



UNIT 9

Alaska Native Claims Settlement Act



The Alaska Native Claims Settlement Act: Relationship with the Environment

Alaska Native Claims Settlement Act

In 1971, the *Alaska Native Claims Settlement Act* (ANCSA) was passed by Congress. The act extinguished aboriginal title for Alaska Natives. In return, Alaska Native people were compensated \$1 billion and were allowed to retain ownership of 44 million acres of land.¹ However, it is important to note that this means Alaska Natives had to give up the rest of the land (380.5 million acres), which was not granted to the corporations, for less than \$3 an acre.

The original legislation called for creation of twelve profit-making regional corporations and paved the way for approximately 239 village corporations to oversee the money and land. Later, ANCSA was amended to provide for a thirteenth regional corporation to be located in Washington State. Native people who were alive when ANCSA was passed and were at least one-quarter-blood Native were enrolled as shareholders in the corporations.

The act revoked all reservations in Alaska, but villages had the option of obtaining title to their former reservations in exchange for giving up ANCSA benefits. The Tsimshian living at Metlakatla, Annette Island Reservation, elected to maintain their reservation status. Residents of Klukwan also voted to maintain their reservation land, but decided later to establish a village corporation. However, they were able to maintain ownership of their village land. Many other villages chose this option, including Venetie and Arctic Village, Tetlin, Elim, Gambell, and Savoonga. By doing so, they obtained more land than they would have under ANCSA but received no money for investment and development.

Sealaska Corporation was established in Juneau as the regional corporation for Southeast Alaska. They

¹ Rosita F. Worl, "History of Southeast Alaska Since 1867," in *Handbook of North American Indians: Northwest Coast*. William C. Sturtevant, ed. (Washington DC: Smithsonian Institution, 1990), 156.



Shareholders at Celebration 2010. SEALASKA HERITAGE INSTITUTE,
PHOTO BY BRIAN WALLACE

received \$200 million and land entitlements of up to 375,000 acres of their original 23 million-acre homeland.² By 2011, 290,000 acres had been conveyed to Sealaska, and Sealaska is still working to obtain the rest of the lands conveyed by ANCSA. One hundred million dollars was distributed to the village corporations and shareholders. The majority of Sealaska shareholders are Tlingit and Haida.

ANCSA required that Sealaska aid and help organize the nine southeast village corporations that were initially created in 1971—Angoon, Craig, Hoonah, Hydaburg, Kake, Kasaan, Klawock, Saxman, and Yakutat.³ Although Haines, Petersburg, Ketchikan, Tenakee Springs, and Wrangell were historically Tlingit villages, they were not allowed to establish village corporations because their populations were mostly non-Tlingit or there were less than twenty-five Native residents living there at the time. A later ANCSA amendment allowed Ketchikan to form a corporation and receive land. Haines, Petersburg, Wrangell and Tenakee have not yet received lands. A later ANCSA amendment also allowed for creation of Native urban corporations in Juneau and Sitka.

Corporations are charged with making profits that will benefit their indigenous shareholders. Sealaska has been successful in making profit but at times has also struggled through difficult financial situations. However by 1981, Sealaska was among *Fortune* magazine's top 1,000 United States corporations, with investments in the fishing and timber industries. Furthermore, Sealaska eventually opted to create a non-profit organization called Sealaska Heritage Institute, whose main goal is to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures. Sealaska is also one of three regional corporations that has so far voted, under the terms of ANCSA amendments, to include all those born after 1971 as eligible shareholders.

2 Ibid., 156.

3 Ibid., 157.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

Summary of Elizabeth Peratrovich Testimony at Anti-Discrimination Hearing

I would not have expected that I, who am barely out of savagery, would have to remind gentlemen with 5,000 years of recorded civilization behind them of our Bill of Rights. When my husband and I moved to Juneau, we sought a home in a nice neighborhood where our children could play happily with our neighbor's children. We found such a house and had arranged to lease it. But when the owners learned that we were Indian, they said no. Would we be compelled to live in the slums? Even now there are doors to schools closed to our children, and signs make it quite clear that I, as well as dogs, are not allowed in certain establishments. And many of the hotels and restaurants turn us away. Discrimination occurs in many ways let me assure you.

