



Get involved

Sweet Treats Stop
1st Wednesdays
9:00-10:00 a.m.—2nd floor,
Student Life Center

February First Friday Connection Breakfast
Friday, February 1
7:00-9:00 a.m.—Life Center,
Community Room
Employees please register when you arrive. Sponsored by Grayson College. Hosted by Student Life.

February First Thursday Connection Breakfast
Thursday, February 7
8:00-9:00 a.m.—main foyer,
South Campus

University Day
Thursday, January 31
9:30 a.m.-12:30 p.m.—Life Center/Bridge
Representatives from various colleges, universities, and the armed forces will be present to talk with students, regarding transfer opportunities.

Student/Employee Wellness Fair
Tuesday, February 5
7-10 a.m. (lab screenings—fasting required), 7 a.m.-12 p.m. (agency displays and blood drive)
Life Center/Bridge

Spring Team Recreational Sports
Team registration period: January 22-February 13
Team sports offered: 5 on 5 soccer, 3 on 3 basketball, 4 on 4 football. For details, visit the Student Life office located on the 2nd floor of the Life Center.

Free January Late Night Food Event
Monday, February 11
9:00-10 p.m.—Life Center, Food Court
Chili/Soup, trimming, dessert and drink. Complimentary meal provided by Great Western Dining Services. Sponsored by Student Life.

It's My Life Student Leadership Series
Monday, February 25
4th Monday of each month 12:15-12:45 p.m.—LA107
Community business leaders share leadership philosophy in today's competitive environment. Students and employees invited. Sponsors: CWL Advisory Board, SGA, Student Life

Spring Table Games Tournament
Ping pong, 8-ball, foosball, video games.
Tournament registration: February 18-March 1. Play begins March 18 and concludes April 5. For more information, contact Student Life.

Student Government Association
Mondays (1st Monday of each month)
12:15-12:45 p.m.—The HUB
Student club and organization members are invited as well as all students. SGA is the voice of students at GC. SGA promotes "students leading students."

Karaoke
Thursday, February 7
11:30 a.m.-1 p.m.—Life Center, Community Room
90 minutes of musical entertainment provided by GC students and employees. A "must" to hear!

Club G at Grayson
Thursday, February 21
8-10 p.m.—Life Center, Community Room
Night club atmosphere. Entertainment, dancing, dining. Free admission with valid GC ID. Students, employees, spouses invited. Don't miss this once-a-semester opportunity!

(cont. on p. 2)

GC community sends supplies to students in Ghana



Grayson staff member Stacey Jones (center right) and her daughter Victoria Sicking, a Peace Corps volunteer, pose with the performing student group at Sicking's enstooling ceremony in December, a special event celebrating new teachers in which the entire community partici-

By Victoria Sicking
Peace Corps Volunteer

Assin Akrofuom is a village located in the central region of rural Ghana. Most of its 3,000 residents are farmers who produce cocoa, cassava, yam, plantain, banana, and palm nuts.

I am currently serving as a Peace Corps volunteer at one of the local junior high schools.

Although assigned as a teacher, all Peace Corps volunteers also have the responsibility of understanding other needs in the community and if possible helping citizens to meet these needs by maximizing their own resources.

Farming has always been the major form of income generation in this area. Unfortunately, very few farmers have been taught the methods of organic farming, companion planting, and natural fertilizers to maximize their outputs.

A fellow teacher and I attended a school gardening workshop through Peace Corps that covered these subjects. Through the knowledge gained at this training, we have been able to start an organic school garden to teach interested students these concepts.

A major problem throughout Ghana is poor sanitation practices. One of the major sources of waste is water sachets, which is the most economical source of clean drinking water. These sachets fill gutters, roads, and waste heaps across Ghana and West Africa at large.

Peace Corps volunteers in the past have come up with some creative ways to reuse these sachets that include manufacturing purses, coin wallets, hammocks, and soccer and volleyball nets.

The students at my school have collected water sachets at their homes and across the town and are now making soccer nets of their own.



Water sachets provide drinking water but create waste

Of the 3,000 residents of Assin Akrofuom, almost 800 of these are school-aged children attending primary, junior high school, or secondary school.

Between the three schools there are only 2 computers that are functioning, no access to internet, and no library.

The Ghana Education Service requires that students learn ICT starting in primary school and continue all the way through secondary school. But the only teaching materials teachers have

are a blackboard and chalk.

It is likely that these students may never have the opportunity to use a computer during their education.

The village chief and elders, along with the staff of Victoria's school have been able to set aside two rooms in hopes of developing a community library and computer lab.

The library and computer lab will be accessible by all the students in the community for

Cont. on p. 6 "Supplies"

Ghanan village honors Peace Corp teacher, daughter of GC staff member

By Stacey Jones

Executive Assistant to Dean of Academic Instruction and mother of Victoria Sicking

On Christmas Eve 2012, Victoria Sicking, Peace Corps volunteer, was given a new name and title.

The day began at 6:00 A.M. when Queen Mothers from two neighboring villages arrived at Sicking's compound and started the six hours of preparation for the day's event. There were jewelry making, dance lessons, and long discussions in Twi about every single detail of her appearance and responsibilities for the parade and "enstooling" ceremony.

These two amazing women transformed Sicking into a tradi-

tional African woman - sort of, at least for the day.

At noon the festivities began. Sicking made her first appearance of the day.

The chiefs, elders, and community were gathered at one end of the village. There was a drink offering and prayer, and then she was placed on a carrier on top of four strong young men's heads who carried her through the village while dancing and chanting.

At the end of the village, the large parade turned around and danced back to the middle, where the rest of the community and dignitaries from neighboring villages and a few district education and Peace Corps representatives were gathered.

There were speeches and

Cont. on p. 6 "Parade"

GC Alert keeps students "in the know"

By Shelle Cassell

Director of Marketing and Public Information

SNOW DAY! Or is it? Grayson College has a new notification system to communicate important messages to students, employees and other members of the community.

GC Alert will be used to inform you of weather closings, disasters, impending severe weather, or other events that may impact the College.

