



Land grant status and the seven tribally controlled colleges in Montana
by Perry A Hofferber

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER of SCIENCE
in AGRICULTURAL EDUCATION

Montana State University

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Abstract:

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2) planned expansion of agriculture sciences to be taught 3) present agricultural research programs being conducted 4) planned expansion of agricultural research projects 5) other original programs to be developed with the acquisition of available funding from Land Grant Status Equity Act of 1994 6) the extent of cooperation between the seven Tribal community colleges in developing programs and avoiding overlapping and duplicate programs.

Information gathered from the interviews and questionnaire was processed and compiled for publication.

Most respondents stated they would like to see all the facilities and improvements listed on the questionnaire, but funding had not yet begun and it was too early to tell. Positive responses were given to research greenhouses and research farm and ranches. Most Colleges were aggressively pursuing Land - Grant benefits.

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PERRY A. HOFFERBER

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of

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APPROVAL

of a thesis submitted by

PERRY A. HOFFERBER

This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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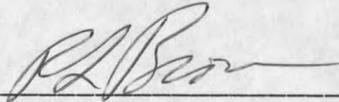
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Date June 20, 1997

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ABSTRACT

The purpose of this study was to determine the new educational and research possibilities in the fields of agriculture and industrial sciences, afforded by the Land Grant Status Equity Act of 1994, to Montana's seven Tribally controlled Community Colleges located on each of the seven American Indian Reservations in the State of Montana.

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- 3) present agricultural research programs being conducted
- 4) planned expansion of agricultural research projects
- 5) other original programs to be developed with the acquisition of available funding from Land Grant Status Equity Act of 1994
- 6) the extent of cooperation between the seven Tribal community colleges in developing programs and avoiding overlapping and duplicate programs.

Information gathered from the interviews and questionnaire was processed and compiled for publication.

Most respondents stated they would like to see all the facilities and improvements listed on the questionnaire, but funding had not yet begun and it was too early to tell. Positive responses were given to research greenhouses and research farm and ranches. Most Colleges were aggressively pursuing Land - Grant benefits.

CHAPTER 1

THE PROBLEM

Introduction

Since the advent of European colonization of North America in the early 1600's, there has been a felt obligation by some sectors of colonists to educate the indigenous people in the example of European academics. Most of those who took up the responsibility were missionaries whose underlying objectives were to convert the native peoples to the dominate European religions (Szasz, 1988). Believing that young Indians would become the future leaders of their people, early educators attempted to redirect the lives of the young to accept and advocate European social norms (Szasz, 1988). These young people would then be expected to return to their tribes and encourage their tribal members to accept this education. The educators believed that Native Americans would then become a part of the new society being established in the colonies, thus giving up their traditional culture and knowledge. The goal of early educators was assimilation and seldom the enhancement of Indian students or their tribes (Carnegie, 1989).

For the next 300 years Euroamerican educators made a consistent mistake in their approach to education of Native Americans. They refused to acknowledge the fact that Native Americans did not want to replace their millenniums old culture and knowledge with that of the newly arrived, and presently, the majority culture. Although American Indians were willing to accept new knowledge and incorporate it into their own culture, they were not willing to simply replace theirs with another. Throughout the attempts to educate Indians in private schools or federal Bureau of Indian Affairs boarding schools, the attempts were seldom successful. Most Indian students became despondent because of extended separation from their families. Many dropped out and returned home, others fell victim to diseases for which they had no immunities.

Treaty Period

During the Treaty Period of the middle nineteenth century, the Indian Wars in the West were coming to an end. The Reservation Period of Native American history was established. The Fort Laramie Treaty of 1851 established many of the Reservations in Montana (Bryan, 1985). One of the provisions of the Treaties was the establishment of schools which would offer Native Americans the knowledge and tools to become agrarian and self sufficient. The main idea behind educating Reservation Indians was still assimilation and religious conversion. More often than not education became second in importance to the religious organizations that competed for federal funds which financed the Indian schools.

Assimilation Period

In the late nineteenth and early twentieth century isolation became a new tactic imposed on Native students. The thought was to totally separate the young student from their cultural surroundings (Purcha, 1984). By doing so the young inexperienced student would not have the opportunity to learn their native culture but learn only the culture of the majority society. The intended purpose of boarding school isolation was to break the links in the chain of cultural education handed down from generation to generation. These students were often not allowed to return to their homes for months to years at a time. When they did return to their homes, they were considered outsiders by the tribe because they did not have knowledge of the tribal culture or customs. They were not accepted by the majority culture because they were also not of that culture. This period of Native American education by the majority culture was probably the most devastating to the preservation of American Indian cultural heritage (Boyer, 1991).

Early in the twentieth century the attitude toward Indian education began to change from one of assimilation to the recognition of the problems that discouraged many Indian students and kept them from successfully completing their education. Isolated boarding schools were abandoned and replaced with day schools near or in villages and towns on the Reservations (Stein, 1992). With the security of not being separated from families and culture, the Indian students became more successful at education. The possibility of college level education became a reality for more Native American students. Prior to World War II, the number of Native American college graduates was miserably low.

After World War II, the GI Bill afforded opportunities to Indian students that had never before been available. Still, culture shock from reservation life to mainstream society was too much for most students. Again, drop out rates were very high.

Self Determination

In the late 1950's, a number of concerned Tribal members on the Navajo Reservation in Arizona began to explore the idea of establishing a Tribal College which would be sympathetic to Native American cultural needs and values while offering education on an equal level with the majority culture schools.

The 1960's was the era of self determination on many Indian Reservations. Native Americans began to realize that education was their way out of stark poverty and their means of preserving their homelands from continual encroachment. In 1963, the Navajo Tribal Council began to take steps by applying for federal funds to take over a Bureau of Indian Affairs boarding school at Lukachukai, Arizona (Stein, 1992). Although the first Tribally controlled school in the United States was not successful, valuable lessons were learned for the next attempt. Several years later the Rough Rock Demonstration School was established at Rough Rock, Arizona. This school laid the ground work for the first Tribally Controlled Community College in the United States. On July 17, 1968, the Navajo Community College was created by the Navajo Tribal Council, and was housed in the Many Farms High School. The main campus site was chosen at Tsaile, Arizona.

Tribal Colleges

Navajo Community College began the first wave of community colleges in Arizona, California, North Dakota and South Dakota, from 1968 to 1972. The second wave of Tribally Controlled Colleges continued in Nebraska, South Dakota, North Dakota, Washington, Alaska, and Montana, from 1973 to 1975. The third wave of colleges began in 1977 to 1978 in Montana, Arizona, and Michigan. There is a total of 29 Tribally Controlled Community Colleges in the United States today.

During the second and thirds wave of Tribal Colleges, seven were established in Montana, one at each of the seven Reservations. They are: Blackfeet Community College, Browning, Blackfeet Reservation, 1975; Dull Knife Community College, Lame Deer, Northern Cheyenne Reservation, 1975; Little Big Horn College, Crow Agency, Crow Reservation, 1977; Salish-Kootenai Community College, Pablo, Salish-Kootenai Reservation, 1977; Ft. Peck Community College, Poplar, Assiniboine-Sioux Reservation, 1978; Ft. Belknap Community College, Ft. Belknap Agency, Assiniboine-Gros Ventre Reservation; and Stone Child College, Box Elder, Rocky Boy (Chippewa-Cree) Reservation.

Land Grant Status

The most recent development to add to the success of the Tribal Colleges in Montana, and the United States, is the Land Grant Status Equity Act of 1994, signed into law by President William Clinton in October of 1994.

The Act authorized a share of a \$23 million endowment to be shared by each of the 29 colleges in the United States. It also provides a \$1.7 million challenge grant for higher education and agricultural programs, and \$50,000 per college for natural resource and agriculture programs. States with Tribal Colleges will receive a share of a \$5 million grant for Cooperative Extension Services (NEWSLINE, NASULGC, 1994).

With this new opportunity afforded to the seven Tribal Colleges in Montana, there is the need to develop new curriculums, new programs, and new research. To more efficiently use the resources available, Tribal Colleges will have to communicate with each other to exchange ideas and avoid duplicate programs.

Statement of the Problem

The purpose of this study was to determine the new educational and research possibilities in the fields of agriculture and industrial sciences, afforded by the Land Grant Status Equity Act of 1994, to Montana's seven Tribally controlled Community Colleges located on each of the seven American Indian Reservations in the State of Montana.

Statement of Need

Not since the passing of Public Law 92-189, the Navajo Community College Act of December 15, 1971, which financed the establishment of the first Tribal College in the U.S., and Public Law 95-471, 1978, which funded the establishment of the other 28 Tribal Colleges, have Tribal Colleges received so

much financial aid. The new opportunities created by the Equity in Land Grant Status Act will require original research. There has never before been an opportunity for this kind of research within Tribal Colleges in Montana.

The approach to education by Tribal Colleges is unique. The Mission Statement of each of the colleges states that their native language, culture, and history of each Tribe will be taught and preserved. Each College wants to promote the professional programs which will directly benefit the Tribe. The Colleges are concerned with adult academic development and self-empowerment, which will prepare American Indian adults for careers on the Reservation or transfer to four institutions for higher education degrees. The colleges promote community and family life which in turn will enhance Tribal unity and longevity. The intent of each college is to preserve and protect cultural uniqueness and identity.

Native American's intimate relationship with the land has been a source of their identity. Since the first Europeans began to colonize North America, their landbase has been diminishing. Although agriculture was not practiced in pre-Columbian Montana, it has become the existing tie to the land for modern Native Americans.

Dr. Jack Forbes, of the University of California-Davis, conducted a survey of agriculture programs at 25 Tribal Colleges. Seventy percent reported they offer agriculture or related courses. The report, Agriculture Programs in Native American Community Colleges, recommends that Congress authorize full funding and agriculture commodities companies contribute funds as well. The report stresses the maintenance of agriculture education at the Tribal Colleges (Reddish, 1994). The Land Grant Status Act of 1994 was attached to the Elementary and Secondary Education reauthorization bill which was passed by

Congress. The 1994 Institutions will serve over 300 Native American Tribes. (Gavin, 1994).