There are three kinds of persons

who practice discrimination. First, the politician, who likes to maintain an inferior minority group so that he can always promise them something. And second, the Mr. and Mrs. Jones who aren't quite sure of their social position and so are kind to you on one occasion, and can't see you on the next depending on who they are with. Third, the great superman who believes in the superiority of White race. Well it is this kind of perpetuated thought that serves to segregate and discriminate. And in answer to Senator Shattuck's earlier question: Do we believe that the passage of this bill will end discrimination? Well, have you eliminated larceny or murder by passing laws against it? No law will eliminate crime but at least you as legislators can assert to the world that we recognize the evil of this present situation,

and speak your intent to help us overcome discrimination for all Alaskans.

Sources:

For the Rights of All: Ending Jim Crow in Alaska. Dir. Jeffry Lloyd Silverman. Blueberry Productions, Inc., 2009. DVD.

"Alaska Native Sisterhood Civil Rights Leader Amy Hallingstad – A Glimpse to 1947." *SHI Special Collections Research Center.* Sealaska Heritage Institute, 9 Sept. 2011. Web. 08 Dec. 2011. <<http://shispecialcollections.blogspot.com/2011/09/alaska-native-sisterhood-civil-rights.html>>.



The Alaska Native Claims Settlement Act: Background and Place-Based Activities

ALASKA NATIVE CLAIMS SETTLEMENT ACT (ANCSA)



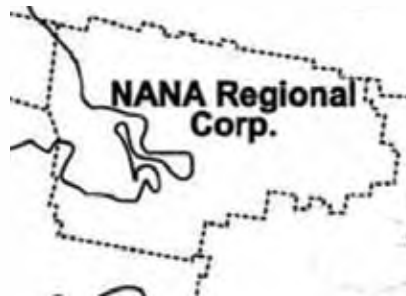
Show students the picture for “Alaska Native Claims Settlement Act.” Explain to students that through passage of this bill Alaskan Natives were given ownership of 44 million acres of land along with \$1 billion compensation. From this, 12 regional corporations and approximately 200 village corporations were created to oversee the money and land.

CONGRESS



Show students the picture for “Congress.” Ask students what Congress is. Ask if they know what Congress does. Continue to explain that Congress is the national legislative body of a country with the power to pass, amend, and repeal laws. The United States Congress consists of the Senate and the House of Representatives.

REGIONAL CORPORATION



Show students the picture for “Regional Corporation.” Explain to students that 12 regional corporations were created by the Alaska Native Claims Settlement Act. Sealaska is the Southeast Alaska regional corporation. Sealaska, a for-profit corporation, oversees 290,000 acres of valuable timber land and is owned by more than 20,000 tribal member shareholders.

VILLAGE CORPORATION



Show students the picture for “Village Corporation.” Explain to students that approximately 200 village corporations were created under the 1971 Alaska Native Claims Settlement Act. Several village corporations have established permanent funds to manage money for shareholder dividends. Like the Alaska Permanent Fund, a portion of revenues are deposited for long-term investment. The goal is to provide consistent distributions in perpetuity.

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

SHAREHOLDERS



Show students the picture for “Shareholder.” Ask students if any of them are shareholders. Ask them if they know what corporation their families own shares in. Continue to explain to students that a shareholder is an individual who legally owns one or more shares of stock in a public or private corporation.

EXTINGUISH



Show students the picture for “Extinguish.” Ask students what it means to extinguish something. Continue to explain that to extinguish is to put an end to or cause to cease, like putting a fire out.

EXCHANGE



Show students the picture for “Exchange.” Ask students what it means to exchange something. Continue to explain that “exchange” is the act of giving one thing and receiving another in return.

ABORIGINAL TITLE



Show students the picture for “Aboriginal Title.” Ask students what aboriginal means. Ask students what title means. Encourage them to put the two terms together. Continue to explain that aboriginal title asserts that indigenous people still have the right to their traditional lands even after colonial influences have assumed control of said land. (*See William L. Paul’s speech *We Own the Land* for more insight into this concept.)

