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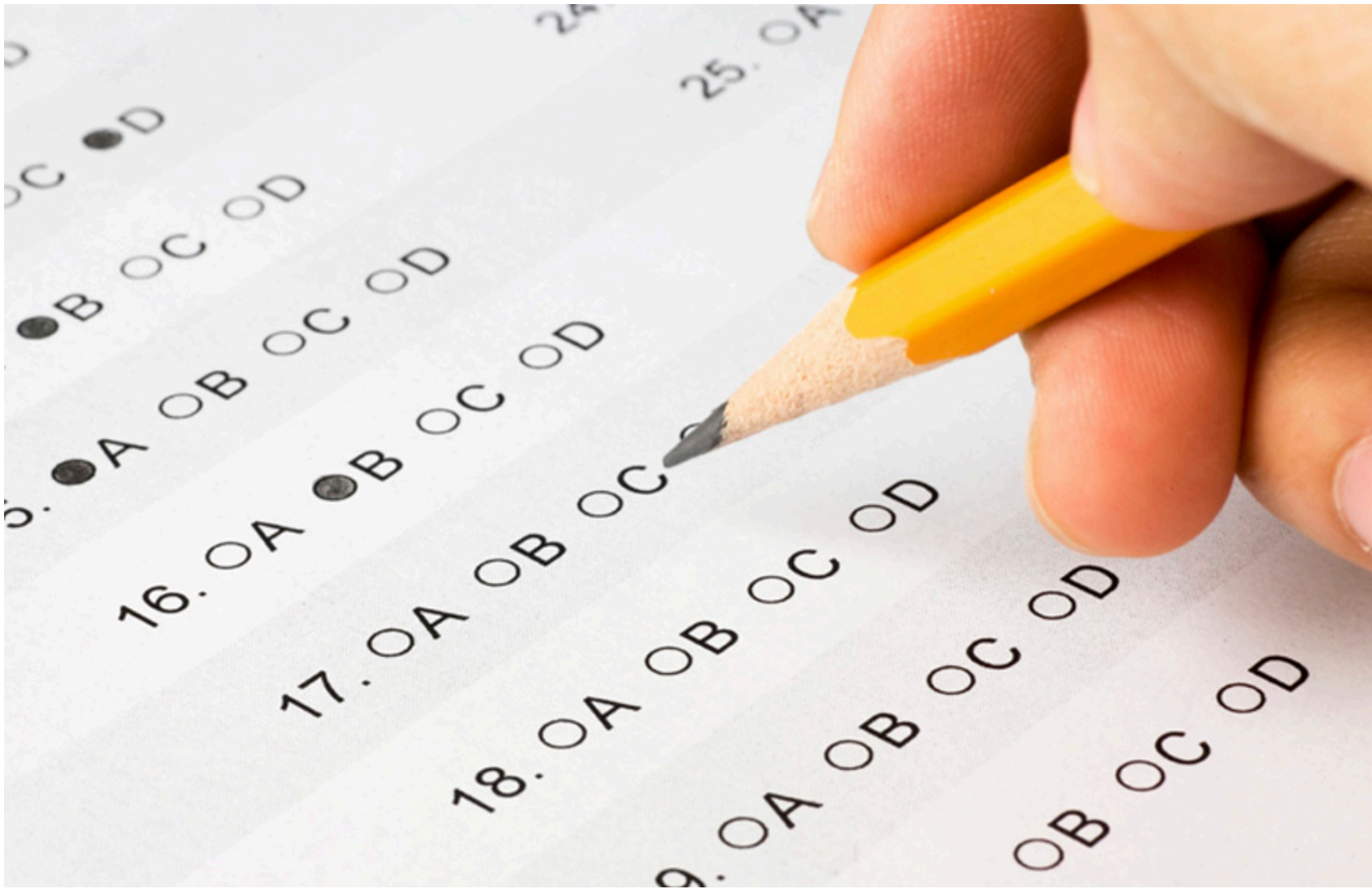
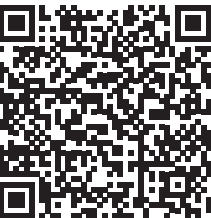
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AI raises questions surrounding academic integrity at NSU; professors rethink new teaching strategies

By Timothy Reeder
News Editor

As Artificial Intelligence (AI) tools become more prominent, some universities are reevaluating their approaches to assessing student learning and maintaining academic integrity. With this rise, the traditional online testing formats may no longer be accurate in measuring a student's knowledge.

Donald Johnston, an interprofessional researcher and technology coordinator at Northwestern State University of Louisiana, said that with some extended testing windows, it could open the door to outside assistance.