For each college to fulfill their mission statements and continue their existence, financial enhancement is necessary. With new financing afforded by the Equity in Land Grant Status Act, agriculture and related programs will be promoted. Identifying what programs will meet the requirements attached to the act, and developing agricultural curriculums and possibly developing working farms and ranches which will create incomes for the Tribal Colleges or the Tribes needs to be investigated.

Research Objectives

The research objectives of this study of Tribal Colleges in Montana were designed to examine the impact Land-Grant Status will have :

- 1) To determine what original programs will be developed by each of the Colleges,
 - a) was a Greenhouse program being considered,
 - b) what new facilities were being considered,
- 2) To determine how these opportunities would be made available,
- 3) To determine what agriculture or related classes were being taught,
- 4) To determine what agriculture related classes should be developed,
- 5) To determine what was the level of support for a Research Farm or Ranch, and
 - a) was land available to the Colleges,
- 6) Would Land-Grant Status benefit Tribally Controlled Community Colleges?

Assumptions

The assumptions of this study were that:

- 1) Tribal Colleges will develop curriculums which will reflect the regulations of the Equity in Land-Grant Status Act.
- 2) Tribal Colleges will develop working farms and ranches which will produce income for the Tribes or Colleges.
- 3) Tribes will benefit from the Equity in Land-Grant Status Act of 1994.

Limitations

Information, data, and results of this survey will be limited to the seven Tribally Controlled Community Colleges in Montana who will make up the population of this study.

Definitions

1. American Indian, Native American, and Indian are used to refer to members of federally recognized tribes who are eligible to receive services from the United States Department of the Interior (Pease, 1994).

2. Indian Tribe refers to any Indian tribe, band, nation or other organized group or community which receives services from the United States government because of their status as Indians (Pease, 1994).

3. Tribally Controlled Community College means an institution of higher education which is formally controlled and has been formally chartered by governing body of an Indian tribe or tribes on that respective reservation. There are seven such colleges in Montana (Pease, 1994).

CHAPTER 2

REVIEW OF LITERATURE

A review of literature of the Equity in Educational Land-Grant Status Act of 1994 is very limited. As of this writing (April, 1997), the Act had been in existence for approximately two and one half years. Research into the effects of Land-Grant Status at Tribal Colleges was nonexistent. The majority of the existing literature is the legislation which created the Act and the reporting of the Act by the media and specialized journals. Funding that had been designated for the Act had not yet been allocated, and Tribal Colleges had not had the opportunity to develop programs in compliance with the original Land-Grant Legislation. This investigation will produce original information on the effects of Land-Grant Status at Tribal Colleges.

The majority of the literature reviewed will be in the areas of Land-Grant College Act, and Tribally Controlled Community Colleges.

Land-Grant College Act

The United States Department of Agriculture was created in 1862 by a series of bills in Congress that came to be known as the "Farmer's Legislation"

(Kerr, 1987). Other bills enacted during that era were The Homestead Act and The Transcontinental Railroad Act signed into law by President Abraham Lincoln in 1862. Originally, the USDA did not have Cabinet status. It was created to support Western expansion by farmers and provide them with access to markets in the East.

Kerr (1987) writes:

"The House version of the organic act had included a strong call for departmental botanists, entomologists, and chemists to pursue scientific investigation into the principles underlying agriculture. Concerned about calling into existence a large new government agency while the nation was involved in a treasury-draining war, the Senate limited the act's wording to a suggestion the Department collect 'useful information on subjects connected with agriculture' by whatever means available, including 'practical and scientific experiments.' Congress also directed the Department to disseminate the knowledge it collected; it was this charge to educate rather than investigate that the agency's early commissioners would most energetically pursue" (p. 6-7).

Practical education for farmers became more important to the general public than scientific investigation. Concerns for feeding the population during a time of war was more important than developing new sciences. The overwhelming thought was that higher education for the common man was displacing the classical elitism of the European model. A greater demand for vocational education in agriculture and industry was sweeping the country. Jonathan Baldwin Turner, an educator from Illinois, was advocating a system of state colleges to be financed federal land-grants in the middle 1800's (Kerr, 1987). Representative Justin Smith Morrill, of Vermont, first introduced Land-Grant legislation in December of 1857. His original proposal designated 2,000 acres of federal land for each representative from each state be allocated as a

land-grant to provide funding for vocational colleges in the areas of agriculture and industry. Revenues realized from the sale or use of these lands would finance an agricultural and industrial arts college in the state. The bill was submitted to the House Committee on Public Lands and was immediately killed.

Two years later the Act was reintroduced and passed by the House and Senate only to be vetoed by President James Buchanan in 1859. In 1862, an amended version of the bill came before President Lincoln and was signed.

The Second Morrill Act was introduced in 1872 and passed in 1890. The Second Morrill Act gave annual appropriations to the Land-Grant Colleges. Each state and territory received \$15,000 the first year and \$1,000 every year thereafter until the amount reached \$25,000 per year. The most progressive feature of the Second Morrill Act was that it forbade racial discrimination as an admission standard to colleges receiving Morrill Act funding. The states were also allowed to establish "separate but equal" black institutions and funds were allowed to be divided in "a just and equitable manner" (Kerr, 1987).

The Morrill Acts

The First Morrill Act of 1862 created Land-Grant institutions in the existing states and territories of the United States, they were called "1862 Institutions". The Second Morrill Act of 1890 required that black students be admitted to Land-Grant Universities or black Colleges be established. Black Colleges were historically called "1890 Institutions". The latest wave of Land-Grant Status Colleges are being called "1994 Institutions" to designate them from the first two (Jaschik, 1994).

With the establishment of the Morrill Act of 1862, 59 colleges were brought into the Land Grant system. These schools were known as the "1862's". Thirteen of these colleges already existed in the US., the other 46 were established as Land Grant Colleges after 1862. The second wave of Land Grant Colleges was established by the Second Morrill Act of 1890. Seventeen of the "1890's" schools are among the more than 100 historically Black Colleges in the US. These colleges were located in centers of Black populations that existed in 1890. They are located in the 17 states of the southeastern United States, from Texas to Iowa to Maryland.

The Equity in Educational Land-Grant Status Act of 1994 brought the 29 Tribal Colleges in the United States up to an equal status with the Land-Grant Colleges in the U.S. These colleges are located in twelve states and serve 14,000 students. A one-time \$23 million dollar endowment will be given to the 1994 institutions in lieu of the traditional land grant allotment. The endowment will be paid in five annual allocations of \$4.6 million, plus \$1.7 million per year for five years for building grants (HR Report 103-761). Each college will also be eligible for \$50,000 per year to be used directly for agriculture and natural resource education (NASULGC, 1994). Funding for Tribal Colleges would begin in 1996 and go to the year 2000. At that time the Improving America's Schools Act would require reappropriation by the United States Congress and Senate.

Tribally Controlled Community Colleges

Tribal control of Community Colleges is a direct product of a need

recognized by Native Americans for Higher Education that serves the unique problems and needs of Native Americans. Tribal Colleges are a means for Indian People to regain control of their destinies. David Gipp, president of the American Indian Higher Education Consortium (1993), says: "We want to be the major resource that leads our Tribes out of poverty" (Black Issues in Higher Ed., 1993). Thelma Thomas, president of Nebraska Indian Community College is quoted in Black Issues in Higher Education : "we (the Tribally Controlled Colleges) represent the most revolutionary movement in this country since 1492" (Feb. 1993). Paul Boyer wrote "Tribal colleges are, deliberately, institutions that bridge two worlds. They are built on a foundation of tribal culture and values, but teach the knowledge of both Indian and non-Indian communities". Georgianna Tiger, executive director of the American Indian Higher Education Consortium 1993, said "Land Grant Status for the Tribal Colleges is long over due. The federal government should not allow the first Americans to continue to be the last Americans" (Amato, 1993).

The disparity of financing is grossly one-sided, Indian Colleges are allotted \$2,974 per full time student, compared to \$6,997 per full time student at comparative colleges nationwide. The 1994 Act allocated the same per-student level of resources that exist at established Land Grant schools.

A short historical summary of the process which leads to the passing of Equity in Educational Land-Grant Status Act of 1994, is as follows.

From 1890, the Second Morrill Act, until 1967, no new Land Grant Colleges were established in U.S. Territories. The University of the District of Columbia attained Land Grant status in 1967. In 1971, Guam, Micronesia, American Samoa, and the Northern Marianas, all United States territories

attained Land Grant Status (Amato, 1993).

The new bill was originally introduced as Senate Bill S1345 in June of 1993 by Senator Bingaman of New Mexico. New Mexico had three Tribal Colleges that would benefit from this Act. With the support of Senator Daniel Inouye of Hawaii, Chairman of the Senate Select Committee on Indian Affairs, the legislation passed in the committee and was sent to the full Senate. The National Association of State Universities and Land-Grant Colleges testified on behalf of the Bill. Support for the bill was offered by the Department of Agriculture and 23 bipartisan Senators and congressman, and the Senate Education Committee leadership, and the American Indian Higher Education Consortium. Those states with Tribal Colleges and Land-Grant Universities benefited from this legislation by receiving up to \$5 million in funds to expand Agricultural Extension Services to the Reservations. Members of the Agriculture Committee and some members of Congress tried to delete this provision from the bill, but were convinced that Native Americans deserve the same opportunities as other Land Grant institutions. The provision was fully restored. The House Bill HR4806 was introduced by Congressman Pat Williams of Montana on July 10th. The Elementary and Secondary Education Act reauthorization, to which the Equity in Educational Land Grant Status Act of 1994 was attached, passed through Congress in October and was signed into law on October 20th, 1994.

Land Grant Legislation

The series of major legislation that brought about the Land Grant Colleges started in 1862 with the establishment of the office of the

Commissioner of Agriculture, within the US. Department of Agriculture (U.S.D.A.). The National Research Council compiled a profile of Land - Grant Legislation (NRC,1995):

The 1862 Morrill Act established the Land Grant College system. The Morrill Act provided 30,000 acres of land in each state for each senator and representative in Congress. The act stated that at least one college should be established in each state to provide instruction in agricultural related sciences and mechanical arts. The act was the first government funded act to provide "liberal and practical education to the industrial class" (NRC,1995). Other scientific and classical education, including military studies because the Civil War was in progress, were to be taught. The land was to provide income for each of the colleges.

