

## Suggested Student Activities for

Henry Beatus, Sr.

The following are suggested student activities to accompany the Henry Beatus, Sr. biography produced by the Yukon-Koyukuk School District. We have included a wide range of activities so teachers and students can choose those most suitable for them.

For those who have used Moses Henzie, Oscar Nictune, or any other biographies and student activities, there may be some repeats here. We are not assuming that all teachers have familiarized themselves with the Biography Series materials. Therefore, some important activities are again included. At the same time, you may want to look through the other biography materials and see if you'd like to adapt any of the activities not included here.

Hopefully students will find these exercises easy to relate to and relevant to their own lives. A number of the activities invite students to examine and compare aspects of their own village and life to that of Henry's. Perhaps these materials can be used to expand students awareness of their environment and better understand the tremendous changes that have occurred over a relatively short span of time in the Alaskan Interior.

You will also notice a strong emphasis on using the resources within your village, namely the local experts. Encourage people to come to class and share their view of the village history. Give life to your lessons.

Most of the activities listed here have no "right and wrong" answers. They are designed to draw on student's experiences and interpretation of the world they live in. A primary goal to these

exercises is to help students formulate their own answers as to why things are as they are.

Although the activities are divided by chapters and numbered, many of them would be appropriate anywhere so feel free to mix and match. We also encourage teachers to design their own activities. If you feel willing to share your creations, please write us.

All suggestions and comments from teachers and students about Henry Beatus, Sr. or the student activities are appreciated. Send them to:

Yvonne Yarber and Curt Madison

Manley Hot Springs, Alaska 99756

Note: Also included is a sample teachers packet from the Alaska Department of Fish and Game. Some of the materials are a good supplement to the Biography Series. If you would like more copies write directly to:

(Attn: Mary Shields, Educational Division)

Alaska Department of Fish & Game

1300 College Road

Fairbanks, Alaska 99701

## BEFORE READING HENRY BEATUS' STORIES

1. Look at the front and back cover of Henry... What can you tell about him? Can you tell what he is doing on the front cover? If you can guess, you have a clue to one of the things that Henry spends a lot of time doing. Read the cover photo caption on page four. Note the paragraph on page 11. It is the same as the cover but it has the wrong caption. Publishers sometimes make mistakes. The photo that was supposed to be on page 11 was Henry pumping gasoline for his snowmachine.
2. Look at the Family Tree on the inside cover page. a) First make an important correction. Under Fred Bifelt's box you will find the letters dec., please scratch that out. Fred Bifelt is still alive and well in Huslia, he is not deceased. b) Now, find out what the dotted lines mean. Who are Henry's real parents and who adopted him? c) Choose two names from the family tree that are also listed in the index on page 72. Use the index to find out what Henry says about those people in his book.
3. Where is Hughes? Locate it on your school map of Alaska. Note it's relationship to your village. How far away is Hughes by land? By river? (If there is no large school map, use the one on page 10 in the book.) What river is Hughes located on? What villages are closest to Hughes on that river?
4. What about Hughes? Look through your school's collection of books on Alaska. Also use other community members and classmates as resources. Has anyone in your class ever been to Hughes? (Suggested resource books: Alaska Regional Profiles Volume VI, Yukon Region; Alaska Natives and the Land available from the Superintendent of Documents at the U.S. Government

Printing Office, Washington, D.C. 20402; Alaska's Great Interior from the Alaska Geographic Society, Volume 7 Number 1, 1980. See page 71. Look up your own village in these books. Compare what is written with what you already know about your village.