"When you give students 24 hours or a whole week-end to take an exam, you also open up the possibility of them using AI, another person or textbooks," Johnston said. "However, students also have jobs, participate in extracurriculars and clubs and may have family obligations, so working around that also remains as important."

Because of this, many online courses are structured to allow students with jobs, family responsibilities

or complex schedules to comfortably complete their work at any time. With this increased flexibility and time; however, also come possible conflicts with academic integrity. Johnston mentioned that one factor often overlooked is time.

Every exam should have an adequate amount of time; the more time a student has, the more likely they'll pass.

A potential solution that has been discussed is administering oral exams, requiring students to actively demonstrate their knowledge in real-time. Although oral exams are not a new concept, they're more widely used in programs such as graduate, education and communication degrees.

In fields such as nursing, Johnston said that there are built-in safeguards that limit how far students can use outside assistance. For nursing graduates specifically, they must independently pass the National Council Licensure Examination, also known as the NCLEX, before setting foot in the workforce.

"You may be able to cheat your whole way through nursing school, but you can't cheat when you go

take your board exam," Johnston said.

Academic integrity related to AI isn't limited to any one institution. Louisiana State University is one such university that is also facing difficulties. Stephanie Villalba, a professor of histology at LSU, shared how she finds difficulty with academic integrity, especially with the specific students she educates, so she turns to oral exams to combat it.

"I teach mostly future doctors, so mostly biology and similar science graduate students. Because of this, it becomes especially problematic both in an academic and an ethical standpoint," Villalba said. "There have been points where I'm not sure if a student has or hasn't used AI. The only solution I've found was to use oral exams in place of written and online."

Despite this uncertainty, Villalba said this new implementation has not only reduced the possibility of outside assistance but also enabled her to better evaluate and understand students and their thought processes.

"It's not about getting an answer right, it's about whether a student can

explain their thinking and apply what they've learned without relying on something else to do it for them," Vallalba said.

For students, this vigilance can feel discouraging at times, especially when their work is honest. AI has created the discussion of whether or not a student's work is truly their own.

Vyeon Trong, a junior biology major at NSU, shared her frustrations. "It feels like you're competing with AI sometimes, even if you do it completely on your own. I don't mind using it as a tool, but it also feels like that is what everything is being compared to," Trong said.

Owen Kennerson, a freshman education major at NSU, mentioned the possible flaws surrounding oral exams and AI.

"Oral exams, at least from my perspective, are hard to make fair. Say the first person goes in front of the class, every person after them can easily edit their answers to appeal to their professors. Not to mention, no matter how many hours you spend studying, you may still end up getting it wrong. At least for exams, you have time to think and

edit your responses," Kennerson said.

As universities adapt to these changes, the conversation extends beyond testing methods and raises questions about the purpose of higher education. With AI changing the workforce, institutions may need to reconsider what is being taught and why it remains valuable.

"I think universities are going to have to take a hard look at themselves and figure out what exactly they're producing," Johnston said.

Although technology remains beneficial, concerns surround the overuse of AI assistance and raise questions about academic integrity. Despite this, students also deserve the opportunity to demonstrate their knowledge without their credibility being immediately questioned.

Photo by Albertogp123 on Flickr
Traditional testing methods are being challenged in response to artificial intelligence, raising questions about academic integrity and student credibility.

Local memento: Magee’s Patio Cafe remains a nostalgic staple in Natchitoches

By Emma Bolduc
Reporter

Just across the street from Northwestern State University of Louisiana’s campus lies an all-American diner: Magee’s Patio Cafe.

Formerly known as Cotton Patch, Magee’s was established in 1999 and has created a sense of nostalgia with its customers for over two decades. Magee’s has consistently shown, through multiple seasons of operation, why its consistency and tact have made it a Natchitoches staple to many.

Constance ‘Connie’ Bush, the current owner of Magee’s, took ownership of Magee’s after working in administration for nearly 15 years. “I wanted a change of scenery, then this became the opportunity,” she said.

Bush explained that George Sales, the previous owner of Magee’s, approached John Abraham, her father-in-law, seven years ago with the business. She added that her husband, who has been in the food and convenience store industry for over 20 years and owns 3 J’s Fourway, works hand-

in-hand with Magee’s. Although managing Magee’s is different from her previous work in administration, Bush shared that a lot of her skills are transferable and said that the experience has made her more understanding.

“I realized that if I have 20 employees, I have 20 different personalities. I think I’ve been gifted with the ability to be able to adjust to each attitude—even with customers coming through,” she said, adding that she always says a prayer and moves on.

