

The Viking

Tuesday, November 28, 2017

In this Issue

Learn about free tutoring for finals on page 4

See another view on the repeal of DACA on page 6

Volume IX, Issue IV

Get Involved

Viking Deadline

TBA

Send all submissions to the editor, Morgan Bryant, at MoBryant@vikings.grayson.edu.

Student Leadership Series

Monday, November 27th
12:15 - 12:45 p.m.Briton Brooks Speaking.
Community leaders are invited to discuss and share their philosophy on leadership in today's competitive work environment. LA 101

Student and Employee Spirit Day

Every Friday
Wear your GC attire with blue jeans and celebrate the Viking spirit.

Clubs & Orgs

Baptist Student Ministries

Wednesdays, 11:30 - 12:15 p.m.

BSM building

Clay Club

First Thursdays, 5 - 6 p.m.
Ceramic Room, Arts & Communications

Cosmetology Club

Mondays bi-weekly
3:30 - 4:30 p.m., CTC

Cultural Diversity Club

First and third Wednesdays
1 - 2 p.m., Int'l Student Office

DAAC

Fridays, 12:45 p.m., HS 202

Delta Phi Delta (Art)

First Tuesdays, 12:15 p.m.

Design Room

Arts & Communications

Dental Assisting Club

Wednesdays, 11:30 - 12 p.m.
HS 205

Electrical Technology Club

TBA

Contact Aimee Flynn
903-463-8684

Eta Sigma Delta

First Wednesdays, 2 p.m.

Culinary Arts Building

FCA

TBA

Future Educators

Every other Tuesday

12:20 - 12:50 p.m., CIS 200

Gamers Guild

First Thursdays, 4:00 p.m.

Design Room,

Arts & Communications

Grayson Nursing Student Association

Wednesday or Friday

11:30 a.m.

Viking Room, Life Center

HALO (Hispanic-American Leadership Organization)

Second and fourth Tuesday

12:20 - 12:45 p.m., LA 108

History Club

Wednesdays, 2:30 p.m.

LA 207, Liberal Arts

Honors College Club

Thursdays, 12:15 - 1 p.m.

Viking Room, Life Center

HVACR Club

First Thursdays

5:30 p.m.

CTC Room 117

LEA (Criminal Justice)

Tuesdays

12:30-1:30 p.m.

Location TBA

Medical Lab Technology

TBA

Men of Distinction

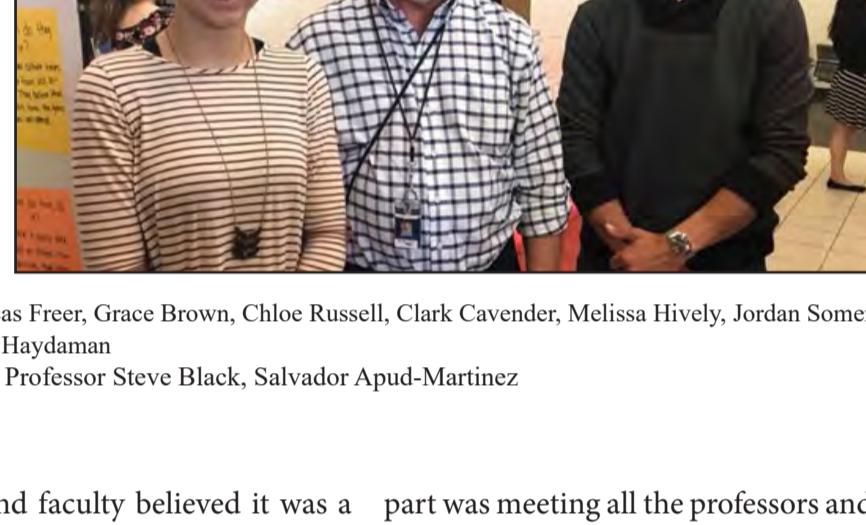
Thursdays, 12 - 1 p.m.

CWL Seminar Room A

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Please Recycle This Paper!

Honors Students Unveil Research Projects in Honors Symposium



Students at the Honors Symposium

Top Left: Honors Music Literature. (L-R) Dr. David Tercero, Lucas Freer, Grace Brown, Chloe Russell, Clark Cavender, Melissa Hively, Jordan Somers

Top Right: Honors Pre-Calculus (L-R) Dr. Billye Cheek, Samuel Haydaman

Bottom Left: Honors Art Appreciation. (L-R) Madison Sacco, Professor Steve Black, Salvador Apud-Martinez

By Hannah Lowe, Student

The Grayson Honors College held a come-and-go Honors Symposium on November 2nd in the Student Life Center. Over 45 honors students presented their honors research topics for the semester, letting students, faculty, and staff see a snippet of what the honors program consists of. It was a great opportunity that allowed these students to be recognized for all of their hard work. This is the first time the Honors College has hosted such an event.

Reflecting on the Symposium, many

students and faculty believed it was a great success. Honors student Francisco Figueroa said, "I thought the Honors Symposium was a very fun and effective way to broaden knowledge. My favorite part about presenting was seeing people's expressions first-hand when learning about the presented topics. I thought the format was perfect for the research portion as it allowed me to effectively portray all of the necessary details." Another Honors Student, Eric Walsh, chimed in on the Symposium, saying, "My favorite

part was meeting all the professors and other staff members. My favorite part about presenting it was being able to use PowerPoint; I thought the format was perfect." Edlain Ondo, an International student mentioned,

"The event was really good because there was a variety of interesting topics, and in different languages. My favorite part was the way students displayed their presentations. were well-organized, easy to follow, and the students knew their topics."

Continued on Page 5

The Fears for DACA

By Janet Ortiz, Student

On September 05, 2017, President Trump ordered an end to the Obama-era program, Deferred Action for Childhood Arrivals (DACA) that shields more than 800,000 young undocumented immigrants "Dreamers" from deportation.

The five-year-old policy allows them to live without the fear of being removed from the country and gives them the right to work legally and seek further education. Ricardo De La Cruz, a "Dreamer" at Grayson College, said, "DACA was a big help to expand my education after high school." De La Cruz stated that he wants to continue attending college even after the potential removal of DACA. He also said that being a recipient of DACA has helped him excel at his job at Carrus Hospital in Sherman, Texas. DACA has helped him excel at his job because he would not have been able to get a job there without a permit.

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DACA Protestor in Washington D.C.
Photo from Business Insider

A Memoir from the Heart of the Altai Mountains

By Aleksandr Vishniakov, Student

There are many mystical and amazing places in the world. Different civilizations tried to find mythical continents and islands. Some of them were looking for the kingdom of El Dorado; another one was looking for Atlántida. In Asia, people tried to find a kingdom of Shambhala. It is a mythical kingdom hidden somewhere in Inner Asia. Most likely if it were ever a real place, it would be found in the Altai mountains.