In 1887 the Hatch Act was passed by Congress to establish agriculture experiment stations at the Land Grant Colleges. The State Agriculture Experiment Stations (SAES's), received \$15,000 per year to conduct original research and verify experiments that had any bearing on the agriculture industry. The stations were under the direction of the Land Grant Colleges. Funds were administered by the USDA.

The Second Morrill Act of 1890 provided funding for colleges. Each qualifying state would receive \$15,000 the first year and an additional \$1,000 per year until the annual total reached \$25,000. The funds were to pay for instruction in agriculture, mechanical arts, mathematics, and physical and economic sciences related to agriculture. The Second Morrill Act forbade racial discrimination at Land Grant Colleges that qualified for funding. The Act provided for the establishment of the 1890 Black Colleges, within the Land Grant Colleges system.

The 1906 Adams Act provided additional funding to experiment stations, and established an accountability organization called the Experiment Station Committee on Organization and Policy (ESCOP). Each qualifying state received \$15,000 per year, and an increase of \$5,000 the first year, plus \$2,000 additional dollars for the next five years.

The 1907 Nelson Amendment to the Second Morrill Act doubled the annual funding to \$50,000, and provided for the education of agriculture and mechanical arts instructors.

The 1914 Smith - Lever Act created the Cooperative Extension Service. Its duties were to provide useful and practical instruction to the general public in home economics and agriculture. Land Grant Colleges, in cooperation with the USDA, took their classrooms to the field and demonstrated new farming and homemaking techniques to the public. The Act provided a one time \$10,000 grant to each state and included formula funding dependent on the percent of total US rural population living in each state. The states were to match the formula funding.

The 1917 Smith - Hughes Vocational Education Act made federal grants available to states for vocational education in agriculture, home economics, and mechanical arts. Funding was specified to train teachers and provide partial salaries to teach and administer vocational education in public schools.

The 1925 Purnell Act provided additional funds for research which would establish and maintain a permanent agriculture industry, and improve the quality of rural life in America. The Act emphasized economics, home economics and sociology in rural areas. Each state received \$30,000 and an increase of \$10,000 the first year and an additional \$5,000 each year for four more years.

The 1928 Capper - Ketcham Act provided for the expansion of the Cooperative Extension Service. Each state was to receive a grant of \$20,000. An additional \$500,000 was to be formula allocated, with each state matching the full grant.

The 1935 Bankhead - Jones Act further expanded the Cooperative Extension Service and allocated research grants to State Agricultural Experiment Stations (SAES) and the USDA. Funds were provided for research into the basic problems of agriculture, quality improvement, production methods, distribution, and market expansion. Funds were also allocated for research into conservation development and recreation land and water use. Research was funded at \$5 million per year, with \$3 million to go to the SAES's, and an additional \$1 million per year for five more years. Formula funding was distributed to states based on percent of rural population and the ability of each state to match the grant for the SAES's. The Extension Service in each state received a \$20,000 grant and \$8 million in formula allocations which were increased by \$1 million for four years.

The 1945 Bankhead - Flannagan Act provided for further expansion of the Extension Service. It also defined spending of the federal appropriations to the Extension Service. Two percent of the appropriation was for administration, four percent was for special needs allocations, and 94 percent was distributed by a formula based on the states percent of US farm population.

The 1946 Research and Marketing Act funded marketing and utilization research involving two or more states with a significant regional problem. The Act established the Farming and Industrial National Advisory Committee which tied agricultural research and industrial development to the national welfare.

The Act introduced "open ended" or ongoing funding for research. Title 1, Section 9: of the Act increased SAES funds by \$2.5 million dollars in 1947 and 1948, and \$5 million dollars per year for 1949 to 1951. Additional funds would be allocated as Congress determined necessary. Twenty percent was allocated equally among the states, 26 percent was allocated by rural population formula, 26 percent was allocated by farm population formula, 25 percent for research, and three percent for administration. Title 1, Section 10: increased USDA "new uses" research funds from \$3 million in 1947 to \$15 million in 1950 and beyond, cooperative research was increased from \$1.5 million in 1947 to \$6 million after 1950. The Act reauthorized \$2 million annually for special research funded by the Bankhead - Jones Act of 1935. Title II: authorized \$2.5 million in 1947 and \$20 million per year after 1950 for marketing research carried out by the SAES and other institutions on a matching grant basis.

The 1953 Amended Smith - Lever Act provided appropriation for federal extension staff in the USDA. It also defined appropriation spending to be allocated at four percent for special needs, 48 percent based on state's farm population, and 48 percent based on state's rural population.

The 1955 Amended Hatch Act funded research contributing to a permanent and effective agricultural industry in the US, to the development and improvement of rural home life, and to the welfare of the agricultural consumer. This amendment removed restrictions on funding for building at Land Grant Colleges. The Act retained formula allocations, matching funding, and "open ended" appropriations. The Act also consolidated federal funding of SAES's into formula funds and regional research grants. Also in 1955, the Smith -Lever Amendment provided for the establishment of Special Programs and permitted

non formula funding.

The 1960 Stennis Act Amendment to Title II, Section 22 of the Bankhead - Jones Act distributed the annual appropriation of \$7,650,000 among the states, with \$4,300,000 allotted on percent of total US population of the state. The 1961 Amended Smith - Lever Act provided \$700,000 per year for extension research into community and resource development.

The 1962 Amended Smith - Lever Act froze federal funds to each state at current levels. And in 1962, the McIntire - Stennis Act provided further funding for the SAES's, land grant colleges, and forestry schools and forestry research. Programs included reforestation, watershed management, outdoor recreation, wildlife habitat, and other forest resources research. The Act also established the Cooperative State Research Service to administer funds under the McIntire - Stennis Act. Ten thousand dollars was allocated to each state, and of the remaining money, 40 percent was formula allocated on the basis of the states total commercial forest land, 40 percent was formula allocated according to the states annual cut timber value, and 20 percent according to nonfederal matching research funds.

The 1965 Research Facilities Act was enacted for only five years. It provided \$3.2 million in 1965, \$2 million in 1966 through 1968, none in 1969, and \$1 million in 1970. The funds were divided on the basis of 1/3 equally to the states, 1/3 on the basis of rural population, and 1/3 on the basis of farm population in each state. The Act stated that matching funds be provided for construction, acquisition, and remodeling of laboratories and other facilities. The only new facilities to be built with this money were for research into hazardous chemicals used in farming.

In 1965, Public Law 89-106 established Specific Research Grants to finance selected projects for up to five years. Funds were designated to research specific concerns or multistate problems. Congress would single out special attention problems and the County-State Research Stations, CSRS, would call for proposals. In 1966 \$1.6 million was offered, in 1967-1970 \$1.7 million per year was offered, \$283,000 was specially allocated to the 16 "1890" colleges.

In 1968, Congress abolished special program funds (Research and Marketing Act 1945) except for \$1.6 million for marketing research.

The 1972 Federal Rural Development Act provided funds for small farm research, rural development and extension programs administered by the SAES's and Extension Service. The Act provided \$10 million in 1974, \$15 million in 1975, and \$20 million in 1976. Ten percent of the funds were marked for interstate projects. Funding continued at \$3 million per year for four years after the Act expired in 1977.

The 1977 National Agricultural Research, Extension and Teaching Policy Act (Title XIV of the Food And Agriculture Act of 1977) continued and expanded the Hatch Act programs and created new grants for priority research. Grants were awarded on a competitive basis to private and public institutions, SAES's, all colleges and universities, research organizations, federal agencies, and individuals. The Special Grants program was continued and the 20 percent market research requirement was dropped. New grants for energy research and animal health were created. Competitive grants programs were authorized to spend \$25 million per year in 1978, and increased to \$50 million per year by 1982. Permanent and sustained federal funding of the "1890" colleges was provided for in Section 1445 of the Act via the Evans-Allen Research Programs.

The 1978 Resource Extension Act authorized funding for extension programs in forestry and other renewable national resources. Formula funds were increased to \$120 million in 1978 and increased \$25 million per year up to \$225 million in 1982.

The 1981 Amendments to Title IV (National Agriculture Research, Extension and Teaching Policy Act of 1977) extended the 1977 Act for 4 more years. The Act included \$10 million annually for rangeland research and \$7,5 million for aquaculture research. Hatch funds were increased to \$250 million in 1985, and were guaranteed to be a minimum 25 percent of USDA expenditures in cooperative programs.

The 1985 National Research, Extension and Teaching Policy Act (Title IV of the Food Securities Act of 1981) extended the act for 4 more years. Sustainable agriculture research was funded. Marketing research was funded at \$10 million dollars per year, and Trade Development Centers were established at Land Grant Colleges. The Hatch Act funding was increased by 4 percent per year, competitive grants were increased, especially for biotechnology research. Hatch Act funding of \$270 million per year in 1986 was increased to \$310 million per year in 1990. Competitive grant funding increased from \$50 million a year in 1985 to \$70 million per year by 1986 and beyond. The 1990 Food, Agriculture, Conservation, and Trade Act (Farm Bill) reauthorized sustainable agriculture research and education programs for training extension service personnel in sustainable agriculture practices. The Act created the National Research Initiative Competitive Grants Program and increased the appropriations to \$73 million .

The 1994 Elementary Education Reauthorization Act gave the 29 Native American Colleges of the American Indian Higher Education Consortium Land Grant status. These 29 colleges became known as the "1994" colleges.

The "1994" Colleges

The American Indian Higher Education Consortium received a \$23 million endowment to be established over a period of 5 years. The colleges would receive interest payments each year from the endowment, receive a portion of the \$700 million funding for land grant colleges each year, and receive funding for educational programs and extension programs in agriculture and natural resources (National Research Council, 1995). In the same spirit as the Land Grant Colleges in each State, 29 reservations in the United States also have a Tribally Controlled College to serve the people on the Reservations and the communities.