GC Alert will notify members of the College community in several different ways: voice calls, emails, text notification, as well as a post on the College's official social media outlets. But YOU can determine how you prefer to receive these messages.

The program is free! How-



ever, messaging, data and voice charges by phone carriers still apply.

Students who are registered for classes will automatically be in the database of contacts based on the information provided on the admissions application.

This data will be uploaded into the system on the first day of classes and again on the 12 day of class.

Those who listed a cell phone will receive a text message when the data is uploaded. It will indicate that "you have opted-in to receive messages to your device ..." and will provide some additional information.

Students are encouraged to update that information for notification purposes and can list multiple contact points.

Please take a few moments to log into GC Alert (click on the GC Alert icon on the lower right corner of the College's homepage), and input your information, such as current email address, cell phone or other preferred contact details, so that you will receive the emergency information.

Students may opt-out of the general messages or the emergency notification system.

In case of an emergency, the College's Emergency

Cont. on p. 2 "GC Alert"



Beginning of the parade in which Peace Corps volunteer Victoria Sicking is honored as Queen Mother in "enstooling" ceremony

Check out

THE VIKING

in full color online at

<http://www.grayson.edu/college-info/the-viking.aspx>, including archived earlier editions.

From the Grayson home page, click on "College Info" and then "The Viking."



BSM Luncheon
Wednesdays
11:45-12:30 p.m. —Baptist Student Union

BSM Bible Study
Mondays
12:00-1:00 p.m. —Baptist Student Union

Fellowship of Christian Athletes
Tuesdays
6:00 p.m.—Viking Residence Hall Main Lounge

Men of Distinction
Thursdays
12:00-1:00 p.m. —The HUB

Sisters of Destiny
Wednesdays
4:00-5:00 p.m. —The HUB

Phi Theta Kappa
Wednesdays
12:00-1:00 p.m. —The HUB

Dental Assisting
Wednesdays
1:00-2:00 p.m. —The HUB

Speech Club
Every other Wednesday
3:00-4:00 p.m. —The HUB

Writers Unlimited/ Sigma Kappa Delta
2nd & 4th Fridays
12:00-1:00 p.m.—GC Writing Center (Library, Rm. 110)

Mu Alpha Theta
Tuesdays
2:00-3:00 p.m. —The HUB

Welding Association
Every other Tuesday
12:00-1:00 p.m. —The HUB

Cultural Diversity
1st & 3rd Thursdays
1:15-2:15 p.m. —The HUB

The Clay Club
Tuesdays
6:00 -6:30 p.m.—AC 120

Eta Sigma Delta (Culinary Honor Society)
TBA

Student Ambassadors
1st Thursday of each month
7:00 -7:45 a.m.—Bridge lounge-outside the HUB

MAS—Give More-Get More
Tuesdays
2:30-3:30 p.m.—The HUB

Delta Phi Delta Art Club
1st Wednesday of each month
11:45 a.m.—AC105

Grayson Nursing Student Association
Thursdays
5:00 -6:00 p.m.—The HUB

Psychology Club
Tuesdays
12:15-12:45 p.m. —CIS 202

Paramedic Student Association
Meetings as needed.
5:00 p.m. —HS 215

Vocational Student Nursing Association
Tuesdays
12:00-1:00 p.m.—South Campus

Cosmetology Club
Mondays
3:45 p.m.—CTC classroom

Veterans Student Association
Viking Room
For meeting information, call 903.463.8692

GC Spirit Days
Fridays
Employees wear blue jeans and GC shirt.

Visit the Student Life link on the college website for current activity and event information or call 903.463.8693.
www.grayson.edu

GC Alert (cont. from p. 1)

Management Team will send out an initial message on what action is appropriate to take. Examples are: Seek Shelter, Evacuate, Shelter in Place, Campus is Closed.

The initial message will provide the appropriate response for students and employees to follow along with the area that is affected.

Following the initial message, additional information will be sent out as it becomes available.

At the conclusion of the event, GC Alert will be used to notify the campus it

is safe to return to normal operations.

In order to ensure that GC Alert is operating at its peak, periodic tests and drills will be conducted throughout the semester.

While the test will be made known in advance, there will be occasions where campus-wide drills will be conducted without prior notification.

If you have any questions or concerns about GC Alert or any emergency procedures at Grayson College, please contact the Office of Public Safety at 903-463-8777.

Holiday office decoration winners announced

By Gregg Miles

Director of Student Life

The 2012 Holiday Office Decorating Contest was very successful.

Twelve offices or departments participated with a host of employees, family members and student workers dedicating their personal time, talents and dollars toward their respective entries.

The energy, sharing of ideas, and team building opportunities were special and enjoyed by all who participated.

All GC students and employees enjoyed the seasonal transformation of these offices, which helped relieve the tension of finals week.



The Science Department gets buggy and wins the Holiday Office Decoration Contest.

The winners of this years competition are as follows: **1st place: Science Department, 2nd Place: Financial Aid, 3rd Place: CWL and Arts/Communication.**

The four teams will receive a catered lunch in the Administration Board Room. The event will take place in February.

