

## Black Print Honors Living Legends

- Dr. Charles Leslie, Recruiter and Viking Staff



Racey Guess (left) is presented his award by Dr. Charles Leslie (right).



Eartha Linson (left) is presented her honor by Black Print Secretary Zayla Pope (right). (Photos provided by Dr. Charles Leslie)

On Feb. 4th, Black Print sponsored Grayson College's 8th Annual Black History Program. This year's theme, "Leaving Our Mark on the World: The Next Generation," focused on highlighting the dedication of individuals striving to improve upon the community.

Following this theme, educators Racey Guess and Eartha Linson were honored as the 2020 Living Legends for their continued impact on students of Grayson County.

Along with his career as a coach and teacher in Denison, Guess currently serves as the Vice President of the Grayson County NAACP. Linson is the Principal at Wakefield Elementary School in Sherman. She is an alumnae of Grayson College, where she earned an associate's in computer science and secondary education.

Congratulations to both honorees!



Andrew Snyder, Professor/Director of GC Viticulture & Enology and Distillation Science program (left), and Bob Gowans (right), local Texas grape grower, with the 500 Liter German still. (photo by author)

## We got spirits! A tour of the new GC Teaching Distillery

- Andrea Gowans, Viking Contributor

We all know that Grayson College has "School Spirit," but did you also know that GC can now distill its own alcoholic spirits? (A liquor, or distilled spirit, is an alcoholic beverage that is distilled rather than fermented like beer and wine. Distilled spirits include brandy, gin, rum, tequila, whiskey, and vodka.)

Welcome to the brand-new Grayson College Teaching Distillery, the latest addition to GC's Viticulture and Enology program, opened just this past October 2019. Located in the West Campus extension of Grayson College, co-located in the North Texas Regional Airport area, the contemporary, grey-sided Teaching Distillery is perched high on a hill, next to the GC Viticulture and Enology Center. Sleekly designed with full-view commercial overhead doors, the

\$1.4 million building invites visitors a peek inside the distillery for a cursory glimpse of the \$250,000 worth of distilling equipment housed inside this impressive teaching facility. Graciously taking time out of his busy schedule, Director/Professor of Viticulture and Enology and Distillation Science Andrew Snyder shared with us the workings of the GC Teaching Distillery.

Perhaps the most striking piece of distillery equipment is the 500 Liter, copper German brewing still, which is used to make the "cuts" of the distillate during the liquor production. "The Heads will make you blind, the Hearts are the meat of the production, and the Tails just don't taste good," quipped Snyder.

(Continued on pg 2)

## The Veterans Hub and why it matters

- David Hamrick, Veteran Services Project Coordinator



Students working inside the Veteran's Hub. (photo by author)

Many colleges and universities have created a special place on campus for student veterans. Here at Grayson College we refer to ours as The Veteran's Hub, also referred to as "The Hub." The Hub is located on the bridge between the Library and the Student Life Center. The U.S. flag, the Texas flag, flags from each branch of the service, and the Prisoner Of War (POW) flag are proudly displayed in front of The Hub.

A study conducted by the National Survey of Student Engagement found that veterans often describe their transition into college as a "culture shock." These students truly want to connect academically, socially, and with campus life but often do not have the tools to find that much-needed sense of belonging. Getting the word out that student veterans are not only welcomed and appreciated, but also accommodated on campus is a great relief.

The Veteran's Hub is different from other hubs/labs on campus because it is not academic specific.

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## Student Support Services helps students succeed

- Kenzie Randolph, SSS Advisor

Student Support Services (SSS) is one of eight TRIO programs with the goal of helping students succeed in college and earn their degrees. SSS offers resources to students who qualify on the basis of income, first-generation or disability. A few of our resources include free printing, academic advising, university and cultural trips, and workshops that apply daily life skills such as budgeting, financial aid, and test anxiety.

**"I have only been a part of SSS for a semester, but it has helped me in various ways, from helping me learn how to handle money better as a college student, to filling out my FAFSA, to being able to understand what the right career path for me is." -E. B., Age 19**

One of the biggest resources is our SSS Scholarship. We offer a \$1000 scholarship split over 2 semesters, to up to 10 students. For the Spring 2020 semester we were able to award scholarships to 4 of our outstanding students. All four of these students maintained a GPA of at least 2.7 and were active in our program.

**"It is such a great benefit having this support. It has really encouraged me to keep pursuing my educational goals. I know if I am struggling, I have a place to turn for answers, encouragement, and solutions. I feel it is an invaluable resource for new college students, especially those of us who are the first in our family to pursue a college education." -K. W., Age 35**

If you're interested in joining our program, you can visit us (we are located next to the Advising office), or email us at sss@grayson.edu.

## Library celebrates Locals and Legends

- Kelly Harris, Library Technician

*I, too, sing America.  
I am the darker brother  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,*

*And grow strong.*

These lines from the poem “I, Too,” by Langston Hughes, were among those featured in Grayson College Library’s main exhibit throughout February. In honor of Black History Month, the library featured great poets like Hughes: Harlem Renaissance leader, Guggenheim Fellow, and Chicago Literary Hall of Fame inductee. His home is listed on the National Register of Historic Places. Since 1978, the prestigious Langston Hughes Medal has been awarded to influential and distinguished writers of African descent.

