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May 16, '91
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Tape 327
2 tapes (3 sides)

H91-24-01/02

ORAL HISTORY BIOGRAPHICAL INFORMATION

NAME: Ralph Walter (Kriska) Perdue
(first) (middle) (last)

(NICKNAME:) _____ (MAIDEN NAME:) _____

MAILING ADDRESS: Box 2267 Fairbanks, AK 99701
(city/state/zip)

DATE OF BIRTH: 12/16/29 BIRTHPLACE Born in tent six miles from Koyukuk village
(city/state)

SPOUSE: Dorothy Irene Smith Perdue

MARRIAGE DATE: May 1959 PLACE: Fairbanks

CHILDREN: (By adoption): Mona Lisa Perdue (his niece)
Karen Perdue (Dorothy's daughter)

ALASKAN RESIDENCY: Lifelong

OCCUPATION/PROFESSION: jeweler; owner of Perdue's Jewelers.
Traditional chief by heritage.

GENERAL DESCRIPTION OF SUBJECT IN RELATION TO ORAL HISTORY:

Mr. Perdue relates growing up in traditional Athabascan lifestyle, including
hunting, trapping, ceremonies, medicine men, family history and descendency.
He describes the tale of the 1851 massacre at Nulato (tribal revenge);
Galena in 1940-41; his adoption by Al and Virginia Perdue; gold mining at
Candle (near Nome); Catholic schooling in Skagway; his military service at
Fort Wainwright during the Korean War era; entering the jewelry profession;
native organizations, the push for reforming native education, and politics.

INTERVIEWER: Susan Fisher

DATE OF INTERVIEW: 5/16/91 TAPE NUMBER: 327

Other sources: UAF Oral History tape H86-33D (Alaska Native Review Commission,
Thomas Berger, interviewer)

Alaska Native Land Claims hearings: Committee on Interior and Insular Affairs,
hearings by Subcommittee on Indian Affairs (91st Congress) Serial No. 91-8 (copy in folder)

1791-24-01/02

**ALASKA NATIVE LAND CLAIMS
PART II**

HEARINGS
BEFORE THE
SUBCOMMITTEE ON INDIAN AFFAIRS
OF THE
COMMITTEE ON
INTERIOR AND INSULAR AFFAIRS
HOUSE OF REPRESENTATIVES

NINETY-FIRST CONGRESS

FIRST SESSION

ON

H.R. 13142, H.R. 10193, and H.R. 14212

BILLS TO PROVIDE FOR THE SETTLEMENT OF CERTAIN
LAND CLAIMS OF ALASKA NATIVES, AND FOR OTHER
PURPOSES

HEARINGS HELD IN
FAIRBANKS, ALASKA—OCTOBER 17, 1969
ANCHORAGE, ALASKA—OCTOBER 18, 1969

Serial No. 91-8

Printed for the use of the Committee on Interior and Insular Affairs



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The Chair now calls to the witness stand Mr. Sam Kito, Fairbanks Native Association.

Mr. SIGLER. Mr. Chairman, he is not in the room.

Mr. HALEY. Very well, we will strike him off, then.

I want a representative, then, of the Fairbanks Native Association. The other one I have is Ralph Perdue.

May I say this: I am not calling these in the order in which I have listed them here, and I hope everybody will be ready to proceed when the Chair calls you.

STATEMENT OF RALPH PERDUE, FAIRBANKS NATIVE ASSOCIATION, FAIRBANKS, ALASKA

Mr. PERDUE. I wasn't quite expecting to be called to testify on behalf of the Fairbanks Native Association. However, I will go ahead and do the best I can.

Fairbanks Native Association is an association comprised of both Indian and Eskimo people living in the Fairbanks area. It was organized in 1961 primarily to help Native people living in the area adjust to the community of the Metropolitan Fairbanks and Anchorage area. Outside of that, they have fought for education, better working conditions, job opportunities, job training, solving personal problems.

We have done everything that we are called upon for. We have done extensive research for Tanana Chiefs Conference in the field of education, what our job opportunities are, and, I might add, that the present bill which is before Congress, the basic idea for that bill came from our community. Our leaders composed the regional concept of the village distribution to the regional corporation and statewide corporation, and I am proud to say that I am one of those people who formed the basic structure for the settlement.