The Alaska Native Claims Settlement Act: Background and Place-Based Activities

COMPENSATION



Show students the picture for “Compensation.” Ask students what it means to compensate someone. Continue to explain that compensation is something, typically money, that is awarded to someone to try and make up for loss, injury, or suffering.

DISTRIBUTE



Show students the picture for “Distribute.” Explain to students that to distribute is to deal out something. In this context, Sealaska Corporation distributed (dealt out) \$100 million to the village corporations of Southeast Alaska. Ask students for other examples of distributing.



Language and Skills Development

LISTENING

Change

Group the students in pairs. There should be one student without a partner to be “it” for the first round of the activity. Have the students in each pair stand back to back, with elbows interlocked. Tell the students to listen for a specific word, sequence of words, or sentence. When the students hear the word, sequence, or sentence you said at the beginning of the round, they should drop arms and quickly find new partners. However, “it” must also find a partner—thus producing a new “it” for the next round of the activity.

Turn and Face

Mount the vocabulary pictures on the walls and board. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the picture for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong picture), he/she is “out” until a later round of the activity. Repeat until all players have had an opportunity to participate.



Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount a picture on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four pictures on the walls), they should step in that direction while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step toward the pictures as they are named.

Number My Word

Say a vocabulary word for the students. Say a sentence which contains the vocabulary word. The students should then indicate to you the position of the word by saying the number of the word in the sentence. If the word the students are listening for is word number “five” in the sentence, the students should respond by saying “five.” You may wish to provide the students with number cards so that all students may respond at the same time.

Language and Skills Development

SPEAKING

What's That Word?

Mount the vocabulary illustrations on the chalkboard. Tell a “running story” and point to the vocabulary illustrations as the words appear in the running story. When you point to an illustration, the students should say the vocabulary word for it. The running story is used to include the vocabulary words in natural flowing language. Repeat this process until the students have said the vocabulary words a number of times.

Illustration Build-Up

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words.

Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary pictures on the board. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face up must then identify (orally) a vocabulary picture you point to. For example, if the heads side of your coin is face up, the students who have heads showing on their coins must then orally identify the vocabulary picture you point to. Repeat this process a number of times.

The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”



Language and Skills Development



READING

Circle of Words

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call “Bingo.” The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

Searchlight

Group the students in a circle on the floor. The students should place their hands inside the circle, palms down on the floor. Stand in the center of the circle with a flashlight and the sight word cards. The object of the activity is to attempt to tag a student’s hand or hands with the light of the flashlight. The students should withdraw their hands from the circle whenever they think they are about to be tagged. When you eventually tag a student’s hand or hands, he/she must identify a sight word you show (illuminate the sight word card with the light of the flashlight). Repeat until many students have responded in this way.

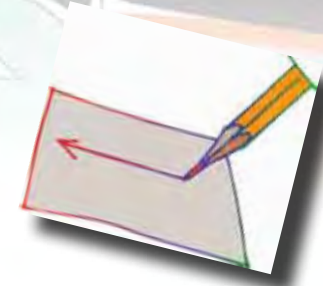
Something’s Missing

Before the activity begins, prepare “clozure” word cards—sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say “Go,” the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

Sentence Completion

Provide each student with a copy of the sentence completion version of the story. The students should read the text and say the missing words. When finished, review the students’ work.

Language and Skills Development



WRITING

Story Picture Description

Provide each student with art paper and supplies. Also, provide the students with writing paper and pens. Each student should then create a picture that depicts a scene from the story. When a student's picture is completed, he/she should then write as much as possible about the picture. When all of the students have completed their writings, collect the pictures and mount them on the board. Number each picture. Have each student read his/her text to the class; the other students must then identify the picture (by its number) that goes with the text. Repeat, until all of the students have shared their work in this way.

What's the Title?

Provide the students with writing paper and pens. Each student should then create a title for the written content introduced in this unit. When the students have completed their titles, have each student share his/her title with the rest of the class.

