

1964, but did not inform the Tribal Council of these plans. The Tribal Education Committee then took over and drafted the OEO program proposals at Dr. Roesel's suggestion.

A recurrent and confusing problem began when the OEO proposals and the BIA Ten-Year-Plan were presented at the same meeting. The CAP Administration has been forced to spend considerable time unraveling this confusion. Most informants reported they now had a clearer picture of CAP activities but it had taken some time for them to distinguish CAP from BIA. Some informants reported that CAP had been slowed because people thought CAP was a BIA program, traditional resentment of BIA being initially directed at OEO. This had to be cleared up before CAP could gain support on the reservation.

BIA employees interviewed in the present study acknowledged this confusion but expressed a desire to see cooperation. The BIA employees felt that any interaction between the two agencies depends on CAP. The reluctance of the CAP Administration to involve the BIA has been maintained out of the belief that still more confusion might arise and CAP might be condemned by those who are hostile to the BIA.

The CAP policy of non-involvement with BIA has given rise to criticisms from within the BIA. Most critical remarks have been aimed at specific programs and the BIA informants report a willingness to cooperate with CAP, if asked. As one BIA employee said, "The BIA has adopted an attitude of 'you have to come to me if you want anything from me.'" He said, "I'm not going to bug them to accept my help." This individual spoke favorably of CAP projects but could not understand why CAP was ignoring BIA. This lack of understanding of the problems of CAP-BIA communication was evident among all BIA personnel interviewed. Papago informants felt it best that the situation remain as is.

A members of the CAP Committee explained the situation as he saw it:

"BIA seemed resentful of the Papagos being solely responsible for the money used to finance OEO. They seemed to think all funds are better channeled through them, but it has been a good thing for the people to handle their own finances, and they are making it work."

(3) *CAP-PHS*.—Papago CAP-PHS interaction has been minimal. The long-time antagonism between the people and BIA also holds for PHS. CAP has been forced to take its independent stance in order to reach the most people. Since CAP has not consulted with PHS, some PHS employees have become increasingly hostile toward CAP.

The Papagos are critical of the quality of PHS service and the lack of cross-cultural understanding on the part of PHS personnel. The researchers encountered frequent complaints about the ambulance service, for example. One informant said, "You don't dare get sick except on the scheduled days. If you are sick on the day the ambulance is not scheduled to come, you'd better get well fast."

Criticisms are also directed at the PHS field nurses for not understanding Papago ways. Demands made by the nurses, while often appearing sensible to an Anglo, are often new to a Papago. When the PHS nurses express impatience with people who do not readily accept their suggestions, the people classify the nurses as undesirable. Similarly, doctors who disparage the *Ma-kai* (traditional diagnosticians) do not find themselves welcomed in traditional villages.

These are the factors that have widened the gap between PHS and the reservation population and therefore limited CAP-PHS cooperation. PHS provided physical examinations for the Pre-School children. There has also been some discussion of PHS participating in future orientation programs for new CAP employees. PHS and CAP administrators are hopeful that the community development workers will be able to serve as links in the communication between PHS and the villages.

(4) *CAP-VISTA*.—The two VISTA girls on the Papago Reservation have devoted most of their time to the General Education Development Program to enable high school dropouts to earn equivalency diplomas. Students who cannot get into Sells to attend classes are tutored in their homes by VISTA workers. The names of most of the students contacted by VISTA were obtained from the rolls of NYC. To date, three persons tutored by VISTA workers have earned diplomas, and one has gone on to higher education. Volunteers have organized informal physical education classes in Sells for girls at the junior high level, and helped with the NYC bookkeeping after the NYC accountant died in an automobile accident. One of the VISTA girls has been asked to work as a