Land Grant Colleges were established in each State of the Union to serve the residents of the State and to provide higher education to its citizens. Tribal Colleges were established with the same philosophy in mind. Twenty-nine Reservations in the western United States have a Tribal College which serves the Native American Community. In 1988, enrollment at Tribal Colleges was about 10,000 students, 4500 being full time (Boyer, 1991). In 1996, 25,000 students from 250 Indian tribes attended Tribal Colleges (American Indian Higher education Consortium, 1996). Until Federal funding for Tribal Colleges became a reality in 1994, most of the Colleges struggled for money and space. Some buildings being used as Colleges classrooms

were abandoned government facilities. The main building at Little Big Horn College was an abandoned, condemned, gymnasium owned by the federal government. The Crow Tribe negotiated the purchase of the building and did extensive cleanup and remodeling. The building now houses the administration offices, teacher's offices, the library, classrooms, and computer labs. The chemistry class is taught in an abandoned sewage treatment building, the archives are in a security warehouse, and the bookstore is in a trailer. The Fort Belknap College was located in a store front in a mini-mall.

Some of the Colleges have modern campuses with modern buildings and facilities. Salish-Kootenai College and Blackfeet Community College have built new and modern facilities in recent years, and continue to expand. Land Grant Status for Tribal Colleges will provide building funds for new facilities and their maintenance at each of the campuses.

Another major difference in Tribal Colleges is the make up of the student body. The Mission Statements of the Colleges address their unique problems. A great percent of students are older with family obligations, or single parents. Another hardship for Indian students is poor academic preparation for college. This is usually a result of high drop out rates in high school, extreme isolation on reservations, and very high unemployment on most reservations. Often, low college attendance by Native Americans is a result of isolated location and failure to meet the needs of reservation education programs.

Funding for the Colleges has been a problem since they first began. Despite legislation to help start the Colleges, ongoing funding is a major obstacle to their continued success. Tribal Colleges are chartered by their individual tribes. Reservations are located on federal trust lands and have a unique relationship with the federal government. The treaties which

established the Reservations recognize each Reservation as a sovereign nation, and have a nation to nation relationship with them. The States where the Reservations reside have no obligation to fund Tribal Colleges. Because they are located in some of the most remote and poorest areas of the country they have no access to a local taxbase. Up to 98 percent of Tribal College students qualify for federal student aid based on need. Eighty-five percent of all students live in poverty, unemployment on some reservations can reach 86 percent. Tuition at Tribal Colleges averages \$1580 per year (American Indian Higher education Consortium, 1996). Indian students at Tribally Controlled Colleges are funded on the average of \$2,900 per student, Historically Black Colleges are funded at \$12,000 per student, Hispanic Colleges are funded at \$8,000 per student, and non-minority colleges are funded at \$6000 per student. The official appropriation for Indian students is \$5,820 per student, but the government will only pay about half, \$2,900 each (American Indian Higher Education Consortium, 1996).

The Tribal Colleges

Blackfeet Community College

The Blackfeet Community College was established with the second wave of Tribal Colleges in the western United States. Blackfeet Community College was chartered by Executive action of the Blackfeet Tribal Business Council in October of 1974. The Executive action read in part "to provide post-secondary

and higher educational services" to the Blackfeet Indian Reservation Community in a physically, climatically and culturally isolated area.

The State of Montana did not see a need to support Tribal Colleges in Montana. The State refused to help fund the college at Browning. The Blackfeet Indian Tribe, and all other Tribes on Reservations in Montana, have a Sovereign Indian Nation within a Nation status with the Federal Government. By qualifying for federal funding under the Indian Education Act of 1972 and Office of Economic Opportunity Act of 1964, Blackfeet Community College found resources to provide education to the Blackfeet Indian community. The College was identified as a goal in the 10 year comprehensive plan for the Blackfeet Indian Reservation.

In 1976 the Board of Regents for Blackfeet Community College and the Flathead Community College, Kalispell, agreed to open a satellite campus at Browning called the Blackfeet Extension Center. Native American Programs, in the Office of Economic Opportunity, the Blackfeet Tribe, the Salish-Kootenai Tribe, and the Flathead Valley Community College agreed to organized the Blackfeet Extension Center. Under the agreement Blackfeet Community College would receive accreditation for their curriculum and transferability of credits to other Montana colleges (Stein, 1992). In 1979, the Blackfeet Board of Regents proposed a plan to become an independent institution. Blackfeet Community College began to petition for independent accreditation in 1979. The NorthWest Association of Schools and Colleges Commission of Colleges granted candidacy in December of 1979, and the Tribally Controlled Community Colleges Act of 1979 provided operating funds for the Tribal Colleges. Full accreditation was given on December 11, 1985. Tens years after its charter, the Blackfeet Community College was a fully accredited and

independent institution. Fourteen Associate Arts and Science Degrees are offered at the College.

The Blackfeet Tribal Business Council appoints the Board of Regents at Blackfeet Community College. On the Board are two Blackfeet Business Council members, five community members appointed by the Council, and the President of the Associated Students of Blackfeet Community College.

The Mission Statement of the Blackfeet Community College reads:

The Blackfeet Tribe recognizes the need for quality education in its quest for survival in the future. The Blackfeet Community College, a Tribally chartered institution of higher education, is a Tribal effort to achieve a balance between educational advancement and cultural preservation. The College, reflecting the needs of the Tribe, will provide access to education for all members of the Blackfeet Tribe and all of those who wish to participate in the betterment of their future. The College will provide education where a significant number of enrolled members of the Blackfeet Tribe are located or a recognized need exists. The education will include the traditional areas of Blackfeet culture, including historical and geographical identity.

(Blackfeet Community College catalog, 1994-96, p. 17)

The goals and objectives of the Blackfeet Community College are based on the purposes set forth in the Blackfeet Community College Tribal Charter.

The comprehensive education plan identified the goal of the College as:

Promote the educational opportunities; increase the educational level; advance the knowledge and pride in Blackfeet heritage; improve Tribal management; provide community facilities for advancement in education and other Tribal institutions; and provide cultural and recreational opportunities for the residents.

(Blackfeet Community College catalog 1994-96, p.17)

Blackfeet Community College is a member of the American Indian Higher Education Consortium, Montana Indian Education Association, National Indian Education Association, Inter-Tribal Policy Board of Montana, and Tribally Controlled Community Colleges. Other professional membership are Rocky

Mountain Association of Student Financial Aid, National Association of Colleges and Universities Business Officers, Montana Association of Collegiate Registrars and Admission Officers, American Association of Collegiate Registrars and Admissions Officers, Pacific Association of Collegiate Registrars and Admissions Officers, College and University Personnel Association, National Association of Governing Boards of Colleges and Universities, Montana Library Association, American Indian library Association, Society of American Archivists, American Association of Community Colleges, American Association of Community and Technical Colleges, American Association of Colleges, American Association for the Advancement of Science, Organization of American Historians, Northwest Association of Schools and Colleges, Laubach Literary Association, Montana Association of Student Financial Aid Administrators, National Association of Financial Aid Administrators.

The library at Blackfeet Community College is the only post-secondary library in that part of the state of Montana as well as the Tribal library, which is open to the public. The new building was opened in 1994, with 9000 volumes and 80 periodicals. The library is a member of the Western Library Network, and the Montana Indian Tribal Library Group with the other six Tribal Colleges in Montana.

Dull Knife Memorial College

Dull Knife Memorial College began as Northern Cheyenne Resource Development Inc., designed to educate Native Peoples in mining technology which is the predominate economy in the area. The College was chartered by

Tribal Ordinance in 1975 by the Northern Cheyenne Indian Action Program. Funding was granted by the Indian Technical Assistance Center of the Bureau of Indian Affairs. Six directors were appointed by the Northern Cheyenne Tribal Council to manage the affairs of the College. The directors soon recognized the need to expand the curriculum from vocational classes to include academic classes. The College now teaches broad vocational curriculums as well as expanded post-secondary educational curriculums. The first classes were taught at Dull Knife in Winter quarter of 1978. The original five courses taught at Dull Knife were accredited through Miles Community College in Miles City, Montana. The College has expanded its offerings to Associate of Arts Degrees in the academic sciences, Associate of Arts in Applied Sciences in vocational areas, and Vocational Certificates in several areas. Dull Knife Memorial College is located in rural southeastern Montana, an area surrounded by ranches and coal strip mines. The basic goals of the College are:

Provide Native American youths with the vocational, academic, and personal tools to enable them to compete successfully in mainstream American industry, business, and professional arenas. (Stein, 1992)

The College has one main building which houses the administration office, faculty offices, cafeteria, bookstore, and classrooms for 300 students. A specialized laboratory facility houses a science lab, a greenhouse, a secretarial skills lab, a computer graphics lab, a photography dark room, and a resources center room. A separate building houses the library, a construction shop, a day care, and an adult learning center. Satellite classrooms have been established at Colstrip High School, St. Labre Indian School on the Reservation, and Busby School of the Northern Cheyenne Tribe.

The Mission Statement for Dull Knife Memorial College reads:

The Dull Knife Memorial College was established for the purpose of planning, developing, implementing, and maintaining college level programs sufficiently flexible to serve responsibly the changing needs of the residents of the Northern Cheyenne Reservation and surrounding community.

The College meets a wide range of student needs for education and skill development necessitated by the cultural, political, and socio-economic issues faced in a multicultural, rural environment. The College provides general education opportunities, career programs, community-based education, student services, community services, transfer programs, and research opportunities.

American Indian educational opportunities which enhance and support the Northern Cheyenne and other Tribal cultural values, language, and traditions, are available for all students.
(Dull Knife Memorial College catalog 1993-1994, p.1)

Dull Knife Memorial College is recognized as a Candidate for Accreditation by the Northwest Association of Schools and Colleges. Professional memberships are also maintained in the American Indian Higher Education Consortium, the American Association of Community and Junior Colleges, and the Northwest Association of Schools and Colleges. It operates as an independent institution of post-secondary education and its credits are transferable to four colleges. Six Associate in Arts Degrees are available from Dull Knife, three Associates in Applied Sciences Degrees, and one Certificate Program.

Little Big Horn College

Little Big Horn College is located in Crow Agency, the capital of the Crow Indian Reservation in south central Montana. The main campus consists of ten instructional classrooms, laboratories for science, math and computer science,

administration, students services offices, faculty offices, and a bookstore. The library is located at the center of the main building and houses over 11,000 volumes and other learning resources. The archives are located next to the main building. Little Big Horn College provides a day care center for students with children. The main computer accesses 75 work stations on the campus.