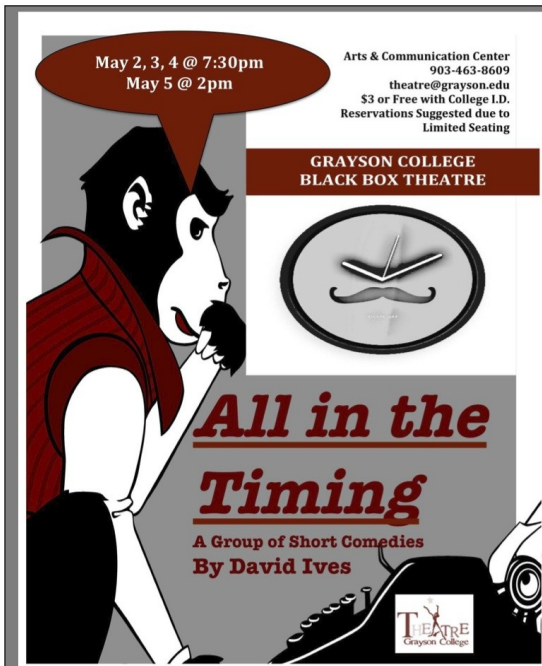
GC Softball

Wed., Jan. 30	1 & 3	Kilgore College	Kilgore, TX
Fri., Feb. 1	1 & 3	Trinity Valley Com. College	GC Softball Field
Wed., Feb. 6	1 & 3	Western Oklahoma	Altus, OK
Fri., Feb. 8	3 & 5	San Jacinto College	Houston, TX
Sat., Feb. 9	12 & 2	Alvin Com. College	Alvin, TX
Wed., Feb. 13	1 & 3	Bossier Parish Com. College	Shreveport, LA
Fri., Feb. 15	1 & 3	Trinity Valley Com. College	Athens, TX
Sat., Feb. 16	1 & 3	Western Oklahoma	GC Softball Field
Wed., Feb. 20	1 & 3	Kilgore College	GC Softball Field
Fri., Feb. 22	TBA	Temple College Tournament	Temple, TX
Sat., Feb. 23	TBA	Temple College Tournament	Temple, TX
Wed., Feb. 27	1 & 3	Ranger College	GC Softball Field

Fri., Feb. 1	1:00	Paris Junior College	Paris, TX
Sat., Feb. 2	12:00 DH	Paris Junior College	Dub Hayes Field
Thurs., Feb. 7	3:00	Navarro College	Houston, TX San Jac.
Thurs., Feb. 7	6:00	Howard College	Houston, TX San Jac.
Fri., Feb. 8	3:00	San Jacinto College	Houston, TX San Jac.
Sat., Feb. 9	2:00	San Jacinto College	Houston, TX San Jac.
Sat., Feb. 16	3:00, 6:00 DH	Navarro and E. OK St.	Wilburton, OK
Mon., Feb. 18	2:00	Northeast TX College	Mt. Pleasant, TX
Sat., Feb. 23	12:00 DH	Seminole St. College	Dub Hayes Field
Mon., Feb. 25	2:00	Northeast TX College	Dub Hayes Field
Wed., Feb. 27	2:00 DH	Seminole St. College	Seminole, OK

GC Baseball

AUDITIONS



TUESDAY, MARCH 5
6:30pm

Black Box Theatre

Rehearsals: Begin April 1

Questions? Contact GCC Theatre Dept at 903-463-8609 or theatre@grayson.edu

Cold Readings from the script

Art Shows:

LOL Exhibit

Jan. 31-Mar. 7

The Absolute Black and White XII Exhibit

Mar. 21-Apr. 25

THERE'S A NEW NAME ON CAMPUS!



GSA
Grayson Student Ambassador

The Grayson Student Ambassadors have been busy all semester with community events as well as school events. If you would like to become a student ambassador and you meet the qualifications, contact Rhonda Marroquin in the Admissions office or call 903-415-2611.

Preferred Qualifications:

- Current student enrolled in at least 6 credit hours
- Effective communication skills
- Interested in developing leadership & public relations skills
- Willing to serve as a college representative
- A 2.75 minimum GPA

Instructors: If you would like to nominate someone to become an ambassador, please call.

Grayson College Theatre
For Young Audiences Presents

Treasure Island

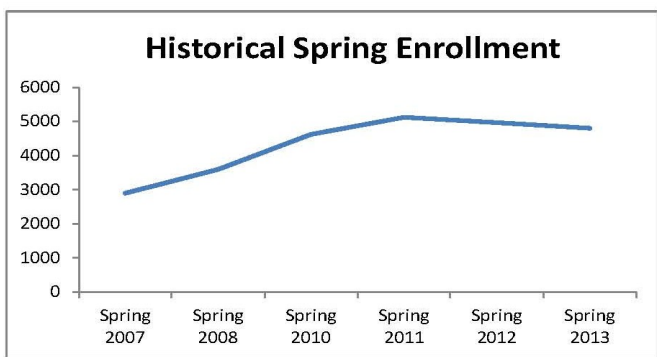
Adapted by Phil Willmott
From the novel by Robert Louis Stevenson

Feb 20, 21, 22 @ 10am
Feb 23 @ 7pm

Tickets \$2
903-463-8609 theatre@grayson.edu
Cruce Stark Auditorium
Arts & Communication Center
Grayson College



GRAYSON COLLEGE STUDENT PROFILE: SPRING 2013



**Spring 2009 data not available

Age	
< 18	11.98%
18-21	33.83%
22-24	11.66%
25-30	15.27%
31-35	8.77%
36-50	13.67%
51+	4.82%

Major Type	
Academic Studies	47.27%
Workforce	52.73%

Total Number of Courses Offered: 852

Spring Enrollment Targets	Headcount	Credit Hours	Contact Hours	New Students
2013 Enrollment (to-date)	4968	47128	1003387	520
2012 Enrollment	4962	46478	1013056	528
Percentage Difference	0.12%	1.40%	-0.95%	-1.52%

Gender	
Female	62.35%
Male	37.63%
Unknown	0.02%

Financial Aid	
Pell Grant	43%
Student Loans	29%
All Financial Aid	60%

Enrollment Status	
Full Time	43.23%
Part Time	56.77%

Ethnicity	
American Indian	2.08%
Asian	1.24%
Black	6.83%
Hawaiian/Pacific Islander	0.08%
Hispanic	11.26%
International	0.40%
Multi Racial	5.72%
Unknown/Not Reported	0.94%
White	71.31%

Classification	
Freshman	73.32%
Sophomore	16.86%
Other	9.82%

Dual Credit	758
First Time at Grayson	448
Fall 2012 Retention	73%
Stop Outs/Drop Outs	1359

Residency Status	
Foreign Student	1.60%
In-District	71.92%
Nonresident	4.74%
Out-of-District	21.69%
Other	0.04%

*All numbers as of 12:00pm 1/24/2013

Average Class Size: 19

% Courses taught by full-time faculty: 60%

Graphic created by Brent Archer, Institutional Research Analyst

Should healthy Americans get tax breaks?

