

What is LSUS  
doing to help  
military students?  
—Pg. 4

Foundation  
honors book  
by Mikaberidze

Corey Drummond  
STAFF WRITER

With his latest book released this year, associate professor of history Dr. Alexander Mikaberidze is now being honored by the prestigious organization, The Fondation Napoleon, for his work in the field of Napoleonic history. Mikaberidze’s book *Russian Eyewitness Accounts of the Campaign of 1814* has been named one of the best Napoleonic titles of 2013 in The Fondation Napoleon’s selection. It contains a series of translated Russian memoirs and diaries during the Napoleonic Wars.

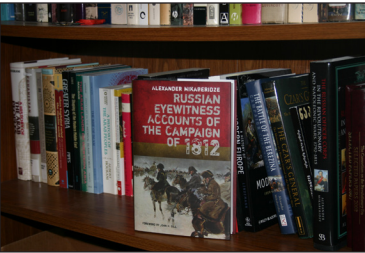


Photo by Corey Drummond  
Mikaberidze’s book, *Russian Eyewitness Accounts of the Campaign of 1814*

“I’m pretty happy about my book. I was happy about it before it was chosen by the Fondation. It is a part of my long-term effort to bring a new way of looking at the things,” Mikaberidze said. During the Napoleonic Wars, each side of the conflict documented their moments and are well-known to researchers and histori-

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False alarm causes Halloween scare

Jennifer Middleton  
STAFF WRITER

Halloween may be a day for made-up monsters and fabricated fears, but this Halloween LSU Shreveport experienced a very real scare when a suspicious object was found on the first floor of Bronson Hall. On the afternoon of Oct. 31, the campus police were called over to Bronson Hall to investigate a potential bomb threat. Rebecca Chiles, director of the University Police Department, said that the call came in around 3:30 p.m. “There’s a red box that says FREE on it,” Chiles said, describing a paper bin near the north doors of Bronson Hall. “It has a clear, Plexiglas lid on it. Well, inside of that was this piece of pipe about twenty-nine inches long, sticking out of it. They thought it might be some type of pipe bomb.”



The object, discovered to be an innocuous homemade musical instrument, was found in this paper bin. The campus police went over to Bronson Hall to investigate, Chiles said, and they decided they needed to get bomb technicians to come check out the situation. The bomb techs arrived and sent in a robot to examine the object. As the campus police were in the process



Photos by Jennifer Middleton  
A campus police vehicle, parked outside of the administration building. Campus police responded quickly to the report of a suspicious object on Oct. 31.

of evacuating the building, a student named Eric Blankenship approached and asked what was going on. The pipe in the bin, as it turned out, belonged to him, and it was not a bomb. It was a homemade flute he had made for a class project. “I said, ‘So why, when you left the building did you stick it in something that’s obviously not a trash can?’ He didn’t really have an answer for that,” Chiles said. “[We] told the bomb squad, and so they wrapped up and left, and we charged [Blankenship] with criminal mischief.” Chiles said that the thing they found the most alarming about the incident was how long it took for someone to report the object

in the first place. “He had supposedly put it there about noon that day,” she said, “so it had been there about three and a half hours before anybody bothered to call [us]. Hundreds of people had walked past it.” Chiles said that people on campus need to stay alert and be aware of what is around them. “The main thing we ask people to do—and I say this in e-mails I send out every semester—pay attention to your surroundings,” she said. “Help us by paying attention, looking for suspicious objects. Notice things, and call us and let us know.”

Pay close attention to the man behind the curtain  
Louisiana state representative visits LSUS leadership studies class



Photo by Christopher Talerico  
Louisiana House Representative Alan Seabaugh addresses Trey Gibson’s class.

Christopher Talerico  
STAFF WRITER

An inside look into the workings of Louisiana state politics was afforded to students when Louisiana House Representative Alan Seabaugh spoke to students on campus Monday. Seabaugh spoke with students from communication Instructor Trey Gibson’s leadership course and the LSU Shreveport debate team, also advised by Gibson. “He’s a public leader, and when you look at a leadership class, reaching out and trying to communicate with leaders is, I think, a wonderful avenue for giving students more than just lectures in the classroom,” Gibson said. Topics ranged from how to run an

election campaign to what to do once elected. But all topics imparted lessons of a common theme: leadership. “It’s good to be affirmed...from another outside viewpoint...[that] some of the things that I’m teaching are right,” Gibson said. Seabaugh also fielded questions from the students, declaring good-naturedly at the beginning, “just interrupt me.” With the state slashing higher education’s budget, often twice a year, Seabaugh was already prepared for the types of questions he would be asked. “I want to hear what questions they have. I can tell you what I think you might think is important but I really want to hear what is on your mind,” Seabaugh said. “And what I heard a lot about tonight is education

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# Proceed with caution: implementing calendar change

## An Almagest at LSUS Editorial

The eight-week session pilot program taking place this fall has, so far, been met with mixed reviews from students and faculty alike.

