

education. Much of the discussion centered on the assistance to help accomplish these objectives because of the limited financial resources of local school districts in many Indian areas. There was no consensus among these representatives concerning the proposed transfer of the education function from BIA to the Office of Education and many stated they did not feel sufficiently informed to express a firm opinion.

#### VI. TRANSFER OF INDIAN HEALTH TO THE PUBLIC HEALTH SERVICE

In an attempt to gain further insight into the possible effects of transferring Indian education, members of the Public Health Service were consulted regarding the transfer of Indian health from the Bureau of Indian Affairs to that agency in 1955. In reconstructing that <sup>there are</sup> ~~there are~~ <sup>viewed that the decision was made quite suddenly, and</sup> surrounding Indian health and Indian education, <sup>there is significant</sup> ~~there is significant~~ part in health to the existing system of State-supported education with well-established relationships between these systems and the U.S. Office of Education. Further, the Public Health Service is experienced in the operation and control of hospitals and other medical facilities, whereas the Office of Education has never operated schools or school systems.

#### VII. ANTICIPATED EFFECTS OF TRANSFERRING INDIAN EDUCATION

The effects of transferring responsibility for Indian education from the BIA to the Office of Education must be analyzed in the context of providing improved quality of educational opportunities for Indian children. The committee identified the following significant advantages and disadvantages:

##### ADVANTAGES OF TRANSFER

1. The quality of Indian education might be expected to increase as a result of the augmentation of significant professional expertise, research capability, and financial resources.
2. A more positive public image of Indian education could result from greater identification with the education profession.

influence to insure that resources become and continue to be available for Indian children enrolled in public schools and should urge States to give the same emphasis to Indian children.

4. Education must be viewed as a single, continuing process which ranges from preschool through adulthood. Beginning with preschool <sup>filler</sup> ~~filler~~ the research and development