The most rewarding part for Bush is when she hires students and gradually sees them grow. She said that when they graduate and visit Natchitoches, they will tell her how she taught them skills like time management, professionalism and clear communication that have helped them succeed.

However, Bush added that as a local business owner, encouraging people to stay motivated is always a challenge. “I realized that I think I’ve kind of settled for the fact that I’m here to help the younger people and prepare

them for bigger and better things. It’s from customer services, even saying ‘hello, welcome to Magee’s’. That’s how you make people feel welcome,” Bush said.

Although the location of this Natchitoches staple has changed, “Everything on that printed menu has been up there being sold for over 20 years,” Bush said. She added that, when she first started working at Magee’s, her favorite item was the crispy chicken sandwich, and now it’s a tie between the seafood potato and the catfish basket.

Seafood has a rich history in Louisiana, and meat pies reflect Natchitoches’ heritage. The menu also features classics such as burgers, loaded potatoes and po-boys. The best part is that these two distinct flavor origins are even combined in some cases to create this depth in the flavor palette of the menu. To explore more of what Magee’s has to offer, check out their full menu on their website or call (318) 352-7200.

While some may see this consistency more as an inability to adapt to the modern age, the business

has committed to doing what it has always done without the pressure for change, allowing it to make a distinct name for itself within the town of Natchitoches.

Magee’s is set apart by their altruism in the local community. Bush takes pride in this service, and the restaurant gives back to the Knights of Columbus during Lent, delivers lunches to teachers and hosts socials for the Good News Club at First Baptist Church.

Latoya Johnson, an employee at Magee’s, feels as though Magee’s is special because of the restaurant’s dedication to helping its employees learn about the real world while in a supportive environment, as though they are family.

Bush said that she wants everyone who walks through Magee’s to experience Jesus. “I tell my employees to make sure you tell somebody to have a nice day, have a blessed day. You never know when they’re leaving, they’ll say, ‘You know what? My life is worth living,’” she added.

Red Sugar-Bruce, a freshman psychology major, said



she liked the vintage games and liked the vintage atmosphere. “The ice cream is interesting, though I didn’t get it,” Sugar-Bruce said.

Ian Tarver, a sophomore psychology and addiction studies major, said that Magee’s cheese sticks are good. “They also had my favorite kind of ice cream. It’s called Krazy Kolors. You can barely find that ice cream anywhere anymore because Bluebell has just stopped producing it for certain places,” Tarver said.

In the end, Tarver rated the restaurant a seven and

recommended it to people when given the chance because of its rich history in Natchitoches.

In the next few years, Bush sees Magee’s “still standing and still green.” She said that although a lot of people will say it’s outdated, there are also a lot of people in the community that don’t want the business to change.

“I listen to the community and what people say. So, I don’t get offended when people say it’s outdated. It’s really not—it’s Magee’s,” Bush said.

Photos by Madelyn Murphy
Magee’s Patio Cafe is a locally owned business, located on 536 University Pkwy, offering items ranging from ice cream to burgers, which can be enjoyed in the lobby or picked up at the drive-thru.



The Current Sauce Staff

The Current Sauce is the official student-run newspaper for Northwestern State University of Louisiana. The content and stories within the paper may not necessarily reflect the views of administration, faculty and staff.

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"Project Hail Mary": Why movie different from book, question?

By Ella Dupuie
Copy Editor

Andy Weir’s 2021 science fiction novel “Project Hail Mary” has seen a new life in 2026, with its long-awaited movie adaptation that was released in late March. In its first month alone, the film has grossed over \$500 million worldwide and currently boasts a high 94% on Rotten Tomatoes. As millions are introduced to the story of Grace and Rocky for the first time, many are left wondering if they should read the novel in addition to seeing the movie—is it worth it to witness the same story twice in a row?

As someone who has read the book three times since its release, I had incredibly high hopes for this movie. I have to say that I was largely impressed, and I found it to be a very entertaining adaptation that managed to stay quite true to the events of the novel. However, I do also have to express some disappointment in the changes that I saw.

The problem does not lie in scenes being cut or slightly changed for the sake of time and watchability—every book lover has to go into movie adaptations with the expectation of there being some inaccuracies. While the movie did have several notable changes (including the addition of the character Carl, the cutting of much of Grace’s time on Earth working to prepare the planet for an ice age, etc), “Project Hail Mary” is an incredibly faithful adaptation that truly does strive to deliver the wonder of the novel to a new audience, and I have to applaud it for its ability to tell this massive story so well in such a short amount of time.