Some of the negative reviews may be attributed to the difficulty of adjusting to any change, fear stemming from misinformation, or simply preferring things the old way.

However, some extremely valid criticisms and concerns have been raised.

On Nov. 4, the *Almagest* hosted a press conference regarding the redesign of LSU Shreveport's academic calendar. Reporters allowed freshmen in the honors program to express their opinions on the advantages and disadvantages of the new calendar system.

The primary concern raised was the condensing of information down from 16 weeks to only eight.

Eight weeks is, perhaps, not enough for any student to find their footing in a subject that causes them difficulty. Of course, contact hours remain the same, but the time a student would be allotted to study or prepare assignments decreases drastically.

Still, some students expressed that they excelled in the eight-week courses and preferred them over traditional sixteen-week courses, as long as it was a subject that they were already somewhat familiar or comfortable with.

Student also expressed some trepidations about losing too many face-to-face courses to entirely online formats.

Last semester, Interim Provost Dr. John Vassar spoke with *Almagest* Executive Editor Crystal Vandegriff about the eight-week session plan.

"If I had to emphasize one word in this to students, it would be flexibility," Vassar said last spring. "Every decision we make is in the interest of what best fits our students."

This motivation is surely unchanged.

In order to best serve the students, flexibility is key, as Vassar said. Why not offer maximum flexibility?

Continue offering sixteen-week courses, offer eight-week courses when appropriate to subject matter and course requirements, and offer



Photos by Jessica Ingram

The *Almagest* hosted a press conference last week with honors program freshmen.

online courses.

Easily said, not so easily implemented, especially taking into account reduced faculty numbers due to state-level budget cuts.

Perhaps the simplest implementation strategy is this: where possible, divide departmental faculty into two groups--those who teach sixteen-week courses and those who teach eight-week courses. This would ensure faculty ample time to prepare for each course they instruct without switching frantically between eight-week and sixteen-week courses taught simultaneously. Those qualified could also offer online courses in sixteen-week or eight-week format.

To aid students, and those faculty who must teach eight- and sixteen-week courses simultaneously, move sixteen-week courses to the morning hours--this is a good window for nontraditional students who need longer to prepare assignments or study for exams due to work or family obligations. Morning classes would suit many nontraditionl students well: they could be home before their children get out of school or they

could move their work schedules to later in the day, without worry of their shift being broken up by another class.

Offer eight-week courses in the afternoon--this will give traditional students, whom the program seems to be best suited for, a chance to prepare in the mornings for longer lectures, a chance to finish up assignments.

It is wise to offer a variety of online courses, however, many students have expressed a desire not to lose the face-to-face component of a traditional lecture. When possible, perhaps courses could be offered online and face-to-face. If necessary, one component could be offered in the fall and the other in the spring.

Overall, a calendar redesign could mean very good things for LSUS. However, it is important not to lose sight of the student perspective and student voice.

Hopefully, through offering as many courses as possible in as many flexible formats as possible, current and future students will realize what a great option they have in LSUS.



One of the major concerns students expressed was that eight-week sessions would not allow sufficient time to digest and understand information from subjects they did not feel as comfortable with.



# Workshop tackles time management

**Crystal DuRousseau**  
STAFF WRITER

Students learned how to better manage their time at the weekly seminar held by student services about time management.

“What I find interesting about time is that we have the same amount, right? Every single day it moves at the same pace. It is a matter of physics,” Atkins said. “It is interesting to me that time feels like it moves in different paces when it doesn’t.”

One of the techniques that Atkins recommends for effective time management is setting goals for the tasks you want to complete.

“Time is all that we have to get through a task,” Atkins said. “To manage our time better, we need to know what our priorities are and live consistently with those. You need to have goals set out each day for each task and assignment you do.”

“

Time is all that we have to get through a task. To manage our time better, we need to know what our priorities are and live consistently with those. You need to have goals set out each day for each task and assignment you do.

