

## Stay with Santa Claus . . .

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many Christmases till the present. Simple honesty now had compelled him to admit to himself, at least, that his negative reaction to this endless chain of "I wants..." grew from the cumulative impact of them all, rather than from his recognition that each individual's yearnings were voiced from his or her own little world of childhood wonder, perplexity and dependence, need for love—or the lack of love extended.

During those two weeks of incessantly voiced "I wants..." he'd come to ponder more deeply Laurie's charge that he was selfish, utterly selfish himself. As an accountant he was accustomed to working with additions and subtractions and totals. With two weeks to ponder the deeper implications of the ever mounting succession of "I wants..." he'd discovered certain patterns, the most obvious being that the older children whom he'd balanced on his tiring knees, the more they had included "I wants..." for other people, while still including themselves, but sometimes only as afterthoughts.

There was an answer somewhere in the substance of all this, some elusive total that still lay beyond his grasp, remained as intangible yet tempting as compelling as the ancient and beautiful strains of "Silent Night" which filled the now almost deserted department store as the clock's hands registered, finally, 11 o'clock. Time to leave. At last!

As he prepared to stand, he saw the soleum, beautiful face of the only child who remained standing before him, parka hood down now, a tiny, slight Christmas angel before his towering red and white and black immensity.

Again he sat, this time quietly beckoning for her to approach, and when she did he lifted her onto his knee.

"And what are you doing here? What do you want for Christmas?" the rote, gruff sentences slipped out, but with this last child of the season he listened and harrumphed and cleared his throat as her response to this huge stranger was a gently voiced, "Mama told me to stay with Santa Claus." And the child gave him a tentative hug, her tiny hands and arms trying to encompass all of him but only spanning his massive chest. "I want my daddy to come home for Christmas, if you can find him. Mama said he had important things to do. He has been gone a long time now. He's so important to me!"

Santa Claus First Floor lifted her so she stood on his knee. He peered into eyes that were brimful with tears. And his eyes filled, too, until he pushed his spectacles on his forehead and blinked rapidly to clear them.

Her mother was standing below them now. Santa Claus First Floor cleared his throat.

"What do you want for yourself?"

Her "Only my daddy for mama and me" brought that elusive final sum into partial focus, momentarily disjointed, then into clear focus. Babies demand love, children begin to share it, and adults in this weaning process finally provide it in illimitable supply—a near ending circle of growth for each generation.

Santa Claus First Floor gave the child a great hug and began to remove the pillow, pantaloons, boots, belt and cap and, finally, the beard.

"Your daddy will be home for Christmas, Joanie. Yes, stay with Santa Claus."

## For Bering Straits Region--

# NCC and Kawerak work together

Since fall '74, when the first Fly-In classes sponsored by Kawerak (non-profit arm of Bering Strait Native Corporation) went out to the Bering Straits villages, much progress has been made in taking college to the bush.

In fall, when the Northwest Community College was born in Nome, Robert Madden, Kawerak's director, and Donald Gatzke, the new college director, collaborated to extend the number of "Fly-In's." NWCC pays the instructor's salaries and Kawerak provides all the necessary student services including teacher and student travel, subsistence, allowances, tuition, and supplies. If students are not eligible for CETA funds, they may get assistance from BIA or from their employer agency, such as Norton Sound Health Corporation.

All of these Fly-Ins take place in a centrally located village, with neighboring villagers flying in. The class stays together for three days, then takes class assignments home for the following week. The third week they join each other again.

While in session, the class puts in long days, starting at 9 a.m. and ending at 10 p.m. (with breaks for meals).

In this way the necessary contact hours and homework assignments are completed to satisfy requirements for college credit in six weeks and no one has to fly into town, or be gone from their responsibilities long at a time.

So far, the classes which fly in are: Business Math, Business Communications, and accounting, each for three or more credits. The teachers for these classes are Jim Sullivan, Nancy M. Mendenhall and Francis Gallela. In addition a group of students have formed a cluster at Unalakleet for secretarial studies, using local instructors. So far 30 students earned credits last year, and approximately 45 to date this year.

In order to accomplish all the necessary organization of people, materials and travel schedules, super cooperation has been necessary between all the parties involved. A village person volunteers to be a liaison to set up housing, classroom, meals and so on.

The village contributes the

heated classroom, usually a community hall. All villagers who have students as guests in their homes get a stipend from Kawerak or other sponsoring agency. Working students may also pay their own way.

At this date, everything rolls along smoothly with the only frustration being plane scheduling held up by weather! The roughing out of the procedure and elimination of most problems was accomplished during the experimental period last year by Kawerak Educational Services when five instructors took the first college class (Village Management) to six villages, and awarded the first credits.

An informal cost analysis

## Anti-Trust Bill Against Oil Companies

Another effort to break up the major oil companies was launched with the introduction of new Senate anti-trust legislation by Sen. John V. Tunney (D-Calif.).

"Billions of dollars are being gouged from the American people by the big oil companies, and every effort thus far to stop it has failed," Senator Tunney said. "But each battle has come closer to success, and I do not believe that this is any time to give up the fight."

"An unholy alliance between the oil oligopolies and big government has brought on the present oil crisis — pushing up the price of gasoline to fill the coffers of the oil-producing nations and the big oil companies at the expense of the American taxpayer," the California senator said.

The bill introduced by Tunney would break up domination of the major oil companies over all four phases of the petroleum industry — production, transportation, refining and marketing.

Unlike earlier measures, it would permit one company to participate in both refining and marketing but in no other segment of the industry.

It is this more moderate approach which Tunney hopes will draw the additional votes needed to secure passage. The last Senate legislation aimed at breaking up the oil cartel failed by a vote of only 45 to 55.

The Tunney bill also would break up non-productive horizontal spread of the oil companies into other energy fields such as oil shale, coal, solar and geothermal power. Any oil company holding control of any of those resources and not developing them competitively would be forced to divest itself of those holdings.

Tunney noted that oil companies now own more than 35% of existing coal reserves and more than 50% of the nation's uranium reserves. He pointed out that during one period last year, 23 of 27 competitive bids for geothermal leasing came from major oil companies.

"The power of big oil and its partner, big government, over the people of this country must be broken," Tunney said. "The anti-trust legislation I introduced today is a major weapon in that battle."

done last spring by Kawerak indicated that this arrangement of classes was the cheapest way they could provide training to villagers. Only the university at Fairbanks, which has state subsidized fees, is cheaper, and of course it is too far away for many students with jobs or responsibilities in their villages.

Foster Aviation of Nome has been very cooperative in providing the elaborate transportation necessary with low-cost charters.

Meanwhile, in Nome, the new Community College is offering 18 other courses, all in the evening, ranging from Math to dog-sled building to Technical Writing. Each is worth three credits, on a pass-incomplete system. That is, no one flunks! If a person doesn't get the material the first time, they stay with it till they can pass.

Kawerak Educational Services, under Linda Ellanna's direction, is also sponsoring five full-time village students from Wales, Koyuk, Shaktoolik, and Savoonga in business at NWCC, and beginning O-J-T programs in media, counseling and auto repair, with more promised after the first of the year.

Plans for next fall at NWCC include more full-time clusters, one possibly in early childhood development. The director, Gatzke, encourages all regional residents to let him know what they can teach, and what classes they want. The purpose is to build a college sensitive to needs of the entire region.

Nancy M. Mendenhall  
NWCC & Kawerak Instructor

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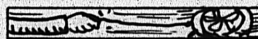


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