Numbered Pictures

Mount the vocabulary pictures on the chalkboard and number each one. Provide each student with writing paper and a pen. Call the number of a picture. Each student should write the vocabulary word for the picture represented by that number. Repeat until all vocabulary words have been written. Review the students' responses.

Sentence Completion

Give each student a copy of the sentence completion version of the text. The students should write in the missing words. Afterward, review the students' work.

Secondary Source Activities: History of ANCSA

Source: Film - “For the Rights of All: Ending Jim Crow in Alaska”

Have students watch the film, stopping along the way to keep students engaged and to lead discussion (*Film may take two class periods to complete)

Supply students with a list of the essential film questions:

- What is “the promise?” What does it have to do with Alaskan history?
- How did settlers view Native Alaskans? Why?
- What event marked the end of conventional warfare for Native Alaskans? What form did the Native protest take from this time forward?
- What issues did segregated schools create?
- Who was William L. Paul? What was his role in the political struggle of Alaskan Natives?
- How did WWII alter the Native perspective and create opportunity?
- Who was the young girl from Nome who attracted attention to the policy of segregation at the Dream Theater?
- Who did she write a letter to about her experiences?
- What did the Governor promise to the brave young girl from Nome?
- What does Alaskan Native culture have to offer the wider American culture?
- Like the brave and courageous people of the civil rights era, what issue is worth standing up for in today’s world? Why?



In the film, when it comes time for Elizabeth Peratrovich’s speech, supply each student with a copy so that they can read along. Ask students: *From your perspective, what was the most powerful part of Elizabeth’s speech? Why?*

Place-Based Activities: Understanding the past, present, and future

Sources: Alaska Native Claims Settlement Act, Public Law 92-203 (1971). Print.

As a class, read and view the articles in ANCSA

- Have students explore career options as presented in ANCSA: Land (surveying, land use planning, and architecture), governance, historic site development, curriculum development, banking, powers of the corporation, etc.

Have students go to the website of the ANCSA corporation of their choice to conduct research on the above career opportunities

If possible, teacher could set up a field trip to a corporation for first-hand experience

If possible, set up a job shadow experience for students with a person whose job they are interested in

- Have students develop a list of qualifications they will need for that specific job
- Have students develop a personal plan for how they will attain their career dreams
- Have each student present their experiences and career plan to the rest of the class

Sections available to view at:

http://www.alaskool.org/projects/ancsa/reports/rsjones1981/ANCSA_History71.htm



Reading and Writing: Sentence Completion

Alaska Native Claims Settlement Act

In 1971, the _____ was passed by _____. The act _____ed _____ for Alaska Natives. In return, Alaska Native people were _____ \$1 billion and were allowed to retain ownership of 44 million acres of land.¹ However, it is important to note that this means Alaska Natives had to give up the rest of the land (380.5 million acres), which was not granted to the corporations, for less than \$3 an acre.

The original legislation called for creation of twelve profit-making _____s and paved the way for approximately 239 _____s to oversee the money and land. Later, _____ was amended to provide for a thirteenth _____ to be located in Washington State. Native people who were alive when _____ was passed and were at least one-quarter-blood Native were enrolled as _____ in the corporations.

The act revoked all reservations in Alaska, but villages had the option of obtaining title to their former reservations in _____ for giving up _____ benefits. The Tsimshian living at Metlakatla, Annette Island Reservation, elected to maintain their reservation status. Residents of Klukwan also voted to maintain their reservation land, but decided later to establish a _____. However, they were able to maintain ownership of their village land. Many other villages chose this option, including Venetie and Arctic Village, Tetlin, Elim, Gambell, and Savoonga. By doing so, they obtained more land than they would have under _____ but received no money for investment and development.

Sealaska Corporation was established in Juneau as the _____ for Southeast Alaska.

¹ Rosita F. Worl, "History of Southeast Alaska Since 1867," in *Handbook of North American Indians: Northwest Coast*. William C. Sturtevant, ed. (Washington DC: Smithsonian Institution, 1990), 156.