Nonetheless, there is something fundamentally different between the book and movie that stuck with me in a way that these other, smaller details did not. I feel the main difference between the book and the movie can be pinpointed in one word: tone.

The movie opens with a rather long, humorous montage of Grace on the Hail Mary, gorging himself on vodka, wearing too many hats and treating his amnesiac space journey like a house party. Though Grace’s goofy nature isn’t invented

for the movie, and I have to say that I really enjoyed seeing him being so carefree, “Book” Grace’s ability to take his situation seriously and his dedication to making a difference can be seen from the moment he wakes up aboard the Hail Mary.

The film has a way of negating his intelligence and drive to succeed, throwing humor on top of Grace’s determination to save Earth and making him seem like a mediocre scientist who constantly messes up in hilarious ways instead of the sole scientist sent to save the planet. “Book” Grace may be funny, but he’s also wicked smart, and there is a deep understanding on his part about his role in Earth’s salvation, while “Movie” Grace doesn’t always seem to understand just how crucial he is.

The entertaining and comical tone continues throughout the movie, even when it’s truly not necessary for moments to be overly funny or happy. The biggest shift in tone from book to movie that strikes me is Eva Stratt. In the book, I find Stratt to be a despicable person. She shows no kindness to Grace, has no humor and doesn’t seem to care about anything but saving the world. Stratt, in my opinion, is one of the book’s most concrete villains.

However, the movie presents Stratt as kinder. She’s occasionally funny, seems to care for Grace and even sings a moving farewell in the karaoke scene—a scene that does not exist in the book. Everything about “Movie” Stratt makes the audience feel for her, even when she chooses to kill Grace. This tone shift also removes the anger that “Book” Grace feels upon remembering that Stratt sent him against his will, a justified anger that is incredibly important for “Book” Grace’s sense of agency after being forced to die.

Though I know many people who cried watching this movie because of the emotion brought about by the relationship between Grace and Rocky, so much negative emotion from the book was taken out of this adaptation for the sake of a more silly, family-friendly space adventure. There are so many more tears, justified anger and heartbreak that the movie writes out to keep spirits up. While the movie

is such a fun experience, it almost feels like a fundamentally different story at times because of how little focus is given to the deep and complex emotions that “Movie” Grace should be feeling.

Because of the tone shift, the movie falls short of portraying the devastating sense of sacrifice that Grace carries throughout the story. For example, Rocky saves Grace’s life in the book and in the movie, but the movie neglects to include the book’s next scene, in which Grace has to physically carry Rocky back into his own atmosphere, severely burning himself and risking his own life to save Rocky in return.

Later, when Grace chooses to return for Rocky, losing his chance at seeing Earth again, the movie portrays this as a beautiful and heartwarming moment when Rocky realizes that Grace has returned to save him. What we lose is the moment after, when Rocky understands that Grace has chosen to die for him.

We lose the gravity of this sacrifice yet again toward the end of the movie, when Rocky tells Grace that there’s a chance the Eridians can return Grace to Earth. In the book, there is no possibility of return—Grace chooses Rocky, knowing he will not get the chance to go back. There is no beach in the book, no sunlight, no “outside” for Grace—he must live in an illuminated dome on Erid’s pitch-black surface with no remnants of Earth to comfort him. Even

further, “Book” Grace uses a cane in the final scene because the atmosphere of Erid has resulted in severe health issues, and the lack of these consequences in the movie again erases the heartbreaking reality of his sacrifice.

All of these changes come back to tone. Alteration of any one scene is inconse-

quential, but when added together, the movie becomes so much less emotional and so much more humorous than the book, and the change prevents those only watching the movie from truly grasping the gravity and enormity of Grace’s experience.

So, is it worth it to witness the same story twice in

a row? I believe that it is. No one can gain a complete understanding of who Grace is without reading the book and gaining that insight directly into his mind. And, though the story is the same, the tone ensures that reading the book and watching the movie are two completely different experiences.



Illustration by Andy Weir on Planetary
Andy Weir’s “Project Hail Mary” returns in 2026 with a hit film adaptation, topping \$500 million worldwide and sparking renewed interest in the beloved sci-fi novel.

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By K.C. Thompson
Contributing Writer

To those who may not know who Kyra Alexander is, strap in. As a freshman Bachelor of Fine Arts candidate, she is already making her mark on the campus community.

But what exactly is a BFA, and how does it differ from a Bachelor of Arts in musical theatre? Simply put, a BFA is not easy to get into. Programs are highly competitive, with top schools reporting acceptance rates lower than 5%.

"The rigorous aspect of the BFA is that it's by audition — you're not just accepted into the program," said Professor Pia Wyatt. "You have to audition, and to do that, you need to pass through singing, acting and dancing."

