

The Viking

GRAYSON COLLEGE

IN THIS ISSUE:

Local art still thriving pg 2

Students discuss quarantine impact pg 3

For-profit prisons examined pg 4

Library resources still available digitally - Rose Lerma, Librarian

Although the Grayson College Library staff proudly offers exceptional in-person services, we also strive to maintain an equitable online presence. As our students and instructors are accessing services remotely, it is a great opportunity to review what virtual services are currently available. The library has exciting announcements about newer tools and upcoming changes to look out for.

Research Help

There are over 140 databases and many subject LibGuides under the "Research" tab on the library's website. Tutorials are located within the guides to help students learn useful tips for navigating searches.

The catalog is on a separate page, allowing for virtual searches of the collection where books can be held on reserve and picked up in person, when the library is reopened. Cardholders may log into their accounts and renew or reserve items under "Accounts & Services." Visit www.grayson.edu/library for more information.

Chat, Email, Follow Us

A brand-new service is available to chat with librarians or to leave messages through our Library Canvas Course. Simply enter the url listed below, log into MyViking, and join the course.

<https://grayson.instructure.com/enroll/4RCC77>

Librarians are available to answer questions via email at: library@grayson.edu. We also have social media for the Grayson Community on

Facebook, Instagram, and Twitter. The easiest way to follow us is by going to the main library webpage and clicking the icons. Social media is a great way to learn about library resources and announcements!

Upcoming Offerings

This spring, the library added a "Faculty Connect" page that gives instructors access to book College Connection tours, Information Literacy classes, and request materials for acquisitions.

This month a new "Student Connect" page on the library website will serve as an all-in-one access point for locating services. Meanwhile, more chat capabilities are being developed and additional resources will be added in the Library Canvas Course.

Rapid transitions in the response to keeping one another safe through social distancing has changed the way many Grayson students and instructors are connecting to virtual resources. The library staff would like to assure our Viking community that we aim to have both a strong physical and online presence and, as always, are committed to



Above: GC Library staff miss their students. (Photo provided by Kelly Harris and Rose Lerma)

always, are committed to serving you. Librarian Alvin Bailey put the library's role simply, "The research is in. Students who use library services do better in class, get higher grades, and finish faster." That is our primary mission in service.

Thank you for trusting the library with your information needs and remember that we are here for you!

Making the Best of Being at Home

- David Hamrick, Veteran Service Office

Who knew how unique and challenging this 8 weeks was going to be? 'Distance learning' has taken on a whole new meaning! How are you handling it? Is it harder than you thought? Are you maintaining your grades? What is the biggest challenge/obstacle you have encountered?

Before I came to Grayson, I had been self-employed for eight years. Now that the campus is closed, I am sitting in the same spot I did before. For me, working from home is second nature.

My wife and I worked together in our photography business. We have a home office that is set up to accommodate both of us at the same time. We have a 10' wide double desk with two workstations. I probably have as much workspace here as I do at the office. It helps to have a designated workspace. This is one of the obstacles you may be facing at home. Oxford Learning has an article on their website; "HOW TO STUDY AT HOME (WITHOUT GETTING

DISTRACTED)." I want to share their 8 tips for studying at home effectively.

Have a designated study area

You may not have an office area in your home like we do. Whether it's the kitchen table or the desk in your bedroom, create an area to study that is a designated "study zone". Your bed is not going to be a productive study area! Beds are for sleeping, and your brain knows that. Find your space and use it. Make it a habit, and your brain will follow. Try to limit the opportunity for distractions. Here in my home office I have two wiener dogs, which, hereafter, I'll refer to as my 'coworkers'.

My coworkers are pretty well behaved and don't usually bother me. Now, they do get VERY excited when the UPS or FEDEX driver pulls up, but don't we all? You may have 'coworkers' in the form of pets or even siblings.

With everyone being home the struggle is real. Do your best to have a space to study with minimal distractions. (Continued on pg 2)



Are you interested in working at Grayson College as a work study? We work around your schedule up to nineteen hours per week. If so, please know that we have an opportunity to assist you. You can access the application on your MyViking under the Document Tracking Tab or at Grayson.edu under the Financial aid forms tab.

