

# Editorial and Opinion Page

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## Along the Robeson Trail

by Dr. Stanley Knick  
Director, UNCP Native American Resource Center

In the past three weeks, we have been discussing the Lumbee in context. We have seen that situating the Lumbee in a broad context requires analysis of many types of evidence — prehistoric, historic, cultural, and so forth. We have also seen that what gets accepted as evidence must be carefully examined, and that evidence is often transitional just as interpretations are often preliminary. Another part of using evidence to help situate the Lumbee in context requires discussion of how

and why human beings think what they think.

Human thought can be conceived of as occurring on three levels: knowledge, wisdom and understanding. The most elemental level is knowledge, the bits of information which we pick up as we move through time and space. As children grow, they spend much of their time learning new things. At first the knowledge they gather concerns their immediate needs — simple things, like which of the big humans is Momma and which items are edible and which are not. Then they explore other things — what else is in the room, in the next room, in the outside world. Their growing up is a process of gathering knowledge, the bits of information that will help them deal with their culture and their world. These bits of information are the most basic building blocks of evidence and context.

As time passes and more knowledge is gained, eventually most people start to see patterns in the bits of knowledge. They begin to see that there are relationships among the bits of information. They get to the place where they see, for example, that the

material which went into making the chair they have been using every day is the same material that grows outside in those tall brown things with the green leaves on them. This seeing the patterns among the bits of knowledge is the beginning of what I call wisdom. At this level of thought, the world becomes one made up not only of singular bits of matter (chairs and trees), but one which contains definable relationships — recognizable patterns of contextual evidence.

Most people spend the greatest portion of their lives in these two levels of thought — gathering information (knowledge) and recognizing patterns (wisdom). Ordinarily as more knowledge is gained and more time passes, additional patterns are recognized until a person reaches a place where everyday life is full of knowledge and wisdom — information and patterns. It is easy for us to operate at this level, because we can usually see or figure out the context and meaning of things. Some humans, especially in modern society, rarely seem to go very far past this point.

But there is a third and higher level of human thought — what I like to call understanding. It is much more common in traditional or tribal cultures than it is in modern or industrialized cultures. It begins when people have had enough experience and maturation to realize that the bits of information (knowledge) and patterns of relationships (wisdom) are themselves connected in more profound patterns formed by the patterns themselves.

At this level of thought it is possible to come to the realization that

not only are chairs and trees made from the same material, but also that there is an implied *balance* in the relationship between chairs and trees. The more chairs we make, the fewer trees there will be (unless we plant more trees). This realization leads to the understanding that not only are chairs and trees connected to each other in a relationship which implies a certain balance, but that all things are connected to each other in a complex universal relationship which must be kept in balance. This leads to an understanding of the balance and harmony of the universe. This is a very broad context.

When we examine evidence in the historical and cultural study of a people, we must look for the bits of knowledge and the patterns (wisdom) made by those bits of knowledge. We must include the conventional wisdom as well as the unconventional. But we must also look for the deeper patterns which exist at the level of understanding.

This attempt to see the Lumbee in context takes us far afield, to the realms of archaeological, historical, cultural, medical and other evidence. Whenever we find reasonable connections between the information and patterns in these various realms of evidence, we will be on the way to interpreting, at the level of understanding, the Lumbee in context.

In the next segment, we will continue discussion of the Lumbee in context. For more information, visit the Native American Resource Center in historic Old Main Building, on the campus of The University of North Carolina at Pembroke.

### LETTER TO THE EDITOR

July 25, 1997

CONTACT: Yvonne Maria Leow  
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### READER RESPONDS TO ROBERT DELANE SHAW'S REQUEST

To The Editor:

I am extremely happy to respond to the Thursday, July 24, 1997, 'Ad Request' in The Robesonian as to "Why Robert De (Lane) Shaw Should Not File for Re-Election to the Lumberton City Council."

I, Yvonne Maria Leow, do firmly believe Robert DeLane Shaw is very intelligent based on his demonstrated knowledge, experience, and dedication. Council Shaw is courageous enough to speak whenever necessary for a Progressive Prosperous Future for All People.

Therefore, Robert DeLane Shaw should seek Elections (1998) for the North Carolina House of Representatives for Robeson, Hoke, and Scotland Counties--District 87.

Robert DeLane Shaw will do better than Democrat Donald Bonner who has proven his 'inability' to gain successful legislative achievements for the People of Robeson, Hoke, and Scotland Counties--District 87.

Democrat Donald Bonner received Grade "D" from the *Insider*, a State Government News Service. Can Bonner's Political Grade of "D" be interpreted as "Dunce", "Dummy", or "Disappointment" to the people who supported him?

Democrat Donald Bonner always shouts he is a Retired Educator. Maybe his 'brain' is also Retired.

Robert DeLane Shaw will enter the "Doors of the General Assembly with High-Ranking Military Credentials and Political Expertise."

Robert DeLane Shaw, I am sure, has an "Active Brain." Therefore, "He Should Seek Elections" for The NC House of Representatives for Robeson, Hoke, and Scotland Counties--District 87.

Peace Be Unto You. AMEN.

