

The Bat



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Cover Story



Watch it!

PJC program stands the test of time

Cover Story

HOROLOGY

The Bat

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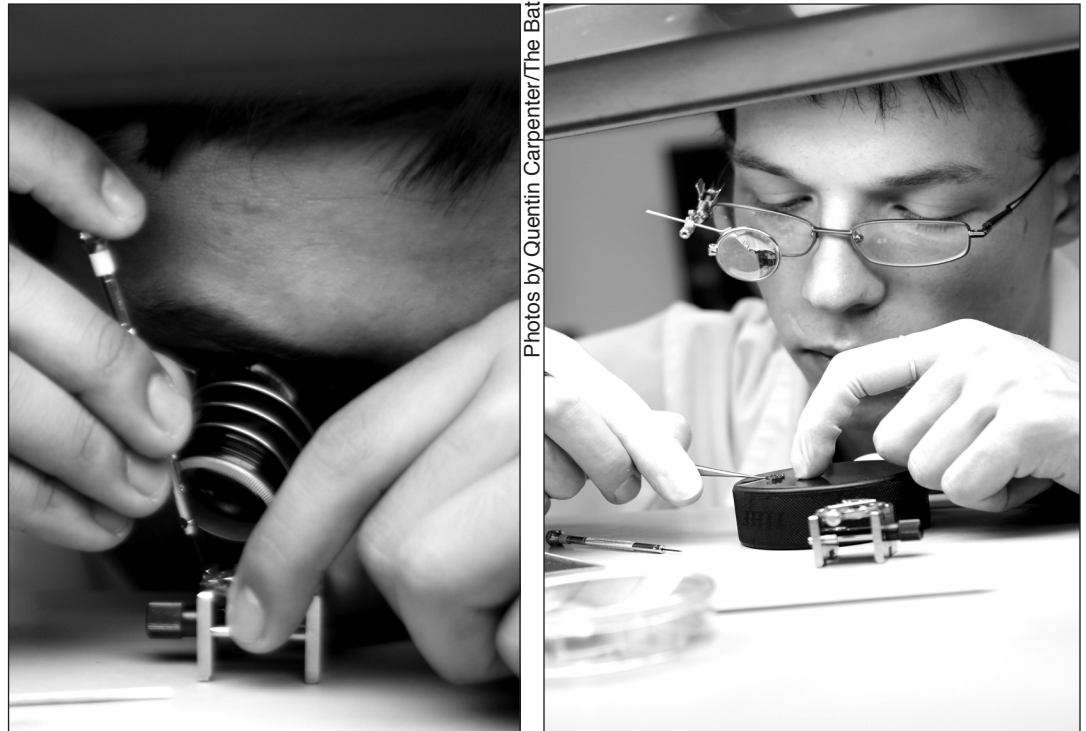
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First year horology student Nate Bartush works intensely on a watch provided to him by instructor Frank Poye and PJC's horology program.

Photo by Quentin Carpenter



Photos by Quentin Carpenter/The Bat

Freshman horology students Brandon Murrieta (left) and Nate Bartush (right) working.



Quentin Carpenter/The Bat

Horology student Jack Mangles focuses on his project dealing with mechanical watches.

Cover Story

Watchmakers at their finest

QUENTIN CARPENTER
Co-EDITOR

There was a time before the mascot was named “Pyro,” when a man named J.R. McLemore was the president of the college, when the “Old Gym” was “The Gym,” and PJC’s football program still existed.

It was 1944, and the Civilian Rehabilitation Vocational Department of Texas, reported a lack of horological (watch making) training in Texas. After the department consulted with the school, PJC’s Texas Institute of Jewelry Technology began one of the first horological programs in the state.

In an effort to help people coming home disabled from the war, the Civilian Rehabilitation Department paid room, board and tuition for physically

handicapped students. The course was also available to all students willing to pay their own way

Since then, PJC’s horology program has gone from a way to help veterans make a living, to a now world-renowned horology program that has produced hundreds of watchmakers.

One of these students is, ironically, Robert Loper, age 40, from Scottsdale, AZ, a U.S. Marine and veteran of the Gulf War.

