there were hopeful and excited, even if they managed to not show it. Visions of collegiate futures burst upon the sights of each of the students, each pondering deeply what it would be like to study at their dream school. Each of the representatives were more than eager to introduce their school and answer any questions the students may have had, and students returned that eagerness in full with an excitement to network and gain new insight into their futures.

Everyone got something different out of the College Day. Some people decided to widen their perspective and talk to representatives from schools they never before would have considered or had ever heard of. On the other hand, some people decided to stick with the schools that they were interested in prior to the event. Both of these methods are smart as they took strategic advantage of the wonderful opportunity presented before



Photo by Tracy Chen

us through the event. Some of the students were satisfied with simply visiting three or four college displays while others resolved to visit every single one, a feat which could be rivaled only by making a perfect score on one of the Weekly Challenges.

It is quite easy to imagine that every student at the College Day was constantly questioning themselves. Most people there were both excited and torn. Students began to realize that each college represented a different career path, therefore a different life path. The severity and importance of choosing the right college, the right career, the right location, and the right life all began to roll in. Each college carried a certain prestige or allure to it, making it that much harder for the students to choose. “Duke or Chapel Hill?” “Where should I go to next?” “Ugh, why is the NYU line so long?” Of course everyone was questioning their next move at the College Day, because for the people here at GSE, college is the future, and college decides the future. There seems to be some sort of fallacious belief that if

one does not make it into their dream school that they can not have their dream career. But here’s the thing, if a program as prestigious as the North Carolina Governor’s School sees something special in a person, colleges will too! And even if one does not make it into their dream school, College Day showed there are plenty of other wonderful options to choose from!

On a more analytical and statistical note, the top three schools with the longest lines and the biggest

crowds were UNC Chapel Hill, Duke University, and New York University. Schools like NC State, James Madison University, Virginia Tech, and Wake Forest University had large audiences as well. The lines for UNC Chapel Hill and Duke were perpetually long and stayed that way until the bitter end. All of the students were eager to have their questions answered, and most were willing to wait through lines scores long to do so.

Overall, College Day was a huge hit and is definitely something that should continue at GSE for many years to come. It offers new insights and brings new attention to the fact that there are many more equally wonderful and prestigious options for college than most people know, both inside and outside of North Carolina. All of the students and faculty of GSE would like to thank the college representatives for coming out and giving us insight their schools and for their patience with us as we begin the process of seeking that long awaited college acceptance letter.

Letter to the Editor

Is there a topic you're passionate about and want to share with the GSE community through The Flame? The Letter to the Editor is the place for you! Whether it be a news topic you're passionate about, an important story, or simply a suggestion, we want to hear from you! Submit your typed article to Kelsey at gepublication@gmail.com.



To the Editor:

Of the numerous benefits and attributes GSE has to offer, Meredith's food selection has to be one of them. Personally a huge fan of the food, I appreciate the range of options we are given - and for no expense! So if you're craving overpriced ice cream or you're in dire need of sushi, by all means, use the freedom you're given to satisfy your desires!

However, if you're not in the mood to keep opening your wallet or making the trek, there are more than a couple reasons to go no further than your trusty, local food source, Belk Dining Hall.

Have dietary restrictions and/or picky-problems? Have no fear! Gluten not your friend? You've got some delicious and accommodating waffles (and a myriad of other gluten-free food items). Don't eat meat?

There's been an occasional veggie soup and a daily salad option. And for all the trendy environmentalists out

there who identify as vegan, congratulations! There, too, is food for you.

If you take into consideration how much and how many types of food are offered to you three times a day, one should appreciate and consider trying something new.

When "getting bored with the food," I implore you to try something new in the dining hall; you might discover a new favorite food! I understand, however, the freedom to explore off-campus dining options is appealing in all its temptations of fanciness and large-selection, and if you do go off campus, consider inviting some new people to go out with you.

Who knows? You might make a new friend. Just remember, if you decide to bring back leftovers, be mindful of any resulting permeating odor that could reign havoc on you hall!

Cadin Pak

Creativity Corner

"A Home"

By Mikhail Wilson

Many say,
Home is where the heart is.
If that is the case,
Home moves on a whim,
Travels with the soul,
Never truly settles.

Home allows us to learn,
Live,
Laugh,
And play.
Home lets us grow.
Home has our family.
This is,
A home of our own.

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 gepublication@gmail.com.

Happy creating!

