

Secretary UDALL. Yes, I think that our working relationships are very good. I think the total effort is productive, and I think the friction and the conflicts that we did have in the initial stages, I think were inevitable. You can't introduce a new program that has the broad scope and thrust that OEO had and not have conflicts and controversy, but I think we worked most of our problems out, and in my view, the thing that we would like to see happen is to have the program continued, and strengthened. I think this is our basic reaction at this point.

Mr. THOMPSON. Well, 3 years ago when this program was put together, I don't think as one who was extremely active, and was a member of the select committee which, shall we say, devised it, any of us knew with any degree of detail precisely in what exact direction any of the programs would go. It was innovative. It was sort of a bouillabaisse, all put together, and like a good bouillabaisse, it has been most satisfactory. One might say there are too many mussels in it, or not enough shrimp, or something like that. Nevertheless, I think that the experience has been good.

I think we are at the point now where some of us, with particular interest in certain sections, are sort of in a *nunc pro tunc* fashion asking for results which we couldn't reasonably have expected 3 years ago.

I note with interest that you say that your two major interests are of the continuation of special efforts to assist the American Indian. I know from having been a next-door neighbor of yours for 6 years that you did have this interest, and you have continued it, and you said that you want the Job Corps conservation center as it is administered to continue.

With respect to the school situation, it is a bit difficult, admittedly, for one from a State like New Jersey, which was inhabited principally by the Delawares and the Leni Lenapes, who have disappeared long since to understand Indian problems. Our nearest Indian neighbors, as I understand it, are the Senecas and Mohawks in New York. We see them only when and where there is steel construction.

My understanding, from what little I know about Indians, with respect to their schools especially, is that any segregation involved has been a *de facto* segregation, one of geography. I have been to your State. I can't conceive of many of the Indian children being transported or being integrated into other school systems without a great inconvenience. As a matter of fact, in Montana in particular, the weather conditions would almost prohibit it. I am somewhat startled to know that there are Indian schools in white school districts, inhabited solely by Indians, but you do state it is a matter of policy that they be integrated wherever possible. Is that my understanding?

Secretary UDALL. It is only a matter of policy, but this changed the whole picture and I will say it worked very well.

The Indian child has some very serious handicaps; he is very disadvantaged, more handicapped than most. He has a language barrier. He has normally a home in which in the past there has been largely a degree of illiteracy. He has a cultural barrier he has to get across, as well.

This means that the more school integration there is, the better, and this is the reason some years ago the Department made this as a