

The Remedial Education program was in the hands of the school system, one teacher at each of three schools being hired for this purpose. One position was not filled. The component was established in recognition of the fact that the average reading level of Ojibwa students entering the high school system was approximately three years behind the white average. Since reading ability of course relates to success in high school studies, it was hoped that this component would be a factor in reducing drop-outs.

These four components—Administration and Social Work, Recreation, Study Hall, and Remedial Education—were approved and became operational in the first year of the CAP. It should be noted—as it was by many Ojibwa—that the CAP was oriented to the pre-school and school-age population. To the extent that adults benefitted, it was through employment as aides. One component, Home Management, had been rejected.

Three operational components utilized school space, and were programs which could have been easily administered through the school systems with less expense and equal efficiency.

The initial CAP program was designed to provide operational components rather than an immediate plan for alleviation of all problems. It was "safe," oriented toward the young, and involved support for education as its principal feature. Its results were anticipated as more children completed school and went on to successful futures. It was not yet necessary to consider that to the extent the program might be successful, the greater would be the eventual exodus from the reservation and the smaller the number of potential community leaders remaining at White Earth—unless, of course, employment opportunities were simultaneously increased.

If the first year the character of the program was an indication of what was believed to be readily acceptable, proposals submitted for the second year may be indicative of felt needs of the community based upon more serious consideration of what is necessary and desirable after more realistically evaluating possibilities under the EOA.

Consideration of proposals for the second year began immediately after the CAP became fully operational. Intensive study, ending in December 1965, led to the writing of proposals that occupied the entire CAP Administrative staff during the month of January 1966. The following components were requested:

1. *Administration*.—Expanded to include an Assistant Director for Administration.
2. *Social Work*.—Made a separate component. Emphasis was to remain on community organization (but see below).
3. *Recreation and Cultural Enrichment*.—Program to be somewhat more varied.
4. *Study Hall*.—Each study hall was to be supervised by a certified teacher, assisted by aides locally employed.
5. *Remedial Education*.—Continued in the context of the local schools.
6. *Credit Union*.—To provide for savings and loan facilities.
7. *Building Skills*.—To provide training in building construction trades and to provide badly needed housing. While approved by OEO, this component has not yet been acted upon by other agencies involved and is not expected to be operational until the summer 1967.
8. *High School Equivalency*.—To provide instruction and facilities for adults to complete high school, or the equivalent as determined by standard tests.
9. *Beautification—Nelson Amendment*.—To provide short-term employment on projects for the beautification of reservation lands and development of areas for recreation and tourism.
10. *Home Management*.—To provide training and assistance in maintaining homes. This component has not become operational due to a scarcity of home economists in the area.
11. *Legal Aid*.—To provide legal assistance for the poor of the CAP area. Because failure to fully understand the attitudes of the local legal associations, this component was deferred. The RBC then questioned its necessity.
12. *Head Start*.—A refunding of the previous summer's program, under CAP sponsorship.

A continuing interest in the educational and recreational needs of the pre- and school-age residents is apparent in the proposals for the second year of operation. In addition a number of components pertinent to the adult population were proposed and accepted. Of these, several were oriented toward education, informal or formal, and several toward increasing employment opportunities. The expanded program also provided additional jobs for the poor as aides. At