Exploring Gender and Sexuality

By Dora Pekec

A weekly gathering of LGBTQ+ members, active allies, and eager-to-learn students attended GSE's Gender and Sexuality Forum, led by Instrumental Music instructor Kiyoshi Carter, this past week. Thursday night's forum began with an examination of a recent Pew Research Center poll concerning the attitudes of Americans across racial, religious, gender, and other demographics toward gay marriage.

The poll, which analyzed the disparities in favor versus opposition from 2001 to 2017, most notably highlighted gaps in the opinions of generations and political ideologies. Millennials and liberals, respectively, composed the most tolerable groups within the aforementioned identifications. The

survey, although somewhat complex, overwhelmingly illustrated a positive trend toward favoring gay marriage in every single demographic studied and at unprecedented rates. Following the presentation of the survey, Carter opened the floor of the forum to questions, comments, and analysis.

Amidst discussion, students at the forum offered possible explanations for the growth of acceptance of gay marriage, specifically when compared to other social issues, either historical or present, such as segregation and abortion. Students cited the sheer diversity of the queer community, increased media representation of queer people, expanding access to information, and personal relationships. The then conversation shifted to an exploration of the rural versus urban divide present within this issue, especially in North

Carolina. Students from large cities as well as those from small towns of 2,000 shared their experiences with regards to their access to Queer-Straight Alliances (QSA) in schools or acceptance from their communities. Healthy, lively discourse filled the room to create a warm environment and a productive conclusion to the discussion. Students suggested methods of yielding change including forming one-on-one relationships to create allies; writing, creating, or supporting media with positive, complex queer characters; supporting sexual education programs inclusive of all genders and sexualities; and inviting allies and friends to have a judgment-free conversation about the queer community.

Come to Kresge Auditorium every Thursday at 6pm to participate, see you there!

By Jacob Woody

This past Monday, groups of GSE students were given the opportunity to go to the top of the Science and Math building to stargaze. This event was extremely popular. Students literally sprinted to get in line before the clouds rolled in. The Raleigh Astronomy Club lent equipment that allowed students to see, in great detail, the stars and planets, as well as some far-away billboards and cell-phone towers. A former GSE student returned to explain the significance of light pollution, as well as provide other interesting facts about astronomy. For the first group who had run into the line, it was not clear or dark enough to actually see any stars or planets. Instead, they were treated to a picture of a baby on a billboard, blinking cell-phone towers, and a truly amazing fan. Luckily, the first group was also allowed to return to the line. On later trips to the rooftop,

Stargazing

students were able to see the planets Jupiter and Saturn. Jupiter and its moons were the most visible. The rings of Saturn were also visible, which gave off some very interesting light patterns.

Students marvelled at the opalescence of the shining stars and planets. This was a very unique and interesting experience that contributed to the overall Governor's School experience.



Photo by Tracy Chen

Life Outside GSE: What's Going On?

By Romy Whitesell

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:

Bad News for the Senate Republican Health Care Bill

On the evening of June 26th, the Congressional Budget Office (CBO), a nonpartisan agency, released a report on the projected impacts of the Senate Republican Health Care Bill. This report proved disastrous for Republicans on Capitol Hill as it stated effects of the bill that included 22 million more people becoming uninsured in the next ten years than under Obamacare. However, according to the report, the bill will reduce the federal deficit by \$321 billion by 2026, which some Republican senators are hoping will convince senators on the fence to vote for the bill. The Republican Party can only lose two votes from their own party before the bill does not pass. Due to the lack of party support and the backlash from the CBO report, Senate Majority leader, Mitch McConnell decided to delay the vote for the bill until after the July 4th recess in order to grant time to whip more votes, which is a large setback for the Trump administration on one of their key goals of repealing the Affordable Care Act.

Hackers Attack Major Global Firms

Described as a "quickly spreading ransomware attack", companies from across the globe, including Ukraine, Russia, Spain, France and the United States, were hit with a cyber attack on Tuesday, June 27th. Europe, and particularly the country of Ukraine, seemed to have been hit the hardest with numerous private European firms such as the British advertising agency WPP, Danish shipping firm Maersk, and Russian oil and gas company Rosneft issuing similar statements that stated their IT systems had been affected. Intel from Kaspersky Lab believe the attack has affected 2,000 computer systems so far. A cybersecurity firm based in Moscow, Global IB, also believe the attack to be a virus called Petya which has impacted around 80 companies in Ukraine and parts of Russia alone. The Deputy Prime Minister of Ukraine, Pavlo Rozenko, took to Twitter to share a picture of his malfunctioning computer screen as well as a statement that the entire Ukrainian Government's computer system was shut down. The ransomware has been reported to infect and lock the computers through a computer vulnerability known as Eternal Blue, and demand \$300 worth of bitcoins as ransom.

