

3 Indian Students Suspended for Long Hair Back

Three 7th grade Indian students who had been suspended from a Pawnee, Oklahoma, school for wearing their hair long in the traditional Pawnee style were ordered reinstated today in a ruling handed down by Judge Luther Bohanon of the Federal District Court in Oklahoma City.

Last Wednesday the Pawnee School Board upheld the suspension which had been issued by the principal of the board. On

Friday, attorneys representing the three plaintiffs, Lloyd Cummings, Jr., Norman New Rider and Kenneth Smith filed a request for an injunction in the Federal District court in Oklahoma City, Oklahoma.

A 1971 decision by the Tenth Circuit Court of Appeals, ruled that Federal Courts in the Tenth Circuit should not accept cases which involve hair lengths.

This was due to the court's belief that there was little federal

jurisdiction involved and that such matters should be handled by state courts.

Judge Bohanon's decision indicated he had ruled in the Indians favor because of the fact that Indian culture and traditions were involved.

Yvonne Knight, an Indian attorney with the Native American Rights Fund of Boulder, Colorado, and one of the attorneys for the three youngsters stated that the case was "extremely impor-

tant because it emphasizes the need for respect for the culture and traditions of the American Indian people."

The three students indicated before Judge Bohanon that they desired to wear their hair long so they could dance in traditional Indian ceremonies.

Norman New Rider dances with a dance troupe run by his traditional grandfather and the two other students also indicated their desire to be able to participate in dances and their hair in braids was a sign of pride in their ancestry.

A hearing on a permanent injunction will be held in 30 days.

UA Museum to Open 7-day Wk.

FAIRBANKS — The University of Alaska Museum will be open to the public from 9 a.m. to 5 p.m. seven days a week, beginning Monday, May 8.

CATS AND KITTENS

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RurAL CAP Head Start Teachers...

(Continued from page 1)

has had a commitment to educate Alaskans; to meet the higher education needs of Native Alaskans." Outlining the University's role in obtaining BIA scholarships, Upward Bound programs, Alaska Student Higher Education Service (ASHES), and rural Teacher Corp training, Mr. Davis pointed out that "the programs at AMU stretch all the way from early childhood to adulthood. Head Start is part of that total commitment."

Mr. Davis produced a complex chart diagramming all the agencies interacting on the Head Start program. They extended from the smallest local Head Start project to RurAL CAP, and thence to the U.S. Health, Education and Welfare's Office of Child Development in Seattle and ultimately back to Washington, D.C.

Off to the side was a square for AMU based Regional Training Officer, Ed Jones, and Supplementary Training Coordinator, Rosemary Davidson.

"Therefore," said Mr. Davis, "when we discuss the differences and difficulties between RurAL CAP and AMU, we're not talking about one program, but several programs; we're not talking about one source of funds, but several sources of funds; we're not talking about one agency, but many agencies."

"All last year, we talked about how we could pull things together, cut down on the number of administrators. Money," said Davis, "should be freed up for kids!"

But the year, documented in an unbelievable but very real mimeographed calendar of misfired efforts, was a "sad story of trying to get things consolidated."

The bottleneck began over efforts to hire a man to head the program. Early hopes to recruit "in state" leadership were vetoed in Seattle and Washington. Weeks, then months went by getting realigned and off the ground.

Eventually, out-of-stater Ed Jones was approved as the Regional Training Officer but according to AMU's Davis, "We gave up trying to put things together."

"We've made some mistakes, we've had accounting problems, fiscal difficulties, problems with student records. We failed to change our program soon enough when we found we couldn't consolidate. We failed to explain what AMU has tried to do, and failed to provide some career counseling that Head Start teachers needed."

The beauracrat run-around bogged down into hiring difficulties, policy sessions, and program writing. With only a few months left in the year's program, the actual work of training Head Start teachers is still undone.

Peggy Sherman, Head Start Director, says the only training her teachers have gotten has been through RurAL CAP, not AMU. "Twenty of our people are getting three weeks of train-

ing this June out of a year's grant."

An outspoken RurAL CAP board member commented: "We're paying for a Regional Training Officer who's doing nothing."

