

is one of the finest schools of its type in the country. Now in saying that, I do not want to give the impression that I think there is no room for improving because exactly the opposite is true. I have been amazed going from state government to federal government to see how hard up the federal government seems to be when it comes to supporting education. Some of you may remember that I had a little trouble with teachers in Oklahoma while I was governor (words not clear) was that the state was a little skimpy with their money. While we were putting in dimes into education and giving it a good, fair share of the money we had to divide up, at the federal level it seems that education, at least Indian education, ranks way down on the scale. And that a school like Chilocco and throughout the BIA system are very sadly in demand, or greatly in need, for more help. For instance, we traveled, some of you may remember, up to Alaska and we found practically no case where there was any effort being made to help the young Eskimo or Aleut children who come in from a home that didn't even speak the English language to make the translation from the English--from the Eskimo language or Indian language to the English language. So therefore, those children might be in school for a couple or three years before they could even understand what was being said. I can imagine a state school operating in this fashion; so I feel very strongly that our federal government cannot take much pride in the way it is supporting the schools that have been under the control of the Bureau of Indian Affairs; and I am confident that we are going to see a great deal of improvement made in this field in the very near future. Along with the determination which I think is present in Congress, I think there is an equal amount of determination to find out which kind of approach to Indian education works the best. Here in Oklahoma, as it has already