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the Gazette

The *Gazette* is produced within the Department of Communication at Langston University.

It serves as a teaching tool. The newspaper is published biweekly and is dispersed across campus every other Tuesday, except during examinations, holidays and extended school breaks.

Editor

Kimberly Thompson

Cover Designer

Jasmine Mayes

Staff Writers

Matthew Blue

Monique Bonds

Ashlynn Coffee-Harris

Ronald Diaz

Devin Dourisseau

G'ahri Gassaway

Lakeria Kelley

Tyler McNeal

Jade Valenzuela

Contributing Writer

Sonia Mae Brown

Adviser

Nicole Turner

The *Gazette* Office
Langston University
Sanford Hall, Room 318
Ph. 405-466-3245

Send story ideas, comments and calendar events to nkturner@langston.edu.

Opinions expressed in Voices are those of the writers whose names appear with the articles.

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What's your legacy? An open letter to LU students

What's your purpose? Why are you here at Langston University? These are pivotal questions that all individuals at Langston should ask themselves.

We come from a legacy of commitment, of stick-with-it-ness, of "by any means possible." But are you currently doing "what it takes" "by any means possible" to complete your commitment here at Langston?

College is a critical time in a young adult's life where he or she is expected to make mistakes, expected to learn lessons and expected to experience setbacks. No one expects you (or any student) to have it all, to know it all or to do it all, but are you doing the bare minimum?

Your ancestors toiled laboriously; the hardships they experienced can't be adequately captured and transmitted through the convenience of smartphones. The obstacles they faced have been documented in the pages of time and literature, and students today face similar obstacles, struggles and challenges: racism, discrimination, threats of violence (physical, emotional



Dr. Brown

and mental), intimidation and institutional inequality.

Would your ancestors be proud of the life you are currently living? Would your ancestors feel like you are adding to the rich legacy of triumph left by scholars like Edward McCabe, activists like John Mercer Langston, and critics like W.E.B. Dubois?

Attending Langston University is a privilege and a right; it's a right that your ancestors fought for (the ability to be educated as an American citizen), and it's a privilege to walk these hollowed grounds where our predecessors quenched their thirst and hunger for the illusive bread of knowledge.

So, again I ask, "what is your

purpose? Why are you here at Langston?" There are cheaper parties to be at, and there are more entertaining rides out there. Why are you here?

As we embrace this spring semester, I, respectfully, encourage all persons at Langston University, from the honorable President Kent J. Smith, to the staff, to students, to faculty and to the Sodexo employees—who are the heart of the university (thank you for what you do) — to reconsider their purpose at Langston University.

College isn't a guarantor of success—if anything, the studies show that individuals can be widely successful without college—but if you aren't committed to improving your life, the lives of individuals in your community, the lives of others here at Dear Langston, then why in the name of Black Jesus are you here? (Insert neck snap and excessive eye rolling).

College is an opportunity to be introduced to worlds unlike one's own. Without college, I would still be the girl from the hood in the hood (probably working a 40-hour job with mass overtime potential). Attending college allowed me to

dream bigger, without limits, and in full color.

No matter where you are right now on your individual journey, you can make the choice to be committed to a purposeful life. Figure out where you fit in the world. Give thought to what you do and to how LU will help you get there. Do something, but just don't do the same thing that you've been doing.

A wise person once said, "The definition of insanity is doing the same things and expecting different results." Are you insane at LU? Have you been doing the same ol', same ol' and expecting something remarkable? Even the Bible says, "faith without works is dead."

What are you working on? What "work" are you putting in? What's your purpose?

It's future-making time, comrades! It's time for the committed Lions to aid the ancestors in adding to Langston's rich, impressive history. But first things first, what's your purpose? Why are you here on this hill?

Dr. Sonia Mae Brown is an assistant professor of English.

Editor addresses racial Snapchat from OU student

History has, once again, repeated itself, and it will continue to repeat itself until we take a stance and commit to making an actual change.

Before I reveal my thoughts on the latest "blackface" incident and usage of the "N" word at the University of Oklahoma, I would like to first give a brief history of the injustice that our people — black people — have had to deal with for centuries.

According to a Google search, the initial concept of separate but equal meant that racial segregation did not violate the Fourteenth Amendment to the United States Constitution, which guaranteed "equal protection" under the law to all people. Though it states the word equal, African-Americans were still treated unequal-



Thompson

ly. But, it only takes one person to step up and ignite change, and for one African-American student in Oklahoma, that's exactly what he did.

George McLaurin was the first African-American to enroll in the University of Oklahoma's doctrine program on Oct. 14, 1948. According to the

OU Daily, "McLaurin fought for admission to OU leading up to that day — when he first applied earlier in 1948, he was denied based on his race. McLaurin went to court with the issue, and in a Sept. 29, 1948, verdict, he was victorious when a federal court ruled that denying him admission was unconstitutional.