By Hannah Burns

In the media world, we are told as Americans to look a certain way and to fit into a certain size of jeans.

Many of us succumb to these ever-demanding and impossible expectations, but there remain, however, those of us who raise our Big Macs in the air and say, "No."

Today, we all face a challenging question: diet and exercise or fries with that shake?

Healthcare workers believe in the former of such a question, but how could they impose their beliefs on others?

The answer is through taxation. I believe that there should be a universal tax for all residents of America, but with definite tax breaks for those who diet right and exercise regularly and for those who physically cannot exercise.

Let's face it: we all hate and question taxes. Sometimes, however, the reasons behind taxation can hit us on a personal level.

One area of resentment-causing taxation is in the obese population. When the overweight people are pressed with higher taxes than the healthy citizens of America, they can feel cheated and discriminated against; rightfully so.

The more slender people tend believe that those who are obese have "brought it upon themselves," which in some cases is true, but in others it is not.

People with such beliefs can think that obese people should be taxed more than those who are not. They could think that it is unfair to punish the ones who strive daily to remain in good health, which is an understandable and logical thought process.

The people who do eat properly and exercise should indeed be rewarded for their commitment and hard work! But, on the same hand, who are we to condemn others for not doing so, especially those who cannot at all?

My beliefs come from personal experience. Three years ago, my mother, who does not fit the ideal American shape, was in a car acci-

dent, and from this collision, my mother received a fractured vertebrae and a torn disk. Such injuries resulted in three major back surgeries and a lifetime of pain, her wounds never to fully heal.

Because of these injuries, she physically cannot walk for 15 minutes without feeling intolerable pain, much less exercise.

Apart from my own little bubble of life, there are thousands of people all over America who have similar situations and disabilities that prevent them from strenuous or even everyday physical activities.

In fact, "obesity rates for adults with disabilities are 58% higher than for adults without disabilities" (DO).

This statistic shows that the more we press taxes upon the obese, most of the people we are taxing are disabled.

Not only that, but as for people with injuries such as my mom's, "researchers have shown that BMI may not be the best measurement for some people with disabilities...BMI can underestimate the amount of fat in people with spinal cord injuries who have less lean muscle mass" (DO).

This information informs us that having some disabilities can actually make one weigh more; therefore, taxing the disabled obese would be punishing them for something that not only causes them enough trouble but something they have no control over!

Just as the physically fit believe it to be unfair to be taxed, I believe it unfair to tax the incapable too.

So, here is my compromise: a universal tax for everyone, but with tax breaks for the people eating right and exercising and for the physically disabled.

I believe this will work for three reasons, the first reason being to cease some complaining among tax payers. Reasonably so: people tend to complain when their taxes are more than others' or illogical.

If everyone paid the same tax, then the complaining would somewhat decrease.

Cont. on p. 4 "Tax Breaks"

By Emma Kury

Obesity is a rising epidemic in America. If nothing is done about this, then our nation will be literally smothered by an even larger debt, as healthcare would cost us millions more due to all the obesity-related health issues.

Healthcare is already costing us a fortune, and so recovery and prevention needs to start now.

Recovery will not be established by rewarding the healthy, and prevention will not be maintained by punishing the unhealthy.

I believe there should be a system in which those who take the steps to better themselves from an unhealthy state to a healthy one should be rewarded.

Contribution towards one's welfare through proper diet and exercise should be led with incentives of temporary tax breaks or bonuses.

We can no longer ignore the fact that our nation has come to the point at which the government has to actually motivate the population for them to better themselves.

We cannot change how modern technology has shaped our lives, but we can change how we deal with it.

Instead of sitting back and accepting this new world, this new weight, we can take our bodies back and help our society become healthier, stronger, and more competent, even if it is through the use of money as an incentive.

Our world as our forefathers knew it has changed, and along with it, our bodies.

A recent study published in the *American Journal of Preventative Medicine* predicts that by 2030, "an additional 32 million people will be characterized as obese--triple the number it was half a century ago--causing the healthcare costs of obesity to rise by a stunning \$550 billion over the next two decades" (Openchowski).

America can't keep rolling down this steep slope. We are in enough debt as it is, and something has to be done to not only stop this national weight gain, but to reverse it as well.

Though America is facing a huge monetary deficit, the money the government pays to those who better their health will actually save us down the road.

Reportedly, America spends "an estimated \$79 billion...annually for overweight and obesity alone..." (Brownell and Frieden 522).

The government spends so much per year on just obesity-related problems that rewarding those who take the steps to become healthy would actually save us money by preventing possible, and expensive, medical treatment.

We need as many individuals as we can to take the initiative to achieve better health, if not for our nation's welfare, then at least for their own welfare.

The idea that the government would be giving out money for those who are getting physically fit is a too-good-to-be true, two-for-one deal, especially since our poverty rating is around the highest it has ever been with "...46.2 million people in the U.S. liv[ing] below the poverty line" (Fessler).

With our economy down and our weights up, money is hard to come by while weight is all too easy to gain; with this system one can achieve monetary gain, physical satisfaction, and a better lifestyle.

This means one could get paid back for all their hard work they put in, while also lowering their chances for obesity-related diseases.

Though this wouldn't be a continuous pay, only temporary, this will still create a boundary between those who are able to change their lifestyle and those who are unable to do so.

This is a type of discrimination that has come about. Though Americans may have accepted this as normality, they are also becoming less tolerant, as a *Harris Interactive/Healthday poll* found: "Fifty-two percent of people who fell into the 'obese' or 'morbidly obese' categories believe they have been discriminated against when applying for a job or promotion. About two-fifths said they have been socially

shunned..." (Gardner).

Disabilities or illness could make some obese Americans helpless and in a state in which they can't get healthy.

Those who can change would almost seem to become an elitist group, filled with able minds and bodies, rewarded because they have the ability, but the incapable would feel punished without any extra help to get them to the point at which they could possibly help themselves.