Another poet honored in the exhibit is the incomparable Maya Angelou, winner of the Langston Hughes Award, multiple Grammy awards, and the 2010 Presidential Medal of Freedom:

*You may write me  
down in history  
with your bitter twisted lies  
you may tread me in the very dirt  
but still  
like dust  
I’ll rise.*

Lisa Hebert, Director of Libraries for Grayson College, heard Ms. Angelou speak years ago in Little Rock, Arkansas. Attending with her was a previously homeless friend, who afterward said she had never been so inspired to get her life back on track.

Ms. Hebert was profoundly moved when Ms. Angelou honored “the important people in our lives: the librarians,” whom she credited with introducing her to Shakespeare and the words that changed the course of her life. When she called for a round of applause “for the librarians in our world,” Maya Angelou acquired a lifetime fan in Ms. Hebert.

In a first for Grayson Library, the poetry exhibit features a downloadable playlist of poetry selections, most performed by the authors themselves, so their works can be heard in the way they were intended. Following a simple scan of the QR code, the library patron can access the YouTube playlist at a future time and location of their choosing.



Photos provided by author.

Harvard’s highest honor in the field of African and African-American studies is the W.E.B. DuBois Medal, named for the titan of American civil rights, sociology and history. Below is a stanza from Dubois’ featured poem, “The Song of the Smoke”:

*I am the Smoke King,  
I am black!  
I am darkening with song,  
I am hearkening to wrong!  
I will be black as blackness can---  
The blacker the mantle, the mightier the man!*

The exhibit featured the talents of local poets as well, such as Deborah Barrax:

*Slipping  
In and Out of my skin.  
To  
End  
And  
Begin Again  
Is  
The Nature  
Of  
All Things.*

Grayson College’s Professor of Sociology, Dr. Sherry Cooke, allowed the library to display some of her work as well. When asked how the exhibit should be titled, Dr. Cooke said, “Not Black Poetry; not African-American Poetry. Just Poetry. It needs to start somewhere; let it start with us.” Among her works:

*I understand the  
holes in a soul  
that often feels  
more lost than found.  
Emptiness, longing, regret, hunger and holes  
are in my mirror  
everyday.  
That’s why we are friends –  
your mirror reflects  
the same....*

These and other poets had their work and words highlighted for their contributions to the arts. The exhibit ends in early March, but the Grayson Library playlist remains live until the end of the month. There’s still time to visit the library, grab a QR card, and listen to some of the best American poets of our day.

(Continued from “We got spirits!” pg 1)



Smaller batch stills, intended for 3-4 students to use to produce smaller batch product. (photo by author)

While the German still requires some knowledge and skill in making the cuts, a smaller, electronic “iStill” next to the German still performs a similar function but is more easily electronically programmed and controlled. Complementing the German still and the iStill is a series of small batch stills, which are intended for use with larger classes and workshops, during which teams of 3-4 students can work on their smaller batch of product.

Occupying the floor space were two totes of molasses awaiting a rum production, a stack of sack grains for whiskey production, agave for tequila, and two empty barrels to be used in a future brandy production run. A double-stacked row of barrels along the back wall are for aging whiskey, but can be used for other products as well.

So what happens to all of the “product” (liquor) that is produced by the Distillery?

“There’s only two ways that anything we produce in this building can leave the premises, and that’s either in your gut after you’ve tasted it, or down the drain,” according to Snyder, although Snyder is quick to add that he can store product (liquor), as long as a complete inventory is kept of everything that is made at the Distillery. The stored product will allow classes to compare a whiskey made last week versus one that has been aged for a year or two. “So I won’t be disposing very much of anything. Those [stored products] will be used for sensory evaluation for tasting and classes to come,” says Snyder. “But no bottled product can leave the premises.”

Snyder is also quick to note that the Texas Alcohol and Beverage Commission (TABC) and the federal Tax and Trade Bureau (TTB) granted the college a huge favor in allowing GC to build the Teaching Distillery. “You can have a winery in a dry or wet area of a county. We are standing in a dry area of Grayson County,” Snyder explains, adding how the college went to TTB and appealed for an exemption request for an experimental teaching facility. “It was a huge exemption that TABC granted us [GC], so we are very grateful for that opportunity so we can teach all the steps of the process.”

The first class to be taught at the Teaching Distillery is “Distillery Operations” on February 29. Snyder emphasizes that there are no prerequisites for these classes -- anyone can attend. However he advises that students be at least 21 years old or older to taste the product and therefore be able to fully appreciate the class and distillery

process.

Six classes are planned for the Distillery, including the first, “Distillery Operations,” followed by “Whiskey Production” and “Rum Production” this Spring 2020. Tequila Production, Brandy Production, and Vodka Production classes are scheduled for Fall 2020.

When asked what the student demographic is for the Distillery courses, Snyder emphasizes, “These [classes] are designed for working adults, so they are all Saturday and Sunday classes: eight hours Saturday, eight hours Sunday, two weekends; four 8-hour days for 32 contact hours. This could be a fun elective, a 2-hour credit course to learn about whiskey production and get college credit for that.” Classes can also be taken for non-credit. Visit the GC Center for Workplace Learning website for class and registration details.