"McLaurin's exclusion from OU was deemed unconstitutional, [but] segregation at OU was still lawful. His education at OU was separate and unequal — he learned in a closet looking out over the room where his white classmates sat; he dined at separate tables at separate times; he used a different table in the library to study."

Now, fast forward to

the present, and my question is why do white students feel so privileged to use the "N" word?

OU has had a reputation for its great education, but it's also known for its many racially charged incidents, and the university has a history of segregation and unequal treatment of African-American students.

A new year has arrived, and, yet again, OU is surrounded by another racially charged incident. On Jan. 18, a Snapchat video of a white OU student wearing "blackface" and using the "N" word circulated around the campus, enraging students of color and fellow peers.

This is not OU's first en-

see **OU**, page 6

LU ranks third in retention among African-Americans

By Tyler McNeal
Staff Writer

Picture this. Another year at Langston has begun, and you're in the cafeteria waiting on your three old roommates so you can talk about how summer went. One shows up. But where are your other friends?

From elementary through high school, grade retention usually means being forced to repeat a year of school that was failed.

On the other hand, in higher education, the term retention refers to the amount of students who continue attending the same school the next academic year.

"One thing to understand about retention rates is it correlates to how selective college admissions is," said Dr. Ruth Jackson, associate vice president for academic affairs. "Ivy League schools are going to float around 98 to 99 percent (retention rate) because they have a very selective admissions process. Schools with more open admission policies average at a retention rate of about 67 percent; HBCUs generally track 9 percent below that average at 58 percent."

The retention rate at Langston University from fall 2017 to fall 2018 was 46 percent.

According to Jackson, students may say, "It's not for me," "I'm homesick," "It costs more money than I thought it was going to cost" and "I'm failing, so I'm just going to go

"Out of the 11 public regional universities, Langston ranks third place in the retention of African-Americans."

— Dr. Ruth Jackson,
associate vice president for academic affairs

ahead and get out of here."

Although there are many reasons why students may not return, these seem to be the most common.

For example, one former student, Malik Burnett, explained his own situation for not returning to Langston this semester.

"My bill is too high, and I miss my family," said Burnett, a former sophomore broadcast journalism major. "I'm going to miss Langston, too, but I can't afford it."

Despite some friends not returning to school, there are still students who plan to go all the way through to graduation.

"What inspired me was the dedication to continue to strive for greatness and a hope for my future," said Montana Ezell, sophomore business management and financial planning major. "And, yes, I know a lot of people who didn't return to school."

Low retention is not only bad for the students who leave; it affects everybody, even students already attending the university. Government college funding has lessened over the years, so schools get a lot of

their money from tuition and fees.

"State funding has decreased significantly, not just for Langston but for every school in Oklahoma, and the other funding piece is tuition," Jackson said. "We have less money to operate the university, and not all positions are filled. Where there may have been four professors for a class, there are now only three, and what does that mean for students? You're trying to get into a class, and there's no space because there aren't enough teachers."

In an attempt to reduce the number of students who don't return to school, Langston has made a few course adjustments to help give students a greater chance at success and increase the rate of retained students.

"We've done a lot of things over the last few years," Jackson said. "Research has shown that not everybody needs college algebra. We've created an alternate course called contemporary math. That's what you'll take if you want to become a journalist, a teacher or a criminal justice major."

Teachers are also encouraging students to take more

credit hours. Students are only required to take 12 credit hours to count as full-time students, which is usually only four classes. However, degrees take about 120 credits. Taking 12 credits a semester, which is 24 per year, only adds up to 96 credits after four years.

"We've been encouraging students to enroll in 15 credit hours or more because we know that the more credits you successfully complete, the more likely you are to return," Jackson said. "Another thing this relates to is co-requisites. Students who came to Langston that were deemed unprepared for college based on ACT scores may have had to take different classes."

College preparation courses, such as personal and social development, elementary algebra, reading comprehension and introduction to biology, only count as one credit each, with the introductory biology course not counting for any.

A student could have come their first semester paying for at least 12 credit hours, and finish with only three. These courses are for students who have low ACT scores and/or high school GPA, but are still allowed to attend the university. These courses were in place to make these students "college ready."

Course adjustments like contemporary math being offered and remedial support being built into English Composition I with writing labs are a few

things that have helped with this issue, with students being able to enroll in regular classes while still getting the help they need.

Langston has also had events and information available to encourage students to continue to enroll.