- Paula Atkins

”

Students learned that they can give themselves more time for their tasks by prioritizing their tasks.

“We need to recognize that we really can’t impact time. It’s going to be there 24 hours today, 24 hours tomorrow, we can’t control it,” Atkins said. “What we learn through time



Photo by Crystal DuRousseau  
Paula Atkins, director of student development and counseling

management are the factors that we can control which is our behavior. We can make different choices that make different uses of our time and therefore may be more effective.”

Some students may find it difficult to stick to the recommended study time allotments.

“We ask that student spend no more than twenty hours a week in employment or other activities if you want to be a full-time student, good student,” Atkins said.

“Time management involves getting more done in less time. I often have students come to my office and say, ‘I work thirty hours a week, I am youth minister at my church, I have two kids, and I am a full-time student,’” said Atkins. “Time management is not going to help you do more in the time you have. You might be effective in each task but it is actually getting more quality stuff done not more stuff. There is a slight difference.”

Terri Thiesson, senior, psychology, learned how to use home management techniques to effectively organize her time.

“I learned that there are several aspects that I have been over looking that I used in my daily life that I can use in my college life,” Thiesson said.

Next week’s seminar will be about listening, reading, and note taking. For more information, contact student services.

## BOOK cont.

ans. The dominant perspectives are English and French, with a little known on the side of German or Italian. The Russian view on the Napoleonic Wars are virtually non-existent.

Mikaberidze started researching and collecting letters, diaries, and memoirs of Russian people during the war. He began publishing them to increase general knowledge relating to the Russian perspective.

Mikaberidze started a long-term number of titles making up his “Russian Voices of the Napoleonic Wars” series. His first major book focused on the period of 1812, and consisted of material translated from Russian to English by himself. This provides a resource to historians wanting to learn more about this period during the Napoleonic Wars.

The Fondation Napoleon was founded in 1987 as a charity organization with the goal of generating interest in the history of the First and Second Empires as well as the preservation of Napoleonic heritage. It has been encouraging individuals to contribute to the knowledge of this period.

The Fondation Napoleon has a massive amount of correspondents publishing Napoleonic content. They present material to researchers, as well as the general public. Dozens of sizeable volumes have been published since the organization was founded.

“Mikaberidze’s title brings to an English-language audience new material, and is exemplary of the new angles that are taken these days with respect to traditional sources,” a Fondation Napoleon reviewer said of his latest book.

Napoleon and his history has fascinated Mikaberidze for as long as he could remember. Other historic figures once captured his attention, but Napoleon stuck around. Over time, Mikaberidze put more and more focus on the Napoleonic Wars which have led him to this point.

Mikaberidze is still planning the next few years of his work. There is still a large amount of study and translation to be done. Mikaberidze has begun a large undertaking, one that will keep him busy for a long time.

“It is an open-ended project. I have identified about two hundred Russian memoirs. Not all of them will be published, but even if we could publish just a third of it, it is still nearly sixty memoirs. I’m going to take it slow and over time I will make them available,” Mikaberidze said.

His latest book in the series narrows down the Russian views in 1814. Mikaberidze has many more works in the making, but intends to space them out over the next few years.

## CLASS cont.

funding.”

But not all was seriousness. Seabaugh related stories that, while highlighting the varied uses of leadership, also provided light-hearted entertainment.

“I just really enjoyed his stories. Learning about the inside workings of the legislature. It’s one of those things where some of the stuff I knew but to hear examples or stories - I always love those things,” Gibson said.

One of the more memorable stories that connect directly with LSUS students concerned Seabaugh’s involvement with selecting the school’s mascot.

During his time on campus as a student, Seabaugh led the charge to have LSUS be represented by – wait for it – The Thundering Nutria.

Garnering 80% of the total vote, the LSUS Pilots would be the LSUS Thundering Nutria were it not for an administrative override. “The Pilots” received only the third highest vote total.

“I wish our mascot was the Thundering Nutria,” Gibson said, explaining that mascots are inherently goofy characters. “San Diego State, they’re the Banana Slugs. If they can be the Banana Slugs, we can be the Thundering Nutria.”

Seabaugh also related the difficulty of combating negative ads to his children, which left his oldest daughter in tears, and stressed the importance of individual constituents getting directly involved in the political process.

“Calling and emailing your representative and senator works. We care what you’re saying and what people are interested in. I try really hard to answer every email,” Seabaugh said. “I’ve had constituents put me onto things that I never thought about that were problems that were going on that I was able to address. Being aware of what’s going on is a big step.”

