

# WHAT NEXT???

Several months ago we again criticized the use of the California Achievement Test (aka "The CAT") because the results were not used to help or assist the children but rather to make comparisons between schools thereby holding some up for undue criticism and establishing "bragging rights" for others. Last week our point was dramatically illustrated by a front page story in a local newspaper.

The headlines read, "CAT scores up but still short of state." That sends a message to the entire state that Robeson County schools are inferior to others in the state. The message simply is not true! The misuse of the CAT scores continues to contribute to a mistaken impression that somehow the scores are the final arbitrator of what is "good" in terms of schools, teachers or students and nothing is further from the truth!

The newspaper story went on to compare the scores of Robeson County children with other areas and to rank the "progress" of various schools in Robeson County. Note that nowhere is it suggested these scores were in anyway used to help students. As we have often pointed out, the CAT is given so late in the school year that its use in helping children is virtually nil. The only possible use of the CAT is to "brand" children for the next school year. And based on the research which has been done about "self-fulfilling prophesy," our children stand a great chance of suffering rather than improving as a result of the California Achievement Testing program.

While the superintendent of Robeson County's schools, William Johnson, was quoted as saying he was "delighted" at the overall improvement in test scores, that does nothing to persuade or insure our children are benefiting from such a testing program. It is our understanding schools in North Carolina will no longer be using the California Achievement Test. In its place a

diagnostic test designed to identify student deficiencies will be more appropriate *only if* such a program also includes an intensified, planned effort to remediate such deficiencies during the ongoing school year. It is not acceptable to identify problems late in the school year--it's too late then!

Everyday, somewhere it happens and yet it means very little to us personally except under the right circumstances. When it is in your family or circle of friends, you cannot help but feel optimistic for the future.

Friday, July 19th was just another ordinary day for many of us but it was also a very unique day because another "special" individual was born and he soon joined a room of nine other babies we say "special" because, in our view, that is what every baby is...special; the ratification of the idea of a renewed spirit of unlimited, boundless potential exists once again!

Standing at the window, trying to get a glimpse of the new addition to the human race, we could not help but think about the unique opportunity this presents...here is another potential Einstein, another Mother Teresa, perhaps even another Sitting Bull or a mother with a gentle smile and loving heart! What contributions will these new additions bring to the world? How much better off will we be for having known these individuals? If you think back on the birth of your children or a friend's you can get in touch again with that spirit of excitement and hope.

While there is so much hardship in our world today...so much unfairness, division, and inequality... somehow, starting at a newborn baby, everything seems possible once again! Renewal...renewed hope...spirit...faith. There is a plan and purpose for our complicated and oftentimes confused lives!

# Along The Robeson Trail

By Dr. Stan Knick, Director of the PSM Native American Resource Center

Speaking of Indian tribes, there's Abinibi, Abnaki, Absaroke, Aehomawi, Aeoma, Ahkena, Alabama, Aleut, Algonquin, Alsea, Apache, Apalachee, Arapaho, Arikara, Assiniboin, Atakapa, Atsina, Awakanak, Hancock, Beaver, Bellabella, Bella Coola, Beothuk, Biloxi, Blackfoot, Blood, Brule, Caddo, Cahuilla, Calusa, Caribou, Catawba, Cayuga, Cayuse, Chastacosta, Chehalis, Chemehuevi, Cheraw, Cherokee, Cheyenne, Chickasaw, Chickasaw, Chilcotin, Chinook, Chippewa, Chiricahua, Chitimacha, Choctaw, Chumash, Choctaw, Cocopa, Coeur d'Alene, Coharie, Comanche, Comox, Congaree, Conestoga, Coos, Copper, Costanoan, Cowichan, Cree, Creek, Crow, Cusabo, Dakota, Diegueno, Dine', Dogrib, Dwamish, Edisto, Eno, Erie, Flathead, Fox, Gabrielino, Gosiute, Gros Ventre, Haida, Han, Hatteras, Hare, Havasupai, Hidatsa, Hitchiti, Hopi, Hunkpapa, Hupa, Huron, Iglulik, Illinois, Ingalik, Inuit, Iowa, Iroquois, Isleta, Jemez, Jicarilla, Kalapuya, Kallispel, Kansa, Karankawa, Karok, Kaskaskia, Kickapoo, Kiowa, Klallam, Klamath, Kiliakat, Koyukon, Kutehin, Kutenai, Kwakwaka'wakw, Laguna, Lillooet, Lenni Lenape, Lipan, Luiseno, Lumbee, Lummi, Mahican, Maidu, Makah, Malecite, Mandan, Maricopa, Massachusetts, Mdewakanton, Meherrin, Menominee, Mescalero, Miami, Miemac, Mikasuki, Miniconjou, Missouri, Miyok, Mobile, Modoc, Mohave, Mohawk, Mohegan, Monache, Montagnais, Montauk, Munsee, Nahane, Nambé, Nanticoke, Nansmond, Narraganset, Naskapi, Natchez, Navajo, Nespelem, Netsilik, Nez