The Altai region is a place where I came from and where I was born. Altai mountains is a mountain chain in Asia that is part of Russia. The name "Altai" means "Golden" from the ancient Mongolian language. The Altai mountains are one of the big mountain chains in the world.

We used to live very close to the mountains, and every summer we enjoyed trips in the mountains. From early childhood, we heard fairy tales about the mythic kingdom of Shambhala. Also, we listened to stories about a guy named Nicholas Roerich, who tried to find the kingdom in the Altai mountains' region. In Altai folklore, Mount Belekha is believed to be the gateway to Shambhala.

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View of the Golden Mountain Range
Photo by Matvey Dorofeev

Steve Black: Reflections on a Great Adventure

By Marlea Trevino, English Professor



Skiddy Street Baby Puppets: (L-R) Prof. Steve Black, Prof. James Zumora, and former student Austin Duval

It was 1996, and veteran art professor Steve Black saw a Grayson College ad, said, "What the heck?" and applied. His first visit to the college for the job interview set the tone for the "great adventure" he was beginning. Observing an awards presentation for professor longevity with the college, he knew Grayson had "gotten something right" if so many faculty members had clearly found a home in which they could thrive. Black recalls being interviewed by Dean John Parton, who told him later that Black was the only person interviewed who had shown images of student work and not just his own during the interview to demonstrate the impact of his teaching on students.

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Mu Alpha Theta
To be determined
For more information, contact cheekb@grayson.edu

Music Club
Every other Friday
12 - 1 p.m., Band Hall,
Arts & Communications

Phi Theta Kappa
Wednesdays
1:00 - 1:30 p.m.
Viking Room, Life Center

Psychology Club
Tuesdays, 12:15 - 12:50 p.m.
CIS 202

Radiology Tech Club
The 15th of every month
5:30 - 7:30 p.m.
HS 200

Rotaract
Wednesday, November 8th
3 - 4 p.m.
Viking Room, Life Center

Science Club
1st and 3rd Fridays
1:00 - 2:00 p.m.
S 106, Science Building

Student Government Association
First Mondays
12:15 - 12:45 p.m.
Viking Room, Life Center

Sigma Kappa Delta & Writers Unlimited
Every other Thursday
12:20 - 12:50 p.m.
Study Room 3, Library

Sisters of Destiny
Thursdays, 12:15 - 1 p.m.
Conference Room, Life Center

Student Ambassadors
Third Mondays, 12 - 1 p.m.
Viking Room, Life Center

Student Veterans Association (SVA)
1st and 3rd Wednesdays
Veterans' Hub (2nd floor of Life Center) 12 - 1:00 p.m.

TIPPS (Culinary Arts)
First Thursdays, 3 - 4:00 p.m.
691 Restaurant, Culinary Arts

Veteran Nursing Student Association
First Mondays, 12 p.m.
South Campus Skills Lab

Vocational Nursing Student Association
First and third Wednesdays, 12 - 1 p.m.
Veteran's Hub, Life Center

Welding Technologies Association
First and third Tuesdays, 12 - 1 p.m. CTC Break Room
First and third Tuesdays, 12 - 1 p.m. South Campus

Please report incorrect listings to the editor:
Morgan Bryant
MoBryant@vikings.grayson.edu

Grayson College Culinary Arts Represents Texas In Regional Cooking Competition

By Joanna Bryant, Lead Chef Instructor, Culinary Arts Department

Grayson College's Culinary Arts Program will represent the State of Texas at the American Culinary Federation's regional competition for the second year in a row. The student competition team will compete in Madison, Wisconsin February 16-19.

The competition is rigorous with the best team from each state in the central region displaying their cooking skills for two days. On Day One, the teams compete in a relay race where they have to complete four stations within 80 minutes. The students do not know who will do which skill until just prior to commencing, so they must be prepared to do all skills. The skills consist of knife skills, pastry skills, poultry butchery, and fish butchery.

The second day of competition, the students must work together to cook an elaborate four-course meal for four judges. One course is designated the classical course. Each team must cook the same dish that is pre-chosen from Auguste Escoffier's *Le Guide Culinaire* which was written in the 1800's.

This year, the classical dish is the dessert course, *Oeufs a la Neige* or Snow Eggs. The team gets to create the other three courses, which are a fish starter course, a salad, and an entrée course. They have 70 minutes to do this. Throughout both days they must follow specific rules that are set forth in a lengthy rulebook.

This year's team members are Wesley Brown (Fish Course), Sarah Dill-

ing (Salad Course), Diana Larkins (Team Captain/Entrée Course), Lauren Aleman (Dessert Course), and Joshua Knight (Team Alternate).

These students are fundraising all of their own funds to go on this trip, including running the Butterfly Café at Wild Berry Farm in Sadler during the month of October, holiday pie sales, and holiday candy tins.

If you would like to purchase any holiday pies (November) or candy tins (December), please email Chef Bryant at Bryantj@grayson.edu. The team is also looking for an 8 ft. trailer to take to competition since we are required to take all of our equipment and food with us.

Helping with Harvey: The Texoma Response

By Alex Cole, Student

Hurricane Harvey devastated South Texas in late August, leaving thousands of families without homes. Many locals from the Sherman and Denison area pitched in and provided assistance to those families impacted.

Both organizations and citizens alike contributed in many ways. According to the Director of Children's Ministries at First Methodist Church Sherman, Abbey Echols, the church had raised over \$3,000 as of September 10th for Harvey relief. They have also put together 500 "hygiene kits" to distribute amongst the affected families. Each hygiene kit has 1 towel, 1 wash rag/wash cloth, 6 Band-Aids, 1 bar of soap, 1 comb, 1 set of nail clippers, 1 toothbrush, and 1 tube of toothpaste. Echols stated, "Hygiene kits are made specifically for people who have been very recently displaced from their homes...these kits will ultimately be sent to either our North Texas Conference Office or to UMCOR [United Methodist Committee on Relief]."

Other citizens took it farther than donations to help those affected. Brian Clark, a Sherman resident, rounded up four friends with boats and headed down to the Houston area. "We felt that instead of donating money, we should donate our labor," Clark said. Clark's group took four boats and one extra truck filled with supplies. Like First Methodist, Sherman, they chose to take basic toiletries, along with various first aid equipment and non-perishable foods.

Clark's group arrived in Houston on

August 30th and returned on September 4th, Labor Day. They stayed in a small motel just outside of Houston. Clark explained, each day Clark and his group would travel to the "devastated" areas to help those still stranded. "It was a life-changing experience helping those families and seeing their devastation really made us cherish what we have. Although those people had just been through a tragedy, they were extremely grateful and optimistic," Clark reminisced.