Gibson’s class will continue their relationship with Seabaugh when they present a legislative bill to the representative that they hope he will bring to the house floor for an official vote in the next session.

Gibson has already hosted speeches from a life coach and plans to invite local business leaders and other members of the community demonstrating strong leadership skills.

## PELICAN BRIEFS

### The Port offers students affordable Thanksgiving

Students worried about how to fit a traditional Thanksgiving meal into a college budget are in luck. The Port, located in the University Center, is offering students a fully-cooked meal at an affordable price.

Students have the option of ordering a fully-cooked 12 to 14 pound turkey for \$35.95, a quart of cornbread dressing for \$4.95, and a quart of giblet gravy for \$2.95. Dessert is also taken care of: students can choose between a nine-inch sweet potato pie for \$8.95 or a nine-inch pecan pie for \$11.95.

All orders must be placed by Nov. 22 and picked up before 2 p.m. on Nov. 27.

For more information or to place an order, call 318-797-5181 or email [ssittena@lsus.edu](mailto:ssittena@lsus.edu).

### Rec sports to host ping-pong tournament

The recreational sports department will host a ping-pong tournament Monday during Common Hour.

The tournament will take place in the University Center game room. The winner of the tournament will receive a \$25 gift card.

For more information or to sign up, email [recsports@lsus.edu](mailto:recsports@lsus.edu).

### LSUS hosts the J-spot: a sex educator tells all

Next Wednesday, award-winning writer and sex educator Jay Friedman will visit the LSU Shreveport campus to share secrets of the trade, as well as provide comprehensive sex education for LSUS students.

The event will be held from 6:30 p.m. to 9 p.m. in the UC Theater and is free to students. Snacks will be provided for attendees.

### Academic workshop: preparing for finals

Students stressing about upcoming final exams may want to pencil this academic workshop into their schedule.

The Student Development and Counseling Center is hosting an academic workshop, as part of their success workshops series, to aid students in preparing for final exams.

The workshop will provide practical study tips, as well as helpful hints for exam preparation and test-taking.

The workshop will be held Nov. 20 during Common Hour in administration building room 215. The workshop will also be repeated the following day, Nov. 21, at 3 p.m.

For more information, drop by the student development office in administration building room 230 or call 318-797-5365.

### Student activities to host overtime party

The Student Activities Board will be hosting an overtime party following the men’s basketball game on Nov. 25. The party is set to begin at approximately 8:30 p.m. and last until 10:30 p.m.

The party will be held in the University Center lobby. Free food will be provided for all attendees.

For more information, contact Kimberly Thornton by phone at 318-797-5393 or by email at [kimberly.thornton@lsus.edu](mailto:kimberly.thornton@lsus.edu).



# LSUS named military-friendly school for 2014

**Krista Wilson**  
STAFF WRITER

There is some good news for students who are currently serving or have previously served in the United States military. LSU Shreveport was named as a military-friendly school for 2014.

Jeffrey Morlock is the assistant director in records, and deals with the military services for LSUS. Morlock said that the policies that LSUS has in place takes into account the odd circumstances that may occur with being a part of the military. The school tries to find a way to help the student.