I am not sure exactly that we are in favor of the settlement as it is. We have compromised. But we realize we had to compromise on the land as well as money. We also realize we need the additional money to iron out some of the problems facing us today. Vocational training and education, setting aside funds for education, we need money badly for financing our children to go to college. They are constantly fighting the Federal Government for funds for getting or entering our children into universities who have potential for future leadership in the State. I am sure you are aware of the lack of leadership we have. The trained people, they are all in the lower 48. They were shipped outside, trained by the Bureau of Indian Affairs, left out there. There are jobs out there. Those are the people we need back here. We are going to have to make it productive for them to bring them back, or we have to do both. We need funds and we are willing to do it with the funds we are expecting to receive from the settlement.

We have this carry aside that we are going to get \$40,000 apiece. But looking from this aspect, probably the answer you want to know is what are we going to do with the money. Basic economy says that you have to invest money to make money, to have the money working for us instead of spending it. I think there are enough native business people, our own people, who can converge and invest money in a manner which the American people would be proud of. I know my people would be proud to manage their own financial structure. I have often

been asked, "Well, how many Cadillacs are you going to drive?" My answer was, "I don't own one today and I don't expect to own one." I think the money can be invested very wisely in education as well as the health standards.

You caught me flatfooted. I wasn't prepared to testify on behalf of the Fairbanks Native Association. But I will stop now and—

Mr. POLLOCK. Would you yield for just a moment.

Would you tell the committee what your business is and what you do here and the degree of success you have had.

Mr. ASPINALL. Let's go back a little bit and pick up your nationality, where you were born, and where you went to school.

Mr. PERDUE. That was what I was saving for my testimony.

I was born in Koyukuk. That is 300 miles west of here at the confluence of the Yukon and Koyukuku Rivers. I was educated in the State. I attended the Catholic school in Skagway. I have went to school in Fairbanks since 1945, graduated from public school, served my time in the Army for 2 years. On the completion of my duty in service I went to Bradley University in Peoria, Ill., for vocational training for a year and a half. Presently I own a jewelry store in Foodland Mall, which I had been training for. I have been at the business for about 20 years.

Mr. POLLOCK. Here in Fairbanks?

Mr. PERDUE. Yes, here in Fairbanks, and also I have four employees. I am training one Eskimo boy from Shishmaref to do craft jewelry work, diamond setting, and repair work. I have two clerks at Christmastime, I had additional labor. I hope I can add maybe one more. The way my business has been I believe I can add one more to the staff in manufacturing jewelry and diamond setting and repairs.

I am also the president of Alaska Native Developers, Inc. We are in the process of merging with Dynastruct Prefab Homes, a subsidiary of M. M. Sun Corp., Tucson, Ariz. What we are planning right now is building a prefab factory in Fairbanks and employing Indian and Eskimo people in these factories, put up prefab factory homes. There is a big demand for this at the present time.

What we will do or are ironing out with the Bureau of Indian Affairs is—it will be a partnership program—we will send a number of trainees to the factory and we will pay half of the cost of educating the employees in the hope that we can work it out so that the Bureau will pick up the training program, will bring them back and build the factory and perpetuate themselves.

I am also a member of the school board, North Star Borough School Board, the past president of the Nanana Chiefs, two terms, past president of Fairbanks Native Association as well as one of the founders of Fairbanks Native Association, active in the formation of Alaska Federation of Natives in earlier years from the beginning, and vice president of the college Rotary Club at the present time. I am also serving on a human relations committee for the city of Fairbanks.

I don't know, at this time maybe I had better let you ask me some questions.

Mr. HALEY. The gentleman from Colorado.

Mr. ASPINALL. What is your blood?

Mr. PERDUE. I didn't hear you, sir.

Mr. ASPINALL. What is your blood?

Mr. PERDUE. I am Indian.

Mr. ASPINALL. Which tribe?

Mr. PERDUE. Athabaskan.

Mr. ASPINALL. You understand that more than likely this will be the final act of the Federal Government in disposing of any land by such procedure as this, is that correct?

