

Editorial and Opinion Page

In the Armed Forces

Marine Pvt Lincoln B Strickland, son of Linda K. Strickland, Pembroke recently completed basic training with Recruit Training Regiment, Marine Corps Recruit Depot, Parris Island SC. Strickland successfully completed 11 weeks of training designed to challenge new Marine recruits both physically and mentally. Strickland and his fellow recruits began their training at 5 am by running three miles and performing calisthenics. In addition to the physical conditioning program, Strickland spent numerous hours in classroom and field assignments which included learning first aid, uniform regulations, combat water survival, marksmanship, hand to hand combat and assorted weapons training. Strickland and fellow recruits worked as a team to solve a number of tactical problems during this program. They performed close order drill and operated as a Marine small infantry unit in the field. Strickland and other recruits receive instruction on the Marine Corps' core values--honor, courage and commitment, and what the words mean in guiding personal and professional conduct. Strickland joins over 41,000 men and women who will enter the Marine Corps this year from all over the country. He is a 1994 graduate of Purnell Swett High School.



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Along the Robeson Trail

by Dr. Stan Knick, Director
PSU Native American Resource Center

It is a common perception that we Americans have been the only people to be forced onto reservations by a dominant government. But a quick look around the world and through the window of history shows that this perception is incorrect: many times human beings have been told where they can and cannot live. When the English began their centuries-long domination of Ireland, the Gaelic-speaking indigenous people of Ireland who refused to take up English ways were forced to the west of the island, as far from the center of English power as possible.

In the years before and during World War II, Jews in Poland were increasingly confined to the Warsaw Ghetto, an extreme kind of "reservation." Of course comparison between the long-term American Indian reservations and the relatively shorter-term Warsaw Ghetto cannot be taken too far, because of the overall nature of the Holocaust in Europe. However, some scholars refer to the history of Native people in America as the "American Holocaust." In the limited sense that people were told where they could and could not live, both instances can be said to be "reservations."

Perhaps the best known modern example of something like reservations outside the United States

is found in South Africa. The institutionalized apartheid (literally, "apartness") system, which told dark-skinned South Africans where they could and could not live, produced living conditions similar to those found on many American Indian reservations.

Much less is known in America about the situation of Australian Aboriginals, the Native people of that southern continent. There is a colonial and post-colonial experience similar in many ways to the experience of Native Americans. A recent *National Geographic* article brings that history into focus. From the 1870s onward, Aboriginal people (i.e., the Wuthathi and many other tribes) were forced away from their ancestral homes by the Australian government.

The expressed purpose of reservations in Australia was much the same as it was in America. The idea was to get the Aboriginals out of the way of colonial "progress," while attempting to assimilate the people to European ways. They were told to forget their traditional language and culture, and become (as much as possible) like their European neighbors. In the process, many traditional tribal languages disappeared, as did much cultural knowledge. Even those individuals

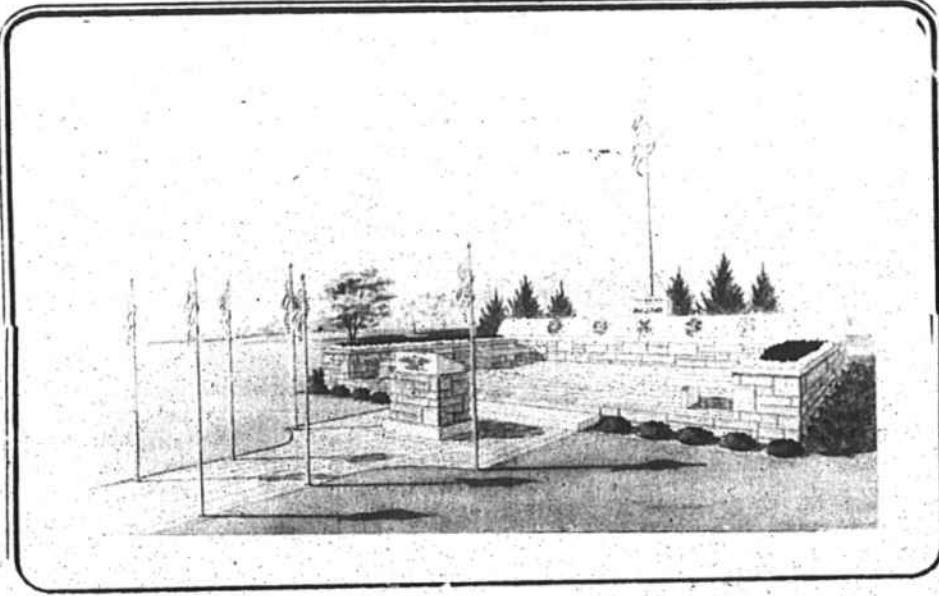
who did assimilate were rarely accepted as fully equal in the upper echelons of society.

After being put on reservations, often the same kinds of things happened to them and to their land as happened here. The people were promised economic support by the government, but it was often woefully inadequate. With a few exceptions, programs intended to educate the people to "mainstream" culture generally failed. Healthcare was at best inconsistent.

Once natural resources were discovered on reservation lands, the Australian government found ways to take away even more land. In one instance, on what is known as the Cape York Peninsula in northern Queensland, Aboriginal reservation lands were reduced from 800,000 acres down to 308 acres.

In recent times, some Aboriginal people have re-asserted claims to their ancestral lands, and to the right to live in their own cultural ways. The people have shown that their attachment to the land and to each other — to their traditional cultural identity — is stronger than the forces of colonialism. It is a familiar story.

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



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PEDIATRIC POINTERS

by Dr. Joseph T. Bell
Pediatrician with Robeson Health Care



Last issue we talked about cold symptoms in children. As promised this issue we will talk about how to deal with frequent colds. The first thing to remember is that your child is gaining weight and is vigorous the health of the child is going to be good. As mentioned last week, it is common for kids to have cold symptoms, especially in the first year of life. Children get over colds by themselves. Although you can reduce the symptoms with medication you cannot shorten the course of the cold. Remember as parents that the long term outlook for kids having colds is good. The number of colds will decrease over the years as your child's body builds up a good immunity to various cold viruses.

A good rule of thumb is that your child can return to school or preschool when the fever is gone and the symptoms are not distracting to classmates. Gym activities or teen sports may need to be postponed for several days until your child feels well enough to participate in these. It does not make sense to keep a child home 2 to 3 weeks. Children shed germs during the first few days of their

cold illness, before they even look sick or have symptoms. In other words with respiratory infection is unavoidable in group settings such as school or daycare.

When both parents work, repeated colds are extremely inconvenient and costly. Since the complication rate is low and to improvement rate is slow do not hesitate to leave your child with someone else at these times, perhaps a baby-sitter who is willing to care for a child with a fever. In general your child may go back to daycare when the fever is gone. There is no reason to prolong the recovery at home if you need to return to work.

Remember, there is no instant cure for recurrent colds and other viruses. Antibiotics do not help unless your child has developed a complication caused by bacteria, such as ear infection, sinus infection or pneumonia. Remember that colds are not caused by

poor diet, lack of vitamins, bad weather, air conditioners or wet feet. Remember also that the best time to have these inevitable cold infections and to develop immunity is during childhood.

That is all on cold symptoms. Take Care. We will still talk again next week.

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Know the consequences of alcohol and drug abuse
A message from United National Indian Tribal Youth

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