"We have the lowest tuition in the state," Jackson said. "We have scholarships that we offer and support, such as the Pell grant and out-of-state tuition waivers. There's something called the 'Second-Year Experience,' which is an expo in the SSC where financial aid, admissions and staff gather to answer questions and provide information for freshman students to encourage them to come back and get them thinking about the next year."

Aside from the two major research schools in the state – the University of Oklahoma and Oklahoma State University – Langston ranks fairly high in the retention of black students.

"Out of the 11 public regional universities, Langston ranks third place in the retention of African-American students," Jackson said. "So, even though 46 percent doesn't sound great, and our goal is to be in the 60s at least, comparatively when you look at the retention of African-American students, we're doing OK. I hate to say OK, but when you look at apples to apples, it's really how it's framed. Comparing it statewide, we might look terrible, but apples to apples..."

Langston University now granting eDiplomas

By Ashlynn Coffee-Harris
Staff Writer

It's a new year, and there are bigger and better things coming our way. Langston University has incorporated a new way of receiving diplomas, called eDiplomas.

The university has been working on this project for about two

years. The eDiploma is an electronic diploma that will be sent to recent LU graduates, starting with those who graduate this year, in 2019.

The eDiploma is just like getting an eTranscript; it will be sent to the email address that the student has on file with the university.

To receive the diploma,

though, students will have to go through a specific identification process to certify who they are. After completing the steps of the process, students will then have access their electronic diploma. This will also allow students to post their diplomas online and to their social media accounts, if desired.

However, students only will

able to get the eDiploma if they do not have any impacting holds at the university, meaning that they do not have an outstanding bill with the university, said Deleanor Kirkpatrick, university registrar.

This is the first year that the eDiploma will be handed out. So, the class of 2018-2019 is the first class in history at Langston

University to able to receive this new technological diploma.

"I believe that it doesn't matter how you get your diploma now," said graduating senior broadcast journalism major Nahjee Williams. "The only thing that matters is graduating and moving to the next level of your life, whether it's getting a job or going to grad school."

Professor hosts special seminars in honor of Black History Month

By Matthew Blue
Staff Writer

Black History Month is finally upon us, and Dr. Sonia Mae Brown, assistant professor of English, has orchestrated four seminars to provide an academic aspect of Black History Month.

Black(ER) Day School will be held every Saturday in

February. It started Feb. 2, with the teaching of Black Vernacular English.

"My understanding of the African-American linguistic system and my frustration with hearing others telling students that they were not speaking proper English prompted me to create this seminar so that students can respond with uncertain au-

thority about their diction," Brown said.

On Feb. 9, Brown's seminar included information about the science of black hair, which featured a head wrap workshop.

The third seminar will showcase the history of black music, which will bring students beyond their current understanding of

black music.

Finally, the fourth seminar is titled, "The Black Future."

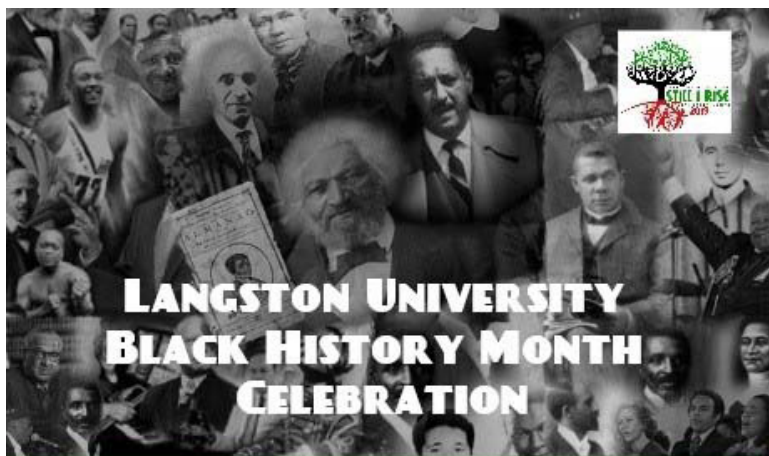
"The final seminar is aimed to move the discussions towards action," Brown said. "Those that come will be tasked with considering their purpose and their future as black people."

These seminars will be

held every Saturday of Black History Month in the Allied Health Building, Room 105, from noon to 1:30 p.m.

They are open to students, staff, faculty, the Langston community and Oklahoma community.

For more information, contact Dr. Brown at 405-466-3318, or stop by her office in Jones Hall, Room 108.



LANGSTON UNIVERSITY
BLACK HISTORY MONTH
CELEBRATION

Black(ER) Day School

Come join us for a series of seminars aimed to enhance your understanding of Black History, Black Life, and Black Culture.