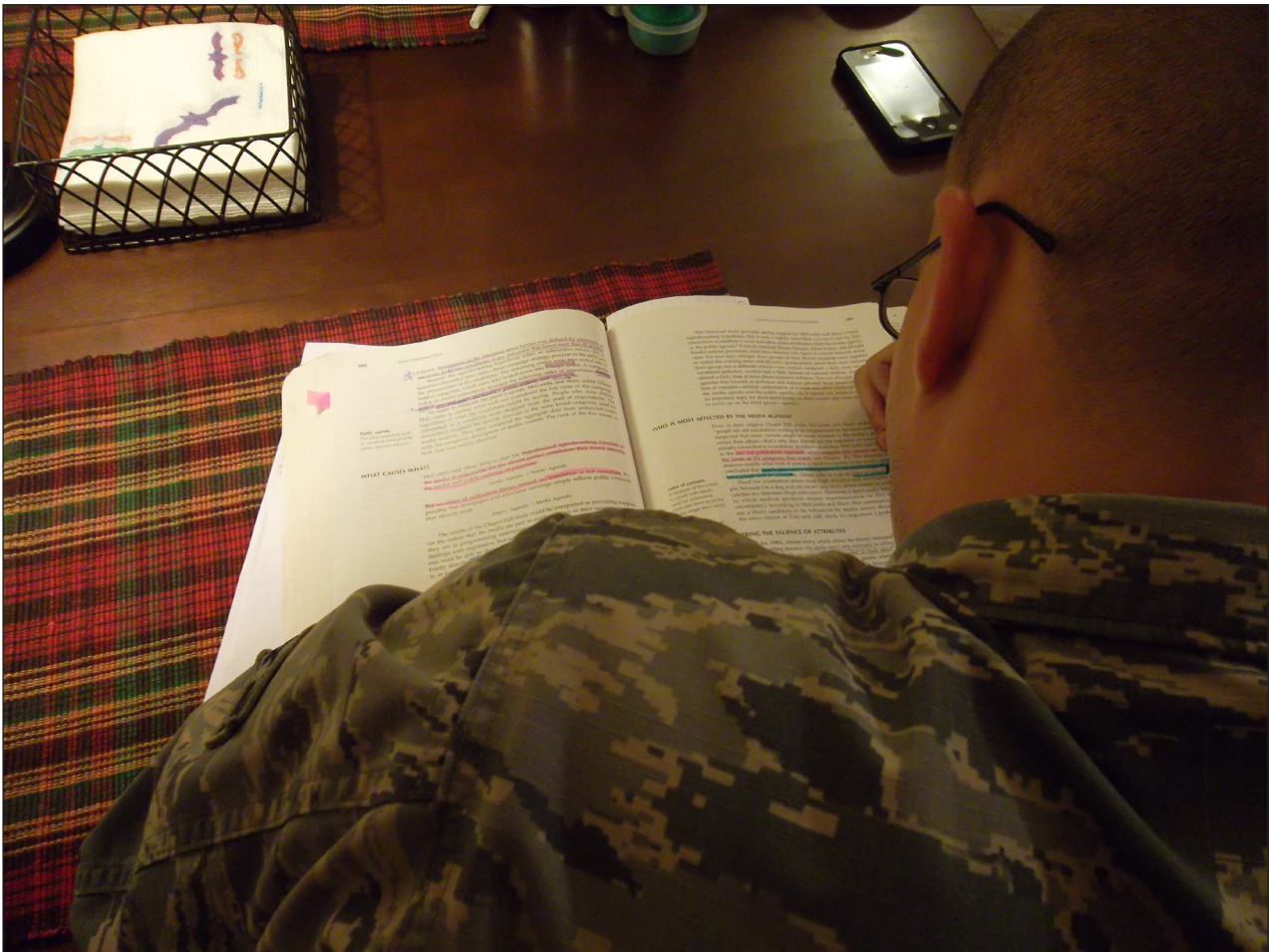
“One of the major policies that help the military members is our policy concerning deployments,” Morlock said. “If a student is deployed, they are able to resign from their classes without penalty of [receiving] a W and are given a one-hundred percent refund.”

Morlock said that active duty military members, and their dependents that are stationed in Louisiana, are able to receive temporary residency in regards to tuition. This allows the active duty military member and his or her dependents to be charged the in-state rate for tuition instead of being charged the out-of-state rate.

“Giving them temporary residency saves them and their dependents thousands of dollars every semester,” Morlock said.

Morlock said that LSUS was first recognized as a military friendly school in 2011 when it first participated in the survey. Every year since then, LSUS has continued to be named a military friendly school.

“LSUS participates in a survey given by GI Jobs Magazine,” Morlock said. “They review our policies and make a determination if the university and their policies take into



Photos by Krista Wilson

A military student studies for an upcoming class.



On Monday, LSUS hosted a Veteran’s Day ceremony at the flagpole in the center of the campus.

consideration the uniqueness of serving in the military.”

Morlock said there was increase in students who were either apart of the National Guard, an active duty member, or a veteran. Morlock said what caused their to be an increase in military students at LSUS was the new post-9-11 chapter of the GI Bill. This change came into effect in August of 2009. The new GI Bill offers better coverage for education.

According to Military.com the new GI Bill will cover 100 percent of the school costs for a public college or university, and for a private school it will cover up to \$17,500 every year. It will now cover up to \$1000 of books and supplies as well. The military member now has 15 years to use his or her GI Bill instead of only 10 years.

“Between active duty, the National Guard and veterans there is usually between two hundred and two hundred and thirty [military students at LSUS],” Morlock said.

