

A most interesting byproduct has been that the adult Indians are serving on school boards, they are even becoming active in the community. They are beginning to understand taxes, tax structure, and budgeting.

This has been inadvertently a citizen education program for an adult but this was not the main purpose. In recent years the Indian service has not provided adequate funds or not even asked for adequate funds under the Johnson-O'Malley Act which would take care of the kinds of things you mentioned.

It is a wide open act, you can do almost anything under it if you propose it. Instead they have been building up the Indian schools and now they are coming in and asking for more money out of elementary and secondary education, which is based on a formula of counting all children in the community, and then they are going to take another piece out of that and hand it over to the Bureau of Indian Affairs to give them special funds to operate with when they ought to get it out of the Interior budget.

Mr. MEEDS. So certainly members of this committee are aware of the situation in regard to counting of the Indian children. It seems to me that their being counted in this instance should certainly enable them to make moneys available to consultants, counselors, and people who would in fact aid the Indian children in those States like my own who are not receiving very much benefit from this entire \$8 million which we put into the title I last year for the education of Indian children unless they are going to a BIA school and not receiving any benefits.

Mrs. GEREAU. If they are economically disadvantaged children like all the rest of the children in the community.

Mr. MEEDS. Those that are going to be in BIA schools are being dealt with.

Mrs. GEREAU. That is right. In other words, your building into the bill incentives to keep the BIA in business when it should be getting out of business because it is operating segregated school systems, setting them apart.

Mr. MEEDS. We talk about segregation and we know we have enough segregation which we are trying to prevent, but it seems to me that efforts to improve the BIA school, while it should be in those special areas in which they serve special education and not in the overall field of—in effect promoting segregation.

While it is true we ask for a beneficial effect, I doubt that it has this effect in the long run. Would you care to comment on that?

Mrs. GEREAU. I would just say yes to what you have said. I think separating the Indian children out from the regular curriculum the other children follow in the State, which is what BIA does, of setting them apart, of making a premium of their Indianness rather than their disadvantaged state or the fact that they are an American citizen, the primary determinant is philosophically contrary to our principles in this country.

One argument is that the people, the Indian people want it. There are a lot of non-Indian people that would prefer to go to school with one group or another but that is beside the point.

Mr. MEEDS. On the other hand I am sure you will recognize as I do, that there are some special points that the Bureau of Indian Affairs