5. Condense the information on Hughes you found in the preceding activity and write what you now know about Hughes. Later you will compare this with Henry's descriptions of Hughes.
6. English Style. Read the "Note From A Linguist" by Ron Scollon on page five. Ask your teacher for help with words such as linguist, nuance, succinctness, semantic indirectness, narrative impact, diction and variation. Discuss with your teacher the meaning of the note from Ron. (Note to teachers: You might want to elaborate on the subject of variations in English. Unfortunately students sometimes believe that there is only one kind of English. Variations of English exist for the sake of communication. English is a living language which changes to serve the needs of people in particular situations. For example, "Village English" might be appropriate at a potlatch and perhaps not at some job interviews in Anchorage. Or, "Medical English" might be appropriate at a health aide's training session but not at a birthday party.)
7. Glossary. Ask your teacher to list the glossary words on the board before you look at them in Henry's book. See how many of the words you already know, then look them up in the glossary on pages 10 and 11.

8. Mining. Look through your school library for books on mining. What is a miner? Are there any in your area? Has anyone in your village worked for miners? Ask them to explain different methods of mining. How did the early miners compare with those today? How did people mine in the winter? What kinds of tools and machinery were used for mining in the early 1900's? What kinds are used now?

## CHAPTER ONE ACTIVITIES

9. Boom Town. What is a boom town? What kind of jobs are available in a boom town? Who has an easy time in a boom town? Who has a difficult time? (Note to teacher: Point out who directly prospers from a boom i.e., those who strike gold, freighters, people who own machinery, store owners and bar owners. Those who suffer are people uninterested in activities surrounding the boom and without jobs, people without a place to live who must pay the inflated prices of goods and services brought on by the boom. Ask students about other booms in Alaska, for instance the pipeline boom. Compare the changes brought about by the pipeline boom (high rent, shortage of homes in the cities, high salaries for those working, higher costs of living for everyone) with those brought about by the gold booms seventy years ago.) Find out how the gold strikes of the early 1900's affected your village and the surrounding area. Ask some of the old people in your village what it was like during that time. Compare the lifestyle of goldminers with that of people not interested in gold. What were the most Native people doing? You can find many things written from the goldminers point of view but very little from the Native point of view of that time. If there are old miners or Native people who lived through the gold rush era in Alaska ask them some questions about life at that time. You may be able to collect some information not written down anywhere. Sourdough Sagas by H. Heller, is one book from the goldminers side of life that talks about the Yukon-Koyukuk area.

10. Cabin designs. What does Henry say about changes in cabin materials? (page 14) Work together as a class to inventory the different types of houses in your area at present. Notice the types of materials and methods of construction used. Find out the date each house was built. Then find out what kinds of houses used to be built in your area. When were sod houses last used? Does anyone know when the first log cabin was built? Or the first cabin to have a glass window or a tin roof? Draw pictures of different kinds of houses that have been in your village. Interview people to find out the pros and cons of different designs and materials. Use the index in Henry's book to see if he says any more about cabin building.
11. Grandma as a doctor. Ida, Henry's grandmother was a midwife. Look up midwife in your dictionary. Find out if there were any midwives in your village. Are any still living? If so, invite her to your class to speak about childbirth before people started going to hospitals. Go home and find out how many of your parents were born in a hospital. Grandparents? How many in your class? Can you find out why people changed over from midwives to doctors in hospitals?
12. What was Henry doing at age seven? (page 16) What were you doing with your time at age seven? (after school, during school, during the summer, etc.) See if you can find people in your village doing similar things as Henry when they were seven years old. Can you find people older than you who were doing similar things as yourself when they were seven?

13. Were Grandma's stories important to Henry? How? Did Henry understand them right away? Do you remember anything told to you that didn't make sense until later on?
14. Walking. What's the furthest you've ever walked? Why? Do you like to walk? Why did Grandma Ida and Leon walk from Allakaket to Selawik? Use a map to figure out how many miles they walked one way. How many miles round-trip? Eighty years ago people walked for winter transportation. Sometimes they had dog teams. Henry said that people didn't ride the sleds then. Why?

How has winter transportation changed from those days? List the different ways you can travel in the winter. Do you have to carry all your supplies with you when you travel? Did Grandma Ida and Leon? What do you suppose they had to carry on their trips to Selawik?