Shareholders at Celebration 2010. SEALASKA HERITAGE INSTITUTE,
PHOTO BY BRIAN WALLACE

They received \$200 million and land entitlements of up to 375,000 acres of their original 23 million-acre homeland.² By 2011, 290,000 acres had been conveyed to Sealaska, and Sealaska is still working to obtain the rest of the lands conveyed by _____. One hundred million dollars was _____d to the village corporations and shareholders. The majority of Sealaska _____ are Tlingit and Haida.

_____ required that Sealaska aid and help organize the nine southeast _____s that were initially created in 1971—Angoon, Craig, Hoonah, Hydaburg, Kake, Kasaan, Klawock, Saxman, and Yakutat.³ Although Haines, Petersburg, Ketchikan, Tenakee Springs, and Wrangell were historically Tlingit villages, they were not allowed to establish _____s because their populations were mostly non-Tlingit or there were less than twenty-five Native residents living there at the time. A later ANCSA amendment allowed Ketchikan to form a corporation and receive land. Haines, Petersburg, Wrangell and Tenakee have not yet received lands. A later ANCSA amendment also allowed for creation of Native urban corporations in Juneau and Sitka.

Corporations are charged with making profits that will benefit their indigenous _____. Sealaska has been successful in making profit but at times has also struggled through difficult financial situations. However by 1981, Sealaska was among *Fortune* magazine's top 1,000 United States corporations, with investments in the fishing and timber industries. Furthermore, Sealaska eventually opted to create a non-profit organization called Sealaska Heritage Institute, whose main goal is to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures. Sealaska is also one of three _____s that has so far voted, under the terms of _____ amendments, to include all those born after 1971 as eligible _____.

2 Ibid., 156.

3 Ibid., 157.



Alaska Native Claims Settlement Act (ANCSA)