Two Successful Missions for SpaceX

SpaceX, Elon Musk's innovative aerospace company, launched two successful missions over the course of the June 25th weekend which marked the quickest turnaround for a launch in the company's history. The first launch took place on Friday, June 23rd at the Kennedy Space Center in Florida where a communications satellite was launched. The second was a launch of a Falcon 9 rocket, transporting ten satellites for Iridium Communications. The satellites are a key component of the Iridium Next program and are important for achieving some of the program's goals including eradicating "black zones": areas where the tracking of commercial airplanes by global surveillance is currently impossible.

Chicago Officers Charged

On Tuesday, June 27th, three Chicago officers involved in the shooting and death of Laquan McDonald three years ago were charged with obstruction of justice, conspiracy, and official misconduct in regards to the follow-up investigation of the shooting. Jason Van Dyke, the officer who shot McDonald, then 17, 16 times in the back, stated that McDonald had approached him menacingly with a knife and his response was one of self defense. However, when the dashcam recording from that night was released to the public it was seen that McDonald, although holding a knife, was fleeing from Van Dyke as he began shooting. Van Dyke's false account of the shooting was backed up by the three officers David March, Joseph Walsh, and Thomas Gaffney, which resulted with all three being accused of "lying and coordinating their activities," which included falsifying and approving false police reports to protect each other and to prevent further investigation of the truth.



Students attend an elective about Cuban-US Relations

By Sharanya Ananth

The Cuban-US Relations Elective, scheduled at 3:45pm in Joyner on Sunday, was in high attendance. Students filed in promptly at 3:30 leaving no seating room and causing newcomers to pull in chairs from other classrooms. Some even stood in the back of the classroom.

Marcy Pedzwater, an English and Area 2 TAC, led the elective and began by explaining her qualifications in the subject: her undergraduate thesis, an educational trip to Cuba, and graduate classes she has taken on Cuban culture.

Discussion began by students listing what was commonly known or thought about Cuba in the US. Phrases such as “outdated technology,” “Fidel Castro,” “Bay of Pigs,” “food shortages,” and the “US trade embargo” were called out. Discussion proceeded with a short timeline of Cuban history particularly

in relation to the United States and the West.

Beginning from the colonization of Cuba in 1511, a brief summary was given concerning the establishment of slavery, the Wars of Independence, colonial occupation, the Revolution, and recent changes to US foreign policy.

Students then read an article entitled “Thinking Back On Cuba’s Future: The Logic of ‘Patria’” and discussed the concepts of Cuban nationalism and patriotism. This continued with the presentation of Cuban propaganda and the national anthem. Specifically, the concept of martyrdom for one’s country, “To die for the patria is to live”, which is a common Cuban saying.

The floor (quite literally, as that’s how full the room was) then opened for discussion and many topics were tossed around - especially the essential question: “What now?”

Students discussed a completely

open trade policy, an open door policy, and how the original policy shift didn’t provide that much of a shift in Cuban life.

Students also mentioned the integral nature of the respect of Cuban identity to the situation and the complicated currency system in Cuba. Elizabeth Romary, Area III/Activities TAC, raised the question of why “helping Cuba” should even be the United States’ responsibility.

Important ideas regarding the United States’ actions as the world’s “policeman” in recent history and the possible detrimental impacts of a larger tourism sector. One of the most imperative impacts of the discussion was the idea that Americans must respect Cuban identity and nationalism, and learn more about Cuba and the country’s history before hastily making judgements and policy ideas.

Mememes of the Week

When you wanna be an artist but you're trapped behind a canteen in Morocco



Courtesy of GSE Memes!

WHEN YOU’RE TRYING TO WATCH A MOVIE IN JONES...



BUT PEOPLE KEEP THROWING SWEATERS AT YOU.

A Review of *Finder's Keepers*

By Emily Holland

On Saturday, GSE students had the opportunity to watch an optional documentary film called *Finder's Keepers*. The film tells a strange yet thought-provoking true story that took place in North Carolina several years ago.