15. There's not much visiting between Selawik and Allakaket now. Why did people like Grandma Ida go to Selawik? Where do you suppose people in Allakaket get their supplies from now? Where did people in your village get supplies from eighty years ago? Where do they get them now? Trails and roadways often reflect trade routes. Can you find out where trails were going from your village eighty years ago? Make a class map showing transportation routes (trails, roadways, and riverways and airways.) Use a different color to show past, present and projected routes. Your town council might have maps showing projected (future) routes or write to the State Department of Planning to see what they might have planned. Discuss the implications of new trails and roads in your village.



What happens if your village becomes connected with other communities or a large city? Invite someone from the village council to talk about this subject.

16. What was Henry doing in the winter when he was nine years old? What did you do at age nine in the winter?

Write a poem about Henry's story of "Sternwheeler and Barge".

If you can, include something about your own summer travel in the poem.

What kinds of things did Henry's "old man" tell him about the way their old people used to be? (page 23)

Do you know any people who won't show their greatest side?

Have you ever been told not to show off, or not to brag about yourself? Do you feel that it's wrong to talk about yourself?

Do you ever feel too shy to answer a question in school even

if you know the answer? Ask your teacher if he or she was

raised the same way as Henry? Were they taught to "let people know what they were capable of doing" or were they taught

to not "show their greatest side"? (Note to teacher: You

may want to initiate a discussion about people being taught

different values the world over. These differences may vary

from family to family or culture to culture.)

## CHAPTER TWO ACTIVITIES

19. What are some of the things that Henry says is different for kids now than when he was young? Ask your parents how things were different for them as kids compared to your life.
20. What was Henry's education? (page 26 & 27) Do you agree or disagree with what Henry says about young people today not watching the older people (in order to learn)? Make a list of things people in your village can do that you can't learn from books. Choose one of those items to learn together as a class from a willing teacher. Remember, some people believe that you learn from watching, not by talking.
21. School and Land Claims. It seems that a lot of adults keep saying that education is especially important because of the Alaska Land Claims. As a class project find out why it's important. What will happen if young people don't work on the Land Claims issue? Ask your local corporation officers, or write to Doyon and Tanana Chiefs to find out why. Ask people in your community, anyone that you can think of. Make a list of why land claims and education are important.
22. Caribou. Find out what you can about caribou using the Fish and Game Wildlife Notebook Series, Alaska Mammals by Alaska Geographic or any other sources you can find. If you have questions that aren't answered in the literature available to you, write to the Alaska State Department of Fish and Game, perhaps they can help.

## CHAPTER THREE ACTIVITIES

23. Henry began trapping at a young age in order to make a living. Here are some fur prices from the January 26, 1933 Seattle

Fur Exchange Auction Sale Report. (ATTACHED) Make a list of the furs trapped and sold in your village. Look up the 1933 prices. Ask people in your village who were trapping in 1933, what they got for their furs. Find out who bought furs. Was there any competition between buyers to give the best price or was there only one fur buyer in the village? Find out from trappers in your village what the fur prices are now. How many fur buyers are there? How do the buyers differ in prices and fairness? Why does one give a higher or lower price for furs than another? What makes a difference in the value of a pelt? (size, color, the way skinned...?) What is the advantage or disadvantage of sending fur out compared to selling it to a buyer who comes to the village? How has the fur business changed through the years? Why does the value of one animal fluctuate from year to year? Invite your local fur buyer(s) to come to class and answer all of the same questions. Ask them to bring you a current list of prices similar to that of 1933.

24. Learning to trap. Forty or fifty years ago most men learned to trap as children. Now most young men don't learn until they've finished school, if at all. Read about Henry's boys learning to trap. Are there any more men in your town who have learned to trap in the last few years? If so, invite one of them to class to talk about things they needed to learn, problems encountered, difficult times, good times. Who helped them out? What did they need to learn about cold weather. Did they ever have a snowmachine break down? What do they do for snowmachine maintenance?