Mr. PERDUE. Let me understand the question.

Mr. ASPINALL. The question is, if such a piece of legislation as this is approved by Congress, this will be more than likely the last time that Congress would ever dispose of large tracts of land to the Natives and perhaps the delivery to the Natives of certain sums of money.

Mr. PERDUE. We hope so.

Mr. ASPINALL. You hope it will be the last?

Mr. PERDUE. Yes.

Mr. ASPINALL. You are different than a lot of people down in the lower 48, they keep asking for it all the time, just over and over again. I am glad for that.

If this legislation should go through and we would provide for the corporation and the subsidiary organization, would you like to be one of those in charge for the Natives? Do you presently have any ambition to serve in such a capacity?

Mr. PERDUE. Well, I certainly wouldn't turn it down.

Mr. ASPINALL. I can understand that. But is your future dependent upon this kind of job?

Mr. PERDUE. No, my future does not depend on this kind of a job. I think what I have read and what I am doing in my own private business will take care of myself, but I would make myself available to help the people in formulating and conducting the business.

Mr. ASPINALL. For the possibility of service and not for the possibility of a remuneration, is that right?

Mr. PERDUE. That's right.

Mr. ASPINALL. Let me ask you one more question and I will be through. Here we have what apparently is going to be a conflict in the near future between those who want to stay on the land and hunt and fish and live as they have in the past and those who are desirous of getting out and getting into the mainstream of the new economy. What do you think the majority of the people whom you represent desire, do they want to stay with the old or do they want to get in with the new stream of life?

Mr. PERDUE. I think it is 50-50. Take myself as an example. If my own private business is going as well as it is, I plan at least retiring and going back to the village and helping the village with what I know, what I have learned by living in this Western way of life. There is a part there I haven't told you, and that is this. I go under the name of "Perdue," but I was adopted when I was 10 years old. Merely because my father said go out and get an education, make yourself productive like your forefathers did, but you have to have an education. But the thing is, I don't think this is so much a problem as we think it is. I think it can be solved by people working in the summertime and living back in the villages in the wintertime. You know, there is only a short season of the summertime.

Mr. ASPINALL. Of course you are one of the best examples of a Native who has been taken out of the normal Native life and has become successful. All I am trying to find out is what your ambition is, that we perpetuate the old or that we gradually try to work ourselves into a combination of the old, keeping the culture of the old and yet taking the advantages of today's way of living.

Mr. PERDUE. I think it can be done. I think we can get away from the old way of living, in other words, in our daily life, but the culture can still be retained. This is what you want. Yes, I think the old way of life can be phased out completely and still retain the culture and the identity of the people who live in the area they are living in.

Mr. ASPINALL. Thank you.

Mr. HALEY. These mikes could be adjusted if we recessed for about 5 minutes. Does the committee want to do that?

Let's finish with Mr. Perdue, then.

The gentleman from Pennsylvania.

Mr. SAYLOR. Mr. Perdue, let me say I hope all of the other witnesses will be as productive for this committee as you have been. You said you came unprepared for the questions that you were asked. But I think you have rendered us a tremendous service, and you have rendered your native people a tremendous service by really giving us your thoughts as to what you would like to see done with whatever moneys are produced. When you say you would like to see two big programs, namely, education and the health of your people improved, these are the things this committee would like to find out from the people themselves, and I think, sir, that you have given us this. I commend you on your success as an individual, but I commend you more on your forthrightness in the testimony that you have given this committee.

Let me ask you just one question. Were you in favor of statehood?

Mr. PERDUE. Well, let me put it this way, Mr. Saylor. It is easy to say yes now that we've got oil underneath, we discovered it, but I was apprehensive at the time that we voted for statehood. However, my father was for statehood, and I am sure he convinced me that I had to vote for statehood. He gave me a good enough reason why we should have statehood, but I would not vote until I knew both sides of the story about statehood and then I made up my mind, then I did vote for statehood.

Mr. SAYLOR. Let me say there were people not only in Alaska but many people in the lower 48 and throughout the world that were doubtful as to whether or not Alaska could carry its own burdens as a State. I happen to be one of those who felt that they could without oil, and I still think you can do it without oil.