If you have any questions, please email us at financialaid@grayson.edu

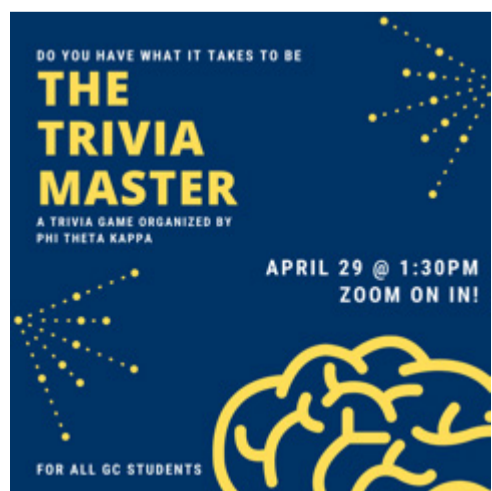
WE ARE GRAYSON. WE ARE SUCCESS.

Student Life alive on Zoom and social media - Viking Staff

April typically brings many student events to round out the end of the academic year. While traditional gatherings have been postponed or outright cancelled, many around Grayson College are using technology to fill the gap.

On Facebook, Grayson College's new GC Student Life group keeps the campus engaged with plenty of fun and free activities to stay engaged and entertained at home. Along with activities like musicals and DJing lessons, the group also allows students to stay connected with student clubs and organizations.

The Baptist Student Ministry has switched to online formatting for their worship services. Along with continuing their weekly Tuesday Bible studies on Zoom, they are also now live streaming their Summit Worship services on Thursdays at 7pm on the Grayson College - BSM Facebook page.



(Continued on pg 3)

GC Library reflects on the legacy of Anne Frank - Kelly Harris, Library

Imagine a scenario of upheaval and isolation: normal activities curtailed, friends, coworkers, even some family are off limits. Meanwhile, time spent with your immediate household becomes stifling, even suffocating. You're frustrated and edgy. You want out of the house to do anything, go anywhere, and some days not walking out the door takes all your self control.

Over it all is a thin veil of fear and dread of an unseen danger. Of the rumors you've heard of people missing, dead. It feels surreal, a bit of paranoid hysteria to dismiss as crazy. You just want your life back. But people are relying on you to be safe and wise and silent as a memory during daylight hours.

This is the 75th anniversary of Anne Frank's death in a Nazi concentration camp. You know her story; she is the most famous 13-year-old author in history. Here are some things you may not know:

Her father Otto served the German army on the Western Front in World War I, rising to the level of Lieutenant in service of the country that would later send him to Auschwitz.

The Franks tried desperately to emigrate to America but were denied. The State Department was suspicious of anyone with relatives in Germany because of their potential usefulness to the Nazis, so by 1941 it was almost impossible for a German family to get refugee status. (Continued on pg 2)

Continued from "Making the Best" pg 1

Try Active Studying

Studying without interaction or prompts is HARD! It can get a little boring as well. What you probably didn't realize in the classroom is the teacher prompting your critical thinking. Learning accompanied with a "why" helps you associate *what* you're learning to *how* you'll use that information going forward.

Ask yourself questions as you study, like: How does this information fit into a bigger picture? Do I understand what I just read? Can I paraphrase it? Afterward, ask yourself: What can I take away from this session/lesson?

Study at the right time

I am generally NOT a morning person. I used to do my best photo editing between 11:00 pm and 2:00 am. Being self-employed I had the benefit of being able to sleep until 10:00 am most days! I'm not suggesting that you adopt such a schedule, but you do know when you're at peak performance. Use that time of the day to attack your harder class work. You really can't go anywhere and do anything anyway. Don't waste your best hours scrolling on social media or holding a game controller, there'll be plenty of time for that later.

Get a good night's sleep

But seriously, a good night's sleep isn't intended to mean 12 or 14 hours! It's a lot easier to stay in bed since you don't have to make the trip to campus. Don't make this a habit. Medical professionals suggest that eight hours of sleep is the best way to ensure that your brain is refreshed and ready to process information. A full night's sleep is especially important the night before a test – a good night's sleep makes you more alert and improves memory, leading to better test results.