Perce, Spokane, Nisqualli, Nootka, Norridgewock, Ojibwa, Ojibwa, Okanagon, Omaha, Oneida, Onondaga, Osage, Oto, Ottawa, Paiute, Palouse, Pamunkey, Papago, Passamaquoddy, Patwin, Pawnee, Pelee, Pennacook, Penobscot, Peoria, Pequot, Piankashaw, Picuris, Piegan, Pima, Piro, Pojoneque, Pomo, Ponca, Powatomoni, Powhatan, Pueblo, Puyallup, Quapaw, Quileute, Quinault, Salish, Sandia, San Felipe, San Ildefonso, San Juan, Sanpaul, Sans Arce, Santa Ana, Santa Clara, Santee, Santo Domingo, Saponi, Sarsi, Sauk, Sevonan, Seeshell, Sekani, Seminole, Seneca, Serrano, Shasta, Shawnee, Shinnecock, Shoshone, Shuswap, Shuyelpee, Shisapa, Sinkiuse, Saxapahaw, Sisseton, Skagit, Skokomish, Snohomish, Squakami, Songish, Spokane, Squamish, Susquehanna, Swinomish, Takelma, Tanaina, Tanana, Tano, Taos, Tesuque, Teton, Tewa, Tillamook, Timucua, Tionontati, Tipai Ipai, Tiwa, Tlingit, Tolowa, Tonkawa, Tsimshian, Tubatulabal, Tunica, Tuscarora, Tutchone, Tutelo, Twana, Umatilla, Umpqua, Ute, Waccamaw, Waco, Wahpeku, Wahpeton, Wailaki, Walapai, Wallawalla, Wampanoag, Wappo, Wasco, Washo, Wateree, Wea, Weapmeec, Wenrohmon, Wichita, Winnebago, Wintu, Wishram, Wyandot, Yakima, Yamasee, Yana, Yankton, Yanktonai, Yaqui, Yaquna, Yavapai, Yazoo, Yeopim, Yokuts, Yuchi, Yuki, Yuma, Yurok, Zia, Zuni. (just to name a few)

For more information visit the Native American Resource Center in Old Main Building on the campus of Pembroke State University.



I know which side of the dinner plate the spoon, fork and knife are placed. I also know where the water glass is placed at a formal luncheon, and what wines are served with what meats.

But how do you eat watermelon at a high class social function?

Since I didn't know how to handle this small detail at a recent social event, I refuse to disclose where the "melon show" occurred.

As I entered the hardwood-floored dining hall people were mingling and making their ways to a table filled with sliced, red watermelon. The person who sliced the melons must have been a Northerner. Southerners slice their melons the long way and can get six slices from a single melon. This sucker had sliced these melons across the grain.

I watched others get their melon and place it on their plates. So I did the same thing. The melon looked like a red pizza with a green crust laying on my plate.

Then my question was, "Do I use a fork, spoon or my hand to eat melon in public?"

I walked around awhile while holding my melon plate as if it was filled with jello. I eased over to a window table and placed my plate on it. I took my fork and tried to cut a piece of melon from the center section (heart) but it kept shifting around in the plate. I almost lost it a couple of times, but with the use of my left hand and the help of my right knee I was able to keep it on the plate.

Just as I was cutting a small bite size piece and before sticking it into my watering mouth I walked one of the

hostesses to see how I was doing. I told her that I was fine and that I was having a good time.

As she walked away I got this great idea that I would cut my slice of melon in half and take it in my hand and eat it like I do corn bread. But have you ever tried to cut a melon rind with a butter knife?

I couldn't.

Then I wondered if it would be proper to use salt on the melon. And do I eat down to the pink?

I finally got that small piece of melon in my mouth. Then I wondered what to do with the seeds. Do I spit them out, or do I put them in my pocket and place them on the side of my plate?

Now I can eat the little, thin, white seeds, but those big black suckers with eyes remind me of sushi and I can't get them to go down. I eyed one fellow putting his seeds in the cuffs of his pants, but I was wearing blue jeans.

I lost again.

I wanted that melon so bad. I looked across the dining hall and spotted a set of French doors which opened to the seventh hole of the golf course. I made a beeline to those doors. I took plate in hand and opened the doors and walked out on that patio as if I had been there a hundred times. After closing the doors I turned slowly to see if anyone was looking at, or following behind me. As I discovered I was not being watched I made a mad dash around the corner of the building. I put my plate on the ground and grabbed that bright red watermelon with both hands and buried my face into the middle with the manners and gusto of a bound dog.

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### Medical family trees

Winston Churchill loved rich foods and expensive liquor, but not physical activity. According to modern health studies, Churchill should have died long before his time. But he lived to be 90.

In contrast, tennis star Arthur Ashe kept himself in excellent shape and avoided smoking. Yet he had suffered two heart attacks by age 40.

This paradox is explained by one word: GENETICS. We can be threatened by or protected from certain illnesses, depending on our biological inheritance. If close relatives have a certain disease, be on guard and take extra care, for good health.

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