The Crow Tribe chartered the Little Big Horn College at a meeting of the Crow Tribal Council in January of 1980. The Crow Central Education Commission had established an extensive system of adult and higher education classes with the help of Eastern Montana College (MSU-Billings), and Montana State University-Bozeman. Programs developed by the Central Education Commission became the foundation for the College. Through association and affiliation with the Montana University System, the Crow Tribe demonstrated the ability to design and instruct college level course work. The school charter authorizes the College to "establish, maintain and operate educational institutions at the post-secondary level on the Crow Indian Reservation" (LBHC, '93-5, p.1). The goal set by the President of Little Big Horn College, Janine Pease-Pretty on Top, is "The preservation and enhancement of the Crow Language and Culture while providing an up-to-date- higher education opportunity to its students" (Stein, 1992, p.136). The school offers Associates of Arts Degrees for completion of two year programs and Certificates of Completion for the one year programs. Little Big Horn College emphasizes educational, and technical vocational programs at the school.

In 1982, Little Big Horn College became eligible for federal operating funds under The Tribally Controlled Community Colleges Act of 1978, Public Law 95-471. In the same year the College received tax exempt status from the Internal Revenue Service under statute 501 (c) (3) of the United States Tax

Code. The Little Big Horn College is a member of the American Indian Higher Education Consortium, and the Northwest Association of Schools and Colleges, which accredited LBHC in June of 1990. When the school opened in 1981, there were five classes taught, with four being vocational. In 1984, the first Associates of Arts Degrees were awarded at the college. The main components of the curriculum at LBHC are vocational education, vocational agriculture, vocational business, secretarial science, and media (Stein, 1992, p.137). Today, Little Big Horn College offers nine Associates of Arts Degrees which are fully transferable to four year colleges in Montana.

The Mission Statement, revised in 1990, summarizes the need for the College in four parts.

1. To develop Crow and American Indian adults in paraprofessional and professional areas that reflect Crow Indian Reservation personnel needs and career development.
2. To assist Crow and American Indian adult academic and personal development, for self-empowerment, work place preparation or transfer to a senior institution; centering on respect for Crow and American Indian scholarship and bilingual capabilities, across the discipline.
3. To build the Crow Indian family, community and Tribe, through understanding and knowledge pertinent to local issues, promoting and participating in community building activities.
4. To actively strive for Crow Indian culture preservation and protection, vitalizing Crow Indian scholarship across all disciplines; to recognize that Tribal tradition separates Crow and American Indians from mainstream American society; to appreciate culture and tradition as the foundation of strength and well-being for the Crow and American Indian Community; and to strengthen the unique, self-governing Crow Tribe of Indians.
(Little Big Horn College catalog 1993-1995, p.3)

In 1984 the Crow Tribe received \$75,000 from a Trust Fund established by the Bureau of Reclamation with revenues received from the construction of

Yellowtail Dam built on Crow land. The money was used for higher education scholarships for Crow Indian college students. The Crow Indian commitment to education was first recognized by Crow Chief Plenty Coups in the late 1800's when he told his people "Education is your most powerful weapon. With education you are the white man's equal; without education you are his victim" (Bryan, 1985, p.90).

The Board of Directors for Little Big Horn College was authorized by Crow Tribal Resolution #80-17, part B. The Directors are elected by the Crow Central Education Commission for two year terms. One half of the twelve members are elected annually, six members serve as Executive Officers, and six are elected from districts around the Crow Indian Reservation. Trustees are enrolled members of the Crow Indian Tribe, and they meet monthly.

The library and archives hold a special collection of Crow materials, including rare books, government documents, periodicals and videos. The library has on-line access to many outside resources. They are linked to the Crow Tribal Court, the Crow Abandoned Mine Lands Office, Lodge Grass High School, Little Big Horn Battlefield Monument, Big Horn County Public Library, Rocky Mountain College, MSU-Billings and Bozeman, and the Western Library Network. Little Big Horn College Library Resources Center is a member of the Montana Indian Tribal Library Group and the Online Montana Networked Information (OMNI) consortium. This membership allows access to the libraries at the other six tribal libraries in Montana, and to larger college libraries in eastern Montana.

Salish - Kootenai Community College

In 1973 the Salish-Kootenai College began as an extension campus of Flathead Valley Community College in Kalispell, Montana. The College taught Forestry Technology to residents of the Flathead Indian Reservation. The program was established to enhance the knowledge of Tribal members who were employed in the Reservations extensive forestry industry. The Confederated Salish-Kootenai Tribes of the Flathead Indian Reservation consist of the lower Pend d' Oreilles, the Kalispells, the Kootenai, and the Salish Tribes of the Rocky Mountain northwest. After several years of success with the satellite campus, the Salish-Kootenai College, the Blackfoot Community College, and the Flathead Valley Community College joined together to secure a Title III grant from the Federal government to expand operation of the College. Salish-Kootenai College began to introduce post-secondary education classes as well as expanded vocational classes. In 1977, the Tribe began work on chartering the College as an independent institution. In 1978 the College qualified for and received grants under Public Law 95-471, the Tribally Controlled Community Colleges Assistance Act of 1978. The College began applying for accreditation and was given accreditation from the Northwest Association of Schools and Colleges in June of 1989. Other professional memberships include the American Indian Higher Education Consortium, the American Council on Education, and the National Association of Independent Colleges and Universities.

Salish-Kootenai is one of few Tribally Controlled Colleges to offer a Bachelor of Arts Degree. A Bachelor of Arts Degree is awarded in Human

Services - Rehabilitation. Associate of Arts Degrees are awarded in the fields of Chemical Dependency, General Studies / Liberal Arts Option, Human Services, and Native American Studies. Associates of Science Degrees are awarded in the fields of Environmental Science, Forestry Technology, General Studies / Science Option, Health Records Technology, Information Systems, and Nursing. Associates of Applied Science Degrees are offered in Dental Assisting Technology, and Office Education. Certificates of Completion are Offered in Bilingual Education, Building Trades, Dental Assisting Technology, Native American Studies, and Office Education.

The mission statement of Salish-Kootenai College reads as follows.

The Mission of the Salish-Kootenai College is to provide quality post secondary educational opportunities for Native Americans locally and from throughout the United States. The College curricula will reflect identified needs and interests of the Native American population by providing adult basic education, vocational education, academic, cultural and community interest programs, courses and activities. Assistance will be provided to Tribal institutions and departments in staff preparation, planning, research and evaluation services according to identified needs. The College will strive to provide opportunities for individual self-improvement for survival in a rapidly-changing and technological world while maintaining the cultural integrity of the Salish-Kootenai People.

(Salish-Kootenai College catalog 1993-1995, p.11)

The philosophy of the College is one that fosters curriculums and programs up to the Baccalaureate level designed to meet the special needs of the Native American population. While the College does not intend to exclude anyone, its primary purpose is to meet the needs of the Indian population. Like all the Tribal Colleges in Montana they do not practice discrimination in admissions to anyone regardless of race.

The library serves the College, the Tribe, and the residents for the Flathead Reservation. It is also the archives for Tribal historical objects and artifacts. The library contains over 50,000 reference resources including microfilm copies of the National Archives relating the Salish-Kootenai Tribe. The library belongs to the Montana Tribal Library Group with the other six Tribally Controlled Colleges in Montana (Salish - Kootenai College, 1193).

Fort Peck Community College

Fort Peck Community College was chartered by the Tribal government of the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation at Poplar, Montana, in 1978. The College serves the needs of two Indian Nations, the Assiniboine bands of Canoe Paddler and Red Bottom; and the Sioux bands of the Sisseton / Wahpetons, the Yantonais, and the Teton Hunkpapa.

In 1969, Dawson Community College at Glendive, Montana, began extension classes at the Fort Peck Reservation. Miles Community College, at Miles City, Montana, under a Title III Grant for Developing Institutions, began offering on-reservation classes at Fort Peck. In 1977, the Fort Peck Tribal Government established the Fort Peck Education Department. Its priority was to begin work on establishing the Fort Peck Community College.

The philosophy of the Fort Peck Community College is to meet the unique educational needs of Indian People. The need for higher education on the reservation must be met by bringing education to the People. To preserve Indian culture, history, and beliefs, the Tribal Colleges have accepted the role

as archivists for each reservation. Education is the foundation for building a career, a lifestyle, self pride and self awareness. The mission of the Fort Peck Community College is to offer education to all residents of the Fort Peck Reservation, but primarily to the Indian population there. A unique program offered at the College is an Associates of Applied Science Degree in Tribal Administration. The program includes reservation history, tribal codes, federal Indian law, American Indian political science, American Government, and is designed to enhance the skills of tribal employees as well as Bureau of Indian Affairs and Indian Health Service employees.

The Mission Statement of the College reads:

Fort Peck Community College serves the people of the Fort Peck Reservation and northeastern Montana as a medium of Indian awareness, enabling increased self-awareness.

The College offers an academic program that enables students to earn credits in college courses designed to be transferable to other institutions of post-secondary and higher education.

The College serves the constituency of the reservation populations by maintaining an occupational training program based on the needs of the people living on or near the reservation and on potential employment opportunities available in the region.

The College serves the people by initiating and supporting community activities and organizations based on the needs and wishes of the community members.

The Goals and Objectives of the College are Stated as:

The expressed purpose of Fort Peck Community College are to provide academic education and vocational training for American Indians and area residents in those careers and occupations which have a high employment potential and to improve employee proficiency within local businesses, industry, and government agencies.

The College has developed academic curricula that lead to the gaining of the Associate of Arts, Associate of Science and Associate of Applied Science Degrees. Several vocational certificate programs are offered. Credits earned in courses at Fort Peck Community College are transferable to other state colleges and universities. Community service programs respond to the needs and requests of community members by offering evening classes and workshops. (Fort Peck Community College catalog 1993-1995, p.5)

Fort Peck Community College's main campus is located in Poplar, Montana, with a satellite campus in Wolf Point, Montana, which shares with the NAES College-Fort Peck Site. The College also offers classes in the surrounding communities of Frazier and Brockton when requested. The College was accredited by the Northwest Association of Schools and Colleges, Commission on Colleges in December of 1991. Fort Peck Community College maintains professional memberships in the American Indian Higher Education Consortium and the American Association of Community Colleges.