Loper, who is going to school on the G.I. Bill and has other veteran’s benefits, says he came to the program because of how impressed he was with the instructor, Frank Poye.

“What brought me here was the instructor. He has a lot of background and he has



Quentin Carpenter/The Bat

Horology instructor Frank Poye seated, assists third semester horology student Robert Loper. Loper, a Gulf War veteran, is one of 22 students currently enrolled in the world renowned PJC watch making program.

a lot of patience, but the man is incredible; the things he can do are absolutely amazing,” says Loper.

Poye, who has an associate of applied science degree in horology from PJC, as well as a certificate in horology from the TIJT, has also studied in Switzerland. He has been an instructor since 1986.

Despite advancing technology, there is still plenty of work for watchmakers.

Poye has helped Loper, a student in his third semester, to have a job ready for him after he completes the program.

“I already have a job waiting from a guy I met through the instructor here a PJC. In fact, I think the man was one of Mr. Poye’s first students. He is now my age and has his own shop in

Arizona,” says Loper.

The horology program lasts 16 months, with students going to classes from 8 a.m. to 5 p.m., Monday through Thursday, completing a certain number of projects per semester to earn the certificate in watch making. PJC also offers an associate of applied science degree in horology technology.

It is an intensive course and students work with measurements as small as a tenth of the size of a human hair. As a result, students are taught to keep their workstations spotless since even a speck of dust could cause problems.

“Look around to see who has the cleanest bench and that is usually who is the best,” says Poye.

Students first learn how to take apart watches, clean them, and put them back together. As the students progress, they then work on mechanical watches.

“Mechanical watches, old school, but that is where the high end watches are and that is where the money is in this business,” says Poye.

After about eight months, students can start making various parts and tools; some places start people making tools first, but PJC’s horology program starts in the middle.

“That is just how we have always done things, I think it is better because if someone has to leave the program, after about four months they are actually technically employable,” says Poye.

Class acts, fun facts

DEVON CHLDERS
Staff Writer

As students walk into Ken Hanushek's U.S. History class, they are surprised to find the classroom darkened, only a few candles flickering on a table. The candlelight reveals a wig and colonial hat at the front of the room, and leaves the students to wonder what their instructor has in store for them today.

Many instructors at PJC have developed ways of their own to keep students involved, including role-playing, costumes, and projects that keep students on their toes.

Hanushek, history teacher on the Paris campus, is one of these instructors.

"I love Mr. H," U.S. history student Nadrah Hall said. "Most teachers read from the text books, but he keeps it interesting and interacts with the whole class."

In his class, students don't simply recollect past wars and events in history, but become part of the text themselves.

"I try to get students to appreciate the history of their country as much as I try to get them to learn a bunch of facts," said Hanushek.

Often entering class in costume, Hanushek gives many opportunities for students to be active in history. From role-playing exercises to "Candlelight day," in which he teaches his lesson of the day in candlelight, Hanushek has more than a couple of things up his sleeve to keep students going.

"By doing lots of role-playing with students, they become participants in the events of American history," said Hanushek.

Rhonda Armstrong, teacher



Christina Gunlock/The Bat

History student, Tony Murillo, holds up an invisible piece of money for a candlelit inspection in Hanushek's unusual history class.

on both the Paris and Sulphur Springs campus, and her British literature classes involve students in teaching as well as learning.

"I'm not convinced that I do anything greatly innovative," Armstrong said. "However, I like teaching, like my subject matter, and like my classes; these three work together for pretty good results."

In the sections of her British literature classes, Armstrong turns the reins over to her students for one week a semester. Assigning topics pertinent to the course, she places students in small groups and gives them research guidelines in order for them to create group and class presentations. Students are encouraged to get as creative as they choose, including costumes and props.

"This approach gives them a hands-on learning experience, requires they collaborate, and renders them responsible for the learning experience of their peers," Armstrong explained.

In the past, groups have gotten into the projects in multiple creative ways. One semester a group researched Shakespeare's King Lear. The group distributed glitter covered Burger King crowns to the other members of the class, baked cookies decorated as crowns, and gave a presentation to remember.

