ADULT AGRICULTURAL EDUCATION FOR THE CROW INDIAN FARMERS AND RANCHERS IN MONTANA

by

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CHAPTER I

THE PROBLEM AND IT'S SETTING

Introduction

An oriental fable tells about the time when a monkey and a fish were caught in a great flood. The monkey was able to climb a tree to safety. When he looked down and saw the fish struggling against the currents, the monkey wanted to help the poor creature, so he scooped the fish from the water. The monkey was surprised that the fish was not at all grateful.[1]

The change agent, particularly the change agent who is working with a different culture, as with the people on the Crow Indian Reservation, should be aware of the importance of understanding the culture in which he is working.

The change agent will often act as the monkey in the fable unless he has a good understanding of the culture in which he works. When the change agent does not understand the needs and desires of the people with whom he is associated, he will not be as effective in his work as he might be. The monkey thought that he was being extremely helpful to the fish, but obviously he had no understanding of the fish's need or desire to remain in the water.

In addition to being aware of the culture in which the change agent

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[1]George M. Foster, Traditional Cultures: and the impact of technological change, (New York: Harper and Brothers, 1962), p.1.

is, he must also be aware of his own cultural conditioning. He should understand why he has the basic beliefs and attitudes he does, and how in turn they affect his behavior.

What the change agent sees as an obvious advantage, may be perceived entirely differently by the recipients. The people of two cultures must be able to understand each other before change can take place. Therefore, good communication is essential to understanding.[2]

Better and improved methods of farming and ranching are always available to the present day operator. The technical knowledge and assistance is available for the Indians to improve their farm and ranch operation if they so desire. However, the programs for improvement must be planned specifically for and with the Crows so that their special problems can be met and dealt with according to their cultural framework.

This study attempts to deal with the attitudes that the Indian farmers and ranchers on the Crow Reservation in Montana have about adult agricultural education offered for them and specifically those agricultural education programs offered through the Montana Cooperative Extension Service.

Previously (as will be mentioned in the review of literature in more detail) there have been educational programs for Crow Indian farmers and ranchers, but the classes were not well attended.

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[2]Robert H. Conn, "The Art of Communication," Adult Leadership, Vol. 17, No. 6, December 1968, pp. 269-270.

Major Purpose of the Study

The purpose of this study is to determine what can be done to increase awareness and interest in adult education programs making them more appealing and useful to the Crow Indian farmers and ranchers, so that ultimately their farming and ranching operations might be more progressive.

Specific Objectives

1. To determine something about the personal characteristics of the Crow Indian farmers and ranchers living on the reservation.

2. To determine why previously conducted adult agricultural classes held for Indians on the Crow Reservation were poorly attended.

3. To determine and propose a more realistic program of agricultural education for adults which will interest and benefit the Crow Indian farmers and ranchers.

Definition of Terms and Initials

In order to clarify terminology used throughout the study the following definitions were established:

Agricultural education -- Classes of an educational nature held for adult farmers and ranchers for the purpose of improving the operation of their farms and/or ranches.

Indian -- Person living on the Crow Reservation who has any Indian

blood in him and who owns and/or operates a farm or ranch.

Farmer and/or rancher -- A person who operates a farm and/or ranch.

BIA -- Bureau of Indian Affairs - the initials will be used throughout this study.

CAP -- Community Action Program - the initials will be used throughout this study.

PCA -- Production Credit Association.

Courses, Classes, Meetings -- These terms are used interchangeably and refer to adult agricultural education for the Crow Indian farmers and ranchers.

Change agent -- One who works for change in a society.

Methodology Used

The population for this study included only Crow Indian farmers and ranchers from the Crow Indian Reservation near Hardin, Montana. A personal interview technique for collecting data was used in order to insure getting a high percentage of complete questionnaires. It was also hypothesized that this technique would result in getting more accurate information. Also it was thought that the people surveyed would not return mailed questionnaires since the topic of adult education might not be of immediate importance to them. By conducting personal interviews the writer also had the opportunity to visit the actual operation and get a first hand view of the problems and opportunities faced by the Crow

Indian farmers and ranchers.

In preparing a list from which to select the population to be studied, the names and addresses of Crow Indian adult farmers and ranchers on the reservation were provided by Robert Weber, Crow Extension Agent. Each of the eighty-five (85) people were assigned a number and the numbers were placed in a hat to be drawn. Each number was replaced after drawing in order to give each person an equal opportunity of being selected.

Fifty (50) percent of the names were drawn. An additional fourteen (14) names were drawn which were used to replace those people who could not be reached for the personal interview.

With the help of three (3) professors from Montana State University a questionnaire was designed around the central purpose and the nature of the specific objectives outlined in Chapter I. The questionnaire was prepared containing both open-ended and objective questions.

It was planned that a Crow Indian student attending Montana State University from Crow Agency, Montana, would assist the writer with the survey. However, a situation arose making it impossible for him to help with the survey; thus the writer conducted the interviews by himself.

The questionnaire was divided into three (3) different parts, with the first part containing eleven (11) questions of personal data information. Five (5) personal questions were asked in the beginning of the interview; the last six (6) were asked at the end when the respondent and the interviewer had gotten better acquainted. The second part of the

questionnaire contained three (3) pages with questions pertaining to why, in the Crow Indian's opinion, the adult agricultural classes were poorly attended. The third part contained four (4) pages with questions about what could be done to improve and promote acceptable agricultural programs according to the Crow Indian farmers and ranchers. See Appendix B, page 95 for a copy of the questionnaire.

The author traveled for two (2) weeks on the Crow Indian Reservation making personal interviews with Crow farmers and ranchers. The people to be interviewed were located by the writer asking the person who he was interviewing, where the next prospective Crow farmer or rancher lived and for directions of how to get to the operation.

When approaching a home to do the interviewing the writer discovered that if he approached the farmer or rancher with his notebook he was often taken for being a salesman. Therefore, when the author introduced himself to the farmer or rancher without the notebook he felt more accepted. Casual dress of the interviewer also meant more acceptance by the Crow Indians. Another method of gaining confidence among the Crow farmers and ranchers was to listen to what they had to say and to respond at the same level.

Forty (40) people were interviewed and forty (40) questionnaires were completed. The survey ended 2 July 1970.

After returning from the reservation the data were compiled. Percent of each frequency was made as well as deviations of the means. From

the forty (40) questionnaires tables were derived and are the basis of the data being presented in Chapter III concerning adult agricultural education for the Crow Indians of Montana.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

It was a custom of the Crows to fast and pray to the Good Spirits to obtain wisdom and good luck. When Plenty Coups (who was the last Crow Chief) was a young man, he fasted in the Pryor Mountains. On the fifth day of the fast he was approached by the Buffalo Man Spirit. The Spirit man told Plenty Coups that he would become the Chief of his tribe and showed him a prophesy about the huge herds of buffalo roaming the present location of the Crow Reservation. The buffalo started moving in one direction and soon they all disappeared into a hole in the ground at the foot of the mountains. From another hole in the ground came out herds of a different kind of "buffalo" which were spotted, with longer tails, and some were red in color. He also saw large patches of various shapes covering the valleys.

The passing of time proved that Plenty Coup's vision was correct. He did become a great chief, the buffalo disappeared with cattle replacing them, and there were farm lands in the fertile valleys. See Appendix C, page 108. Plenty Coups told his people "make friends with the White man, listen to what he says, for they are wise and the "Absarokee" (Crow) will remain on the land given him by the almighty and live a happy life."[1]

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[1]U.S. Department of the Interior, "Narrative Highlights," (Billings, Montana: Bureau of Indian Affairs, 1967), p. 1.

The Crow Reservation in south-central Montana is an area of about two and one-quarter million acres.[2] As of 1 December 1969 there were 5,235 enrolled members of the Crow Tribe and of these 4,310 lived on the reservation, while the remainder of them lived off the reservation. The communities on the reservation with sizeable Indian populations are Lodge Grass, Pryor, St. Xavier, Wyola, and Crow Agency.[3] See the map in Appendix C, page 109.

The ancestors of the Crow Indians came from a "land of many lakes" which was probably in the headwaters of the Mississippi or further north. These people eventually settled along the Missouri River in what are now the states of North and South Dakota. About four hundred years ago part of this group broke away and eventually claimed what is now eastern Montana and northern Wyoming as their homeland. Its population reached about eight thousand before the smallpox epidemic of the middle 1800's.

This tribe of Indians was known as the Absarokee which literally means, "children of the large-beaked bird," (Absa means large-beaked bird and rokee means children or offspring). Other Indian tribes called the Absarokee, "Sharp People" meaning that they were crafty and alert like the bird Absa (probably the raven). They would refer to the Absarokee

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[2]U.S. Department of the Interior, "The Montana-Wyoming Indian," (Billings, Montana: Bureau of Indian Affairs, 1968), p. 25.

[3]U.S. Department of the Interior, "Fact Sheet: Crow Indian Reservation," (Crow Agency, Montana: Bureau of Indian Affairs, December 1969), p. 1.

by simulating the flapping of a birds wings with their hands. The white man interpreted this sign to mean crow and hence the name of Crow has been given to the tribe.[4]

The Crows inhabited a large area of land through the Rocky Mountains, along the heads of the Powder, Wind and Big Horn Rivers on the south side of the Yellowstone River, and as far as Laramie's Fork on the Platte River. They were also found at the head of the Musselshell and mouth of the Yellowstone. The area was very rich in game animals, fish and birds.[5] See the picture in Appendix C, page 111.

The outstanding characteristic of the Crow Indians was their mobility which was highly developed with the advent of the horse, in place of the dog, as a beast of burden. The horse, in addition to being the basis of motivation, was also a status symbol. Horses showed the daring and prowess of the owner, because they were often acquired by raids on other tribes. Horses were also used as a bid for the hand of a woman in marriage.[6]

At the time when the United States government was trying to get the Indians on reservations, the Crows were at war with neighboring tribes

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[4]Joe Medicine Crow, "The Crow Indians," p. 1.

[5]Edwin Thompson Denig, "Of the Crow Nation," Anthropological Papers, Bulletin 151, No. 33, (Washington D.C.: U.S. Government Printing Office, 1953), p. 19-71.

[6]Carl Fredrick Kraenzel, The Great Plains in Transition, (Norman, Oklahoma: University of Oklahoma Press, 1966), p. 73.

for hunting territory. Denig writes in 1856 what would eventually happen to the Crows: "Situated as they now are, the Crows cannot exist long as a nation. Without adequate supplies of arms and ammunition, warred against by the Blackfeet on one side and most bands of Sioux on the other, straying along the Platte trail where they contract rapidly and deadly diseases, together with the unnatural customs of destroying their offspring, will soon lead to their entire extinction. Or if a few remain they will become robbers and freebooters on any and all persons passing through the solitary regions of the Rocky Mountains."[7]

The Crows joined the United States Army to fight other tribes. They could foresee the strength of the white man and realized that all Indians would eventually be defeated by them. Because the Crows were friendly they were given a reservation of 38,531,174 acres by the Laramie Treaty of 1851. This land seemed to be of little value to the white man. As time went on, however, the amount of land given to the Crows seemed overly generous so they were told that the Laramie Treaty had run out and another one must be signed. In 1869 the second Laramie Treaty was signed and the reservation was cut down to nine million acres. See Appendix C, page 110.

Subsequent land cessions to the United States, Montana, Northern Pacific Railroad, and sales to non-Indians have reduced the Crow holdings

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[7]Denig, op. cit., Anthropological Papers, p. 71.

in trust ownership to 1,567,348 acres as of 30 June 1967.[8]

The white man has been unjust to the Indian. What has been done cannot be changed, but now the whites and Indians must work together for the benefit of both peoples.

The Indians and their land have been "used" by the whites many times and this can be shown very well by how the Crows finally consented to let the railroad go across the reservation. When Chief Plenty Coups was seventy-eight years old he was taken to Washington with several other Crows. When they objected to the railroad they were kept in Washington for over a month. Finally they agreed to the railroad if they could always remain in the country which they inhabited at the time, and if the Crows could also have transportation. Since that time, (1879), more land has been taken from the Crows and the free passes were short lived.[9]

The climate and topography of the Crow Reservation make the area suitable for livestock grazing, diversified irrigated farming, and dry-land wheat production. Elevations vary between 2,900 feet along the Big Horn River to more than 9,000 feet in the Big Horn Mountains with most of the land being between 3,000 and 4,000 feet. Fifteen inches of precipitation is the average yearly rainfall over most of the area.

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[8] U.S. Department of the Interior, op. cit., The Montana-Wyoming Indian, p. 25.

[9] Eliose Whitebear Pease (ed), "Crow Tribal Centennial Issue,"(1968), p. 23.

The reservation is essentially a range livestock and wheat producing area. In addition to wheat, other cash crops such as sugar beets, alfalfa seed, and a little oats and barley are produced.[10]

In 1965[11] Yellowtail Dam was completed across the Big Horn River in the Big Horn Mountains. The dam was built for power, agriculture and recreation. Since Yellowtail Dam has been built the land use has been intensified.