Reflecting on Distillation Science and the offered courses, Snyder muses, “It’s a science. It’s an art. It requires training and dedication.” Most students, Snyder notes, want the skill set to be able to open a winery or distillery. “It’s a 4-day, 2-credit hour course that will prepare you for further training. They [the students] can get a 16-hour certificate in Distillation Science, or they can get an Associate of Science in Distillation Science. If they take all 6 courses, they will be well prepared to work in the industry, if not open their own distillery.”

In closing, Snyder is quick to recognize and compliment the positive relationship between GC and TABC which made the Teaching Distillery possible. “We are very proud of the fact that through our positive relationship with the TABC that we were able to have them grant the exemption to open a teaching experimental distillery. We would have been dead in the water if they had not granted us that exemption.”



Grain awaiting whiskey production. (photo by author)

(Continued from "The Veteran's Hub" pg 1) Chances are, you're not going to use the Math Hub to work on your English paper. Here in The Hub it is not so much about the subject, but about the atmosphere that helps the student veteran thrive in their studies.

Various studies have shown that providing a 'space' for veterans enhances performance and retention, which is the ultimate goal next to graduation. Having somewhere student veterans can sit, drink some coffee, do some studying, or just talk with others of a like background is just as important for them as it is for any other underrepresented minority group. And for the same reasons.

While most veterans may be able to slide into a civilian lifestyle with little fuss, many feel a sense of isolation and of being separate from the bulk of their student peers. Experience, not just in combat, has changed

most veterans from a school kid to an adult, and their needs and desires are worlds apart from the typical student.

I think the biggest service The Hub provides is camaraderie, the ability for veterans or their student family members to come in and socialize with others of a like background. Having a safe and welcoming space for veterans on campus acknowledges their "differentness" and honors their special place in our society. It also recognizes them as a group, separate and distinct from others on campus, but without setting them outside the campus community. Recognizing veterans as a culture and providing for the needs of that culture is the core of what makes Grayson College a veteran friendly institution.

"The Hub is a place for veterans and family members of veterans to have a calm place to go to in their free time. I use the Hub



The national and state flags, the flags of every branch of service, and the P.O.W. flag are all on display in front of The Hub. (photo by author)

twice a week when I am at Grayson College. I use the Hub to study, and I use the Hub as a place to either wait until class time or wait for tutoring time. The Hub has a calm atmosphere and the chairs are not bad compared to the rest of the chairs at Grayson," states Lance Green, student and son of an Army veteran.

The Hub also provides the meeting area for the Grayson College Student Veterans Association (SVA). Twice monthly (1st Tues. and 3rd Mon.) at 12:15 the SVA holds a lunch meeting to discuss veteran issues and listen to presentations on their specific needs. The meetings are open to all student veterans and student family members.

For more information stop by the Veteran Services Office on the Bridge, email us at [veterans@grayson.edu](mailto:veterans@grayson.edu) or call @ 903-415-2615.

## EDITORIAL

# Should women be required to register for the Selective Service?

With the ongoing changes to our overall military structure consisting of allowing women into direct combat roles and with increasing tensions amongst Iran, Russia, and China, should women be forced into registering for the selective service? The Selective Service has been around for over 100 years, beginning with drafting of the Selective Service Act of 1917. However, the act is no stranger to changes. We have amended the bill several times. For example, the 1948 Selective Service Act was updated to include changes in the terms and lengths of service, as well as adjusting the age limits from 18-31 years of age to 18-26 years of age.

## Moral and just?

Is requiring women to register for Selective Service moral and just? One of the largest arguments against the draft, not only for women but men as well, is the morality and fairness of the system. According to Michael Foley of *The New York Times*, this was most prominently apparent during the Vietnam War era, in which the draft played a large role in increasing military manpower.

In 1965, at the peak of the Vietnam War draft, a memo was published that was included in "Orientation Kits" dispersed amongst local draft boards to be utilized as a guide for the Selective Service System. This memo, known as the "Channeling" memo, highlights the corrupt and unethical practice implemented by the Selective Service System, at least in the case of the Vietnam-era implementation. The memo essentially stated that the program is used to pressure young American men into becoming more productive citizens by attaining skills and higher education that would prevent them from being eligible for the draft. One can easily see how this manipulation may be unethical towards disadvantaged citizens who were likely unable to meet those qualifications for ineligibility.

With its inherent flaws, is forced military service by any means ethical? Morality is obviously subjective and should not be the only piece of data utilized to make executive decisions; however, we as a society should utilize ethical judgement in conjunction with evidence-based decision making. The morality often overlooked is that of equality: is it ethical to force men into service but not women and vice versa?

## Combat effective?

Women are combat ineffective, at least that is what current data has revealed. In 2015, after conducting a mixed-gender integration experiment that allowed women and men to participate in combat-relevant courses, the United States Marine Corps found a dramatic difference in the percentage of women able to complete the rigorous training compared to their male counterparts. Seventy-one percent of men graduated the Infantry Officers course, while no women graduated the same course. The Infantry Training Battalion, which is responsible for qualifying enlisted marine infantrymen, saw 99 percent of their men graduate while only 36 percent of women accomplished the task, according to Hodge Seck in the *Marine Corp Times*.