Alexander proved she belongs among that group at KNWD's NSU Got Talent event, earning first place with her rendition of Radiohead's "Creep." That victory granted her a spot to perform at Demon Fest, KNWD's annual spring music festival.

Wyatt put it plainly: "To be a BFA in musical theater, you have to be able to sing, period, end of statement, and Kyra can sing, as the kids say."

Who is Kyra Alexander?



Photos by Jakobie McCormick

Kyra Alexander reflects on her journey at Northwestern State University of Louisiana's Dear School of Creative and Performing Arts.



Alexander has known since she was young that performing was her passion. "Music has gotten me through every trial," she said. "I have known for a very long time that I'd like to heal others the way music healed and is still healing me."

Growing up in a household where everyone was always singing or playing an instrument, music was never far away. That environment set her in motion early.

Before arriving at NSU, Alexander spent two years performing theatre at Christian Youth Theater, sang in her high school choir and had already been writing and performing original songs outside of school.

That laid a foundation that made her college debut feel less like a beginning and more like a continuation.

Wyatt noticed it immediately. "When she auditioned for

us to be able to get an NSU theater and dance scholarship, I was absolutely blown away by the amount of talent, just the natural God given, parental genes, talent that she has," she said.

Performing isn't always as effortless as it looks. Alexander said her most significant obstacle has been herself. "I stop myself from doing so many things because I'm afraid I'll fail or that I'm not good enough or pretty enough or thin enough to be in spaces that I am in," she said. "But I'm learning that I am more than good enough and I can take up space because that is what I am meant to do."

Even leading up to Demon Fest, that inner work continues. "My biggest struggle is getting over nerves," she said. "I just don't want to disappoint the people coming to see the show."

It is a sentiment that surprises even those closest

to her development. "The fact that Kyra wouldn't have confidence is astounding to a lot of people, because she's so uber talented," Wyatt said. "When she showed up, I was just like rolling out the red carpet for her."

That kind of support has defined Alexander's time at NSU. Once enrolled, she jumped in headfirst, taking classes ranging from voice to music theory.

She found that her coursework deepened not just her technical ability but her understanding of music itself. "Those classes help me a lot with my technique and sheet music and understanding why the composer wrote how they did," she said.

Outside the classroom, she is also a member of the Student Theatre Organization, which she says gives more students the opportunity to perform. "Being at NSU is teaching me confidence in myself and my ability,"

she said. "It's giving me the space and the opportunity to grow."

Demon Fest pushed that growth even further. "I got to make more decisions about everything that went into my performance and I really liked doing that," she said. And once she was on that stage, something shifted. "It showed me how to work with crowds and to adapt to different places. I could interact with people."

For a performer whose biggest struggle is nerves, that kind of live experience is exactly what she needs and she is getting it. "Kyra has the capability that if she wants something badly enough, she can absolutely achieve it," Wyatt said.

Alexander's sights are set high. Her dream is to take her talents to Broadway and continue creating music of her own. "My hope," she said, "is that the audience remembers me."



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Policy on Letters to the Editor

Taking the spotlight: Get to know the 2026 Louisiana Sports Hall of Fame class

By Heidi Gauthier
Sports Editor

This summer, 12 accomplished athletes, coaches and contributors will be inducted into the Louisiana Sports Hall of Fame Class of 2026, who have left a lasting impact on sports across the state.

This year's inductees include John Brady, Sylvia Fowles, Joe Horn, Jonathan Lucroy, Todd McClure, Mike McConathy, Warren Morris, Dewain Strother, Pat Williams, Kathy Holloway, John James Marshall and Gil Lebeton. The induction celebration will happen over three days, June 25-27, at the Louisiana Sports Hall of Fame in Natchitoches.

The inductees represent a wide range of Louisiana programs and teams, including Louisiana State University, University of Louisiana at Lafayette, Louisiana Tech University, University of Louisiana at Monroe, Nicholls State University, Northwestern State University of Louisiana, Southeastern Louisiana University, McNeese State University, Tulane University, Grambling State University, University of New Orleans, New Orleans Pelicans and New Orleans Saints.

John Brady built a 25-year collegiate coaching career

by leading the LSU Tigers men’s basketball team to the 2006 Final Four. He was the third men’s basketball coach to lead the Tigers to the Final Four. He coached for over 10 seasons at LSU, leading the Tigers to four National Collegiate Athletic Association tournaments and two National Invitation Tournament berths.