Eat properly

Your brain and your body needs fuel to help stay in top form. It's also hard to concentrate when your stomach sounds like two bears are duking it out. The article I'm referencing says you should eat healthy snacks and to make sure they are prepared in advance so you don't spend too much time away from your work. You go ahead and find something healthy to eat, I'm going for the M&Ms! Getting up and moving around from time to time helps with your circulation as well. Just don't spend *too much* time in the kitchen.

Get your chores out of the way

Take care of any daily chores you have to do before starting your study session to avoid interruption. Getting all that out of the way makes it much easier to focus on studying. If those around you see that you are serious about your schoolwork, they may be less inclined to ask you to do things during your study time, just because you're at home.

Create a timetable

Having a timetable helps organize your time, schedule your breaks, and is especially useful when you have multiple subjects to study. WRITE IT DOWN. This will help you remember what you are supposed to be doing at any given time. Set reasonable limits for how much time you spend studying each day, and break your session up into manageable chunks of time. Because my days do not have repetitive tasks, I print out a blank Daily To Do List sheet at the end of my workday. There is a section where I prioritize a list of tasks I know I have to complete the next day. It also has the day's schedule marked out in half hour increments. As I go through the day I can note which task I am working on, and how long I work on it.

Use a timer

Use a timer to help you keep track of time and to make sure you stick to the timetable you created. Setting a timer helps keep you focused on the task at hand, committed to working until the timer goes off, and helps keep you on track to cover all the materials you need to.

Although it seems convenient, studying at home can be difficult. Procrastination and distraction can happen easily. With a little planning and organization, you can have an effective place to study.

If you watch any TV at all, or even scroll social media you've seen the phrase "We're all in this together." There is a lot going on behind the scenes for faculty and staff that you probably aren't aware of. Rest assured that EVERYONE at Grayson College is doing everything we can to make sure you have the best opportunities to succeed. If you are having any issues that we can help with, contact your instructors, success coaches, or any of the other college offices. We are here for you, even when we're not there!

Inside Out GALLERY

Doing the Best with What We've Got

As current conditions prevent us from bringing the people to the gallery, now is the time to bring the gallery to the people. The Inside-Out Gallery Show is asking artists to rethink the "art space" and create a "gallery space" out of their front yard, balcony, or public space (with approval, of course). These new gallery spaces will bring art to an audience driving or walking by and will be shared on various social media platforms which will respect all social distancing guidelines.

The goal of the theme "Doing the Best with What We've Got" is to bring hope and a little joy to the audience, encouraging an appreciation of the now. Artists are asked to use both their creativity and resourcefulness by choosing materials they already have on hand (avoiding additional visits to the stores), repurposing found objects and using scrap materials from previous projects to create new masterpieces. The show will open Friday April 24 and run through Sunday May 3, 2020

The Inside-Out Gallery Show is open to all area artists, regardless of age, who would like to participate. Original artwork in any media/format is eligible. There is no limit to the number of artist's submissions. In order to be included in the social media exhibition, all submissions must be photographed, ideally from multiple angles and close-ups, and the images should be emailed to:

ericksonk@grayson.edu

Be sure all content is suitable for public viewing and adheres to the theme of the show. Show organizers reserve the right to reject any work that is deemed unsuitable for the exhibition or does not adhere to the theme of the show.

Sponsored by:



Grayson College



For each submission, please include:

Artist:

Title:

Media:

Additional Information: (thoughts on the theme, inspirations, reactions etc.)

Continued from "Legacy of Anne Frank" pg 1



Above: The Library's March exhibit on the legacy of Anne Frank (photo by author)

The family had a carefully devised plan to go into hiding in the Opetka building housing Otto Frank's company on July 16, 1942. But when Anne's sister Margot got a letter demanding she report to a German labor camp they abruptly left the next day, ten days early.

The secret annex, or "back house" as it was called, held eight people from three families in roughly 500 square feet: about the size of a 2-car garage. They lived there for more than two years, with occasional forays into the rest of the building. Anne considered them fortunate compared to others in hiding. They could never leave and needed to be as silent as possible during the work days because most workers did not know they were in the building.

