FALL DESSERT BLOW-OUT

Attendance was strong for the annual Westover Honors Society dessert meeting, as students came ready to take part in the First Annual All-Society photo! After the picture, they got their just desserts: Chocolate volcanoes! White chocolate raspberry cheesecake! Carrot cake! Snickers pie! Pumpkin cheesecake! Lemon mist cake, and three flavors of ice cream—all disappeared with nary a scrap left for the faculty.
Q: What is your favorite part of being a college professor?
A: I get paid to read and write and talk about it with people I like.

Q: Favorite color?
A: Purple.

Q: When did you realize this would be your career? How did you end up teaching at Lynchburg College?
A: Well this is kind of a circuitous answer. When I was seventeen I took a career inventory and the result was “English teacher,” but I wasn’t really thinking that way. I went to Randolph-Macon Woman’s College and always thought of teaching as a fallback. I come from a family of teachers and preachers. I started teaching and coaching basketball at a local private school and then got my M.Ed. from Lynchburg College. I was teaching at night while my husband was teaching during the day. Then, about fourteen years ago, Dr. Gray had a very large class that needed to be split into sections. I had applied (to teach at LC) earlier and then received a call with the offer to teach the other section.

Q: Dogs or Cats?
A: Two big standard poodles: Sallie and Jenny.

Q: What is your dream vacation?
A: A vacation … ha … what’s that? Being in the mountains with a hammock and a stack of books and my family and dogs.

Q: What book(s) are you currently reading?
A: You Are Not a Gadget by Jaron Lanier (for the honors class) and The Unlikely Disciple by Kevin Roose … a great read for anybody living in Lynchburg. But right now I’m mostly working on my Ph.D.

Q: Do you have any pet peeves while you’re teaching?
A: People who are bored or not willing to be engaged in the discussion. It hurts my feelings because I hate being bored.

Q: What is your favorite Lynchburg area restaurant?
A: Isabella’s.

Q: What do you like about teaching Westover classes?
A: I like the conversations I hear when I walk into the classroom. It is like the class never let out and has been discussing the topic the whole week during lunch and in the dorms. Sometimes I feel left out of all those discussions.

Q: How do you feel about rainy days?
A: Good, with a good book. It’s also a great time to grade essays.

Q: What is your most proud of?
A: On any given day, my three sons: Marshall, Patrick, and Harris…as long as they are not in trouble with the law.

Fill in the Blank: Dr. DeClair . . . has the heart of a puppy.

Professor Salmon is an assistant professor of English and teaches Advanced English Composition in the Westover Honors Program. She has been very involved with the Anne Spencer House and Garden Museum Board and is currently working on her Ph.D. at Virginia Tech.

The following new members were inducted on Saturday, September 25: Matt Anderson, Hailey Bettencourt, Ashley Brewer, Becca Brummett, Karen Butler, Sammie Chapman, Dan Cho, Renée Chisholm, Patrick Cobb, Garrett Corfess, Kelsey Cute, Rami-Peter Dabeet, Taylor Dalton, Ashley DeLong, Matt Dwyer, Hannah Frank, Mark Fultz, Paige Gadsby, Patrice Gibson.
This year, for the first time, we have a “Westover House.” Hannah Hawkins, Kristin Marstin, Samantha Meiser, Maggie Pearce, Carly Pleines, Rebeka Rowan, Mallory Stewart, Taylor Vukich, and Brynn Workman, joined by non-Westovers Sarah Ignatius and Emily Ward, call 511 Brevard Street “home.” Last year, these now-sophomore Westovers chose to live in “511” over the Courts, where the rest of the Westovers chose to live.

Rowan recalls that she wanted to live in the Westover House “to be with other Westovers and because it’s a house.” Their choice has worked out well, since all the residents of “511” have the same values and priorities when it comes to their schoolwork. “It’s nice to be in a house with people who have the same priority as you,” says Workman. The residents all know that the others are working hard on their studies, and they offer each other support and help.

Having other Westovers around is just one of the many benefits of living in a house, though. For instance, Rowan appreciates the convenience of having a kitchen right there. “The house is so much more close-knit then the dorms,” she adds.