Feb 2- Teaching Our Native Tongue: African American Vernacular English (AAVE) or Black Vernacular English (BVE)


Feb 9- The Science of Black Hair (w/ headwrap workshop)

Feb 16- The History of Black Music

Feb 23- The Black Future

When: 12:00-1:30pm
Where: Allied Health 105

Presented by: * Dr. Brown holds a PhD in English from Howard University and is an Assistant Professor of English at Langston University.



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LANGSTON UNIVERSITY
OFFICE OF STUDENT LIFE PRESENTS

STILL I RISE
BLACK HISTORY MONTH
FEBRUARY 2019

02/01 PEACE WALK PAW WALK - 12:00PM	02/11 MUSIC MONDAY- R&B/HIP-HOP SSC GREAT ROOM	02/18 MUSIC MONDAY-JAZZ/BLUES SSC GREAT ROOM
NIGHT OF SOUL CAFÉ - 5:00PM	MENTAL HEALTH AWARENESS 6:30PM - 7:30PM	MOVIE NIGHT-ROSEWOOD SSC GREAT ROOM - 7:00PM
OPEN MIC-ENGLISH CLUB SSC GREAT ROOM - 7:00PM	02/12 HIP HOP BOOK CLUB ERYKAH BADU SSC SEMINAR ROOM 6:00PM - 8:00PM	02/19 HIP HOP BOOK CLUB - J. COLE SSC SEMINAR ROOM 6:00PM - 8:00PM
02/02 BLACK(ER) SCHOOL DAY "WHY YOU BE TALKING DA WAY" ALLIED HEALTH - 12:00PM - 1:30PM	LU BASKETBALL "STUDENT ORGANIZATION NIGHT" VS. CENTRAL CHRISTIAN COLLEGE 6PM (WOMEN'S) * 8PM (MEN'S) C.F. GAYLE'S GYMNASIUM	02/20 RELIVING TULSA'S BLACK WALL STREET: VIRTUAL EXHIBIT AND BOOK SIGNING BLACK HERITAGE LIBRARY - 6:30PM
02/04 MUSIC MONDAY- REGGAE SSC GREAT ROOM	NAACP FOUNDER'S DAY SSC GREAT ROOM - 11:00AM	02/21 NAACP LANGSTON RENAISSANCE SSC GREAT ROOM - 11:00AM & 6:00PM
MENTAL HEALTH MONDAY ATRIUM - 6:30PM	NAACP MOVIE NIGHT SSC GREAT ROOM - 6:00PM	02/22 BLACK BUSINESS EXPO MULTIPURPOSE GYM- 11:00AM *BLACK HISTORY MONTH ESSAY SCHOLARSHIP DEADLINE
02/05 HIP HOP BOOK CLUB KENDRICK LAMAR SSC SEMINAR ROOM 6:00PM - 8:00PM	02/13 NAACP DASHIKI AND DURAGS SSC ALLEY - 11:00AM	02/23 BLACK(ER) SCHOOL DAY "WHERE DO WE GO FROM HERE" ALLIED HEALTH - 12:00PM - 1:30PM
02/06 NAACP WEDNESDAY WAVE OFF SSC GREAT ROOM - 11AM	TRIVIA SCHOLARSHIP SSC GREAT ROOM - 5:00PM	LU BASKETBALL SPRING HOMECOMING VS. BACONE COLLEGE 2PM (WOMEN'S) * 4PM (MEN'S) C.F. GAYLE'S GYMNASIUM
NATURAL HAIR BASKET GIVEAWAY SSC GREAT ROOM - 11:00AM	DELTA SIGMA THETA/OSL PILLOW TALK ATRIUM - 6:30PM	02/24 MISS LANGSTON PAGEANT T.W. YOUNG AUDITORIUM - 7:00PM
MANDATORY ANTI-HAZING WORKSHOP I.W. YOUNG AUDITORIUM 6:00PM - 8:00PM	FACE-TO-FACE SSC SEMINAR ROOM - 6:30PM	02/25 MUSIC MONDAY ZYDECO /BOUNCE/GO-GO MUSIC SSC GREAT ROOM
02/07 LU BASKETBALL "CULTURE NIGHT" VS. USAO 6PM (WOMEN'S) * 8PM (MEN'S) C.F. GAYLE'S GYMNASIUM	02/14 LU BASKETBALL "BLACK LOVE" VS. TEXAS WESLEYAN UNIVERSITY 6PM (WOMEN'S) * 8PM (MEN'S) C.F. GAYLE'S GYMNASIUM	02/26 HIP HOP BOOK CLUB SOLANGE KNOWLES SSC SEMINAR ROOM - 6:00PM - 8:00PM
02/08 CULTURAL MEN OF BUSINESS MOVIE NIGHT SSC SEMINAR ROOM - 6:30PM	02/15 SGA T-SHIRT GIVEAWAY SSC GREAT ROOM - 11:00AM-2:00PM "FIRST COME, FIRST SERVE."	02/27 BATTLE OF THE SEXES SSC GREAT ROOM - 6:30PM
02/09 BLACK(ER) SCHOOL DAY "THE SCIENCE OF BLACK HAIR" ALLIED HEALTH 12:00PM - 1:30PM	02/16 BLACK(ER) SCHOOL DAY "HISTORY OF BLACK MUSIC" ALLIED HEALTH 12:00PM - 1:30PM	02/28 BLACK HISTORY MONTH SPEAKER ADDRESS - RAMUNDA YOUNG SSC GREAT ROOM - 6:00PM
02/10 CELEBRATION OF LANGSTON UNIVERSITY AT FAIRVIEW MISSIONARY BAPTIST CHURCH BUSES LEAVE AT 8:30AM	LU BASKETBALL "BLACK OUT" VS. SAGU 2PM (WOMEN'S) * 4PM (MEN'S) C.F. GAYLE'S GYMNASIUM	