The library at Fort Peck College is also the Tribal library and houses the Title III staff at the College. The library houses 6000 volumes and 120 periodicals. Faster access to resources in the library is enhanced by computerized services and a fax machine to retrieve information from outside of the library. Recent additions to the library include the U.S. Supreme Court Reports and Digest, and the United States Code Service. The new and expanded legal section of the library is automatically updated and is a valuable resource to students, local and regional governments, local and tribal judicial systems, and legal professional and advocates. Financial support for the library is extensive. Contributors include the Assiniboine - Sioux Tribe, Montana LSCA for placing the Tribal Heritage Collection on the Western Library Network database, Montana Tribal College Development Program at Montana State University, Library Services and Construction Act, Meyer Charitable Trust, and the MacArthur Foundation.

Degree programs at Fort Peck Community College include Associates of Arts Degrees in Business Administration, Education Human Services, and

Native American Studies. An Associates of Science Degree is available in Natural Resources Management. Associates of Applied Science Degrees are available in Hazardous Materials and Waste Technology, Automotive Mechanics, Building Trades, Computer Operator and Computer Graphics, Criminal and Civil Justice, Electronics Technology, Human Services - Chemical Dependency Option, Office Technology, and Tribal Administration. One year Certificates of Completion are available in the fields of Automotive Mechanics, Bookkeeper and Accounting Technician, Building Trades, Computer Operator, Foster Home Parenting, Office Clerk, and Pre-Nursing. The College also offers Adult Basic Education for attaining a Montana High School Equivalency Certificate.

Stone Child College

Stone Child College serves the Rocky Boy Reservation which has become the home of the Chippewa and Cree Indians in Montana. Rocky Boy Reservation is the smallest and the last Reservation to be created for the smallest group of Indians in Montana. The Chippewa, led by Chief Stone Child, were originally from the Great Lakes region, and the Cree, led by Chief Little Bear, were originally from Canada. The Reservation was named after Chief Rocky Boy, the original leader of the Chippewa Tribe in Montana. Stone Child is a more literal interpretation of the name Rocky Boy. It differs from other Reservations in that it was created in 1916 by Executive Order. The six other Reservations in Montana were created by Treaty with the United States government in the 1800's. With the help of prominent people like William Boles,

publisher of the Great Falls Tribune, Charlie Russell, and Frank Linderman, the Reservation was created on September 7, 1916, by the 64th Congress at old Fort Assiniboine in north central Montana.

Under the provisions of the Indian Reorganization Act of 1934, (the Howard-Wheeler Act), the Constitution of the Chippewa-Cree Tribe established the Business Committee as its governing body. On May 17, 1984, the Business Committee chartered Stone Child College. The extreme isolation of the Reservation was a major reason for establishing the College. The College is committed to meeting the needs of the community, preserving Tribal culture, and addressing the educational needs of the residents at Rocky Boy Reservation. Stone Child College, like all other Tribal Colleges on Montana Indian Reservations, provides a day care facility for its students.

Stone Child College applied for accreditation on June 19, 1989, and was granted full accreditation on June 29, 1993, by the Northwest Association of Schools and Colleges. Stone Child is a member of the American Indian Higher Education Consortium.

Stone Child College offers Associates of Arts Degrees, Associates of Science Degrees, and Certificates of Completion for one year courses. An Associates of Arts Degree in General Studies includes options in Liberal Arts, Math, General Science, Native American Studies, Teacher Education / Elementary Education. The Associates of Arts Degree in Human Services includes Technology Option and the Chemical Dependency Option. The Associates of Science Degree in Business includes the General Business Option, the Tribal Management Option, and the Small Business Option. Stone Child offers an Associates of Science Degree in Office Administration, and Computer Sciences with options in Computer Office Skills and Information

Systems. A two year Certificate of Completion is offered in Building Trades. One year Certificates are offered in Office Technology and Chemical Dependency.

The Mission Statement of Stone Child College reads:

Stone Child College was established by Chippewa-Cree Tribal Ordinance to coordinate and regulate all higher education on the Rocky Boy Reservation. The College is authorized to develop and operate programs granting Associated Degrees and Certificates and/or enter into agreements with public or private agencies to offer post-secondary education on the Rocky Boy Reservation. Emphasis is put on programs leading to two year degrees. Stone Child College, in its commitment to quality education, will be responsible for providing Stone Child College students with:

1. A sense of individualism, a sense of identity, selfworth, and a trail of success through cultural, traditional, technology counseling, and through training from faculty, family, and Tribal and community members.
2. Dedicated, adaptable, qualified, student-centered staff to provide an intellectual, cultural, social, psychological, physical, and aesthetically challenging educational atmosphere.
3. Encouragement to seek financial opportunities to enhance self reliance and self esteem, and to become financially independent and contributing citizens of their community. (Stone Child College Catalog, 1994-96, p.3)

The College's philosophy, by accomplishing its mission, stresses the importance of maintaining the culture of the Chippewa-Cree and promoting tribal self determination. College students need to prepare to understand the ways of both the dominant society and that of the Chippewa-Cree society. The goals of the College are in four parts.

1. Tribal: To provide the Chippewa-Cree people with trained resources and personnel. To assist people in being active, productive members of their community and of the Chippewa-Cree Tribe.
2. Cultural: To present the Chippewa-Cree perspective in teaching in the professional, occupational, and community programs. To develop the Chippewa-Cree culture as an area of study. To research and study the Chippewa-Cree culture, language, and philosophy.

3. Academic: To maintain high standards for staff and students. To maintain open enrollment. To be accessible to potential Reservation students. To teach students basic skills and human values, which will assist them in fulfilling themselves and becoming productive individuals. To work with other institutions and agencies in furthering the interests of the College.

4. Community: To assist with the determination of developmental needs of the Rocky Boy Indian Reservation. To assist the Rocky Boy Indian Reservation in furthering its economic goals. To provide continuing and community education. To provide for a sound, basic education for high school equivalency students. (Stone Child College catalog 1994-1996, p.4)

The library at Stone Child College provides resources that support the goals and mission of the College. The library houses reference and research information to support the academic programs at Stone Child College. It is committed to helping students by developing and applying college level research skills. Stone Child College shares its resources with other libraries in the northwestern United States and other Tribal College libraries in Montana. The College is a member of the Montana Indian Tribal Libraries Group, and the Western Libraries Network. The Western Libraries Network provides computerized information databases on CD-ROM, and on E-mail. The College has a collection of audio-visual media materials for instructional use.

Fort Belknap College

Fort Belknap Indian Reservation is located in north central Montana, in the area known as the Highline. It is home to the Gros Ventre and Assiniboine Tribes. Landless Indians of the Little Shell and Pembina bands also live on the

Reservation. Fort Belknap is named for William W. Belknap, Secretary of War when the Reservation was created by an act of Congress on May 1, 1888. Fort Belknap is the fourth largest Reservation of the seven in Montana. It is isolated geographical location and severe winter and summer weather determined the necessity for a post-secondary institution in the area.

Under the authority of the Wheeler - Howard Act of 1934, the Indian Reorganization Act, the Fort Belknap Indian Community Council was established. The Fort Belknap Council Constitution was approved on December 13, 1935, and a corporate charter was approved on August 25, 1937. The Tribal membership is 5053 with about 2471 living on the Reservation. In an attempt to turn around the high number of high school drop-outs, and increase the number of college entrants, the Fort Belknap Education Department was formed in 1977. In 1983, the Education Department recommended the Tribal Council establish a Tribal College at Fort Belknap Reservation in Harlem, Montana.

Fort Belknap College was chartered by the Fort Belknap Community Council on November 8, 1984. The College received full accreditation in June of 1993 through the Northwest Association of Schools and Colleges, and the Commission on Colleges. Prior to Accreditation, courses were offered and degrees earned from 1980 to 1987 were awarded through other accredited schools.

From 1980 to 1982, the College was known as the Fort Belknap Residence Center of the College of Great Falls. From 1982 to 1984, the College was a satellite campus of Dull Knife Memorial College in Lame Deer, Montana. In 1984, the College became a branch of the Salish-Kootenai College in Pablo, Montana. Fort Belknap was a branch of the Salish-Kootenai

College until December of 1987. As a satellite campus of Salish-Kootenai College, Fort Belknap applied for and received candidate status for accreditation and was granted full accreditation in June of 1987.

Fort Belknap College is a member of the American Indian Higher Education Consortium, the Montana Indian Education Association, and the National Indian Education Association. Fort Belknap also holds memberships in professional education associations. They are the Montana Association of Student Financial Aid Administrators, Rocky Mountain Association of Student Financial Aid Administrators, National Association of Student Financial Aid Administrators, Montana Association of Collegiate Registrars and Admissions Officers, Association of Special Programs in Region Eight, Montana Historical Society, American Library Association, Montana Library Association, and the Montana Indian Tribal Library Group.

The Library and Tribal Archives of the Fort Belknap College house a wide range of print and non-print media. The library is open to all community residents with priorities to meet the needs of the Fort Belknap College student and staff, to meet the needs of the Fort Belknap Tribal members who are not students, and other community members. The library also develops and maintains a special collection relating to the history and culture of the Gros Ventre and Assiniboine Tribes. The College also maintains a friendly atmosphere to attract those who are traditionally library users. The library staff also develops public programs and services, including art and educational programs, public speakers, and conferences.

Fort Belknap College offers one Associates of Fine Arts in General Studies with emphasis in Building Trades, Business, Data Processing, Human Services, Liberal Arts, Native American Studies, and Natural Resources.

Certificates of Completion are awarded in Early Childhood Development and Computer Application, and Child Development Associate Training.

The Mission Statement of Fort Belknap College reads:

The Mission of Fort Belknap College is to provide quality post-secondary educational opportunities for Indian residents of the Fort Belknap communities. The College curriculums will reflect identified needs and interests of the residents by providing vocational education, cooperative education, academics, cultural, community interest programs, courses and activities. Assistance will be provided to Tribal institutions and departments in staff preparation, planning research, and evaluation services according to identified needs. The College will strive to provide opportunities for individual self improvement for survival in a rapidly changing technological world and maintain the cultural integrity of the Assiniboine and Gros Ventre Tribes.

