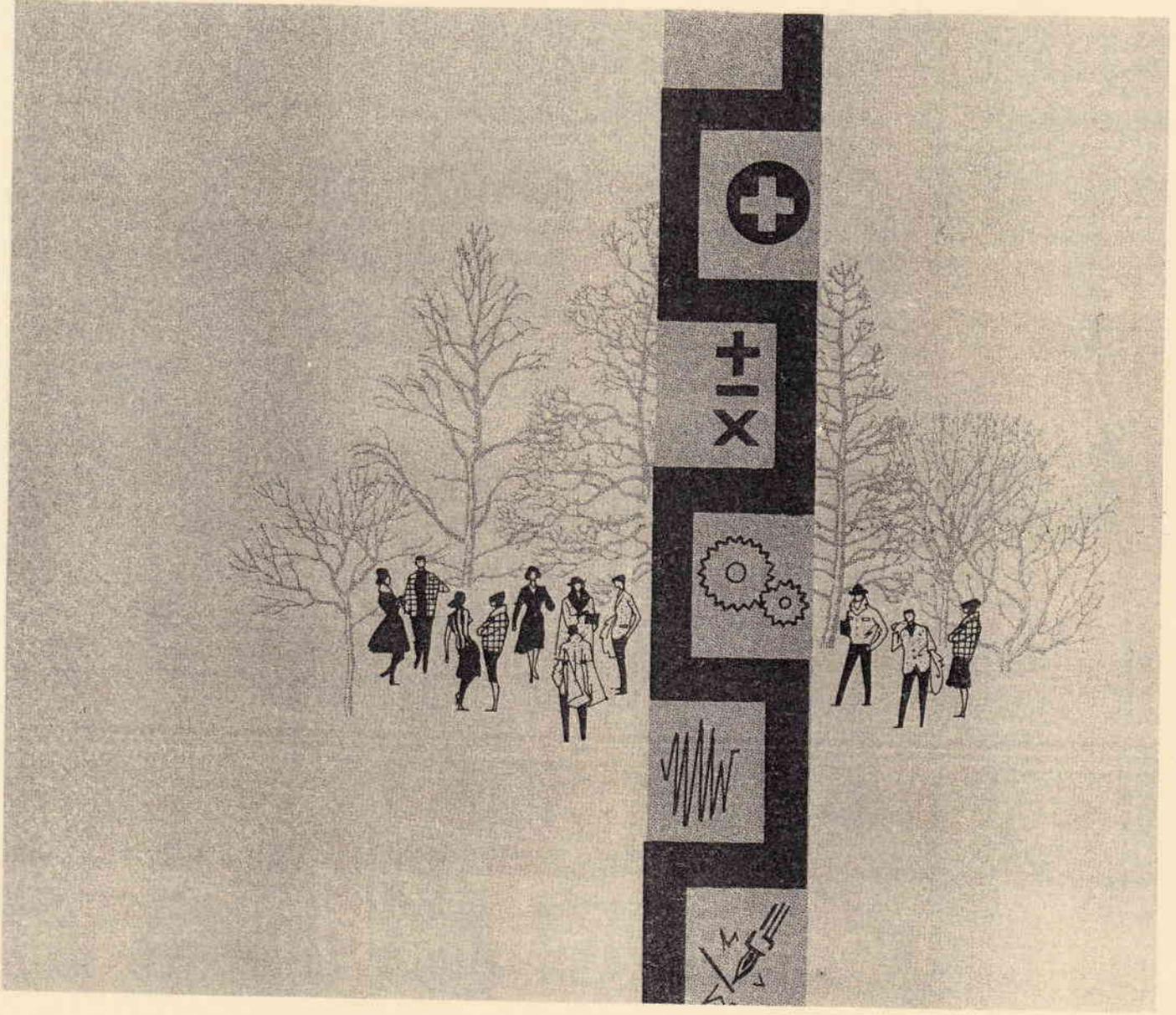


E. F. GREAVES

First Quarterly Report

E F GIBBETTES



FIRST
QUARTERLY REPORT

UNITED TRIBES
EMPLOYMENT
TRAINING CENTER

January 15, 1970

Prepared by
BENDIX FIELD
ENGINEERING CORPORATION
A subsidiary of The Bendix
Corporation
Columbia, Maryland

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SECTION 1
INTRODUCTION

INTRODUCTION

The objective of this report is to present information regarding implementation of the program at the United Tribes Employment Training Center as well as significant progress achieved between July 1 and December 31, 1969. The report is submitted according to contract requirements.

This report is sectionalized, distinguishing efforts of program implementation from program operation. The program implementation section emphasizes staff recruitment and hiring, facilities preparation, equipment procurement, and beginning phases of training program development. The program operation sections present the significant aspects of the various operations activities within the overall program. Each operational activity is covered in both program implementation and operation sections as every activity necessarily went through a startup phase before operational effectiveness could be attained.

Bendix' initial effort was concentrated in the identification and hiring of staff. Our objective was to obtain qualified personnel with experience to meet the exacting tasks presented by the program, and we were particularly fortunate in our effort. Throughout the organization, well-qualified experienced personnel are present to meet the challenge of the program. We experienced particular success in locating qualified Indian personnel. These Indian personnel capable of performing existing tasks are employed in all departments and have a potential for future advancement opportunities.

The early selection of the coordinator and staff allowed a rapid development of good working relations between Bendix and the United Tribes of North Dakota Development Corporation. Several critical matters were met and resolved by the cooperative effort of the coordinator and Bendix. The cooperation between the customer and Bendix led to rapid development of individual policies and procedures necessary to carry out the philosophy of the program.

Program philosophy took shape most rapidly in the staffing of the community life area. Counselors were selected to assure an individual approach for helping each trainee. Inservice training was established immediately to orient all counselors with the peculiar needs of the trainees. The orientation program was enhanced by the presence of Indian counselors within the staff.

The recreation program was planned to include a wide array of activities and initially emphasized physical activities utilizing the gymnasium, pool, bowling alleys and the out-of-doors. The recreation program has now been expanded to include avocational interests of the trainees. All age groups are provided for with staff participation encouraged. Every opportunity is utilized to include trainees in existing recreation activities in the adjacent communities. Every individual is encouraged to participate in activities of his choice.

The individual approach is carried out in the education department, also. The education program stresses the individual trainee from selection of vocational specialty through individual progress to completion of training. All staff members have experienced inservice training to sharpen techniques necessary to provide individual assistance to the trainee. Personal development training was organized to provide basic knowledge in each area as well as electives that the trainee can select for the additional training he desires.

The trainees' children also have experienced the individual training approach. Staffing of the Child Care Center provides enough adults so babies may be strolled or rocked when they are restless. Children in public schools have tutoring services available on the Center whenever necessary. The restless preschool child finds an adult playmate readily available to satisfy his need for development.

All activities on the Center are highly dependent upon the effective action of the support services department. The initial need for materials, equipment, and facilities established the motto for support services -- your needs are our opportunity. Qualified craftsmen and specialists continuously meet emergencies in a routine manner so others may carry out their functions.

Functions within the various departments have been integrated to support Bendix' goal of providing the ultimate opportunity for the trainee. Motivation, decision making, selfworth, and success opportunity have been built into all phases of the program; however, success beyond completion of training is dependent upon social adjustment in communities comparable to those adjacent to the Center. Community participation is necessary.

Good community relations are vital to the continued success of the Center. Trainee placement in on-job experience as well as employment depends on good community relations. Early in the program the coordinator and Bendix initiated an intensive effort to familiarize adjacent communities with the activities of the Center. These community relations will be continued and expanded to assure acceptance by the public of the program as we seek new goals.

SECTION 2
PROGRAM IMPLEMENTATION

GENERAL COMMENTS

RECRUITMENT AND PLACEMENT OF STAFF

Methods of recruitment and selection of staff to be employed by Bendix in its operation took many and varied paths to achieve the objective of quality throughout the staff.

The Bendix Field Engineering Corporation set standards that were high in comparison to established school systems and comparable business throughout the country. In addition to the Corporation providing the center manager and other management personnel, Bendix recruited personnel through existing associations such as Teacher's Placement Divisions of the Employment Services in North Dakota, South Dakota, Montana, Wyoming, Nebraska, and Minnesota. The graduate placement offices of the various universities and colleges in these states also were contacted in an effort to secure qualified applicants.

During this initial recruitment phase, several Job Corps Centers throughout the United States were deactivated, thus affording us the opportunity to contact experienced staff members who were leaving the closing centers.

Additional assistance was given Bendix Field Engineering Corporation in recruitment by the Tribal Councils of the various reservations as well as the Employment Assistance officers of the Bureau of Indian Affairs.

Initial emphasis was placed on procurement of services at the management and at key personnel levels. The management personnel in turn, were given the responsibility to select the employees under their supervision. For all personnel, a complete analysis was made of the prospective employee's work history, educational attainment, character, and personality prior to a job offer.

Our ability to select the qualified people who we were seeking was made possible in part by the detailed job descriptions outlining our job requirements.

That we were successful in our efforts can be determined by the generally excellent results obtained by those individuals initially selected to operate the various departments within the Training Center.

BUSINESS AND ADMINISTRATION

Initial efforts in management concentrated in orienting new personnel to the program. Each department was familiarized with the proposed program. Many discussion sessions were conducted at all hours assuring all departments were familiar with the philosophy to be carried out.

Next all key personnel were familiarized with existing Bendix policies and procedures. Understanding of the policy framework is necessary before program policies and procedures can be established. Weekly training sessions were established for key personnel in August and have run continuously since then. At the same time, weekly management staff meetings were established to discuss overall progress, problems, and program direction. To assure performance to schedule, short problem solving meetings were held daily during August.

Coordinated effort within the program would have been meaningless had not effective working relationships been established with the United Tribes Coordinator and his staff. Communication channels were established between various key Bendix staff members and the coordinator's office. Effective procedures were established for purchasing, medical service, trainee admissions, and accounting. Problems inherent in starting a new venture were successfully met and resolved through co-operative effort. The coordinator's office was particularly helpful in restricting the influence of outside interests from hampering the Center operation.

Prior to the full operation of the program, the requirement existed to review the controls necessary to insure proper accountability, responsibility, and reportability of the funds provided for the startup phase and operational phase of the Training Center. The financial requirements for program implementation necessitated the procurement of materials ranging from small items, such as educational supplies, to large ones, such as a school bus. With such varied requirements, an efficient cost control and accounting system needed to be developed to insure proper disbursement. The Bendix' experience in this area provided the knowledge to design and implement the cost system.

Through a close working relationship with the United Tribes resident accountant, financial controls were established which provided:

- detail budgets for expenditures of startup funds,
- cost schedules to monitor the expenditures,
- cost reporting techniques to provide center management with real-time performance reports.

In addition, a purchasing procedure was developed to insure that no commitments of funds occurred without the proper prior approvals. The purchasing function includes requisitioning, vendor solicitation, purchase order preparation, material receiving and inspection, and the approval of vendor invoices. The purchasing system dictates that all material requirements are identified by the section manager.

The center manager approves the request thus assuring his full knowledge of all expenditures. Records of all procurements are maintained to provide historical data used for comparison with budgets and for evaluation in cost analysis.

Bendix recognized the need for the Training Center to be operated under accepted business practices. To meet this need, business policies and procedures were developed in the implementation phase of the program. These directives provide controls in the areas of labor accumulation, overtime, maintenance, absentee reporting, visitor control, discipline of Bendix employees, holiday observance, and sick and emergency leaves. The policies are the major instruments by which administrative changes will be implemented for the Training Center. To be most effective, the managers of the Center have been charged with the responsibility of administering the business policies in strict compliance with their intent. Another important produce derived from the policies and procedures is the maximized benefits of employee communications. We feel that this benefit has not been underestimated. Many of the employees here are new to Bendix and the policies explained to them the purpose of good business practice and why they are in effect.

COMMUNITY RELATIONS

Implementation of the community relations activity is concentrated in the Bismarck-Mandan area. Efforts were synchronized with the coordinator's office with excellent results. Successful liaison was established and is being maintained with civic, church, state and local government groups as well as all news media.