No one knows who turned in the Franks and their friends. According to annefrank.org, one theory is that in fact no one did; there is evidence the Opekta business was being investigated for ration-coupon fraud and illegal employment. It's possible their discovery in the building was accidental. Miep Gies never read the diary while it was in her possession. Had she done so, she confessed it never would have been published, as it implicated every person who helped the families. Anne's father eventually persuaded Miep to read the book in its second printing.

Anne was born in Germany, but because of the threat of Jewish persecution the family moved to Amsterdam four years later. Anne trusted the Dutch and considered them her people, but according to author Bart Van Es in "Anne Frank: The Girl Behind the Diary," "the death rate amongst Dutch Jews (at more than 75%, double that of any other western country) reflects a deeply collaborative nation, where most arresting officers were native, not German." Most of the prisoners at Bergen-Belsen were Dutch.

Anne and her sister Margot died in Bergen-Belsen of typhus likely in February 1945, just weeks after their father was rescued from Auschwitz and weeks before their own camp would be liberated. She was 15 years old. Bergen-Belsen was burned to the ground to prevent the spread of the disease, so she was buried in a mass grave.

While there is no evidence that she ever wrote another word after leaving the hiding place, her WWII experiences colored everything we later learned about the war. She took us into hiding with her family and we marveled that a young girl could be so accomplished a writer. Her lively spirit and remarkable humanity - a counterpane to the obscenity of the holocaust - informed the conscience of the world. "What a wonderful thought it is that some of the best days of our lives haven't even happened yet," she wrote, the words the more poignant because by the time we read them, her story was over.

In March, Grayson Library commemorated the 75th year of Anne Frank's death with an exhibit of her life and writings, along with other children of the Holocaust and the heroes who risked their lives to fight Nazism. Though the library is currently closed, here are some resources for more information:

To take a virtual tour of the annex, watch a video diary reenactment, or for all things Anne Frank, visit <https://www.annefrank.org/en/museum/web-and-digital/> <https://www.express.co.uk/news/history/684565/Hitler-Otto-Frank-among-millions-served-Somme-battle> <https://www.history.com/news/anne-frank-family-immigration-america-holocaust> <https://www.aop.com/blog/15-things-you-may-not-know-about-anne-frank>

Continued from "Student Life" pg 1



Phi Theta Kappa is currently holding weekly Wednesday meetings on Zoom which are open to all Grayson College students. Members are discussing current research and service projects. Links for those meetings are available on the Omicron Psi Facebook page. The chapter is also hosting two events to end the semester on a high note.

On April 29th, Phi Theta Kappa is hosting a Trivia Night on Zoom. This event is open to all enrolled GC students. More information on this event is available on the Omicron Psi Facebook page.

Phi Theta Kappa will also be honoring new members by hosting a Spring Induction ceremony on Zoom May 1st. College President Dr. Jeremy McMillian will give the Key Note Address. Inductees will receive their invitation for Induction through email.

Editorial Information

The Viking is published by Writers Unlimited and Sigma Kappa Delta as an ongoing service project to the college. This newspaper is provided as a forum for public opinion. Participation in the production of **The Viking** is open to all students, faculty and staff of Grayson College.

The views expressed in **The Viking** do *not* necessarily reflect the views of the Editor, Writers Unlimited, Sigma Kappa Delta, the Board of Trustees, the administration or the faculty and staff of Grayson College.

Submissions and corrections may be sent our editor, Storm Anderson, by email at stnanderson@vikings.grayson.edu

Life Post-Military: Upgrading your VA Career Application

- *Marlina Reese, Veterans Advisor and Angela Rodriquez, Student*

When considering applicants for clinical shortage positions, some educational programs may increase your opportunities in the VA application process.

Grayson College offers select programs for our veteran students which will give their applications added desirability in the VA application process. These programs include degrees and/or certifications in:

1. Nursing (certification) – LVN. One of the VA top clinical shortage occupations is nursing: in particular, nursing assistants, licensed practical nurses (LPNs) and registered nurses (RNs). You can become a nursing assistant or LPN by completing a state-approved certification program and passing a state exam.