#LUBHM2019

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Student affairs hosts MLK celebration

By Jade Valenzuela
Staff Writer

Dr. Martin Luther King Jr. once said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

King was, and still is today, an African-American icon, legend and leader.

In celebration of his life and legacy, Langston University Student Affairs hosted an MLK Awards ceremony to not only acknowledge his life but award students, faculty and staff for their hard work

"[King's] journey set the gateway to dream and conquer barriers of racial equality."

— Jasmine Gui,
sophomore computer science major

at Langston.

Held Jan. 28, in the multi-purpose gymnasium to kick off Black History Month, Director of Student Life Tegen Robinson started this event to keep MLK's tradition alive. The main purpose for this event was to give back because his legacy made a difference toward our future.

"People just marching and sacrificing their life just to vote, we fought back," Robinson said, in regard to her purpose of the event.

The event featured various student performances of the arts, including poetry readings and dance, while other students recited King's famous "I Have a Dream"

speech.

With this being the third annual event, "it was a great turnout," said Robinson, as live music was being played, poems were performed and awards were handed out.

"[King's] journey set the gateway to dream and conquer barriers of racial equality," said sophomore computer science major Jasmine Gui.

During the night, she joined Destinee McClain to deliver a poem in honor of King's speech and purpose in life. Titled "His past, my present, our future", Gui's favorite line from the poem is, "King had a battle; he didn't retreat. So our best is just to

dream."

The MLK Spirit Award was given to three people who have worked behind the scenes, not looking for recognition. They go above and beyond, putting others before themselves.

The award was given to student Brandon Jones, faculty member Andre Love and head of housing Eric Harris.

Also awarded for his service around campus was police officer Jay Molock.

"Winning this award felt amazing! It was truly unexpected, and I thank everyone who voted for me," said Jones, senior psychology major.

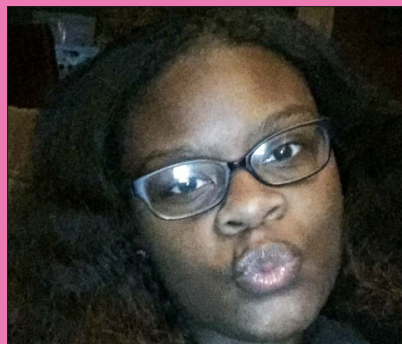
Campus Question

Describe your
crush on campus?



Kai Kendrick
Junior
Psychology Major

"My crush is light-skinned, about 6 feet tall, sandy brown hair, brown eyes; he dresses clean and he's really cool."



Hadiyah Cooley
Freshman
Sports Management Major

"My crush is dark-skinned, tall, he has a gold grill, he's high-maintenance, and I sit next to him in humanities."



Glenn Irons
Junior
Liberal Education Major

"My crush is brown-skinned with long hair (I think it's tracks, but I don't know). She has pretty teeth, A1 shoe game and a big ol' booty."



Quintin Peters
Freshman
Business Management Major

"My crush is brown-skinned; she's not taller than me, but she's regular-sized. She's thick, tatted up, wears sandy-red contacts, has long hair and a pretty smile."

Agriculture students intern all around the United States

By G'ahri Gassaway
Staff Writer

Three Langston students from the School of Agriculture & Applied Sciences spent their summer gaining new experiences through internships.

Adolfo Escoto, Chrissy Parker and Jahlin Williams all had different internship opportunities for their separate interests in agriculture.

Each student reflected on their favorite moments from their internships and the most

beneficial part of dedicating a summer to their future careers.