The Center activities were featured in both Bismarck and Mandan, North Dakota, newspapers at least twice each month throughout the reporting period. Television coverage of newsworthy events have occurred at least once each month during this same period.

There has also been a vigorous speaking program for which speakers were made available whenever requested. Key civic leaders were contacted to inform them that speakers were available. The center manager also assisted the coordinator's office in the formidable task of informing agency personnel about the Center's activities. Table I lists the community relations activities, conferences, and formal tours of the Center in which Bendix personnel participated. The table does not include the numerous impromptu tours conducted for interested persons without formal arrangements.

To date we are pleased to report that community relations are very satisfactory.

Table I

DATE	ORGANIZATION	CITY	PARTICIPANTS	ACTIVITY
7-29-69-to-7-30-69	Bureau of Indian Affairs	Denver, Colo.	Center Manager	Planning Conference
8-11-69	Lions Club	Bismarck, N. Dak.	Community Life Manager	Speech
8-19-69	Kiwanis International	Bismarck, N. Dak.	Education Manager	Speech
9-3-69	Bismarck-Mandan Ministerial Assoc.	Bismarck, N. Dak.	Center Manager	Speech
9-12-69	Law & Order Conference	Custer, S. Dak.	Center Manager	Speech
9-17-69	Wayne State University Area Manpower Instructor Development Group	Center		Tour
9-22-69	Lions Club	Mandan, N. Dak.	Center Manager	Speech
9-23-69	League of Women Voters	Bismarck, N. Dak.	Center Manager	Speech
9-25-69	Capitol City Kiwanis	Bismarck, N. Dak.	Center Manager	Speech
9-25-69	Methodist Women	Bismarck, N. Dak.	Center Manager	Speech
9-26-69	Jeffersonian Club	Bismarck, N. Dak.	Center Manager	Speech
10-3-69	Farm Bureau Women	Bismarck, N. Dak.	Center Manager	Speech
9-28-69-to-10-2-69	Human Relations Workshop	Richardton, N. Dak.	Counselor	Workshop
10-17-69	Baptist Men's Group	Bismarck, N. Dak.	Center Manager	Speech
10-21-69	Community Action Manpower Planning Staff (C. A. M. P. S.)	Center	Staff	Meeting & Tour
10-22-69	Future Homemakers	Mandan, N. Dak.	Family Life Supervisor	Speech

Table I (Cont.)

DATE	ORGANIZATION	CITY	PARTICIPANTS	ACTIVITY
10-30-69	Annual Conference on Indian Affairs	Pierre, S. Dak.	Center Manager	Speech
10-27-69-to-10-31-69	Madera Employment Training Center	Madera, Calif.	Education Manager & Program Assurance Specialist	Training Conference
11-13-69-to-11-14-69	International Association of Officers in Employment Security	Bismarck, N. Dak.	Center Manager	Speech
11-15-69	Holiday Fair at Civic Center	Bismarck, N. Dak.	Center Staff	Display Booth
12-4-69-to-12-5-69	Indian Conference on Human Resources Development	Bismarck & Center	Staff	Conference
12-14-69	United Methodist Church	Bismarck, N. Dak.	Support Services Manager	Speech

DEDICATION

The United Tribes Employment Training Center was formally dedicated on September 6, 1969. Officials of the Bureau of Indian Affairs, Department of Labor, United States Congress, State of North Dakota and Bendix Field Engineering Corporation attended. The public was invited and 750 residents responded--a fine beginning for a worthy program. Photographs made during the ceremonies will be found in Section 6.

DISTINGUISHED VISITORS

On December 4, 1969, the Center was honored with a visit by Assistant Secretary of the Interior Harrison Loesch and Commissioner of Indian Affairs Lewis R. Bruce in the company of members of the United Tribes Board of Directors and other dignitaries.

A comprehensive tour was conducted for the visitors who expressed satisfaction with what they saw and experienced at the United Tribes Training Center. Pictures of the event appear in Section 6.

DEPARTMENTAL ACTIVITIES

COMMUNITY LIFE

Community life activities comprise the administering of housing for 160 enrollees and approximately 140 dependents who are ultimately expected at the United Tribes Employment Training center as well as providing adequate recreation and leisure time activities, health services, dormitory living and counseling services.

Family Housing

A survey of existing housing facilities was completed during the implementation phase of the program. Factors such as size of the home, conditions, etc., were investigated to provide knowledge for the subsequent assignment of homes to arriving families and solo parents. A system was implemented which allowed the homes to be prepared for living immediately upon receiving notification of family arrivals.

A review of the completion dates for new housing was made to provide scheduling capability for future assignment.

Dormitories

Dormitories for 50 men and 50 women were extensively modified into semiprivate rooms accommodating two to six students per room. A sitting room was furnished with chairs, couches, and tables. A television set, carpeting, lamps, pictures, and magazine racks were included to add a homelike atmosphere.

Soon after the two dormitory prefects reported for work, they joined the other members of the community life staff in the preparation of dormitory goals, objectives, and controls. Consultations were held with local college supervisors, junior college supervisors, and the supervisors at the Wahpeton School of Science to gain the knowledge of their experience in dormitory management.

Recreation

An inventory of all recreation was taken. All materials were assembled in a common area and carefully stored. New supplies and materials were purchased for general recreation and for the arts and crafts division of the program.

Recreational areas were cleaned and repaired. The bowling alley was re-finished and maintenance materials were procured.

The Bismarck YMCA was using the swimming pool facilities. Arrangements were made with the YMCA to include Center trainees in their existing program. Specific time was set aside for the exclusive use by the trainees and staff.

Counseling

The counseling activity began with the arrival of the first counselors. The counselors immediately began preparing the office space and setting up an adequate counseling center. The area was cleaned and furniture moved in place.

Simultaneously, an intensive inservice training program on philosophies, techniques, and procedures of counseling was initiated. Orientation plans were written, tested, and finalized. To arrive at a definite orientation program, it was necessary to visit community resource people and agencies, make mock shopping trips, and locate places of business, churches, etc.

The counseling service also designed the various forms which would be used to record significant information and all trainees enrolled at the Center. Administrative procedures and policies were established during this startup period.

Health Services

The arrival of the senior nurse initiated action. The dispensary and equipment were cleaned, scrubbed, and painted. Excess materials were cleared from the area and needed supplies and equipment were ordered.

Procedures and principles necessary to run the clinic were formulated and a system of recording and filing was devised simultaneously.

Research by correspondence, telephone, or in person was carried out to determine what services were available to the Center from city, state, county, and Federal agencies. Other areas of research involved new procedures and medication used in emergency type situations.

EDUCATION

The education department is responsible for providing an integrated training system consisting of vocational skill training, adult basic education, and personal and child development.

Bendix' initial objectives were centered in staffing, facilities preparation, curriculum development and program initiation.

The specific skill training areas and their contents were set forth in the proposal to operate the United Tribes Employment Training Center. The proposal was used as a guide to establishing the course contents. Task analyses have been conducted by other training programs which were beneficial in establishing the course outlines.

Commercially prepared curriculum material was identified and ordered, where available. With the experience of qualified instructors and the program assurance staff, job sheets, related materials, and performance objectives were modified or originated to fit the needs of the program. Nurse's aide, building maintenance, and agri-business were skills which required a considerable effort of revision and preparation of material which was not available commercially.

A program syllabus, course outline, and student progress record have been prepared for each skill area.

Performance objectives have been prepared completely for the auto body repair and painting and phase I of auto mechanics. Others are in various stages of development.

Vocational Skill Training

The vocational staff was recruited and hired for the craftsman skills they command within their instructional area. Other considerations were teaching experience, preferably in working with Indian people, a desire to accept a challenging assignment in a new program, and a sensitivity and understanding for the trainees.

It was necessary to have skill training available for both men and women. Enrollment statistics at the other Indian training centers showed that four skills were in highest demand: food service, nurse's aide, business/clerical, and welding. We chose to implement these four skills first.

These areas also had sufficient equipment available for the beginning phases of training. Buildings and rooms required no extensive rehabilitation to open them for training. Prevocational training was included to assist the trainee who was undecided in his choice of training.

The food service program was designed around the existing cafeteria and food production requirements. The food service instructor was assigned to the support services which would eliminate the need for two separate facilities--one for production and one for instruction.

The nurse's aide program requirements were identified and appropriate purchase requests made for early implementation. The beginning phases were to be primarily classroom instruction. Orientation tours were conducted in a local hospital to acquaint potential nurse's aides with the working atmosphere.

Business/clerical instruction was to start with the teaching of typing skills. Manual typewriters and a variety of office machines were available on the Center to implement the program. Electric typewriters and other necessary equipment were identified and purchased. The classroom required no rehabilitation.

The prevocational program was designed to provide job related experiences for those students who had not decided upon a specific training program or who may have chosen a skill which was not set up for training at the time of their enrollment.

The building for auto mechanics and auto body repair and painting was under construction and was not to be ready for occupancy until mid-November. The first phase of both of these programs included learning basic welding skills. The welding instructor and the welding shop were used for this purpose, which allowed instruction to begin when the first request was made for the two automotive skills.

Extensive cleanup, repairing, and painting was required of the welding shop: however, instruction was possible had trainees chosen training in welding. Required modifications have been made to bring this shop up to a training standard.

Adult Basic Education

The adult basic education program was prepared for the initial training needs with a limited amount of commercially prepared material on hand. Students were tested and placed in appropriate programs.

The implementation of such a program started with selecting appropriate staff members on a timely basis. The need for certified teachers was the first concern since most teachers are hired for a school year and are usually under contract by August. Selection was made from approximately 80 applicants. Teachers and instructors were hired and scheduled to report to work to correspond with the projected student enrollment. In selecting the staff for the adult basic education program, teachers with varied background and versatile minds were given first consideration. Staff members have worked with minority groups, underprivileged persons, elementary and secondary school children, and adults in the field of education.

The classrooms had previously been utilized for Job Corps education classrooms; consequently, only minor painting touchups, carpentry work, and remodeling was needed to prepare the classrooms for the adult basic education program. Much of the necessary instructional equipment was found on the Center and placed in various rooms where it would be used. Additional needs were identified and the equipment requisitioned.

Six classrooms, one class and library room, and two reading labs were prepared for use. Offices, storage space, and general purpose areas were designated and equipped.

Twelve inservice training sessions were conducted for orientation of the education staff. The problems of undereducation in the United States were discussed generally, emphasizing the nature of the potential adult student, his psychology, social status, counseling needs, academic achievement level, vocational opportunities, and social needs. Testing programs and available material on adult basic education programs were explained. Two sessions were devoted to understanding the American Indian, his culture, problems, and future. These were conducted by Mr. Ted Jamerson and Mr. Dale Little Soldier. Vendor representatives conducted workshops on how to best utilize specific materials and equipment. Specialized education equipments and materials were requisitioned.

The adult functional illiterate (below 8th grade functional level) has to learn the ways and moods of a strikingly different culture while at the same time improve reading and writing skills. Consequently, our adult functional illiterates must have specially prepared materials. In view of this, we have requisitioned and obtained controlled readers, tape recorders, filmstrips and overhead projectors, phonographs, language masters, maps, globes, and texts with ample supplementary materials.

In the beginning phases of the adult basic education program development, the staff worked together defining the material to be covered in each program. The programs were broken down into hours needed to cover the phases of each major subject. General and specific objectives were established for each subject in its respective program. The staff also learned the method used to determine the reading level of any given material. Program development also included a thorough research into entrance testing for placement of new trainees.

A new student must be placed in one of the four programs in accordance with his functional level of education. Two standardized tests were defined to determine the trainee's functional capabilities in the areas of reading and mathematics. The Adult Basic Learning Examination is used in the areas of vocabulary, reading, spelling, and mathematics. The results of the two tests, in addition to determining placement of students, also aid diagnosing of individual needs in the Educational skill areas.