Mr. ASPINALL. If my colleague will yield.

It wasn't the problems of affluency that were bothering us at that time, it was the problem that we thought that you wouldn't have the necessary wealth to carry on statehood. Now you have just flopped over the other way.

Mr. PERDUE. Thank you, sir.

Mr. SAYLOR. Thank you ever so much, Mr. Perdue, for your testimony.

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Mr. TAYLOR. I am impressed by your record, as much so as any other person I have met here in Alaska. You have shown us what can be accomplished with education and opportunity for Native citizens.

How did you get your opportunity for education? You started out in a small village?

Mr. PERDUE. Yes. I have attended small schools. And in looking back over it, part of it was fun and part of it was, well, when I was a kid, it seems funny now, but at that time it wasn't funny. I forgot what I was going to say now.

The education provided, if provided properly by teachers such as I had, could be meaningful and productive to the Native children, and anyone, as far as that, if we have the funds, the enthusiasm to convey the message from the teacher to the children, and I know it can be done. I have seen it done.

Mr. TAYLOR. The teacher gave you your inspiration.

Mr. PERDUE. Yes.

Mr. TAYLOR. What did you do for money to get to college?

Mr. PERDUE. Well, I got the money for education through the Bureau of Indian Affairs during the territorial days, and then my foster parents put me in a Catholic school at Skagway for 18 months. They paid for that. The public school in Fairbanks paid my way to an education. My vocational training at Bradley University was partly paid through the GI bill, and I worked at nights parking cars in a parking lot for spending money.

Mr. TAYLOR. My hat is off to you. How many people are in the Fairbanks Native Association?

Mr. PERDUE. I believe there are about a hundred paid members. We don't require that they pay to join.

Mr. TAYLOR. How many students are in the area represented by this association?

Mr. PERDUE. Fairbanks Native Association?

Mr. TAYLOR. Yes. How many students are in the area represented by the association?

Mr. PERDUE. Well, if you went according to percentages there are about 3,500 Native people living in this community alone, and if you took 10 percent of that it would run in the community anywhere from 400 to 500 children.

Mr. TAYLOR. What percent of the young people finish high school?

Mr. PERDUE. A pretty high percentage. I think it is about the same percentage as it is in the public school. They go out, in other words, the dropout rate is very low as far as the community of Fairbanks is concerned.

Mr. TAYLOR. Do as many as half of them finish high school?

Mr. PERDUE. More than half of them, I would say. I would venture to say about 75 percent of them.

Mr. TAYLOR. That is good.

Mr. PERDUE. And go to the public school here and on to the university.

Mr. TAYLOR. What percent of them go on to college?

Mr. PERDUE. Speaking offhand, I would say maybe 10 percent of them. I think there is probably 150 or 200 at the university at the present time.

Mr. TAYLOR. You mentioned vocational education. What percent of them take any type of vocational education in school?

Mr. PERDUE. I can't answer that question at this time.

Mr. TAYLOR. It would be very low, wouldn't it?

Mr. PERDUE. It would be very low, yes.

Mr. TAYLOR. What types of vocational education do they have in school?

Mr. PERDUE. We have carpentry, electrical, which, I believe, is under the auspices of the electrical union, welding school that we are just starting now, auto mechanics, and I believe the school district is also planning an electronics technician school within 2 or 3 years. So those are about five that are available at the present time.

Mr. TAYLOR. I think, though, you put your finger on one of the great problems that faces not only this State but the Nation as a whole, and that is vocational training. You say 10 percent go on to college. The 90 percent are being dropped without being equipped to make a living.

Mr. PERDUE. Let me add that I was one of the first in the Fairbanks area to be on the vocational education program. That is where I started my business. I worked in the jewelry stores after school and Saturdays and Sundays on the program for 2 years, and I think it is an excellent program. It gives, because I know I wasn't college material, I can't even write a testimony. I can sit here and talk to you and answer your questions, but to sit down and write it, I can't do it. Does that answer your question.

Mr. TAYLOR. Yes. Thank you. That is all.

Mr. HALLEY. Are there any further questions?

The gentleman from South Dakota.

Mr. BERRY. Mr. Chairman.