Escoto, a junior agribusiness major, interned with the USDA & Foreign Agriculture Service in Washington, D.C. Escoto's job during the internship was to help formulate a website that will facilitate trade and pathogen reduction treatments for specific countries.

"They had me attend SPS/TBT world trade organization meetings weekly and assigned me to answer any questions over the information I was informed

about," he said. "The realization of having to put myself out more to make a name for myself was the most beneficial part."

Parker, a senior agribusiness major, worked for John Bean, a company in Wagner, Oklahoma. Parker's job was to use tractor combines in soybean, wheat and corn to break down and to manufacture the products and put them in factories. Parker also used the information given to her to ship yields of the plants in different locations.

"Using the large tractor com-

bines to work in the fields was my favorite part," Parker said. "I met many big networks in this field, networking through individuals to achieve my goals and learning new skills to help me in my major."

Williams, a senior natural resource management major, had an internship based in Norman, Oklahoma, for the Bureau of Land Management. Williams worked with various aspects of off-range contracts, such as planning services, contracting support, animal care services

and public contract services, all in support of the BLM and WHB program.

His favorite part of the internship was "traveling throughout parts of the Northwest and Midwest region inspecting the different types of horses," Williams said.

"I will always remember visiting and touring the inside of the West Wing of the White House in Washington, D.C," he added. "The most beneficial part of the internship would be the improved global outlook on life."

OU from page 2

counter with this racial term. In 2015, Sigma Alpha Epsilon posted a racially charged video with students chanting, "There will never be a n**** in SAE. There will never be a n**** in SAE. You can hang him from a tree, but he can never sign with me. There will never be a n**** in SAE."

I've heard some other races argue that if African-Americans can call each other the "N" word, then they should have the same right. So, what is the difference, you may wonder?

The difference is that the "N" word has been revamped for the black community and turned from a negative, derogatory word into a positive term that has a wide variety of meanings.

The "N" word for the black community can be used as a greeting, to say hello a fellow brother or sister. For example, when saying, "that's my n****a" or "what's up, my n****a," the "N" word is used to describe the level of friendship you have with another person of color. It shows that you can trust this person with your life.

According to the Urban Dictionary website, "my n****a" means "your partner through thick and thin, someone who will always help you out, no

matter the situation." The meaning is completely different when used by a person not of color, and that is when it becomes a derogatory word.

Using the "N" word also depends on the context of how you use the word because the "N" word, today, is multifunctional. For example, saying, "What's up, my n****a," in the black community isn't viewed as negative, but for anyone white or black bluntly calling a person the "N" word out of malice and anger is when racism plays a huge part simply because history has taught Americans to use the "N" word as a way to discredit and degrade the African-American race.

Other people may argue that we have created a double standard, but I argue that white people created the double standard by branding Africans and African-Americans with the term and using it to abuse and belittle us for decades. The word represents generations of mistreatment and disrespect toward African-Americans.

White Americans do not have the right to use the "N" word because they have no idea what it means to be black. Being American-born with privilege is different from being born into slavery, then sold away from your family and bought by white men who then raped and/or beat you.

White Americans were not ripped from their homeland

and shackled and chained to other slaves; nor were white Americans shipped on a boat where they were stacked on top of one another without food or water for days; nor were they dumped overboard and drowned.

White Americans were not treated like savages or treated like property. White Americans were not denied the freedom of education or the freedom to live a free life. A white American can sympathize with an African-American, but he or she can never truly understand to full capacity the treatment African-Americans had to go through and continue to go through.

So, for a white student who has had white privilege her whole life and one day decides to paint her face and hands in black paint and use the "N" word is unacceptable and ignorant.

It is 2019, and I know for a fact that she is intelligent enough to know that what she did was wrong; not only was it wrong, but it was uncalled for.

I blame white privilege and the president of OU for not enforcing acceptance and not properly addressing the racial issues that have occurred on OU's campus. Lack of addressing the situation implies to students that it is OK to behave like that. It sends the message that "because I am white, I am superior and am allowed to say whatever I choose."

OU students involved in racist video issue written apologies

Nick Hazelrigg, news managing editor Jan 22, 2019

1 min to read



Frances Ford and Olivia Urban have issued written apologies for the racist video they published Jan. 18.

Provided by OU Public Affairs

Photo from OUDaily.com

This photo shows the official apology statements that the two students from OU made regarding their racial incident.

Some even use the excuse that they have freedom of speech and are allowed to say whatever they choose. But I challenge them and say that just because you have the right to say it, is it always right?

I will say that as of now, the student responsible for the ignorant Snapchat has issued an apology. But, is she sincere? We will never know. OU's Black Student Association is

taking the proper measures needed to address the racial issues and to advocate for diversity and equality. The Association has given President James L. Gallogly a list of demands that will ensure incidents like this do not continue to happen.