Ed Jones, the RTO was out of state and not present at the meeting, but both Mr. Davis and Rosemary Davidson of the AMU staff were quick to assure the RurAL CAP board that Mr. Jones has not "been doing nothing."

They cited his parent involvement programs in Fairbanks and Anchorage, and called attention to his administrative and consulting chores. Both admitted there had perhaps not been enough contact with the bush, specifically with the Field Training Supervisors for Head Start.

According to Miss Sherman, "The Head Start program rests on these people, not on me, and not on AMU."

The seven Field Training Supervisors for Head Start cover thousands of square miles each month, visiting the 38 villages connected with the program. The supervisors, traveling constantly, work with the local teachers and often find themselves pressed into other tasks, such as sight and hearing testing of Head Start children.

Of the seven, five are Native, one is a former VISTA worker, and all are familiar with rural Alaska.

AMU complained that they had not had access to the Field Training Supervisors and felt their program might have been more sensitive to the needs if they had.

Miss Sherman explained that the Field Supervisors are extremely busy people. "They have too much to do, too many villages to visit."

When they came into Anchorage for a RurAL CAP meeting, Ed Jones requested a thirty minute meeting with them. Because of the acute demands on their time, some of them were unhappy when this stretched into a four-hour session in which Mr. Jones asked them for ideas and suggestions on what he should do and what his duties should be. "They spent quite a bit of time helping him outline his job."

John Shively, RurAL CAP's executive director, agreed that responsibility for the problems had to be shared by several agencies. "The Office of Child Development did not meet their responsibilities, either to RurAL CAP or to the University."

"We still, to this date, do not have a comprehensive training program. We object to things the OCD has done and the University has done which have interfered with our people. We want a plan that sets down basic, long-term training goals."

Since AMU's Regional Training Officer, Ed Jones, has failed to provide this plan, RurAL CAP is now drawing up its own.

All of RurAL CAP's regional training workshops have been based on what the teachers said they wanted.

While agreeing with Rosemary Davidson that the program should be developed by those successful in it, the village teachers, Mr. Shively pointed out that "the teachers don't have time to sit down and write a statewide program."

"RurAL CAP's intention now," he announced, "is that our office will do it. RurAL CAP feels it's got to be done and no one else is doing it."

A projected target date for completion of the plan is May 20. AMU had a full-time Regional Training Officer at a salary of about \$18,000 a year, and a sizable grant to draw up this statewide plan. The Head Start staff, on top of their regular duties and with limited funds, are now having to do it.

It was hoped the grant to AMU would also provide a needs assessment survey.

The plan, as presented, was according to Miss Sherman, "an excellent plan for an on-site survey, but unrealistic in terms of travel, time available, and of being comprehensive of the whole state, as it was to be conducted only in the Bethel region."

The plan was rejected, no other was forthcoming, and Head Start was forced to conduct its own survey by means of a mailed questionnaire.

Questioned as to what she saw as the state's greatest problem in education, Miss Sherman responded very briefly: "Short-term planning and stop-gap measures."

In stark contrast to the day's round of complex discussions, Mr. Shively interrupted the meeting at one point to introduce City Council head, Mr. Stickman, from the village of Nulato who had dropped in at the meeting with a piece of happy news.

Mr. Stickman announced that the city council of Nulato planned to build a log building this summer to house the Head Start program in the village. The council had already put down a down payment on the rough lumber and "As soon as the river clears out," he said, "we will get the logs, we hope by the last week in May, and will build a building just for Head Start."

The Nulato incident is not isolated. In Barrow, the parents of Head Start children pay the salary for an additional teacher's aide and an additional kitchen aide, a sizeable amount of money to come up with every month. In Pt. Hope, the parents raised \$1400 to buy video tape equipment for their Head Start program.

It seems obvious that the Head Start program has met a real need in rural Alaskan education.

The problem, as Director John Shively sees it, is no longer a difference in philosophy between AMU and RurAL CAP, but "how we get a long-range program and get training for our teachers," or possibly as Mr. Davis put it: How do you free up money for the kids?

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