One class this semester has broken into small groups in order to research the comedies of Shakespeare. The presentations are scheduled to be performed after Thanksgiving. Since the research themes are dramas, this semester the students must build

a small performance into their projects as well as the normal PowerPoint presentations.

"My classes seem to embrace the change of pace and the opportunity for a creative outlet," Armstrong said.

Though role-playing and costumes are one way to keep students energetic throughout classes, there are other ways to keep yawning at bay. Kelli Ebel, Spanish teacher, keeps students enthused simply by using different learning techniques to engage all types of students.

"Learning Spanish is not really about how smart you are," Ebel explained. "It's about how much exposure and comprehensible input you have with the language."

In class, Ebel tries to

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He said/She said

Halloween: to haunt or not

SAMUEL ARNOLD
Staff Writer

It's that time of year again. Again the leaves change color, the temperature never dares to go above 85 degrees, and, most importantly, we have Halloween.

Halloween is one of my favorite holidays, and my favorite time of year. We all do something for Halloween; everybody does. Whether we stay home and buy candy, dress up and get candy, or clutch a good book and eat candy; we all celebrate this worldwide holiday.

The air doesn't seem to get sucked right out of you around Halloween; it seems crisp, thinner, and it tastes better, too.

Kids rush to the decorated aisle at department stores and crowd around the TV for the scary movies all week long. Dentists smirk and rub their hands together in a menacing way every time they watch a Snickers commercial.

I also think the candy bar companies in America are on their knees giving thanks that they've chosen the line of work they are in. I'm not too sure, but I think it's the holiday they make the most money? Maybe? Valentine's instead? Girls like candy? Oh well...

Don't think of late October as only Halloween. All Saint's Day, All Soul's Day, Samhain, Day of the Dead, and many others, all occur within a week of Halloween. This has always been a celebration of summer's end.

My favorite part of Halloween is what I like to call "the enjoyment of the weirdness." The collection of people who come out of the cracks on Halloween gives me great hope in humanity. It's the only time of year when some one can tell another someone, "You're dressed like a freak," and no one is offended. In fact, it is a compliment.

This time of year is easily the best, the time where everything is changing. Halloween, without a doubt, is the holiday that promotes individuality more than any other holiday. It signifies the spirit of community, freedom from the normal suit and tie attire, and most importantly the freedom of expression.

You can't beat the holiday that celebrates individuality. I may end up keeping my Dracula costume in the closet again this year, but the spirit of the season lives on.

Here's to freak power!

CHRISTINA GUNLOCK
Co-Editor

As soon as September rolls around reruns of old and new horror movies begin, pop culture appears on the costume racks, and stores bring out the Halloween displays. The beauties of fall colors and the harvest collide with haunted houses and candy overload.

The fascination with fear and food frequently mystifies me.

My number one reason for disliking Halloween is the continual focus on fear. In a world where confidence is needed to move forward, Halloween has an abundance of the fear factor.

Haunted houses, for example, make their reputations on how freaked out they can get a person. They multiply like spiders before Halloween, competing for the top position as the scariest or freakiest.

Why anyone would want to be terrified out of their wits is beyond me. I hardly think the scales are balanced between a short adrenaline rush and a lasting nervous condition.

Further evidence of the fascination with fear is horror movies. They primarily depict people or animals committing

actions that in normal society would justify the death penalty or euthanasia.

As a genre, horror movies are number seven on the list of top-grossing genres from 1995-2010 in the U.S. according to a box office data website. Not impressed? Consider that 49 horror movies will be released in 2010.

Watching horror movies, it seems to me, focuses on the deepest darkest evil we can find and brings it front and center to our minds. Soon we numb ourselves to that evil and it becomes commonplace.

Another reason I dislike Halloween is the mass commercialization. Halloween is the second most commercialized American celebration, behind Christmas, according to History.com.

The National Retail Federation says Americans in 2010 will spend an estimated \$6 billion on Halloween. The average person between the ages of 18-24 will spend \$79.23 on Halloween. That could equal a week's cafeteria meals, three tanks of gas or four movie dates. I wonder if the fulfillment is the same.