This system is like a staircase, helping the ones unhealthy reach wellbeing, using money as the handrail.

Even though this reward system is meant for our nation to reach a recovered state, it could also be seen as America becoming very self conscious of its appearance.

While we do need to improve the nation's productivity and wellbeing, should we honestly be caring so much about what a stranger is eating? It's not our life; can they not be unhealthy in peace?

By rewarding people who comply with society's idea of the "right" body image, we will be accepting the societal pressure that urges people to throw out their better judgment to conform to the masses.

Should we really be rewarding the act of getting healthier, thinner? Society is already pressuring people to look good, and if we start rewarding this, then it would be like promoting such pressure.

Pros and cons aside, we cannot sit back any longer, as our population sits too much as it is.

Action must be taken; our generation needs to become aware that we have a completely new lifestyle than there has ever been, that we allow technology to take the hard work out of our lives.

And we accept this world, this lifestyle, this comfort zone, and this weight.

But for those who can take back their time from technology and take back their effort to use as their own, they can change their lives and help to change the nation's.

Whether they do so because the government would give them treats, or whether they do so to create their own life-changing turning point, we need change in order to create a turning point for our nation as a whole.

Congratulations...
to the GC Police Academy Class!
100%
passing state licensing exam

CLUB G
Grayson College
Thursday, February 21
8 p.m.-10 p.m.
The Life Center Community Room
Aaron Thomas and James Scoggins will be providing music for your dancing and listening pleasure. Free food will also be available. Join the fun!

Enjoy gourmet menus
...at budget prices in GC's Student-run Restaurant.
Reservations for Wednesday and Friday lunch service:
903.415.2605

Dilbert Data visits Aunt Agatha (or how data gets from one user's computer to another by using the OSI model)

By John Lonnevik

The following is a short story for CPMT1349 Computer Network Tech Network+ class PROJECT 1.0. "Dilbert Data" goes on a cross-town trip between the computers where his two aunts, "Abby" and "Agatha," live, illustrating how a packet of data gets from one computer starting at the Application Layer of the OSI 7-Layer Model, works its way down the through the other layers, moves across the network, and works up through the layers of the receiving computer to the Application Layer.

At the APPLICATION LAYER, Dilbert Data is asked by his Aunt Abby in the Application Layer of their home computer to go visit her sister, Agatha Application, in another part of Computer town.

Aunt Abby calls her Travel Agent to negotiate the terms of Dilbert's trip, such as what lan-

guage Dilbert speaks, what he looks like, whether or not he meets the dress code for transportation, what time he is supposed to leave, when can he expect to arrive at Aunt Agatha's, etc.

When all of the pertinent details have been agreed upon, Aunt Abby will send Dilbert to the travel station to get his ticket.

The ticket will be attached to Dilbert's clothes by the PRESENTATION LAYER Attendant, both to identify him and to make sure it (the ticket) doesn't get lost.

At the travel station, The SESSION LAYER Station Agent will call Aunt Abby to tell her Dilbert is ready to go and will also call Aunt Agatha to make sure that she knows Dilbert is coming and asks if she is ready for his visit.

Aunt Abby's SESSION LAYER Station Agent will keep track of Dilbert from one end of his trip to the other.

The Station Agent gets Dil-

bert ready to get into his travel capsule, where the conductor in the TRANSPORT LAYER makes sure that Dilbert is the right height, weight, is dressed correctly, has his ticket attached, and then puts a tell-tale tracking device on Dilbert to make sure he isn't damaged during the trip to Aunt Agatha's.

When Dilbert's capsule is closed and ready to go, it is addressed to his Aunt Agatha. The address label also says that it is coming from his Aunt Abby and gives her address.

The capsule is moved toward the traffic system by the NETWORK LAYER Handler with all of the other capsules travelling at the same time, and the System Router decides if the capsule will fly, float, go by road, or by rail to Aunt Agatha's, depending on which means is the most efficient at the time.

As the capsule enters the traffic system at the DATA

LINK LAYER, it is stamped by the Dispatcher with the address of the station addresses at both ends of the trip and by what mode it is to be delivered.

The capsule is now energized at the PHYSICAL LAYER and begins its trip to Aunt Agatha's, going along the route planned by the Travel Agent, the Station Agent, verified by the Conductor, and scheduled by the Router along the various pathways toward Aunt Agatha's on the other side of Computer Town.

Once the capsule arrives at Aunt Agatha's station PHYSICAL LAYER address, it is de-energized and moves out of the traffic system.

The identification label on the capsule is verified by the DATA LINK LAYER Dispatcher by calling the agent at Aunt Abby's station and then removed.

Aunt Agatha's NETWORK LAYER Handler calls and informs her that Dilbert's capsule has arrived.

The TRANSPORT LAYER Conductor opens the capsule and checks to make sure that Dilbert is all right by inspecting his tell-tale tracking device for damage and that his identification matches what he was sent by Aunt Abby's Station Agent, and he removes the tell-tale device.

Aunt Agatha's SESSION LAYER Station Agent calls Aunt Agatha to tell her that Dilbert has arrived safely and is ready to be picked up.

He also calls Aunt Abby's SESSION LAYER Station Agent so he can tell Aunt Abby that Dilbert has arrived safe and sound and that he is being delivered to his Aunt Agatha.

As Dilbert leaves the station, his ticket is removed from his clothes and punched by the PRESENTATION LAYER Attendant before releasing him to his Aunt Agatha to take him home to her APPLICATION LAYER.

Are you ready?

By Kay Dishner

Asst. Coordinator of the Writing Center

Welcome back to go forward to a new semester at Grayson College.

If you are reading this newspaper and this column, chances are you are ready to learn more and get involved with your campus and instructors to produce a successful semester.

The success we all seek in life is majorly dependent on our own personal readiness to accomplish the task and complete the job at hand.

The classes you are taking will offer you the knowledge to practice and use that will make you ready to do the job you are educating yourself to achieve. It will be up to you whether you commit to learning and practicing the tools and skill sets your classes offer.