In 2004, John Wood had his left leg amputated after a plane crash, and the hospital allowed him to keep his severed limb. After several failed attempts at storing the leg in various locations, John left it inside a grill in his storage locker. However, he did not pay the rent he owed on the locker.

Shannon Whisnant, an entrepreneur with a knack for making deals, bought the grill in a storage auction and found the severed limb inside. He turned the leg into a tourist attraction and became somewhat famous for a time.

John eventually wanted his leg back,

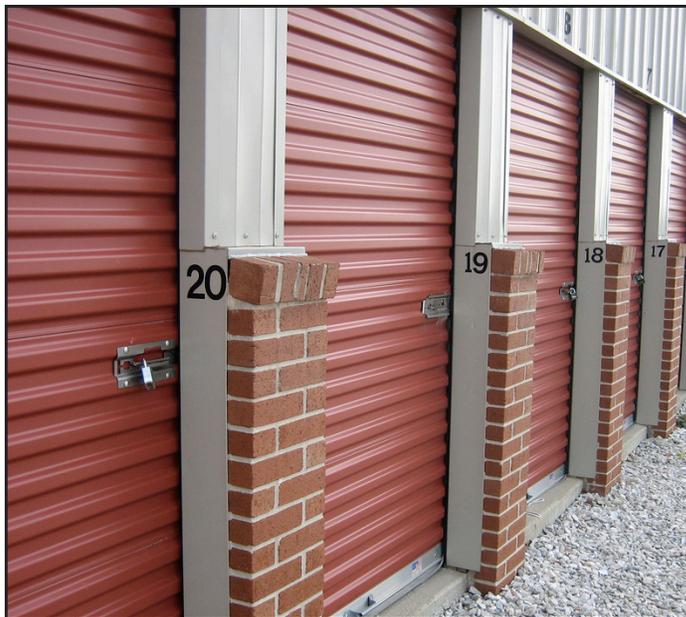
but Shannon claimed the limb was his because he paid for it. His argument hinged on the principle of “finders, keepers.” The two entered a legal battle

well. The producers incorporate video footage from each man’s life and show interviews with the men and their family members which allows the audience to understand and connect with the story.

The film shows John’s struggles with substance abuse and grief over his father’s death in the plane crash in a moving and poignant way. On the other side, it gives Shannon’s selfish motives for keeping the severed leg and the eventual negative effects that finding the limb had on his life.

Despite the strange and somewhat comical nature of the story, the documentary prompts the audience to think about several culturally relevant issues, including the meaning of ownership, the effects of grief, and the consequences of overnight fame.

Finder's Keepers is a well-done, interesting documentary. While the story it tells may not appeal to everyone, the issues it addresses are important for all to consider.



over possession of the severed limb that culminated in an appearance in Judge Mathis’s television courtroom.

Finder's Keepers portrays both John’s and Shannon’s sides of the incident

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 2:

Daniel Hwang (Math): 10
 Luke Joyce (Math): 9
 Tyler Zickmund (Math): 8
 Daniel Haller (Natural Science): 7
 Sam Cryan (Natural Science): 6
 Morgan Opela (Math): 5
 Everett Meekins (Math): 5
 Sarah Staehle (Social Science): 5

Natural Science Challenge Leaders, Week 2:

Daniel Haller (Natural Science): 18.5
 Luke Joyce (Math): 17
 Ashwin Kulshrestha (Math): 15

Social Science Challenge Leaders, Week 2:

Annika Allen (Art): 17
 Connor Rokos (Social Science): 17
 Eloise Williams (Choral Music): 16
 Emma Gilley (English): 16
 Abe Krell (Natural Science): 15
 Sam Cryan (Natural Science): 15

Week 3 Challenges: Tuesday, June 27: Natural Science Challenge Wednesday, June 28: Math and Social Science Challenges

Guest Writer: Chuck Sullivan

“Songs in the Key of Light: NC Governor’s School East”

By Chuck Sullivan

Longing For The Harmonies is our *Midsummer Night’s Dream Odyssey* in the waking pursuit of the comedy and drama of discovering how the music of imagination graces us with both sound and structure for seeing the unifying and mysterious melody rounded in the scattered ranges of all the searching voices of the Arts and Sciences whose varied and singular questioning swell of ladies and gentlemen and children of all ages The Big Sing of excellence whose circus soars in a knowledge beyond a tune of merely passable certainty. For the truth and beauty of this we need only look at how scientists dare dream and poets experiment with risk through the method found alive and well in the contradicting logic of metaphor. Dancers, sometimes, are most precise figures solving the fittings of their probabilities in a choreography of muscled numbers. And math wizards have flown on a leap of faith into the unknown and in that hazardous motion have stumbled upon an elegant solution for the mind-body problem



