

BC participates in 28 cleanups for 'Leave No Trash University'

Madeleine Pollock
Staff Writer

From April 19 to 27, Brevard College took part in the Leave No Trash University challenge, a global Earth Month initiative started by Leave No Trace, where students and faculty participated in 28 cleanups across campus and in the community, which were documented on the Citizen Science website.

There was significant involvement from many departments, with students and faculty from WLEE, CRJ, ENV, PER, BUS, and COM contributing to the cleanups. The PSY 240 Social Psychology class helped design the posters to raise awareness for the challenge.

The amount of trash collected ranged from a small shopping bag up to multiple 13-gallon trash bags; at least two registered cleanups collected 100 gallons each. Cleanups occurred

on campus, in Dupont State Forest, Pisgah National Forest, and at local parks in Brevard, as well as beside the French Broad and the Tuckaseegee Rivers.

This challenge saw universities from across the country and the world submitting data, and facilitators at Colorado State University will compile the data into a storyboard in the coming weeks.

Across all participants, the three most common trash items were plastic bags, plastic bottles, and food wrappers. Sixty-one percent of respondents said that there was a trash can located near where their trash items were found.

Overall, the project was a success, and Brevard College will likely participate again in the future! Stay tuned for more details on the storyboard and for a more comprehensive overview of the collected data.



Above and below: Students and faculty took part in trash cleanups on campus and in the community.



Climate scientist visits Honors seminar

Madeleine Pollock
Staff Writer

Climate scientist Dr. David Easterling of Hendersonville, NC, spoke to Brevard College's Honors seminar students on Wednesday, April 30, about global warming, heavy precipitation, and hurricanes, all of which relate to the class's year-long theme of climate change.

Easterling recently retired from the National Oceanic and Atmospheric Administration's National Centers for Environmental Information (NOAA/NCEI), providing extensive archival climate data used worldwide. He still works as the Chief Scientist for the climate change consulting firm Future Climate LLC.

In addition to this, Easterling is an adjunct professor at N.C. State University has authored or co-authored more than 120 research articles and book chapters, and has been the lead author on multiple Intergovernmental Panel on Climate Change (IPCC) reports.

He began his presentation explaining his work at NOAA/NCEI, collecting and archiving satellite, aircraft, and surface station data that tracks precipitation levels, air and sea temperatures, solar radiation, among other things. These data points allow climate scientists to track global warming and other climate change indicators, and Easterling noted that 2024 was the warmest year on record.

Next, he debunked the myth that climate change is caused by solar radiation, as no trend in solar activity correlates with a warming climate. Easterling also explained the Greenhouse Effect, where the atmosphere traps heat, warming the Earth. It was noted that unprecedented levels of methane, carbon dioxide, water vapor, and greenhouse gases are causing more extreme levels of warming than the naturally occurring Greenhouse Effect.

Following this, Easterling reflected on the connection between hurricanes/increased precipitation, and greater water vapor in the atmosphere, as well as rising ocean temperatures. He explained that Hurricane Helene was very powerful due to extremely high temperatures in the Gulf of Mexico, and that heavy precipitation events like Helene are



Dr. David Easterling

projected to become more frequent as the climate warms.

In an engineering context, this means that civil engineers will need to begin compensating for unprecedented weather events, like the 1 in 1000-year storm and flooding that hit Western North Carolina. As sea level rises, some coastal cities may be forced to adapt or abandon and move to higher ground.

To combat climate change, Easterling talked about the benefits of switching to renewable energy and examining one's own carbon footprint to try to reduce it.

He also reflected on the current administration's decisions to defund climate research and scientists, and how research in the United States will need to shift to academics and nongovernmental organizations.

Easterling furthermore said that looking at European and Asian reporting and research would be a good way to stay up to date on the climate crisis and support climate science; individuals may find it difficult to access climate science under the Trump administration.

THE CLARION

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2025 Sidewalk Art Competiton

Abigail Callahan
Staff Writer

On Saturday, April 26, Brevard College and adjunct professor Sean Parrish hosted the third annual Sidewalk Art Festival. The event was held on Robins Plaza at Myers Hall and included live music from “Unpaid Bill and the Bad Czechs,” chalk for the kids, and llamas. Students from Brevard College and local high schools competed in the sidewalk art competition.