You can do it or you would not be here, so the question to answer is WILL you invest the time and effort your classes require in order to be ready for the life you are planning to lead?

Grayson College has one goal for every student enrolled in our classes – SUCCESS.

The college is ready to provide every student with the help and support they will need to accomplish their degree or certification.

Campus resources will provide support and connection through the Student Life Center, clubs and organizations, and instructional labs to help you with understanding and executing assignments in all classes: the Math Hub for math classes, the Writing Center for writing assignments, and the I Lab for developmental classes.

In addition, the college provides tutoring for all core curriculum classes in the Tutoring Center, where individual help is provided on a scheduled basis.

So, are you ready to begin a new semester of learning and practicing in order to become successful?

It is up to you to choose to apply yourself and to use all support provided in order to become who you want to be.

ARE YOU READY? Grayson College staff and faculty ARE READY to help you achieve your goals and dreams...Let Us Help.

Tax Breaks (cont. from p. 3)

Next, the benefits of tax breaks for the physically fit would appease their desire to be rewarded for their determination and would not only inspire them to keep up the good work, but maybe inspire others to put down the fork and pick up a weight.

Lastly, I believe in this form of taxation because I do not believe in punishing the innocent. "Disabled people are twice as likely to live in poverty as non-disabled people," recounts Randeep Ramesh.

If those who struggle physically usually struggle financially too, an unjust tax would just be another unne-

cessary pain in their side.

So, if we gave them tax breaks, we would be relieving more than just their wallets.

And who knows? Maybe with the money they save from taxes, they can spend more money in an effort to reshape their lives for the better, no, the healthier.

All around, I believe my taxation plan to be a good one. Of course, it is certainly not fool-proof and nowhere near perfect, but this plan in my eyes would satisfy the majority of the public and maybe even help to heal the enormous national debt our country suffers from.

If all went as hoped for, it

could end up not only shaving a few pounds of weight off America, but maybe a few pounds of stress too.

Works Cited

"Disability and Obesity." *Centers for Disease Control and Prevention*. Centers for Disease Control and Prevention, 02 Oct. 2012. Web. 28 Nov. 2012.

Ramesh, Randeep. "Disabled People 'Twice as Likely' to Miss out on Careers, Courses and Holidays." *Society*. N.p., 9 Dec. 2010. Web. 28 Nov. 2012.

A chat with history professor Chase Machen, GC's Professor of the Year

By Marlea Trevino

Professor of English

As an undergraduate, majoring in Criminal Justice and minoring in history, Chase Machen always believed his future lay with the FBI. The youngest police officer hired by the Monroe, Louisiana police department, Machen served for three years while finishing his degree.

With the guidance of some excellent faculty mentors, however, Machen realized that pursuing a major in history would better match his gifts.

He loved the debates in graduate school and "being a history nerd." His studies were stressful, but he lived for the reading and arguing, dreaming of the ideal career in which he could be paid for doing that very thing.

In 2006, Machen began teaching at the college level at the University of North Texas as a graduate teaching fellow.

Later he was hired by the Tarrant County Southeast Campus.

Machen characterizes his teaching style as primarily "conversational lecture" but



Chase Machen wants his students to have an emotional connection to history.

hates "rote memorization." "Student don't learn that way," Machen believes.

He prefers to organize his lectures around "thematical, broad-stroke ideas," covering the "why's" and "where we're going."

He believes in treating history "like an elaborate sto-

ry" instead of "harping on names and dates."

One of the most rewarding features of his job is watching that "Ah-ha!" moment happen for students in his class when they make a connection and get excited about history.

"We've got great students here at Grayson," Machen claims.

Poets' Corner

The Branch

By Jamie Wagoner

You took it without asking,
Without thinking of me;
You came in and stole it,
This branch from my tree.

You never asked for permission.
Did you think I would miss it?
Do you know what it supported,
What would happen without it?

And you didn't just snatch it,
But you made it wither away.
You pulled life from it slowly;
The green leaves all turned grey.

Your right was not there;
It was not yours to take.
That branch was important;
You're nothing but a snake.

You took her without asking,
Without thinking of me.
You came in and stole her;
Cancer took her from me.

Death March

By Anonymous

I trudge on,
Knowing doom is before me,
Waiting with its cold blade.

I fear it,
Yet march forward,
My fate sealed.

I wish to turn,
To flee to safety.
Nowhere to run;
No place to hide.

I hold my courage,
Yet still it falters.
I seem brave,
But inside I cower.

I walk a death march.
My drums are quiet
And steady in pace.

I march forward;
I cannot look back,
No one but me.

I am alone;
There is no aid.
They cannot help me;
How I wish they could.

The further I go,
The darker it gets.
Life fades around me.
Now, it is just you and I.

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★ Wendy Renfro, Director of
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★ 903.415.2529

★ RenfroW@grayson.edu

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Write for

The Viking!

Submit articles, flyers (jpeg format), poems, cartoons, and photos with captions to

TrevinoM@grayson.edu.



Next deadline:

Mon., Feb. 18, 2013



Graduation applications due Feb. 22

By Gary Hensler

Director of Admissions and Registrar



Another exciting Spring semester is upon us, and that means many of you are salivating to graduate and transfer to a university.

Some of you are more excited about commencement; the time you get to walk across the stage in front of Grayson faculty and administrators, your peers, and best of all, your friends and family.

All graduation applications must be received in Admissions no later than Friday, February 22 at 4 p.m.

You must see either your academic or program advisor to fill out an application.

The application must have a copy of your degree audit attached to be complete. We will not accept incomplete or unsigned applications.

Additionally, you must be within 18 credit hours of graduation at the beginning of the Spring 2013 semester to be eligible to participate in the May 18 ceremony. If you are not within 18 hours of graduation, you can apply for Summer or Fall graduation. We are planning a Fall graduate commencement ceremony in December.

Before you invite any family to attend, please confirm your status with Admissions. We will have all eligibility for commencement confirmed by Friday, March 8.

Upon confirmation, you will be given further instruction for cap and gown reservations, as well as participation instructions.