One of the officer candidates who failed the course stated that she believes if women were trained to standard from the day they entered

service just as men are that more women would likely be able to complete the course, observes Jude Eden in a recent *Military Review* article.

However, that statement does not coincide with the 2015 research conducted by the University of Pittsburgh for the Marine Corps Ground Combat Element Integrated Task Force. Their study found that on average, men performed significantly better than women on strength, physiology and power and agility tests. However, the University of Pittsburgh study goes on to state that more research should be done to establish a gender-neutral standard that will accurately measure a trainee's skills and performance as required by their military occupational specialty.

In October, the U.S. Army will begin their newly adopted Army Combat Fitness Test that is not only gender neutral but age neutral as well, reports Kelly Buckner in *Modern War Institute*. The test measures a soldier's ability to accurately perform under combat duress. This new form of physical testing has already been fielded, and the results of those tests do not fare well for the argument for women in combat roles. One source of initial data found 84 percent of women participants failed their initial Army Combat Fitness Test, though the Army stated that this data was not thoroughly analyzed and not meant to be disseminated to the public, notes Matthew Cox of *Military.com*. Regardless of the branch of service, the military organization has shown significant data proving women to be far less combat effective as women, so are we as a society willing to force our women into situations that statistical data has shown may disadvantage them?

## Many Military Occupational Specialties

However, the draft is not specific to combat roles. The military contains a wide array of military occupational specialties, many of which do not rely on these forms of athletic ability. In fact, some specialties are more women dominated and rely on traits often found stronger in women. 1Lt. Colton Tyree is a platoon leader for the Oklahoma Army National Guard's 1245th Transportation Company. In a phone interview, he explained that there are many women serving within the 1245 TC as truck drivers, supply technicians, and even cooks, all of whom, he says, perform exceptionally well within their duties just as their male counterparts do.

## Equality?

Are we chasing the betterment of our nation's military or merely the perception of equality? Lt. Col. James Jay Carafano argues just that with his *Army Magazine* article "Draft a Bad Idea, with or without Women." In the article, he explains that the draft is merely a last-resort necessity and is not prone to producing quality soldiers or marines.

If the draft isn't producing ideal military candidates, then what is the point of keeping it around? Well, according to Major Scott E. Dunn, a judge advocate in the U.S. Army, the purpose of the draft is to implement rapid deployment of troops into combat positions in the case of large-scale shortages in times of conflict. With increasing tensions and military drawdown over the years, having a means to fill those roles is a necessary part of defense. Major Dunn reiterates that this establishment

- Thomas Fonville, Student  
was with the understanding that women were not participating in combat roles; however, as of now, that position has changed.

## Dark side of military lifestyle

Within the ranks of the military, there is a fairly unknown and lingering darkness that undercuts the overall morale and camaraderie of the organization. Sexual harassment and assault are commonly occurring themes across all branches, especially in regard to men-on-women assaults. In 2018, Department of Defense annual report on sexual assault found that approximately 20,500 service members were sexually assaulted, and 13,000 of those assaulted were women. To put this into perspective, in 2016 there were only 14,900 sexual assault cases. These are alarming numbers that we should absolutely consider when evaluating implementing Selective Service for women.

What's perhaps more alarming are the results of data produced by Training and Doctrine Command (TRADOC), who are the governing bodies of the Army's basic training. That data showed that between 2000 and 2008 approximately 107 drill sergeants were charged with sexual misconduct under the Uniform Code of Military Justice, according to Kim and Carl Prine of *Military Times*. Of the five basic training sites under TRADOC's rule, only two training sites had co-ed basic training. Those two training sites accounted for 62 of those cases.

Understandably, all organizations have their flaws, and the military has taken drastic measures to reduce these occurrences of sexual assault and fraternization. The United States military has a zero-tolerance policy for sexual assault, and such offenses are punishable by up to death, in accordance with the Uniform Code of Military Justice. All branches also utilize some sort of governing sexual-abuse-prevention program. For instance, the U.S. Army utilizes what is known as the Sexual Harassment/Assault Response and Prevention (SHARP) program, which has shown to be effective in educating soldiers on the tools and awareness of sexual harassment and assault within the force.

As a former combat infantryman in the U.S. Army and a current truck driver in the Army National Guard, I have seen my fair share of exceptional women soldiers both in garrison and my combat tours to Iraq and Kuwait. I volunteered for service, just as they did. We were born into peace and raised by the global war on terrorism, all without the implementation of the Selective Service.

Regardless of the need for a draft, when considering whether or not my wife or sister should be required to register for the Selective Service, I say, "Never." Many of my female counterparts in the National Guard agree. In a survey in which I asked national guardswomen whether or not women should be forced to register for the Selective Service, 75% of respondents yielded "no." So, with all of the data at hand and the opinions of those who engage in these realities at full face value, the question remains, should women be required to register for Selective Service for the appeasement of equality in the public's eye?