Nursing assistants, under the supervision of LPNs or RNs, provide varying levels of support and care to patients unable to care for themselves. LPNs provide basic medical care to sick, injured and disabled patients under the supervision of an RN or a physician.

2. Nursing (degrees) – AAS, BSN. An associate's or bachelor's degree in nursing is the usual academic path to becoming an RN. Aspiring RNs also must take a national standardized test leading to state licensure. RNs who have been at VA for a year can apply for a higher-education scholarship through the National Nursing Education Initiative.

3. Psychology (degree) – AS. The VA has made a commitment to providing veterans with the mental-health resources they deserve.

They have recently hired more than 1,000 mental health professionals and continue to seek qualified mental health clinicians. Their psychologists assess, diagnose and treat many different mental health conditions, including anxiety, depression and posttraumatic stress disorder.

4. Physician assistant (degree/certification) or Medical (degree). Physician assistants (PAs) perform physical exams, order lab tests, diagnose illnesses and prescribe medications. Students take undergraduate- and graduate-level courses before entering a PA program and taking an exam to become a certified PA. PA programs are usually about 27 months long and culminate in a master's degree.

These programs are offered at other universities to include the University of North Texas and Texas Woman's University, or other four-year universities where Grayson College courses can transfer as you fulfill your academic career requirements.

Please connect with your Health Science Advisors and The Center for Workforce Learning for additional information on the health science programs Grayson College is offering, and their online options:

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cwl@grayson.edu

Connect with Grayson to fulfill your career goals. Commit to your degree plan. Complete your educational goals with Grayson.

Consider a career in health care at www.VAcareers.va.gov

See <https://grayson.edu/Pathways/health-sciences.html> for more information.

EDITORIAL

Student Reflections on COVID-19

"COVID-19 has mainly affected me in social aspects. Isolation is never ideal but seems to be what we need at this time. Fortunately, I am considered an "essential" worker and am not considered to be isolated at this time. I am employed at a local grocery store, so being able to help others in my community in such a time of need is pretty awesome to me. I follow guidelines for safety, maintain space, and still serve my customers with a smile.

My friends, however, are taking this matter in many different ways. Some are on isolation, some have lost their jobs in the oil field, some are worried, some are not bothered as much. Me, I am just doing what I need to do and living on Faith for the rest. Rest is actually my prayer for everyone.

My family has been affected financially by my mom losing her job as a professor at a local cosmetology college. My sister lost her job as a waitress as well. Although we are all surrounded by negative happenings, we all have a choice in how we react to it. I choose to believe that there is an Author and Perfector. I choose to believe His Truth. He will be our Everything and I will take refuge in Him and Him alone." - *Micah Milner, Student*

● ● ●
 "Grandmama's in the 'puter!" At least that's what my two-year-old niece thinks now that she can only see my mom through Skype. And I think we can all echo her sentiment. Suddenly everything -- friends, school, work -- is "in the 'puter" now.

Being trapped at home, only allowed to leave the house for "essential services," has certainly made my life lonelier, but it has also been surprisingly beneficial. I think everyone has things they plan to do someday, but for me, someday has finally arrived. I'm actually exercising regularly, practicing music daily, spending more time in the Bible, and doing more things with my family.

The shocking part is that I'm still having plenty of time to do all my homework. This is a scary time for everyone, but, for me, one good thing has come out of this pandemic: it has made me slow down."

- *Angela Perry, Student*



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Storm Anderson at stnanderson@vikings.grayson.edu

NEXT DEADLINE: SEPTEMBER 4

HAVE A GOOD SUMMER!

EDITORIAL

Restorative Discipline will not fail troubled students - *Elizabeth Munoz, Student*

Restorative discipline is a program that schools use to mainly address misbehavior in students by building healthy relationships and community. Instead of giving a misbehaving student detention, suspension, or expulsion, restorative discipline focuses on communication, empathy, and community to fix an issue. Restorative discipline focuses on "meaningful" accountability instead of punishment, according to The Institute for Restorative Justice and Restorative Dialogue.