Kylie Brown, a freshman who has taken part in the competition all three years, but was her first time as a Brevard College student said, “I mean, the rules are pretty simple, come in as early as 10 a.m., but until 11 a.m. you’re only allowed to draw your graph and no cheating.”

Ava Thrift, a sophomore, discussed her involvement in the art program event open to all ages. She expressed her passion for sidewalk

chalk art, which she discovered last year through an art class assignment. “I remember doing it last year and just being so confused how people could blend things so perfectly,” Thrift said.

“I’m using Dollar Tree chalk for the big colors, because you usually want to use cheaper chalk,” she said. “Then, if you want to go into detail, you do more expensive chalk because it’ll be more pigmented, and the brand I use is Prang.”

She offered some tips and tricks for beginners: “Water is your best friend, which I know sounds contradictory to using chalk, but it’s kind of like a water sandwich method.”

The process involves wetting the sidewalk and then using brushes to apply chalk. “You wet the pavement, and then you use the chalk, and then you wet your paint brush, and you kind of move it around like you would like acrylic paint,” Thrift explained.

Thrift’s biggest inspiration for her art was

one of her favorite movies, “How to Train Your Dragon.” The movie celebrated its 15th anniversary in March, and there was no more perfect way to celebrate. “When I heard that the chalk contest was happening again, I was like, okay, I totally have to do Toothless. I guess it’s also a nostalgic feel, because chalk is very nostalgic to me. Being able to draw Toothless is like a double whammy of nostalgia,” she said.

For the competition, honorable mentions went out to Daniel Hustiss, Jared Smith, and Kylie Brown. Third place went to Autumn Short, second place to Ava Thrift, and first to Phoebe Turner.

Art Professor Sean Parrish is considering moving the festival to the fall for the next school year, as the weather is more favorable, so be sure to keep a lookout for upcoming announcements.



Jared Smith locked in to complete his artwork. Photo by Sam Streeter via Flickr.



From left to right: Kylie Brown, Samantha Capps, Phoebe Turner, Ava Thrift, Jared Smith and Autumn Short. Photo by Abigail Callahan.



Some competitors take on the heat during the art contest. Photo by Sam Streeter via Flickr.



Ava Thrift working on her Toothless masterpiece. Photo by Sam Streeter via Flickr.

Results and suggestions from ENV350's Student Satisfaction Survey

ENV350 Class
Contributor

Students have indicated a lack of connection to the broader community, the needs of those who surround us, and the campus in general. As such, campus-wide student buy-in projects and programs presented by student clubs and organizations have been limited.

This limited engagement reduces both social and environmental sustainability. To address these problems, ENV350, Community Service Learning class, surveyed the Brevard College student body to better understand their perspectives on sustainability, volunteerism, and community connections, as well as to help raise public awareness on environmental and sustainability issues, and possible solutions that involve community involvement.

Through this project, we brought awareness to sustainability issues, future projects that could occur on campus, as well as presented information on how individuals here on campus can help and make a difference. Our survey was administered using Google Forms and consisted of open-ended and Likert questions.

The survey shows that the majority of respondents were students on Brevard College's campus, accounting for roughly 83 percent of all respondents; 13 percent of respondents fell into the Faculty/Staff category, and nearly three percent were outliers from community members in Brevard, as shown in Figure One. With the assumption that there are 850 students on campus, our results surveyed six percent of the student body. Overall, when asked about the likelihood of participating in sustainability initiatives on campus, a majority of participants responded "yes."

While enthusiasm varied with each possible activity, at least half of the participants showed support on every question, which demonstrates strong

motivation for engaging in sustainability initiatives and a willingness to participate should opportunities arise. Moreover, results demonstrate a campus community eager to engage in environmental stewardship through tangible projects that enhance both ecological health and campus aesthetics; implementation of these initiatives would not only improve sustainability efforts but could also foster greater community involvement and pride in the campus environment.

Although the majority of students on campus did not give viable feedback in the last question, ("Would you like to communicate any other information related to your experiences on campus?") either answering "no" or "N/A," there were still a handful of students who followed a similar pattern of wanting campus to become "cleaner." This could mean picking up trash, adding more trash cans to help properly dispose of trash, and having better organization of recycling. Through this survey, we see that there are students on campus who want to be involved, but are limited in knowledge of how or where to get started.

