

## From the Desk of the Superintendent

by Dr. Barry Harding, Public Schools of Robeson County

While, with major changes made in it, it's now being called the Leave No Child Behind Act, the Elementary and Secondary Education Act (ESEA) has actually been in effect since 1965. Its purpose was to describe federal requirements for public schools and, because it recognized the likelihood that changes in education would occur over time, it called for the Act to be reauthorized periodically. Thus, when President Bush signed the reauthorization, it called for major changes in the federal role putting more resources in the states in exchange for increased accountability.

If the one billion dollars which North Carolina will receive in 2002- an increase of over \$142 million over last year's federal allotment, is an example of the amount of federal money we will be receiving in the future, it is accompanied by certain additional requirements. While we already do extensive testing, annual assessments in reading and math will be required by 2005-06 and science tests must be added by the 2007-08 school year. Also, within 12 years, 100% of the state's students will have to be at proficiency level as defined by the state. The states will set incremental goals to reach total proficiency and will make "Adequate Yearly Progress" to show that students are learning. In North Carolina, students who reach Level III on the state tests are considered to be proficient.

"Reading First" is a new program that authorizes funds to help states and local school districts such as ours to establish reading programs for children in grades kindergarten through 3. Funds can be used for professional development for teachers and other efforts to ensure that teachers can identify children who are at-risk of reading failure and provide instruction to help children overcome barriers to reading proficiency. The program could have a positive impact on our current "Every Teacher is a Teacher of Reading" initiative.

It is also the intent of the Leave No Child Behind Act to help schools to recruit outstanding teachers and, further, to be able to retain them. By December 31, 2005, schools in all states will be required to have a "highly qualified" teacher in core subject areas in every public school classroom. "Highly qualified" means that they are certified by the state, hold at least a bachelor's degree and pass a "rigorous" state test on subject knowledge and teaching skills. School districts must set goals to ensure that the goal is reached. Also by that date, all teachers must be fully licensed.

As you can tell, the Leave No Child Behind Act has definite effects on all areas of education. For educators, it means increased testing, reporting, funding and other requirements. Parents will receive more information on school performance with assured help for students needing extra assistance and, for students, it's a goal of 100% reaching proficiency in 12 years. All in all, it would seem there's a great deal positive to be looking forward to.

## Reflections by Alta Nye Oxendine

### CORRECTIONS

Did anyone take time to unravel the puzzle that the copy of my "Letter to Focus on the Family and the White House" turned out to be, in February? Since I've started taking my weekly column on a disk, I couldn't figure out what happened. It turned out that the three print-out parts of the article got taped together in the wrong order. The CIV staff have apologized.

However, when it comes to typos, I am now responsible. I discovered several in my last column. I also spelled the first name of Georgia's present president, Eduard Shevardnadze with a "w" the way it's spelled in English, in place of the "u" in what I assume is the Russian Language. (I believe the Russian language is used in many of the other republics of the former Soviet Union, as well as in Russia itself. Maybe some of you readers can get me straightened out on this.) I found that error myself. But if YOU find an error, please let me know!

### OUR "TALKING WITH GOD" BOOKS

I keep hearing about how helpful it is to use a prayer journal to record our prayer requests TO God and the answers we receive FROM God.

In our Prayer Journal we can list our problems and dilemmas. Then the guidance we received from God after we asked for His help.

A few weeks ago I bought two mice-looking small notebooks, one for Byron and one for me, to use as our "talking with God" booklets. I'm not yet in the habit of doing this every day. But I do hope to establish that habit.

It seems as though all we hear about these days are BAD habits that we need to break. But part of our problem may stem from not having established enough GOOD habits in the first place, years ago!

Now I'm hoping to get into some new GOOD habits by the time I turn 75, just six months from now, on the anniversary of the 9-1-1 tragedy.

My new notebook is also a good place to record blessings, like the one I experienced in Lumberton on Friday afternoon, March 1. After my car stalled on West fifth Street, a number of people offered their help, one or two at a time. In these days of integration I seldom stop to think about a person's racial background. But this time I could not help noticing that it was two young African-Americans (one a young woman) who immediately started pushing my car off the main street, onto a side street, and onto the parking lot of Strickland's Barber Shop. Later Mr. Strickland drove my car around several nearby blocks to check out the problem, using my cell phone to explain to my son-in-law Jeff what happened when it stalled again.

In the meantime I had used my cell phone to call my brother, Russ, in Denver, in case he happened to be home. (He and my brother Stan learned mechanics from our mechanic dad as they were growing up. I always had my mind on other things.) Although Stan does the mechanical work (after having completed a mechanics course several years ago) on the airplane he flies between Tucson and Phoenix, he is harder to get up with.

Ordinarily Russ would have been busy in Boulder on his job, but snow was still coming down in Denver, with a half foot already on the ground, so he was at home shoveling snow. Talking with him and his wife gave me an excuse to wish them both a happy anniversary and to wish my next younger brother a happy 70th birthday for Tuesday, March 5.