Personal and Child Development

Staff members for this activity were selected with appropriate academic backgrounds plus work experience in the area of specialization. Home economists, certified teachers, and sociology specialists were selected as the core of the staff. Work experience in Project HEADSTART, elementary teaching, and social work on reservations enhanced the staff's capability.

The staff was exposed during 15 sessions to working with children in early development stages and the Indian ethnic group. In addition, the staff established performance objectives for courses, learned company policies and procedures, and established a personal development philosophy.

Personal development courses were outlined using existing basic education classrooms. Course materials were defined and ordered. Special equipment was required for the Foods and Nutrition and Clothing and Textiles courses.

One unit of a duplex staff home was remodeled to provide four cooking units, a large dining area plus storage for equipment and supplies. The basement of the women's dormitory was renovated for the Clothing and Textile course. The area includes two fitting rooms, cutting tables, sewing machines, and ironing facilities.

The ground floor of the women's dormitory contains the Child Development Center. The facility has been renovated into a nursery, two preschool areas and office spaces for the staff. Preparation consisted primarily of equipping the facility for operation.

SUPPORT SERVICES

Support services' activities are concerned with the facilities, procurement of materials, and providing of personal services.

In the area of building and ground maintenance, it is noteworthy to mention that much preparatory work to renovate the Center had been done by skilled Indians

working under the guidance and direction of the United Tribes. The Bendix maintenance force joined with the Indian crew to complete the renovation project.

To assure that the electrical and water systems met standard requirements, the Bismarck Fire Department was requested to inspect these systems. The inspection indicated that both systems were satisfactory. A major effort was expended in relocating the maintenance shop to an area where it would provide a more efficient operation. Tools provided by the United Tribes were inventoried and stored for easy access to meet maintenance requirements.

The appearance of the grounds were improved considerably with the cleaning of streets and roads, removal of dead trees, and the repairing of sidewalks.

Another major effort of the maintenance crew was to prepare the living quarters for residence. Commercial washers and dryers were installed in the dormitories. Complete furnishing of the old homes and the new housing units was completed to meet the needs of the arriving trainee families and solo parents. A picture of a new home appears in Section 6.

The next area of concentration was the preparation of the Center vehicles. The work consisted of major tuneups, carburetor overhaul, engine repair, muffler replacement, etc. Maintenance procedures, service schedules, vehicle trip tickets, and maintenance records were established. All vehicles were winterized.

Inspection of the food service area indicated that the equipment was adequate but in dire need of cleaning. After cleaning, an inspection was requested from the local Public Health Service. Their review indicated that some discrepancies still existed and the maintenance crew subsequently corrected these. Use of the Public Health Service inspection routine was adopted.

The logistics portion of support service includes inventorying residual property and materials, purchasing new materials, and maintaining accountability records. During the startup phase of the contract, a meeting was held among officials from the Bureau of Indian Affairs (BIA), United Tribes, and Bendix to establish equipment needs. Also discussed at this meeting were the transportation requirements. Agreements were reached on the purchasing responsibilities. BIA was to furnish all appliances and furniture for the homes, and all operating materials were to be procured by Bendix.

To supplement the procurement activity, the center manager and the logistics supervisor travelled to the abandoned Dickinson Job Corps Center to survey available equipment for use at this Center. Numerous items were selected and arrangements were made with proper authorities to transfer the material. This accomplished, many dollars were saved by not purchasing these items. A complete inventory of capital property, previously tagged by BIA, was completed. Property control and inventory procedures were developed to maintain stringent control of Government property. The procedures are in accordance with the BIA Property Procedures.

SECURITY AND SAFETY

The department carries a complex responsibility of protection, enforcement, and education. Initiation of the services considered the following responsibilities:

- Protection of life and property,
- Guaranteeing the rights and privileges of citizenship,
- Assisting in emergencies,
- Routine and special fire, safety, and security inspection,
- Dissemination of pertinent information,
- Education in fire and safety procedures to staff and trainees,
- Law enforcement,
- Assistance to trainees in time of need.

Staffing proceeded rapidly with plans for 24-hour, seven-day-per-week coverage. For emergency purposes the security and safety supervisor was housed on the Center. A security matron was also provided on a 24-hour basis. Questions regarding authority and jurisdiction immediately arose.

Meetings with the United States attorney established Federal jurisdiction with the offices of the U.S. Marshall and U.S. Commissioner available for assistance. Once jurisdiction was established, procedures for operation were required.

Procedures for security, safety, and fire were established. As each new staff member was hired, a thorough orientation was conducted covering all procedures and emergency equipment.

Emergencies included fire calls. The United Tribes of North Dakota Development Corporation contracted with the City of Bismarck to provide oncall fire fighting service. To supplement this protection and to provide immediate response to Center fire calls, a fire brigade was formed of Bendix staff personnel living on the Center. The brigade was equipped and trained through the combined efforts of the security and safety supervisor and training specialists from the Bismarck Fire Department.

SECTION 3
PROGRAM OPERATIONS

COMMUNITY LIFE

The total community life program is primarily concerned with the individual trainee in relation to himself, his fellow man, and his environment. It is the philosophy of community life to prepare the individual to make good choices; thus, as he sets the pattern for his own unique patterns of development, he improves his relationships to the world and to his fellow man.

There is a very close interplay of community life and the education necessary to reach this end. Each area demands decisions on the part of the trainee -- decisions that cause a change and a re-evaluation of himself and his relationships. Through guidance, the individual is helped to develop in ways which will enable him to strengthen his own abilities, to make wise choices, and to face the problems he will encounter in the work-a-day world.

Health Service

The basic objective of the health service is to promote the general well being of every trainee and his dependents while involved in the employment training experience. Prime objectives are the encouragement of personal hygiene, child care, preventive medicine in the home, and proper grooming. The medical service is made available for all trainees involved through a staff of registered nurses. Both the medical dispensary operation and the teaching of the health practices necessary to promote the well being of the trainee are carried out by the nursing staff.

Meetings are held with the education department to correlate programs such as diet and nutrition relating to diabetes, injuries to trainees in the workshops, and illnesses or injuries to children in the day care center.

In addition to the Center staff and services, the trainees are referred by the nurse to various outside services. In addition to the trainees' personal choice of doctor and hospital, the administration has arranged with the following outside services to provide complete coverage of emergency and routine medical needs.

City of Bismarck:

- The Quain & Ramstad Clinic
- Bismarck Hospital
- St. Alexius Hospital
- Ambulance Service
- Memorial Mental Health and Retardation Center

- The Red Cross
- City Health Department
- Bismarck Public School - Special Services
- Dr. Buckingham - Optometrist
- Tiffany Optical Company
- Bismarck Optical Company

Burleigh County:

- County Health Department

State of North Dakota:

Department of Public Health:

- Division of Preventable Diseases
- Division of Environmental Sanitation and Food Protection
- Division of Laboratories
- Tuberculosis Control

Alcoholism Division - North Dakota State Hospital - Jamestown

Federal:

- United States Public Health Service - Division of Indian Health Service
- Veterans Hospital - Minot, North Dakota

The following medical statistics are provided to reflect general volume of medical requirements.

TOTAL DISPENSARY VISITS		MEDICAL REFERRALS				
	IN PATIENTS	HOSPITAL-IZATION	CLINIC	DENTAL	EYE	EMERG-ENCY ROOM
432	15	10	95	20	12	11

Outside medical services have been cooperative with a very positive attitude toward the trainees of the Center. Presently, all trainees are required to have a complete physical, immunizations, and various tests prior to arrival at the Center. Upon arrival, all trainees report to the dispensary within the first week for interviews, examinations, and observation for obvious illnesses or symptoms.

Health consultation is available to trainees and dependents. Health practices are taught in the dispensary and in the home, either individually or in groups, whenever the need arises. This covers a wide area; e.g., accident prevention, diet, weight reduction, child care, etc. Home visits are made when at least one parent is present.

Because commonly known medical problems peculiar to the Indian people do exist, the following goals are instituted:

- establishing individual immunization records
- early diagnosis and treatment of illnesses
- accident and sickness prevention.
- maintenance and improvement of the physical, mental and social health
- well being of each individual

Counseling

Counseling is used as a helping process, the aim of which is not to change the person but to enable him to utilize the resources he now has for coping with life. The expected outcome is that the trainee do something; i. e., take some constructive action on his own behalf. Whether the trainee's need for counseling grows out of his need for assistance in making an important decision or out of an emotional conflict that is paralyzing his ability to act, the counselor is attempting to make forward movement possible.

An emotionally confused individual may seek out counseling service. In the relatively calm, nonthreatening counseling atmosphere, the trainee is most likely to face confusion courageously to select ideals and values that are valid for him and thus come up with a workable philosophy of life. From the long-range viewpoint of individual development, each step forward is a significant factor in the growth of a person.

The counseling approach in use is directed toward the needs of the individual. The trainee's initial contact at the Center is his counselor. From the moment of introduction, the counselor establishes rapport with the trainee. He is given a complete orientation concerning the Center and what is expected of him during his stay. It is pointed out to him that progression will be accomplished at his own rate of speed, that no forceful pressure will be exerted on him to achieve unreachable goals, and that he may feel free to discuss problems of any nature with his counselor.

After orientation, the trainee is taken to the City of Bismarck for shopping and familiarization with the type of services available. In many instances, this is the first contact with facilities of a large city and the trainee is made to feel at home in this environment. With the household items personally selected, the trainee is returned to the Center and is ready to take up housekeeping.

After a few days of familiarization during which personal interviews are conducted, vocational choice is discussed; data of a personal nature is gathered. The individual is now ready to commence his education.

Throughout his stay at the Center, the trainee is contacted by his counselor at least twice per week. During these interviews, the counselor insures that the motivational aspects and personal development of the individual is maintained. If the trainee is experiencing any difficulties or problems, these are also discussed and workable methods for solution are developed.

The results of this individual approach are reflected in the fact that there have only been one family and one single depart the Center on a permanent basis. During this reporting period, however, there were several cases where individuals have departed on a temporary basis for one reason or another. It is significant to note that these individuals returned to the Center after various counseling techniques were used to meet the particular case.

Drinking problems of various degrees exist as noted in the Section 5, Case Histories. To combat this problem, weekly meetings are held at the Center by Alcoholics Anonymous with a counselor participating. In addition, staff members have visited the Heartview Alcoholic Treatment Center in Mandan for the purpose of obtaining guidance and advice on the treatment of alcohol problems. At this time, there appears to be a significant change in the drinking habits among the trainees.

Four counselors live on the Center and respond whenever they are needed, regardless of time of day. One nurse lives on the Center and is always available.

During the reporting period, the staff became involved in the area counseling program. They are respected for their interest and support of the counseling profession. The Center has been host to one of the regular monthly meetings of area counselors and plans are to maintain this participation at every organizational level.

Dormitory Living

Center dormitory living is comparable to college or university-type dormitory living. Rules, regulations, and procedures are similar to those used at area colleges.

The dormitory prefects participation in the crafts and recreation programs encourages participation by the single trainees, which is one of the major goals of community life.

Recreation

Recreation at the UTETC is considerably more encompassing than the conventional type program. Typical recreational activities are detailed in the following paragraphs.

- Athletics - Individual, dual, and team activities are encouraged. Instruction in basic skills is available. Informal participation, competition, and intermural play are encouraged.
- Cultural - These activities enable trainees to gain appreciation and skills in cultural activities such as arts, crafts, drama, and music.
- Social and Special - These activities contribute to the social adjustment and development of trainees. Dances, holiday theme parties, and picnics are included here. Activities that have carryover value for community and weekend living such as hobbies, outdoor activities, and winter sports.

Presently, the Center is providing a full range of gym activities which include basketball, volleyball, weight-lifting, and trampoline. The trainees participate in varsity and intermural programs in basketball and bowling.

An arts and crafts program is in operation with the trainees working in the ceramics and beadwork areas. The enrollees have just completed a Christmas crafts class in which decorations for the home and small gift items were made. Crafts being offered are candle making, oil and water color painting, copper tooling and enameling, ceramics, beadwork, and linoleum block printing.