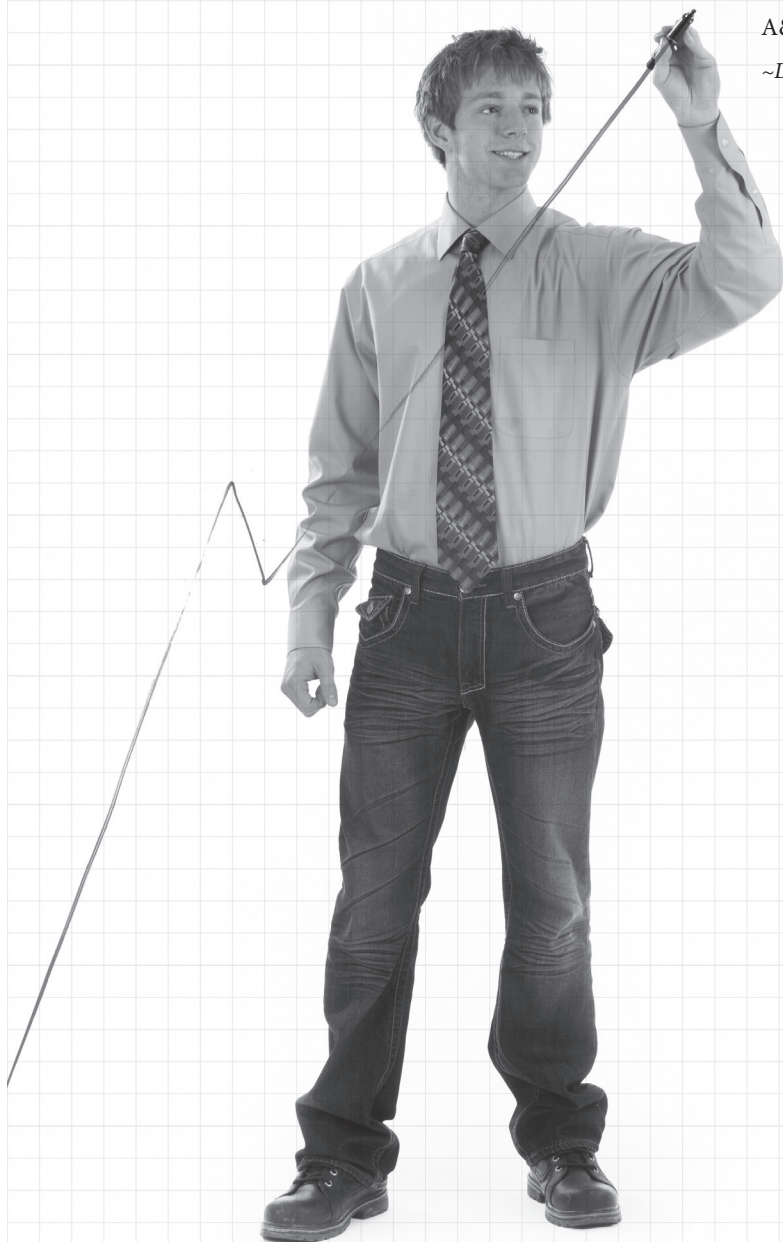
Besides the fascination with fear and the all-out commercialization of Halloween, it does have one thing going for it. Its popularity. The celebration has lasted hundreds of years, and who knows, maybe in another hundred years Halloween will be celebrated in a totally different way.



Arnold and Gunlock

Quentin Carpenter/The Bat

“ When I graduate, I want to start my own business. I’m confident that my degree from A&M-Commerce will make it possible. ”
~Don, Class of 2014



ACTS FROM PAGE 4

maximize that exposure through a variety of “fun” methods that take away the “pressure” of learning a new language. Instead of using only one type of learning example, such as only visual or only verbal aid, Ebel uses many.

“Learning a second language is a process, not a semester,” Ebel said. “The more fun you have with the process by tapping into natural, whole brain activities, the more you learn. Music is a great way to learn a language because you naturally access both sides of the brain.”

“I really like Mrs. Ebel and the way she is energetic and keeps you entertained during class. That helps me understand better when she works with us,” Spanish student Garret Anderson said.

