

***HCCSD**
(Continued from page 1.)
would be able to continue learning during these unprecedented times. These acts of kindness did not go unnoticed.

An April 6 news article about the HCCSD meal deliveries was published by *The Guardian* and several other news outlets online. It prompted an unprecedented outpouring of support and donations from readers across the US who wanted to support the meal delivery program. Readers expressed the need to do something to help others in need.

“As a retired school nurse who worked with children in rural poverty in northern California, I know only too well how important school meals are for some children in the best of times. Given the COVID-19 crisis and impact on families already on the edge of calamity, I want to send my heartfelt thanks for what you are doing,” one reader said.

A reader in Seattle wrote, “We are expecting to receive a stimulus check and I would like to donate some to your district.” A former teacher wrote, “I get about \$800/mo. from SSI but can afford to send \$100 to someone who needs it more than I do. I have enough food every day. I am outraged and devastated by the fact that some people [you know] don’t.”

Overwhelmed with joy and humbled by the donations, Henderson responded

ed to donors with a written statement of gratitude for the donors’ generosity which said in part, that the donations instill hope because they remind him “there are still people who want to help the underserved and who care about the children of my home county — Holmes County, Mississippi!”

The HCCSD’s Board of Education approved the creation of a Lexington-based, student-run, food pantry and clothes closet, funded and stocked by donations from across the nation. Gifts from out-of-state donors provided the funding to establish the Pantry. The Clothes Closet will afford students who face economic hardship the means to acquire school uniforms.

Students and volunteers will sort and organize donations, as well as provide customer service, building life-long career skills in the process.

Henderson, said, “The Food Pantry and Clothes Closet will go a long way toward easing the difficulties many of our families are having, especially during this time of the COVID-19 pandemic. Many parents have either lost their jobs, are following stay at home orders, or caring for ill family members. Our school personnel are identifying families in need and we want to help. We look forward to having both operations open by October 10.”


The Food Pantry will establish a board of direc-

tors including community members, school district employees and students. HCCSD will hire up to four students who will work in the Food Pantry on Saturdays to organize the distribution of boxes of groceries for weekend meals to Holmes County families eligible for TANF benefits.

Holmes County Central High School student Harvey Ellington is excited about the project. “I think the Food Pantry is a wonderful idea,” he said. “I hope to be able to help out because I know this will benefit a lot of people.”

Sherri Reeves, member of the retired HCCSD teachers group and current program specialist with the 21st century after-school program, has led school uniform and coat drives for the past four years in the month of January. The retired teachers’ group was aware that several organizations provided uniforms and school supplies in August each year, but many students needed a new set after the fall semester. Parent liaisons at the schools let her know when there were students who had outgrown their clothes or needed new uniforms to replace worn-out shirts and pants. “I would love to volunteer some time to work with the student-run Clothes Closet. I hope we can also provide career-appropriate clothing for people to wear to job interviews in addition to uniforms and coats.”

The Food Pantry will be open each Saturday morn-



Living With Children

By John Rosemond

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All, I’m back in the saddle. My grandson remains in an induced coma, but his vital signs are good and his brain swelling and bleeding are under control. It’s been a roller-coaster ride for four days, but (mixing my metaphors) we are seeing light, however flickering, at the end of the tunnel. Thank you for your prayers and concerns. Column below. John

Q: Our son, age 8, has been diagnosed with attention deficit disorder. His IQ is well above average but his actual performance in the classroom is problematic. He has difficulty paying attention and finishing his work. We got him a tutor – an older retired teacher – this year. He worked well with her, but that really didn’t solve the classroom problem. The tutor said he was easily bored with third-grade work and needed more of a challenge. She recommended moving him out of public school or even homeschooling. At home, he’s respectful and obedient. When we ask him to explain the problem to us, all we get is “I don’t know.”

ing for the pickup of boxes of supplementary food for weekend meals. Dr. Henderson added, “We’re looking forward to making the lives of our students and their families better.”

We don’t want to put him on the drug that’s been recommended, but we’ve been told it will correct his biochemical imbalance and help him concentrate. What should we do?

A: As a leading psychiatrist has admitted, the term “biochemical imbalance” is, in his very words, “nothing but a useful metaphor.” In other words, it has no basis in scientific fact.

To speak credibly about an imbalance in a system, one must first quantify the system’s state of balance. Concerning the brain’s chemistry, that has never been done; furthermore, it may be impossible to do. Is it not fascinating that mental health professionals frequently claim that certain children have brain-based biochemical imbalances, yet do so on the basis of no physical examinations whatsoever? No biopsies, blood sample analyses, MRIs, nothing. And yet they claim to know that these kids’ brain chemistry is out of whack. Nothing short of amazing or, more accurately, nothing short of hocus-pocus.

The drugs used to “treat” ADD/ADHD are stimulants. They do not correct the fictional imbalance; rather, they create one. Furthermore, they have never reliably outperformed placebos in clinical trials but unlike place-

bos (e.g. sugar, bicarbonate of soda) they have verified side-effects like anxiety, depressed appetite, headaches, even psychotic reactions. Not that every child taking these medications experiences such side-effects, mind you, but the risk is significant.

As is the case with all other psychiatric diagnoses, no one has ever proven that someone “has” attention deficit disorder. One can “have” leukemia or some other verifiable physical disorder or disease; one cannot “have” what is nothing but a theoretical construct.

In the absence of scientific evidence that your son “has” a brain-based disorder that prevents him from paying attention and finishing schoolwork, I’d place my bets on the tutor’s explanation. She is an experienced professional educator. She has worked directly with your son. She knows him fairly well, much better, probably, than someone who’s only given him a battery of tests (that have their own problems, by the way).

The tutor says your son is bored, meaning he can do the work, but it’s not challenging enough for him. He’s a smart kid; he needs to be challenged. I’ve been witness to lots of kids diagnosed with ADD/ADHD miraculously cured of metaphorical hocus-pocus by simply being moved to different schools, the worst side effect of which is a period of adjustment.

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