The swimming program is in operation under direction of the YMCA. Lessons are offered without cost to all trainees and dependents on the Center.

The two-lane bowling alley, under the management of the Center student, is frequently used.

Social activities includes dances, bingo parties, and card parties. Specific planned activities already held are a Halloween party for the children, a Halloween dance for the adults, a bingo party, a wedding reception, an all-center picnic, a football game, trips to points of interest in the local area, city league basketball games, a children's Christmas party, and a weekend bowling tournament.

The Center community government has been organized and is presently working on a constitution and a code of conduct. The officers of the organization are Dennis McGillis, president; Genevieve Azure, vice president; Zelda Shooter, secretary; and Helen Alkire, treasurer. The canteen on the Center is being managed by the student government.

Recreation Rooms

A recreation room consisting of four pool tables and two table tennis tables has been set up in the men's dorm. A table tennis table and pool table are set up in the girl's dorm basement. Arts and crafts work tables are located in the men's dorm. There are separate rooms for painting, ceramics, and the other "hot" items such as candle making, etc.

Outdoor Activities

Baseball, softball, football, ice skating, tennis, basketball, volleyball, horse shoes, badminton, fishing are enjoyed when weather permits.

Up to date, 85 percent of the trainees have taken part in one activity or another. The interest seems to be more passive than active at present; however, as the trainees become more familiar with their new surroundings, they become more involved.

The working hours for the recreation specialist are from 1:00 P.M. to 10:00 P.M. The men and women dormatory prefects assist in the activities that are held in their areas. The counselors assist in arts and crafts, gym activities, and in arranging transportation to off-Center activities.

A listing of events conducted by the education and community life staff for the trainees is shown in Table II.

TABLE II
CALENDAR OF SPECIAL OR
LEISURE TIME EVENTS

Community Life

Dakota Zoo August 16 All trainees	Tour of the zoo
Capitol & Museum August 23 All trainees	Tour of the capitol and museum
Picnic August 30 All trainees	Picnic for all staff and trainee members
Civic Center September 5 9 trainees	Holiday on Ice show
State Park September 6 All trainees	Toured parks south of Mandan, North Dakota
Steele, North Dakota September 13 10 trainees	Attended rodeo
Dakota Zoo September 21 All trainees & children	Families toured the zoo together
State Museum September 27 All trainees & children	Families toured the museum together
Football Game October 18 All trainees	Trainees and staff played against each other
Halloween Party October 31 All trainee & staff children	Had party for children
Halloween Dance October 31 All staff & trainees	Dance was held
Civic Center November 20 2 trainees	Attended indoor rodeo

Community Life

Civic Center
October 10
All trainees

Attended Shrine Circus

Civic Center
November 14
All trainees

Attended Holiday Fair

Thanksgiving
November 27
All trainees & staff

Attended a dinner for all
trainees and staff

Art Fair
November 14
All Trainees

Attended an art exhibit

Bingo Party
December 6
30 trainees & staff

Bingo party for staff & trainees

Reception
December 5
35 trainees & staff

A marriage reception was held
for two of the trainees

Christmas Party
December 20
All trainee & staff children

Christmas party was held for the
children

Trees
December 15
All trainee families

Trees were distributed to the
trainee's families

Globe Trotters
December 31
33 trainees

Attended basketball game at
Civic Center

Nurse's Aide

Bismarck Hospital and City Health
Department
September 19
2 students
1 instructor

Tour of facilities for job
orientation

St. Alexius Hospital and City Health
Department
4 students
1 instructor

Tour of facilities for job
orientation

Family Life (Adult)

Civic Center
November 14
19 Students
4 instructors

Saw exhibits on display during "Holiday Fair" and became acquainted with Civic Center facilities

War Memorial Building
November 7
19 students
4 instructors

To see local art fair and exhibits

Penney's Clothing Store
November 4
4 students
2 instructors

Purchased fabric, patterns, and sewing notions

Bianco's
December 5
5 students
1 instructor

Purchased fabric, patterns, and sewing notions

Super Valu Warehouse
December 23
9 students
1 instructor

Toured facilities to learn procedure after food arrives, became acquainted with prices and availability of food

Family Life (Children)

Bismarck Airport
October 31
14 children
7 adults

Toured facilities and visited airplane hangars

Sweetheart Bakery
November 14
15 children
6 adults

Toured facilities and watched production of bread and bread products

Foremost Dairy
December 5
17 children
6 adults

Toured facilities and watched production of milk products

Bud Kahl Farm (RR Mandan)
October 16
15 children
7 adults

Observed farm machinery and equipment and animals common to farms

State Capitol & Museum
October 24
5 children
3 adults

Toured museum, looking at the exhibits, and Capitol building with a trip on the elevator to the observation tower

Family Life (Children)

Dakota Zoo
September 26
12 children
7 adults

Toured zoo

The counseling staff has involved it self spontaneously and enthusiastically in the following ways:

- Community council consultant suggests support in organizing and aiding the enrollee member groups representing their interests in all activities.
- Cubs and Girl Scouts, as groups, are being started on the Center for both enrollee and staff children. The purpose of scouting is to be strong in mind and body, have self respect, develop character with a spiritual feeling, and citizenship. The sponsor of the Cub den is the community council.
- Crafts and creative art endeavors were started in ceramics and the making of decorations for various holidays.
- Assisting in the coaching of basketball and other activities lends itself well to counseling, in that it provides immediate examples for enrollees that participate actively or as spectator.
- A student newspaper will be published monthly with the assistance of counseling and the office's clerical department.
- Arrangements for a wedding of two enrollees were made in cooperation with United Tribes and the home reservation.

EDUCATION

The education department has as its function the operation of a program of instruction designed to help the individual enrollee obtain and retain employment commensurate with his actual ability. Integral objectives of the education program are to help eliminate personal inabilities and raise the level of education of the individual with a view to making him less likely to become dependent on others; to improve his ability to benefit from occupational training and otherwise increase his opportunities for more productive and profitable employment, and to make him better able to meet his adult responsibilities in our changing society.

To accomplish the above aims, each enrollee is oriented, interviewed, administered a battery of placement (achievement) and diagnostic tests, and placed in a program of basic education which will correspond with the enrollee's

level of education upon entering the Center. His educational goals are balanced with the educational requirements of his vocational choice.

Vocational

The first vocational areas for opening were identified to be prevocational, welding, nurse's aide, business/clerical, and food service. Their startup date was September 8, 1969.

The initial enrollment was:

- Prevocational 2
- Business/Clerical 3
- Food Service 1
- Nurse's Aide 2

The building maintenance skill program opened October 1, with an initial enrollment of three students. Material and equipment were available for most of the demands of this skill.

Instructional equipment had to be identified, separated, and moved from the Center's maintenance facility.

In November, the remaining skill programs opened with the following enrollment:

- Agri-Business 0
- Auto Body Repair and Painting 3
- Automotive-Mechanics 3

Initiating the automotive training was delayed until the new automotive shop was completed in November. A picture of the new structure appears in Section 6. The Agri-Business course was given a low priority as enrollment interest was nonexistent.

A revised approach to basic education courses was developed because a need for more basics to support vocational training was quickly indicated. The course content was meshed with the regular adult basic education courses to prevent a gap in education progress toward higher levels.

Trainee progress has been satisfactory. Individual progress is presented in Section 4. The current enrollment for the various sections is as follows:

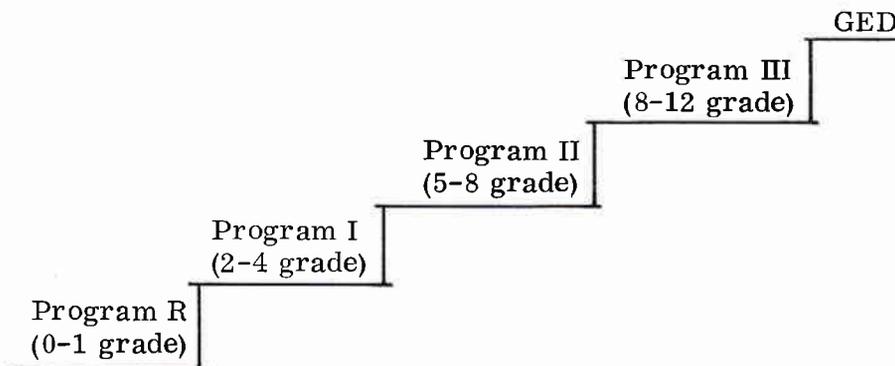
- Agri-Business 0
- AutoBody Repair and Painting 5

● Automotive Mechanics	3
● Business/Clerical	11
● Building Maintenance	5
● Food Service	1
● Nurse's Aide	13
● Welding	<u>1</u>
Total	39

Adult Basic Education

Classroom instruction consists of a combination of individualized and group instruction geared to the individual needs of the enrollee. The textbooks and classroom materials are adult-oriented and are, by and large, commercially produced learning systems which integrate the various disciplines into programs of instruction beginning with grade one and continuing through grade 12.

The adult basic education (ABE) system is divided into four programs, each of which is a self-contained unit and each of which corresponds to a given education grade level. The entire ABE program is laid out like a series of steps, each step taking the individual enrollee closer to his educational goal. The ABE program is designed to take the beginning enrollee from any starting point, even from a nonreading level, through the grade 12 level in the basic communication skills and other disciplines. The following is a breakdown of the ABE program including program content:



- Program R is designed to teach the nonreading or nonwriting enrollee how to do very basic reading, writing, and arithmetic.
- Program I is designed to bring the enrollee from the grade 2 performance level up to grade 5 in the communication and math skills. The enrollee

has, upon the completion of this program, a reading and writing vocabulary of 1500 of the most commonly used words in the English language. Basic English grammar is introduced and basic arithmetic skills are developed.

- Program II is designed to bring the enrollee from a grade 5 performance level to a grade 8 level. Emphasis is placed on further expansion of the student's vocabulary, on his listening and speaking skills, on increasing his reading proficiency, and on development of his study skills. The basic arithmetic skills are reviewed. Elementary science and the study of civics, with its emphasis on citizenship education, is also covered. Because this program will be the highest level of education that some enrollees will choose to complete, many of the learning experiences will be practical in nature. The individual will receive practice in completing job and licence forms, in proper conduct and dress at job interviews, and in writing letters of application. Many of the learning experiences of this program will be vocationally oriented in nature. In such subject areas as vocabulary, spelling, and arithmetic, many of the activities will be job-related.
- Program III is designed to bring the enrollee from a grade 8 level of performance through a grade 12 level.
Program III is a preparatory program for the General Educational Development examination (GED). Upon completion of the program the enrollee is eligible to take the GED exam.

A state high school equivalency certificate will be awarded to each eligible person obtaining a passing score on the examination.

Enrollees daily attend ABE classes for a period of two hours and ten minutes of actual classroom instruction. The individual classes are self-contained in the respect that a student attends only one classroom where all subject matter is taught by one instructor. This method has been found to be very effective because it enables the instructor to become more aware of the individual student's strengths and weaknesses in all subject areas.

Trainee progress has been satisfactory with a singular noteworthy event. Mrs. Genevieve Azure completed the high school equivalency examination (GED)

within 30 days of entering training. Other individual trainee progress is presented in Section 4. Current enrollment in the adult basic education is as follows:

● Program - Readiness	0
● Program I (grade level 2-4)	1
● Program II (grade level 5-8)	16
● Program III (grade level 8-12)	18
● Classroom Assistant (High School or GED Graduates)	<u>4</u>
Total	39

Personal and Child Development

Personal development is a two phase program. One phase concentrates in the home with newly arriving trainees receiving assistance with initial food buying, budgeting, and use and care of the home and installed equipment. The second phase consists of formalized courses offered, as required, and elective subjects.