(Ft. Belknap College catalog, 1993-94, p.4)

The Philosophy of the College is to provide an educational institution with curriculum and programs designed to meet the special needs of the Assiniboine and Gros Ventre Tribes. While the College does not intend to exclude anyone and maintains an "open-door" policy, its primary purpose is to meet the educational needs of the American Indian population.

The goals of Fort Belknap College are:

1. To develop a quality educational program for all members of the Fort Belknap Reservation.
2. To promote self-development for individuals and the Fort Belknap Indian Community through educational programs.
3. To assist with Assiniboine and Gros Ventre cultural preservation and development according to the Educational Philosophy of the Gros Ventre and Assiniboine Tribes.
4. To assist with Tribal development.

The objectives of the College have been adopted to support these goals:

1. To provide post-secondary educational opportunities for the residents of the Fort Belknap communities in the following educational areas: vocational training, cooperative education, college transfer programs, occupational training, community services, and American Indian culture and history.
2. To measure the needs, talents, and aspirations of the residents of the Fort Belknap communities and to provide comprehensive educational programs in recognition of the desires of the Fort Belknap Indian Reservation.

3. To promote and conduct such research and development activities as deemed necessary to the efficient provision of post-secondary educational opportunities on the Fort Belknap Indian Reservation.

4. To provide leadership and training for the economic development needs of the Fort Belknap Indian communities.
(Fort Belknap College catalog, 1993-1994, p.5)

CHAPTER 3

METHODOLOGY

This study was designed to determine the effect newly acquired Land Grant status would have at the Tribally Controlled Community Colleges on each of the seven American Indian Reservation in Montana. The methods and procedures used in this study are described in this chapter. The methodology chapter is organized into five sections. These are 1) population description, 2) instrument design, 3) data collection, 4) data analysis, and 5) summary.

A cross-sectional survey of selected College personnel was developed based on the description of Borg and Gall (1989). The intention of the survey was to determine the educational and curriculum status of the Colleges and the direction of agricultural curriculum improvement at Tribal Colleges in Montana, and to answer the objectives of the study.

Population Description

The researcher chose the population for the study from the lists of administrators, faculty, and board of directors - trustees members in each of the College's most recent catalogs. The catalogs were for the years 1993 to 1997. The administrators included College Presidents, Academic Deans, and

Department Heads. Faculty members included instructors in Natural Sciences, Science and Technology, Agricultural related programs, and other disciplines when necessary to obtain an equitable population number. Administrators, faculty, and board members were chosen for the capacity to make academically related decisions and to influence the direction of education at each of the Colleges. Support staff at the Colleges were excluded from this survey as they were not in a decision making capacities. Names of those surveyed were obtained from each of the College's catalogs. Surveys were mailed in care of the corresponding College to maintain anonymity of each response. The number of surveys mailed to each College ranged from 12 to 16, depending on the number of administrators, the size of the faculty, and number of board members. Surveys were mailed to seven College presidents, academic deans, 36 department head - directors, 46 instructors, and 20 board members, for a total population of 102.

Instrument Design

The researcher followed the suggestion of Borg and Gall (1989) about writing a survey, the chapter entitled The Methods and Tools of Survey Research, and the instructions of Dr. Van Shelhamer's Research Methods class, Agriculture and Technology Education - 506. The original draft of the survey was reviewed by the researcher's graduate committee and members of the faculty at the Center for Native American Studies at MSU-B. The survey was revised according to suggestions. A coverletter and letter of introduction from the Director of the Center for Native American Studies, Dr. Wayne Stein, were included with the survey. The coverletter was reviewed and approved by

the major adviser for this thesis, Dr. Van Shelhamer. It was printed on University letterhead paper with the advisers name to provide validity of the study's origin and purpose.

Borg and Gall (1989) suggested constructing the survey in a closed form to obtain specific information that is both quantifiable and more easily analyzed. The survey (Appendix C) consisted of a total of 53 questions. The first portion of the survey consisted of 43 questions which required two answers per question, in the closed form format. The response area was placed in a vertical position to left of the question, with a space **A** and space **B** for the dual reply to each question. The latter portion of the survey consisted of eight questions designed to obtain background information of the respondents and two questions designed to obtain personal comments on the survey. The two final questions were in the open form format, giving the respondents an opportunity to make suggestions and express opinions on the survey.

The first 43 survey questions were preceded by a set of short , simple instructions. Respondents were asked to give a "YES - NO" response in space **A**, with NO equal to the number 1, and YES equal to the number 2. If the situation presently existed at the College, respondents were asked to answer the question with a YES reply, equal to the number 2. Respondents were asked to give a "LEVEL OF IMPORTANCE" rating response in space **B**, with the number 1 equal to NOT IMPORTANT, the number 2 equal to IMPORTANT, and the number 3 equal to VERY IMPORTANT.

Of the three areas of the survey, the first 43 questions concerned academics at each of the Colleges. Four of the questions were designed to reveal the extent of cooperation among the individual Colleges and Montana State University, and between the individual Colleges and the other Tribal

Colleges. Thirty-nine questions were asked to reveal the number of agricultural and natural science related classes currently being taught at the Colleges, and the number of classes that will be considered for addition to the curriculums at the Colleges. Of the 39 questions concerning agriculture and natural sciences curriculums, two dealt with Extension Agents, five dealt with plant / crop and soil biology, four dealt with animal biology, four dealt with water management issues, ten dealt with educational / research farms or ranches, nine dealt with educational / research greenhouses, one dealt with environmental issues, one dealt with computers in agriculture, one dealt with agricultural law, one dealt with telecommunication / distance learning, and one with new facilities construction.

The second portion of the survey asked six questions for personal information. One question asked about each of the following: the position held at the College, the number of years in that position, the total number of years at the College, the highest degree attained, the number of years in the education profession, participation in continuing education, level of involvement in future planning at the College.

The third portion asked three questions. One question was asked to determine if the respondent wanted a copy of survey results, one question asked the respondent to comment on the survey's content, and the final question asked for a brief comment on how Land Grant Status will affect their College academically and physically.

In the revised survey (Appendix D), which was sent out January 24, 1997, one question (#40) was removed from the first portion of the survey, reducing the total number of questions to 53. Based on comments from the pilot study, it appeared to be a repeat of a previous question.

Questions were developed and decided upon from discussions with Dr. Wayne Stein, and from materials and information obtained in his classes on Native American education. Development of the questions was also influenced by the researchers background in Range and Soil Sciences, and Agricultural Education, and an interest in Land Grant Colleges.

The survey was originally mailed on January 21, 1996, to 100 teachers and administrators at the seven Tribal Colleges. The return date was February 21, 1996. By the return deadline only 20 surveys had been returned. After discussing the lack of returns with the committee chair and committee members, the researcher discovered that lack of personal communication was a major drawback. The Colleges and their personnel are very busy with daily concerns and are "surveyed to death". In August of 1996, personal visits were made to five of the Colleges by the researcher. By visiting the campuses, contacts were made with Faculty, Community Service Officers, and the Presidents. Visits were made to Fort Peck Community College, Fort Belknap College, Stone Child College, Blackfeet Community College, and Salish-Kootenai Community College. Earlier in the Spring of 1996, visits were made to Little Big Horn College and Dull Knife Memorial College.

The Vice President of Community Services at Fort Peck Community College inquired into a cooperative arrangement between the College and the researcher. The survey would be revised and mailed to 515 Indian and non-Indian landowners on the Ft. Peck Reservation. The information gathered would determine the communities involvement with the agriculture curriculum at the College. The information would also be included in this thesis project. The survey and early results are include in Appendix H:

Data Collection

On January 24, 1997, the survey instrument (Appendix C), the cover letter printed on Agricultural and Technology Education Program letterhead stationary with the names of the researcher and the committee chair (Appendix B), and the letter of introduction (Appendix A) were mailed to 102 educators and administrators at the seven Tribal Colleges in Montana. Fourteen surveys were returned by February 10, 1997, with two determined to be unusable. The first mailing of the survey generated a 13.73 percent return.

The first follow-up (Appendix D) was mailed on February 10, 1997, to all those being surveyed. Fifteen surveys were returned by February 21, 1997, with two determined to be unusable. The first follow-up generated a 14.71 percent return and a combined total of 28.43 percent return.

The second follow-up (Appendix E) was mailed on February 21, 1997, to all those being surveyed. Nine surveys were returned by February 28, 1997, the deadline date. The second follow-up generated an 8.82 percent return, for a cumulative total of 37.26 percent return.

A third follow-up (Appendix F) was mailed on March 4, 1997. The follow-up included a Thank You message to those who had returned the surveys. Thirteen surveys were returned by fax, mail, or acquired via personal interviews when the second visit to the Tribal colleges was made between March 19 and 23, 1997. The third follow-up and personal interviews generated 12.75 percent return for a cumulative total of 50 percent. Four surveys were determined to be unusable which reduced the usable return to 46.1 percent of surveys sent.

Data Analysis

Responses from the survey were entered onto a spreadsheet that was updated when surveys were received. The spreadsheet information was entered into the Statistical Package for the Social Science, SPSS, by the Office of Applied Research Services located in Sherrick Hall on the MSU campus. The package determined frequency and means scores.

Returns from each College were rated as a percent of the total returns. The number of Administrators, Faculty, and Board Members returning surveys and answering the first 43 questions were given a percent rating. Each of the survey questions was given a numerical total and a percent rating for each of the Yes or No answers by the respondents. The Importance Rating of each of the questions was also given a numerical total and a percentage rating for the responses. A Mean Score rating was given to each of the 43 questions in part one of the survey. The Mean Scores were listed in descending order with the most highly rated interest at the beginning, and the lowest rated at the end. Demographic information was calculated for number of years at the College, number of years in the present position, and number of years in the Education profession.

Summary

The survey used in this study was a descriptive study designed to identify the interests which may be developed at each of Montana's seven Tribally Controlled Colleges with the implementing of the Land - Grant Status Equity Act of 1994.

CHAPTER 4

RESULTS OF THE STUDY

The study was to determine what the Tribal Colleges in Montana have as priorities for improving curriculums and facilities. The study was designed to rate the most important instructional issues and facilities improvements. The information is presented in three sections: 1) Demographic data, 2) Facility and Instructional Improvement and Perceived Levels of Importance, and 3) Summary: Some respondents did not answer all the questions, so the total number of responses per question is not always the same.