In the past five years the Indians have been using more of their land than they have previously. This can be shown by the following figures: in 1965 thirty-five (35) percent of the land on the reservation was used by Indians and by 1969, fifty-three point two (53.2) percent of the land was used by Indians.[12]

However, much land is leased from the Indians, and one serious problem that Indians have in leasing their land is that it is leased for a five year period and they receive an advanced discounted payment. If they want the land back to use themselves or want to lease it to someone else they would have to wait five years with no lease income.[13]

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[10]Ralph E. Ward, et al., Indians in Agriculture I - Cattle, Ranching on the Crow Reservation, (Billings, Montana: Bureau of Indian Affairs, 1956), pp. 5-11.

[11]Michael Kennedy, "Montana," The Collegiate Encyclopedia, 8th ed. Vol. XII, p. 252.

[12]U.S. Department of the Interior, Annual Range Management Report 55-20, (Billings, Montana: Bureau of Indian Affairs, 1965 and 1969), p.2.

[13]Ward et al., op. cit., Indians in Agriculture, p. 51-52.

A change agent working with the Crow Indians must keep in mind that Indians' beliefs, values, customs, points of view and ways of thinking are extremely different from the white man's. All cultures are products of their history and no two cultures have had the same history. Therefore, the Indian as well as the white man today are influenced by their past which in turn influences their responses to the environment around them.[14]

Dr. John H. Bryde, professor of educational psychology at the University of South Dakota stated that Indians consider material wealth secondary to people. They want only enough material things to "get along."[15]

When the Indians were placed on reservations their entire way of life had to be changed. They could no longer lead their nomadic life by hunting buffalo, but were expected to cultivate the land and begin living like the white man. Being placed in a completely different environment such as this is a most difficult situation.

The old Indian economy or "buffalo economy" according to Fuhriman differs appreciably from that of the thrifty, enterprising, self-reliant, and hard-working European peasant of which the white population of the

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[14]Walter U. Fuhriman, Economic Opportunities for Indians, (Billings, Montana: Bureau of Indian Affairs, July 1959), pp. 187-190.

[15]John H. Bryde, "Indian Values," presentation at Montana Cooperative Extension Agents Indian Training Conference, Montana State University, May 1970.

United States is made.[16] A brief discussion of these differences will follow.

Sharing of economic goods was a natural and vital characteristic of the buffalo economy Indian. The extended family functioned as an economic unit. Sharing of food reduced waste by spoiling, and evened out the supply of food. It is said of the old society that there were no orphans, there were no hungry, cold, or destitute individuals unless all were hungry, cold or destitute.

Sharing is still a force among reservation Indians and many find a security on the reservation that is not found elsewhere. Refusal to share is often looked down upon, while acceptance of gifts or dependence on others usually carries no social stigma. This old virtue of sharing has its disadvantages in modern society. It causes rapid disappearance of large sums of money from land sales, it discourages savings, and capital investment and it stifles individual effort. Often it closes the door to economic opportunity and progress.[17]

Capital goods were not important in the old Indian economy, with the exceptions of horses and weapons, which were very important. Extra clothing, blankets, supplies, etc. were only burdensome when moving camp. Sanitation was not the problem that it is in permanent settlements

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[16] Fuhriman, op. cit., Economic Opportunities for Indians, p. 187.

[17] Ibid, p. 190.

because of the frequent moving. This background may be part of the reason that some Indians are more willing to spend money on cars than for houses and plumbing. The need for saving, storing and investing to insure security in the future was not part of the old practice of sharing which made saving for such purposes unnecessary. This background makes individual thrift and investment less attractive to the average reservation Indian today than to non-Indians.

In the old Indian economy, economic efforts were directed largely to immediate satisfaction of wants. The Indian learned to use and enjoy things immediately when receiving them.[18]

It is impossible to determine exactly how much effect the old Indian culture has on today's reservation Indians, but the cultural background does have an influence on them even today.

Personal gain and private wealth has only limited prestige for the Crows. They operate only a small portion of their farm land and only about nineteen percent of their grazing land. Sixty-five Indians owned more than 7,600 beef cattle and 1,500 head of sheep in May 1968. About one-half of these ranchers have over 100 head of cattle.[19]

Robert Weber (Crow County Extension Agent) has made the following observations in planning agricultural courses for the Crow Indians. The

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[18] Ibid., p. 190.

[19] U.S. Department of the Interior, op. cit., The Montana-Wyoming Indian, p. 26.

Indians' attendance is good when they are involved in planning the courses such as with the FFA (Future Homemakers of America) and the Crow Credit Committee. The Indians will promote a program among their peers, and if some have accepted the program others will come too, but if some reject the program it may become a complete failure. The FFA will tell young farmers and ranchers they must come--and they do. If the Indians are not involved in setting up the program they believe that it has nothing to do with them and they do not attend.[20]

Mr. Weber also commented that he believes Indians would attend a program set up over a whole day at a time rather than for a couple of hours each week through most months of the year. This ties in with the idea that Indians do not live for the future and plan like the white man; they like to get through with a program as quickly as possible stated Mr. Weber. December, January, and February are the best months for any type of educational classes because the rest of the year the Crows are too busy.

Mr. Weber has also found that long and complicated lectures do not attract Indians very well; they like courses where they can become involved while learning such as in a welding course or in the repairing of farm equipment.[21]

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[20]Robert Weber, private interview on the telephone in Hardin, Montana, 11 June 1970.

[21]Ibid., interview.

The agricultural agent and home demonstration agent on the Crow Reservation conducted a Defensive Driver Training Course. Sometimes the material was presented as many as four times so that all that were interested could hear the presentation.[22] Many times it is difficult to set a meeting time which is convenient for all people concerned. This might imply that it would be necessary for agricultural classes to be conducted several different times and possibly in several different places. For example, if the County Extension Agent conducts a livestock nutrition course in one district on the reservation he should offer the same course in the other districts.

From the 1968 Annual Report of the Big Horn County Extension Service it can be seen that Robert Weber and Alice Hossfeld had many demonstrations and conducted various education meetings. It seems that when any project is totally conducted by whites that the Indians generally do not participate. For example, when a newsletter and circulars were sent to Crow ranchers concerning a Soil Conservation Service Experiment Station Livestock Production Field Day, only two Crows attended.[23]

In 1970 the meetings were not well attended either. Only three members of the Crow Tribe attended a U.S.D.A. Range Experiment Station Field Day. Six Crow ranchers attended a range nutrition meeting. A meeting

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[22]Robert Weber, "Indian Annual Report," (Hardin, Montana: Extension Service, 1968), p. 4.

[23]Ibid., p. 17.

about calving problems was held and only four Crow ranchers attended. Nine Crow ranchers attended a meeting about general range management.[24] Similar attendance was common at other agricultural meetings sponsored for farmers and ranchers on the Crow Reservation.

However, when the Crows feel that they are conducting a program it goes very well. In the spring of 1968 a Crow Fair was held. There were many good exhibits and it was well attended. This was exclusively a Crow project.[25]

In 1969, the two agents in Big Horn County had a total of nine part-time Extension Aides--the agricultural agent had two and the home demonstration agent had seven. The Aides and Extension Agents together developed a plan of work which included: 4-H work, veterinarian, Soil Conservation Service meetings, lawns and trees, home visits to Indian farms and ranches, experiment station tours, home economics and home maintenance. Both agents feel that the Aide program was good and especially good since all Aides employed were full-blood Indians.[26]

Alice Hossfeld makes this statement about the Aides. "They were received into homes that the agent alone would not be welcomed into for

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[24]Robert Weber, "Progress Report for the Fiscal Year 1970," (Hardin, Montana: Extension Service, 1970), p. 17.

[25]Robert Weber, op. cit., "Indian Annual Report," pp. 33-34.

[26]Robert Weber, "Indian Annual Report," (Hardin, Montana: Extension Service; 1969), pp. 1-5, 1-8.

some time . . . As a result of Aides, the Extension program has extended to more people that really need help."[27]

John Hill, who is the vice-chairman of the Crow Tribe, stated that not many of the young Indian people want to study agriculture, and if these young people could become involved with the Extension Service more could be accomplished for the Indian farmers and ranchers on the Crow Reservation.[28]

It is possible that the Extension Aides will become very interested in Extension work and some of them might want to make it a career. Additional Indian leadership would probably be of great benefit to Crow educational programs.

In the past the Crow Indians have not shown an interest in adult education agricultural meetings. The reasons are many and varied. The culture of the Crows has not always been taken into consideration when planning the meetings, the Indians have not been given enough individual attention and have not been actively involved in planning agricultural meetings. These factors and others to be discovered with the use of the questionnaire will indicate a beginning for improvement of adult agricultural education for the Crow Indian farmers and ranchers.

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[27] Ibid., p. 7.

[28] John Hill, private interview at Crow Agency, Montana, 2 July 1970.

CHAPTER III

DESCRIPTION OF DATA

This chapter describes the data collected through the use of a survey instrument with farmers and ranchers on the Crow Indian Reservation near Hardin, Montana. The data is divided into three major categories: (1) personal data of respondents, (2) the Crow Indian's reaction and opinions about the poorly attended adult agricultural classes, and (3) an improved and more acceptable agricultural program which might be offered to the Crow Indian farmers and ranchers. Furthermore, some personal data in promoting adult education among Indians was received from County Extension people, BIA agents and CAP personnel. For the results see Appendix A, page 87.

Personal Data of Respondents

Personal data was collected in order to ascertain essential information about the personal characteristics of the Indian farmers and ranchers on the Crow Reservation. The people interviewed were all Crow Indians and were thought to provide data characteristic of all other Crow Indian farmers and ranchers on the Crow Reservation.

Average Age of the Crow Indian Farmer and Rancher

The average age of farmers and ranchers in Montana is 49.7 years.[1] To determine if this were true of the Indian farmers and ranchers on the Crow Reservation, each person interviewed was asked his age.

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[1]U.S. Census of Agriculture, "Montana, 1964", Vol. 1, part 38 (Washington, D.C.: U.S. Government Printing Office, 1967), p. 158.

Table 1 shows that 11 (27.5%) of the Indians interviewed were between the ages of 30 and 34, and 8 (20%) were between 35 and 39. Only 2 (5%) of those interviewed were between 25 and 29 years of age while 1 (2.5%) was 60 years of age or older.

TABLE 1

AGE DISTRIBUTION OF INDIAN FARMERS AND RANCHERS ON THE CROW INDIAN RESERVATION

N=40

Age Distribution*	Number of Responses	Percent
25 - 29	2	5.0
30 - 34	11	27.5
35 - 39	8	20.0
40 - 44	4	10.0
45 - 49	4	10.0
50 - 54	4	10.0
55 - 59	6	15.0
60 - 64	0	0.0
65 - 69	1	2.5
TOTAL . .	40	100.0

* Mean age = 41.7

Respondents Sex

Of the 40 respondents interviewed 36 (90%) were males and 4 (10%)

were females. Three of the four females had husbands who actually ran the farm or ranch. However, the one female managed the ranch herself.

TABLE 2

SEX OF THE CROW INDIAN FARMERS AND RANCHERS

N=40

Sex	Number of Responses	Percent
Female	4	10.0
Male	36	90.0
TOTAL . . .	40	100.0

Number of Children

The number of children in each Crow Indian's family was smaller than the general population as a whole. While the average number of children per family in the United States is 3.66,[2] the average number of children of families surveyed was 1.2.

The data from Table 3 reveals that 9 (22.5%) of the 40 respondents did not have children. Of these nine, four were not married.

Furthermore, 6 (15%) respondents had 2 children, 5 (12.5%) had 3 children, 6 (15%) had 4 children, and 5 (12.5%) respondents had 5 children.

[2]U.S. Bureau of the Census, Statistical Abstract of the United States", (Washington, D.C.: United States Government Printing Office, 1969), p. 35.

TABLE 3

NUMBER OF CHILDREN LIVING AT HOME ON THE FARM OR RANCH WITH THEIR PARENTS ON THE CROW INDIAN RESERVATION

N=40

Children*	Numbers of Responses	Percent
0	9	22.5
1	3	7.5
2	6	15.0
3	5	12.5
4	6	15.0
5	5	12.5
6	3	7.5
7	1	2.5
8	1	2.5
9	1	2.5
TOTAL . . .	40	100.0

*Mean = 1.2 children.

Respondents Were Crow Indians

Since the major concern of this study was the Crow Indian farmers and ranchers, the population interviewed was selected at random from members of the Crow Indian Tribe. The verification of whether or not a person was an Indian was simply that he considered himself to be an Indian.

Number of Years the Indian Has Been on His Farm or Ranch

To determine the number of years of experience farming or ranching the respondents had, they were questioned as to how long they had farmed or ranched on the Crow Reservation.

Table 4 indicates that the majority of the respondents were relatively stable judging by the number of years they had operated their present farm or ranch. Twenty-five (62.5%) of the respondents had been on their farm or ranch for 10 years or more.

Five (12.5%) of the respondents had been operating their farm or ranch for a period of 2-4 years, while 6 (15%) had been operating for a period of 4-6 years.

TABLE 4

YEARS THE RESPONDENT HAS BEEN ON HIS PRESENT OPERATION

N=40

Years Farmed or Ranched	Number of Responses	Percent
1 - 2	0	0
2 - 4	5	12.5
4 - 6	6	15.0
6 - 8	2	5.0
8 - 10	2	5.0
10 and over	25	62.5
TOTAL . . .	40	100.0

Size of the Crow Indian's Farm or Ranch Operation

The information about size of the operation was obtained to determine how intensive or extensive the ranching operations were.