Graduation times for the May ceremony will be announced later in the semester, as we base times upon the number of students graduating.

Seating is always limited, so please plan accordingly. Last year was one of our largest graduations, which allotted only 2 seats per graduate.

The Admissions Office understands graduation is an important rite of passage. We want to share in the celebration with you. If we all work together, we can enjoy the fruits of our labors in a positive manner.

We appreciate each of you for all of your hard work.

Have a great semester!

Consider carefully before dropping/withdrawing

By Gary Hensler

Director of Admissions and Registrar

Over the semester break, you looked at your schedule more than once thinking, "Can I handle this many classes?" Or perhaps you thought, "Are the rumors true about this professor?"

Even yet, you said, "I am graduating this semester and transferring to a university!"

Regardless, you have now come to the decision to drop a class or totally withdraw from courses at Grayson College.

Before you make that decision on your own, we want a chance to help you.

There are many implications of dropping a course or withdrawing from college: the 6 Drop Rule, course attempts to completion percentage and Financial Aid, Return to Title IV, not to mention, you just spent your time and effort with nothing to show but a "W" on your transcript.

Beginning this semester, dropping a course or withdrawing will begin with your professor. If you have convinced yourself dropping is the best solution, we want you to have an honest conversation with your professor. There may be something they can help you out

with you haven't thought of.

We understand there are times when no matter what is said, you are going to drop. The times you are not sure about are the ones we are here to help with.

Once your professor signs off on your drop form, you will need to bring the completed form to Admissions. We will provide you guidance from that point as to what you need to do next.

If you are an online student or are taking online courses, you must email your professor your intent. Your professor will contact Admissions afterwards.

Students who are completely withdrawing from Grayson must meet with an Academic Advisor. Veterans need to meet with the Veterans Affairs Representative prior to dropping any coursework.

Drop forms are available in the Deans area and in Admissions. For important deadlines, please make sure to look on page 2 and 3 in the *Grayson College Spring 2013 Schedule of Classes*.

Remember: our goal at Grayson College is to see you succeed in your educational endeavors. Dropping is sometimes a necessary evil, and we understand that.

Before you make that decision, though, let us help you with a possible alternative.

Your success is our success.

Students eligible for tax credits and deductions

By Jeff Scott

Financial Aid Counselor

As tax season is upon us, don't forget there are several credits and deductions you as a student may be able to take advantage of. Below is a list of the most common and easiest to file. For a complete list, visit www.irs.gov and consider IRS Publication 970.

Lifetime Learning Credit – Students can claim up to \$2,000 if they are single and making less than \$61,000 or less than \$122,000 if married and filing jointly. There is no limit on the number of years you can claim this credit.

American Opportunity Credit – \$2,500 can be claimed per student filing single making less than \$90,000 or married filing jointly and making less than \$180,000.

Both the Lifetime Learning Credit and the American Opportunity Credits can directly reduce the amount of tax you must pay, whereas the following deductions reduce the income subject to tax.

Student Loan Interest Deduction – If single and making less than \$75,000 or married and filing jointly while making less than \$150,000, students can deduct \$2,500 of their student loan interest as long as they were enrolled in at least 6 hours.

Tuition and Fees Deduction – Only tuition and enrollment fees can be deducted up to \$4,000 if single and making less than \$80,000 or married and filing jointly making less than \$160,000. This deduction cannot be claimed with either credit previously mentioned for the same student in the same year.

Note: This information is not to be used as tax advice. Please consult a tax professional and/or the IRS to inquire about these credits and deductions when filing your taxes.

Math Hub fixes fraction fixes

By Dayna Ford

Math Hub Coordinator

Whether you are a returning student or this is your first semester at Grayson, we all welcome you this spring.

The Math Hub staff is ready to serve you in all your math needs.

Need help with your math homework? Need help with those formulas in your Economics class? Need help with conversions in Chemistry?

If you answered "yes" to any of these questions, you will find the Math Hub extremely helpful. We are here to help with all these situations.

The Math Hub has been able to slightly expand and welcome new

staff members. We are also expanding our hours to include being open every Saturday. This will allow us to be available for students taking weekend classes.

Our first workshop of the semester will feature the topic of FRACTIONS on Friday, February 1 at 12:30 p.m. in SC-113 (main campus). We look forward to starting the semester off with a large group of students.

If you have any questions, please look us up on our new website at <http://www.grayson.edu/programs-classes/instructional-labs/math-hub.aspx>. On this site, you will find our hours, contact information, directions on how to get to us, tutoring applications, and much more helpful information.

First Math Hub Workshop:

FRACTIONS

Friday, February 1 at 12:30 p.m. in SC-113 (main campus)

The GC Writing Center



Hours

Monday – Thursday
8:00 am – 8:00 pm
Friday 8:00 am – 2:00 pm

Library • 1st Floor • Room 110
To schedule an appointment with a facilitator call 903-415-2541

Receive assistance with writing assignments across the curriculum

Personal counseling

Grayson Counseling Center 903.463.8730

Math Hub Schedule

Mon.-Thurs. 8 a.m.-8 p.m.

Fri. 8 a.m.-2 p.m.

Sat. 10 a.m.-2 p.m.

Room 113 Success Center



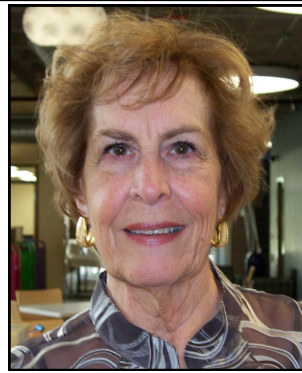
Dayna Ford, Coordinator

Mon.-Thurs. 8 a.m.-8 p.m.

Fri. 8 a.m.-2 p.m.

Bring a copy of your assignment so the tutor can help you better!

Room 110 Library



Kay Dishner, Asst. Coordinator

Need a job? Need an employee?

www.collegecentral.com/grayson

Grayson College Career Services

Assistance is available for:
resume writing, cover letters, completing job applications, interview preparation, developing job search strategies & more!