Courses offered are:

- Food and Nutrition I and II
- Clothing and Textiles I and II
- Family Living (married trainees)
- Marriage and Family (single trainees)
- The American Indian Today
- Basic Law and Income Tax
- Personal Finance
- Community Services
- First Aid and Home Medical Care
- Driver's Education
- (C₂H₅OH) Alcohol and You
- Grooming and Clothing Selection
- Diet and Health
- Home Maintenance
- Food Selection and Preparation

The Foods and Nutrition I course presently has five women and four men enrolled, a positive sign that the men are also interested and receptive enough to learn and practice skills of food and nutrition.

The following number of trainees have completed the courses listed:

- Foods and Nutrition I 9
- Family Living 14
- (C₂H₅OH) Alcohol and You 6

Current enrollment in Personal Development courses is as follows:

- (C₂H₅OH) Alcohol and You 6
- Foods and Nutrition I 9
- Clothing and Textiles I 9
- Personal Finance 15
- Total 39

The child development staff initially provided child care in the trainees' homes because the facility was not ready for occupancy. Inadvertantly, a technique was discovered which proved to be very beneficial. The aides working in the homes provide an opportunity for children and aides to become acquainted. The relationship established in the home reduced the child's adjustment difficulty when the child entered the development center.

The first month of the child's experience in the Center is devoted to assisting the child's adjustment to a social atmosphere. Routines are gently established with the child in preparation for working toward established objectives of the program which are:

- To develop selfidentity and a view of self as having competence and selfworth.
- To provide and create many opportunities in which children are to strive and succeed physically, intellectually, and socially.
- To enlarge and broaden language skills through listening and speaking as an individual and as a group member.
- To encourage the desire to be curious and to seek answers to questions.
- To develop coordination by using muscles.
- To grow in the ability to express inner creative impulses through dancing, music, art, and other creative activities.
- To stimulate growth in the ability to channel inner destructive impulses, to turn aggression into hard work, talk instead of hit, understand and difference between feeling angry and acting angry, and to feel sympathy for the troubles of others.

Quiet and dynamic activities have been developed to assist the child in approaching developmental goals. The quiet activities available for the children have included the quiet table activities: puzzles, storybooks, bead stringing, coloring, pasting, and cutting. Creative art activities which the children have done include finger and brush painting, bubble blowing, and sponge painting.

The dramatic play areas have offered the children the chance to play the roles of mother, father, child, and the community worker. Group recreation - indoors and out-of-doors - has provided the children with the exposure to group interaction, cooperation, the need for sharing, and development in these skills. Field trips have been planned and conducted to the zoo, airport, a farm, and the Shriners' circus.

The lunch and morning and afternoon snacks are times when the children pass food to one another and learn table manners, one of which has been to wait for others to finish before leaving for another activity. They also have been learning to communicate through conversation with each other and the staff eating with them. Snack and lunch times are comfortable learning times for the young children, times to exchange ideas and reflect on past activities and future plans which can be shared with the group. The children have also assisted in baking projects such as making cookies.

Social, physical, and educational development is evident within the children's group. Three typical case studies may be found in section 4. Current enrollment of the Child Development Center is as follows:

● Nursery (Infants to age 3)	9
● Preschool I (age 2-3)	11
● Preschool II (age 4-5)	<u>6</u>
Total	26

The following is a breakdown of the children's average height and weight gains from entry into the Center through December 1969.

	Average Height Gain	Average Weight Gain
Nursery	.222"	0.25 pounds
Preschool Room I	.104"	2.21 pounds
Preschool Room II	.07"	2.50 pounds

SUPPORT SERVICES

The support service section has provided those necessary functions required to maintain the buildings, grounds, and vehicles in a fully operational condition. Additionally, they provide complete logistic services, including the purchase, receipt, storage, issuance, and inventory control of all materials and supplies. Further services are provided in the feeding of trainees, daycare children, and staff. Personal services including transportation and mail distribution have been provided.

Building and Ground Maintenance

A maintenance work order system has been introduced. The system is used to plan and schedule work to be accomplished at the Center. In this way, the maintenance personnel are used in the most effective and economical manner. During normal work hours, routine maintenance is performed. Emergencies are referred to the manager of support service for immediate action. During nonworking hours, a maintenance man is on shift to handle unanticipated maintenance requests. Additionally, the manager of support service is on call to handle emergency maintenance.

The routine and emergency maintenance system provides assurance to all sections and residents of the Center that buildings remain in good condition.

The grounds have been maintained in a satisfactory condition. On a regular basis, the maintenance crew removes all debris from the grounds. Bendix has contracted with a local sanitary firm to provide trash pickup and disposal services twice per week thus assuring a neat and orderly appearance of the outside grounds.

Automotive Maintenance

Routine preventative maintenance schedules have been established to insure that all vehicles are utilized to the fullest extent without incurring expenditures for major repairs. The older vehicles assigned to the Center have been put into good operational condition.

Vehicles used by authorized personnel are controlled through the use of trip tickets. Each individual requiring the use of a vehicle must schedule the time. After each trip, the individual files a trip ticket with the master mechanic. This scheduling process insures the availability of vehicles for Center use.

Food Service

The kitchen facility is capable of feeding 150 trainees per meal. At the present time, we are serving three meals per day five days a week. Brunch is served on

Saturday and Sunday. In addition to feeding trainees, the noon meal is provided to staff personnel, at a cost, thus reducing the overall cost of meal preparation.

Recognizing the nutritional needs of the preschool child, the food service section is providing meals to the Child Day Care Center.

Food is prepared by formal professional institute methods, and the kitchen is kept sanitary. To insure the latter, inspections for cleanliness are conducted on a regular basis.

Trainees whose vocational interests lie in the food service area have been provided training in kitchen operations. They are instructed on proper use of utensils, menu preparation, health requirements, food storage, and all other aspects of food service. We feel this experience will be extremely useful to the successful trainees in this vocation.

Logistics

After all residual materials and supplies on hand were inventoried, they were stored in the area designated for this purpose. Materials available from the Dickinson Job Corps Center were received, inventoried, and put into use. Numerous items for educational, vocational, and community life needed to be procured. The logistics effort met all critical requirements so that training was begun in the least possible time. In excess of 6,000 line items have been procured during the first six months of operation. In most instances, purchases were made from local vendors. Competitive bids on large volume of highly expensive items, were solicited from qualified vendors thus assuring obtaining of lowest possible prices.

In accordance with BIA Property Control Procedures, all materials whose value is in excess of \$100 and which are considered to be of a sensitive nature have been tagged or are scheduled to be tagged in the near future. These materials will become part of the capital property listing.

A stock record card system has been developed to control movements of materials in or out of the storeroom. This system dictates that no material or supplies are utilized by the operating departments without an approved document. The system also provides real time inventory capability.

Personal Services

Two areas of prime importance to the trainees are transportation and mail distribution. Most of the trainees at the Center are unfamiliar with the location of

stores, medical facilities, etc., and a parking problem exists in the City of Bismarck. To circumvent these problems, transportation on a 24-hour basis is provided to all trainees. The scheduling process mentioned previously is utilized for this transportation. Emergency situations are handled on a case-by-case basis.

During this reporting period, a mail distribution system was established. Each day mail is picked up from the post office and delivered to the Center. Logistics personnel sort all mail. Each trainee has been assigned a postal box in a secured area, and the mail is distributed to these boxes for pickup by the trainee. This system provides the trainee with the same personal services he would receive from any local post office.

PERSONNEL

A selfimposed commitment of 45 percent Indian staffing has been set as a minimum goal for a continuing effort. At this time, we have achieved a 43 percent figure with an expectation of an ultimate range of 45 to 50 percent within the first year's operation. Indians are represented at all levels of employment in the Bendix staffing pattern at the UTETC, and it has become apparent that the large majority of these Indian people will be able to meet and carry on the objectives of the Center in its future operation.

It is our responsibility to provide meaningful employment for the trainees upon completion of their stay at the Center. To meet this responsibility, we have instituted several steps to insure the ultimate success of this program. Among these are a line of communications among the various departments so that a continuing flow of information pertaining to the trainees may become a part of the trainee's file throughout his stay. His or her file contains information such as age, marital status, size of family and ages of children, educational level achieved, vocational skills including those attained prior to coming on Center, general health information, work location preference, and any and all other information that can be gathered from pertinent sources. Additionally, four personal interviews will be made with each trainee during his tenure on the Center to determine his desires for a work location.

Preliminary contacts have been made with hospitals, nursing homes, auto and implement dealers, seed and feed outlets, Veteran's Administration facilities, Civil Service, several state institutions and commercial airlines throughout the United States. The contacts have proven fruitful for the majority of them have

given strong indication of future employment for the trainees at the Center. In some instances, an outright promise of employment has been given--namely from those institutions requiring Civil Service qualifications. We are also maintaining 14 files on a variety of industries that may provide employment in existing and potential training courses at the UTETC.

When the trainee's progress dictates, we will begin personal contacts with business and industry in an effort to establish job placement for individual trainees.

SECURITY AND SAFETY

Twenty-four hour continuous protection is provided by the department staff. Protection is necessary, but prevention is preferable.

Preventive efforts include a communications program with the public frequenting the Center, regular safety and fire inspections, education of staff and trainees, and regular contacts with outside law enforcement agencies. The prevention program has yielded the following results:

- The incidence of unsecured buildings has been reduced from nine to four per week.
- Traffic violations by the general public have been reduced from 17 to four per week.
- Trainee disorders are minimal.
- One minor fire was extinguished with no damage resulting.

The above tangible results are augmented by the excellent working relationships established with outside law enforcement agencies. We have been able to arrange a workout program for trainees incarcerated in local jails. Fortunately, it has been unnecessary to call on this arrangement.

Through personal contacts and public relations, we have endeavored to show that we are not necessarily a limiting factor on anyone's activities, but are, in fact, here to see that everyone is given the opportunity to utilize all of their rights as citizens and members of the community.

BUSINESS & ADMINISTRATION

The operational phase of the program for the first six months saw many routine functions being performed and presented the opportunity for the Center to become involved in some new business techniques.

Budgets were developed to provide guidelines for the expenditure of funds available for operations. Controls identical to those initiated for the program

implementation phase were established. Regular reports presenting comparisons of actual costs incurred with the budgeted amounts are prepared for Center management review.

An internal audit procedure was developed to insure that all purchases are made in strict accordance with the established policy and that materials are procured on the most economical basis. Additionally, an audit program is in effect which assures that all Government-owned property is controlled according to Bureau of Indian Affairs control procedures. With both of these audits, the United Tribes can rest assured that Bendix is spending money wisely and is providing insurance that all property is properly controlled.

One of Bendix' primary objectives is to operate the Center in the most economical manner without compromising the training objective. To accomplish the financial goal, we have instituted a cost reduction and suggestion system which permits employees to submit ideas on methods to reduce costs. To make this system as effective as possible, a training session with all managers was conducted for the sole purpose of introducing the cost reduction program. Bendix has established dollar goals to meet in this area and is presently actively soliciting money-saving ideas from the employees. For the first six months of operations, there have been savings of \$41,625 submitted as cost reduction ideas.

To provide the key staff with as much business knowledge as possible, training programs were developed and presented covering such topics as organizational structure, financial management, cost control, employee relations, purchasing, and material control. Additional training was provided in management techniques, planning, delegation, and decision making. This business training was beneficial to the Training Center because it introduced business techniques as an educational and vocational objective.

Two of the newer business techniques with which Bendix became involved are the accounting methods for health services provided for enrollees and the advisory functions performed in relation to the newly organized student council.

The accounting for medical services is unique because the funds provided for these services are supplied by the Indian Health Service under a separate contract. Assistance was provided to the United Tribes in the areas of contractual arrangements with local hospitals and establishment of control procedures for expenditures of funds. The system provides complete controls to insure that medical costs are not incurred without proper authorization and prior approvals.