Marston observes that the house offers more privacy for residents than the dorms. Yet, there were problems with the doors and, since the house had previously been known as the “party house,” some damages to the house remained to be fixed, even after all the residents had moved in.

In spite of these maintenance problems, the girls still prefer living in “511” to living in the dorms. The housemates enjoy spending time together and all get along very well, happy to be living with other students who share their same priorities. The new Westover House this year has been successful, but “eleven girls tend to get a little messy,” says Workman—“it would still ‘be nice to have cleaning ladies.”
The Lynchburg College community knows that Westovers involve themselves in many facets of campus life—as varsity athletes, musicians, service volunteers, Bonner and Connection Leaders, PASS Leaders, SJB members, and even thespians. Westover scholars have a tremendous effect on the quality of life for everyone here. Westovers performed on stage this semester at the Renaissance Theatre (in downtown Lynchburg) in a production of *Urinetown: The Musical* and in a campus production of Bertolt Brecht’s *The Good Person of Setzuan*.

*Urinetown: The Musical* provided an entertaining night of music and satirical comedy. Directed by Laurie Cassidy ’02, the show follows the experience of a town, drought-plagued for twenty years, which must impose on its citizens water preservation and consumption regulations. After levying a tax on toilet use, the town creates laws that require citizens who cannot pay to be shipped off to Urinetown, a place that may or may not exist. A revolt ensues, forming the structure of the plot for the remainder of the musical. Freshtover Sierra Spicer played the part of Sally, a questioning and precocious eight-year-old. Having played this part earlier this year in a production in Delaware, Sierra looked forward to seeing “how [the directors] interpret the show” and to enjoying the play’s satirical musical pieces again. Senior Westover Andrew Baldwin has been a familiar stage-presence at LC for the last three years. A theatre major with minors in international relations and history, he has entertained audiences with performances in *Is He Dead?*, *Thoroughly Modern Millie*, *Eurydice*, and several one-act plays, among many others. Now he had made yet another appearance, this time off-campus in Urinetown. In November, a select group of Westovers enjoyed dinner at Thai ‘99 before seeing Urinetown with Dr. DeClair and Dr. Gray. Freshtover Deron Turner made his debut on the LC stage in the fall play, *The Good Person of Setzuan*, directed by Brown Cardwell, October 21-24. The play opens as three gods search for good people in the world. Yet all they seem to find is greed, evil, dishonesty, and selfishness. They finally happen upon Shen Te, a young prostitute, who takes them in when no one else will. The gods give her the opportunity to support herself in a more acceptable way, by owning a tobacco shop. She passes their test and proves to be a truly good person, but her struggle then begins—to continue to do acts of kindness while negotiating the selfish manipulations of others. The play highlights themes of kindness, gender roles, justice, and exploitation. An example of Brecht’s experimental “epic theatre,” it makes a clear moral point: that being good is nearly impossible without divine intervention. After a great Chinese dinner at China Royal, the group of fifty mainly Freshtovers attended the Friday night performance where they could see Deron play three characters: an old man, a man, and a nephew . . . it could be that another Freshtover is on his way to the top!

### MORE WESTOVER FALL EVENTS

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An environmental science major with a minor in biology, Caitlin Gibb has combined academics and sports to exemplify the true scholar athlete. Field hockey has always been important in her life, so as captain of the field hockey team and a highly successful Fellow in the Westover Honors Program, she has clearly negotiated the delicate balance among sports, school, and co-curricular commitments. Caitlin says that she “became a Lynchburg College Hornet because of the perfect combination of academics, athletics, and the environment.” Additional attractions for Caitlin were the Claytor Nature Center, which expands the research opportunities in her environmental science major; the College’s “proximity to the Blue Ridge Mountains; and its extensive involvement with local environmental issues,” which has offered her a taste of how local politics exert pressure on improving environmental policies.