Kimberly Thompson is a senior broadcast journalism major.

Work-study employment process seems long, tedious to students

By Monique Bonds
Staff Writer

To many college students, the words “work-study” are like music to their ears. The federal work-study program allows college students to work part-time on campus while still attending school.

According to the official FAFSA website (Free Application for Federal Student Aid), students who qualify for work-study are enrolled in school, either part-time or full-time, and are an undergrad graduate or professional student with financial needs.

Langston offers work-study to all students, but not all students are granted work-study jobs. In order to apply for work-study, students must check off the work-study box when filling out their FAFSA form for the upcoming school year.

While selecting the work-study box does not guarantee

“I think we need to have more awareness about what work-study is. I honestly didn't know what it was, so when I tried to find a job on campus, I couldn't get one...”

— Nikki Darden,
sophomore psychology major

students a work-study job, it does put them into consideration to be awarded for work-study.

If the student then becomes awarded, they must go to Financial Aid on the second floor of Page Hall to fill out an Award Adjustment form. Once the form is complete, students must find a job that qualifies for the federal work-study program.

For many Langston students, though, finding a work-study job is hard to come by because of the long, tedious process.

“It was hard for me to get information for work-study,” said Jamie Powell, freshman criminal justice/corrections major. “I would go to talk to [financial aid], and they would send me to the business office, then they would tell me to go to the Student Success Center to look around on the bulletin boards, which eventually helped me, but I feel like they could've helped me save time by just telling me the information.”

Many Langston students

rely solely on work-study to have some extra cash in their pockets or to help pay off their school bills. However, work-study jobs are slim and only offered on a first-come, first-served basis.

While students depend on work-study, work-study isn't the only option for students looking to make some extra cash. As a college student, students are able to make at least minimum wage, which is \$7.25 an hour in the state of Oklahoma.

Though the range of pay may differ depending on the state and university, all work-study students are required to be paid at least once a month.

“I think we need to have more awareness about what work-study is,” said Nikki Darden, sophomore psychology major. “I honestly didn't know what it was, so when I tried to find a job on campus, I couldn't get one because I

didn't have the forms filled out. If we can't do that then we need more payroll jobs.”

It's common for on-campus students to look for payroll jobs over work-study jobs because they are paid weekly or bi-weekly compared to once a month. Yet, payroll jobs are just as hard to come by as work-study jobs, if not harder.

Payroll jobs at Langston University are similar to work-study jobs as they both are limited and offered on a first-come, first-served basis.

If students are interested in payroll jobs, they should check with their major department to see if they have a need for payroll student employees, check with various other departments around campus to see if they have a need to hire a payroll student, check the Langston University website for updates on payroll positions, or simply apply to Sodexo facilities.

Student implements new university accounting club

By Lakeria Kelley
Staff Writer

The Langston University Accounting Club was created to promote social and networking opportunities among students seeking a career in the accounting industry.

The club was founded in the spring semester of 2018. However, the club almost didn't happen because Buhari Buhari, the founder of the Accounting Club, went through some hardships to bring it into existence.

For example, he was unsure how to create a charter for the club and where and how to register it as a recognized organization on campus.

With some help from his professors, mentors and other business majors, though, he was able to accomplish his goal and get the club up and running.

“I want the club to serve as a medium where students can come together to interact, improving our communication skills, problem solving and leadership skills that will equip us for our careers,” said Buhari, senior accounting major.

Last semester, the club had the opportunity

to invite ONEOK Corp. and Travis W. Watkins Tax Resolution and Accounting firm to speak and explain their accounting roles.

“The reason why I joined the club is because I wanted to seek more help and opportunities for my career in accounting,” said Aaliyah Allison, junior accounting major and member of the club.

This semester, the organization will provide volunteer tutoring for Accounting I and II courses. An attorney with a background in accounting from Paul Trimble Law Firm will talk with the students as well.

“I'm excited for the programs the Accounting Club is having this semester because it gives me the opportunity to fully understand my career and get different perspectives of people in the same profession,” said Brookelyn Hawkins, junior accounting major.

All accounting majors as well as those interested in accounting as a profession are encouraged to join the club. Be on the lookout for spring 2020, too, because the Accounting Club is planning a service project where the members will file tax returns for the Langston community at no charge.

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Lions sit at No. 4 in conference

By Devin Dourisseau
Staff Writer

The Langston Lions men's basketball team opened the spring 2019 semester with a tight challenge that came down to its final seconds.

But all's well that ends well when the Langston Lions squeaked through with a 63-61 win against Oklahoma City University on Jan. 26.