We are most proud to serve in a business capacity to the student council. This organization, composed strictly of enrollees at the Center, is responsible for the operation of small business ventures associated with the Training Center. At the present time, the council is managing a canteen for all residents of the community. The canteen has available for sale items such as tobacco products, candy, non-alcoholic beverages, and grooming products. It is run in a business fashion and is selfsufficient. All proceeds from the sales are kept in a separate bank account, and the profits earned from operations will be used to supplement a student recreation program including dances, picnics, etc. It is planned in the future that the student council will establish and operate other forms of small business. This type of training exposes the students to actual business procedures and instills a sense of responsibility for the profit making potential of a business. The students themselves are actively participating in the ordering and purchase of the goods, accounting for income and expenses, and maintaining the bank account.

SECTION 4
CHARTS AND GRAPHS

UNITED TRIBES EMPLOYMENT TRAINING CENTER
 TRAINEE POPULATION STATUS
 July 1 - December 31, 1969

UNITS				POPULATION			
TYPE	INPUT	EXIT	BALANCE	MALE	FEMALE	CHILDREN	TOTAL
Solo	4	0	4	0	4	9	13
Family	13	1*	12	12	12	40	64
Single	12	1**	11	3 4	8	0	11
TOTALS	29	2	27	15	24	49	88

* Termination of one family unit

** Voluntary termination by one single male

PROGRESS

Introduction

The following graphs chart each trainee's progress. Upon enrollment in adult basic education, each trainee is given a number. Placement in one of the four programs is based on the trainee's grade level in reading. Variables such as mathematics grade level, recency of formal education, level of education reached in prior school attendance, and strengths and weaknesses in spelling, vocabulary, and arithmetic are considered in placement. Progress is charted on an individual basis. The charts do not measure motivation, inherent ability, class attendance, and participation.

Footnote to Language Arts Progress Charts

A lecture and exercise approach is used to teach Language Arts III; thus, group work enables most trainees to progress at the same rate.

Footnote to Social Studies Program II

Five trainees are completing work in this phase of the program. Other students in program II are doing brushup work in language arts and mathematics to prepare them for the next program.

Footnote to Social Studies in Program III

Enrollment into this phase is dependent upon completion of the science course. This is done to limit the content subjects to three at any given time for each trainee.

VOCATIONAL PROGRESS CHART
 PERCENTAGE OF VOCATIONAL COMPLETION

Trainee Number	Skill Area	Date Started Skill	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	Estimated Completion Date
1.	Bldg. Maint.	9/8/69											8/7/70
2.	Bus/Clerical	9/8/69											7/17/70
3.	Bus/Clerical	9/8/69											6/19/70
4.	Nurse's Aid	9/8/69											6/8/70
5.	Bus/Clerical	9/8/69	Terminated from Center										7/24/70
6.	Bus/Clerical	9/8/69	Terminated from Center										7/24/70
7.	Food Service	9/8/69											7/15/70
8.	Auto Mech.	9/8/69											8/7/70
9.	Bus/Clerical	9/15/69											10/9/70
10.	Nurse's Aid	9/15/69											6/29/70
11.	Bldg. Maint.	9/15/69											8/14/70
12.	Nurse's Aid	10/14/69											6/29/70
13.	Nurse's Aid	10/14/69											6/29/70
14.	Bldg. Maint.	10/14/69											9/11/70
15.	Nurse's Aid	10/14/69											6/29/70
16.	Bus/Clerical	10/14/69											8/21/70
17.	Bus/Clerical	10/14/69											8/7/70
18.	Nurse's Aid	10/15/69											6/29/70
19.	Auto Mech.	11/3/69	Terminated from Center										10/30/70
20.	Auto Mech.	11/20/69											9/18/70
21.	Bus/Clerical	11/20/69											9/18/70
22.	Nurse's Aid	11/20/69											8/10/70

VOCATIONAL PROGRESS CHART
PERCENTAGE OF VOCATIONAL COMPLETION

Trainee Number	Skill Area	Date Started Skill	Percentage of Completion										Estimated Completion Date		
			10%	20%	30%	40%	50%	60%	70%	80%	90%	100%			
23.	Auto Body	11/20/69	█												9/1/70
24.	Nurse's Aid	11/20/69	█	█											8/10/70
25.	Bldg. Maint.	11/20/69	█	█											9/25/70
26.	Auto Body	11/20/69	█	█											9/1/70
27.	Bus/Clerical	11/20/69	█												9/18/70
28.	Nurse's Aid	11/20/69	█	█											8/10/70
29.	Bldg. Maint.	11/20/69	█	█											9/25/70
30.	Bus/Clerical	11/20/69	█	█											9/18/70
31.	Nurse's Aid	11/20/69	█	█											8/10/70
32.	Auto Body	11/20/69	█	█											9/1/70
33.	Auto Mech.	12/5/69	█	█											11/16/70
34.	Nurse's Aid	12/5/69	█	█											9/31/70
35.	Nurse's Aid	12/5/69	█	█											9/31/70
36.	Bus/Clerical	12/12/69	█	█											10/9/70
37.	Welding	12/12/69	█	█											11/13/70
38.	Nurse's Aid	12/12/69	█	█											9/31/70
39.	Auto Mech	12/12/69	█	█											11/16/70
40.	Bus/Clerical	12/12/69	█	█											10/9/70
41.	Bus/Clerical	12/16/69	█	█											10/9/70
42.	Auto Body	12/19/69	█	█											9/18/70

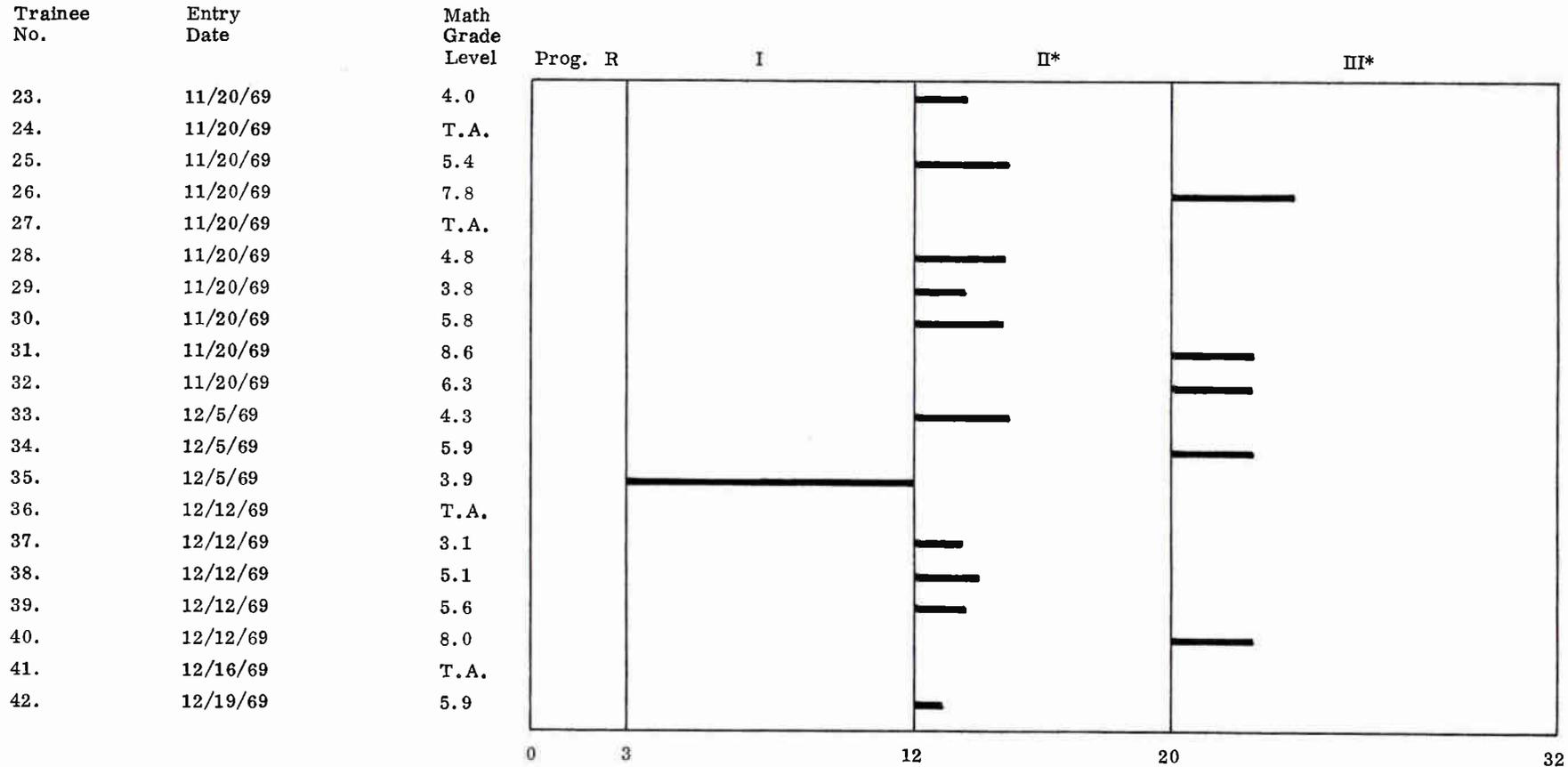
ADULT BASIC EDUCATION
LANGUAGE ARTS PROGRESS CHART

Trainee No.	Entry Date	Entry Reading Grade Level	Prog. R	I	II*	III*
1.	9/8/69	7.0		—————		
2.	9/8/69	T.A.				
3.	9/8/69	T.A.				
4.	9/8/69	8.4				—————
5.	9/8/69	T.A.	Terminated from Center			
6.	9/8/69	7.9	Terminated from Center			—————
7.	9/8/69	5.1		—————		
8.	9/8/69	8.3				—————
9.	9/15/69	6.9				—————
10.	9/15/69	8.2				—————
11.	9/15/69	5.1		—————		
12.	10/14/69	9.3				—————
13.	10/14/69	7.7				—————
14.	10/14/69	4.8			—————	
15.	10/14/69	9.2				—————
16.	10/14/69	3.1	—————			
17.	10/14/69	8.1				—————
18.	10/15/69	10.3				—————
19.	11/3/69	9.3	Terminated from Center		—————	—————
20.	11/20/69	6.5			—————	
21.	11/20/69	8.1				—————
22.	11/20/69	9.3				—————
23.	11/20/69	5.1			—————	
24.	11/20/69	T.A.				

ADULT BASIC EDUCATION
MATHEMATICS PROGRESS CHART

Trainee No.	Entry Date	Math Grade Level	Prog. R	I	II*	III*
1.	9/8/69	3.8		██████████		
2.	9/8/69	T.A.				
3.	9/8/69	T.A.				
4.	9/8/69	4.3				██████████
5.	9/8/69	T.A.	Terminated from Center			
6.	9/8/69	6.2	Terminated from Center		██████████	██████████
7.	9/8/69	3.5		██████████		
8.	9/8/69	9.4				████████████████████
9.	9/15/69	5.7			██████████	██████████
10.	9/15/69	4.4				██████████
11.	9/15/69	2.5		██████████		
12.	10/14/69	4.9				██████████
13.	10/14/69	4.4				██████████
14.	10/14/69	4.4			██████████	
15.	10/14/69	6.7				██████████
16.	10/14/69	2.6	██████████	██████████		
17.	10/14/69	4.5				██████████
18.	10/15/69	6.7				██████████
19.	11/3/69	6.3	Terminated from Center			██████████
20.	11/20/69	5.4			██████████	
21.	11/20/69	7.3				██████████
22.	11/20/69	7.0				██████████

ADULT BASIC EDUCATION
MATHEMATICS PROGRESS CHART, CONT'D.



Refer to Progress, page 43, for footnote.

This chart shows the proportion of progress in each program. It does not indicate the time involved.