## GC and TAMCU partner to provide Social Worker Interns

- Barbara Malone, Director of Counseling and Social Services

Texas A&M University-Commerce has joined with Grayson College to provide social services to GC students. GC is now a Field Placement Site for Social Worker Interns. The agreement allows students in the Bachelor Social Worker and Master Social Worker programs of study to complete one year of their field experience in the Office of Counseling and Social Services. The Grayson Director of Counseling and Social Services, Barbara Malone, will work closely with Brian Brumley, LMSW-IPR, TAMCU Director of Field Education, to facilitate a successful field placement for Social Worker Interns.

The first Social Worker Intern to participate in the field placement at Grayson College is Shelby Hoffmaster. She is entering her first semester of the master's program for social work students at Texas A&M University-Commerce. She has been a student

since 2017 and became an alumnae of the university in December of 2019, graduating with a degree of Bachelor of Social Work. This internship will be her second field placement, as she completed her placement last year in the field of mental health.

The key features of Grayson College's Counseling and Social Services, being an approved field placement site for Social Worker Interns is the newly established Grayson Cares Emergency Student Assistance Program. The new program was established in June 2019 and was funded by the United Way of Grayson County and the Grayson College Foundation. Grayson Cares permits students to submit an emergency request that will coordinate on-campus and community agency services, including Emergency Student Assistance (ESA), Food Pantry, Veteran's assistance, transportation assistance, community partners, Texoma Council



Above and left: Social Worker intern Shelby Hoffmaster. (photo by author)



of Governments and Workforce Solutions.

In this agreement, Social Worker Interns will have learning opportunities while providing individual counseling with clients who represent a diverse population. Students served in the ESA program are enrolled in programs and courses in one of the six Career Pathways offered at Grayson College. Also, the ESA program serves students currently enrolled in the Adult Education Literacy and the Center for Workforce Learning programs.

The placement activities and skills will include record-keeping activities such as intake summaries, treatment planning, and collaboration with community agencies, progress notes, and follow-up summaries. The case management activities include follow-up with the Financial Aid Department, enrollment status, completion rates, and monitoring with agencies and community partners.

The permanent office location for Counseling and Social Services is still being determined. The Social Worker Intern will have an office in the same location as the Licensed Professional Counselor Supervisor and Licensed Professional Counselor Intern.

### EDITORIAL

## Age of Technology

-Robert Carpenter, Professor of Advanced Manufacturing

We as a species have evolved to the level that technology is so ingrained into society that our very existence revolves around it. We are slowly gravitating to the point where we cannot think or reason without having technology point the way. From the time we wake in the morning to the time, we lay our heads down to sleep at night, we are intently engrossed with technology.

There was a time unbelievably when humans used their mental capacity to reason and make decisions strictly with the knowledge and experience he or she had gained through life's accomplishments and failures. A person's self-worth and pride in their accomplishments was an asset. These assets are ingrained in the pages of one's mind and called upon when life's tribulations rear their ugly head and to complete the tasks with haste and without error.

In this era, we slide through life on our backsides, confident that technology is there to give us all the answers and to keep all the information until the future should demand we beckon its recall. The devices technology has provided for us consume our daily lives. The computer replaces our memory, and the cell phone connects us to all our friends and family on a continuous basis to the point that we cannot let it out of our grasp. We eat with it, we

drive with it, we study with it and we cherish it so highly that at times it seems as if we will have to have it surgically removed from our hand.

Let us digress to the past not too long ago when technologies' greatness had been viciously blocked from our lives by entities unknown, who so savagely interrupted our processes and brought us to the harsh reality of how dependent we have become on it. Technology is so important to us that we will risk the lives of ourselves and others when driving for fear we might miss a moment of gossip being relayed on the wings of technology.

We take pictures instead of notes to make it easier on us because note taking is so tedious and stressful.

Technology has become a drug that has enslaved us, more powerful than the most dangerous drugs, synthetic or organic. We are powerless in its grasp and oblivious to its impact on our personalities.

Although technology is a great and powerful tool, like any other tool, it should be applied correctly and with respect to ensure the safety of the user.

My views may be skewed because I am old enough to remember a time when things were done just as completely and timely without these marvelous inventions. Technology must not stop evolving, but we also must not let it rule our lives.

## Editorial Information

**The Viking** is published by Writer's 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 at GC.

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

Submissions and corrections may be sent to the editor, Storm Anderson, by email at [stnanderson@vikings.grayson.edu](mailto:stnanderson@vikings.grayson.edu).

## Take adVantage: Updates from the Department of Veterans Affairs

-Marlina Reese, Veteran Benefits Advisor

Speaking in code. Virus outbreaks. Active heroes. Online care. Care for the caregivers. Appeals. February was an active month for the U.S. Department of Veterans Affairs! **"DIBEH, AH-NAH, A-SHIN, BE, AH-DEEL-TAHI, D-AH, NA-AS-TSO-SI, THAN-ZIE, TLO-CHIN"**.

What does that say? It is Navajo code talk. February 19, 2020 marked the 75th anniversary of the Battle of Iwo Jima. Without the Navajo code talkers, Marines would never have taken the island of Iwo Jima. The code was developed in 1942 by Navajos.