During the summer prior to her senior year, Caitlin participated in a study abroad program in Costa Rica under the supervision of Dr. Thomas Shahady, associate professor of environmental science. The program included field research, language instruction, a family-stay component, and travel to the many eco-systems found in the Costa Rican environment. “As an environmental science major Caitlin is concerned with the loss of wetlands near her Maryland home on the Chesapeake Bay as well as throughout the United States and the world. Her participation in an environmental science study abroad course to Costa Rica provided Caitlin the opportunity to learn how another country works to preserve these essential ecosystems. As she studied the composition of plants and insects in the protected wetlands around Chesapeake Bay, she was able to put those field experiences to good use to continue her research in Costa Rica. I’ve been very pleased to work with her on this comparative wetlands study, a first for a Lynchburg College environmental science major.”

When she wasn’t eating gallo pinto with her host family or careening down a zip-line high above the rainforest’s tree canopy, she could be found testing the water quality in various rivers and streams. Caitlin’s experience was partially funded by a special Westover scholarship to help defer the cost of the trip. Of her time in Costa Rica, Caitlin says, “travelling to remote field stations, wild rainforests, and secluded wetlands added a whole new dimension to conducting my Westover Senior research.” This spring, as she prepares to defend her Westover thesis, “Comparison of Wetland Protection and Policy in the United States and Costa Rica,” Caitlin will draw upon the research that she conducted during her Costa Rican study abroad experience.

Among her Westover Honors classes, Caitlin’s favorite was the Irish Studies colloquium taught by Dr. Gray, “Tiger Fiction: Literature from the New Ireland.” She says, “I loved the small group discussion-based format . . . Dr. Gray’s extensive background on Irish culture added to the depth of knowledge I gained from the course.” For this course, she was able to merge her new-found interest in contemporary Irish literature with her environmental concerns to write her research paper about environmental issues in contemporary Ireland as addressed in the literature.

A permanent fixture on the Dean’s List, Caitlin’s academic achievements have been recognized by her instructors and peers alike. A member of Phi Kappa Phi, the institution’s most prestigious academic honorary, she is poised to graduate with triple honors: Westover Honors, academic honors, and honors in her major. At the annual athletic awards banquet at the end of her junior year, she was honored as the Female Scholar Athlete of the Year. The Old Dominion Athletic Conference also named her to the All-ODAC Academic Team.
International education and an appreciation for globalization are key components of the Westover Honors educational philosophy. During their first year in the program, Westover Fellows focus on the theme of globalization in two of their core Honors courses: Advanced English Composition and the Social Science Seminar. Some Fellows further explore their international interests with semester-long abroad options while others select special faculty-led study abroad seminars.

The Westover Honors Program strongly encourages its students to explore the wider world by participating in one of these experiential learning opportunities. Fellows earn Westover credit by transcending the boundaries of the traditional classroom. For example, nearly 70 percent of the 2010 Westover Honors graduating class participated in a study abroad program during their four years at LC. This pattern is replicated in the other Westover cohort groups—72 percent of the 2012 graduating class has already traveled and studied abroad.

As the following page demonstrates, Lynchburg College offers students a vast menu of study abroad options that enable Westover Fellows to “Learn the World.” The multiplicity of options particularly benefits students whose complex curricular requirements prevent them from travelling abroad during the regular semester, student athletes who are tied to game and practice schedules, as well other students who just cannot be “away” for an entire fall or spring term. The College has made a significant financial commitment to study abroad by creating the Experiential Learning Grants (ELGs) which are available to every student during each year of enrollment. ELGs provide students with a stipend to cover half the tuition costs (up to three credits) toward an experiential educational opportunity such as internships, faculty sponsored research, and study abroad.

Taking students to the farthest corners of the globe, Lynchburg College offers faculty-led study abroad options during the winter and summer terms. Plus, students can enroll in semester-long classes with the travel portion woven directly into the fabric of the course. Further, they can participate in international service opportunities, recently in India, Uganda, and on the island nation of St. Lucia. Westover students have studied literature, language, environmental science, culture, and politics in such far-flung locations as Australia, Austria, China, Costa Rica, France, Great Britain, Italy, Quebec, South Korea, Turkey, and Vietnam.