Yvonne Maria Leow

## Calculator Workshop for Teachers Recently Held at UNCP

**Pembroke**—Students in area high schools may soon give up pencil and paper to solve math problems and turn to computers. The second annual calculator workshop for teachers was held from July 7-11 at the University of North Carolina at Pembroke.

Eight high-school teachers and one UNCP teacher took part in the 40-hour course designed to help teachers introduce graphics calculator-based laboratories (CBL) into college and college prep classes.

Dr. Leonard Casciotti and Dr. Don Beken both of UNCP coordinated the class with Ohio State and Texas Instruments. They invited teachers from each school in the region to take part in the program.

"This is becoming such an important aspect of the professional world that the students from this region will not be able to compete for jobs if they cannot manipulate a computer, especially the small graphics and the CBLs," Casciotti said.

The high school teachers came from Cumberland and Robeson counties along with South Carolina schools. Instructor Stuart Moskowitz, of Humboldt State University in California, was recruited by Ohio State University through the Teachers Teaching with Technology program.

"The students did very well," Moskowitz said. "They get here early and leave late every day. I had to tell

them to take a break, or to go home when class was over."

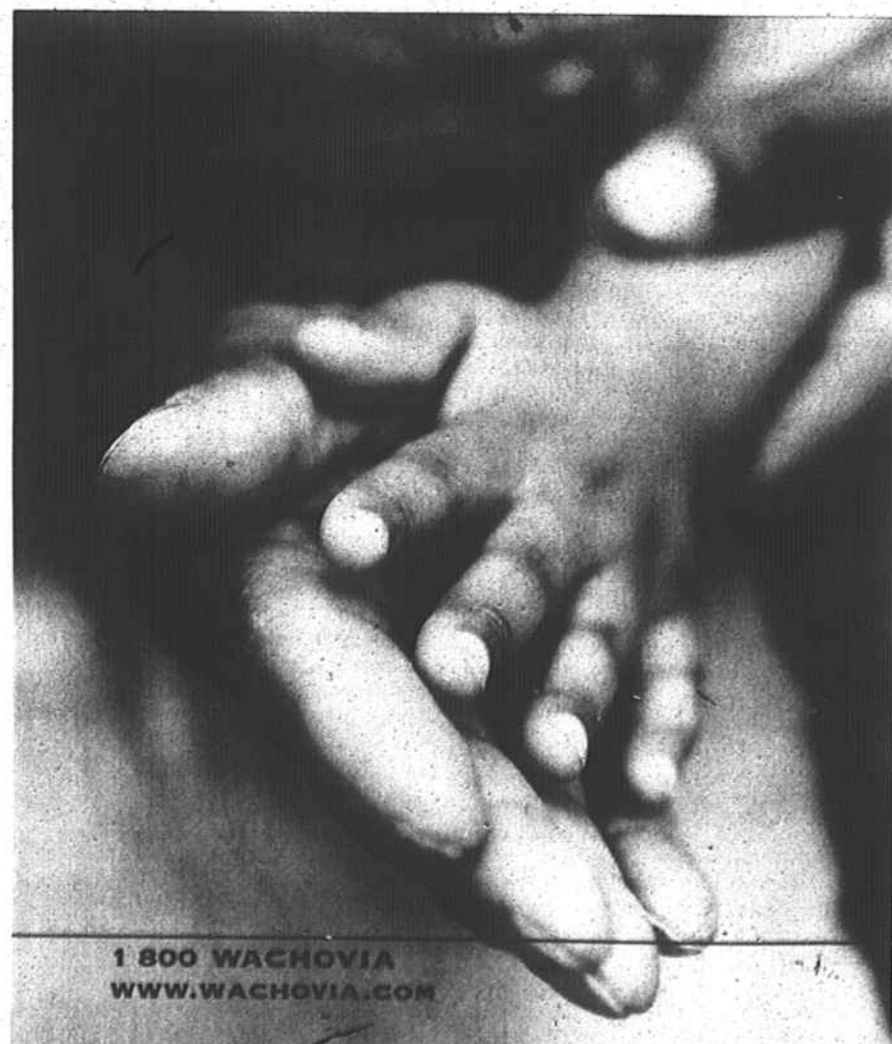
This course marked the second year that UNCP has worked with Ohio State to offer graphics calculator courses for teachers.

Linda Hafer, a UNCP math teacher said, "This is an exciting tool that we hope will make students want to learn. It takes math out of the text book where the student is able to see the problem, the equation and the answer."

The students learned how to graph the rate at which coffee cools using the Texas Instruments 81 graphics calculators and a CBL, which is a device that can measure changes in barometric pressure, temperature, altitude, and light. They also learned how to write a series of equations that allows them to graph their findings.

"We are no longer restricted by what we can do with pencil and paper and the problems have more meaning," Stuart said. "Now we can teach students, not what buttons to push, but what methods to use—like how to draw with math programs, how to download information off of a computer directly into a graphics calculator and graph the answers."

The Texas Instruments 81 calculator is a cutting edge tool for students and professionals. Texas Instruments helped fund this project and also gives discount rates to anyone buying one of their products while taking the course.



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