Table 5 reveals that the largest number of respondents, 11 (27.5%) had less than 499 acres of land, but 10 (25%) of the respondents had between 1,000-1,999 acres. Only 2 (5%) had 5,000 acres and over.

The average size farm or ranch of the respondents was 1,943 acres which is similar in size to the average farm in the state of Montana in 1967 which was 2,431 acres.[3]

TABLE 5

ACRES OF CROW INDIAN FARMS AND RANCHES

N=40

Range of Acres*	Number of Responses	Percent
0 - 499	11	27.5
500 - 999	6	15.0
1,000 - 1,999	10	25.0
2,000 - 2,999	5	12.5
3,000 - 3,999	4	10.0
4,000 - 4,999	2	5.0
5,000 and over	2	5.0
TOTAL . . .	40	100.0

*Mean = 1,943 acres

[3]Montana Department of Agriculture and U.S. Department of Agriculture, "Montana Agricultural Statistics", Vol. XII (Helena, Montana: Helena Reporting Service, December, 1968), p. 19.

Number of Acres Owned, Leased, and/or Rented

Not all land controlled by the resident farmer or rancher on the Crow Reservation is owned by the resident. In order to ascertain the amount leased, owned, and/or rented each respondent was asked about the status of his land holdings.

It was found that there is more land owned by the Crow farmers and ranchers than land which is leased and/or rented.

TABLE 6

STATUS OF LAND CONTROL ON THE CROW INDIAN RESERVATION

Range of Acres	Owned		Leased		Rented	
	No.	Percent	No.	Percent	No.	Percent
0 - 499	12	36.4	10	40	1	100
500 - 999	5	15.1	4	16	0	0
1,000 - 1,999	11	33.3	6	24	0	0
2,000 - 2,999	2	6.1	2	8	0	0
3,000 - 3,999	2	6.1	2	8	0	0
4,000 - 4,999	0	0.0	0	0	0	0
5,000 and over	1	3.0	1	4	0	0
TOTAL* . .	33	100.0	25	100	1	100

* Not an unduplicated count

Table 6 indicates that 12 (36.4%) of the respondents own from 0-499 acres of land. Another large group which consists of 11 (33.3%) of the respondents own 1,000-1,999 acres, but only 1 (3%) of the respondents

own 5,000 or more acres. Furthermore, Table 6 shows the largest number of people who lease land is 10 (40%) with the range of acres being under 499 acres. Only 1 (4%) respondent leases 5,000 or more acres.

One (100%) respondent indicated that he rented between 0-499 acres of land. Since the respondents could own, lease, and rent land at the same time, the total count is duplicated.

Method of Acquiring the Farm or Ranch

One of the traditional ways of acquiring land to farm is through inheritance and this was also true among the Crow Indians.

As can be seen from Table 7, 19 (38%) respondents acquired their farm or ranch through inheritance. Table 7 also shows 16 (32%) of the respondents purchased their land, while only 1 (2%) respondent was share cropping.

TABLE 7

MANNER IN WHICH THE CROW INDIANS ACQUIRED THEIR FARM OR RANCH

N=50

Method of Acquiring Farm or Ranch	Number of Responses	Percent
Purchase	16	32
Inherited	19	38
Rent	8	16
Share Crop	1	2
Allotted by tribe	6	12
TOTAL* . . .	50	100

* Not an unduplicated count

The total of 50 is again a duplicated count representing those contributions of farmers and ranchers who acquired their land by more than one method.

Crops Raised

The information obtained about the various crops raised by the Crow Indian farmers and ranchers indicates which crops were the most important to the area.

Table 8 illustrates that 38 (31.4%) of the respondents raised both hay and pasture.

Fifteen (12.4%) of the respondents raised wheat, while 13 (10.8%) raised oats and 17 (14%) raised barley.

Table 8 also has a duplicated count for the obvious reason that each respondent can raise more than one crop.

TABLE 8

CROPS RAISED ON CROW INDIAN'S FARMS AND RANCHES

N=121

Crops Raised	Number of Responses	Percent
Wheat	15	12.4
Oats	13	10.8
Barley	17	14.0
Hay	38	31.4
Pasture	38	31.4
TOTAL*. . .	121	100.0

* Not an unduplicated count

Livestock Owned by Crow Indian Farmers and Ranchers

Since livestock is the major enterprise on a ranch, each respondent was asked the numbers and type of livestock that he raised.

As has been mentioned earlier in this paper, horses were of great value to the Crows in the past, and this interest for horses still remains.

TABLE 9

HEAD OF LIVESTOCK OWNED BY CROW FARMERS AND RANCHERS

Number of Livestock	Cattle*		Hogs		Sheep		Poultry		Horses**	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
0 - 49	10	27.8	2	40	0	0	1	33.4	37	97.7
50 - 99	9	25.0	2	40	1	100	0	0.0	1	2.3
100 - 149	8	22.2	0	0	0	0	0	0.0	0	0.0
150 - 199	3	8.3	0	0	0	0	1	33.3	0	0.0
200 - 249	1	2.8	1	20	0	0	1	33.3	0	0.0
250 - 299	0	0.0	0	0	0	0	0	0.0	0	0.0
300 - 349	2	5.6	0	0	0	0	0	0.0	0	0.0
350 - 399	1	2.8	0	0	0	0	0	0.0	0	0.0
400 & over	2	5.5	0	0	0	0	0	0.0	0	0.0
TOTAL***	36	100.0	5	100.0	1	100.0	3	100.0	38	100.0

* Mean = 127 head of cattle
** Mean = 26 head of horses
*** Not an unduplicated count

Table 9 shows that 38 (100%) of the respondents had horses, with 37 (97.7%) having between 0-49 and one (2.3%) respondent having between 50-99 head of horses.

The raising of cattle is also important to the Indians in that 10 (27.8%) of the respondents owned from 0-49 head of cattle, 9 (25%) had from 50-99 head of cattle and 8 (22.2%) had from 100-149 head. Two (5.5%) of the respondents had 400 or more head of cattle.

Hogs, sheep, and poultry play a small part in Crow ranching, with only 5 respondents having hogs, 1 having sheep and 3 having poultry.

Tables 8 and 9 indicate the various kinds of crops and livestock predominantly raised by the Crow Indian farmers and ranchers. This information can readily be applied to the planning of future agricultural meetings.

Respondent's School Attendance

Through Dr. Lloyd Pickett's (Supervisor of Indian Programs, Montana Extension Service) experience with teachers and personnel in Indian schools, he stated that in the past Indians have not placed a high value on academic education because they felt that it was not necessary for them. However, this idea has changed and more Indians are becoming better educated.[4]

The mean number of years respondents attended school was 10.8 years.

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[4]Lloyd Pickett, private interview at Montana State University, Bozeman, Montana, July 27, 1970.

Table 10 also shows that 21 (52.5%) of the respondents attended school from between 9-12 years, while 4 (19%) attended school for 15-16 years.

TABLE 10

NUMBER OF YEARS THE RESPONDENTS ATTENDED SCHOOL

N=40

Years Attended*	Number of Responses	Percent
1 - 4	0	0.0
5 - 8	9	22.5
9 - 12	21	52.5
13 - 14	6	15.0
15 - 16	4	10.0
TOTAL . . .	40	100.0

* Mean = 10.8 years

Respondent's Gross Family Income

The information about the respondents' family income was obtained to give the writer an idea of the financial background of the Crow farmers and ranchers. The researcher would like to admit that the data presented in this table is open to debate since the term income was not as clearly and specifically defined as would have been desirable, nor was there any way to verify the figures given to the researcher by the

person being interviewed.

The mean gross income of Montana farmers and ranchers for 1965 was $16,770[5] and the mean gross income for the 40 respondents is $7,000.

Table 11 illustrates that 8 (20%) respondents had a gross income between $3,000-$4,999, 7 (17.5%) had between $5,000-$6,999, and 8 (20%) had an income between $7,000-$8,999, while 4 (10%) respondents had an income of $15,000 or over.

TABLE 11

GROSS INCOME OF RESPONDENTS—1969

N=40

Range of Income*	Number of Responses	Percent
$1,000 - 2,999	4	10.0
3,000 - 4,999	8	20.0
5,000 - 6,999	7	17.5
7,000 - 8,999	8	20.0
9,000 - 10,999	3	7.5
11,000 - 12,999	2	5.0
13,000 - 14,999	2	5.0
15,000 and over	4	10.0
No Response	2	5.0
TOTAL . . .	40	100.0

* Mean income = $7,000

[5] Department of Planning and Economic Development, "Montana Statistical Review", (Helena, Montana:1967), p.2.

The Crow Indian's Reaction and Opinions About the Poorly Attended Adult Agricultural Classes

Since the basic problem of the County Extension Agent was the poorly attended agricultural meetings, it was deemed desirable to ascertain a better understanding of some of the variables relating to this. To acquire data needed to better understand the problem at hand each Indian farmer and rancher surveyed was asked a series of personal questions to determine reasons why he did or did not attend agricultural classes and meetings as sponsored generally and more specifically by the County Extension Agent.

Attendance of Agricultural Meetings

Only a small number of the Indians interviewed had attended agricultural classes sponsored by agricultural agencies as the Bureau of Indian Affairs, commercial companies, or Montana Cooperative Extension Service.

TABLE 12

AGRICULTURAL CLASSES ATTENDED BY THE CROW INDIAN FARMERS OR RANCHERS DURING THE LAST FIVE YEARS, SPONSORED BY AGRICULTURAL RELATED AGENCIES

N=40

Agricultural Classes Attended	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
Yes	8	20	13	32.5
No	32	80	27	67.5
TOTAL RESPONSES	40	100	40	100.0

Table 12 indicates that 13 (32.5%) of the 40 respondents had attended at least one meeting conducted by the Extension Service.

Eight (20%) had attended classes which were conducted by agencies other than the Extension Service, and 32 (80%) had attended no meetings.

Content of Agricultural Courses

The respondents were asked what the agricultural classes they had attended were about, in order to determine where their interests had been in the past.

TABLE 13

CONTENT OF AGRICULTURAL COURSES ATTENDED

N=40

Content	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
Veterinarian	1	2.5	3	7.5
Range Management	1	2.5	2	5.0
Livestock, Livestock Nutrition	3	7.5	2	5.0
Swine, Horse Management	0	0.0	1	2.5
Hay Production	0	0.0	1	2.5
Crops	0	0.0	1	2.5
4-H	0	0.0	1	2.5
Bees for Alfalfa Fertilization	0	0.0	1	2.5
Leasing	1	2.5	0	0.0
Finances	0	0.0	1	2.5
No Response	32	80.0	27	67.5
TOTAL RESPONSES . . .	40	100.0	40	100.0

Table 13 shows that livestock classes were of most interest with 2 (5%) people attending Extension Service classes and 3 (7.5%) attending classes taught by agencies other than the Extension Service.

Veterinarian classes were sponsored by the Extension Service with 3 (7.5%) respondents attending them, while 1 (2.5%) respondent attended other agricultural agency's veterinarian classes.

Range management classes were of interest also with 2 (5%) attending Extension Service sponsored classes and 1 (2.5%) going to classes sponsored by agencies other than the Extension Service.

The remainder of the classes were attended by only 1 (2.5%) of the respondents.

Location of Agricultural Meetings

The location of the agricultural classes previously held was obtained in order to get a broader understanding of where agricultural classes had been held and attended by Crow Indians.

Table 14 shows that 10 (25%) of the 40 respondents had attended Extension Service sponsored classes at Crow Agency. In Lodge Grass 3 (7.5%) attended classes sponsored by agencies other than the Extension Service, while 1 (2.5%) attended an Extension Service class in Lodge Grass. Two (5%) went to meetings in Hardin conducted by agencies other than the Extension Service and 1 (2.5%) respondent went to a class conducted by the Extension Service.

Thirty-two (80%) did not attend classes sponsored by agencies other

than the Extension Service, while 27 (67.5%) did not attend Extension Service sponsored classes.

TABLE 14

LOCATION OF AGRICULTURAL MEETINGS ATTENDED BY CROW FARMERS AND RANCHERS

N=40

Location	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
Crow Agency	0	0.0	10	25.0
Hardin	2	5.0	1	2.5
Lodge Grass	3	7.5	1	2.5
P. C. A. Building	0	0.0	1	2.5
Pryor Mountains	1	2.5	0	0.0
Miles City	1	2.5	0	0.0
Out of State	1	2.5	0	0.0
No Response	32	80.0	27	67.5
TOTAL RESPONSES . .	40	100.0	40	100.0

Instructors of Agricultural Classes

In order to determine what outside resource people instructed the agricultural meetings, each respondent was asked who taught the classes which he had attended.

Table 15 illustrates that of the 10 respondents who had attended

Extension Service courses, 3 (7.5%) respondents had attended classes taught by a veterinarian from Hardin, Montana.

