

There seems to be no explanation for why the public school system expands in one State to take them in and has not done very much about it in some other States.

Mrs. GREEN. If the gentleman would yield, I think if he checked Oregon he would find our public schools in Oregon are for Indians and they have been for several years.

Mr. FORD. I am sorry Mr. Meeds is not here because he has made quite a study of the contrast between Washington and Oregon. I may be mixing up the two systems there, but there is no pattern apparently of regularity across the States.

The question I really want to put to you is whether you feel on the basis of your experience in Nebraska where you now have all of the Indian children attending public schools that we ought to be expanding the programs in this and other legislation to encourage the continuance of the separate segregated Bureau of Indian Affairs school system as distinguished from the public school system.

Mr. CLINE. My own opinion is this, that the Bureau operated schools such as we have at Flandreau, S. Dak., we have children coming from the State of Montana, North and South Dakota, Nebraska, and Iowa and Minnesota going to the boarding school at Flandreau.

There is a reason as far as our different tribes are concerned and why we would like to see this school maintained. We have many children who become orphans and some become wayward and this is a place that will take these children and try to work out their problems and educate them.

I think the Bureau intends within the coming years to turn these Bureau operated day schools over to school districts. I think one of the reasons they have not moved too swiftly toward that end is that we must consider the people living in these districts and the taxation upon their land and so forth.

I know our Omaha people and Winnebago Tribe of Nebraska are the only two Indian tribes that I know of in the United States that pay taxes upon our trust lands. We are taxed just as any other citizen of the State of Nebraska for our properties even though they are held in trust by the U.S. Government.

Mr. FORD. I might say to you that if a Bureau of Indian Affairs intends to get out of the school business, they have not so testified before of this committee. The Secretary of the Interior came before this committee last year and asked to have these schools included in two very important titles of the Elementary and Secondary Education Act.

At that time he was asking for a 3-year authorization and was talking in terms of the expansion of the programs within their schools. If he intends to get out of the school system business, he has not told this committee that yet. This leaves some of us with the problem of whether we want to encourage the continuance of a school system for Indians exclusively as a separate part of society for an indefinite period or whether we ought not to discourage the continuance of these and encourage the integration of Indian children into the regular school system and force the public schools to recognize their responsibility to accept them as full, first-class citizens.

It is really a little bit difficult for some of us from the Midwest to understand how Members of Congress can get so incensed and exor-