Houston roads post-Hurricane Harvey
Photo from the Houston Chronicle

A few members of First Methodist, Sherman collected monetary donations. One of the youngest members—McKenna Scoggins, who just started 1st grade in Sherman—raised almost \$700 with a lemonade stand on one Saturday, and brought that money to help with Harvey relief. Echols con-

tinued "As followers of Christ, we are called to love God and love our neighbors as ourselves. This, I believe, requires us to ask ourselves, 'What can we do to help our Brothers and Sisters in need?' And once we've made up our minds, we do it!" Echols continued.

Sherman mayor David Plyer commented on the area agencies' response: "Our Fire Rescue coordinates with Grayson County Office of Emergency Management and the State of Texas, along with other fire departments and law enforcement agencies across the state. The state coordinates assets so that [at a moment's notice] a coordinated, well-planned response with the appropriately equipped teams are in the right place at the right time during events like Harvey."

Plyer also stated that Sherman sent an ambulance crew to Beaumont to assist the local first responders, and that, fortunately, that was all the assistance required from our city's first responders. Plyer praised the preparedness of Sherman, stating that the city was prepared to provide shelters although it was not necessary since most people that fled the storm did not come any farther north than the metroplex.

Although Harvey did not cause any damage locally, the city of Sherman came together to help those who were impacted. Either through donations or physical labor, many citizens contributed some way to help our neighbors down south.

English Word of the Month: **Fanfaronade** (n/v)
[Fan-furon- ade]
Definition:
An empty, self-absorbed bragging or boasting.

German Word of the Month: **Neuzeitlich** (adj)
[Noi-zeit-lih]
Definition:
Modern, new-age

French Word of the Month: **Necrologie** (n)
[Neh-cro-logee]
Definition:
A eulogy or obituary

Are You Considering Transferring to a University?

By Abigail McGinn, Student

Are students who start taking classes at a two-year college more prepared for success when they transfer to a four-year university? Often, community college courses are thought to be "easier" than those offered by a four-year school or thought to exist only for those who plan to pursue an associate's degree, among other reasons. Though community colleges can carry a negative stigma, are these stigmas justified? And compared against each other, is one group of college students more prepared for success than the other?

Many think that community colleges' main focus is for students to attain their associate's degree to be able to contribute back to the community in a practical, non-professional way. And while, of course, there is a portion of students for whom this statement is true, this does not include all community college students. In fact, those who enroll in community college only to earn their associate's degree are becoming the minority.

Dr. Debbie Smarr, Dean of Planning and Institutional Effectiveness at Grayson College, says that according to the Texas Higher Education

Coordinating Board (THECB), in the Graduation of 2-year College Transfer Students report, of the students who in Fall 2012 entered a four-year university after transferring from Grayson College, 69.3% of them graduated with a bachelor's degree between 2013 and 2016. This means that over the past five years, nearly 70 percent of community college students not only continued and transferred to a four-year university, but also completed their bachelor's degree.

If a community college student is planning to pursue their bachelor's degree, they will have to transfer to a four-year university. But does having "community college" written on a transcript, versus applying to that four-year school as a freshman, affect that student's admission? Most universities say no. Heather Keizer, who holds an undergraduate bachelor's degree in Elementary Education from Southeastern Oklahoma State University and graduated from Grayson College in 2002, said that having community college coursework on her transcript did not in any way affect her admissions into other schools. "If anything, it helped me land admissions and a career," Keizer said. She added that admission

counselors saw that she had attended a community college and were impressed with the academic progress she had achieved. This granted her an immediate acceptance into several universities, as well as into her master's program. She also says that she landed a job right after graduation with no questions asked about having attended a community college.

Most community college students continue to four-year schools, and the transfer process is no different from applying as a freshman. But what about the preparedness of community college students for junior and senior-level coursework? Craig Howard, the Associate Director of Transfer Recruitment at University of North Texas, stated that, "Community college students typically understand how things work at the university level when they arrive and have experience with college-level academics." Howard added that transfers know how to navigate the application process well and are knowledgeable about the workings of orientation, transferring credits, registration, and typical classroom policies and procedures.

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Continued from Page 1, The Fears for DACA

According to the Trump Administration plan, those who are currently enrolled in DACA will continue under the program until their two-year permits expire. They will be able to renew their permit by October 5th if their permit expires by March 5th, 2018.

The reason President Trump and Attorney Jeff Sessions gave to terminate the program was that those who are in the United States illegally are lawbreakers who are hurting Americans by taking their jobs and pushing down wages. As soon as this rationale was made public, many protests broke out in front of the White House and in many cities all over the country.

Esperanza Sanchez, a 22-year-old "Dreamer" and mother to a 1-year-old daughter, said, "I attended the protest in Austin, Texas on July 27, 2017 to have a voice and fight for our rights as Dreamers." Sanchez said the fear of parents is being deported along with their children to a country they have no memory of. "The opportunity is being taken from us to progress in this country only because we don't have a paper that labels us as citizens," she said.

"The opportunity is being taken from us to progress in this country only because we don't have a paper that labels us as citizens."

Even though many colleges have reassured undocumented students will be allowed to continue attending classes, beneficiaries of DACA are worried about how they will pay for college if they are no longer allowed to have a job. Ricardo De La Cruz said, "...I will only have so long until my work permit will expire, which will cause me to lose my ability to work. Furthermore, I will no longer be able to supply my own financial aid." Mayra Duarte, a 22-year-old student at Texas A&M University, said if DACA is removed she will be affected greatly. Since she graduates from college in the spring of 2018, she planned to look for jobs right afterwards. However, "I will be unable to do so because without my permit, I am unable to work here legally, meaning I'll be unable to put my degree to use," she explained.

Many schools, including Grayson College, are offering support to their students with DACA. Wayne Ryon, who works at the Grayson College financial aid office, said, "As long as students are here at Grayson, with or without their permit, we will find ways to offer them financial aid."

Since the beginning of the presidential election the Sanctuary Movement has inspired four states, thirty-nine cities, and three hundred sixty-four counties to adopt pro-immigrant policies. The cities from these states such as San Francisco and many more have promised to protect all immigrants. Even the police officers in these cities have been contributing to this movement; they will not be asking immigrants for proof of their legal status.

Even though there have been many promises from senators from these cities will be protected, many immigrants who do not live in Sanctuary States live with fear. Many "Dreamers" are anxious about what can happen to them if DACA is removed. Duarte stated that besides losing her ability to work in this country legally is the fear of what the government can do towards the people under DACA. "Since the government has all of our information, they can easily find us and send us back to our country of origin," she said.

Dreamers feel there should be no need for them to live with fear over what's going to happen to them. Many were given opportunities under DACA, a program that has made students feel that they are finally being accepted into American society. DACA has given them the opportunity to be in this country with protection against deportation, work here legally, and pursue further education. These Dreamers have worked hard to get to where they stand today. They wonder why opportunities should be taken away from them because of the only thing they don't have in common with American citizens: legal status.