Table 15 also indicates that there were three meetings, each attended by 2 (5%) respondents. These were Larsen from Lewistown who taught a

TABLE 15

INSTRUCTORS WHO TAUGHT THE AGRICULTURAL CLASSES THAT THE CROW INDIAN FARMERS AND RANCHERS ATTENDED

N=40

Instructors	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
A veterinarian from Hardin	0	0.0	3	7.5
Larsen, from Lewistown	2	5.0	0	0.0
Discussion type (no instructor)	2	5.0	0	0.0
Bob Rouse	1	2.5	0	0.0
Paul Engler	1	2.5	0	0.0
Man from Miles City Experiment Station	0	0.0	2	5.0
Jacobson from Montana State University	0	0.0	1	2.5
Leo Kleffner	0	0.0	1	2.5
Bob Weber	0	0.0	1	2.5
Man from Little Big Horn Feed Mill	0	0.0	1	2.5
Banker	0	0.0	1	2.5
No Response	34	85.0	30	75.0
TOTAL RESPONSES . . .	40	100.0	40	100.0

course in general agriculture lasting for twelve weeks, a man from the Miles City Experiment Station who taught livestock and livestock nutrition, and lastly, a meeting attended only by Indians with no instructor as such, but a leader. In this meeting general problems relating to agriculture were discussed.

The rest of the instructors each had 1 (2.5%) of the remaining respondents attending his class.

Cost of Agricultural Meetings Attended

A fee to attend agricultural classes could be detrimental to persons attending meetings. To ascertain whether or not people surveyed had paid

TABLE 16

NUMBER OF CROW FARMERS AND RANCHERS WHO PAID FOR ATTENDING AGRICULTURAL MEETINGS

N=21

Location of Meetings Attended	No. of People Attending	No. of People Who Paid	Percent of People Attending Who Paid	Percent of People Attending Who Did Not Pay
Crow Agency	10	0	0	45
Hardin	3	1	4	13
Lodge Grass	4	0	0	18
P.C.A. Building	1	0	0	4
Pryor Mountains	1	1	4	4
Miles City	1	0	0	4
Out of State	1	0	0	4
TOTAL RESPONSE	21	2	8	92

Total percent of those attended meetings who paid 8%
Total percent of those attended meetings who did not pay . 92%

for the classes, a question was asked relating to this.

Table 16 shows that 1 (4%) respondent in Hardin and 1 (4%) in Pryor were asked to pay fees for attending courses.

It should be noted that of those attending classes 8 percent paid fees and 92 percent did not pay any fees.

Number of Meetings Attended

The information obtained pertaining to the number of meetings attended by the Crow Indian farmers and ranchers helps to determine the intensity of interest in improving farms or ranches through the acquisition of new agricultural knowledge obtained at meetings held for this purpose.

TABLE 17

NUMBER OF AGRICULTURAL MEETINGS ATTENDED BY THE CROW INDIAN FARMERS AND RANCHERS

N=40

Number of Meetings Attended	Other Meetings		Extension Sponsored Meetings	
	No. of People	Percent	No. of People	Percent
1	6	15.0	2	5.0
2	1	2.5	2	5.0
3	1	2.5	3	7.5
4	0	0.0	2	5.0
5	0	0.0	4	10.0
No Response	32	80.0	27	67.5
TOTAL RESPONSES . .	40	100.0	40	100.0

Table 17 demonstrates 4 (10%) people attended 5 meetings conducted by the Extension Service, however, 27 (67.5%) of the respondents had attended no meetings offered by the Extension Service.

Table 17 also indicates that of meetings conducted by an agency other than the Extension Service 1 (2.5%) respondent had attended 3 meetings, while 32 (80%) of the respondents had attended no classes.

TABLE 18

REASONS FOR CROW INDIAN FARMERS AND RANCHERS ATTENDING THE AGRICULTURAL CLASSES

N=40

Reasons	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
To obtain new information in cattle operation	2	5.0	1	2.5
To obtain new ideas in improved agriculture	5	12.5	5	12.5
Everybody was informed to attend	1	2.5	0	0.0
Interested in the meetings	0	0.0	3	7.5
For more information in live-stock disease	0	0.0	1	2.5
To solve recent farm problems	0	0.0	1	2.5
To learn more about 4-H	0	0.0	1	2.5
To learn more about horse manage-ment	0	0.0	1	2.5
No response	32	80.0	27	67.5
TOTAL RESPONSES . . .	40	100.0	40	100.0

Reasons for Attending Classes

If the motivation for attendance at past agricultural classes can be identified, then general guidelines for new programs can be developed.

Table 18 identifies the primary motivation for attending agricultural classes to be the search for new information to improve agricultural practices on farms and ranches. Improved agricultural practices were given by 5 (12.5%) of the people surveyed who had attended Extension Service sponsored classes and by 5 (12.5%) who had attended classes sponsored by agencies other than the Extension Service as the reason for attending meetings.

It can also be noted that 27 (67.5%) of the respondents had not attended any classes sponsored by the Extension Service and 32 (80%) had not attended any meetings sponsored by an agency other than the Extension Service.

Information Gained From Agricultural Meetings

The information obtained by asking each respondent what he had gained from attending agricultural classes was thought to be helpful in ascertaining the success of past programs and perhaps clues to designing future successful programs.

Table 19 illustrated that 5 (12.5%) respondents attended livestock and livestock disease meetings sponsored by agencies other than the Extension Service. In this group there were 32 (80%) of the respondents who did not attend any meetings.

Classes about improved ranch operation, livestock nutrition, and improved range and cattle management were sponsored by the Extension Service and 3 (7.5%) respondents attended these classes. There were 27 (67.5%) of the respondents who did not attend any Extension sponsored classes.

TABLE 19

INFORMATION GAINED BY THE CROW INDIAN FARMERS AND RANCHERS WHO ATTENDED AGRICULTURAL MEETINGS

N=40

Obtained Information	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
New method in farming and ranching	2	5.0	0	0.0
Plant identification, range carrying capacity, range management	1	2.5	0	0.0
New things about livestock and its diseases	5	12.5	1	2.5
Improved ranch operation	0	0.0	3	7.5
Livestock nutrition	0	0.0	3	7.5
Livestock	0	0.0	1	2.5
Improved range and cattle management	0	0.0	3	7.5
Bees are too expensive for fertilization	0	0.0	1	2.5
No response	32	80.0	27	67.5
TOTAL RESPONSES . . .	40	100.0	40	100.0

Rating of the Classes

The effectiveness of the agricultural meetings was obtained when the respondents rated the classes on a scale from 1 - 10 with 10 being the highest and 1 the lowest.

Table 20 shows that 9 (22.5%) rated the Extension classes which they had attended with an 8 and 2 (5%) rated the classes with a 10.

TABLE 20

EFFECTIVENESS RATING OF CLASSES ATTENDED BY CROW FARMERS AND RANCHERS

N=40

Rating	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
1	0	0.0	0	0.0
2	0	0.0	0	0.0
3	0	0.0	0	0.0
4	0	0.0	0	0.0
5	1	2.5	1	2.5
6	0	0.0	0	0.0
7	2	5.0	0	0.0
8	4	10.0	9	22.5
9	1	2.5	1	2.5
10	0	0.0	2	5.0
No response	32	80.0	27	67.5
TOTAL RESPONSES	40	100.0	40	100.0

The lowest rating was 5 which 1 (2.5%) respondent gave as his answer.

Meetings conducted by agencies other than the Extension Service were also rated as shown on Table 20. Four (10%) rated the classes with an 8, while the lowest rating was 5 given by 1 (2.5%) respondent.

How Information About the Meetings Was Received

To help determine the best ways of promoting interest about future agricultural meetings it was important to ascertain how farmers and ranchers were informed about previously held agricultural meetings.

Table 21 indicates that of those who had attended meetings, 11 (27.5%) had been informed about the Extension Service's meetings by mail notices,

TABLE 21

HOW CROW INDIAN FARMERS AND RANCHERS WERE INFORMED ABOUT AGRICULTURAL MEETINGS

N=40

Methods	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
Personal Contact	3	7.5	1	2.5
Through the Bureau of Indian Affairs, Crow Agency	4	10.0	0	0.0
Reservation Extension Agent	1	2.5	1	2.5
Mail (Extension Service)	0	0.0	11	27.5
No Response	32	80.0	27	67.5
TOTAL RESPONSES . . .	40	100.0	40	100.0

however, 27 (67.5%) of the respondents did not attend any meetings conducted by the Extension Service.

Also shown by Table 21 are 4 (10%) respondents who were made aware of classes through the Bureau of Indian Affairs and 3 (7.5%) were informed by personal contact. Of the 40 respondents, 32 (80%) did not respond.

Farmers and Ranchers Informing Each Other About Agricultural Meetings

To determine whether or not the farmers and ranchers informed each other about agricultural meetings a question was asked relating specifically to this area.

Table 22 demonstrates that 10 (25%) of the 40 respondents who had attended meetings conducted by the Extension Service said that they had been informed by other farmers and ranchers. Three (7.5%) said they had not been informed about agricultural meetings by other farmers and ranchers.

TABLE 22

RESPONDENTS ATTENDING MEETINGS WHO WERE INFORMED BY OTHER FARMERS AND RANCHERS

N=40

Those Who Were Informed	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
Yes	7	17.5	10	25.0
No	1	2.5	3	7.5
No Response	32	80.0	27	67.5
TOTAL RESPONSES. .	40	100.0	40	100.0

Seven (17.5%) of the respondents who had attended agricultural meetings conducted by agencies other than the Extension Service stated that they had also been informed by other farmers and ranchers and 1 (2.5%) said that he had not been informed in this manner.

Encouraging Others to Attend

To gain more information about better methods of promoting agricultural classes, material was obtained about whether or not the respondents urged other farmers and ranchers to attend agricultural meetings.

Table 23 indicates that 12 (30%) of the respondents attending Extension Service sponsored courses did urge others to attend, while only 1 (2.5%) did not urge others to attend agricultural classes. Twenty-seven (67.5%) had no response because they had not attended Extension Service conducted classes.

TABLE 23

CROW FARMERS AND RANCHERS WHO URGED OTHERS TO ATTEND AGRICULTURAL CLASSES

N=40

Urged Others	Other Meetings		Extension Sponsored Meetings	
	No.	Percent	No.	Percent
Yes	8	20.0	12	30.0
No	0	0.0	1	2.5
No Response	32	80.0	27	67.5
TOTAL RESPONSES	40	100.0	40	100.0

Also illustrated on Table 23 are 8 (20%) of the forty respondents who attended agricultural meetings sponsored by agencies other than the Extension Service who had urged others to attend.

Knowledge of the Agricultural Meetings Being of Benefit to Respondents

There was some question as to whether or not the people on the Crow Indian Reservation felt the meetings were held for their benefit; therefore a question was asked to determine if this were, in fact, true.

Table 24 shows that 34 (85%) of the respondents knew that the objectives of the classes were to benefit, while only 6 (15%) were not aware that the classes were conducted for their benefit.

TABLE 24

AGRICULTURAL CLASSES BEING OF BENEFIT TO THE CROW INDIAN FARMERS AND RANCHERS

N=40

Classes Being of Benefit	Number of Responses	Percent
Yes	34	85
No	6	15
TOTAL . . .	40	100

Respondents' Reaction to Time of Previous Class

The information obtained from the people surveyed as to whether the classes in the past were held at a good time or not, could indicate a

possible reason for poor attendance.

Table 25 illustrates that 25 (62.5%) stated the agricultural classes were held at a bad time, while 13 (32.5%) said the time was convenient for them and 2 (5%) of the respondents were undecided as to whether the classes were held at a good or bad time.

TABLE 25

CROW FARMERS' AND RANCHERS' REACTION TO THE TIME OF PREVIOUSLY HELD CLASSES

N=40

Held at a Bad Time	Number of Responses	Percent
Yes	25	62.5
No	13	32.5
Undecided	2	5.0
TOTAL . . .	40	100.0

The Influence of Location on Attendance

The respondents' reaction to where the previously conducted agricultural classes had been located indicates the convenience of the classes' location.

Table 26 demonstrates that 23 (57.5%) respondents said that the location did not hinder their attendance, while 17 (42.5%) stated that the meetings were poorly located and hindered them from attending.

TABLE 26

THE INFLUENCE OF PAST MEETINGS' LOCATION ON ATTENDANCE

N=40

Meetings Poorly Located	Number of Responses	Percent
Yes	17	42.5
No	23	57.5
TOTAL . . .	40	100.0

Attitudes About Meetings Held

The respondents made comments during the survey pertaining to what they had heard about the meetings. Hopefully, these comments would give the writer further insight about why the meetings were poorly attended.

TABLE 27

WHAT THE RESPONDENTS HAD HEARD ABOUT THE MEETINGS THEY HAD NOT ATTENDED

N=40

Comments Heard About Meetings	Number of Responses	Percent
Nothing	30	75.0
An Agricultural Meeting Had Taken Place	5	12.5
The Agricultural Meeting Had Been Okay	3	7.5
There Were Not Many People At the Meeting	1	2.5
The Meeting Had Been About Hogs	1	2.5
TOTAL . . .	40	100.0

Table 27 indicates that 30 (75%) respondents had heard nothing about the meetings, while 5 (12.5%) said that they had heard a meeting took place. Three (7.5%) had been informed that the meetings had been okay.

Respondents' Awareness of Information Sent Out About Agricultural Meetings

Even though the Extension Service sends out information about the meetings through the local County Extension Agent, some of the Crow farmers and ranchers were totally unaware of meetings being sponsored by the Extension Service.

As can be seen from Table 28, 34 (85%) were aware of the notices sent out by the Extension Service, but 6 (15%) said that they were unaware that the Extension Service sends out notices.