I'm glad Russ insisted that I try stopping and starting on back streets before getting back on the main road for my trip home. After the car stalled with Mr. Strickland at the wheel, my "kids" (Jeff, Wanda Kay, and Byron) came after me.

Even though I am white by birth, most of the people who helped me out are non-white. This is an example of the wonderful relationship I have had with persons of other backgrounds since coming to Robeson County and before, in other places. I believe it would help if we would hold up positive experiences in race relations like these in our triracial county.

Also, I know that I am extremely fortunate that there was a side street where I got stalled, and a parking lot where I could stay until more help arrived. And that it was daylight when the problem started. What a coincidence! Or was God looking over me, even though I had not even asked Him to do so for that trip? I believe that, more often than we realize, He answers our prayers before we even ask for guidance!

## SRMC Laboratory Earns National Accreditation with Distinction

The Southeastern Regional Medical Center Laboratory has received a two-year accreditation by the Commission on Laboratory Accreditation of the College of American Pathologists (CAP) based on the results of a recent on-site inspection. For the first time in its history, the SRMC laboratory earned the special recognition of "accredited, with distinction," the highest level possible.

"The achievement of this level of recognition is due totally to the highly motivated, intelligent, and caring laboratory staff at SRMC," said Jon Everson, administrative director of the SRMC Laboratory. "Our staff is always striving to improve quality in technique and service. Never have I heard, 'this will have to do.' Instead they push themselves to a higher standard, which they have achieved. I am proud and honored to be a part of this group."

Everson added that CAP inspectors examine the records and quality control of the laboratory for the preceding two years, as well as the education and qualifications of the staff, the adequacy of the facilities, the equipment, laboratory safety, and laboratory management to determine how well the laboratory is serving its patients. The SRMC Laboratory is one of about 6,000 CAP-accredited laboratories across the U. S. During 2001, CAP survey and accredited over 3,000 labs nationwide. 400 of these were in the SRMC's peer group for "large multi-discipline labs."

Everson added that SRMC operates five other laboratories in primary care clinics and at the Southeastern Cancer Center that are maintained by SRMC laboratory staff and were surveyed under this accreditation review. The SRMC Laboratory employs about 60 staff members. Pathologist Marvin Thompson, M. D., serves as medical director of the SRMC Laboratory.

The CAP Laboratory Accreditation Program, begun in the early 1960s, is recognized by the federal government as being equal to or more stringent than the government's own inspection program.

The College of American Pathologists is a medical society serving about 16,000 physician members and the laboratory community throughout the world. It is the world's largest association composed exclusively of pathologists and is widely considered the leader in laboratory quality assurance. This organization is an advocate for high quality and cost-effective medical care.

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## CROSSWORD

<p><b>ACROSS</b></p> <p>1. Head cook</p> <p>5. Newts</p> <p>9. Gaiety</p> <p>10. Twists</p> <p>12. French river</p> <p>13. Doctrine</p> <p>14. Trouble</p> <p>15. Traffic violator</p> <p>17. Pair (abbr.)</p> <p>18. Exclamations</p> <p>19. Toward</p> <p>20. Copycat</p> <p>21. Foreboding</p> <p>23. Conspicuous</p> <p>26. Leg joint</p> <p>27. Spur</p> <p>28. Land measure</p> <p>29. Offspring</p> <p>30. Samarium (sym.)</p> <p>32. Deadly agents</p> <p>35. Mineral spring</p> <p>36. Norwegian playwright</p> <p>37. Invigorating</p> <p>39. Alabama city</p> <p>40. Silk veil (eccl.)</p> <p>41. Game animal</p> <p>42. Book leaf</p> <p><b>DOWN</b></p> <p>1. Church singers</p> <p>2. Hail! (Ger.)</p> <p>3. Ever (poet.)</p>	<p><b>Answer</b></p> <p>4. Overflowing of a stream</p> <p>5. Mr. Kefauver</p> <p>6. Run away</p> <p>7. Wait upon</p> <p>8. To sugar</p> <p>9. Applaud</p> <p>11. Robust</p> <p>16. A type of perfection</p> <p>18. Projecting end of a church</p> <p>20. Consumed</p> <p>21. Harem rooms</p> <p>22. Middle</p> <p>23. Giraffe-like animals</p> <p>24. Undressed</p> <p>25. Kind of airplane flight</p> <p>29. Underwater detection device</p> <p>30. Small plug</p> <p>31. Aromatic spice</p> <p>33. Little island</p> <p>34. Covered with flowers, etc. (her.)</p> <p>35. A catch in hose</p> <p>38. Openings (anat.)</p>
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## Indian basketball Book's publication date in sight ...

As many of you know, Tim Brayboy and I have been working on a book about Indian basketball in Robeson & adjoining counties for some time. And the end is in sight.