"They wonder why opportunities should be taken away from them because of the only thing they don't have in common with American citizens: legal status."



Undocumented students and supporters at a recent rally at the Roybal Learning Center in Los Angeles.

Photo by Nataly Tavidian/KPC

Grayson Veterans Star in *Citizen Soldier*

By Tommy Ellis, Project Coordinator, Center of Excellence for Veteran Student Success



A local screening of the award-winning movie, *Citizen Soldier*, was held on the Grayson College Main Campus on November 10th, as part of a Veterans Day event. *Citizen Soldier* is a dramatic feature film told from the point of view of a group of soldiers from the Oklahoma National Guard's 45th Thunderbirds

The film tells the true story of a group of young men and their life-changing tour of duty in Afghanistan. It gives the audience an intimate view into the chaos and horrors of combat, as well as the bravery and valor these Citizen Soldiers display under the most hellish of conditions. The film further highlights the extraordinary and unprecedented role that the National Guard has played in post-9/11 wars since September 2001.

These "Citizen Soldiers" are patriotic men and women, one day working 9-to-5 jobs, the next day deploying to the front lines of war. One of these soldiers is Colt Floyd, currently a Grayson College student and a resident of Bonham, Texas. Another is Raymond Viel, a resident of Tulsa, Oklahoma. Both men were on campus for the screening and provided the audience with an opportunity to meet with them and ask questions. Using multiple cameras, the soldiers captured the daily life of their unit, a unit that encountered some of the most violent fighting of the war. *Citizen Soldier* gave an excruciatingly personal look into combat, brotherhood, and patriotism.

This is the true story of the National Guard fighting America's War on Terror when called upon, building global partnerships when asked, and protecting the homeland at great costs.

A Visit to the Eisenhower Birthplace

By Pam Polk, Director of Student Support Services



Student Support Services students at Grayson's South Campus

Members of Grayson College Student Support Services (SSS) recently combined an educational trip with a cultural trip by visiting Grayson's South Campus, as well as visiting the Eisenhower Birthplace in Denison, Texas.

Students choosing to join Student Support Services receive individualized assistance from professional, caring staff members to help navigate through the college experience. Included in the objectives of the SSS Program is exposing students to careers and training, including STEM majors/occupations, and introducing them to cultural venues to which they may not ordinarily be exposed.

At South Campus, students were given tours of the Vocational Nursing Program (LVN), the welding lab, the electrical technology lab, and the MLT lab. The visit to the Eisenhower Birthplace included a tour of the home of the 34th president of the United States, and a short film.

Students interested in becoming a part of SSS may fill out an application online or pick one up from the SSS Office in the Advising Center. Student Support Services is funded by an annual TRIO grant of \$220,000 for a period of five years. All services are free to active SSS students.

For more information, you may contact one of the staff:
Brooke Ross, SSS Advisor, rossb@grayson.edu , 903/463-8603;
Corwin Ransom, SSS Advisor, ransomc@grayson.edu, 903/415-2570;

Pamela Polk, SSS Director, polkp@grayson.edu, 903/465-8689;
Averial Stovall, SSS Office Clerk, stovalla@grayson.edu, 903/415-2597.

Disclaimer

Editorial Information:

Writers Unlimited and Sigma Kappa Delta publish *The Viking* as an ongoing service project to the college.

All students, faculty and staff at GC can participate in producing *The Viking*. This newspaper is a forum for public opinion, and views expressed in *The Viking* do not necessarily reflect the policy of Sigma Kappa Delta, the Board of Trustees, the administration, or the faculty and staff at GC.

Submit material for publication through email to **Morgan Bryant at MoBryant@vikings.grayson.edu**.

Male & Female Models Needed for Life Drawing Class

Tuesday and Thursday weekly 1:00 p.m. to 3:50 p.m.

Call for four models, two males and two females. Two shift schedules with each class: 1:00 p.m. to 2:15 p.m., 2:30 p.m. to 3:45 p.m.. Models will alternate with each other. \$20 per hour, no experience needed. Models will be posing in the nude.

Contact Steve Black, Office AC108C

903-463-8662

Blackst@grayson.edu

Continued from Page 1, Steve Black: Reflections on a Great Adventure

Renaissance education

Over his years at Grayson, Black has been "really blessed" by his fellow instructors, who have all become friends. Despite chairing his department many years, his "heart and soul" are in the classroom, teaching all art forms except for ceramics. He's seen many changes in the department and its offerings due to legislative regulations but feels the college provides an incredible basic foundation in art and hopes the program will continue to be a strength that both young and older students can enjoy through classical training and a firm basis in education inspired by the Renaissance. The tenets of humanism are ever important in education, Black claims, for a well-rounded person needs the arts, government, history, and language. He worries, though, that due to the legislature's regulations, students are no longer able to take drawing and painting as electives. "We're turning out educated people but students who lack the 'finer' aspects of life, like music, theater and art," he comments.



Prof. Steve Black and his Puppets

Black has led his department to partner with as many other educational areas as possible so that students can apply art outside of the traditional studio. He's worked with Grayson's Welding Rodeo to help students understand not just the technical aspects of art but the importance of "creating beauty in the world." When his students are working on the papel picados (the large perforated paper art works displayed in the Arts and Communications building during October), they also study the gates and ironworks at Mexican restaurants and vacation resorts. He wants his students to be more aware of what's around them, to see the world differently.

"The payoff in the classroom is when they just learned something new, and it matters," Black reflects. "It's the best feeling, to see them acknowledge that that just made a difference." He recalls a letter he received from a student who had returned from a recent Italy trip. "I was in the Sistine Chapel," she wrote, "and I thought, 'Oh, that's what Mr. Black was talking about.'"

Proud achievements

By far his proudest art achievement, Black feels, is the Dia de los Muertos Festival, which celebrated its sixth year recently. Through their work on the festival, his students have learned about building giant puppets, creating Day of the Dead exhibitions, and creating papel picados. These projects introduce students to another culture but also enable them to create art in the manner of that culture. The papel picados project requires that students apply art techniques of balance, positive and negative space, rhythm, and pattern, as well as research about what they're making and why. The Dia de los Muertos festival is a community service, a feature of the department Black is committed to in its orientation, curriculum, staffing and practice. The art program at Grayson has been blessed by the support of area artists and galleries who help support the student artists and buy student art work.

Another proud achievement is starting the thirteen-year-old SMAACC, Sunday Morning Art and Coffee Club, an informal group of area artists who meet Sunday mornings ("there's no secret handshake") at Panera Bread to network and discuss art. "We have our own little corner—the loud group," Black explains. "New folks will come by and ask us, 'We've heard of the group. Are you the group?' to which Black always replies, 'Are you the police?'"

