

Mr. HALEY. I am sure that is true. They must be hardy, good people to live up there in that climate.

Mr. POLLOCK. I meant also intelligent.

Mr. HALEY. And they send good representation down here.

Mr. POLLOCK. Mr. Chairman, earlier I introduced most of the people. I believe in looking over my notes I failed to introduce Rev. Walter Soboleff from southern Alaska, one of the great leaders of our native people.

Mr. HALEY. Reverend, we are glad to have you down here. Take a look at the committee and Congress and pray for us.

The next witness is Mr. Charles Edwardsen. Will you give your name to the reporter and your residence and who you represent?

STATEMENT OF CHARLES EDWARDSSEN, JR., ESKIMO, BARROW, ALASKA

Mr. EDWARDSSEN. I am Charles Edwardsen, Jr., Eskimo, from Barrow, a student at Western Washington State College. I represent myself and the interests of my people.

Since my statement is quite lengthy, I would like to make a few comments.

Mr. HALEY. Without objection, the statement will be received and made a part of the record at this point in the proceedings, and you may comment.

(The statement follows:)

STATEMENT OF CHARLES EDWARDSSEN, JR., BARROW, ALASKA

I am Charles Edwardsen, Jr., Eskimo born and raised at Barrow, Alaska, and now a student at Western Washington State College at Bellingham, Washington, majoring in the fields of political science, economics, and sociology.

It was very essential for the colonists to have cooperation and friendship with the Indian at the time of European colonization. This was a necessary condition for colonists to gain a foothold in America.

As one historian put it, "The Indians were pressed remorselessly when their friendship became of less value than their land." The forms of taking were many, i.e., by cajolery, trade, and force. With the new European community came its institutions, social, economic, military and the technology which has been developed by Western man. This was the beginning of the destructive campaign against the primitive Indian. The most lethal weapon of the Europeans and their greatest ally was their diseases.

The historical development of European colonists was always at the expense of the American Indian. There was a period of tranquillity, as reported by Captain Arthur Barlow to Sir Arthur Raleigh, "We were entertained with all love and kindness and with as much bounty as they could possibly devise. We found the people most gentle, loving and faithful, void of all guile and treason, and such as life after the Golden Age." The Indians not only schooled the Pilgrims in the culture of maize and squashes, but taught them how to fertilize the hills with alewives from the tidal creeks.

Most people do not believe that the Indians had developed title to their land or ties with the land. This is completely misconceived because land and the Indians were bound together by ties of kinship and nature rather than by an understanding of property ownership. This conception is the very essence of Indian life.

The American policy toward the Indian was formalized by a Committee of the Continental Congress in October 1783:

"Indian Claims upon such lands, it has become necessary by the increase of domestic population and emigrations from abroad to make speedy provisions for extending the settlement of the territories of the U.S. and because the public creditors have been led to believe and have a right to expect that those terri-