Sylvia Fowles, LSU women’s basketball center, won four Olympic gold medals with Team USA and helped LSU to four consecutive Final Fours appearances. Fowles was inducted into both the Women’s Basketball and Naismith Memorial Basketball halls of fame.

John Horn, Saints' wide receiver for seven seasons, helped the Saints win the National Football Conference South title. He set franchise records, including single-season receiving yards (1,399 in 2024) and single-season receiving touchdowns (11 in 2004).

Jonathan Lucroy, a former ULL baseball player, made his mark in Major League Baseball as a catcher for the Milwaukee Brewers, as well as playing in the 2013 and 2017 World Baseball Classics for Team USA.

Baton Rouge native Todd McClure played four seasons as LSU football’s center before embarking on a 14-year National Foot-

ball League career with the Atlanta Falcons. He earned a spot in the Falcons’ Ring of Honor in 2022.

Mike McConathy is known for his long tenure as head coach of NSU men’s basketball. In his 23 seasons at NSU, he led the team to 330 wins and brought over \$5 million to the university’s athletic budget.

An Alexandria native, Warren Morris is remembered for hitting a two-out 9th inning home run that won the 1996 College World Series for LSU baseball. After his time at LSU, he was drafted by the Texas Rangers but later traded to the Pittsburgh Pirates.

Dewain Strother coached girls' basketball at Florien High School for 40 years. Under his leadership, Florien took home six state championships in its 21 Final Four appearances.

A Monroe native, Pat Williams played 14 NFL seasons for the Buffalo Bills and Minnesota Vikings. He was also voted to the Pro Bowl for three consecutive years (2006-2008). Williams was ranked in the top 100 players in Bills and Vikings history.

Kathy Holloway, the Louisiana High School Coaches Association’s first female president, will be honored with the Dave Dixon Award.



Holloway is a 2012 National High School Athletic Coaches Association Hall of Fame inductee.

John James Marshall is honored for his impact in sports media by being presented with the Distinguished Service Award in Sports Journalism. He began his career at 15 years old, covering American Legion baseball games for the Shreveport Times. He became the youngest to serve as the Louisiana Sports Writers Association President.

A longtime sportswriter, Gil LeBreton is being presented the Distinguished Service Award in Sports Journalism. His work covering Louisiana sports has helped tell the stories of athletes and teams across the state. He has written for the Times-Picayune, the Fort Worth Star-Telegram, the Baton Rouge Morning Advocate and other media organizations, covering large events such as the Olympic Games.

The welcome reception will be held on June 25.

June 26 will bring a bowling bash, taste of tailgating and Rockin' River Fest, and June 27 will host the Junior Training Camp, Round Table Lunch and Induction Ceremony.

Photos by Lalaina Wood
Several accomplished athletes, coaches and contributors will be inducted this summer into the Louisiana Sports Hall of Fame Class of 2026, recognized for their lasting impact on sports across the state.



School spirit vs. honesty: How much should we tell incoming students?

By Phillip Voorhees
Viewpoints Editor

When the next freshman class arrives in August, campus will be reinvigorated with bright-eyed, bushy-tailed enthusiasm. The first few months of freshman year can be overwhelming, but they also contain a unique bliss that a college student never finds again. The class of 2030 will inevitably become aware of North-western State University of Louisiana’s not-so-shiny aspects, but as upperclassmen, we have a difficult choice to face.

How should we represent the school to incoming students? Should we encourage their enthusiasm about NSU, or is it our duty to warn them about what is coming? Is it appropriate to air our grievances to freshmen? Many students believe that it is our duty to be honest (and sometimes harsh) about NSU, but it is also important to demonstrate our love for our institution.

Administration, faculty and students are all involved with the recruitment process at different levels. Between these different parties, incoming students get varying perspectives about life at NSU, but the way students represent the school makes the biggest difference in someone’s college decision.

Pete Gorham, a graduate student of art, still remembers the impressions left on him by upperclassmen in his freshman year.

“There was a mixed bag,” Gorham said, “a few loud people who tried to discourage me from staying here and a few others who expressed their love of the art department.”

Multiple student organizations on campus are dedicated to presenting the best parts of our university to the public. Anunye Thomas, a sophomore communication major, recently joined the Purple Jackets, a service organization that helps to host major NSU events. In this prestigious organization, she has to think carefully about how she represents our university.

“Since we are representing the school, and people favor our opinions, I think it’s only right to be honest about certain issues involving the school,” Thomas said.

Some people may be concerned that speaking openly about the problems at NSU will turn prospective students away. Others believe that this information is necessary to make an informed college decision.