Teaching students the consequences of misbehaving with suspensions and expulsions does not manage risky behavior. If anything, these methods tell students to focus on not getting caught the next time. Restorative discipline is a relatively new approach for many Texas schools when dealing with troubled students. Not only is restorative discipline an effective approach for misbehaving students, but it also teaches new skills, values, and relationships to students and adults.

Community conferencing

Restorative discipline has many practices to implement such as restorative justice, community conferencing, preventative and post-conflict resolution programs, circle processes, and many more. Restorative justice has been proven to reduce suspension, expulsion, and many other harsh disciplinary consequences. The victim and the wrongdoer have the opportunity to discuss with each other how they were harmed or how they will work to resolve the issue. Community conferencing involves the participation of each individual affected and allows everyone to discuss how they were affected by the

conflict. Preventative and post-conflict resolution programs teach students about self-control and problem-solving skills. These programs help individuals manage conflict, assuage hurt feelings, and reduce any potential retaliation after a conflict. This program helps prevent future conflicts from occurring by walking students through their emotions in the presence of others and guides them through issues that pertain to the incident, according to the Schott Foundation for Public Education.

The circle process

One of the easiest and most versatile practices of restorative discipline is the circle process. Circle practices are when the victim, the wrongdoer, and witnesses gather in a circle to talk about the issue that disrupted them. Circles can be used to teach social skills such as listening, respect, and problem solving. Circles give the opportunity for everyone to speak and listen to each other. This allows everyone to share their perspectives. Not only are circles used for fixing issues, but they can also be used to celebrate events such as a student's achievement, discuss difficult issues, or begin and end the day, as described by the Schott Foundation.

Circles are most commonly used in classrooms where the teacher supervises. In a dance class at a school in Dallas, Texas, a mobile phone goes missing. After reporting the missing phone to the teacher, rather than finding the stealer and giving them a punishment, the class gathers in a circle to discuss the issue. The class shares a few words of how they felt about the incident. Then, the student whose phone went missing speaks of how she needs her phone to contact her parents. The next day, the phone is returned to the principal's office. *(Continued on pg 4)*

EDITORIAL

Pay for Safety: Prison Profit

- Schuyler Marshall, Student

Nicole Rathmann was put in a Mississippi prison for six years because of methamphetamine addiction. Her stay in Central Mississippi Correctional Facility, a private prison run by the organization “MTC,” was not confrontational, and she served her sentence with dignity. After her sentence was over, her family was excited to have her back home, but they never got to see her again.

On August 23, 2018, Nicole passed away due to a brain aneurysm. The state gave little to no response about her death to her family. However, the doctor stated that it was caused due to methamphetamine—something she was not supposed to have access to in prisons.

Even Nicole’s mother said that “[Nicole] was no angel,” but everyone should be able to fight for a normal life when they’re released. Private prison took that right away from Nicole.

Private prisons have been in use in the United States for hundreds of years. In the 1800s, private prisons were used to enslave people after the Thirteenth Amendment because the amendment didn’t extend to people who had broken the law. The prisoners performed brutal acts of work such as building railroads, tending to massive plantations, and even mining in coal mines.

There were wardens who, through private prisons, were able to grow enormous “empires” that were legally forced to do their bidding. According to Shane Bauer of *Time Magazine*, enslaved private prison inmates even contributed to one of the first massive corporations of the United States, US Steel.

Consider the “resurgence” of private prisons that has occurred around the 1980s. During the “War on Drugs,” led by President Ronald Reagan, the number of prisoners in public prisons in the United States rose rapidly. At this time of civil uproar, overcrowded public prisons, and rising costs, the business sector came up with a solution.

23 These businesses told the government that they could provide better prisons for the prisoners and cost the government fractions on what they were currently paying per prisoner. These corporations waved the idea that they would be kept accountable because they could be fined or fired as a prison if they did not exceed the government’s standards.

The government loved the idea. So, the private prison market expanded to become a ground-breaking industry, getting to an almost \$5 billion market. Over 8 percent of the United States’ prisoners are held in private prisons as of 2019. Some of the companies have grown to unbelievable proportions, competing on the stock market, investing in other companies, and many other business tactics that one would think only a massive corporation would engage in. Two companies, the GEO Group and Core Civic, claim over \$2.6 billion of the \$5 billion industry.