Special Westover Study Abroad Colloquia
This year, twelve Westover Fellows are enrolled in a unique honors colloquium centered on Winston Churchill. During the course of the spring semester, students have read and listened to some of Churchill’s most powerful and dramatic speeches, studied his pivotal role in the fight against Nazism, and engaged his legacy through film, biographies, and critical studies. Their traditional academic studies are complemented by a spring break stay in London where they will visit Blenheim Palace, Chartwell, the Cabinet War Rooms, the Churchill Museum, the Imperial War Museum, and other sites central to the Churchill legacy.

In 2012, Fellows may enroll in a semester-long colloquium exploring the concept of French identity in contemporary Europe. The additional spring break component introduces students to Paris and its many neighborhoods and attractions, the châteaux of the Loire Valley, the walled city of St. Malo, the Normandy D-Day beaches, and the majestic Mount Saint Michel. This study of contemporary and historical manifestations of the French state and nation will focus on questions of ethnicity, race, religion, and culture while meeting once a week on campus.

Westover Fellows routinely report that their study abroad experiences were central to their undergraduate education. It is our hope to continue to provide Honors students with these opportunities.
WHERE IN THE WORLD HAVE WESTOVERS BEEN?

1. Spain
2. India
3. Vietnam
4. Morocco
5. France
6. St. Lucia
7. Panama
8. Turkey
9. Greece
10. Italy
11. China
12. United Kingdom
13. Belgium
14. Czech Republic
15. Germany
16. Uganda
17. Austria
18. Argentina
19. Japan
20. Hungary
21. South Korea
22. Costa Rica
23. Canada
This summer I will be interning at the Suffolk mentor, all assigned to me in September. A development advisor, and a BU Law alumni student advisor, a faculty advisor, a career providing resources. I have a third Constitutional Law, Property and Legislation. We have every single class with these same ninety students. We all take the same have every single class with these same ninety students each. For the entire first year, I have every single class with these same ninety students. We all take the same classes 1L year: Contracts, Torts, Civil Procedure, Legal Writing, Criminal Law, Constitutional Law, Property and Legislation. BU Law has... been great about providing resources. I have a third-year student advisor, a faculty advisor, a career development advisor, and a BU Law alumni mentor, all assigned to me in September. This summer I will be interning at the Suffolk County District Attorney’s Office in Boston. I am currently in the process of applying for a Public Interest Grant to receive funding from the law school for my summer work. The actual law school application process is not all that difficult. All applications are centralized through LSAC; the Law School Admission Council. Application materials, such as transcripts, only need to be submitted once to the LSAC. The LSAC then submits materials directly to the schools you are applying to. The biggest challenge in the application process is doing well on the admissions test, the LSAT. The easiest way to ensure success on the LSAT is to take practice tests ahead of time. If you are interested in applying to law school, I recommend making an honest and thorough evaluation of your reasoning and goals. If you are looking for three more years of college, law school is not the answer. A recent New York Times article pointed out huge drawbacks of law school: debt, the current diminishing job opportunities. Law school does not guarantee a high paying job, or even a job, by graduation. However, if you are legitimately interested in the study of law and are ready to work hard, law school can be an immensely rewarding and exciting academic experience.

The note from second-year law student, Justin Lerche tell us this:

It is often said that the second year of law school is the one in which students are worked hardest. While I cannot tell you with confidence that the second year is busier than the third year, I can assure that the second year is more intense than the first. Upon entering your second year of legal schooling, you will likely realize that your first-year teachers “coddled” you somewhat in terms of their teaching methods and in the material they assigned. Additionally, second-year courses are of a much greater difficulty than those which you took during the first year. Evidence, Corporations, and Trusts and Estates (to name three courses at random) are simply more challenging than Torts and Contracts and correspondingly require more of your time. Finally, a current which will be running throughout your second year of law school will be your desire to find that all-important “second-summer job.” Success in this job search, as people will tell you, is the best way to obtain employment immediately upon graduation. Along similar lines, many students choose to work in their second year while taking classes, or else choose extracurricular activities to help boost the résumé in hopes of landing that perfect “second-summer job.”

Do not think this means that you will be on-the-go 24/7 during your second year of law school or any other year for that matter. I simply mean to suggest that your free time on-the-go 24/7 during your second year of law school may be limited and it must be used wisely. Of landing that perfect “second-summer job.”

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