We envision that future classes will take what we accomplished and continue efforts to encourage students, community members, and faculty to be involved in environmental sustainability efforts; we can hope to educate more students outside of the environmental studies majors about their impact and how they can mitigate it and live a more sustainable life.

From the results of this survey, we notice that the student body is motivated to participate in sustainability activities, and we would like to see more effort from the administration to support our suggestions; implement sustainable town halls, newsletters, a campus garden, clearer communication on sustainable events, and general campus beautification/greenification—all of which can be done through a singular action of bringing back a community-centered volunteer day.

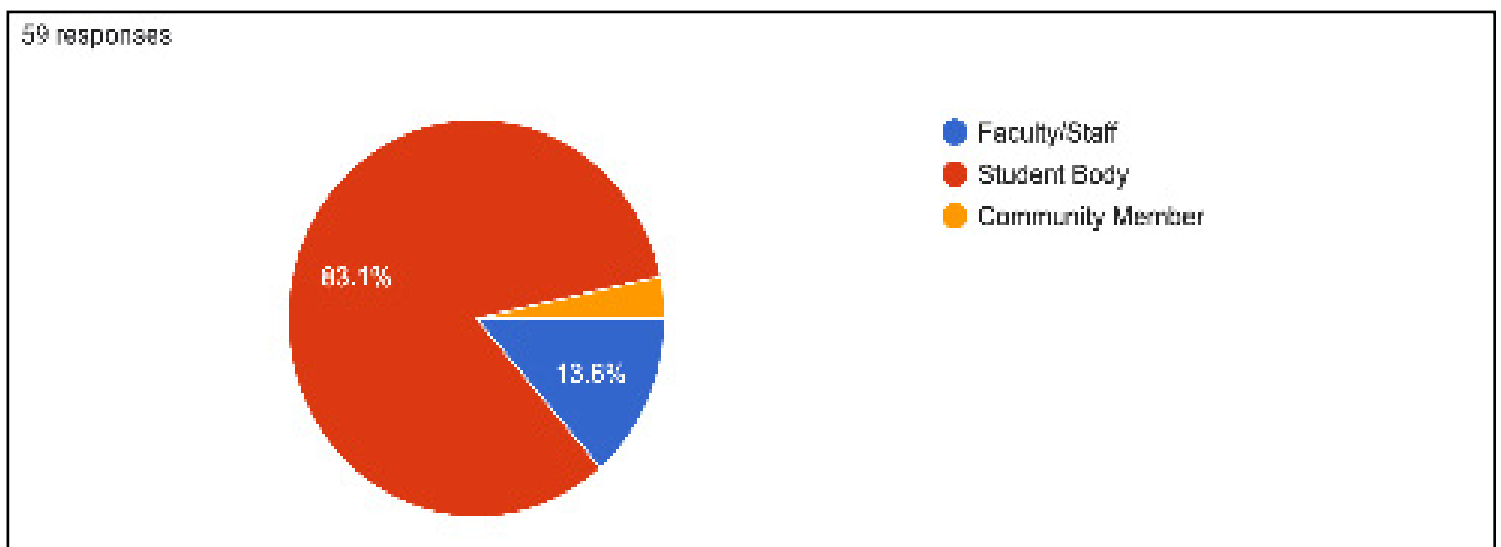


Figure 1

BREVARD COLLEGE

BREVARD, NORTH CAROLINA

FINAL REFLECTION & EXAM SCHEDULE - SPRING 2025

<i>Saturday, May 3 – No exams or mandatory activities may be scheduled on this day.</i>		
Sunday, May 4		
	1:30-4:30 PM	6:00-9:00 PM
	Class Block 2, MTH 9:30-10:45 AM	Class Block 7, TF 9:30-10:45 AM
Monday, May 5		
9:00 AM -12:00 PM	1:30-4:30 PM	6:00-9:00 PM
Class Block 3, MTH 11:00 AM- 12:15 PM	Class Block 4, MTH 12:30-1:45 PM	Class Block 5, MTH 2:00-3:15 PM
Tuesday, May 6		
9:00 AM -12:00 PM	1:30-4:30 PM	6:00-9:00 PM
Class Block 8, TF 11:00 AM- 12:15 PM	Class Block 9, TF 12:30-1:45 PM	Class Block 10 or 15, TF 2:00-3:15 PM
Wednesday, May 7		
9:00 AM -12:00 PM	1:30-4:30 PM	6:00-9:00 PM
Class Block 6, TF 8:00-9:15 AM Class Block 14, TF 8:30-9:20 AM	Class Block 1, MTH 8:00-9:15 AM	Class Block 16, MTH 7:00-9:30 PM
Thursday, May 8		
9:00 AM -12:00 PM	1:30-4:30 PM	6:00-9:00 PM
Class Block 12, W 11:00AM – 1:30 PM	Class Block 13, W 2:00-4:30 PM	Class Block 11, W 8:00-10:30 AM

***All courses will meet at the scheduled exam time to conduct final testing or to accomplish some other meaningful educational activity.** The exam time counts toward the total instructional time for each course, and as such is required as part of course instruction. Any exceptions, such as for courses with excess of contact time or final performances scheduled at alternate times, must be approved by the appropriate Division Chair.

***No student will be required to take 3 exams on the same day.** It is the student's responsibility to speak with the instructors involved and to request moving one of the exams to a time convenient for both the student and the instructor. Such alternate arrangements should be finalized no later than Monday, April 28. No approval other than that of the instructor is necessary for alternate exam times arising from a student having had 3 exams scheduled on the same day.

***Students cannot use convenience of travel arrangements as justification for requesting exam time changes. Exceptions for students seeking alternative exam arrangements because of an excuse other than convenience of travel must be approved by the Associate Vice President for Academic Affairs.**

*Classes that meet more than three hours per week or do not fit into the regular class block schedule should use the earliest appropriate exam period.