We expect to present the book at the second annual meeting of the Indian Basketball Alumni Association, Inc. at the Indian Education Resource Center (located in the old "Indian" Pembroke High School building), next door to the UNC-Pembroke chancellor's residence, some time in December. There's our goal anyway! We can say with absolute certainty that the second banquet will be held when we have completed the book. At the meeting we will also disclose our long range plans, and present our non-profit corporate status to Indian basketball adherents. More information will be forthcoming in the next few days and weeks. The name of the book is:

### PLAYING BEFORE AN OVERFLOW CROWD,

The story of Indian basketball in Robeson & adjoining counties between 1939-1967.

The book, now about 90% complete, is a history of "Indian" basketball in Robeson as we remember it. Information is scant, but it was a time of rank segregation although positive currents emanated from the unique social incubator and experiment. The book explores what happened, where it happened, when, how, who, and, most importantly, WHY?

Also, what valuable lessons can be learned from this special moment in time?

TO RESERVE A COPY, fill in the blanks and send it to Indian Basketball Book, c/o Bruce Barton, Post Office Box 362, Pembroke, N.C. 28372. Or call 910-521-2054 for more information. We also welcome old "Indian" basketball photographs and memories.

Name

Address

## Along The Robeson Trail

by Dr. Stan Kauske, Director, UNCP Native American Resource Center

When most people think of remedies used by traditional Native American healers (sometimes called "medicine men"), they think automatically of herbal remedies. It is true that a great many herbs have been used as part of traditional Native American medical practices. (Technically, an herb is any seed plant whose stem withers away to the ground after each season's growth, as distinguished from a tree or shrub whose woody stem lives from year to year.)

Last week we saw that cotton was widely used in various forms by Native Americans in traditional times. This week we turn to a plant which is not an herb, but which had (and still has) many uses. It is the noble pine tree.

From the earliest contact with Indian people in North America, from Canada to Louisiana, historians and travelers have recorded the medicinal uses of various species of pine. John Hunter noted during his travels among the Chippewa and other Algonkians in Minnesota that pine sap was used for different purposes, from chest pains and coughs to rheumatism and treatment of open sores. He wrote that pine sap "relieves pain, arrests inflammation, reduces swelling, and disposes the parts to heal."

Stephen Williams reported

that the Native Americans of Massachusetts also used pine for many ailments. They made the bark into a poultice for "ulcerations," and boiled the roots into a "drawing plaster" (apparently to draw out the infection from wounds). They made a decoction from pine buds which was used as a laxative.

Walter Hoffman found that the Ojibwa were crushing the needles of white pine and applying it to their heads to stop headaches. Gladys Tantaquidgen wrote that the Mohegans made pine bark into a tea which they drank for the common cold. Frank Speck reported that the Tadoussacs and Montagnais boiled pine needles as a tea for sore throats, and that the Catawba chewed pine resin as a treatment for upset stomach.

David Bushnell, in his book about the Louisiana Choctaw of Bayou Lacomb, said that they made a salve out of pine pitch mixed with grease and tallow to be used for boils and for wounds made by thorns and splinters. John Swanton reported that the Creeks used the resin from yellow pine as a treatment for tuberculosis.

Euro-American medicine learned some lessons of the pine from the Indians. Inner bark from the white pine is listed in the

National Formulary (an extensive list of officially accepted medicines) and prescribed in several trademarked products for use in lung ailments. Pine oil is used in various medicinal products as a disinfectant, and to get rid of tiny insects such as scabies and chiggers that infest humans. Pine tar still appears in the Formulary as an antibacterial, a parasiticide and as an expectorant. Pine resin is still used in prescribed plasters and ointments, as an antiseptic, and as a diuretic in veterinary medicine.

Of course pine had many other, non-medicinal uses in traditional Native American life. Sapling trees were used for housing; larger trees were made into dugout (burnout) canoes. Pine needles were sometimes made into baskets, or used to make soft bedding. And there were (and are) other uses.

The pine is probably the most common tree here along the Robeson trail. As we drive past the piney woods, how many of us overlook the true traditional nature of the pine?

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 (our Internet address is www.uncp.edu/nativemuseum).

## In The Armed Forces

Marine Corps Pfc. Mitchell R. Locklear, son of Betty T. and Timothy B. Locklear of Laurinburg, NC, recently completed basic training at Public Affairs Parris Island, Parris Island, SC.

Locklear successfully completed 12 weeks of training designed to challenge new Marine recruits both physically and mentally.

Locklear and fellow recruits began their training at 5 a.m., by running three miles and performing calisthenics. In addition to the physical conditioning program, Locklear 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. They performed close order drill and operated as a small infantry unit during field training.

Locklear and other recruits also received instruction on the Marine Corps' core values -- honor, courage and commitment, and what the words mean in guiding personal and professional conduct.

Locklear and fellow recruits ended the training phase with The Crucible, a 54-hour team effort, problem solving evolution which culminated with an emotional ceremony in which the recruits were presented the Marine Corps Emblem, and were addressed as "Marines" for the first time since boot camp began.

Locklear is a 2001 graduate of Scotland High School of Laurin-

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