First, I want to congratulate you, Ralph, not just on your success, but on your desire to help those of your people who have not had the opportunity or your ambition, and which was sparked by your teacher. Let me just say this, that the teachers of Alaska and of America are actually the angels of the future of America, our young people.

I want to ask you this one question, though, as I asked this little girl Sarah. I think you agree that a sizable portion of whatever is paid to the Natives in this settlement should go toward education. Do you think it should be written right into the law that the amount should be set aside for educational purposes, or should that be left to the Commission and to the tribal leaders themselves? What is your thought on that, Ralph?

Mr. PERDUE. I am glad you asked that, Mr. Berry, because I think I can answer that. There has been a lot of discussion on the 2-percent override, and I think this 2 percent, if it is written into the law, could take care of the educational expense of our youth as well as the health services. The 2 percent alone could take care of those two major problems that face the Indian and Eskimo people of Alaska. And if the committee so desired, I think it can be done, I think it should be done, that it should be written into it. I think they say that that 2 percent can bring us better education to the children, because it is our money, we are going to have to say how it is going to be spent, what kind of education our children are going to get. But also to the health service under

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that 2 percent we would be spending money on doctors of our own choice, free enterprise. And this is what America is built on, free enterprise.

Mr. BERRY. That is correct.

Now let me go one step further, selling this 2 percent to the Congress of the United States. The committee may be sold on it. If Howard Pollock can accomplish it, the committee would be willing. Let me say this, it is going to be difficult to sell to the Congress because it is a nebulous sum. You see, it may be a fabulous amount and it may not amount to such a great deal. It is so nebulous. I think Congress will want to say out of so many million dollars that it has allocated to the settlement of these native claims that a certain amount should be set aside for education. Certainly there will be some thought of establishing guardianship for the young people from their percentage of those funds which shall be used for education, and possibly later for getting into such businesses as you have gotten into.

What is your thinking on that, Ralph?

Mr. PERDUE. I certainly would have to agree. I wouldn't disagree with you. So far this has been the thinking of the majority of our leaders that we have been working with, both locally as well as in villages. I don't think you would go wrong in setting aside a certain percentage for education and the security of our children. I think that is why we are here, to leave something for the future generation and the generation after that. One of the drives in us is that whatever we do today as leaders is going to reflect on our children in the future. We have to pave the way for them, and we are trying to do it in the best manner that we know how and are capable of doing.

Mr. BERRY. As Congressman Aspinall indicated, I hope you will be able to find the time to serve on this Commission when it is established. Thank you very much.

Mr. HALEY. Are there any further questions?

The gentleman from Washington.

Mr. MEEDS. Thank you, Mr. Chairman.

Mr. PERDUE, I ask this question in view of the fact you said you were involved with the Fairbanks Native Association and that the ideas and concepts of that association were the forerunner of what I understand to be the AFN position at the present time. As you know there are three bills presently being considered by the committee. One bill, the bill proposed by the Department of the Interior, proposes a statewide corporation. Contrasted to that the AFN bill provides for a statewide development corporation, which is merely a funneling organization for funneling the funds further down to district or regional organizations, corporations, and then to Native village corporations. Is the latter concept the one that you and the Fairbanks Native Association had, and, if so, why do you prefer that?

Mr. PERDUE. The concept that you are speaking of is the village corporation, regional corporation, statewide corporation. Yes, this is the concept that Fairbanks Native Association as well as some of the leaders who could make it in from the villages, and President Emil Notti at my house accepted. We accepted on this term because there is a lot of apprehension to going to one statewide corporation. Basically, we are creating another bureaucracy. Why should we have to go to

one big corporation and ask them for our money? I think it could be utilized far more effectively by the regional corporation, local village corporation, than having one big corporation trying to tell the whole State of 250 villages how they should invest their money, where they should invest their money, and so forth. I think if it is going to be a success, it must be initiated on the local level.

Mr. MEEDS. Would it be your feeling, Mr. Perdue, that this concept provides more probability that the individual Natives in the villages would be involved in their own economic development, and in their own education, and all the other things that need to be done than if it were in one statewide organization controlled from a central place in Alaska?

Mr. PERDUE. Mr. Meeds, I don't understand the question.