Legacy

Black's legacy extends not just to his students but to another generation of teachers. Through Facebook, he keeps up with students from many years ago. Grayson professors Brandy Fair and Jesse Reinhard were his students, as were Temple Junior College professor Chance Dunlap and Chris Douglas, who teaches high school art classes. "I've also created some of the best tattoo artists in the area!" Black adds.

Black feels the college has always been most supportive of his efforts throughout his tenure and "very tolerant." "I would have fired myself years ago," he remarks. He feels confident, though, leaving the program in the hands of adjunct professors Jesse Reinhard and Kristen Villbig, with whom he's worked for the last two years. "They've learned from me but also pursued their own routes," Black states of his colleagues.

As he transitions into retirement, Black will continue to create art and has already been asked, now that he'll have more free time, to sit on "this or that" council. So it's not "Goodbye to Mr. Black," but 'hey, jump on.' "I've enjoyed every minute of it," Black reflects. "It's been a great adventure."

Ready for your finals? Tutoring Centers Improve Student Success Rates!

By Starla Baugh-Kelly, GC Peer Tutor and Success Mentor

Grayson provides a **FREE** service that is underutilized. When most students hear about this service, the comment is followed by, "Wish I knew about it last semester. I could have really used it."

Grayson College offers **FREE** tutoring to all current students to help review core concepts, tackle tough homework assignments, or prepare for tests. Grayson strives to have qualified tutors for all college programs.

Locations are the Main Campus Testing/Tu-

toring Center (SC115) and the South Campus Success Center (SB121).

Also, look in your lab class in your building; we have placed tutors periodically for your convenience.

Go in, introduce yourself and get to know who the tutors are and hours available. Students who visit our Labs or Tutoring Centers more than **four times** in a term have better than an 80% chance at success and on average raise their grade by 10% or more.

From one-on-one tutoring to online resources with Upswing, Grayson College offers tools to help you succeed!

Watch the How-To Video on Grayson's online tutoring system to help you get started at **Grayson.Upswing.io**.

If you need additional help setting up an account or setting up a time for tutoring, come by the **Tutoring Center and ask for Jeffri Johnson Hodge, Tutoring Coordinator, 903-463-8751 or hodgej@grayson.edu**.

Red, White, and You Job Fair

By Tommy Ellis, Project Coordinator, Center of Excellence for Veteran Student Success

The state-wide and state-sponsored **Red, White and YOU** Job Fair was held across Texas on November 9 as part of an effort to assist veterans, as well as others, with an array of employment opportunities. Locally, the event was held at the Sherman Municipal Ballroom. The job fair was a collaborative effort with representatives from a host of local agencies that began planning months ago to make this year's job fair the best one to date.

Representatives from Workforce Solutions Texoma, the Texas Veterans Commission, Denison Development Alliance, the Texas Veterans Leadership Program, Sherman's Economic Development Corporation, Texas Workforce Solutions and Grayson College all worked together to ensure a successful and well-attended event. The combined effort paid off with 40 local em-

ployers setting up displays to attract and recruit applicants for actual job openings. Of the 240 registered job-seekers at this year's fair, 38 were local veterans seeking to re-enter the labor force. Military veterans were given special bracelets and stickers to identify them as veterans to the various employers for special considerations.

All attendees expressed their thanks and gratitude for the various agencies in the area that put so much effort into helping the unemployed with job-seeking services. With a local unemployment rate just over 3%, employers are finding it very difficult to fill all the known job vacancies.

Grayson College student veterans who would like to have their job search tools and skills tuned up for a more successful job-search campaign should stop by the Veteran Services Office (VSO), next to GC Perks on the Bridge.

Explore the "Job Readiness Program," and see how it can benefit you in your career and job search efforts.



Gretchen Huff, GC Career Advisor, affixes a veteran's ID bracelet to a Red, White and YOU Job Fair job applicant.

On October 30th and 31st, the Texoma Regional Blood Center visited the Grayson campus for a Blood Drive in conjunction with the Hallo-Fest. A total of 124 people attempted to donate blood and 78 units were successfully collected. That is potentially 234 lives saved!

The students in three of Dr. Brandy Fair's Speech courses hosted the event as their group project for the class. The students were responsible for producing flyers, shirt designs, and social media images for the TRBC to assist with their marketing efforts in future blood drives. In class, the groups presented their advertising as a "sales pitch" as to why their materials are the best. Representatives from Texoma Regional Blood Center also came to the classes to weigh in on groups' work. In addition, part of the assignment required each group to have a minimum of five people donate for their group, and the group who had the most donors received extra credit on their project.

Thank you to everyone who came out to donate and support the students!



Continued from Page 1, A Memoir From the Heart of the Altai Mountains

It is the biggest mountain there. Belukha is a mystery heart of golden giants because it is a very important place for the whole chain of mountains. Countries where these mountains are located have many mystic stories about it. A lot of people want to take a trip to this mountain because it is an amazing experience and an impression to last a lifetime, so one day we decided to go to the Shambhala gateway. As tourists, we started deciding what we would need in our trip and how much money to take. There are about one hundred and fifty miles between the city where we used to live and the Altai mountains.

Before we went, a guy who had already taken a trip to Belukha gave us tips about everything there. Some of them were extremely strange. For example, he told us to take very heavy jackets because it could be almost minus ten degrees outside with snow. We understood that it is Russia, and as northern people, we are not scared of cold weather, but it was summer time. We took heavy clothes and everything that was needed to survive in wild Russian territory.

Russia is the biggest country in the world, but the population of the country is so low, just about one hundred and fifty million people. This means that in some regions, distances between cities are over five hundred miles, especially in mountainous areas.

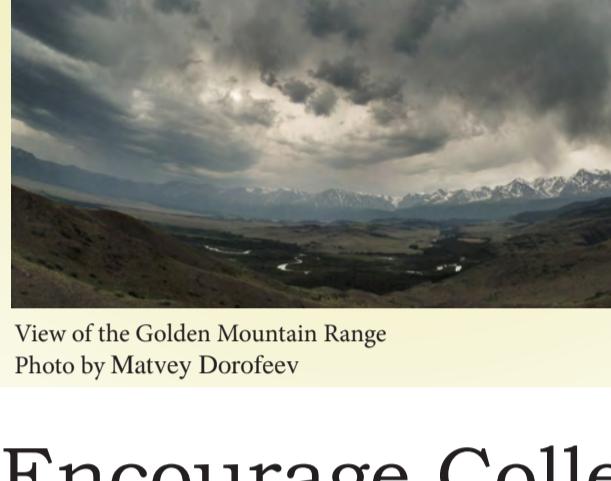
Usually people take trips in very comfortable touristic areas, but just five percent of them go to the wild areas. Some of the areas are very important for the native Altai people, and it is even illegal to drive a car up there.