25. If Henry went hunting with another man or a group of people how did they split up what they got? Do people in your village hunt alone or in groups? Did people tend to hunt in groups more often before there were snowmachines? Why or why not? How do people in your village divide their catch if more than one goes hunting? Does it differ according to the type of animal? For instance, bear fat or moose head.
26. How many different ways does Henry catch fish? What new inventions make it easier? (hint: motors, sonar, nylon...) What is the difference between a seining net and a gill net?
27. Working for wages. See the CHAPTER TWO ACTIVITIES for Joe Beetus. There may be some activities on working and wages weren't able to do earlier.
28. Henry talks about working and "part" hunting and trapping. (page 54 & 55)
- Discuss the various ways working for wages makes a subsistence life of hunting, trapping and fishing difficult to carry on at the same time.

#### CHAPTER FOUR ACTIVITIES

29. Have you been to a dog race? What did you notice? Write about it. What does the racer have to do to train his dogs? How do racers help one another with dogs? What are the costs of racing? (Hint: daily food, medicine, vet bills, equipment like harnesses, snow hooks, sleds, chains, rental or purchase of dogs, plane fare to races for the whole team, food and lodging for the racer and handler at the races...) Are there any dog racers in your village? Find out their racing costs. Is it difficult to get sponsors with money? How do they do

it? What do they have to do in return?

30. What is the difference between racing and trapline dogs?

31. What advice about dogs from Chapter Four stands out in your mind?

#### CHAPTER FIVE

32. See the potlatch activities for Chapter Three, Joe Beetus.

33. Alcohol. What does Henry say about drinking? (page 62-64)

Is drinking something that people talk about in your village?

Is it something of concern to people? Draw a picture or write a poem about some aspect of drinking. It can be happy, sad, worried, angry, confused, or questioning.

34. Look at the photograph on page 63. What is Henry doing? Do people make speeches at potlatches in your village? What do they talk about and who does the speech making? Could you give a speech? Why or why not?

35. Read what Henry has to say about roads on page 68. Refer to activity #15.

36. Changing laws. Read through the Alaska Trapping and Hunting Regulations No. 22. Are there any regulations people in your village are unhappy with? Which ones and why? Did you know there are procedures for changing laws that seem unsuitable?

Read page 73 of the Alaska Hunting Regulations No. 22 for submitting proposals for changes in regulations. Read page 69 of Henry Beatus. How did they solve their problem with outside hunters?

37. What are the changes Henry mentions on page 70? Have there been similar changes in your village? What other changes have there been in your village?

## WRAP-UP

38. Do you know anyone whose picture or name appeared in this book? Who? How do you know them? Choose a person from the book who you may or may not know. Write that person a letter saying you met them in Henry's book and wanted to say hello. Tell that person something about yourself and your village. Tell them something you liked about Henry's book. Maybe the person will write back to you, but don't be dissapointed if not. You might have chosen a very busy person, someone who can't write, or someone who doesn't like to but enjoys getting letters.
39. Write about Hughes now that you've finished Henry's book. Add some of the new things you've learned since you began reading Henry Beatus.
40. Choose one or two things that Henry talked about that really stand out in your mind. Write about it.
41. Draw one picture for each chapter in Henry's book. Each picture can highlight something that made a strong impression on you.

# PREVAILING MARKET PRICES

THE SEATTLE FUR EXCHANGE—JANUARY 26, 1933

WE submit herewith prices obtainable today, on all prime and legally taken furs. These quotations are not guaranteed, but are subject to the usual market changes and are for the purpose of guiding shippers. We advise prompt shipment in order that we may take advantage of good prices when they prevail. You may rest assured that in no instance will furs be sold at less than full value.

## BEAVER—Alaska, B. C., Alberta—

### Good Demand

Sizes and Colors Important.