Morlock said for those who are a part of the military and are looking for a good school, LSUS offers a good education at reasonable prices.

“There are policies that in place that work with military members instead of working against them,” Morlock said.

In order to make LSUS even more friendly towards those in the military there may be more changes occurring. Morlock said that LSUS is contemplating taking a second look at how the school evaluates and awards credit for some military courses.

# Career Pilot aids students in career searches

**Ebonie Nelson**  
STAFF WRITER

LSU Shreveport students and alumni have a first-hand look into job vacancies locally and nationwide.

The Career Pilot is an online career network for students and alumni to browse amongst thousands of jobs in all career areas.

SaraMargaret Mladenka, assistant director of student development, approves every job before it is posted, to ensure each job is credible. This online networking is updated with new job positing five out of seven days a week. The vacancies include positions for full-time, part-time, and some paying and non-paying internships.

An account with a valid school email and ID is required to register. Registered users can receive information about all types of careers. Mladenka is very hands-on throughout the site.

“Now that I have created an account, I have been able to find not only myself a job, but my friends as well,” Ben Fiebel, senior, biology.

Mladenka can assist registered users with all documen-

tation required for uploading, such as writing resumes, cover letters, and preparing for interviews.

The Career Pilot also offers an interest or personal-ity assessment that will link the user to specific careers and majors.

Since the online network is for LSUS students and alumni only, some employers make it convenient for the student to house the interviews at LSUS. Mladenka said this shows positive results.

“Employers continue to post jobs with us because they get great candidates by having such a well-rounded candidate pool,” Mladenka said.

The Career Pilot was designed from a program called CSO research. Most career services purchase this program which customizes the network to fit your school as an out source for job vacancies.

“The more you [students and alumni] use it and the more often you login taking advantage of the resources, the more beneficial it is going to be,” Mladenka said.

For more information about the Career Pilot, visit [www.lsus.edu/careerservices](http://www.lsus.edu/careerservices) or contact SaraMargaret Mladenka at [saramargaret@lsus.edu](mailto:saramargaret@lsus.edu).



Photo by Ebonie Nelson

SaraMargaret Mladenka, assistant director of student development



# Lady Pilots prepare for season’s first home games

Montana Davis  
STAFF WRITER

The Lady Pilots took home a double win over the weekend in the season opener against Texas Wesleyan, and then again the next day against Southwestern Assemblies of God University. Both games were a part of the SAGU Classic.

LSU Shreveport women’s basketball won the season opener at SAGU Classic with a ending score of 62-60 over Texas Wesleyan Rams.

Both the Lady Pilots and the Rams struggled with shooting from the field during the game, LSUS managing to shoot twenty-eight percent, but were able to gain the tough win.

Rebounds were the great equalizer in the game. The Lady pilots had fifty-one rebounds, nineteen of which came on the offensive end of the court.

Out of the eight Lady Pilots that played, seven had at least three rebounds. Byroneshia Santiago and Jenna Diakos led the way on the glass for the Pilots. Santiago had nine rebounds and Diakos eight.

Kiara Taylor led the pilots with 16 points. Shanovia Gamblin and Santiago also contributed with 15 and 12 points respectively.

Lady Pilots proved to be too much for the SAGU Lady Lions to handle last Saturday night. LSUS ran away with the game in the second half beating SAGU 53-38.

The first half was very slow paced as neither Lions nor Pilots could get a commanding lead. At halftime the score was 26-24.

The second half was turning point for the Lady Pilots as they were able to crank up the offense and get the defense going as well.

The Lady Pilots held SAGU to only 4 points from the field in the second half and by the end of the game had



Photo by Joanna Kresge

The Lady Pilots will play in The Dock Friday and Saturday.

forced SAGU to turn the ball over 22 times.

The Pilots were led by Santiago, Gamblin, and Taylor. Santiago was able to score eighteen points and Gamblin thirteen. Taylor was able to secure her first double-double of the year by scoring twelve points and grabbing ten rebounds.

LSUS had a good showing in the rebounding game being able to pull down fifty rebounds; twenty-eight offensive

rebounds and twenty-two defensive.

Santiago had a total of eighteen rebounds, eleven of which were offensive. Kiara Taylor also had ten rebounds to contribute to the Pilots rebounding effort.

The Lady Pilots are hosting the LSU Shreveport Classic at The Dock, on Friday and Saturday.