The Clarion survey of the 2025 Brevard College graduating class



The Clarion wants to hear from graduating seniors about your Brevard College MEMORIES, ACCOMPLISHMENTS, and ADVICE for other students. We also invite you to submit some PHOTOS and/or a short VIDEO of your time at BC. We plan to use your responses for our annual commencement edition of The Clarion and in a retrospective video on our YouTube channel.

All of us on the Clarion staff congratulate you on reaching this milestone in your life, and we sincerely hope you will continue to check in

with The Clarion online — at our website (<http://clarion.brevard.edu>) or on social media — in the months and years to come. And let us know how you're doing. We love to get mail from Brevard alums!

Note: Please, respond to this survey ONLY if you are a GRADUATING SENIOR — for Fall 2024 or Spring 2025 — or if you are a CANDIDATE for Summer 2025. (And if you are not yet about to graduate, you at least know now what you can look forward to when that final semester arrives.)

Take the survey online at
<https://bit.ly/bcgrads2025>

The Scholarships (alternate timeline)

Written and Illustrated by
 Kathleen Benedict



When the procrastination hits, what do I do?:

Alternatives to enhance focus and retain attention

Autumn Jones
Editor in Chief

Finals week begins Sunday, and students are in grind mode—staying up late, consuming too many energy drinks, and stressing over final tests, projects, and reflections, trying to remember the assignments they did at the start of the semester. Along with the feelings of stress and pressure come different forms of procrastination, and I have compiled a list of tips for different situations.

Everything Needs to Be Clean

When I sit down to work on assignments in my room, I always end up finding something to clean; suddenly, the bathroom needs to be cleaned immediately. And if I'm going to clean the bathroom, I might as well sweep the floor. If I sweep the floor, I should probably vacuum the rug. But if I vacuum the rug, I might as well do laundry, and if I do laundry, I ought to shower, and the list goes on. It is an endless cycle to feed procrastination.

When this feeling hits, I try to move to a study

room or the library—the colorless, lifeless, and overall dull room and experience create the perfect motivation and limit distractions.

Phone Time!

Keeping my phone to the side is insanely hard. Even now, writing this article, I am itching to pick it up. I want the dopamine scrolling gives me, and I don't want to use my brain—a lethal combination that causes studying to be difficult.