Congress



regional corporation



village corporation

shareholders

extinguish



exchange

aboriginal title

compensation

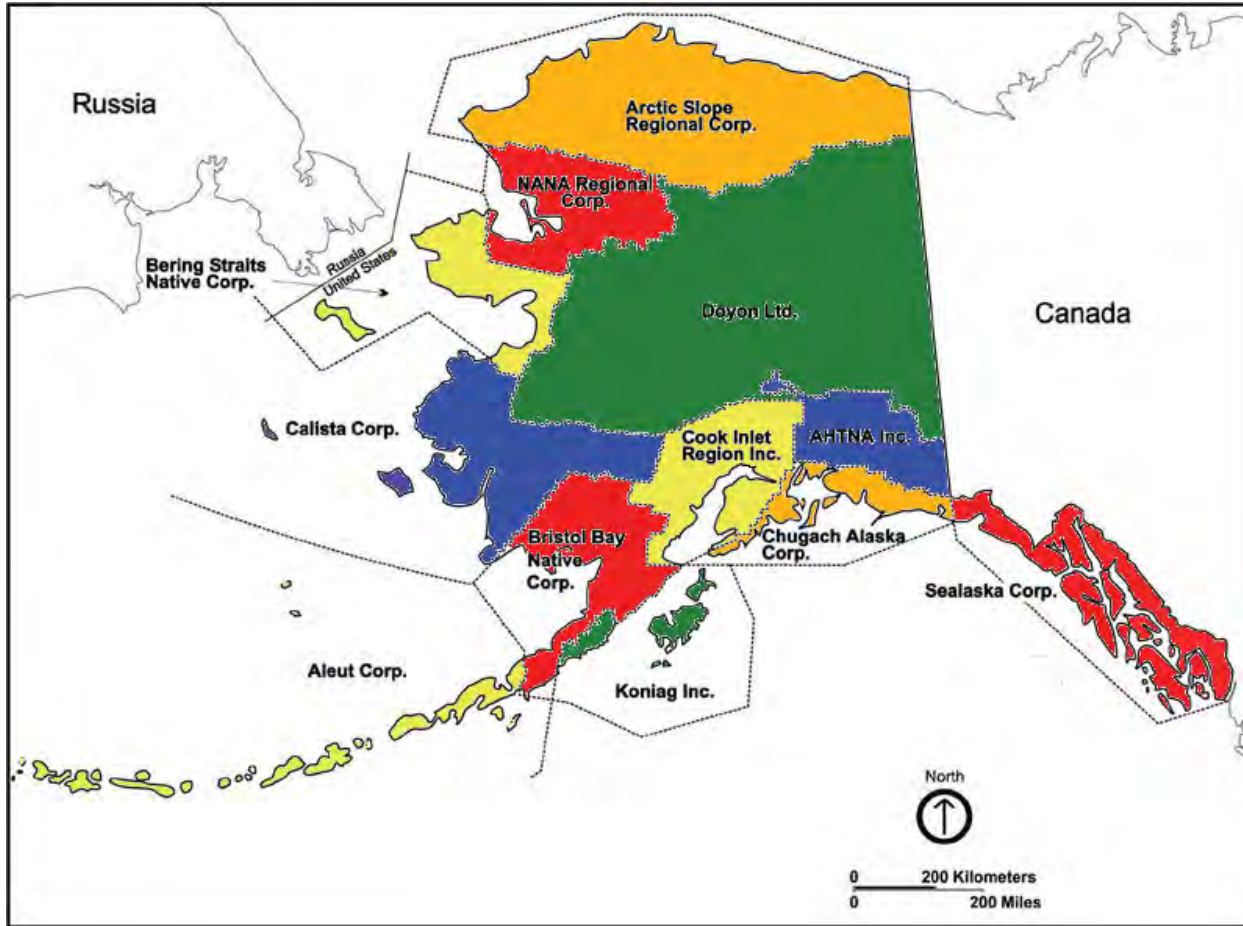




distribute



VOCABULARY PICTURES



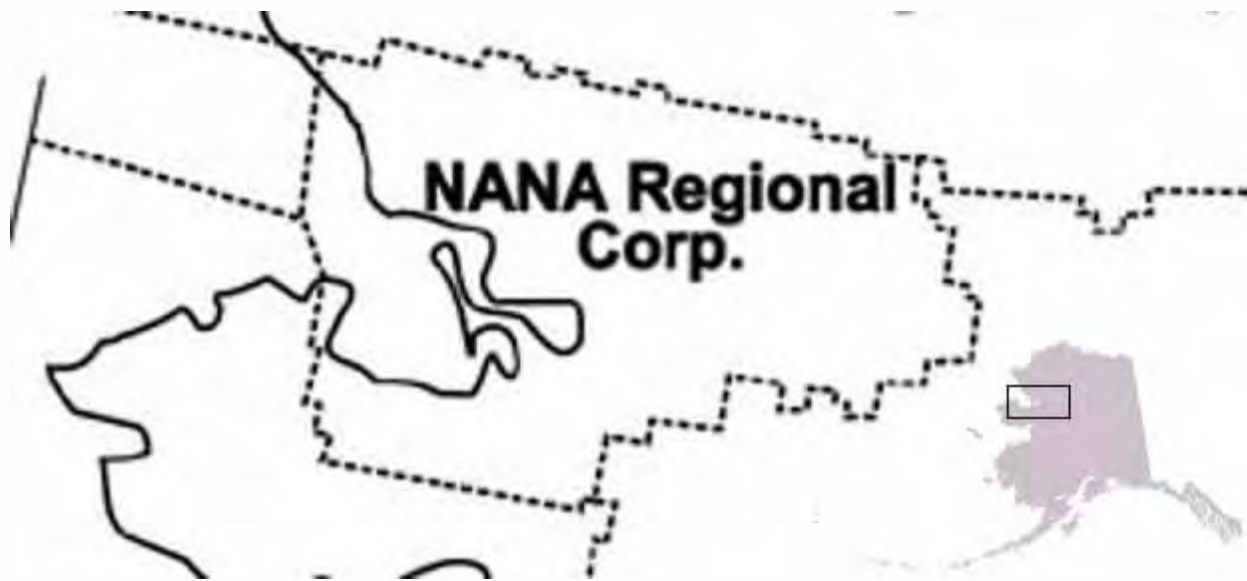


ALASKA NATIVE CLAIMS SETTLEMENT ACT (ANCSA)





CONGRESS





REGIONAL CORPORATION





VILLAGE CORPORATION





SHAREHOLDERS





EXTINGUISH



Archives, University of Alaska, Fairbanks



EXCHANGE

but not otherwise affect the existing withdrawal for wildlife purposes.