I Extra Large, Darks and Blacks.....	\$12.00 to \$15.00
I and II Large and Extra Large.....	10.00 to 13.00
I and II Mediums.....	6.00 to 8.00
I and II Smalls.....	3.00 to 5.00
III, As to Size.....	1.00 to 7.00
Kitts or Cubs.....	1.00 to 2.50

## Oregon, Washington, Idaho and Montana—

Sizes and Colors Important.

I Extra Large, Dark.....	\$10.00 to \$12.00
I and II Large and Extra Large.....	8.00 to 10.00
I and II Mediums.....	4.00 to 6.00
I and II Smalls.....	2.00 to 4.00
Kitts or Cubs.....	1.00 to 2.00

## MARTEN—Alaska, Yukon Territory, MacKenzie and Peace River:

### Good Demand

Average Lots, Free of Low Grades, Poor or Damaged Skins.....	\$ 9.00 to \$12.50
I and II Very Dark, Large.....	\$35.00 to \$40.00
I and II Dark, Large.....	30.00 to 35.00
I and II Medium, Dark.....	20.00 to 25.00
I and II Small, Dark.....	12.00 to 16.00
I and II Large and Extra Large, Light Browns.....	16.00 to 20.00
I and II Large and Extra Large, Pale.....	11.00 to 15.00
I and II Medium and Small, Pale.....	7.00 to 10.00

## British Columbia—

Average Lots, Free of Low Grades, Poor or Damaged Skins.....	\$ 6.00 to \$ 9.00
Browns and Dark, As to Size.....	15.00 to 20.00
I and II Large and Extra Large, Pale.....	10.00 to 13.00
I and II Medium and Small.....	6.00 to 8.00

## Cascades—

Average Lots, Free of Low Grades, Poor or Damaged Skins.....	\$ 5.00 to \$ 7.50
I and II Large and Extra Large, Brown and Dark.....	9.00 to 11.00
I and II Large and Extra Large, Pale.....	7.00 to 10.00
I and II Medium and Small, Pale.....	4.00 to 6.00

## RED FOX—Alaska, All Sections, as listed—

### Interior and Similar, including Yukon Territory—

### Good Demand

Average Lots, Free of Low Grades, Poor or Damaged Skins.....	\$12.00 to \$16.00
I and II Depending Size and Color.....	12.00 to 18.00
II Early and Slightly Rubbed.....	6.00 to 10.00
Poor and Damaged.....	2.00 to 5.00

### Peninsula—

Average Lots, Free of Low Grades, Poor or Damaged Skins.....	\$11.00 to \$13.00
I and II Depending Size and Color.....	10.00 to 14.00
II Early and Slightly Rubbed.....	8.00 to 12.00
Poor and Damaged.....	2.00 to 5.00

### Unimak and Western Aleutian Peninsula:

Average Lots, Free of Low Grades.....	\$ 7.00 to \$10.00
I and II Depending Size.....	7.00 to 11.00
II Early and Slightly Rubbed.....	4.00 to 7.00
Poor and Damaged.....	1.00 to 5.00

This is a copy of a document in the Archives of the U.S. Fish and Wildlife Service. It is loaned to the user for private study, research, or other non-commercial purposes. The user assumes full responsibility for complying with copyright provisions.

# PREVAILING PRICES

## BADGER—Montana, Alberta, Wyoming and North Dakota—

Good Demand For Fine Skins	I and II Heavy Pale .....	\$16.00 to \$22.00
	I and II Ordinary .....	10.00 to 17.00
	II and Low as to Color .....	5.00 to 9.00
	III and IV .....	.50 to 2.00
	Hairy .....	.10 to 1.00

## Oregon, Idaho and Washington—

I and II Heavy Pale .....	\$12.00 to \$15.00
I and II Ordinary .....	5.00 to 8.00
II and III .....	2.00 to 5.00
Hairy .....	.10 to 1.00

## BADGER—Oregon and Washington, Coast Section—

I and II Heavy as to Color .....	\$ 4.00 to \$10.00
II and III .....	1.00 to 3.00
Hairy .....	.10 to 1.00