Mr. MEEDS. I will repeat it. Under which system, the one statewide corporation or the village-regional corporation concept, do you think the Natives will have the most say, the most involvement in their own development?

Mr. PERDUE. Yes.

Mr. MEEDS. Which system?

Mr. PERDUE. The village and the regional corporation, they would have more say and more involvement than one statewide corporation.

Mr. MEEDS. Thank you, Mr. Perdue.

Thank you, Mr. Chairman.

Mr. HALEY. The gentleman from Oklahoma.

Mr. CAMP. Following a little bit along the same questioning of Mr. Meeds from Washington, you mentioned earlier in your testimony that the per capita would be approximately \$40,000 a head.

Mr. PERDUE. Yes.

Mr. CAMP. And then also you mentioned the investment program. Would you like to see this investment program carried on either by the local corporation or a district corporation or a State corporation or the investment be made directly by the individual Native himself or herself?

Mr. PERDUE. The way we structure, and we envision pitfalls and it is no different in any society, we are going to have pitfalls among some of our own members, so it would have to be on the regional corporation as well as statewide corporation and this investment corporation. If it is going to be done right, it must be through the channel of authority, and I think the channel of authority has to come from the Alaska Federation of Natives. I don't think at this time it is a very good idea to give the individual \$40,000, because there are all kinds of leeches looking down as to when we are going to get \$40,000. I would certainly not object to writing it into the bill, whether it is on a statewide level or a regional level or both, that a number of dollars be invested for development of whatever it was needed for—business corporation, investment, stock, whatever—to make the dollar work for you. But yet you still have to work like you and I do for a living.

Mr. HALEY. Will the witness withhold any statement so the Chair may make an announcement.

There is a long-distance telephone call for Sylvester Wirtz, a long-distance telephone call.

Mr. CAMP. Thank you, Mr. Perdue.

Let me go a little further. You mentioned the fact that you have in your plans to bring into the Alaska area an industry which will be possibly prefabricated homes, and also that your employment will be from the Natives, or you anticipate this. Do you have any plans, not you particularly, you or anyone else in the building lines, for building homes that can be used out in the Native villages and, if so, how did you plan on financing this?

Mr. PERDUE. At the present time, Mr. Camp, the only plan that is affecting the Native villages as far as the home is concerned is the Bartlett bill of \$10 million that is effective now. As far as building homes on the private places, our corporation is new, this venture that I spoke of isn't even 30 days old. The papers are being drawn up. I just got the call the other day, a week ago, that, yes, we want to deal with you. I says, OK, you take care of the necessary papers. But as far as this particular venture is concerned, to my knowledge there isn't anything else outside of what we have planned to build a factory for prefab homes. I think these homes could be sold in the villages through the Alaska State Housing and the Bartlett bill, and financed through both. The other possibility is that there are homes needed in Fairbanks, for those with jobs on the base at Fort Wainwright, Eielson, Big Delta, and I understand that the Department of Defense would underwrite the building of these structures for bringing people from the villages to work on the base. And there are jobs available on the base with the commanders on the base, considerably. I served on a Committee of Equal Employment Opportunity, and I think we have a good working relationship in hiring practices on the base.

Mr. CAMP. Thank you very much.

Mr. HALEY. The gentleman from Alaska.

Mr. POLLOCK. Ralph, I would certainly like to commend you on what has been a very excellent statement. I think maybe it is fortuitous that you didn't have a prepared one so the gentlemen on the committee could really see what you think and feel and believe. I think you are certainly the epitome of what everyone aspires to in the Native community. You have exercised some obviously dynamic Native leadership and demonstrated self-motivation which I think is really outstanding. I think perhaps in all of this, in your own personal success, the most important thing, the most touching thing, is your desire to help your fellow Natives and to make a better way of life for them.

I think it might be useful, Ralph, if you would tell the committee what the interrelationship is between the Fairbanks Native Association, how it is connected with the Tanana Chiefs Conference, and how that is connected with the Alaska Federation of Natives. I know that no organization, and particularly yours, feels there is adequate representation at the top level, but I think this would be interesting for the committee to hear.