HARRY R. ANNEBSON,
Assistant Secretary of the Interior.

JANUARY 16, 1969.

[P.R. Doc. 66-460; Filed, Jan. 22, 1969;
8:48 a.m.]

[Public Land Order 4569]

[ARIZONA]

ARIZONA

Withdrawal for National Forest
Recreation Areas

By virtue of the authority vested in the President and pursuant to Executive Order No. 10355 of May 26, 1952 (17 P.R. 4821), it is ordered as follows:

1. Subject to valid existing rights, the following described national forest lands are hereby withdrawn from appropriation under the mining laws (30 U.S.C. ch. 2), but not from leasing under the mineral leasing laws, in aid of programs of the Department of Agriculture:

KANAS NATIONAL FOREST

WELA AND RABY RIVER WATERSHED

Katibah Lake Comprovised

T. 22 N., R. 3 E.,
Sec. 14, 0 1/2 SW 1/4 NW 1/4, E 1/2 NW 1/4 NW 1/4,
SE 1/4 NW 1/4, NW 1/4 SW 1/4, W 1/4 SW 1/4, NW 1/4
SW 1/4.

Sec. 18, S 1/2 NE 1/4 NE 1/4, E 1/2 NE 1/4.

Paris Comprovised

T. 23 N., R. 4 E.,
Sec. 23, lots 1, 2, 3, 4, and 5.

Tex. X Comprovised

T. 26 N., R. 2 E.,
Sec. 1, lots 1 and 2.

T. 30 N., R. 3 E.,
Sec. 36, SE 1/4 NW 1/4, S 1/2 NE 1/4, E 1/2 SW 1/4,
SE 1/4.

T. 30 N., R. 2 E.,
Sec. 21, lot 4.

The areas described aggregate 1,292.63 acres in Coconino County.

2. The withdrawal made by this order does not alter the applicability of those public land laws governing the use of the national forest lands under lease, license, or permit, or governing the disposal of their mineral or vegetative resources other than under the mining laws.

HARRY R. ANNEBSON,
Assistant Secretary of the Interior.

JANUARY 16, 1969.

[P.R. Doc. 66-461; Filed, Jan. 22, 1969;
8:48 a.m.]

[Public Land Order 4568]

[ALASKA]

ALASKA
Partial Revocation of Public Land
Order No. 4341

By virtue of the authority vested in the President and pursuant to Executive Order No. 10355 of May 26, 1952 (17 P.R. 4821), it is ordered as follows:

1. Public Land Order No. 4341 of December 21, 1957, withdrawing lands for

use of the Department of the Air Force, is hereby revoked so far as it affects the following described lands:

KANAS

U.S. SURVEY NO. 4362

That portion of lot 1 beginning at meander Corner No. 1, thence N. 44°00' E., 0.74 chains to a point on line 1-2, lot 1, which is S. 44°00' W., 50 feet from the approximate centerline of the Beaver Loop Road, thence S. 44°00' E., 4.86 chains to a point on line 2-4, lot 1, which is N. 48°00' W., 50 feet from the approximate centerline of the Beaver Loop Road, thence S. 65°00' W. 0.20 chain along line 2-4, lot 1, to meander Corner No. 4 of lot 1, thence N. 50°45' W., 4.86 chains along line 4-1 of lot 1 to meander Corner No. 1 of lot 1, the point of beginning.

Containing 0.23 acre.
2. The tract has been determined to be "property" within the meaning of the Federal Property and Administrative Services Act of 1949 as amended, and shall be subject to administration or disposal under that act and regulations of the General Services Administration.

HARRY R. ANNEBSON,
Assistant Secretary of the Interior.

