

these CAPCom meetings consideration was given to candidate's kinship affiliations, his personal habits and needs, and his ability to perform the job in question. Consideration of family need and qualifications for job performance were often in conflict, and only in some cases typists, for example, was it made clear that minimum qualifications had to be met.

Criticisms of these RBC appointments became widespread immediately, but these are more appropriately interpreted after consideration of the CAP programs.

Head Start was a summer program, initiated and initially administered by the school boards. While it will not be dealt with in detail here, it is noteworthy that a sociologist, evaluating the program in the summer of 1966, interviewed a number of families who had not enrolled their eligible children. Some of these families believed that nine or ten months of school was sufficient, and that to add two months of "school" in the summer was "too much." Some thought the children should be free in summer but that a Head Start program during the regular academic year would be useful, since young children would then be in the company of their siblings. These comments reflect the attitude of some toward year-around monotonous activity, and again reveal the emphasis placed on kinship in all such matters. A further consideration is that many women want to have their children around them. Head Start activity for the summer of 1966 was planned and administered by the CAP.

In the first year of operation Administration and Social Work were combined into one component, consisting of a Director, two Social Workers, an Administrative Assistant, and eventually two clerk-typists. They were assisted until February 1966 by two VISTA volunteers ("the VISTA girls"). Two other VISTAs were stationed at Naytahwaush and Rice Lake, with considerable independence from the central CAP.

The Administrative and Social Work component is best treated as a unit. It was responsible for the entire program, including routine procedures and reports, payroll, liaison with the RBC and CAPCom, and relations with BIA, PHS, welfare and employment departments, various other Federal and state agencies, educational systems, banks and businesses, etc. It was also responsible for preparing new proposals, in collaboration with all relevant government, public, and private institutions, organizations, and individuals. The VISTA girls were of particular value, since, having no organizational "slots," they were available to do what had to be done. Valuable services noted were publication of a CAP newsletter and making contacts throughout the community, in which they were instrumental in disseminating information and obtaining feedback on community reactions and needs. It is clear that the CAP Administration must have mechanisms for knowing of the attitudes and wants of the inarticulate members of the reservation.

The initial scope of the Social Work portion of the component had been two-fold. There was to be responsibility for young people, with particular attention to "drop-outs," as this is regarded as a major problem. This was felt to be preferable to intensive casework, which would have taken place in a vacuum since the entire social situation was working against their efforts. New values inculcated were irrelevant to Indian realities. They concluded that social work concerned with social organization was most likely to be fruitful, and that casework would only mean referral to appropriate welfare agencies. One Social Work aide was employed from the poor of each community.

The Recreation component was directed by a young resident of Naytahwaush, with assistant directors for each of the major communities, and aides from the local communities. The activities included seasonal sports such as baseball and basketball, dances and movies, attempts to develop arts and crafts, etc. The reservation population regarded this component as desirable, since the high schools, with their recreational programs, were considerable distances from the Indian communities, movie theaters were at least fifteen miles, and other recreational opportunities were lacking. Delinquency and vandalism were attributed to boredom of the young.

The Study Hall component was directed by a woman—part Ojibwa—residing in a nearby white community. The component provided for a schoolroom or library room at Pine Point, to be used for evening study or reading by students or adults under the supervision of an aide. The aides were chosen from among "the poor." This component was directed toward living conditions which made reading or study difficult: lack of electric lighting, overcrowded conditions, poor heating in winter, excessive noise, etc.