Instead of trying to limit the problem entirely, which can be difficult, do it in doses. Break your studying into smaller chunks, and set a timer for any desired amount of time. Focus all of your attention on that one chunk until the timer goes off, then take a scrolling break for half the time it took you to complete the chunk. This method, a fragmented version of spaced learning, is beneficial for developing long-term working memory.

Working on Assignments Due Later

I am heavily guilty of this one. I am actively doing it right now, believe it or not. (Sorry Dr. Padgett, I promise I will complete the Shakespeare essay on time.)

This is a more productive-feeling procrastination, but still procrastination nonetheless. A simi-

lar method to the previous situation to fix this: set a timer. Spend at least 25 minutes working on the main assignment, and promise yourself you can focus on the other assignment after a fixed point gets completed. This will break any mental resistance and help get the ball rolling on your main assignment.

I'd Rather Shop

Hey, I get it, I've been there. Shopping is more appealing than studying. Studying is usually the time I begin to think about all the groceries I need for the dorm, and that really cute phone case I saw someone with.

If you truly wanted what you're shopping for, wouldn't you think of it at a time when you weren't actively looking for a distraction? #SustainabilitywithAutumn.

On a more serious note, use a “ten-minute rule”: You can shop after you work consistently for ten minutes. The urge to shop will pass.

Procrastination is hard, and once you're distracted, it's basically game over. Beat the procrastination, and good luck on your finals, Nados!

'Moana:' Rich with culture and animation

Zoe Hughes
Managing Editor

I absolutely loved Disney's 2016 'Moana.' 'Moana' is a gorgeous-looking film that has a moving story with rich Polynesian culture and an emotional journey throughout. The coming-of-age story and strong-willed lead can resonate with audiences of many ages and backgrounds. 'Moana' creates a window into historic Polynesian culture, creating a wider appreciation for Polynesia among viewers. Was there anything you learned about Polynesian culture from 'Moana?'

The titular role of Moana was performed by Auli'i Cravalho, a Hawaiian actress, in her debut role. Cravalho occasionally over-delivered her lines in quieter moments, but it was clear that she brought passion and enthusiasm into her role as Moana. Dwayne Johnson plays the lead supporting role of the demigod, Maui. Johnson has been in many film projects before his

role in 'Moana,' and his acting in this movie was not particularly unique. Johnson has been critiqued many times for his lack of range in his acting, and his performance in 'Moana' is a good example of this. However, I believe that his usual demeanor fits the character of Maui very well. His signature charisma and humor make Maui feel authentic and familiar, and it fits the personality of an egotistical demigod with a soft side.

Disney is known for its beautiful and high-quality animation, and 'Moana' is no exception. The characters were all lively and well animated, and they expertly bring the vibrant ocean and lush Polynesian nature to life in the movie. Water is a notoriously difficult thing to animate, yet Disney was still able to create accurate and stunning animation while also personifying the ocean. The vibrant colors, especially the bioluminescent scene in Tamatoa's lair, and smooth movements make for an encapsulating watch that adds to the overall depth of the film.

Women's soccer receives 2024 season championship rings

Zoe Hughes
Managing Editor

Tuesday night, Brevard College recognized its students athletes with various awards and honors, but one stood out in particular. Brevard College women's soccer team received their championship rings for being the regular season champs of the 2024 fall season.

The night began with dinner and pictures, then we all sat while opening remarks and speeches were made. The women's soccer team was buzzing with excitement—we were getting our rings.

The team had been looking forward to this night since we were declared the regular season champions. After a stellar record of 15-0-3, women's

soccer was one of only six teams across the nation that went undefeated in conference play.

Immediately following the Cycling jersey presentations, women's soccer was presented with their rings. Head Coach Juan Mascaro Sr. was thankfully able to make it to the award ceremony so that he could be there and celebrate with his players. He recently had spinal cord surgery and worked hard to recover enough to be able to make it to the BESPYS.

Women's soccer also won the Tornado Cup that night, and freshman Kinlee Mozely was awarded Female Rookie of the Year, Sophomore MK Smoak won the Ann Etters Award, and Sophomore Austin Huffman won the SAAC G.O.A.T. Award for Comeback Athlete of the Year. All photos by Caden O'Brien via Flickr.



Austin Huffman



Kinlee Mozley



MK Smoak