TABLE 28

AWARENESS OF INFORMATION SENT OUT BY THE EXTENSION SERVICE ABOUT AGRICULTURAL MEETINGS

N=40

Notices About Agricultural Meetings Sent Out By The Extension Service	Number of Responses	Percent
Yes	34	85
No	6	15
TOTAL . . .	40	100

TABLE 29

REASONS FOR NOT ATTENDING AGRICULTURAL COURSES

N=40

Reasons for Low Attendance	Number of Responses	Percent
The respondent did not know	6	15.0
The operation was too small	4	10.0
The distance to the meetings is too great and roads are bad	4	10.0
The teaching was done at too high a level	4	10.0
They do not feel they can gain anything from the meetings	2	5.0
They were too busy	2	5.0
The meetings were offered at a wrong time	1	2.5
There has to be a crisis before they will seek new information	1	2.5
The meetings are not worth the time and travel	1	2.5
The interest is low because many Indians lease the land from someone	1	2.5
They would rather do something else than have meetings	1	2.5
They do not want to discuss their operation with whites	1	2.5
They are not aware of the advantages of the meetings	1	2.5
They don't understand enough to transfer the knowledge from a meeting into reality on the ranch	1	2.5
They feel left out	1	2.5
If they attended an uninteresting meeting for the first time, they do not go a second time	1	2.5
More Indians would attend if the meetings were for Indians only - some Whites do not like Indians	1	2.5
They do not want to learn new things	1	2.5
Mail notices are received too late	1	2.5
To use the new ideas from the meetings money is required which is not available	1	2.5
Experience is better than meetings	1	2.5
Some think they know it all	1	2.5
No answer	1	2.5
Not interested	1	2.5
TOTAL . . .	40	

Why Agricultural Meeting Attendance Is Low

Comments concerning why Crow Indian farmers and ranchers did not like to attend agricultural courses hopefully would be used to guide future development of agricultural programs.

Table 29 demonstrates that although 6 (15%) did not know why Crow farmers and ranchers did not attend agricultural classes, many of the other respondents had strong and varying opinions.

Four (10%) of the respondents stated that the teaching at the agricultural meetings was at too high a level. Another 4 (10%) said that the distance to the meetings was too great and the roads were bad. Table 29 also shows that 4 (10%) responded that their farming or ranching operation was too small to derive benefits from the meetings.

Many other comments pertaining to why the farmers and ranchers did not attend agricultural meetings are listed in the table.

Reaction of Respondents About the Meetings Attended

To get more information about the general reaction of those attending the agricultural meetings, the respondents commented during the survey whether they felt at ease while attending classes.

Table 30 indicates that 16 (40%) of the respondents did feel at ease during the meetings, while only 1 (2.5%) said that he did not feel at ease.

The remaining 23 (57.5%) respondents made no response because they had not attended any of the meetings.

TABLE 30

RESPONDENTS' REACTIONS ABOUT THE ATTENDED MEETINGS

N=40

Felt at Ease	Number of Responses	Percent
Yes	16	40.0
No	1	2.5
No Response	23	57.5
TOTAL RESPONSES . .	40	100.0

An Improved and More Acceptable Agricultural Program According To The Crow Indians

The County Extension Agent and other governmental agencies have provided agricultural specialists to assist Crow Indian farmers and ranchers with increasing the agricultural efficiency of their respective farms and ranches. As can be seen by the previous data some problems of bringing assistance to these farmers and ranchers exists. To determine how best to meet their present and future needs, data was collected to determine how these needs might best be met.

Area of Meetings

The majority of respondents stated that agricultural meetings should be held in each district (see map in Appendix C) for the purpose of making it easier and more convenient to attend.

Table 31 illustrates that 30 (75%) out of the 40 respondents would like to see agricultural meetings conducted in their immediate district. Four (10%) thought that Crow Agency was a good central location for all agricultural classes.

TABLE 31

SITE OF AGRICULTURAL MEETINGS FOR CROW FARMERS AND RANCHERS

N=40

Location	Number of Responses	Percent
In each district	30	75
In each community	6	15
At Crow Agency	4	10
TOTAL	40	100

Location of Proposed Classes

In order to ascertain better locations for future classes each respondent gave his opinion as to whether the classes should be held at the same place each time or should rotate among the communities.

Table 32 shows that 35 (87.5%) stated that classes should be held at the same place each time, while 5 (12.5%) stated that the location should be rotated each time.

TABLE 32

LOCATION OF PROPOSED AGRICULTURAL CLASSES

N=40

Proposed Location	Number of Responses	Percent
Classes be held same place each time	35	87.5
Rotate places each time	5	12.5
TOTAL . . .	40	100.0

Ideal Site of Meetings for Better Attendance

Since many of the Crow farmers and ranchers have stated that the location of past meetings had been inconvenient, they were asked if they would attend classes in which they were interested if they were located at a more convenient site.

Table 33 demonstrates that 39 (97.5%) of the respondents agreed to attend classes they liked offered in each district. Only 1 (2.5%) said he would not attend classes under these circumstances.

TABLE 33

POSSIBLE ATTENDANCE IF INTERESTING CLASSES WERE OFFERED AT AN IDEAL SITE

N=40

Would You Attend	Number of Responses	Percent
Yes	39	97.5
No	1	2.5
TOTAL . . .	40	100.0

Who Should Attend Meetings

In order to ascertain if attendance of agricultural meetings would increase if they were limited to a specific group, the respondents were asked who should attend classes.

Table 34 indicates that 28 (70%) respondents stated that anyone should be able to attend the meetings. Not one of the respondents suggested that the meetings should be attended by entire families.

TABLE 34

PEOPLE WHO SHOULD ATTEND AGRICULTURAL MEETINGS

N=40

Meetings Should Be Attended By	Number of Responses	Percent
Men only	4	10.0
Indians only	2	5.0
Indians and Whites	5	12.5
Families	0	0.0
Anyone	28	70.0
Others - small operators only	1	2.5
TOTAL . . .	40	100.0

Time of Year for Proposed Classes

To better understand what time of the year the Crow farmers and ranchers would have the most available time to attend classes each respondent indicated which season of the year he would like to see classes held.

Table 35 shows that 27 (67.5%) of the respondents preferred winter, while only 1 (2.5%) stated he would prefer classes to be held all during the year.

TABLE 35

TIME OF YEAR FOR PROPOSED CLASSES TO BE HELD

N=40

Time of Year	Number of Responses	Percent
Fall	5	12.5
Winter	27	67.5
Spring	7	17.5
Year Round	1	2.5
TOTAL . . .	40	100.0

Time of Day for Proposed Classes

Since the majority of respondents stated that past meetings had been held at bad times (Table 25) they illustrate in the following table more convenient times of the day for attendance of agricultural classes.

Table 36 demonstrates that 21 (52.5%) of the respondents wanted the meetings held in the evening, and 16 (40%) preferred them to be held in the afternoon. While two (5%) said they would like to see classes held all day long, only 1 (2.5%) stated he would like classes to be held in the morning.

TABLE 36

TIME OF DAY FOR PROPOSED CLASSES TO BE HELD

N=40

Time of Day	Number of Responses	Percent
Morning	1	2.5
Afternoon	16	40.0
Evening	21	52.5
All Day	2	5.0
TOTAL . . .	40	100.0

Method of Presentation

To determine better methods to be employed in presenting agricultural classes, the Crow Indian farmers and ranchers expressed their opinions as to what type of presentation they would prefer.

Table 37 indicates that 23 (31.1%) of the respondents said that films were the best method of presentation and 19 (24.3%) stated that discussion was the method they preferred, while 2 (2.7%) said other methods should be used. Of these respondents, one did not specify what other methods, and the other said that the Crow Indians could learn how to improve their agricultural operations by studying the progress of developing countries. He said that the Crow farmers and ranchers could be compared to the peoples of developing countries in various ways.

The respondents sometimes checked more than one method of presentation, therefore the total number of responses is duplicated.

TABLE 37

METHODS OF PRESENTATION PREFERRED BY THE CROW FARMERS AND RANCHERS

N=74

Presentation	Number of Responses	Percent
Lecture	8	10.8
Demonstration	18	24.3
Film	23	31.1
Field trip	4	5.4
Discussion	19	25.7
Others	2	2.7
TOTAL* . . .	74	100.0

* Not an unduplicated count.

Teaching Fellow Indian Farmers and Ranchers

To get a better insight about the respondent's opinion of who they would like to have teach the agricultural classes, the respondents were asked if they would agree to having knowledgeable fellow Indian farmers and ranchers teach some classes.

Table 38 shows that 27 (67.5%) of the respondents would like to see Crow farmers and ranchers teach the classes if they were qualified, while

13 (32.5%) did not think their fellow Indian farmers and ranchers should teach a course.

TABLE 38

CROWS TEACHING CLASSES

N=40

Should Crow Farmers and Ranchers Teach	Number of Responses	Percent
Yes (if he is qualified)	27	67.5
No	13	32.5
TOTAL . . .	40	100.0

Indian Involvement in Planning Meetings

Robert Weber, Crow Extension Agent,, earlier has stated that when Indians are involved in the planning of a program they take a much more active part. The Indians showed a willingness in helping to plan future agricultural meetings.

TABLE 39

FARMERS' AND RANCHERS' INVOLVEMENT IN PLANNING MEETINGS

N=40

Help Plan Classes	Number of Responses	Percent
Yes	38	95
No	2	5
TOTAL . . .	40	100

Table 39 illustrates that 38 (95%) of the respondents would be willing to help plan agricultural classes, leaving only 2 (5%) who said they would not help with planning.

Indian Involvement

One of the functions of having Indians involved in the agricultural programs, would be to have them help promote attendance to the classes. When asked about their involvement, the Crow Indian farmers and ranchers expressed willingness to help promote the agricultural meetings.

Table 40 reveals that 38 (95%) of the respondents said they would help promote agricultural classes while only 2 (5%) stated they would not help.

TABLE 40

INDIAN INVOLVEMENT IN PROMOTION OF MEETINGS

N=40

Help Promote Classes	Number of Responses	Percent
Yes	38	95
No	2	5
TOTAL . . .	40	100

Indian Involvement in Teaching Classes

If the farmers and ranchers would become involved by helping to teach classes it would indicate that they were willing to become very actively involved.

Table 41 illustrates that 23 (57.5%) expressed willingness to help in the teaching of agricultural classes, while 17 (42.5%) were not willing to assist in teaching classes.

TABLE 41

CROW INDIAN INVOLVEMENT IN TEACHING CLASSES

N=40

Help Teach Classes	Number of Responses	Percent
Yes	23	57.5
No	17	42.5
TOTAL . . .	40	100.0

Size of Proposed Classes

To determine an ideal size for classes judged by the Indian farmers and ranchers, each respondent was asked his opinion about the number of people that should attend each class.

TABLE 42

IDEAL SIZE OF PROPOSED CLASSES

N=40

Size of Class	Number of Responses	Percent
5 - 10	1	2.5
10 - 15	8	20.0
15 - 20	6	15.0
20 or more	25	62.5
TOTAL . . .	40	100.0

Table 42 shows that 25 (62.5%) of the respondents stated that 20 or more should attend the agricultural meetings and only 1 (2.5%) respondent said he would like to see 5 - 10 people in each class.

Method of Advertizing Classes

The method of promoting classes is an important part in the final success of the agricultural classes. Therefore, the most effective means of advertizing should be known and used. The respondents expressed their views about methods of advertizing they considered to be good.

TABLE 43

BEST METHODS OF PROMOTING CLASSES

N=148

Advertizing	Number of Responses	Percent
Daily newspaper	0	0.0
Weekly newspaper (County paper)	4	2.7
Mail notice	38	25.7
Radio	2	1.3
T.V.	0	0.0
Posters - where	33	22.3
Post Office	31	20.9
Tribal Building	18	12.2
Store	20	13.5
Others - cafe	1	.7
- personal contact	1	.7
TOTAL*. . .	148	100.0

* Not an unduplicated count.

Table 43 indicates that 38 (25.7%) of the respondents thought that a mail notice was a good way of advertizing the classes. Thirty-three (22.3%) respondents said that posters were also a good means of making people aware of the classes, while no one said the daily newspaper or television would be a good method.

The respondents sometimes checked more than one method of promotion, therefore the total number of responses is duplicated.

Knowledge of Next Year's Courses

To determine if the Crow Indian farmers and ranchers had sought information about next year's (1970-71) classes, the respondents were asked if they knew about the next year's program.

As shown on Table 44, there were 34 (85%) of the respondents who were unaware of next year's classes, while only 6 (15%) were aware of them.

TABLE 44

AWARENESS OF NEXT YEAR'S CLASSES

N=40

Knew of Next Year's Courses	Number of Responses	Percent
Yes	6	15
No	34	85
TOTAL . . .	40	100

Those Who Had Inquired About Next Year's Classes

From the respondents, information was obtained about whether or not they had seen a list of what the next year's classes would be.

Table 45 illustrates that 38 (95%) of the respondents had not checked a list for next year's classes and only 2 (5%) had.