“When I got here, I got the impression that people were happy with the school,” Madison Lenser, a freshman secondary education major, said. “But the longer I have been here, the more I have heard complaints. Honestly, I would have liked to hear more criticism.”

Some upperclassmen avoid swaying the opinions of freshmen in either direction. “I



don’t want to feel like I’m persuading them one way or another. I try to be as unbiased as I can ... I have tried to be very mindful of how I speak of the university because while there is a long list of issues that should be looked into, I still chose and am choosing to stay here,” Gorham said.

Sometimes in the pursuit of honesty, students say things about NSU that come across as hateful. This can create an unfriendly culture and divide the student body. Discussions in online spaces often become very heated, and these harsh statements can make us forget the things we love about our university.

“The NSU Student Needs page on Facebook is overly negative about everything,” Lenser said.

Thomas agrees. “Honesty doesn’t equal being disrespectful ... there is a way to be critical of something without being rude,” she said.

As students, we are not obligated to represent the school positively at every opportunity. When we see problems, it is not only appropriate to speak out—it is our duty. Although the conversations could discourage people from attending, there are some

things that should not be left unsaid.

As a freshman, Lenser appreciates when upperclassmen share their knowledge, even if it isn’t always pretty. “I think I would rather hear about the issues than walk in blind,” she said.

Airing grievances about the school can be beneficial, but it must be balanced with positivity.

“We all complain, and that can be healthy from time to time,” Gorham said, “but there have been some graduate students who only complained, and it made it a really toxic environment.”

Thomas agrees that some complaining is necessary from time to time, “as long as we are honest and open and genuinely want better for our school and future students.”

As the next school year approaches, we should welcome our new freshmen colleagues with open arms. This means preparing them for what they will face during their time here—even if we aren’t proud of all of it. Everyone, including freshmen, should stay informed so we can do our part to make campus better.

Photos by Zoey Fitts
With prospective students touring Northwestern State University of Louisiana, upperclassmen debate how students and faculty should represent our campus.

How are NSU students spending their summer?

By Martha Sierra
Public Relations Manager



Makaylah Brothers
Freshman
Nursing Major

“Over the summer, I want to travel and make new, fun memories.”



John Harris
Junior
Radiology Major

“For the summer break, I’m going to be doing school in Shreveport. I’ll be going into clinicals.”



Santiago Tobon Cardona
Senior
Business Major

“Well, I really didn’t, I don’t know what I’m going to do. It really depends on where I get the job and when I get the job. If I don’t get that job by May, I’m probably going to go back to Colombia, and then I will see what I will do. If I get a job here in the United States, then I will go wherever the job is.”



Payton Bell
Sophomore
History Major

“Oh, over the summer, I’m going home for a little bit, and then I’m going to come back up to Natchitoches. I’m going to practice, and I’m going to get ready for next year.”



Gabriella Marceaux
Junior
Sonography Major

“I have clinicals over the summer.”



Jade Girard
Junior
Psychology Major

“For summer, I’m going home. I’m from Canada, Calgary, Alberta, so I’ll be going home where my family lives, and I’ll be playing volleyball and working as a waitress.”



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Burning Conversations

Burning Conversations is the official podcast for The Current Sauce.



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By Dana Paola Barreto
Photographer



CHAPLIN'S LAKE



NATATORIUM



COLUMNS



STUDENT UNION



IBERVILLE



VIC'S



KYSER HALL



WATSON LIBRARY



Popular National Parks Destinations

Words may appear in any direction (including diagonals) and may overlap.
Use the word bank.

H A S R U E G A Y O V W P I O R J C Z I C
Y Y D D S U P W Y G N J C I P M Y L O A O
C H A Q T Y H Y E L L O W S T O N E R B B
D R X X G W N R K Y V R N E U N A C A Z I
Y T T N I O P Y T R E V O P L O Y Y Y R S
J N Z D U K U X Q T D F X Z A A A S T I C
J N S O M B A D L A N D S I R L X G M H A
H O E O R V E Q M U E R O I A Z F N I N Y
A J I W S G V E Q S O U N F A R V I C I N
O E K D V U G T X T Q B A V C R C R I A E
D T O E F L K W A E S H Q L A C A P N T I
N I M R R F P L S X C I I K D A N S A N N
A M S L L I X Y E T P L X Q I N E T C U Z
N E Z J U S M I A S M N T W A Y R O L O P
E S W E A L E T E T T I F A L O I H O M B
H O L D S A I M W J A N I N T N V Q V Y I
S Y G R A N D T E T O N O D O J E U B K G
K G V M A D S C Z L U I K X Q S R N Q C B
N S I A C S W D Q L Z W V Q G T D E G O E
Z B K I B E D T Z D D O G L A C I E R R N
L M A F Z F F S E D A L G R E V E R E R D