As part of the language lab, students also begin watching a video series in Spanish. Students



Courtesy Photo

Rhonda Armstrong’s class participates in King Lear presentation.

begin focusing on trying to figure out what is happening in the series and what is going to happen next so they may even

forget that they are learning a new language.

“I am convinced that anyone can learn a second language as

long as they are willing to open their minds to a little different way of thinking and give the process a bit of time,” Ebel said.

PJC grad heads campus security, plans to address possible issues

ALEXANDER THOMAS
STAFF WRITER

New PJC Chief of Campus Security Shane Boatwright is an experienced police officer who is looking to improve the safety of his charge as being the head of security at a college campus.

Boatwright, a 1989 graduate of PJC, sees challenges.

“Learning a new job with new responsibilities...I think campus security is a pressing issue,” said Boatwright. As a former member of the Paris Police Department’s Tactical Team he is used to being in high-risk situations.

He said he is preparing to make some changes to the campus security especially in cases of critical danger.

“I’m taking a close look at the response plan to critical incidents on campus,” Boatwright said, mentioning a recent incident that happened on the campus of University of Texas where a student brought a gun onto campus.

Boatwright has spent 21 years in the Paris Police Department, and 12 years of that on patrol. He spent part of that time as a detective in criminal investigation working on child abuse cases.

While here at PJC Boatwright got his associates degree in science, after graduating PJC he then went to East Texas Police Academy at



Quentin Carpenter/The Bat

Shane Boatwright, chief of PJC security.

Kilgore College and received his master peace officer certificate.

He is now working to receive his bachelor’s degree in applied science at Texas A&M University - Commerce.



Quentin Carpenter/The Bat

Paris Junior College volleyball player Melanie Williams spikes the ball at two Panola College players.

QUENTIN CARPENTER
Co-Editor

The PJC volleyball team played host to the #8 team in the nation, Panola Junior College, losing three sets to one on Monday October 25, at the Hunt Center.

The Lady Dragons came out on top in the first set 25-20, and lost three consecutive sets by less than five. The second set

was 21-25, the third was 22-25 and the final set was a thrilling 23-25 loss.

Melanie Williams and Amy Kleypas had 12 kills each, Stephanie Brock led the team with 31 assists and Lauren Hutchinson had 18 digs.

"It was a fight. Blinn is still undefeated and this team (Panola) took Blinn a full five sets," says head coach Justin Maness.

Despite losing the game and falling to 6-5 overall in confer-

ence (28-7 overall) the Lady Dragons are not out of the conference tournament picture.

After the loss, they are at a three-way tie for third, with the last game being played at press time against Navarro College.

Regardless of the final game results, this year's team haws improved on last year's record of 21-11 overall and 2-6 in conference.

Although last year the team made the conference playoffs

for the first time, the team only won two conference games.

The program has never finished at or above .500 winning percentage in conference during its four years of existence.

If the team wins, PJC's record goes to 7-5 record and will finish above .500 in conference play for the first time. A loss will put them at 6-6, still a school record for the young program.

Basketball: men face Carl Albert Nov. 13; Lady Dragons win Grayson opener

SAUMEL ARNOLD
Staff Writer

With the pre-season coming to a close, all eyes are looking toward the men's basketball opener against Carl Albert, November 13.

The homecoming game starts at 6 p.m. at the Hunt Center. Assistant Coach Albert Talley predicts, "This is a new season,

new coach, there is a lot of work ahead of us."

Though the Dragons first conference game doesn't come along until December 1, the next five games could give a preview for the season to come.

The men's basketball team consists of 11 sophomores and five freshmen. Generra Varmall, Jeremy Holmes, and Justin Colvard, are returning players.

The team was one win away from entering the national tournament last season.

The Lady Dragons won their season opener against Grayson, 53-40. Although their first conference game isn't until December 1, their next game is November 1 against Arkansas Baptist in Little Rock, AR at 6 p.m.

The next home game for the Lady Dragons is November 13,

at 4 p.m. when they play Southern Shreveport.

The Lady Dragons have seven sophomores and eight freshmen with three returning players. Britney Gaines, Parris Price, and Destiny Smith have returned to the Lady Dragons. Head coach Sean LeBeauf expects this year's team, "To play tough and to play hard, each and every night."