One of the main reasons that private prisons exist to this day is that they are believed to cut costs. **The prison can be run as a business rather than a state expenditure.** Instead of spending a flat amount throughout a state on, for example, healthcare, a privately run prison could spend different amounts on each prisoner. This saves the government millions of dollars, according to the Nation’s Martin Garbus. An *Emory Law Journal* article, written by Alexander Volokh, stated that the Texas Senate believed that private prisons could cut costs by 10% and end up with about \$27.62 per day per inmate. This sounds attractive. The real story is not nearly as appealing.

The potential savings have been spotty. Some private prisons have been shown to save money. However, other private prisons have cost much more to house a prisoner than the average public prison. In Arizona, when comparing maximum security in private prisons and maximum security in federal prisons, private prisons cost over \$6.00 more per day per prisoner in the year 2014, stated Alex Friedmann in the *Fordham Urban Law Journal*. This indicates that state estimates, in most cases, are incorrect when referring to the fact that private prisons save the taxpayer money.

Even if one just looks at the private prisons that save money, it still isn’t a comparison at all. Private prisons try to cut costs any way they can. Jackie Lacey, a Los Angeles County district attorney, stated that private prisons “regularly failed to ensure inmates were receiving medical care.” The prisons can’t verify that their inmates receive healthcare because they try to save money, and some, if not most, inmates receive no healthcare at all.

Lacey goes on to explain how, in most cases, private prisons rarely cost less than state-run prisons, and states that some private prisons have cost around \$1,600 more per inmate per year compared to public prisons. One of the biggest problems with private prisons is the overarching moral issues when looking at how they make money.

Private prisons make money when they have people in their cells. Rick Dunn, a criminal attorney in Sherman, Texas, stated that private prisons take whatever means necessary to lower the expenses of the prison. Dunn said that they often limit the prisoner-guard ratio, food, and healthcare to as little as possible to make the company more money. The more people who are confined in their prisons, the more profit they make, the more their stock value goes up, and the more managers and bosses receive raises. Private prisons have economic incentives to keep people locked in their prisons for unjust amounts of time, just to increase the money they bring in.

Another unfortunate consequence that private prisons tend to cause is corruption. One of the most significant examples of this kind of

corruption was nick-named the “Cash for Kids” scandal in April of 2013. In this scandal, two Pennsylvania judges were receiving “kickback” money when sentencing juveniles to two different private detention facilities. **The judges tended to dramatically over-sentence** the children on many occasions. The judges profited millions of dollars over several years, as reported in *The Journal of the Legal Profession*.

Not all judges who could choose between either private prisons or public prisons are corrupt, but one might want to consider their reasonings for sending prisoners to either location. When comparing these two options, one must find something much more important than one might think: the staff’s training.

Throughout the news, one aspect about private prisons has been especially noticed: poorly trained and underfunded correctional officers. There are many reports of guards receiving little-to-no training at all. CG* was a correctional officer in private prisons, and he had stated much of his training was superficial. He was only taught to “avoid lawsuits” and not to keep himself or the prison inmates safe.

Private prisons were also shown to spend much less money and resources on their staff and try to cut down any costs they could. In an interview with Grayson College Criminal Justice Program Director Dwayne Barber, he stated that “[private prisons] cut costs in employee pay and benefits.” He also went on to say that retirement, sick days, and other employee-beneficial programs are much better in state-ran prisons.

Prison guards are critical to the health and safety of themselves and inmates. Without proper training of guards, prisoners could be purposely killed because of a violent prisoner or a simple safety mistake. Barber stated that in a jail near Fort Worth, an inmate fought the corrections staff and had to be restrained. That inmate died some short time later. The autopsy showed that a great force contributed to his death. Barber went on to say that “[the] news focused on some corrections staff involved that had not been trained yet.” This is important, as while the death of the inmate may have been unintentional, **the guards may have killed him due to a lack of training in properly restraining an inmate.**

Private prisons have some positives: they can cost the taxpayer less money, create new jobs, and offer a better quality of life for the inmates. When interviewing prison minister Rodger Gurley, he went as far as saying that of the private prisons he has been in, the private prisons had cleaner facilities than public prisons. If we had significant reform with the laws and the ways that these private prisons were regulated, they could be an effective way to punish lawbreakers. But as of now, they are often an unsafe, ineffective, and inferior method of incarceration.