## LYNX CAT—Montana, Eastern Washington, Idaho—

Good Demand For Heavy Skins	I and II Large and Extra Large Pale .....	\$3.00 to \$5.00
	I and II Medium and Small Pale .....	2.00 to 4.00
	III and IV .....	.50 to 2.00

## WILD CAT—

I and II Large and Extra Large .....	\$ 2.00 to \$ 4.00
I and II Medium and Small .....	1.00 to 3.00
I and II Red .....	1.00 to 2.50
III and IV Red .....	.50 to 1.00

## CIVET CAT—Northwestern States—

I and II Average Sizes .....	\$ 0.10 to \$ 0.25
III and Damaged .....	.05 to .10

## SKUNK—Oregon and Washington—

Fair Demand at Present	Average Collections .....	\$ 0.40 to \$ 0.50
	III and Damaged .....	.10 to .35

## WOLF—Alberta, Montana, Wyoming, British Columbia and Alaska—

Good Demand	I and II Extra Large and Large, Silky .....	\$6.00 to \$ 8.00
	I and II Medium and Small, Silky .....	4.00 to 7.00
	III Unprime and Damaged .....	1.00 to 4.00

## Oregon, Washington and Idaho—

I and II Extra Large and Large, Silky, Pale .....	\$4.00 to \$7.00
I and II Medium and Small, Silky .....	3.00 to 6.00
III Unprime and Damaged .....	2.00 to 4.00

## RACCOON—British Columbia and Northwestern—

Fair Demand	I and II Extra Large and Large .....	\$3.50 to \$5.00
	I and II Medium and Small .....	1.50 to 3.00

## WOLVERINE—British Columbia, Alaska and Northwest.

Fair Demand For Pale Skins	I and II Very Pale .....	\$15.00 to \$20.00
	I and II Brown .....	5.00 to 7.00
	III and Damaged .....	2.00 to 3.00



# PREVAILING PRICES

## MINK—Continued

—Washington, Oregon, Idaho, Montana and similar—

Average Sizes, Winters, Good Colors, Free of Singed or Damaged	\$3.50 to \$5.00
Average Sizes, Ordinary	2.50 to 5.00
Average Sizes, Springy and Red	2.50 to 2.50

## OTTER—

Fair Demand	Average Lots, Coast, Free of Low Grades, Poor or Damaged	\$10.00 to \$12.00
	Average Lots, Interiors, No Poor or Damaged	8.00 to 11.00
	I and II Extra Large and Large, Dark (as to section)	10.00 to 14.00
	I and II Brown and Black (as to section)	10.00 to 12.00
	III and IV	2.00 to 5.00

## LYNX—Alaska, Yukon Territory—

Good Demand	Sizes Very Important.	
	I and II Large and Extra Large	\$30.00 to \$38.00
	I and II Medium	17.00 to 23.00
	I and II Small	12.00 to 16.00
	I and II Kitts	7.00 to 10.00
	Springy or Slightly Red, Large	20.00 to 25.00
	Springy or Slightly Red, Medium	12.00 to 15.00
	Springy or Slightly Red, Small	7.00 to 10.00
	III and IV	2.00 to 10.00

## British Columbia, Alberta and Northwest—

	Sizes Very Important.	
	I and II Large and Extra Large	\$28.00 to \$32.00
	I and II Medium	15.00 to 20.00
	I and II Small	10.00 to 15.00
	I and II Kitts	6.00 to 10.00
	Springy and Slightly Red, Large	18.00 to 25.00
	Springy and Slightly Red, Medium	10.00 to 14.00
	Springy and Slightly Red, Small	6.00 to 10.00
	III and IV	2.00 to 8.00

## ERMINE—Alaska and Prairie—

Fair Demand	Average Lots, Free of Stained or Damaged	\$0.35 to \$0.60
At Present	Giants	1.00 to 1.25
	Large and Extra Large	.60 to .80
	Medium	.35 to .45
	Small	.15 to .30
	Stained and Damaged	.10 to .30