Photo by Sade Proctor
of standing still. And in the “...moving picture of reality...”, perhaps, as Plato said, all knowledge is a recollection of the harmony of ideas in the eternal world. And, as well, if the Good Book is right, we are all exiles from a former state of grace and deep in the airy DNA of our souls is a longing for the harmonies unfallen in the Garden of Eden. In any case, the abstract ideas of philosophy become in deeds both the harmony and discord woven in the tapestry of the real songs of our hearts and minds and souls and of these

songs which are really only one song, each of us in celebrating the difference of ourselves cannot help but show how we are connected to each other. So what is this song and where are you in it?

...the grand legend
of figures was born in a white

cave from the musing breath
of Pythagoras the poet
of sides and lines
who ordered the verses of his
theorem into the music
of the spheres that starred
the sky above the wine-dark sea

with a host of heavenly bodies
choiring in the light elliptical
tune of their orbits in rounds
and rounds with all systems
and solutions that sing
in the harmony of whole numbers

vibrating within the octaves
played upon Creation’s single string

Creativity Column (continued):

“three skeletons i have loved, and why”

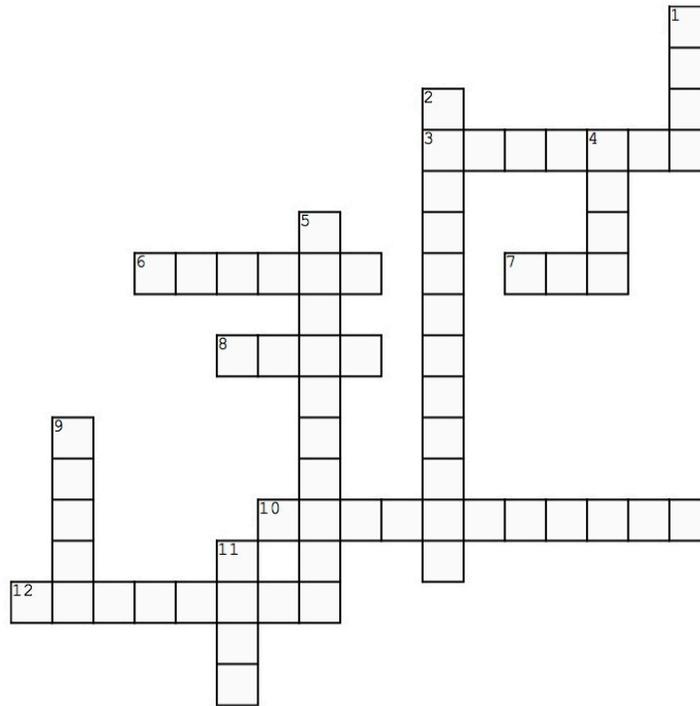
By Kelsey Marlett

One.
the shaking bones of my shelter. a
home where we taught flowers to grow.
when i was young, my father told me i
had a green thumb
but he had green hands. and I was
made of branches.
our house was a mess, a whimsical nest
of rest,
it is a place I wait to return to.

Two.
i have loved the skeleton of a raven.
the outline of a someone.
i have traced the edges of this love
because i know it is hollow;
that is the only way it can fly.
who was i,
to fill a raven’s hollow bones with
honey.
who was i,
to love the way you rebuilt me.

Three.
this body still feels new to me. these
flightless bones waterlogged,
these eyes unripe and unreal.
I am built around a skeleton.
Flesh and skin and branches.
I am evolution’s experiment.
I am, becoming.

Crossword created by Jaelyn Wilson

GSE CrosswordCreated with TheTeachersCorner.net [Crossword Puzzle Generator](http://TheTeachersCorner.net/Crossword-Puzzle-Generator)**Across**

3. Object you are required to wear
6. Name of a building on campus with Area II and III classrooms
7. The number of days during the week that you have to attend class
8. This dorm is also a shoe
10. Always starts at 7 o'clock
12. "Today is the day at Governor's School East"

Down

1. Place where everyone goes to have fun outside
2. Previous Area II film
4. Name of Social Science TA/C
5. Chinese place nearby
9. Food that the dining hall has everyday
11. Name of the dining hall

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