# The unsung heroes of campus life at LSU Shreveport

Jennifer Middleton  
STAFF WRITER

It’s still dark most mornings when Willie Mae Thomas begins her work day. Thomas is the supervisor of the University Center’s custodial team at LSU Shreveport, and arrives at work at 6 a.m. every morning, Monday through Friday.

The UC has a custodial staff comprised of Thomas and two others—Brian Brook and Allen German. The three are responsible for the general upkeep of the UC.

Thomas unlocks the doors at exactly 7:30 a.m. every morning, making the facilities available to the early-arriving students. Throughout the day the custodians clean the restrooms, sweep the floors, and take out the garbage as needed. But their jobs are not limited to basic cleanup. The UC custodians, Thomas explains, are also in charge of setting up for events throughout the week.

“Today, we’ve got an event in the ballroom that we’re setting up for,” Thomas said, keys jingling in her hand as she unlocks the door to a supply closet on the second floor. Inside, rolling racks hold hundreds of black plastic chairs, just waiting to be distributed in the sprawling ballroom, one hallway over. Thomas removes two of the stacks from the closet and shuts the door.

“I gotta leave this unlocked, ‘cuz I’m comin’ back.”

She leans forward to inspect the door and tries the knob once to make sure it hasn’t locked itself. The knob turns, indicating that the door is still unlocked.

Satisfied, Thomas clips the keys back onto the pocket of her dark blue uniform pants and starts pushing the two stacks of chairs around the corner to the adjacent hallway. The overhead lights in the UC ballroom are not turned on when Thomas walks through the wooden double doors, but there is more than enough light coming in through the windows for Thomas to see what she’s doing. As she begins removing chairs from the highest stack, she explains the setting up process, her voice echoing slightly as it resonates across the large, empty room.

“We do setup for these events ahead of time,” she said, unloading chairs two and three at a time. “This event is not actually until Friday. But we’re setting up for it today, [Tuesday].”

The advanced preparation is only one aspect of setup. It’s also a very meticulous process. As Thomas puts the chairs in place, she explains that the custodians arrange a specified number of chairs in a very particular way. Today that number is 160—eight rows of 20 chairs each.

“This needs to be right on that line.”

One of the chairs makes a light scraping sound as Thomas nudges it into place, using the wood panel tiles on



Almagest stock photo

Thomas, Brook, and German are responsible for cleaning, maintaining, and setting up all events in the UC.

the floor as a guide. Each row, she explains, has to be exactly four tiles behind the preceding row. It’s a little more time-consuming this way, but the result is a more organized arrangement—well worth the extra care put into the chairs’ placement. Little details such as these are things that most students don’t know about. Thomas explains that a lot of what the custodial staff does happens behind-the-scenes, meaning it most likely never crosses the mind of the average student.

Thomas has been a part of the LSUS custodial staff for sixteen years. Now, as the supervisor, she is responsible for hiring new custodians for the UC. However, the recent hiring freeze may be putting a damper on any potential new custodial jobs.

“I don’t know if it’s the freeze or what,” Thomas gestures to one of her coworkers, Allen German, as he leaves the room and steps into the elevator across the hall. “But I haven’t hired any new people in a while. The last person I hired was Brian, about six months ago. And Allen, he’s been working here for a year, maybe two. It’s just the three of us. We had four, but now we’re down to three.”

Thomas resumes unloading chairs, working quickly and with an efficiency born of many years of experience. In front of her, the first few rows are already in place. At her side, the radio clipped to her waistband crackles to life. Thomas unclips the small black device and holds it up.

“We’ve got these walkie-talkies,” she said. “We use them to keep in touch with each other throughout the building. It saves us a lot of running, tryin’ to find each other.”

The radios were not in use when Thomas first came to work here. Originally, they had pagers, which according to Thomas, was almost as bad as not having anything, because they still had to do a lot of extra walking around just to find a phone after being paged. The radios, she said, definitely make communication among the custodial staff more efficient.

From cleaning, to maintenance, to setup, there’s a lot that goes on behind the scenes in the LSUS University Center, and a custodial staff to thank for that. Their hard work allows students to enjoy a clean facility and a well-organized environment.



# Student meets destiny with a paddle and a mixtape

**Krista Wilson**  
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The first time Thomas Hornbuckle, freshman, computer science, played a game of ping-pong was in his middle school P.E. class. He got serious about playing once he came to LSU Shreveport.