The code also reduced the amount of time it took to transmit a message. The Navajo code talker was an important part of any Marine unit. For a brief and fascinating story about the Iwo Jima code talkers and to find out what the message says, visit <https://www.youtube.com/watch?v=QmignAQTTCl>. The video is created by the U.S. Department of Veterans Affairs.

The VA has been in close partnership with The Centers for Disease Control and Prevention (CDC) in monitoring the outbreak of the Coronavirus. The VA is implementing a public health response to the Coronavirus to protect and care for veterans. As reported by the VA, no veterans receiving VA care have been diagnosed with the virus. The VA is advising to take precautions such as vigorous hand washing, to use hand sanitizer with at least 60% alcohol content and to clean and disinfect objects and surfaces you are in contact with the most. For more information and links to other resources, visit <https://www.publichealth.va.gov/n-coronavirus/index.asp>

Physical activity has many health benefits but can your active lifestyle potentially save someone else's life? Yes it can! Active Heroes is a veteran support resource implementing physical, educational and emotional programs in an effort to eliminate suicide. Active Heroes mentors are trained to support struggling or potentially suicidal veterans. Located in Louisville, Kentucky, the center assists hundreds of veterans and their families. There are at least 500 annual events sponsored by Active Heroes that take place across the US. Events are free of charge to veterans and military members. Visit <https://activeheroes.org/> for more information on how you can be an Active Hero.

Visits to the doctor are time consuming, inconvenient and more often than not, costly. Where does the VA come in? The VA is creating new partnerships with community providers by utilizing virtual technology. Welcome ATLAS! Accessing Telehealth through Local Area Stations. ATLAS bridges veteran care access by providing video telehealth connections for veterans who have appointments with their VA health providers. ATLAS is being set up where internet connectivity is sketchy at best or a VA medical facility is a long drive away. For more detailed information and contacts, visit <https://www.blogs.va.gov/VAntage/71036/select-locations-virtual-exams-veterans/>.

(Continued on pg 5)



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(Continued from "Take adVantage" pg 4)

Got appeals? Now what? Filing an appeal can sometimes be a painful and tedious process. But the VA doesn't want it to be. Meet Board of Veterans Appeals Chairman Cheryl Mason. On the VA's website, Chairman Mason addresses questions such as "What is a lane? Which one is right for you? How long will each lane take?" More detailed information and contacts on the veteran appeal process can be found at <https://www.blogs.va.gov/VAntage/71057/borne-battle-180-benefits-breakdown-appeals-modernization-part-ii/>

If you are a caregiver, then you know it is a tough job. The VA also knows how hard it can be to take on the role of caregiver. The Campaign for Inclusive Care Academy is a joint initiative between the U.S. Department of Veterans Affairs and the Elizabeth Dole Foundation. Dole, who is a caregiver for her husband, explains that a medical team should also include the caregiver. The academy is there to equip doctors, nurses and social workers with all the necessary tools to integrate the caregiver in the patient's care plan. Read more about it at <https://www.blogs.va.gov/VAntage/71027/caregivers-focus-new-academy-program/> and <https://campaignforinclusivecare.elizabethdolefoundation.org/>.

Want more exciting history, helpful information, resources and contacts from the VA ? Sign up for the VA weekly newsletter <https://www.va.gov/VetResources/>.

## WANT TO SEE YOUR WORK IN *The Viking*?

**Who can submit:** Any student, faculty or staff member of Grayson College can contribute.

**What can be submitted:** We accept original non-fiction and fiction stories, poems, prose, captioned photos and comics.

**How:** Submit your work to our editor, **Storm Anderson**, at [stnanderson@viking.grayson.edu](mailto:stnanderson@viking.grayson.edu).

**NEXT DEADLINE: MAR 27**

## Best friends make big impact at local high school

- Brooke Blackerby, Student

From sponsoring student government to organizing the senior prom, Leonard High School has two standout employees who seem to do it all. Secretary Coylene Moreland and librarian Pam McCarley do everything in their power to provide an outstanding experience for students attending Leonard schools.

Moreland and McCarley have been a part of the Leonard community for more than 56 years. Both women attended high school themselves in Leonard and participated in cheerleading, drill team, basketball, track, Beta Club, and even six-man drumline. "Anything that was offered we did it," explained Moreland.

But LHS has changed since McCarley and Moreland attended high school. They went to school in a three-story building, which burned down in 1980. "We loved our building. It was old and falling apart but it had character," McCarley said. "Everyone remembers where they were the night it burned down. [We all] had attachments and memories."

The two women have been friends for over 45 years. "While we went to school together, [Moreland] was a little bit younger than me. She was a silly sophomore when I graduated," McCarley said with a smile. "We did everything together in high school."

McCarley and Moreland like to have fun with their jobs, and they enjoy poking fun at each other from time to time. "It's so funny that Pam is the one that stands at the door to write tardies first thing in the morning," Moreland explained. "She was always late [when we were in school], and you could hear her coming when she pulled in the parking lot literally on two wheels!"