JANUARY 16, 1969.

[P.R. Doc. 66-462; Filed, Jan. 22, 1969;
8:48 a.m.]

[Public Land Order 4567]

ALASKA

Withdrawal of Unreserved Lands

By virtue of the authority vested in the President by section 1 of the act of June 25, 1916 (36 Stat. 947, 43 U.S.C. 141), as amended, and pursuant to Executive Order No. 10355 of May 26, 1952 (17 P.R. 4821), it is ordered as follows:

1. Subject to valid existing rights, and subject to the conditions hereinafter set forth, all public lands in Alaska which are unreserved or which would otherwise become unreserved prior to the expiration of this order, are hereby withdrawn from all forms of appropriation and disposition under the public land laws (except locations for metalliferous minerals), including selection by the State of Alaska pursuant to the Alaska Statehood Act (72 Stat. 328), and from leasing under the Mineral Leasing Act of February 25, 1920 (41 Stat. 437, 30 U.S.C. 181, et seq.), as amended, and reserved under the jurisdiction of the Secretary of the Interior for the determination and protection of the rights of the native Alaska, Eskimo, and Indians of Alaska. The withdrawal and reservation created by this order shall expire at 12 (midnight), A.M., December 31, 1979.

2. Unless otherwise required by law, all applications for lease, license, permits, or land title transfers which were pending before the Department of the Interior on the effective date of this order, will be given the same status and consideration beginning at 12 (noon) A.M., on April 2, 1971, as though there had been no intervening period, unless previously recalled by the applicant.

3. From January 1, 1971, until 12 (noon) A.M., on April 2, 1971, the State

of Alaska shall, subject to the provisions of paragraph 2 of this order, have a preferred right of selection as provided by section 5(a) of the Alaska Statehood Act of July 7, 1958 (72 Stat. 541). Any public lands not selected by the State and not otherwise reserved shall at 12 (noon) A.M., on April 2, 1971, become subject to appropriation under the public land laws, subject to valid existing rights, the provisions of existing withdrawals and the requirements of applicable law.

4. Applications filed by the State of Alaska before January 4, 1969, to select unreserved public lands under the Statehood Act, which at the time of such filings were embraced in leases, licenses, permits, or contracts issued pursuant to the Mineral Leasing Act of 1920 supra, or the Alaska Coal Leasing Act of 1914 (38 Stat. 741, as amended, 48 U.S.C. 432), and applications filed by the State of Alaska before December 12, 1968, to select other unreserved lands under the Statehood Act, shall be processed in accordance with the policies and procedures of this Department designed to protect the rights of the native Alaska, Eskimo, and Indians of Alaska, which were in effect on the date of this order.

5. This order may be modified or amended by the Secretary of the Interior or his delegate upon the filing of an application which demonstrates that such modification or amendment is required for the construction of public or economic facilities in the public interest. Applications for such modification or amendment should be filed in the land office of the Bureau of Land Management, Anchorage, Alaska.

STEWART L. UNALL,
Secretary of the Interior.

JANUARY 17, 1969.

[P.R. Doc. 66-471; Filed, Jan. 22, 1969;
8:30 a.m.]

Title 47—TELECOMMUNICATION

Chapter 1—Federal Communications
Commission

[Docket No. 17790; RM-1186]
PART 73—RADIO BROADCAST
SERVICES

Table of Assignments; Lynchburg, Va.,
Correction

In the matter of amendment of § 73.806(b) of the Commission's rules, television table of assignments (Lynchburg, Va.).

The report and order in the above-entitled matter, FCC 68-18, released January 16, 1969, and published in the *Federal Register* on January 15, 1969, 34 P.R. 559, is corrected by deleting "Commissioner Wadsworth absent" after the phrase "By the Commission."

Released: JANUARY 17, 1969.

FEDERAL COMMUNICATIONS
COMMISSION

(SAL) BEN F. WAJCK,
Secretary.

[P.R. Doc. 66-441; Filed, Jan. 22, 1969;
8:47 a.m.]



ABORIGINAL TITLE





COMPENSATION





DISTRIBUTE