Mr. PERDUE. Thank you, Mr. Pollock, for those kind words.

I am trying to make up my mind right now. I came prepared for another testimony, but it seems that I am doing both right here. I even brought my costume to appear for the next one, but I didn't put it on. It is in the back room.

The Fairbanks Native Association is composed of Native people from all over the State. Primarily they are organized to help, well basically

the coordinator for the Tanana Chiefs, gathering the information and interpreting it for them. It is awfully difficult for the people in a village, and it is not only ordinary people who don't understand the bill, unless you have been involved with it, so this is the part that the Fairbanks Native Association plays as far as the Tanana Chiefs is concerned.

Mr. POLLOCK. Do you automatically have a member of the leadership and is the president of the Fairbanks Native Association automatically a member of the Tanana Chiefs Conference?

Mr. PERDUE. Yes, the Fairbanks Native Association is a member of Tanana Chiefs. We pay our dues to the president. The Tanana Chiefs' president is also a board member of the Fairbanks Native Association. The Tanana Chiefs, in turn, is a member of Alaska Federation of Natives. We try to channel from the village to the regional to the A.F.N.

Mr. POLLOCK. That is the point I was getting at, Ralph. The way you are structured now is not too different from what you hope will be developed in the bill. You are going from the grass roots level at the village to a regional area to the State level as far as contact and control?

Mr. PERDUE. That's right, Congressman.

Mr. CAMP. Mr. Chairman.

Mr. HALEY. The gentleman from Oklahoma.

Mr. CAMP. I would like to ask unanimous consent to my questions being inserted directly after those of Mr. Meeds from Washington.

Mr. HALEY. Without objection, it is so ordered.

(Mr. Camp's questions will be found on p. 389.)

Mr. HALEY. Are there any further questions?

If not, thank you very much, Mr. Perdue. I might say you don't have to apologize for any stand you might have taken, because the gentleman from Florida had some very serious problems about the statehood bill at the time. I see many people had many problems that should have been solved prior to the granting of statehood to Alaska, and we should have taken care of those things at that time and we wouldn't be here today. Thank you very much.

The committee will recess for about 5 minutes. I think some of the members want to get some coffee.

(There followed a short recess.)

Mr. HALEY. The Chair calls Mr. Eben Hopson as its next witness. You have a prepared statement. Do you want to submit this for the record?

Mr. HOPSON. Sir, I didn't quite get your question.

Mr. HALEY. You have quite a lengthy prepared statement here. Would you wish to submit this for the record and comment from the statement that you have filed?

Mr. HOPSON. Mr. Chairman, I would like to, in fact, file my statement, which comprises a statement and an essay more or less on the need for regional corporations, but, with your permission, sir, I would like to read it more or less.

Mr. ASPINALL. You have 5 minutes.

Mr. HALEY. I will give you 5 minutes.

RALPH PERDUE TAPE / key words

** Spellings not confirmed

Born in tent six miles above Koyukuk
Father, from Nulato; mother, from Koyukuk

Grandfather, Athabascan word (phonetic: Do-be-ga-ga), chief
of all tribes, translated means the big man from Dulbi River

1851 massacre of Nulato (tribal retaliation for murder of
Perdue's great-great-grandfather's women and children)
Demoski family
U.S. Government mapping survey (Army officers...W.H. Dall?**)
Nulato dance hall

Aunt Mary ^rSinnock**, Unalakleet
Grandfather Kriska, chief of Tanana in 1913

Perdue is a traditional chief by heritage; elected by Tanana
Chiefs as a traditional chief

Hughes: Koyukuk tribe, reception

Wolverine skins: worn by chiefs, spiritual (religious)
significance

Greetings for chief

Medicine men
Andrew Pilot**, Koyukuk, uncle
Justin** of Tanana
Description of witnessing two-week ceremony by Justin
to prevent future pregnancies for a woman

Traditional Athabascan life as a child: food, trading,
marten trapping, bear meat

Carol Crane Kriska
Matilda (Sam), raised by Uncle George Jimmie
Little Sammy, Perdue's mother's brother

Brothers: Leo, Hugo, Austin
Half sisters: Minnie Robertson, Fairbanks; Retha (deceased)
Aunt and Uncle: Olivia and George Esmailka

Dulbi River trapping; Kaltag, Kaiyuh Flats

Elizabeth (Mama Lisa), stepmother

Great-great-grandfather, five wives: descendent families
include Mayo, Evans, Harwood. Hughes and Allakaket areas.