*Preparation can make the difference
in YOU getting the job!*

For an appointment, contact Gretchen Huff, Job Placement Specialist, huffg@grayson.edu (903) 415-2544. The office is located on the 2nd floor of the Life Center, Room 204.



Writing Center

Supplies *(cont. from p. 1)*

Free, and any members of the community who would like to learn will also be welcome.

They are in search of sources to donate used computers and books and are hoping to raise funds to pay for shipping these items to Assin Akrofuom.

The school does not provide books to the students, so the notes they take during class become their books.

Often times students will not be taking notes during a

lecture because they have forgotten their pen or do not have one and cannot afford to buy another.

This term, however, the schools were able to give every student a pen to begin the semester thanks to many of the faculty and staff members at Grayson College.

The students and staff of all three schools in Akrofuom are very grateful and would like to say thank you to all of those who contributed.

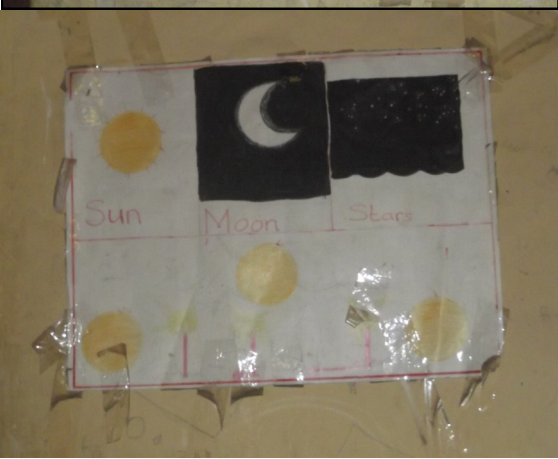
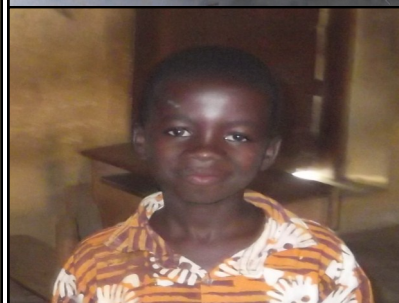
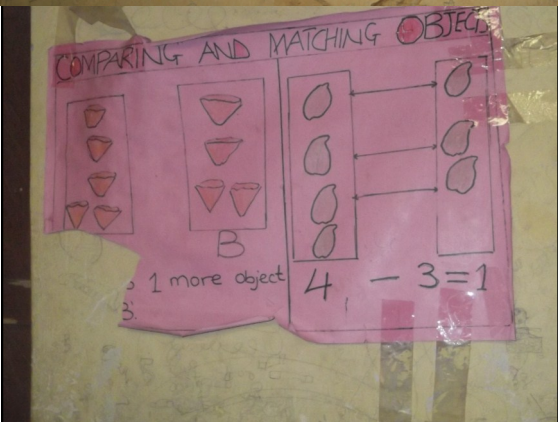
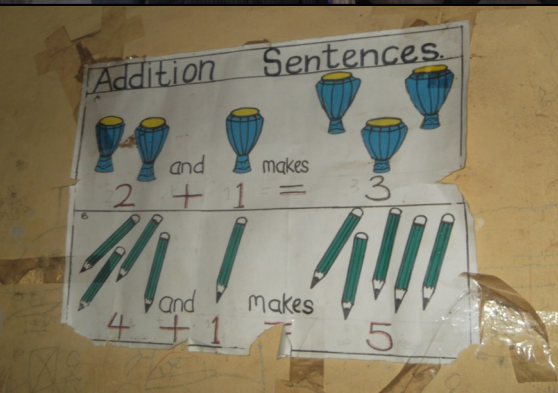


Grateful students in Assin Akrofuom hold up pens and pencils sent by the GC community.

Crumbling school walls, few teaching tools or school supplies. . .



Want to do more?
Join **Future Educators Club** and **Phi Theta Kappa** in collecting books for the school library.
Or contact Stacey Jones, LA103
StaceyJ@grayson.edu



Parade *(cont. from p. 1)*

performances by the school children, including traditional dances and reciting.

Then a table covered with many layers of fabric was brought out, and the layers were sort of auctioned off until all fabric revealed a piece of paper.

All the chiefs and elders gathered around, and Sicking was called up. There was a long explanation, and then Sicking was given her new name and title - Nana Akyie Boafowaa II, Queen Mother of Development for Assin Akrofuom.

This was followed by prayer and dancing. This time she and I had to join in.

The new Queen Mother gave a speech in Twi, accepting her new role and thanking the people for honoring her with the name of the great, great, great, great

grandmother who brought their people to this land.

The crowd went wild with applause and cheers.

After everyone had their pictures made with their new Queen Mother, we went to the palace for Cokes, Sprite and Malt (an African soda) and meat pies to celebrate.

The next morning, Christmas, the chiefs and elders surprised us with the first official meeting, on the front porch of the main house.

The women of Sicking's African family helped her dress for the occasion. They discussed her role and responsibilities.

Tradition says if any member of the village addresses her by her old name, they must give the chiefs a goat. They must at least call her "Nana" - all chiefs and queens are called "Nana."

What's the Peace Corps, and where do I get more information?

www.peacecorps.gov



Grayson Hispanic Heritage Consult

4th annual

♥ *Sweetheart Dance* ♥

February 16, 2013

Sherman Municipal Ballroom
220 W. Mulberry

- ♥ Card & box of Candy
- ♥ Candlelight, Four-Course Dinner for Two
- ♥ Champagne Toast
- ♥ Single Stem Rose
- ♥ Sweetheart Photo
- ♥ Door Prizes
- ♥ Dance

Doors open at 7:00pm
Dinner promptly at 7:30pm
Dancing from 9:00pm to midnight

\$60.00/per couple by reservations (Limited seating)
Purchase a Round table for 4 couples @ \$180.
Purchase a Rectangle table for 5 couples @ \$240.

For Tickets call Diana at 903-771-2323 or call Odee at 903-893-4822