Hornbuckle said that a lot of his friends already played, and it was a good way for him to make some new friends and to fill some of his free time.

“I will typically play three times a week from 11 a.m. to 3 p.m., and there are usually six to seven people in the room,” Hornbuckle said. “The competitiveness is my favorite part.”

Hornbuckle said he enjoys playing ping-pong at school, but in his free time he enjoys dubstep, which he has been working with mixing for two years.

“I had a friend who got me into dubstep and that opened the door for a lot of electronic stuff,” Hornbuckle said. “I had a few friends that I had music in common with, and they were like, ‘oh, we make music.’ So we showed each other the stuff we liked.”

Hornbuckle said he also enjoys researching newer artists and finding different types of music that people are unaware of. Hornbuckle said he has a huge collection of songs on his iPod because of all of the music he has.

“I have a couple of friends who actually make music themselves and that’s something I want to do,” Hornbuckle said. “It’s not possible for me right now, so I’ve just been doing simple stuff like mixing.”

Hornbuckle said in order to create a mix; you chop up different songs and put them together in order to create something new for the listener. Hornbuckle tries to use more mainstream music so he can get people interested.

“[My favorite part is] being able to create an experience for the listeners because a lot of people haven’t heard this stuff and it’s kind of cool creating an environment, creating a sound,” Hornbuckle said.

Hornbuckle said there is a website called [plug.dj](http://plug.dj) and people are in a room of 100 to 200 people and everyone will get a chance to play a song.

“I played one of my mixes on the site and got a lot of positive feedback and made some friends who kind of taught me more of the technical stuff,” Hornbuckle said. “That’s been the source of a lot of my motivation and passion for music really.”

Hornbuckle said there are different transitions he downloads that have different noises and sounds that he puts in to make the transitions smoother when he is mixing a song.

“Every song has a different tempo, to mix songs together you have to transition, no song has the exact same beats per minute,” Hornbuckle said. “One may have like one-hundred or one may have ninety so if you want to transition those songs together you have to use different sounds and different parts of both songs to merge them together so it’s just one fluid piece.”

Hornbuckle said the actual mixing is not very difficult because a lot of it has to do with the software. Being able to



Photos by Krista Wilson

Thomas Hornbuckle, freshman, computer science

mix is more about computer work than anything else.

“I usually cut out a slice in the middle and move it to the board and take another slice of another track and put it over it, and then I do my mix,” Hornbuckle said. “It’s difficult to make my stuff sound the way I want [with my current program] but at the same time it’s good enough that I can show people, I’m still proud of the work I do.”

Hornbuckle said the biggest part is that people should not know when one song ends and another begins.

“I like to mix mainstream stuff with more new age,” Hornbuckle said. “I’ll take requests and stuff, people will say I want dubstep or I want glitch hop or trance or whatever the genre is just whatever kind of thing they like.”

Hornbuckle has made 20 mixes; on average it takes him four hours from start to finish to make a 10-minute mix.

“I’ve had a couple people ask me to DJ their events; I haven’t done anything like that yet, [but] I would definitely like to do that in the future,” Hornbuckle said.

Hornbuckle said that creating the right mix could be difficult because people have different tastes in music and making something most people will like can be a challenge.

“When I’m playing ping-pong I’ll bring in a speaker and have music playing in the background and it’s kind of hit or miss with people because obviously they’re going to like some stuff and not others,” Hornbuckle said.

Hornbuckle said he would not want more people play-

ing ping-pong unless they had more space to play because right now there are only two tables. Hornbuckle said the amount of people that play now is good. However, if there were more room and more tables he would love to see more people participating. Right now people just wait to play the next game.

“If you win your match you get to stay on the table and play somebody else,” Hornbuckle said. “So basically, there is just a line of people waiting to play, and it doesn’t matter how good or how bad you are, you get a chance to play.” Hornbuckle said that students do not have to work their way up in order to play; everyone will get a chance to play. He also said they are good to new players.

“I wasn’t playing that many games when I first started because I was losing every game but you get better and better the more you play. Playing different people helps too,” Hornbuckle said.

Hornbuckle said there is typically a new face every week and about half of the time they will come back. Hornbuckle also said that people who are playing pool would come try to play.

Hornbuckle said that depending on how good he gets he may continue to play outside of college. Hornbuckle said he would like to either do something technology related or play ping-pong professionally if he can get good enough, he plans to only do mixing as a hobby.



Hornbuckle plays ping-pong in the UC game room.