## British Columbia, Alberta and similar—

	Average Lots, Free of Stained or Damaged Skins	\$0.35 to \$0.50
	Large and Extra Large	.50 to .65
	Medium	.25 to .40
	Small	.15 to .30
	Stained and Damaged	.10 to .25

## FISHER—

Good Demand	Fine, Dark, Small	\$90.00 to \$125.00
For Fine Skins	I and II, Medium and Small, Dark	70.00 to 100.00
	I and II, Medium and Small, Dark Brown	60.00 to 80.00
	I and II, Medium and Small, Pale	40.00 to 75.00
	I and II, Extra Large and Large, Dark, Bucks	25.00 to 65.00
	I and II, Extra Large and Large, Light Brown	30.00 to 50.00
	I and II, Extra Large and Large, Pale	25.00 to 40.00
	III and Damaged	5.00 to 15.00

This is a copy of a document in the Archives, Univ. of Alaska, Fairbanks. It is furnished for private study, scholarship or research. It assumes full responsibility for complying with copyright provisions.

# PREVAILING PRICES

## RED FOX—Alaska, All Sections, as listed— Kodiak and Island District—

Average Lots, Free of Low Grades.....	\$ 5.00 to \$ 9.00
I and II Depending Size .....	6.00 to 10.00
II Early and Slightly Rubbed.....	4.00 to 6.00
Poor and Damaged .....	1.00 to 5.00

## Western Canada—

Average Lots, Free of Low Grades.....	\$ 7.00 to \$10.00
I and II Depending Size and Colors.....	9.00 to 13.00
II Early and Slightly Rubbed.....	5.00 to 8.00
Poor and Damaged .....	1.00 to 4.00

## WHITE FOX—Alaska, All Sections, as listed— Good Demand

Average Lots, Free of Low Grades .....	\$16.00 to \$22.00
I Large .....	20.00 to 27.00
I and II .....	17.00 to 23.00
I and II, Slightly Stained .....	12.00 to 15.00
II and III .....	8.00 to 12.00
Poor and Damaged .....	5.00 to 10.00

## Kuskokwim, Lower Yukon and Similar—

Average Lots, Free of Low Grades, Poor or Damaged.....	\$12.00 to \$16.00
I Large .....	18.00 to 21.00
I and II .....	15.00 to 18.00
Early and Rubbed .....	10.00 to 12.00
Poor and Damaged .....	4.00 to 9.00

## Canadian Arctic:

Average Lots, Free of Low Grades, Poor or Damaged.....	\$15.00 to \$20.00
I Extra Large .....	18.00 to 23.00
I and II .....	15.00 to 21.00
I and II, Slightly Stained .....	10.00 to 12.00
II and III .....	9.00 to 12.00
Poor and Damaged .....	4.00 to 8.00

## CROSS FOX—Alaska, All Sections, as listed— Good Demand

### Interior and similar—

Average Lots, Free of Low Grades, Poor or Damaged.....	\$22.00 to \$35.00
Dark Silvery and Silky.....	40.00 to 55.00
Dark Silvery .....	30.00 to 40.00
Reddish, Silky .....	25.00 to 35.00
Pale .....	22.00 to 35.00
Poor and Rubbed, Depending Quality.....	3.00 to 20.00

### Kuskokwim, Lower Yukon and Similar—

Average Lots, Free of Low Grades, Poor or Damaged.....	\$20.00 to \$26.00
Dark Silvery and Silky.....	30.00 to 35.00
Dark Silvery .....	25.00 to 30.00
Reddish, Silky .....	20.00 to 25.00
Pale, Silky .....	20.00 to 30.00
Poor and Rubbed, Depending Quality.....	3.00 to 15.00

### Kodiak Island and similar—

Average Lots, Free of Low Grades, Poor or Damaged.....	\$10.00 to \$13.00
Dark, Heavy, Silky.....	15.00 to 20.00
Reddish .....	8.00 to 11.00
Pale .....	7.00 to 10.00
Poor and Rubbed .....	3.00 to 5.00