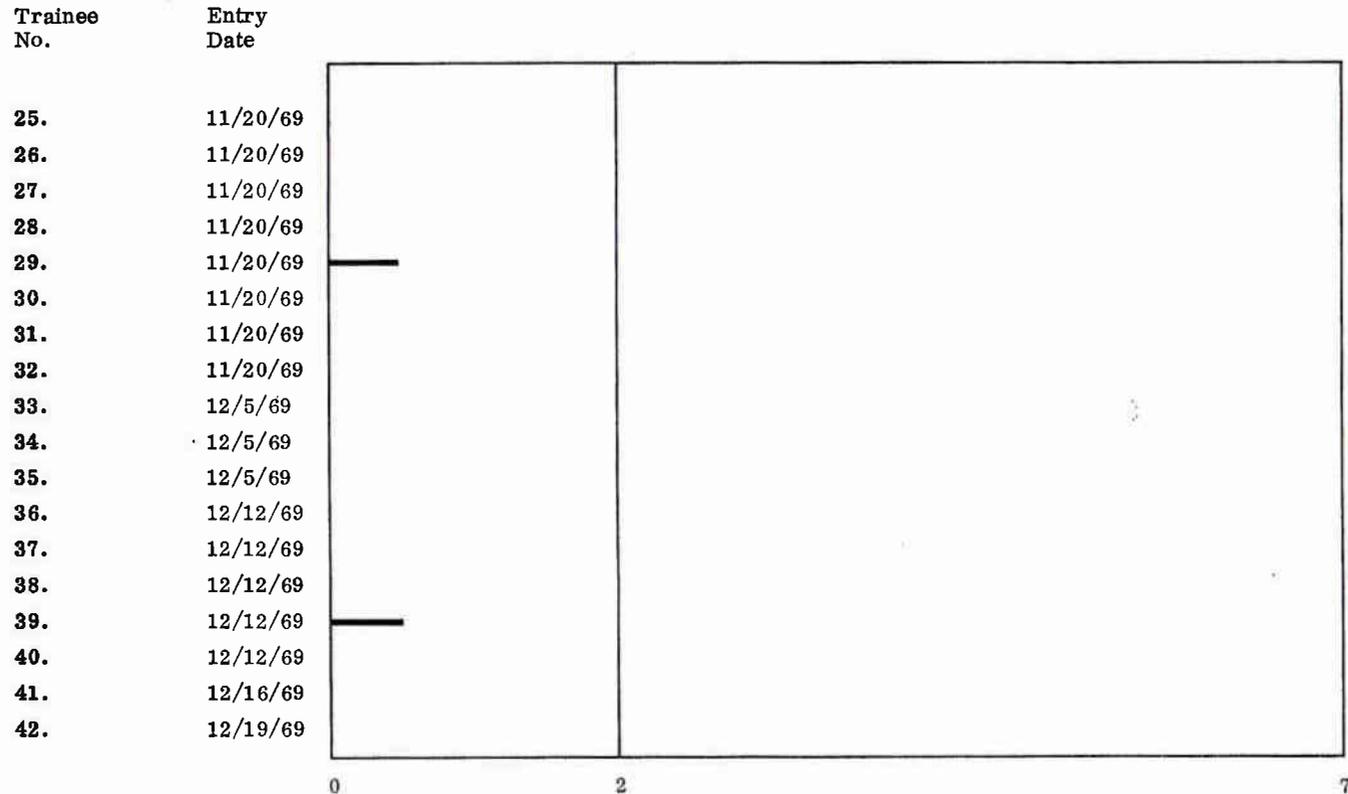
*Each trainee is encouraged to complete at least the program II phase. Those aspiring toward the GED will complete the program III phases.

T.A. (teacher aide) - These trainees have a high school diploma or a GED. See teacher aide chart.

ADULT BASIC EDUCATION
SOCIAL SCIENCE PROGRESS CHART

Trainee No.	Entry Date	Prog. II*	III*
1.	9/8/69		
2.	9/8/69		
3.	9/8/69		
4.	9/8/69		
5.	9/8/69	Terminated from Center	
6.	9/8/69	Terminated from Center	
7.	9/8/69		
8.	9/8/69		
9.	9/15/69		
10.	9/15/69		
11.	9/15/69		
12.	10/14/69		
13.	10/14/69		
14.	10/14/69		
15.	10/14/69		
16.	10/14/69		
17.	10/14/69		
18.	10/15/69		
19.	11/3/69	Terminated from Center	
20.	11/20/69		
21.	11/20/69		
22.	11/20/69		
23.	11/20/69		
24.	11/20/69		

**ADULT BASIC EDUCATION
SOCIAL SCIENCE PROGRESS CHART, CONT'D.**



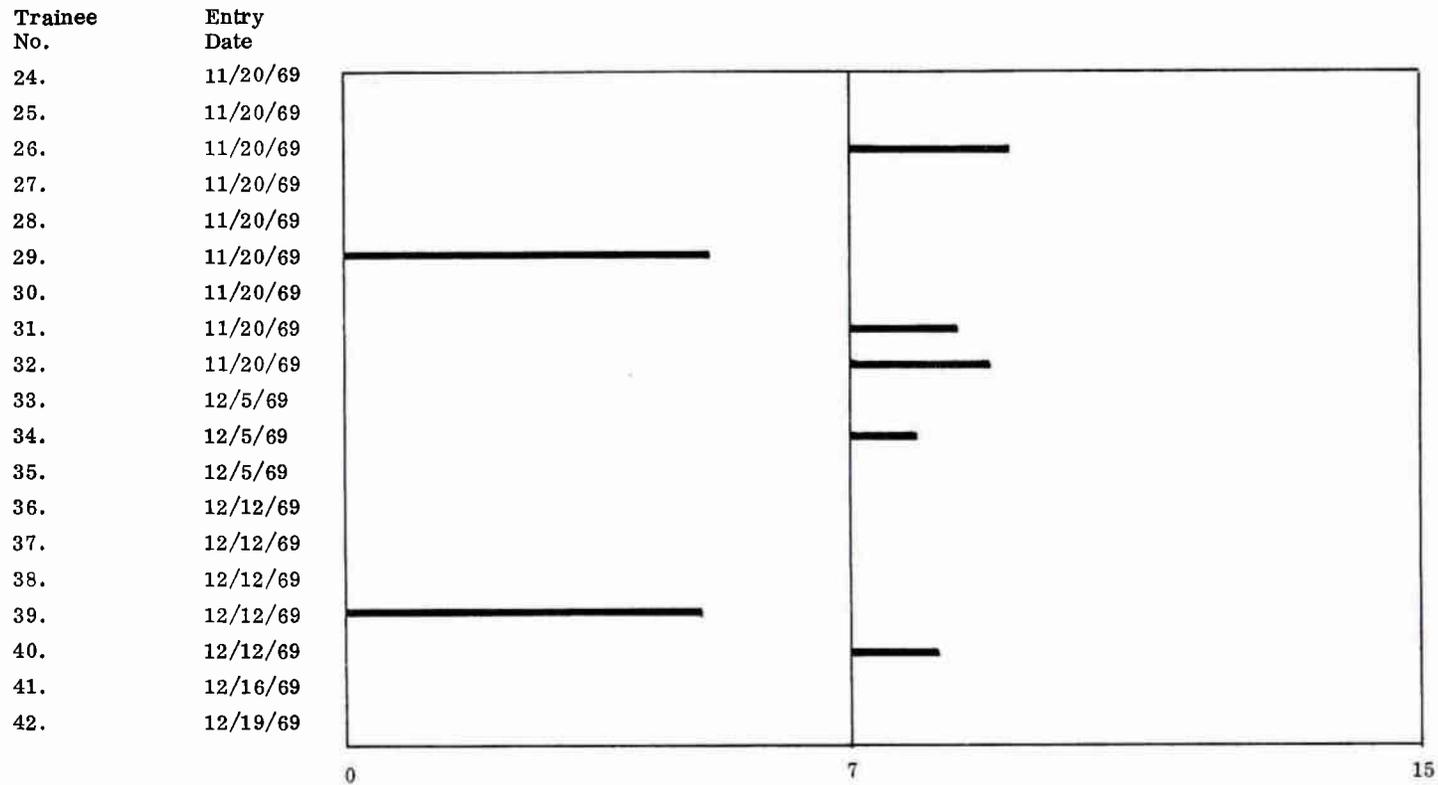
Refer to Progress, page 43, for footnote.

This chart shows the proportion of progress in programs II and III. It does not indicate the time involved.

*Each trainee is encouraged to complete at least the program II phases. Those aspiring toward the GED will complete the program III phases.

T.A. (teacher aide) - These trainees have a high school diploma or a GED. See teacher aide chart.

**ADULT BASIC EDUCATION
NATURAL SCIENCE PROGRESS CHART, CONT'D.**



Refer to Progress, page 43, for footnote.

This chart shows the proportion of progress in programs II and III. It does not indicate the time involved.

*Each trainee is encouraged to complete at least the program II phases. Those aspiring toward the GED will complete the program III phases.

T. A. (teacher aide) - These trainees have a high school diploma or a GED. See teacher aide chart.

TEACHER'S AIDE PREPARATION PROGRAM PROGRESS CHART

Trainee Entry No.	H. S.	Entry Date	Entry Read. Grade Level	Entry Math. Grade Level	*Math. Brush-up	*Lang. Arts Brush-up	*Teacher Aide Preparation	Added Competencies	Job Assignment
2	Grad.	9/8/69	8.9	6.2	50%	60%	75%	none	
3	GED	9/8/69	9.9	9.3	85%	90%	90%	algebra	Sub. Teach Foods - Nutrition
5	Grad. (Terminated from Center)	9/8/69	10.5	8.5	100%	90%	95%	bookkeeping	Program III Aide
24	Grad.	11/20/69	8.7	6.8	80%	30%	80%	algebra	
27	GED	11/20/69	10.0	8.1	45%	70%	80%	none	Program III Aide
36	Grad.	12/12/69	7.4	6.9	5%	15%	30%	none	
41	Grad.	12/16/69	10.1	8.4	10%	10%	5%	none	

*Approximate percentage of completion

SECTION 5
CASE HISTORIES

1. Married Male:
Has family difficulties contributing to excessive drinking which leads to belligerent behavior manifested in threats and striking out at his family. Family confrontations continue but occur less frequently.
2. Married Female:
Needs considerable strength in the family. Provoked outbursts of anger in spouse. Efforts are continuing to help her realize the effect her behavior has on the children and family relationship.
3. Solo Female:
Has proven a most apt pupil enhancing her own positive character while having a desirable influence on those around her.
4. Solo Female:
Preschool children were frequently neglected while this solo parent pursued her social life. She is a vigorous participant in the recreation program with considerable energy for work and play.
5. Married Male:
Has a strong desire to achieve greater things but lacks the self-discipline required to take advantage of his potential. Has experienced difficulty with his spouse which has resulted in excessive drinking. As a result, he went AWOL and had to be terminated.
6. Married Female:
Desired to achieve goals but wanted private life to go unquestioned. Had alcoholic husband and her social misadventures led to termination. Indicated her intention to pursue high school equivalency diploma following termination.
7. Married Female:
Is frightened of the possibility of failure to such an extent that it has caused physical problems. She exhibits very limited ability but is making progress.
8. Married Male:
Constantly questions vocational and educational directions. Shows insecurity and is easily frustrated and discouraged. Looks for easy way out. He has shown progress and at present he is more settled.
9. Solo Female:
Had medical and dental problems corrected. Lacks confidence. Educational progress is good. Home care is marginal, but progress has been noted.

10. Married Female:

Is shy and slow. Will not assert herself. Showed fear of certain phases of her training, but now is more self-confident. At first could not cope with pressures by husband but this is also improving.
11. Married Male:

Is the class "clown"; fools people into believing he can achieve less than he actually can. His age and physical problems hinder him to such an extent that it is doubtful whether he can function when trained. Showing progress and learning to compete with others.
12. Single Female:

Is experiencing a communication problem because of shyness and past living habits. She had difficulty in accepting all rules which resulted in her leaving training but eventually she returned. She has made considerable progress in communicating with people and is now showing a sincere desire to complete the training program.
13. Single Female:

Is strongly influenced by her sibling. Has a hearing deficiency which has caused previous instructors to neglect her, resulting in conflict. Some improvement has been made on her part in regards to a willingness to learn and communicate.
14. Married Male:

Is experiencing difficulty with his educational progress. As a consequence, he tends to run from his problems by drinking. He greatly depends on his wife for taking care of home business matters. He desires that his wife complete the training program more than himself. He has shown limited total progress.
15. Married Female:

Has a desire to improve herself for the purpose of giving her family economic independence. She experiences difficulty with a drinking spouse and also has problems in keeping the home clean. Because of these things, she has a nervous condition.
16. Single Female:

Has limited intellectual capacity and multiple psychological disorders. In-patient hospitalization has been considered. Fears of rejection are being overcome with considerable difficulty.
17. Solo Female:

Is aggressive and has good potential; she expresses feelings in both positive and negative ways. She often resents the Center's regulations and lacks self-control and direction in her social behavior. She is learning from her past mistakes and has shown progress.