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Galena (1940-41)

Airfield construction abandoned; airfield site relocated
to West Ruby

Big William

Robert Demoski

U.S. Marshal Stanley Nichols**, Nulato

Perdue grocery/liquor store in Galena

Logging

World War II draft

Perdue adoption (Al and Virginia Perdue)

Whitehorse: man with frozen lungs

Train travel, Whitehorse to Skagway; description of train and
travel conditions

Skagway (circa 1942)

Catholic school

Father (phonetic: Mack-ah-mill); priest

Learning to drive at age 10 in Galena; Perdue's Model A

Catholic school in Nulato

Catholic school in Skagway (mostly Tlingit students from
Kodiak, Aleuts and other areas)

Al and Virginia Perdue: backgrounds

F.E. Company

Circle Hot Springs

Sled dogs

Candle, Alaska

Plane flight to Nome, Ford Tri-Motor plane, Herb Hager,
pilot

Mr. Robins**, owner of mine (Arctic Circle Exploration)

Territorial school: teacher, Solvey Xavier**

About 200 Eskimos employed at mine

Fairbanks (circa 1946)

Main School (Perdue first native student, opposition
to admission by a school board member)

Vocational, on-the-job training

Alaskan Jewelers: Bill Lavery

Deke Brown

Frank J. Novosel, jeweler

Korean War

Military service at Fort Wainwright

Duties as Army clerk

Al Perdue: bartender at Elks and local bars

High school boxing; welterweight
Coach: Bud Meyeres (Meyeres Real Estate)

Frank Novosel: store above Polaris Lounge
Manufacturing jeweler
Retired pilot (P-51, P-38?)

Jimmy Houston, jeweler

Opening of Perdue Jewelers, 1961, Nordale Hotel lobby:
jewelry repair and manufacturing

Custom jewelry
Jewelry styles
Miners and pilots: gold sales
Miscovich Brothers
Quality of gold from various Alaska mining areas
(Fortymile, Jack Wade, Ruby, Long Creek, Circle)
Harry B. Avakoff: gold supplier

Bradley University, Peoria, Ill.: jewelry training

H&S Warehouse: partners, Judge (Everett) Hepp and Frank
Chapados

Dorothy Irene Smith Perdue: meeting, dating, marriage,
Perdue Jewelers

Perdue Jewelers
Located at Carr's Foodland: 1967 flood, escaped damage;
(home off Geist Road had 10 inches of water)
Location at 7th and Noble
Location at Shoppers Forum (Paul Gavora)

Politics:
1961 Primary: Perdue is first Native leader to endorse
a political party (Republican)
KFAR radio broadcast
Fairbanks Daily News-Miner publication of his radio
address

Senator Bob Bartlett
Senator Ernest Gruening
Democratic Party and native votes

Native Education
Bureau of Indian Affairs schools (Alaska, Oregon)
Mount Edgumbe School
Chemawa School (Oregon)
Inadequate education

Gov. William Egan: native education response

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Fairbanks Native Association plan for city dormitories to
house rural native students
Mary Jane Fate
Georgianna Lincoln
Foster homes and native education

Copper Center: Catholic School

FNA survey of native students' grade point averages

Criticisms of BIA schools, teachers and administrator

Senator Mike Gravel and BIA administrator dismissal

BIA Schools, Chemawa School, Ore. and at Norman, Okla.

BIA welfare and native relocation to other states

Colleen Redman, FNA and Tanana Chiefs Conference coordinator
for native student education

FNA planned dormitory and subsequent push for village schools

Andrew Demoski, Nulato

Johnson O'Malley federal education funds

Beginnings of State of Alaska efforts to address native
education

FNA first potlatch, 1963 (see: Fairbanks Daily News-Miner,
March 23, 1963)

Beginning of native social events

Jimmy Huntington

Wally Droz, city manager

Native animosities

Richard Robins**

Discrimination