TABLE 45

RESPONDENTS WHO HAD INQUIRED ABOUT NEXT YEAR'S CLASSES

N=40

Checked List For Next Year's Classes	Number of Responses	Percent
Yes	2	5
No	38	95
TOTAL . . .	40	100

Importance of Classes to be Aware of New Ideas

Many respondents stated that it was impossible for them to keep up with new developments in farming and ranching. The great majority of

TABLE 46

ATTEND CLASSES TO KEEP ABREAST OF NEW AND CHANGING IDEAS

N=40

Important to Attend Agricultural Classes	Number of Responses	Percent
Yes	38	95.0
No	1	2.5
Undecided	1	2.5
TOTAL . . .	40	100.0

them replied that agricultural classes would help them keep abreast of new changes.

Table 46 demonstrates that 38 (95%) of the respondents said that agricultural classes would help them keep abreast of new changes, 1 (2.5%) said they would not and 1 (2.5%) was undecided.

How Agricultural Information is Received

The respondents informed the writer of the manner in which they received agricultural information.

As shown in Table 47, 35 (39.3%) of the respondents said they received information from farm magazines and 23 (25.8%) said they got agricultural information through the Extension Service.

Table 47 also shows that only 1 (1.1%) respondent received agricultural information from the Bureau of Indian Affairs and the same number

TABLE 47

RECEPTION OF NEW AGRICULTURAL INFORMATION

N=89

Agricultural Information Received By:	Number of Responses	Percent
Reading	17	19.1
Radio	3	3.6
Farm Magazine	35	39.3
Extension	23	25.8
Personal Contact	5	5.6
Experience and Observation	2	2.2
Farm and Home Administration	2	2.2
Soil Conservation Service	1	1.1
B.I.A.	1	1.1
TOTAL*. . .	89	100.0

* Not an unduplicated count.

expressed the same response about the Soil Conservation Service.

The respondents would often check more than one method of receiving agricultural information, therefore the total number of responses is duplicated.

Vocational Education

To determine which vocational education courses should be offered on the reservation, the respondents were asked what courses they would like to attend if they were to seek a job away from their farm or ranch.

Table 48 indicates that 35 (87.5%) made no response because they all planned to remain on their respective farm or ranch, while 1 (2.5%) each said they would like to see classes in government service, bookkeeping, welding, and mechanics, plumbing and heating and auto-mechanics.

TABLE 48

TYPES OF VOCATIONAL EDUCATION CROW FARMERS AND RANCHERS WOULD LIKE TO ATTEND

N=40

Vocational Education Classes	Number of Responses	Percent
Government Service Courses	1	2.5
Bookkeeping	1	2.5
Welding and Mechanics	1	2.5
Plumbing and Heating	1	2.5
Auto Mechanics	1	2.5
No Response	35	87.5
TOTAL . . .	40	100.0

Location on the Reservation of the County Agent's Office

To determine a better location of the reservation County Extension Agent's office, the respondents were asked for their opinion about where it should be located.

As shown in Table 49, 21 (52.5%) of the respondents thought the County Extension Agent's office should be in the Crow Tribal Building, Crow Agency, Montana. Not one respondent wanted the County Extension Agent's office located in the Bureau of Indian Affairs Building and 2 (5%) stated that they would like to see a County Extension Agent located in each district.

TABLE 49

LOCATION ON THE RESERVATION OF THE COUNTY AGENT'S OFFICE

N=40

Location	Number of Responses	Percent
Courthouse in Hardin	10	25.0
Tribal Building in Crow Agency	21	52.5
Community Action Program Building in Crow Agency	5	12.5
Bureau of Indian Affairs, Crow Agency	0	0.0
In each district	2	5.0
Undecided	2	5.0
TOTAL . . .	40	100.0

Indian Aides in the Extension Service

Indian Aides to the County Extension Service were thought to be one method of bringing the Extension Service closer to the Indians, therefore in Table 50 the respondents' opinions about special Aides is shown.

Table 50 demonstrates that 31 (77.5%) of the respondents thought that the Extension Service should have Indian Aides, 6 (15%) said the Extension Service should not have Aides, and 3 (7.5%) were undecided.

TABLE 50

THE IMPORTANCE OF INDIAN AIDES TO THE EXTENSION SERVICE

N=40

Indian Helpers on the Crow Reservation	Number of Responses	Percent
Yes	31	77.5
No	6	15.0
Undecided	3	7.5
TOTAL . . .	40	100.0

Willingness to Attend Suggested Classes

In order to determine specific courses of interest, each respondent was asked to indicate the type of courses that he would be willing to attend if they were made available by the Extension Service. On the questionnaire a list appeared suggesting courses in which the respondents showed a great deal of interest. All of the respondents checked several

of the courses on the list, therefore causing a duplicated count.

The respondents in Table 51 showed most interest in the following courses: beef cattle production, 29 (4.5%); livestock disease, 32 (5%); vaccination and castration, 27 (4.2%); how to prepare a budget, 22 (3.4%); land conservation, 25 (3.9%); insecticides and pesticides, 28 (4.4%); maintenance of farm equipment, 23 (3.6%); farmstead wiring 20 (3.1%); and carpentry, 20 (3.1%).

TABLE 51

CLASSES THAT THE CROW INDIAN FARMERS AND RANCHERS WOULD LIKE TO ATTEND

N=641

	Suggested Classes	Number of Responses	Percent
A.	Livestock Production	13	2.0
	1. Beef cattle production	29	4.5
	2. Feedlot operation	12	1.9
	3. Horse management	15	2.3
	4. Sheep production	4	.6
	5. Swine production	13	2.0
	6. Poultry	2	.3
	7. Dairy cows	1	.2
	8. Livestock disease	32	5.0
	9. Artificial insemination	14	2.2
	10. Vaccination - castration	27	4.2
B.	Farm and Ranch Management	1	.2
	1. Leasing procedures	19	3.0
	2. Bookkeeping	15	2.3
	3. Borrowing of money	17	2.7
	4. Farm credit	14	2.2
	5. How to prepare a budget	22	3.4
	6. Marketing of livestock	23	3.6
	7. Farm cooperatives	8	1.2
C.	Range Management	14	2.2
	1. Hay production	34	5.3
	2. Sage brush control	3	.5
	3. Plant identification	1	.2
	4. Oat and wheat hay	1	

TABLE 51---Continued

Suggested Classes	Number of Responses	Percent
D. Crop Production		
1. Soil and seedbed preparation	7	1.1
2. Soil classification (to know what to plant	12	1.9
3. Weed control	24	3.7
4. Use of fertilizers	25	3.9
5. Irrigation	14	2.2
6. Land conservation	25	3.9
7. Soil testing	1	.2
E. Use of Insecticides and Pesticides	28	4.4
F. Agricultural Mechanics		
1. Maintenance of farm equipment	23	3.6
2. Welding	20	3.1
3. Engine maintenance and overhaul	18	2.8
4. Operating heavy equipment	1	.2
G. Electricity		
1. Electrical tools	9	1.4
2. Farmstead wiring	20	3.1
3. Others	1	.1
H. Agricultural Buildings		
1. Concrete	18	2.8
2. Plumbing	15	2.3
3. Carpentry	20	3.1
4. Repair	13	2.0
I. Gardening	7	1.1
J. Landscaping	6	.9
TOTAL*. . .	641	100.0

* Not an unduplicated count

Additional Classes to Previous List

Some of the respondents expressed their opinion about additional

courses (to the previous list) they would like to see offered.

Table 52 shows that 36 (90%) of the respondents did not mention any additional courses, while 2 (5%) wanted to see more detailed veterinarian courses, and 1 (2.5%) wanted to see a class in masonry offered.

TABLE 52

ADDITIONAL COURSES THAT SHOULD BE OFFERED

N=40

Additional Classes	Number of Responses	Percent
More detailed veterinarian courses	2	5.0
More new ranching methods	1	2.5
Masonry	1	2.5
No response	36	90.0
TOTAL . . .	40	100.0

Needs and Problems Among the Crow Farmers and Ranchers

To determine the Crow Indians' greatest needs and problems on their farms and ranches, the respondents were asked what some of their major needs and problems might be.

Table 53 indicates that 9 (22.5%) of the respondents said that credit was their greatest problem. A variety of other responses appear in order of their importance to the respondents.

TABLE 53

GREATEST NEEDS AND PROBLEMS IN THE FARM AND RANCH OPERATIONS

N=40

Needs and Problems	Number of Responses	Percent
Credit	9	22.5
How to get a bigger operation	5	12.5
Money	5	12.5
Veterinarian problems	2	5.0
Inflation	2	5.0
Management of a family farm	1	2.5
Lack of agricultural classes	1	2.5
The use of grain products at home for livestock	1	2.5
To learn about agricultural improvements	1	2.5
Machinery	1	2.5
Lease problems	1	2.5
How to get more land	1	2.5
High interest rates	1	2.5
Management	1	2.5
No response	8	20.0
TOTAL . . .	40	100.0

Suggested Classes

The respondents informed the writer about what types of courses they would like to see taught in the future for the benefit of Crow farmers and ranchers. The question was open-ended, making it unnecessary

for the respondents to suggest courses, as opposed to Table 51 where the courses were listed and the respondents simply checked courses of interest to them.

Table 54 demonstrates that 8 (20%) of the respondents would like to see courses in livestock taught and 6 (15%) wanted to see range and livestock management taught. There were many other suggestions for various other courses also.

TABLE 54

PROPOSED EDUCATIONAL CLASSES BY FARMERS AND RANCHERS

N=40

Proposed Courses	Number of Responses	Percent
Livestock	8	20.0
Range and livestock management	6	15.0
Improved farming and livestock methods	4	10.0
Veterinarian	3	7.5
How to make a budget	2	5.0
Cattle breeding	1	2.5
Farm and ranch management	1	2.5
Financial aspect of farm or ranch	1	2.5
Pest control	1	2.5
Swine and cattle	1	2.5
Field trips	1	2.5
Welding and mechanics	1	2.5
Fertilizer	1	2.5
Vo-Ag	1	2.5
No response	8	20.0
TOTAL . . .	40	100.0

CHAPTER IV

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS FOR PROGRAM DEVELOPMENT AND SUGGESTIONS FOR FURTHER STUDY

Conclusions

The conclusions for this study were drawn from the data as collected and presented in Chapter III.

Personal Data of Crow Indian Farmers and Ranchers

The average age of the Crow farmers and ranchers interviewed was forty-one point seven (41.7) years of age.

The number of children was one point two (1.2) in each Crow Indian's family.

The average number of years that the respondents attended school was ten point eight (10.8) years.

The majority of the Crow farmers and ranchers were relatively stable on their operations, in that sixty-two point five (62.5) percent of the respondents had been on their farm or ranch for ten (10) years or more.

Twenty-seven point five (27.5) percent of the farms or ranches visited had less than four hundred ninty-nine (499) acres of land. However, the average size of the Crow Indian's farm or ranch was 1,943 acres, as compared with an average of 2,431 acres for all Montana farms or ranches.

Thirty-eight (38) percent of the respondents inherited their land,

while thirty-two (32) percent purchased theirs.

The crops raised by most Crow farmers and ranchers were hay and pasture, while cattle were the most popular livestock.

The Crow Indian's Reaction About the Poorly Attended Adult Classes

Of the forty (40) respondents, a total of seventeen (17) had attended agricultural classes. Thirteen (13) had attended Extension Service sponsored classes while eight (8) had attended classes sponsored by agricultural agencies other than the Extension Service, and four (4) respondents had attended both.

The majority of the respondents were aware that the classes were held for their benefit.

Livestock and veterinary courses were most frequently attended by the Crow farmers and ranchers.

The agricultural meetings held at Crow Agency were attended more often by the Crow farmers and ranchers than those held at other locations.

Only two (2) persons attending agricultural meetings paid fees of any type.

The primary motivation for attending agricultural classes was the search for new information to improve agricultural practices on the Crow farms and ranches.

The majority of those who attended meetings were informed about the meetings by other farmers and ranchers.

With the exception of one Crow farmer or rancher all had encouraged others to attend agricultural meetings.

Sixty-two point five (62.5) percent of the respondents said that the agricultural meetings had been held at a bad time, while forty-two point five (42.5) percent stated that they were held at a poor location.

Most of the Crow farmers and ranchers were aware that agricultural classes were being conducted.

There were strong and varying opinions as to why attendance at agricultural meetings was low, with four (4) respondents saying that teaching was at too high a level and another four (4) said that the distance to the meeting place was too great. Another four (4) responded that their operations were too small to derive benefits from the classes and these Indians should therefore have more individual attention from the County Extension Agent.

Crow Indians' Suggestions to Agricultural Programs in the Future

Seventy-five (75) percent of the respondents stated that the agricultural meetings should be held in each district to make it easier and more convenient to attend.

The majority of respondents stated that future classes should be held in the same place each time rather than rotating the meeting place.

If the Crow farmers and ranchers were permitted to choose the location of where the agricultural meetings should be held they said more people would attend them.

Twenty-eight (28) of the forty (40) respondents stated that the meetings should not be limited to any specific group, but that anyone could attend classes.

The majority of the respondents said that the meetings should be held in the evenings during the winter.

Thirty-one point one (31.1) percent of the respondents thought that films were a good method of presenting agricultural information.

Sixty-seven point five (67.5) percent of the respondents stated that qualified Crow Indian farmers and ranchers should teach agricultural classes.