Our trip to the mountain was great. Nothing is better than seeing the Great Golden Mountains and enjoying real wild nature. We stayed in the camp. It was some kind of tourist's place where

every tourist came to the area, and they are able to take a rest before their next stop. Every year we had trips to the mountains, but we had never gone so far. Therefore, our goal was just to see the mystery heart of the Golden Mountains and understand why this mysterious mountain, Belukha, attracted so many travelers, and what secrets this mountain holds.

We understand that stories about the kingdom of Shambhala are legends and no more, but it is very cool to realize that it is one of the world's mystic places. The next day, after we came to the tourist camp, we asked our friend to move us into a little village that was located close to the foot of the Belukha mountain. It was sixty miles to the village.

In the Altai region, a main river is the Katun; that river has "white" colored water. The river originates from the top of Belukha. According to an Altai legend, the river in Shambhala has "white" colored water, too. We were in the right place. When we arrived at the place, we saw



View of the Golden Mountain Range

Photo by Matvey Dorofeev

the magnificent mountain of Belukha. The view was beautiful. The environment was different than what we had seen before.

We did not lose a minute. We went to see the Mirror Lakes and explore the area. My friends and I spent seven days just walking closer to the mountain. We saw no signs of civilization, just us and wild nature.

Finally, we found the Mirror Lakes, and we were on the very bottom part of Belukha. It felt like watching a movie and the next day seeing one of the main actors on the street. I understood why people who described Belukha were so impressed. The lakes were so clear, fresh air filled our lungs, and a feeling of harmony was everywhere. I started to understand that if Shambhala exists, it is right here. We even had difficulty speaking about it, because everything was so great. I was nineteen years old and already had made a lot of travels and trips to different parts of Russia, but only there I saw real nature and understood what real nature is.

Maybe ancient civilization meant that Shambhala is a place where humans can feel harmony with nature. These mountains are called golden because they played a main role in the life of an ancient people. This place all the time stays wild. Even right now, there are not too many cities around the Belukha. Nature is trying to save this oasis for the next generations. I am sure that if civilization is everywhere, the Golden Giants will keep their heart as a native and wild piece of nature. People will be able to enjoy the harmony. The Golden Giants will not allow civilization to be there.

I am sure that in the world there are a lot of places like the Altai mountains and Belukha. The Shambhala is not a joke, but it is a place where humans can be a part of nature.

How Should We Encourage College Students to Do Their Best in College?

By Miguel Labato, Student

Every year when thousands of students begin their first semester of college, the majority of them are from different backgrounds and different high schools. Some have moved across the country, while others have decided to attend their local college, whether by choice or out of necessity. All of these young people are about to experience what many consider to be the most defining years of their lives. Which begs the question, how should college students be encouraged to do their best while in school, and should we let them figure it out on their own? After all, isn't college all about being an independent person?

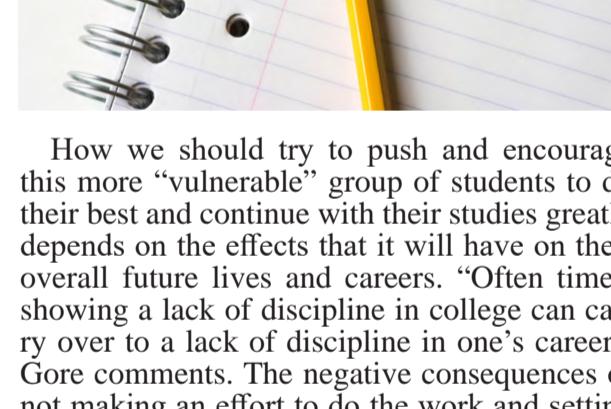
It's important to note that most college students are good at keeping up with their coursework. John Gore, a history professor at Grayson College in Denison, Texas, mentions, "The majority [of students] [are good at keeping up] ... each semester, but I often find...10-15% in each class do not." This shows that, already, most freshmen college students put their efforts into making sure they submit their work on time and that they don't miss class or get left behind.

But what about the other 10-15% who didn't quite make it? Logan Maxwell, a math professor at Grayson, explains, "...Due to a lack of study habits carried over from high school, students simply do not think they need to study." But what could possibly be more important than getting a degree which will ultimately have a major impact on their future careers?

The reasons for these issues are wide-ranging, from students who have a family and have to take care of their children to students who simply don't show self-discipline and would rather use that discretionary time to go to parties and have fun. "...Students can put their coursework on the 'back burner'...and not focus on it as much," Gore explains. "I often teach students who have a family, work full-time, and try to go back to school, so it is difficult for them to juggle their schedule." As has been shown, when

students are busy with their day-to-day activities outside of school, many of them are not always able to find the time to keep up with their school activities.

Marlea Trevino, an English professor at Grayson College, mentions, "At Grayson...we do have some students who were strong students in high school and learned effective study habits, but we have many who...never learned study techniques because they weren't ready at that time to learn them...Now that they need those skills, they're suffering." Habits like these cause some students to get bad grades even if they're not struggling with outside-of-school activities, and "in extreme cases, students might choose to drop out of college completely," says Gore.



How we should try to push and encourage this more "vulnerable" group of students to do their best and continue with their studies greatly depends on the effects that it will have on their overall future lives and careers. "Often times, showing a lack of discipline in college can carry over to a lack of discipline in one's career," Gore comments. The negative consequences of not making an effort to do the work and setting school as a priority won't just affect students when joining the workforce. Gore explains, "I was able to get into graduate school solely off of teacher recommendations and good grades

while in school. My GRE score was not impressive and would have prevented me from getting in without the other two." If the students expect to continue their studies past the undergraduate level, they need to make sure their grades make them worthy of acceptance at higher educational institutions. As can be seen, just "passing" the class will not get them there.

Given the obvious positive effects that encouraging students to do their best work in college has, many educators in the local Texoma area are taking action, striving to motivate students and make a difference that will help to get them closer to their future career goals.

"I think we should as good educators...I make it extremely difficult for students to not know when their assignments are due," says Gore, who has been teaching college courses since 2008 and has just started teaching at Grayson College. "...I have a weekly announcement posted...that reminds them when their assignments are due...I then follow up with students who do not complete their assignments to find out why that is the case," says Gore.

And it seems it's well within the interest of professors to motivate students to keep up with their assignments. "We are in the business of student success, so we should most definitely encourage students to do their best," explains Professor Maxwell, who says she encourages students to use all of the student resources available on campus. "...Professors and staff at Grayson... [should] encourage students to stick with it and finish their degrees so that they'll accomplish the goal they set out to achieve and improve their opportunities," Professor Trevino comments.

If both professors and students each do their part in making sure students are able to do their best in college, then students will be able to reach their full potential and thus make a difference in society, both locally and on a global level.

Continued from Page 1, Honors Students Unveil Research Projects in Honors Symposium

Grayson College President, Dr. Jeremy McMullen stated that, "The Honors Symposium was an excellent event. We have the most amazing faculty and students at Grayson College. I was able to talk to students working on projects in mathematics, engineering, psychology, music and even original research on Native American literature." Due to the success of this event, an Honors Symposium will be held in each long semester.

