

A sample of these complaints may be considered. The former Director was highly regarded by almost everyone, and was considered to be doing a good job, though "limited by the RBC." It was considered that he was a recent college graduate without managerial experience, but a person who could learn rapidly. There were complaints that the professional staff was overpaid, but the complaint was directed to the Government rather than the individuals. The Recreation Director was regarded as a good person, but lacking in training and experience for leading a large-scale recreational program. There were complaints that he did not adequately supervise his staff, particularly at the outlying villages. There appears some justification for this complaint, but weather conditions and distances are mitigating factors. There is also a great reluctance among many Ojibwa (and other Indians) to set themselves over others, to criticize, or to give orders, and sanctions are likely to be invoked against those who do.

The Director of the Study Halls was unknown to most people, but the aides were often charged with not enforcing quiet and discipline. The complaints were undoubtedly justified, and have their base in lack of training and of clear-cut roles, as well as the prevalent attitude of permissiveness toward children. The complaints were apparently recognized by CAP, since in the second year of the program certified teachers will be in charge of the study halls. There were no complaints about the Remedial Reading staff, teachers assisted by aides operating within the various school systems.

Several aides, particularly in the outlying villages, were said to devote little time to their jobs, and a few were said to have been drunk while on the job, providing a bad example to the children. Partly, such cases were due to inadequate supervision, for reasons indicated earlier, and partly to the fact that many of the individuals employed as aides were known "risks" who were being given the opportunities to "improve themselves." Moreover, their job descriptions were often extremely obscure.

More widespread were complaints of inadequate training. It is true that aides were not the products of advanced educational institutions, and that their entire training was obtained on-the-job or in training programs under the auspices of the Consortium branch at the University of South Dakota. Lack of time, administrative responsibilities, and weather and distance, are factors preventing intensive training—to which can be added, in varying degrees, questions of the ability of the staff to provide the necessary training to people with culturally different backgrounds. Training sessions under the auspices of the Consortium were of little, if any, value. No aides who had attended such sessions were able to say that they had learned anything of value. One researcher concluded that training was, in the understanding of the Vermillion branch, the same as attendance, and that no attempts had been made to evaluate the training programs.

It must be emphasized that the complaints came from people who were aware of CAP and the relation of the particular programs to the organization. There were many, especially in the outlying communities, who were unaware of the programs, and had no complaints. It must also be emphasized that although there were specific complaints, such as noted above, there was also recognition that many individuals performed effectively and honestly, and that steady employment was helping many families in a variety of ways—including development of self-respect, punctuality, responsibility, etc. The programs themselves were regarded as good, although in need of improvement in varying degrees.

e. Views of CAP by Selected Observers

(1) *CAP as Seen by the CAP Staff.*—Since the CAP is staffed by individuals with differing backgrounds, it is natural that they see the role of CAP differently, especially in view of the apparently changing goals of OEO. Some general comments may be made, however, as of the time of field research, bearing in mind that in July 1966 the administrative staff had changed drastically with the appointment of a new Director and three assistant directors.

The original view of the senior professional staff corresponded to the publicly articulated program of OEO. The administrative staff members were concerned to involve the community in the planning and operation of the CAP, to disseminate information as widely as possible, and to have a program genuinely representative of community needs—within, of course, the limits of the law. This attitude continued, but the winter of 1965-66 saw a decline in enthusiasm. Gradually the CAP staff view began to shift to the position that OEO programs had definite limitations, and that the early promise of programs as needed and