A majority of the respondents expressed willingness to become involved in future meetings. Ninety-five (95) percent stated that they would be willing to help plan and promote agricultural classes, while fifty-seven point five (57.5) percent were willing to teach classes.

The majority of the respondents felt that the classes should not be limited in size.

Mail notices and posters were thought to be good methods of promoting agricultural classes.

Very few Crow farmers and ranchers had knowledge of future (1970-71) agricultural courses which were to be offered.

A great majority, ninety-five (95) percent, said that agricultural classes would help them keep abreast of new changes in farming and ranching.

Most of the Crow farmers and ranchers received new agricultural information through the Montana Cooperative Extension Service and by reading farm magazines.

In order to bring the Extension Service closer to the Indians thirty-one (31) of the forty (40) respondents said that Indian Aides would be beneficial.

Thirty-five (35) percent of the respondents stated in an open-ended question that courses in range and livestock management were of most interest to them.

The respondents indicated on a prepared list of subjects an interest in the following courses: beef cattle production, livestock diseases, vaccination and castration, how to prepare a budget, land conservation, insecticides and pesticides, maintenance of farm equipment, farmstead wiring and carpentry.

The Crow Indians have a variety of needs and problems on their farms or ranches, however the major need is to know how to get necessary credit to improve their operations.

Implications

The following implications formulated by the researcher are based on the data presented in this study and also on comments made by change agents who are currently working on Montana Indian Reservations.

1. The data indicated that the lack of attendance at agricultural meetings is partially caused by the different value system of the

Indians. This should be taken into consideration when planning for future agricultural courses.

2. Basic education courses in communications should be offered to help eliminate the communication problem between the Crow Indian farmers and ranchers and those offering adult education programs. Information presented at many adult education classes is not understood so that it can be applied to the problems encountered on the farms and ranches.

3. The adult classes for the Crow farmers and ranchers should be kept small in size and very informal, to help the Indians feel at ease and take an active part in the teaching-learning process. Refreshments should be a part of the agricultural program, because they are often conducive to an informal atmosphere. See Appendix C, page 113.

4. Classes in range management and livestock production should be emphasized, since hay, pasture and cattle appear to be the most important agricultural products produced by the Crow Indian farmers and ranchers. See Appendix C, pages 111-112.

5. The best teaching methods must be used to promote understanding between the Indians and the instructor. Visual aids should also be used and be well integrated into the program.

6. Because of limited experience in making a budget for a farm or ranch, classes in farm and ranch management with emphasis on budgeting should be offered to the Crow Indian farmers and ranchers. After attending the farm and ranch management course, hopefully the Indians will see

the need for classes such as animal nutrition, range management and veterinary science.

7. Agricultural meetings should be planned so that social activities (Tribal celebrations, basketball games, weekends, etc.) do not interfere with the date of meetings.

8. In addition to mail notices, personal visits should be made by Extension Service personnel shortly after the mail notice is sent out and several days before the offered classes are to be held to encourage attendance at the adult education classes.

9. To help determine what courses should be offered, the Extension Agent should make personal visits to the Crow farmers and ranchers to determine what their needs and problems are and to determine if it would be of benefit to conduct classes pertaining to particular needs and problems. Often the Extension Agent will have to deal with each Crow Indian farmer and rancher individually.

10. The Extension Service should encourage the Indian leaders in each community to become involved in planning, advising, promoting, and assist in teaching adult agricultural classes.

11. Efforts should be made to promote adult education programs in agriculture through the credit bureau in Crow Agency or other lending agencies. When an Indian applies for credit he should be encouraged to attend the agricultural meetings which would benefit him in his operation.

12. The Extension Agent and the Extension Aides should be

responsible for coordinating agricultural classes sponsored by the Extension Service and other agencies, because more Indians attended classes sponsored by the Extension Service than by other agencies.

13. Capable Indian students should be encouraged to prepare for careers in Extension work. These persons will then be in a position to serve as Extension Agents among their own people as well as serve on advisory committees.

14. After an agricultural meeting has been held, Extension Aides should go out to visit the farmers and ranchers who were in attendance at the meeting. By so doing they could help the farmers and ranchers put the new knowledge and skills to work.

15. An adult agricultural education program must seem relevant to the Indians so that they will see the importance of it and attend the classes.

16. The data in Chapter III indicates that agricultural meetings should be held in the winter, however, some individual meetings could coincide with actual events on the operation whenever it is feasible. For example, in the early spring a class on calving might be conducted or in the fall a class on marketing might be planned.

17. One who works with people of other cultures, as the Extension Agent on an Indian Reservation, should have courses in sociology so that he can understand and adjust to people with values other than his own. In addition to the sociology courses, the change agent on an Indian

Reservation should attend a workshop where he can learn about the background and way of life of the particular Indians with whom he will be working.

Any specialist who comes to the reservation for the purpose of instructing should have some understanding of the Crow way of life and make the instruction appropriate to their culture so that it can be easily understood.

18. The Indians must be actively involved in planning agricultural courses, so that they are a part of it. A possible method of Indian involvement would be to have a general meeting attended by all interested Crow farmers and ranchers where they would discuss what they would like to see in an educational program. This meeting would be attended only by Indians so that they would feel free to express their ideas and so they could speak in their native tongue. (From the writer's personal experience when speaking in his native tongue, he speaks more freely and openly.)

Hopefully, several ideas for educational programs would come out of such a meeting. Two Indians from the group and the Advisory Committee would work closely with the Extension Agent in setting up a more detailed program. During the detailed planning, the program should go back to the original Indian group several times for revision, improvement, and approval.

Recommendations For Program Development

Based on this study and the experience of the researcher on the Crow Indian Reservation, the following recommendations are made.

1. The Montana Cooperative Extension Service should consider the feasibility of placing additional Agricultural Agents on the Crow Indian Reservation. With additional Agents more time could be spent with individuals and small groups in planning adult education programs with the Indians.

2. Indian personnel should be trained for Extension work on the Crow Reservation so that the Extension Service can better relate to the Crow Indian farmers and ranchers.

3. An Indian Advisory Committee should be made up of representatives from each of the six (6) districts to help make the Extension Agent aware of the needs and problems of the Crow Indian farmers and ranchers and how best to solve them.

Suggestions For Further Study

The following recommendations are made for further study as an outgrowth of this research.

1. Conduct a detailed evaluation to determine effectiveness of the Montana Cooperative Extension Service on the Crow Indian Reservation with the Crow Indians, Bureau of Indian Affairs, and Extension Service as major sources of information.

2. Determine who are the leaders among the Crow farmers and ranchers in each of the six (6) districts on the Crow Reservation so that the Extension Agent can seek out their assistance in promoting new ideas.

3. Determine if more Crow Indians would consider an occupation with the Montana Cooperative Extension Service and the possible effects the hiring of Indians would have.

4. Determine if Indian Agricultural Agents in addition to white Agricultural Agents would be more effective on the reservation than white Agents alone.

APPENDIX A

PERSONAL VIEWS ON HOW TO PROMOTE ATTENDANCE FOR ADULT EDUCATIONAL PROGRAMS

Introduction

If the adult Indian does not know about the agricultural meetings offered by the Extension Service and if he is not convinced that the Extension Service offers something that genuinely meets one or more of his needs, how can he be expected to come?[1] To promote a program which can be of benefit to the people in a particular area with particular needs, various ideas are necessary for its success.

The writer was interested in the ideas that change agents had about adult education. Twenty (20) change agents (Extension Agents, BIA agents, CAP personnel) were asked four open-ended questions pertaining to what methods they used in getting attendance for their adult education programs. The comments given by the agents were compiled and are listed below.

The items with a number at the end of the comments indicate the number of persons listing the same item.

Methods and Approaches Which the Change Agents Have Found Successful Among Indians

Indian involvement in planning (6)

Instruction at Indians level (3)

---

[1]Rod Holmgren, "You Have to Reach 'Em to Teach 'Em," Adult Leadership, Vol. 14, No. 6, December, 1965, p. 195.

Indian participation during class for interest

Make the class relevant to the people (3)

Use Indians for resource people

Visual presentation (demonstration, tours, slides, films) (2)

Personal contact (10)

Food at meetings (5)

Informal approach and meetings (3)

Do not cover too much material at one time

Limited lectures

Coordinate extension program with other reservation programs (5)

Have daytime programs (2)

Indian Livestock Association sponsor meetings

Educational radio and television programs

Help the Indians gain self confidence

Be sincere, friendly and have a sense of humor (4)

Have meetings at the right time and place

Make the program worthy of people's confidence

Have patience and endurance

Home visits done by Indians

Use economic motive for meetings (2)

Have meetings scheduled when nothing else is going on (2)

Posters are good for advertizing

Hand games at meetings (2)

Go out and work with people (do not just sit in the office)

Accept everybody

Give credit to Indians for planning (2)

Let Indians who are convinced that a program is good advertize it by word of mouth

Have Indian Aides

Change agents must have trust and confidence of Indians

Meetings must be of benefit to Indians

State often in newspapers and radio that Extension Service exists to help and serve the people

Unsuccessful Methods and Approaches in Getting Attendance to Adult Education Programs Among Indians

Use of only mailings to announce meetings (3)

Plan program alone and do not ask for help (3)

Use large technical words to describe your class

Formal meetings (2)

Frequent meetings

Use high level of material in class

Lecture meetings (2)

Guest lectures

Written material

Posters

Use night meetings (2)

Short notice of meetings

Pressured meetings

Teach uninteresting classes

Do not gain confidence of Indians

Only one announcement of meetings

Have meetings on celebration week-ends

Criticize the Indians a lot

Methods of Informing and Making the Indians Interested in New Programs

Radio and television announcements (4)

Personal contacts (4)

Have the Indians plan the program

Personal letter of invitation

By word of mouth (aides) (2)

Present program to the Tribal Council

Indian newspaper (3)

Letter with few words and good pictures

Posters

Have success with a few Indians and let them spread the news (3)

Through the various churches and agencies that work closely with the Indians

News letters

Credit Committee

Telephone

Along with a mail notice send an outline of the program

Ideas that Could be Tried in the Future in Relation to Adult Education on Indian Reservations

Encourage adults to take basic education

Adult sewing workshop for home crafts

Leadership club for 4-H

Home maintenance

Use a lot of Aides

Leadership training for Indians

Grade Equivalent Diploma (GED)

Indians on radio and television educational programs

Credit Committee members sponsoring educational events

Have farmers and ranchers take part in meetings

Get Indian leaders involved in planning educational programs which they prefer

Pay mileage to attend (2)

Family counseling meetings

Have Indians plan so they feel a part of the program

Work only with upper and upper-middle class farmers and ranchers on the reservation and hope improvements will sift down

Free food (2)

Emphasize work with young Indians

Have an all day school

APPENDIX B

INTERVIEW AT THE CROW INDIAN RESERVATION

Date of interview_____
Place of interview_____
Number of interview_____

General Introduction

My name is Knud Larsen. I am a student at Montana State University majoring in agricultural education. I am conducting a survey to find out what the Crow farmers and ranchers like and do not like about agricultural classes held by the Extension Service on the reservation.

The answers you provide will be used in designing my masters paper. Hopefully your suggestions will provide information which will help improve the economical returns from farm and ranch operations in this area.

I will use your answers, but will not mention your name in the paper or to anyone. Basically my questions will deal with your particular farm or ranch situation, your problems, and mainly your needs. Will you help me with this study by answering some questions?

Part I-Personal Data

1. How old are you?

2. Sex

3. What are the ages of your children living at home?

4. Are you an Indian?

___yes

___no

5. How many years have you farmed or ranched on the reservation?

___1-2

___2-4

___4-6

___6-8

___8-10

___10 and over

Part II

1. Have you ever attended any agricultural class or meeting during the last five years?

___yes

___no

If yes:

a-What was it about?

b-Where was it held?

c-Who taught the class?

d-How much did it cost to attend?

e-How many classes did you attend?

f-Why did you attend the class?

g-What did you learn from the class?

h-How would you rate the class with 1 being the lowest and 10 the highest on a 1-10 scale?

i-How did you hear about these agricultural classes or meetings?

j-Did others tell you about the agricultural classes?

___yes

___no

k-Did you urge others to attend any of these agricultural classes?

___yes

___no

2. Have you ever attended an agricultural class or meeting conducted by the Extension Service?

___yes

___no

If yes:

a-What was it about?

b-Where was it held?

c-Who taught the class?

d-How much did it cost to attend?

e-How many classes have you attended?

f-Why did you attend the class?

g-What did you learn from the class?

h-How would you rate the classes with 1 being the lowest and 10 the highest on a 1-10 scale?

i-How did you hear about the Extension sponsored agricultural class or meeting?

j-Did others tell you about the agricultural classes?

___yes

___no

k-Did you urge others to attend any of these agricultural classes?

___yes

___no

3. Did you know that agricultural classes were held for your benefit?

___yes

___no

4. Were the classes held at a bad time? Explain

___yes

___no

5. What had you heard about the meeting if you did not attend?

6. Were the meetings located so that they were hard for you to attend?

___yes

___no

7. Does the Extension Service send out information on agricultural classes and meetings?

___yes

___no

8. Do you feel there is generally good interest in the agricultural subjects offered?

___yes

___no

9. Why do you think that some of the Indian farmers and ranchers do not like to attend agricultural courses?

10. Do you feel at ease at the meetings?

Part III

We have asked questions concerning past agricultural classes; the following questions will be to develop a program which hopefully will be more accepted by the Crow Indians.