Continued from “Restorative Discipline” pg 3

Detention and suspension ineffective

Disciplinary actions such as suspensions and expulsions do more damage than good. Detention, suspension, and expulsion have been proven ineffective. Many troubled students feel isolated from their schools when faced with harsh discipline and this results in more absences.

Disciplinary consequences can also be traumatizing for younger students. They could feel public humiliation, diminished self-worth, and distrust in school staff. This is where students begin to resent their teachers and are more likely to engage in misbehavior, according to the Schott Foundation.

Students need to feel like they are worth something and learn in an environment that is welcoming and nurturing, reports the Schott Foundation. When encountering a student who can’t read, we teach that student to read. When encountering a student who struggles in math, we teach that student math, but when encountering a student who doesn’t behave, we punish that student, according to Douglas Fisher and Nancy Frey in *Educational Leadership*.

Willful defiance is defined as willfully defying the valid authority of school staff. This is a broad definition that leads to students getting suspensions for the

smallest of infractions: talking back to a teacher, refusing to take a hat off, or disrupting class. These are actions that should not result in getting students suspended.

Zero-tolerance policy

Since the rise of concern in school violence in the 1990’s, harsher penalties have been given to students over time, strengthening the “school-to-prison pipeline.” Zero-tolerance policies mandate specific consequences depending on the student’s misbehavior.

Many times students are punished without accounting for the circumstances of the incident, for example, suspending a kindergartener if they wore a firefighter’s costume that included a plastic axe to school, states Rocio Rodriguez Ruiz in the *Houston Law Review*.

There is a great difference between a zero-tolerance school policy and a restorative discipline school system. For example, Carlos was late to school because his parents had an argument at home. In a zero-tolerance education system, he is greeted by metal detectors and police officers at the main entrance of the school.

Because he was late to class, his teacher scolds him in front of the other students. Carlos talks back and is given detention. At lunch, Carlos and another student get into a fight. Both students are arrested and thrown into a juvenile

detention facility. Carlos now has an arrest record and is facing suspension.

Now, consider the same example, but in a restorative discipline system. Carlos is late to school because his parents had an argument at home. Upon entering the school, he is warmly greeted by school staff. Entering first period, his teacher waits until the end of the period to talk to Carlos.

At lunch, Carlos and another student get into a fight. Support staff intervene, sit the students down together, and have them de-escalate the situation and fix their issues with each other. The both of them agree to clean up the cafeteria. At the end of the day, Carlos and his parents meet up with the school counselor to resolve the problem at home, reports the Schott Foundation.

Loss of learning time

Giving students detention or suspension/expulsion immediately after misbehaving is a quick-and-easy response, but it solves nothing. Students lose more and more learning time from being suspended and going to many different schools. One study shows that 18 million days are lost nationally in a single year because of suspension and expulsion, report Douglas Fisher et al. in *Educational Leadership*. In 2011, 3.5 million public school students were suspended at least once,

according to Daniel Losen et al. of The Civil Rights Project.

One suspension doubles the chances of dropping out and triples the chances of entry into the juvenile justice system, reports the Fix School Discipline website.

Early practice

It is important to teach restorative discipline at an early age such as students in elementary school. This way youth grow up with social skills, empathy, a sense of community, etc. If schools implemented restorative practices at a young age, fewer students would misbehave, they would feel safer and have trust in school staff.

It’s important to teach children about caring for each other and helping others in distress. Kacie Littrell, a north Texas high school guidance counselor, says, “. . . if restorative discipline is implemented in younger levels, then there is a lot of success as they move through the higher grades.”

Restorative discipline has many advantages. It is a much safer and effective alternative to harsher disciplinary consequences. No student should resent going to school and resent the staff because of behavioral problems stemming from problems at home. Restorative discipline teaches students the morals that will help them succeed and grow as a productive citizen.