

vinced that you won't find people with greater talents than any race. We have the talents--it's simply a matter in identifying talents that people have --developing these talents and then putting them to work, not just for Indians, but for the total community. And this is what in essence has been said tonight as I see it. Now one of the--I think everyone here tonight who has talked, has mentioned their concern about young people. Starting with youngsters in the first grade and on up. And as Boyce mentioned, our problem is getting our youngsters through the seventh, eighth, ninth and tenth grades, this I think is where our greatest drop-outs occur, because generally if a kid gets into his junior year, he's pretty well going to make it. And I--there's a lot of emphasis on taking an Indian youngster and getting him into college and into some school where he can learn a salable skill. This is fine, but actually we need to put more emphasis on getting this youngster through high school, getting him through this dangerous period, from about thirteen to sixteen, because this is where a lot of differences are really impressed on the youngster. He doesn't have a dime for a lunch--he doesn't have money for extra-curricular activity and consequently, he withdraws. So I am delighted to be here tonight to see the type of persons that you've gotten here, because I don't think there's anyone here who isn't willing to put out a little extra to help people that help themselves. And I'd like to make one suggestion, Ace, that tonight if it meets with the approval of the group, that you form a temporary organization and maybe select the groups to investigate certain areas and then find out--and maybe have number of meetings before you "zero" in on some--on what this group considers the most important thing of the thing that is of greatest concern to most people. And then start your program there. And as Boyce said, we have facilities at the University that can be made available, we will do anything we can--