To become a member of the Grayson Honors College, students must complete four honors courses (12 credit hours) and maintain a mini-

mum 3.0 cumulative GPA. Classes are noted as "honors" on a student's transcript. In addition, honors students may apply for the Presidential Honors Scholarship, which awards up to \$1,000 dollars per semester.

Being involved in the Honors College at Grayson can provide students a chance to excel in certain areas, as well as multiple scholarship opportunities. The Honors College is committed to serving the academic needs of highly motivated and gifted students at Grayson.

The Honors College club meets on a weekly basis to discuss events happening on campus,

plan club activities, host guest speakers, provide volunteer opportunities, and much more. In the spring, the Honors College will be hosting their annual "Beat the Heat" 5K to raise money for both the Grayson County Law Enforcement Agency (GCLEA) and the Deputy Chad Key Memorial Scholarship here at Grayson College.

Joining the Honors College is a great opportunity that students should really consider. Anyone is invited to come to weekly club meetings, which are **Thursdays at 12:15 in the Viking Room.**

Continued from Page 2, Are You Considering Transferring to University?

"Transfer students are also usually a little more focused on career goals and completing a specific major in a timely manner since they tend to be a little older and more experienced," he said. In summary, universities recognize that community college transfers tend to be more prepared for success at a university than college students who apply as a freshman.

Keizer said she felt that attending community college helped prepare her for her transfer to university in several ways. She acclimated with ease to the rigorous academic demands expected at a higher level of education, and by attending community college first, she was able to "gently

ease into learning how to study and succeed." Keizer added that she felt like community college helped in her transfer to a four-year university by allowing her the space to learn how to communicate with her professors. "I was given a very positive environment to speak to any professor when concerns arose. I learned how to ask for extra tutoring, help with exams, and further explanation on classroom material," she added.

Keizer said that the lower cost of community college proved to be a huge blessing because she was able to take out much less of a student loan. And finally, she said that she believed Grayson College has helped her learn how to set goals

and achieve them. She was able to learn which goals she wanted, which careers she might be interested in, and which academic aspirations she had before moving into her degree field at a four-year college. "I was able to [explore] different career paths, figure out that grades are important, and even fail in a very loving and supportive environment," she said.

Keizer is one of many examples that community college students should not fear the transfer process, as they are indeed very well prepared for success at a university.

A National Epidemic: Sleepless Students

By Will Roane, Student

What is usually the first thing to be sacrificed by a high school athlete? Sleep. Not many people know the amount of time and effort put forth by student athletes to stay on top of their grades as well as to perform to the best of their abilities while the sport of their choice is in season. But what most fail to see is just how much these athletes sacrifice in order to participate in these sports.

At a small-town high school in the town of Gunter, they are all about football. With last year's 2016 team winning a State Championship title after a winning season of 16-0 and the 2017 team still currently undefeated, there is a lot of expected out of this group, to say the least. According to Gage Davis, National Honors Society member and senior starting offensive lineman for Gunter, who also played on the state championship team, "Between school and football, there isn't much time for anything else during the season. On days that we have our long practices, it's not uncommon for me to be up well past midnight doing homework, trying to stay ahead of my grades." On top of practices that regularly run until 7 P.M., the football team is also at the school every morning at 6:30 A.M. for weight lifting and film study, so sleeping in is an unknown privilege to these boys.

It is widely known that adults need 7-8 hours of sleep at night to function at an optimum level during the day, but adolescents require much more sleep at night to perform at the same level. In a recent study by the National Sleep Foundation, they found that only 15% of students say that they are getting more than 8 and a half hours of sleep on a regular school night, with this number being even lower among students who take part in extracurricular activities. "I try to get to bed at a decent hour", states Davis. "But most nights I only get 5 to 6 hours of sleep after finishing my chores along with my school work."

According to Dr. Bandy Roane, licensed psychologist, certified behavioral sleep medicine specialist, and associate professor at the University of North Texas Health Science Center, Graduate School of Biomedical Sciences, Texas Christian University, University of North Texas, and Health Science Center School of Medicine, sleep is one of the most important factors for our daily lives. "We spend more than 1/3 of our lives asleep, and there is a reason for that," she states. "Although adults typically require 7 1/2 - 8 hours of sleep, on average, an adolescent needs 9 1/2 - 10 hours to function during the day." Dr.

Roane continues to explain how sleep is a period of recovery, and different phases of recovery occur during different phases of sleep, but when that sleep is cut short, our bodies do not get to have the full sleep cycle to carry out this recovery.

Jacob Reed, a senior who has attended Gunter schools since kindergarten, states, "I feel like I get a decent amount of sleep most nights, maybe 6-7 on average, but I still feel tired most days, and falling asleep during class has become more and more of a regular issue. I don't know how the boys on the football team do it. Running on minimal sleep on top of their daily physical training is more than most could handle."

Speaking on this subject, Dr. Roane says, "Sleeping during class shouldn't happen because someone is 'bored.' Humans usually drop napping around ages 4 or 5, 7 at the latest unless there is a medical condition. Students fall asleep during class because of the lack of mental stimulation when they are bored, and if they are getting sufficient sleep at night, then they would not fall asleep, no matter how bored they are."

Another topic that she explains is that Students tend to have microsleeps, which is a period of around 30 seconds up to about 2 minutes in which the student still has their eyes open but goes "brain dead" for a short period of time. These microsleeps tend to cause students to have a harder time getting to sleep at night, which in turn throws their sleep schedule off even more.

"One way to counter this [sleep deficiency] is to set a sleep schedule. Just like school or practice, sleep needs to be planned. Having a regular sleep schedule helps even if on some nights you don't get quite enough sleep. "Sleeping in late on weekends jet lags our bodies and causes us to feel fatigued. Another part of this issue is finding what is eating up all your time and making changes to account for this, even if it means dropping an extra club or sport," she explains. Dr. Roane tells how objects such as cell phones and T.V. are stimuli for our brain and can keep us from getting to sleep. "We sleep better in dark, cool, quiet places. T.V.s are basically light boxes that make lots of noise, which counters our sleep entirely," she adds.

Sleep is important to everyone, but for young adults, it's imperative to get a good night's rest. Studies show that it isn't just student athletes not getting enough rest, but students as a whole are getting less and less sleep.

Free Student Tutoring For Finals!

Visit Grayson.upswing.io
or contact the Grayson Tutoring
Center, Hodgej@grayson.edu

See Page 4 for more information

DACA: Part of What Makes America Great

By Hannah Downes, Student

Deferred Action for Childhood Arrivals, known as DACA, is a federal program enacted in 2012 by former President Barack Obama that has impacted over 800,000 children who were brought to the United States at a very young age by undocumented parents, often so that they may live a better life here than they might have in their native country. Many of these children were brought to the United States as young as 3 years old. DACA provides beneficiaries with temporary protection, allowing them to attend school and obtain jobs in the United States. The recipients of DACA must meet certain qualifications: must have entered the United States before the age of 16, have no serious criminal record, and have continuously lived in the United States since June 15, 2007.