18. Single Female:
Has no pronounced social difficulties. She has shown good progress but is not well motivated; she views vocational training as redundant to her experience and skill. She wants to obtain high school equivalency diploma.
19. Single Male:
Is easily distracted and was in debt. Drinking and following another enrollee resulted in his departure without leave.
20. Single Male:
Is young and immature with an independent attitude, but will use a little common sense. His involvement with other enrollees caused some dissension which resulted in restriction. Potential for growth present but has not been noted to date.
21. Single Male:
Is mild mannered and outgoing. Progress on all levels concerned has been good. He shows signs of immaturity but is improving.
22. Married Female:
Is very concerned about her family. She hopes that both herself and her husband will finish the training program. Content with Center living. Progressing well in the brief time she has been here.
23. Married Male:
Is easy to talk to on all matters but has not really made up his mind as to his vocation. He seems interested in family matters and has a definite talent in basketball. He is progressing satisfactorily.
24. Married Female:
Has past training and has experienced some degree of success. She has a tendency to stand in the background but at home makes major decisions after consultation with spouse. The cleanliness of her children and home can be improved.
25. Married Male:
Is immature but has a desire to obtain training largely through his wife's desire for him to achieve and complete training. In some of his classes, he has a tendency to take things lightly. Progress is expected.
26. Married Male:
Is extremely possessive of and demonstrates great dependency towards his wife. Little, if any, change has been noted to date.
27. Married Female:
Has aggressive character which manifests itself by suppressing husband to submissive role and attempting to dominate other enrollees and staff. She frequently receives criticism from peer group for this behavior. No progress in increasing social sensitivity has been observed.

28. Solo Female:

Is reserved, restricts socializing to other solo parents. She is capable of making decisions and seems competent. She has no pronounced problems in adapting to new environment and is motivated to finish training. She is progressing satisfactorily.

29. Married Male:

Has proven to be a steady worker in all phases of the program. While possessing strong character, he usually assumes a passive, cooperative role but is slowly seeking out appropriate channels in which to express himself. Overall progress is good.

30. Married Female:

Has shown exceptional commitment to utilize the training offered in all areas. She shows greater interest in community involvement than most enrollees. Her overall progress is very good.

31. Married Female:

Is young and immature; she has demonstrated cooperative willingness to learn. Although shy, she is learning to speak up.

32. Married Male:

Is young and has little work experience. He has concern for the welfare of his family. Acceptable and satisfactory progress has been made.

33. Married Male:

Has never been continuously employed. He had drinking problems prior to his arrival; he is self critical and fears failure, seemingly due to his lack of accomplishments. He has been progressing well and seems motivated.

34. Single Female:

Is not satisfied with vocational choices available and restrictions on her social life. Although not of age, she has a serious drinking habit which results in her breaking regulations and showing hostility toward other weaker enrollees. Her progress to date has been minimal.

35. Single Female:

Is seriously involved with training. However, she is easily pushed into a submissive role by peers. She is gaining better understanding of responsibilities to self and is making good overall progress.

36. Married Female:

Is quiet, soft spoken, and is able to meet and make new friends. She is making rapid early progress.

37. Married Male:
Has had a drinking problem, but it is presently under control. He attends Center Alcoholics Anonymous meetings weekly. Little or no social activity has been observed at this time.
38. Married Female:
Is young and immature. She is influenced by and dependent on her spouse. She values training experience and is progressing satisfactorily.
39. Married Male:
Is mature for his age. He was married at 15 and is devoted to his wife and child. He does not drink or smoke, although he had done both at one time. He values material goods and saves money to acquire what he wants; he has a problem of being overweight. He values training and is progressing well.
40. Single Female:
Has had difficulty in accepting the rules of the Center. She has experienced difficulty with drinking and staying out after dorm hours because she does not have the courage to say no. No progress has been made to date.
41. Single Female:
Has a sincere desire to secure training. She feels that a change in work may help her overcome her drinking problem. Although other training attempts have failed, to date she has shown tremendous progress.
42. Single Male:
Is appreciative of the Center and the opportunity to receive training. This young man is polite and friendly but, under the influence of alcohol, becomes very aggressive and belligerent. Improvement will take time. He has made very little growth to date.

The following summaries are of three children who are in the Child Development Center. Notation is made of their physical, social, emotional, and educational entry level and observed development to date.

CHILD A: Age one year, ten months. Time spent in Center is three and a half months. Physical Development: Child A has gained two and a half pounds and has grown one inch. She does have to wear corrective shoes as her feet turn inward. Social Development: Child A was very attached to her sister when she came and wanted to be with her all of the time. Now she is adjusted to being in the nursery. She is aware of the children but prefers to play alone. She looks out for the other children, and she is very protective of them. Emotional Development: Child A was not very secure when she first came to the nursery. She would cry for her parents and sister and ask where her parents were many times a day. She now feels secure in the nursery and appears to be happy and well adjusted. Now she seldom cries. Educational Development: Child A has shown progress in here speech. She would not speak when she arrived at the Center, but she now walks around talking and singing. She speaks one- to three-word sentences, and we are able to understand her. She understands and obeys directions. She can identify other children in the nursery by their names.

CHILD B: Age four years and two months. Time spent at the Center has been two and a half months. Physical Development: Child B has gained one and three-quarter pounds. He shows no physical disabilities and has good muscle tone and posture. Social Development: Child B was very attached to one aide when he first came to the Center. He did not want to play with the other children, but he did want to Indian dance. Now he is playing with the other children, takes part in a variety of activities, and is generally the leader. He likes to be active. Emotional Development: Child B is very inconsistent in his actions and behavior. He was very disobedient when he first came and often had to be separated from the group. He has been behaving much better but occasionally reverts to his earlier ways. He seems to feel secure here. He is very proud for a little boy and very seldom cries because he thinks it is "sissy to cry." Educational Development: Child B has attended Project HEADSTART before coming here. He could cut, paste, and paint with good coordination. He can now identify some colors, count to 10, and draw recognizable objects when painting. He is very interested in stories and filmstrips, and he remembers what he hears.

CHILD C: Age five years, eight months. Time spent in Center is three months. Physical Development: Weighted 44-1/4 pounds, and was unable to hop and skip. She had badly decayed teeth. Child C now weighs 46 pounds, and she can hop and skip. Social Development: Child C was very shy and withdrawn and was unable to make friends. She hid under the table when company appeared and wouldn't share with the other children. She was very insecure and showed no exposure to table manners. Child C now makes friends very easily and has learned to share and take turns; she is more relaxed and poised when company comes and is curious and asks many questions. She likes to visit with adults, is relaxed and takes an active part in all planned Center activities and has good table manners. Emotional Development: Child C had violent outbursts when opposed by other children and was unable to control her temper, teased other children, and wanted individual attention. Child C now plays with the other children in the Center and has learned to control her outbursts and temper. Educational Development: Child C displayed average growth in HEADSTART abilities, especially in poetry and music. Child C has now learned her colors and can color, cut, paste, and paint. She knows number concepts from 1 to 10, nursery rhymes, games, and can sing and dance. Exceptional student in verbal communication of poetry, music, and creative imaginative play.

SECTION 6
PHOTOGRAPHS



Welcome to United Tribes Employment Training Center.



Commissioner of Indian Affairs Lewis R. Bruce and Assistant Secretary Harrison Loesch, Department of Interior, visit a trainee home. From left are Mrs. S. Plume, employment assistant officer from Standing Rock Indian Reservation; Bruce; United Tribes Coordinator Theodore Jamerson; Peter Marcellaise, United Tribes Board of Directors; Loesch, and Center Manager Arvin B. Ellingson, UTETC.



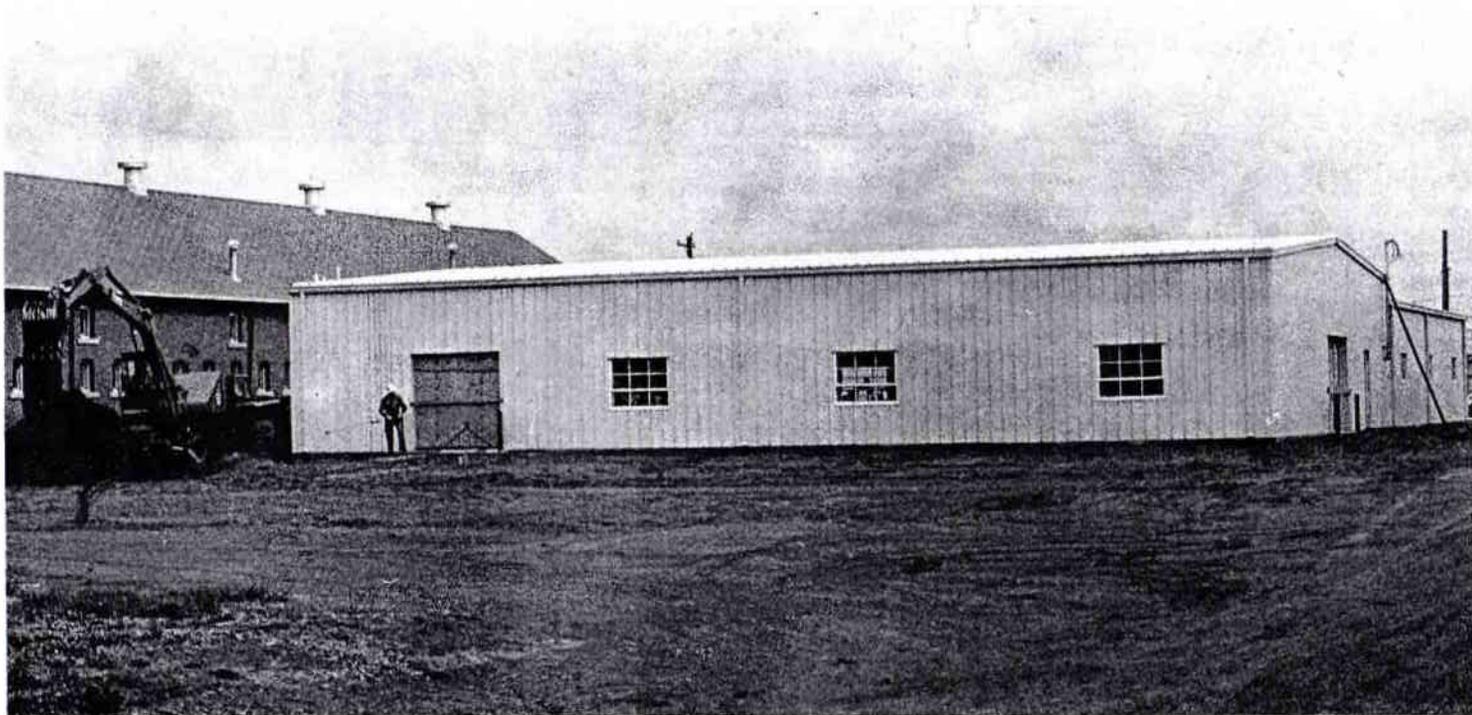
Lewis R. Bruce, Commissioner of Indian Affairs, (right) and Assistant Interior Secretary Harrison Loesch visit the Child Care Center.



Theodore Jamerson, United Tribes Coordinator, addresses Dedication Assemblage.



Presentation of colors during Dedication Ceremonies.



New Automotive Shop nearing completion.