Some of their LHS coworkers attribute these women's success in their jobs to the friendship that they share. Kacie Littrell, Leonard High School's counselor and Moreland's daughter, works closely with McCarley and Moreland every day. "Together, they are a well-oiled machine," Littrell pointed out. "They are like family [to each other]."

Littrell, who has worked at Leonard for 3 years, said that she and Moreland get frustrated with each other sometimes, but they support each other. "I have gained a new respect for everything my mom does at her job and have learned more from her in two years than I did in both my master's programs," said Littrell. "She is one of the smartest and most thorough people I know."

Only 6 years after she graduated from high school, Moreland began working at Leonard as the high school secretary in 1986. She creates each student's schedule and the master schedule for LHS, controls the school entrance buttons, records the students' attendance and grades, and keeps up with all of the students' files. Moreland is also the PEIMS coordinator for LISD and organizes graduation, end-of-year awards and programs, banquets, and anything else that's needed on a daily basis. She even keeps an impressive "big ole calendar" for all of the high school's activities.

McCarley started twelve years later than Moreland in 1998 as the high school librarian after marrying her husband and having children. "Everyone and everything I cared about was here [in Leonard]," McCarley said. "I never had a desire to leave the area." Now McCarley works as the technology assistant and district librarian and makes sure that all four libraries in LISD run smoothly. McCarley is in charge of ordering and taking inventory of all of the books for the elementary, intermediate, junior high, and high school libraries. "My biggest job is trying to keep up with [technology] improvements and staying up to date with technical issues and books," said McCarley.

Moreland and McCarley have worked in the same positions ever since

they began working at Leonard, but their responsibilities at LHS go far beyond the reach of their job titles. Both women are sponsors of the senior class and student government, where they organize community service opportunities, football concession stands, and school dances.

The most difficult event Moreland organizes is the Holiday Tournament that LHS hosts annually for all of its neighboring basketball teams. "I am responsible for getting book and gate workers for the tournament, printing and cutting the session tickets, printing and assembling the tournament program, and then [attending the tournament] all three days," Moreland said.

McCarley and Moreland are also in charge of organizing prom and after-prom for the seniors of LHS and their dates. "For prom, Coylene and I try to handle all the work...

because [it] is a special night for each senior, and they do not have time to decorate [the venue themselves]," said McCarley. The two women spend the day of prom decorating the venue and organizing activities to make the students' experience as special as possible. Moreland and McCarley also chaperone prom and after-prom, which usually lasts until 5 a.m. the morning after prom.

"Anything that's needed, that's what we do!" said Moreland. The duo even cooks homemade meals for the staff whenever there is a birthday or special event. "A lot of the time we just see that [something] needs to be done, and we go do it," added McCarley.

Even though Moreland and McCarley are visible at all of Leonard High School's activities, they feel like many students and members of the Leonard community have misconceptions about their jobs. "Sometimes I feel like they think that's all we do-[McCarley] just sits in the library and checks out books, and all I do is sit at my desk and answer the phone," Moreland explained. "That's nothing compared to what we do all day long!"

Cody Plake, the new principal of LHS, recalled being impressed by McCarley and Moreland's devotion to their jobs when he started working at Leonard High School just this year. "I've never seen two people do so much for the student body," Plake said. "[Leonard is] very lucky to have these two."

Moreland said that her motivation to be so involved stems from wanting students to know that they had a positive high school experience. "I want them to enjoy it...I want them to think that they had a good time in high school," explained Moreland. "We want to make the atmosphere [pleasant] for y'all, and we want y'all to have each other," said McCarley.

Many former LHS students even see Moreland and McCarley as mother figures because they are able to forge a meaningful relationship with them, even going as far as calling them "Mamma Coylene" and "Mamma Pam." "They are very much like my aunts," said LHS senior Lindsay Dills. "I can come to them if I have any problems or issues. They have helped a lot."

Students and staff alike know the difference that employees like Moreland and McCarley make at LHS. "Both Pam and Coylene bleed blue and gold," Littrell said. "I have watched them as a student and now co-worker selflessly give so much of their own time to make LHS a good place. They take it personally, which means that every activity, program or group they are a part of is the best it can be."



LHS librarian, Pam McCarley (left), and secretary, Coylene Moreland (right), enjoy supporting the future tigers of LHS at a home football game. (photo by author)



## Hope Lab Survey Results bleak and unsurprising

A recent survey of Grayson students by Temple University's Hope Lab showed depressing results of food and housing insecurity on our campus. Of the respondents, 37% had experienced food insecurity within the prior 30 days, 51% had experienced housing insecurity in the previous year and 15% had experienced homelessness within the past year. While upsetting, these results are an unfortunate reflection of the national standard.

According to the Hope Center for College, Community and Justice (the research center behind the Hope Lab) nationally 39% of college students had experienced food insecurity within the prior 30 days, 46% had of college students experienced housing insecurity in the previous year and 17% had experienced homelessness within the past year. To address this dire situation, many colleges and universities have begun expanding aid initiatives in the form of food pantries, emergency housing, clothing closets and other services.

