

(10) *CAP and the Consortium at Vermillion.*—The branch of the Consortium at the University of South Dakota in Vermillion, generally referred to as "Vermillion," has numerous contacts with the Indian CAPs. The Consortium was established to provide technical assistance and training at the request of the CAPs. All evidence indicates, however, that it has assumed the role of an area office for the Indian CAPs, thus breaking the direct line between the CAPs and the OEO Indian Desk in Washington, generally considered one of the best aspects of OEO management. Moreover, as an area office, there is evidence to indicate that it discourages innovation on the part of CAPs, implying that only "canned components" are available.

Consortium specialists occasionally visit the White Earth CAP and provide training sessions for various categories of aides and other staff members at the University campus or at Minnesota State College in Bemidji. The extent to which some of these specialists have relevant qualifications is open to question, however, and project researchers did not find abundant evidence of the high value of visits by Consortium staff members to the reservation CAP, except that such display of interest contributed to good morale. There was no indication that specific programs (e.g., Remedial Education) were given specialized help or notably pertinent recommendations.

A number of training sessions were held in Vermillion and Bemidji. One such session, concerned with administrative records, was said to have had rather substantial value. The Social Work aides who visited Vermillion stated that the training sessions were valuable, though unable to say in what way. Recreation component aides who attended a training session at Bemidji could not say that they had learned a great deal or how their training was pertinent, though they did find the trip to Bemidji useful.

Evidence from several reservations indicates that the Vermillion branch of the Consortium makes no attempt to evaluate the training, nor has awareness of the specific types of problems existing among the different tribes. "Training" is apparently equated with "attendance" in some instances.

Observation of the reservation situation leads to the conclusion that the Vermillion group is well regarded by some who have had training under its auspices, but at White Earth it has not been possible to fully establish the practical results of attendance at such training sessions.

f. Summary

The CAP and its evolution at White Earth may be briefly reviewed in terms of reservation problems, accomplishments, and organization.

Three major problems may be seen as encompassing the variety of major and minor issues that face the Ojibwa of White Earth:

1. Jobs for adults on or near the reservation. Employment opportunities for the poorly educated and unskilled are very limited. This also applies to the white population, which also suffers from under-employment.
2. Preparation—i.e., education, training, motivation, and development of qualifications for skilled employment.
3. The development of community organization or cooperation on the village and reservation levels.

In connection with the foregoing problems, the components of the original CAP were oriented toward the educational preparation of the young through Social Work, Remedial Reading, Study Halls, Recreation, and the related Head Start program. The components originally proposed were conceived and developed under pressures to meet a predetermined deadline which limited consideration of all possibilities and prevented consultation and deliberation with all elements of the reservation population and other interested parties. The proposals for the second year benefitted from a somewhat longer period for consultation and deliberation, as well as from a better knowledge of the limitations of law and administration. The later proposals continued emphasis on the educational preparation of the young, but considered the needs and wishes of the adult Ojibwa, now given attention in such varied components as the High School Equivalency, Beautification (i.e., Nelson Amendment), Building Skills, and others.

The operational components of the past year have met with varying degrees of success. Evidence indicates that the Remedial Reading component was most successful, proof of which should ultimately be seen in the successful completion of high school by a greater number of Ojibwa children. The Recreational program was successful within limits, but needs diversification to provide more activities for different groups and both sexes, and also would benefit from improved training and supervision of the aides. The Study Hall program was largely