room for inpcoving because axactly the opposite is true. I have been anazed going from state government to foderal government to sed how hard up the foderal goverment seens to be whon it comes to supporting oducation. Some of you may remember that I had a little trouble with teachers in Oklahona while I"was governor (words not clear) was that the state was a littie skimpy with their money. While wo wore 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 oducation, ranks way down on the scale. And that a school like Chilocco and throughout the BIA system are very sadly in denadid, or greatly in need, for more help. For instance, we traveled, fome of you may remember, up to Alaska and we found practically no cas where thore was any effort being made to help the young Eskimo or Aleut childrep who come in from a home that didn't oven speak the English ianguage to make the transiation from the English--from the Eskimo language or Indian language to the English language. So thorefore, those children might be in school for a couple or three years befor they could oven understand what was being said. I can imagine a state school operating in this fachion; so I feel very strongly that our federal governsent cannot take mach pride in the way it is supporting the schools that have been under the control of the Bureat of Indian Affairs; and I an confident that we are going to see a great.deal of improvement made in thif field in the very hoar future. Along wth the determináion which In think is present in Congress, I think there is an equal amount of determination to find out which kfind of approach to Indian education works the best. Here, in Oklahona, as it has already