Grayson College relocated and expanded the campus food pantry last semester. Now located on the bridge next to the Veteran's Hub, the expansion includes food in a "Grab N Go" format. While food packages are available, the added "Grab N Go" addresses students

-Storm Anderson, Editor  
who simply need something to manage a full day of class.

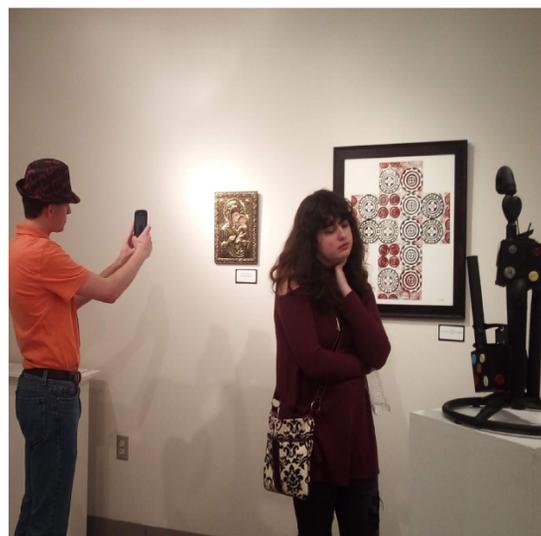
Additionally, the "Grayson Cares" initiative provides additional support by way of transportation, healthcare, housing and other needs. Those in need of assistance can apply by clicking the "Grayson Cares" link under the Current Student tab on the College homepage.



Above: Government Professor Mary Linder arranges food packages for the campus food pantry. (photo by Viking Staff)



Left: Phi Theta Kappa officers pal around in a photobooth at the 2020 Collin College Cougarthon benefiting the Children's Miracle Network. (L-R: Ana Ferria, Cassandra Garcia, Storm Anderson, Alison Earnhart, Rosario Lambrada, and Abby Flores) (photo provided by Phi Theta Kappa)



Above Left: Siblings Rachel and Stephen Linn admire art on display during the 2020 Reception in the 2nd Floor Gallery.



Above: Grayson student and Phi Theta Kappa Texas Regional President Lavada Burse speaks at the 73rd Annual Texas Community College Teacher's Association Convention. (photo by Dr. Jean Sorenson)

Below: Students fill the Viking room for the Spring Scholarship Workshop hosted by the Grayson Honors College. (photos by Viking Staff)



## COLLEGE CALENDAR

FOR MARCH

**MARCH 9-13- SPRING BREAK**

**MARCH 9- BASEBALL VS. NORTHEAST TEXAS @2PM**

**MARCH 11- BASEBALL VS. RANGER @ 12PM & 2PM**

**MARCH 17- DRIVE 4 UR COMMUNITY EVENT**

**SOUTH CAMPUS: SALAD AND BAKED POTATO BAR, 11AM-1PM**

**MARCH 18- BASEBALL VS. HILL 1PM & 3PM**

**MARCH 20- COFFEE & CONVERSATION @ 8:30AM, CWL AUDITORIUM**

**MARCH 28- GRAYSON CHEER TRYOUTS @7:30AM, GYM**

## CLUB MEETING CALENDAR

### Cultural Diversity Club

Second and fourth Monday, 12:50-1:30pm, Int'l Student Life Office

### ASL/Deaf Association

12-1, LA 107

### Cosmetology Club

Bi-weekly, 8:30-9:30am, CTC

### Delta Phi Delta Art

First Tuesday, Design Room, Arts and Communications

### Eta Sigma Delta

First Tuesdays, 3pm, Culinary Arts Building

### Monday

### Tuesday

**LEA** Criminal Justice 12:30-1:30pm, TBA

### TIPPS

Culinary Arts  
First Tuesdays, 2-3pm, 691 Restaurant

### Writers Unlimited/SKD

Bi-weekly, 12:20-12:50pm  
Nightingale Room, Library

### Baptist Student Ministries

12pm, BSM Building

### Black Print

1pm Nightingale Room, Library

### Dental Assisting Club

11:30-12pm, HS 205

### Wednesday

**HALO** Hispanic American Leadership Organization  
Bi-weekly, 1-2pm Viking Room

### Phi Theta Kappa

12:30-1pm, Viking Room

### Student Veterans Association

First and Third Wednesdays, 12-1pm, Veterans Hub

### Honors College Club

12:15pm, Viking Room

### Psychology Club

12:15-1pm CIS 202

### Thursday

**Student Government Association**  
1pm, Viking Room

### Science Club

Bi-weekly, 3pm, SCI106

### Sisters of Destiny

Second and fourth Thursday, 12:15-1pm, Nightingale Room,

### Music Club

Bi-weekly, 10am, Choir Room, Arts and Communications

### Friday

**Spirit Day!**  
Wear your Grayson Gear and celebrate your Viking spirit!

### Electrical Technology

**Grayson Nursing Student Association**

### TBA

**Men of Distinction**

## WANT TO SEE YOUR WORK IN The Viking?

**NOW ACCEPTING:**  
**STORIES!** (FICTION AND NONFICTION)  
**POEMS!**  
**COMICS!**  
**PHOTOS!**

Send your work to our editor:

Storm Anderson at  
stnanderson@vikings.grayson.edu

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