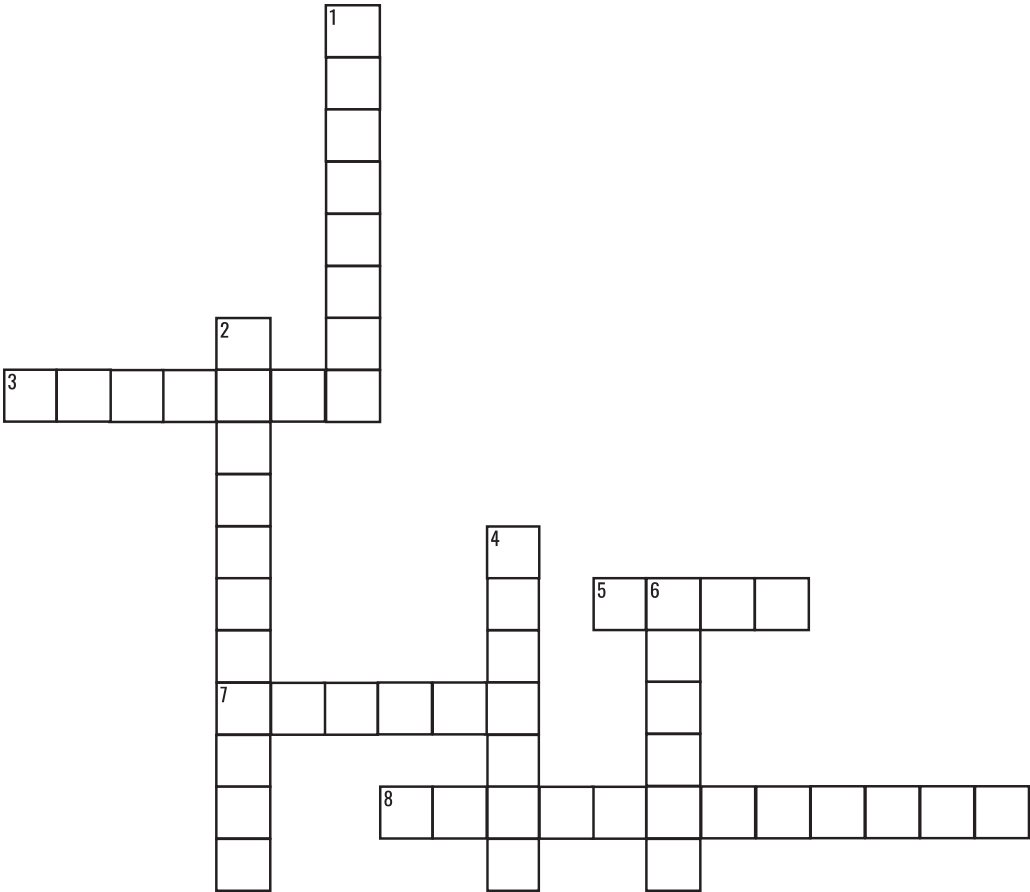
Word Bank

1. LAFITTE
2. CANERIVER
3. ATCHAFALAYA
4. POVERTYPOINT
5. HOTSPRINGS
6. BIGBEND
7. EVERGLADES
8. YELLOWSTONE
9. YOSEMITE
10. ACADIA
11. OLYMPIC
12. ZION
13. GRANDTETON
14. SHENANDOAH
15. GLACIER
16. CANYON
17. BADLANDS
18. SEQUOIA
19. REDWOOD
20. VOLCANIC
21. SMOKIES
22. ROCKYMOUNTAIN
23. VOYAGEURS
24. BISCAYNE
25. GULFISLANDS

Sudoku

	1					8		
			5				6	
	6						5	4
6	8		9		2	5	1	
	5	2			3			
						2		
9	7	1						
5		4	8			9		

Graduation



The Sauce Stand-Up of the Month



Why is Yoda such a good gardener?
He has a green thumb

Down

1. A culminating project or course that represents the pinnacle of academic learning.
2. Pertaining to a speech given by a graduating student, typically expressing farewell.
4. An official document certifying the completion of a degree or course of study.
6. Graduates collectively, often referring to those who maintain ties to their alma mater.

Across

3. A term used in academia to describe a related field of study or discipline.
5. A ceremonial garment worn during graduation, often signifying honors or achievements.
7. A decorative element often worn on graduation caps, symbolizing achievement.
8. The formal ceremony marking the beginning of a graduate's next chapter in life.