"Ultimately, this is about basic decency. This is about whether we are a people who kick hopeful young strivers out of America, or whether we treat them the way we'd want our own kids to be treated"

-Barack Obama on the repeal of DACA

Although DACA does not grant a pathway to citizenship, it provides security for those pursuing their education and working in a career. This security comes from the fact that recipients of DACA have been promised by our government that they may continue to lawfully live in the United States to work, attend school, and remain protected from deportation. Through DACA, recipients who meet all requirements can obtain driver's licenses, work permits, and social security numbers. Losing DACA would be detrimental to these families and students alike. Without DACA, one would lose their right to lawfully work here in the United States. Without the right to work, these recipients would no longer be able to maintain a life here in the United States or be able to provide for their families. These DACA recipients would also face the risk of deportation, something our government promised them would not affect them if they complied with the federal rules and regulations stated. Trump's administration and Congress are currently deciding whether they should repeal DACA or continue the 6-year program.

The Director of the League of United Latin American Citizens, or LULAC, national educational service centers, an organization that ensures respect and recognition for our Latino brothers and sisters and the Latino community, Renato De Los Santos, says, "The most devastating part of DACA's removal will be that we have young people that have been promised an opportunity" that if they followed all the rules and turned themselves into the government for registration into the program that they would be protected from the risk of deportation and given the right to work and attend school here in the United States. De Los Santos continues, "If we go back on that promise, I think it would be devastating in their life individually because we as a nation will have once again proven that we can't be trusted in people's eyes." These recipients of DACA have been raised here in the United States; they have a strong love for this country. For them, the United States is their home. Many of these DACA recipients have little to no memory of the country they were born in. De Los Santos voices his concerns: "I'm afraid it will leave a bitter feeling in their mouth and make them feel as if they cannot trust this country and that this country doesn't want them."

DACA recipients are our best friends, our neighbors, our fellow church members, our coworkers. Mother and Recipient of DACA Stefany Vanegas, 26, has lived in Sherman, Texas almost all her life. Mrs. Vanegas expressed her worries about the impending removal of the program but keeps a strong faith in God through the chaos. "As a Christian I see things differently. DACA has certainly been a blessing, but I am not worried about its removal because God will help me, no matter what happens in this country," she states. That's not to say that some aren't terrified that they could lose everything. Many DACA recipients have worked so hard to earn degrees, buy houses, cars and make a life here, including Mrs. Vanegas and her family. If DACA is repealed, then they will lose the legal right to work here in the United States, leaving them stranded even after all the plans they have so strongly invested in.

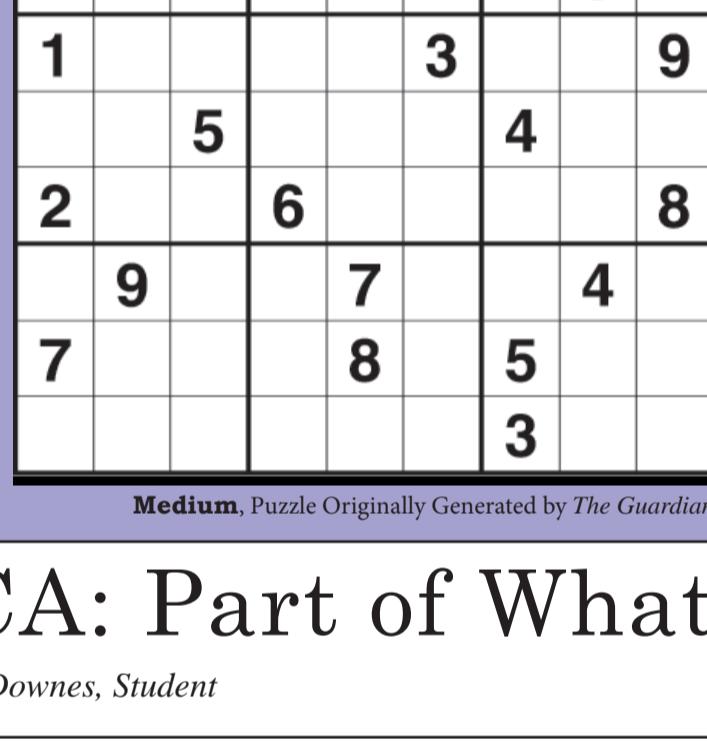
Stefany Vanegas says, "With DACA it gives one better options in careers and blesses one with opportunities that other immigrants without DACA could only dream of." DACA provides many immigrants with better job opportunities because of the fact that they have a legal presence, have a social security card and have a driver's license. Vanegas continues, "DACA is such a good thing and has helped me provide for my family more than I ever could before." Stefany Vanegas's younger brother and DACA recipient Josue Vanegas, 17, agrees, "DACA has been a blessing and something one should treasure because many before me have not been given this opportunity."

Many DACA students here at Grayson College and all over the state of Texas are frightened by the fact that they may not be able to keep attending college. Here, De Los Santos clarifies: "Even if DACA goes away, by state law, students who have completed 3 years of high school, who have lived within the state of Texas within the last 12 months, and are willing to sign an affidavit that says immediately upon becoming eligible to apply for residency and citizenship, I am willing to do so may attend college in the state of Texas." These students will also be able to pay in-state tuition, unless they do not meet these requirements of the Senate Bill 1528 (the bill that specifies the qualifications for DACA students to attend college in the state of Texas mentioned above). If DACA is removed, they may still be able to attend school, but there are still the concerns of finding a job after college due to the fact that they will no longer be able to legally obtain the jobs they earned a degree for.

Overall, DACA doesn't only affect careers or an education for affected immigrants. The removal of DACA will tear millions of families apart--mothers, fathers and their children. Deported families are not always deported together.

"Not only will these citizens lose the lives and careers they have built here, but they could very well lose their own families"

Not only will these citizens lose the lives and careers they have built here, but they could very well lose their own families. John Ratcliffe, Texas's 4th district's representative, has released the statement, "I support Presidents Trump's decision to end an unconstitutional program that was created through President Obama's abuse of executive authority." What we as human beings must ask ourselves is, what is "unconstitutional"? Protecting thousands of non-criminal students and families who are here to not only better themselves but our country or deport these hard-working citizens based on the fact they weren't born here?



Medium, Puzzle Originally Generated by *The Guardian*

1. Each of the nine blocks has to contain all numbers 1-9 within its squares

2. Each number can only appear once in a row, column or box.

3. The puzzle can be solved with logic alone; you do not need any outside sources to solve.