Leading the Lions were junior forward David Hunt with 11 points and eight rebounds and senior forward Jorori Coleman with 9 points and two rebounds.

Over winter break, the men's basketball team improved its record from 9-0, 2-0 in conference, ranked sixth in the NAIA men's basketball Top 25 Poll, to 16-4, 8-4 in conference play and being ranked fourth in the Top 25 Poll.

Continuing the season over break, Coleman led the team, averaging 17 points per game and four rebounds per game and also having his first double-double at Langston with

17 points and 10 rebounds in a conference game against Wayland Baptist University on Dec. 15, 2018.

In addition, junior guard Tyronne Killings Jr. averaged 11.3 points per game and 2.16 assists per game.

Junior guard John Arnold III explained how he thinks the team performed during the extended school break.

"We did really good over the break," he said. "We went 12-0 over the break and improved to No. 4 in the AP Poll."

The Lions are halfway through the regular basketball season and looking like they might have a spot in the playoffs.

Junior forward Kameron Mack discussed the season so far and said it's going as planned, for the most part.

"We lost a few here and there [that] we shouldn't have lost, but, yes, it's going as planned and still not going to stop us from where we are going," Mack said.

They did lose a couple games,



Photo from Langstonsports.com

No. 13 Malik Young dribbles past defenders during the home game against Oklahoma City University. The Lions defeated OKC on Jan. 26, 63-61.

one to Southwestern Assemblies of God and another to Mid-America Christian University, dropping the Lions from four to eight in the AP Poll.

But, as the Lions improved to 17-4, 9-4 in conference, the team's confidence boosted.

"We will make it to the playoffs, and we will make it to the

championship, no question," Arnold said.

As of Feb. 8, the Lions were ranked No. 4 in conference and No. 12 in the AP Top 25 Poll.

Super Bowl 53 is 'defensive migraine'

By Ronald Diaz
Staff Writer

The GOAT vs. the rising star. The past vs. the future. Boston vs. Los Angeles. Super Bowl 53 contained numerous storylines and contrasting factors that drew the New England Patriots and Los Angeles Rams together – more than some NFL analysts would like to acknowledge.

Super Bowl 53 was a defensive migraine that saw Tom Brady earn his record sixth Super Bowl ring in a 13-3 smothering of the Rams. But aside from the outcome, what exactly was at stake for both teams in the rematch to Super Bowl 36?

For starters, Super Bowl 53 featured two head coaches on opposite ends of their careers. Bill Belichick of the Patriots became the oldest head coach to ever win a Super Bowl, while Sean McVay of the Rams attempted to become the youngest head coach to ever win one.

Much of the game put



Belichick's superior defensive knowledge and unmatched experience on display, as he continuously caused a plethora of offensive miscues and kept the Rams offense off balance.

Regarding the coaching gap between McVay and Belichick, senior broadcast journalism major Charles Leggs saw it as a clear advantage for the Pats.

"The Patriots' coach has the advantage because he been in this situation a couple times,"

Leggs said.

Super Bowl 53 undoubtedly proved Leggs right. Belichick outcoached McVay in every phase of the game, and the fact that the Rams only managed three points is alarming for some.

Adam H. Beasley of the Miami Herald praised Belichick and defensive coordinator Brian Flores for essentially shutting down the brightest offensive mind in the game.

"The Patriots' de facto defensive coordinator Brian Flores befuddled the boy genius, holding McVay and the high-flying Rams to the fewest points in Super Bowl history – three on just 260 yards," Beasley said in his Feb. 4, article.

Maybe the spotlight was too bright?

In the regular season, the Rams were an offensive juggernaut, ranking second in yards (421.1) and points (32.9).

"We did a great job of giving them different looks," Flores said in Beasley's article. "We just executed at a high level. We talked about stopping the run. We talked about limiting big plays. The stuff we talk about every week. Communication."

Stopping the run couldn't have made a bigger impact on a team.

Todd Gurley had been on a tear all season, even sneaking his way into the MVP conversation. However, the former first-round pick out of Georgia

was virtually a no-show for the second straight game.

After gaining only 10 yards on four carries in the NFC Championship game against the New Orleans Saints, Gurley managed 35 yards on 10 touches in Super Bowl 53.

The lack of play from one of the league's most explosive players caught the attention of the sports world, as Joseph Zucker of Bleacher Report noted.

"An injury would at least explain why Gurley was largely anonymous in the Rams' final two games of the season," Zucker said.

And, while the Rams have to do some internal soul searching for answers to their lackluster play, the Patriots are riding high once again.

With his sixth ring, Tom Brady tied the entire Steelers organization himself for the most Super Bowl wins in history, passing Peyton Manning as the oldest quarterback to ever win a Super Bowl.