### Canada—

Average Lots, Free of Low Grades, Poor or Damaged.....	\$15.00 to \$20.00
Dark, Silvery, Heavy .....	35.00 to 40.00
Reddish, Heavy .....	22.00 to 25.00
Pale, Heavy .....	18.00 to 20.00
Early and Rubbed .....	10.00 to 14.00
Poor and Rubbed .....	3.00 to 8.00

# PREVAILING PRICES

## SILVER FOX—

Good Demand	Selected—40% to 90% Silver	\$70.00 to \$110.00
	Selected—25% to 40% Silver	45.00 to 80.00
	Selected—10% to 25% Silver	30.00 to 55.00
	Selected—Up to 10% Silver	25.00 to 55.00
	Selected—Black	25.00 to 40.00
	Ordinary—40% to 90% Silver	50.00 to 70.00
	Ordinary—25% to 40% Silver	30.00 to 50.00
	Ordinary—10% to 25% Silver	20.00 to 35.00
	Ordinary—Up to 10% Silver	15.00 to 30.00
	Ordinary—Black	10.00 to 17.00
	Outstanding Specimen Skins to \$150.00 Rusty, Browns and Low Grades, usual discount.	

## BLUE FOX—

Good Demand	Dark, Arctic, Wild	\$40.00 to \$70.00
	Pale, Arctic, Wild	40.00 to 70.00
	Dark, Island	25.00 to 40.00
	Pale, Island	25.00 to 40.00
	Dark, Ranch'd, Depending on Quality and Color	15.00 to 22.00
	Pale, Ranch'd, Depending on Quality and Color	15.00 to 22.00
	Rubbed and Rusty	5.00 to 15.00
	Poor	1.00 to 8.00

## MUSKRATS—Alaska—

Good Demand	Interior	
	Average Collections, Winter and Springs	\$0.33 to \$0.37
	Average Collections, Falls and Winters	.30 to .35
	Average Collections, Falls	.25 to .25

## Kuskokwim, Lower Yukon and Similar—

	Average Collections, Winter and Springs	\$0.30 to \$0.36
	Average Collections, Falls and Winters	.25 to .30
	Average Collections, Falls	.20 to .20

## Canada and Northwest—

	Clean Collections, Free of Damaged and Kitts, Suitable for Seal	\$0.33 to \$0.45
	Average Collections, Winter and Spring	.30 to .35
	Average Collections, Falls and Winters	.25 to .30
	Average Collections, Falls	.25 to .25

## MINK—Alaska Interior and Alberta—

Good Demand	Average Sizes, Winters, Good Colors, Free of Singed or Damaged	\$6.00 to \$10.00
	Average Sizes, Ordinary	4.50 to 6.50
	Average Sizes, Early	3.00 to 5.50
	Average Sizes, Springy and Red	1.50 to 4.00

## Kuskokwim, Lower Yukon and similar—

	Average Sizes, Winters, Good Colors, Free of Singed or Damaged	\$5.00 to \$7.50
	Average Sizes, Ordinary	4.00 to 6.00
	Average Sizes, Early	2.50 to 5.00
	Average Sizes, Springy and Red	1.50 to 4.00

## Peninsula, Southeastern Alaska, and B. C. Coast—

	Average Sizes, Winters, Good Colors, Free of Singed or Damaged	\$3.50 to \$5.50
	Average Sizes, Ordinary	2.50 to 4.50
	Average Sizes, Springy and Red	1.00 to 3.00

## British Columbia and Yukon Territory—

	Average Sizes, Winters, Good Colors, Free of Singed or Damaged	\$7.00 to 14.00
	Average Sizes, Ordinary	5.00 to 7.00
	Average Sizes, Early	4.00 to 6.00
	Average Sizes, Springy and Red	1.00 to 3.00