1. Where on the reservation should the proposed classes be held?

a-location

b-same place each time

c-rotate places each time

2. If classes you liked were organized at the places you mentioned would you attend?

___yes

___no

3. Who should attend these classes?

___men only

___Indians only

___Indians and whites

___families

___anyone

4. What time of year would you like classes to be held?

Time of year: ___fall

___winter

___spring

___summer

Time of day: ___morning

___afternoon

___evening

___all day

5. What method of presentation do you prefer?

___lecture

___demonstration

___film

___field trip

___discussion

___other

6. Should the classes be taught by fellow Indian farmers and ranchers when possible?

___yes

___no

7. If you really feel that courses should be organized for your benefit:

a-Would you be willing to help plan these classes?

___yes

___no

b-Would you be willing to help advertize these classes?

___yes

___no

c-Would you be willing to help teach these classes?

___yes

___no

8. How large should the proposed classes be?

___5-10

___10-15

___15-20

___20 or more

9. How should the classes be advertized?

___daily newspaper

___weekly newspaper

___mail notice

___radio

___television

___posters - where?

___post office

___tribal building

___store

___other

10. Do you know at the present time if the Extension Service is offering courses next winter?

___yes

___no

11. Did you check a list of proposed classes for next winter?

___yes

___no

12. Do you feel it is important to attend agricultural classes to keep abreast of changes occurring in the operation of a farm or ranch?

___yes

___no

13. How do you receive agricultural information?

___reading

___radio

___farm magazine

___Extension

___others

14. What do you feel are your greatest needs and problems in the operation of you farm or ranch?

15. What type of educational program do you feel would be most helpful?

16. Where do you think the County Agent's office should be located?

___courthouse in Hardin

___Tribal Building

___CAP Building

___BIA Building

17. Should the Extension Service have Indian Aides?

___yes

___no

18. Which course or courses would you be willing to attend it they were offered?

A-Livestock Production

___beef cattle production
___feedlot operation
___horse management
___sheep production
___swine production
___poultry
___dairy cows
___livestock disease
___artificial insemination
___vaccination and casteration

B-Farm and Ranch Management

___leasing procedures
___bookkeeping
___borrowing of money
___farm credit
___making a budget for a ranch
___marketing of livestock
___farm cooperatives
___others

C-Range Management

___hay production
___others

D-Crop Production

___soil and seed bed preparation
___soil classification
(to know what to plant)
___weed control
___use of fertilizers
___irrigation
___land conservation
___others

E-Use of Insectecides and Pesticides

F-Agricultural Mechanics

___maintenance of farm equipment
___welding
___engine maintenance and overhaul
___others

G-Electricity

___electrical tools
___farmstead wiring
___others

H-Agricultural Buildings

___concrete
___plumbing
___carpentry
___repair
___others

I-Gardening

J-Landscaping

19. What other courses would you like to see being offered that you would attend?

20. If you were to leave your farm or ranch which vocational education courses would you like to attend to prepare yourself for a new job?

(continuing personal data)

6. How many acres are included in your farm?

___acres

How many acres do you:

___own

___lease

___rent

___share crop

___other

7. How did you acquire your ranch or farm?

___purchase

___inherited

___rent

___share crop

___other

8. Which of the following crops do you raise on your farm?

___wheat

___oats

___barley

___hay

___pasture

___sugarbeets

___other

9. How many head of the following livestock do you have on your farm or ranch which belong to you?

___cattle

___hogs

___sheep

___poultry

___horses

___other

10. How many years did you attend school?

___1-4

___5-8

___9-12

___13-14

___15-16

11. What was your gross family income for last year (1969)?

___less than $1,000

___1,000-3,000

___3,000-5,000

___5,000-7,000

___7,000-9,000

___9,000-11,000

___11,000-13,000

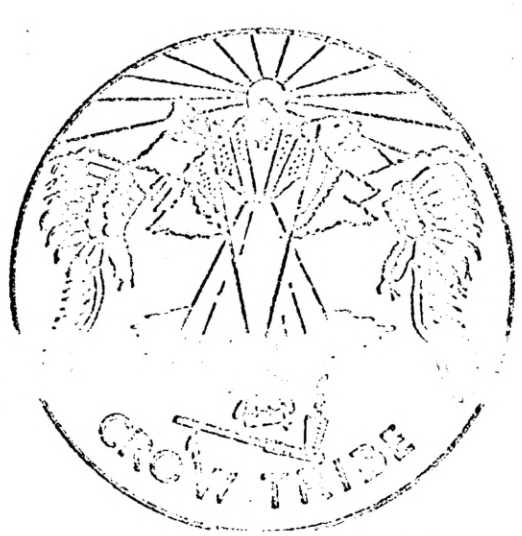
___13,000-15,000

___15,000 and over

APPENDIX C



CHIEF PLENTY COUPS' VISION



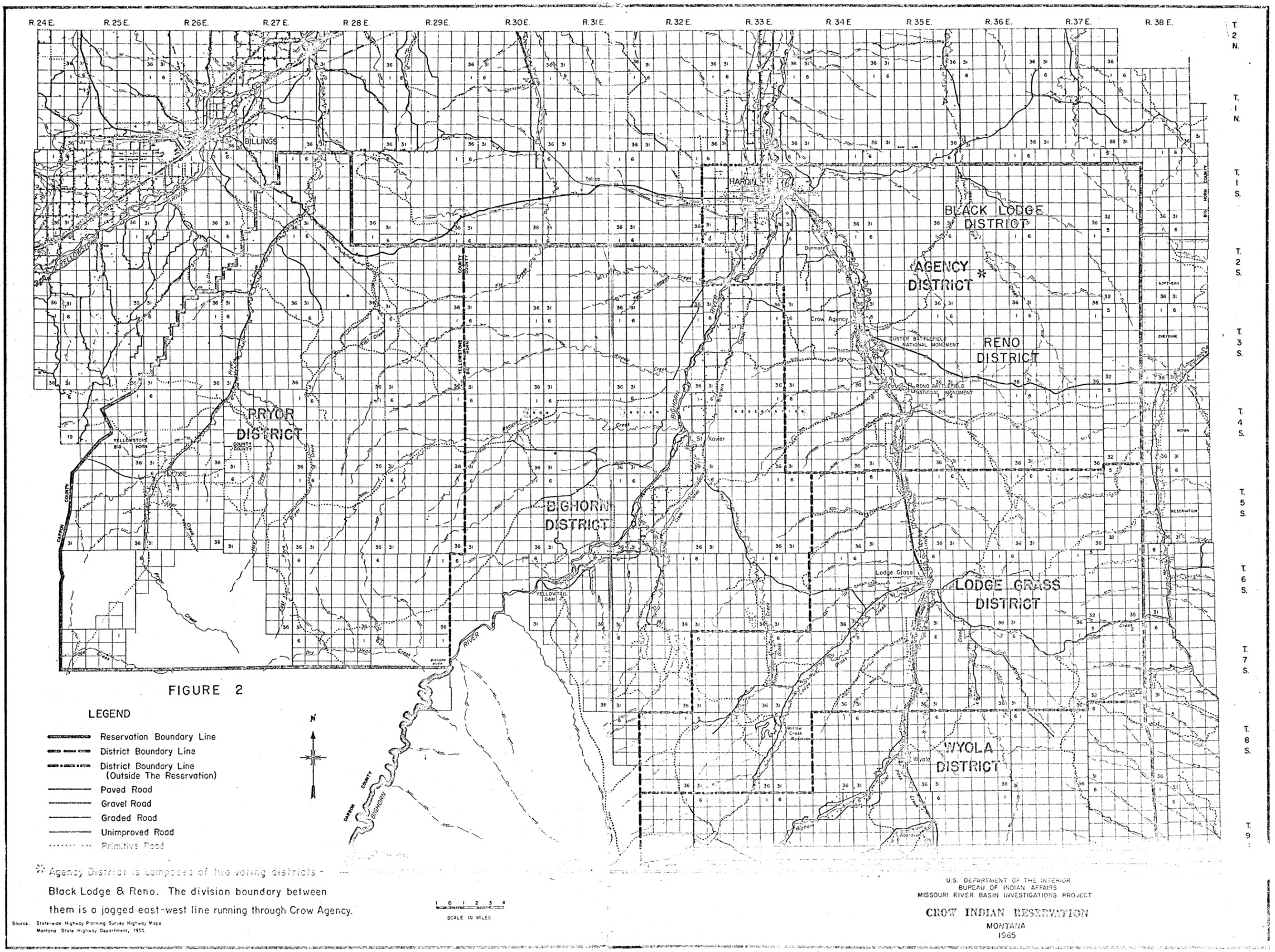


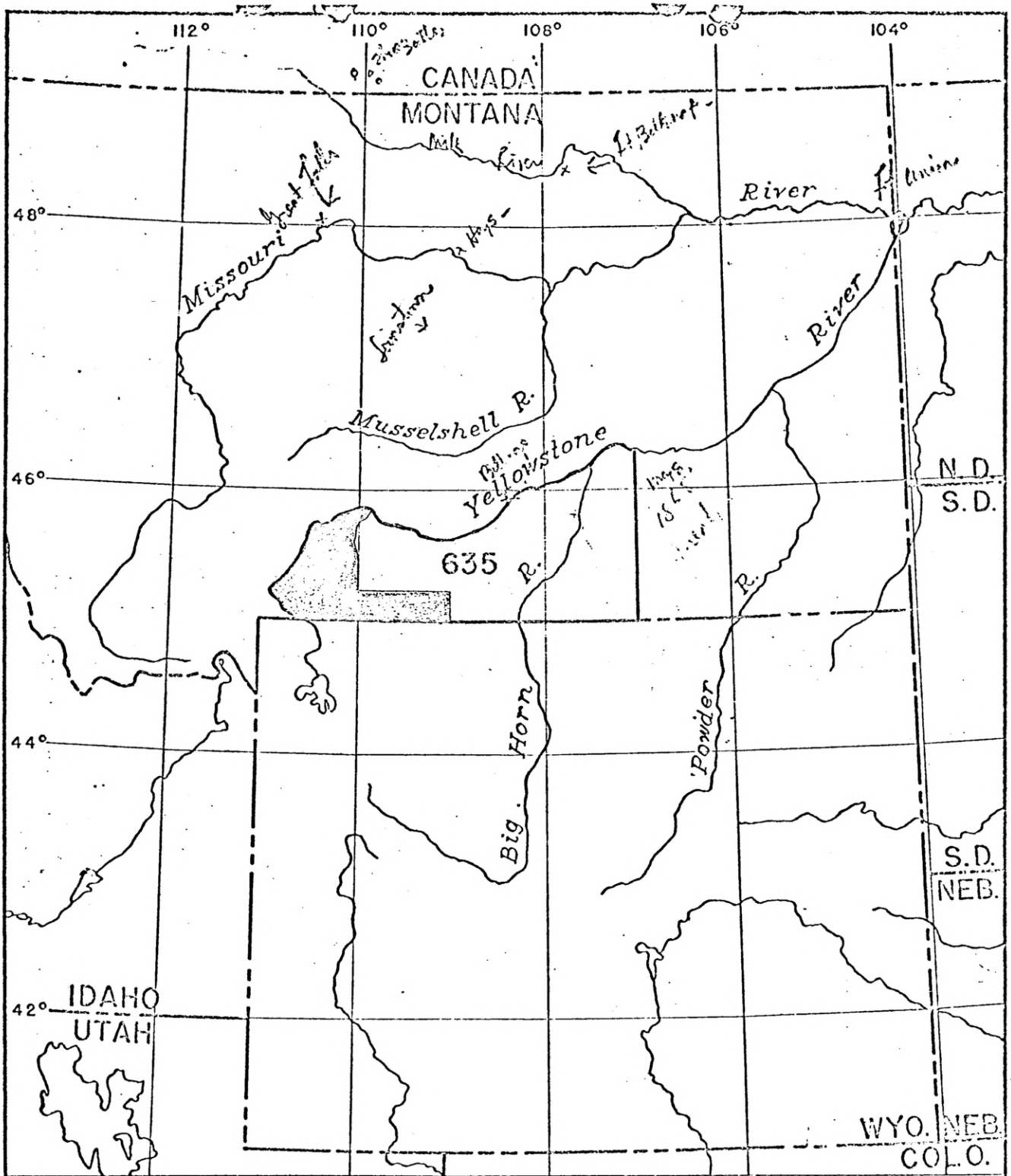
FIGURE 2

* Agency District is composed of two voting districts - Black Lodge & Reno. The division boundary between them is a jogged east-west line running through Crow Agency.

Source: State-wide Highway Planning Survey Highway Maps
Montana State Highway Department, 1955.

U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
MISSOURI RIVER BASIN INVESTIGATIONS PROJECT

CROW INDIAN RESERVATION
MONTANA
1965



UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF RECLAMATION—REGION 6

CROW INDIAN RESERVATION

AS ESTABLISHED BY TREATY
OF MAY 7, 1868

DRAWN: SUBMITTED:
TRACED: G.A.V. RECOMMENDED:
CHECKED: APPROVED:

BILLINGS, MONT. JULY, 1950 | 55--605--36

Pictures

Pictures

Pictures

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