Demographic Data

The data in Table 1 show survey return rates for each of the Colleges. A total of 102 surveys were mailed to Tribal College professionals in Montana. Of the 102 surveys sent out, 52 were returned. Four were found to be unusable because directions were not followed and two were returned as undeliverable. During interviews the researcher was told that an unknown number surveys were discarded because that person no longer worked for the College.

Results from the 48 surveys were used to generate information. Table 1 data show Blackfeet Community College returned 11(22.9%) surveys. Stone Child College returned 9 (18.8%) surveys. Fort Belknap College returned 7 (14.6%) surveys, and Fort Peck Community College returned 6 (12.5%) surveys. Little Big Horn College, Dull Knife Memorial College, and Salish - Kootenai Community College each returned 5 (10.4%) surveys.

Table 1. College Location and Position Held by Respondent

Respondent	N	%
College		
Little Big Horn	5	10.4
Fort Belknap	7	14.6
Dull Knife Memorial	5	10.4
Fort Peck Community	6	12.5
Blackfeet Community	11	22.9
Salish - Kootenai Community	5	10.4
Stone Child	9	18.8
Position		
Administrator	29	64.4
Faculty	14	31.1
Board Member	2	4.40

Table 1 data indicate that College Administrators returned 29 (64.4%) surveys, Board Members returned 2(4.4%) surveys, and College Faculty returned 14 surveys for a 31.1 percent return rate.

Training Information

Two questions asked for information on the respondent's professional status. The length of employment at the Colleges varied from 21 years to 1 year. The longest number of years is 21, a College President, to 1 year for a faculty member. Of the 46 respondents, the average number of years at a College was 7.83. The researcher asked "How long have you held your present position?" The longest number of years is 20, again a College President, to 1 year for a faculty member. Of the 47 responses the average number of years at a College was 5.38. When asked to list their highest degree earned, of the 44 responses, 4 held Associate Degrees, 9 held Bachelor Degrees, 24 held Master Degrees, and 7 held Doctorate Degrees. When asked "How long have you been in the Education profession, as an instructor and or administrator?", of the 44 respondents; a College President had been in Education for 44 years, the longest period of time. Other responses ranged from 43, 37, 35, 27, 26, 25, 20, to 1 year. The average number of years in the Education profession for respondents was 13.25 years. The respondents were asked "Do you participate in continuing education?" Respondents stated "Yes" for 79.5 percent (35) of responses, and 20.5 percent (9) answered "No". Twenty three (57.5%) respondents stated they will participate in implementing changes at the Colleges relative to Land - Grant status, whereas 14 (42.5%) respondents answered they would not.

Facilities and Instructional Development
and Their Perceived Levels of Importance

Cooperative Planning and Development

The data in Table 2 show that all respondents, 100 percent, agree their College should work with Montana State University - Bozeman (MSU-B) to plan for expansion and improvements of facilities, and develop new and upgrade existing curriculums.

Table 2. Will the College Work with Montana State University ?

	N	Yes		No	
		n	%	n	%
Plan for Expansion and Improvement	43	43	100	0	0
Develop New or Expand Curriculums	43	43	100	0	0

Table 3 data show the importance placed on the questions of cooperative expansion and development with MSU-B. Data indicate that 50 percent of respondents agree that expansion and improvement issues are "very important", and 45.5 percent of respondents view development of curriculums as "very important". Cooperation with Montana State University - Bozeman for

expansion, improvement, and development of curriculums was seen as beneficial by 97.8 percent (52.3 + 45.5) of respondents. Only three respondents (6.8 %), did not agree with these issues.

Table 3. Importance of Working with Montana State University

	N	Not Important		Important		Very Important	
		n	%	n	%	n	%
Plan for Expansion and Improvement	44	2	4.50	20	45.5	22	50.0
Develop New or Expand Curriculums	44	1	2.30	23	52.3	20	45.5

Extension Agents

Table 4 refers to questions regarding Extension Agents at the Reservation. Five of the seven Montana Reservations have Extension Agents. Thirty (68.2 %) of respondents indicated there was an Extension Agent on their Reservation, 14 (31.8 %) indicated there was no Extension Agent on the Reservation. Eleven (35.5 %) of the respondents indicated they would not request an Extension Agent, while 20 (64.5 %) indicated they would request an Extension Agent. The two Reservations without Extension Agents may qualify for Extension funding. Those Reservations with Extension Agents may choose not to request another one but may still qualify for funding. The Land - Grant Status Equity Act of 1994 provides funds for Reservations to obtain an

Extension Agent or upgrade a current position. The Extension Agent position would be directly associated with Montana State University - Bozeman.

Table 4. Extension Agent on the Reservation

	N	Yes		No	
		n	%	n	%
Reservation has Extension Agent	44	30	68.2	14	31.8
Reservation will Request an Agent	31	20	64.5	11	35.5

The information in Table 5 shows a very high percent of respondents indicating the Extension Agent was an important position on the Reservation. A combined total of 97.5 percent of respondents rated having the position on the Reservation as important (39.0 %) or very important (58.5 %).

Table 5. Importance of Extension Agent at the Reservation

	N	Not Important		Important		Very important	
		n	%	n	%	n	%
Reservation has Extension Agent	41	1	2.40	16	39.0	24	58.5
Reservation will Request an Extension Agent	29	4	13.8	10	34.5	15	51.7

Of the 29 respondents to "Reservation will request an Extension Agent", 25 (10 + 15) indicated it was important (34.5 %) or very important (51.7%) to

request an Extension Agent. The 15 respondents who indicated requesting an Extension Agent to be very important may be the 14 (Table 3) who indicated their Reservation did not have an Extension Agent.

Curriculum Improvements

Table 6 data identifies classes respondents would like to see taught at their Colleges, or are currently being taught. Forty (95.2 %) respondents identified Environmental issues as the most significant classes that should be taught, or that are being taught at their Colleges. Respondents made Federal Reserved Water Law their second choice, 36 (92.3 %) of response, Watershed Management their third (85.4%) choice, and Montana Water Law their fourth (84.6%) choice of classes that should be or are currently being taught at their Colleges. Federal Reserved Water Laws protect the Reservations Water Resources at the Federal Government level. Federal Water Law has precedent over State Water Law. Indicating the importance of the Water Resource on Reservations, 35 (85.4 %) respondents answered "Yes" to "Will the College teach Watershed Management Technology?" In an interview, two respondents from Blackfeet Community College stated they would be teaching Tribal Water Law. At several of the interviews, it was pointed out to the researcher that Tribal Water Law is believed to have precedence over Federal and State Water Law. The Fort Laramie Treaties of 1851 reserved Water Rights for irrigation to encouraged Northern Plains Tribes to accept an agrarian lifestyle. The United States Supreme Court established the precedent for Treaty Water Rights in the Winters Doctrine, The United States verses Winters, 1908, Ft. Belknap, Montana.

Table 6. Will the Colleges Teach the Following Classes?

	N	Yes		No	
		n	%	n	%
Montana Water Law	39	33	84.6	6	15.4
Federal Reserved Water Law	39	36	92.3	3	7.70
Agriculture Law	37	20	54.1	17	45.9
Animal Breeding	40	19	47.4	21	52.5
Wildlife Management	42	32	76.2	10	23.8
Environmental Issues	42	40	95.2	2	4.80
Watershed Management	41	35	85.4	6	14.6
Irrigation Practices	38	26	68.4	12	31.6
Beef Management / Production	40	24	60.0	16	40.0
Horse Management Production	40	22	55.0	18	45.0
Computers in Agriculture	42	34	81.0	8	19.0
Farm and Ranch Management	39	26	66.7	13	33.3

Table 7 data show Federal Reserved Water Law was rated "very important" by 82.5 percent (33) of respondents and "important" by 15.0 percent (6) of respondents. Montana Water Law was rated "very important" by 72.5 percent (29) of respondents and "important" by 22.5 percent (9) of respondents. Teaching Environmental issues was rated "very important" by 88.1 percent (37) of responses and "important" 11.9 percent (5) of respondents. The following classes were rated by combining "very important" and "important" responses;

Computers in Agriculture 90.2 percent (23+14), Wildlife Management 87.8 percent (28+8), Irrigation Practices 78.9 percent (16+14), Farm and Ranch Management 78.3 percent (16+13).

Table 7. Importance of the College Teaching the Following Courses

	N	Not Important		Important		Very Important	
		n	%	n	%	n	%
Montana Water Law	40	2	5.00	9	22.5	29	72.5
Federal reserved Water Law	40	1	2.50	6	15.0	33	82.5
Agriculture Law	38	13	34.2	11	28.9	14	36.8
Animal Breeding	39	14	35.9	11	28.2	14	35.9
Wildlife Management	41	5	12.2	8	19.5	28	68.3
Environmental Issues	42	0	0	5	11.9	37	88.1
Watershed Management	39	0	0	13	33.3	26	66.7
Irrigation Practices	38	8	21.1	14	36.8	16	42.1
Beef Management / Production	38	14	36.8	9	23.7	15	39.5
Horse Management Production	39	15	38.5	8	20.5	16	41.0
Computers in Agriculture	41	4	9.80	14	34.1	23	56.1
Farm and Ranch Management	37	8	21.6	13	35.1	16	43.2

Issues that would appear to be important to the Reservation's agriculture economy were given the lowest ratings. Animal breeding classes were rated "very important" by 35.9 percent (14) of respondents and "not important" by 35.9 percent (14) of respondents. Agriculture Law was rated "very important" by 36.8

percent (14) of respondents and "not important" by 34.2 percent (13) of respondents. Most Colleges teach Environmental Law and may feel that Agriculture Law is covered by it. Beef Management and Production classes were rated "very important" by 39.5 percent (15) of respondents and "not important" by 36.8 percent (14) of respondents. Horse Management and Production classes were rated "very important" by 41.0 percent (16) of respondents and "not important" by 38.9 percent (15) of respondents. Only Blackfeet Community College teaches beef and horse production and management, which may account for the low ratings.

Education / Research Farm or Ranch

Table 8 data refers to these questions which specifically deal with establishing an Education / Research Farm or Ranch on the Reservation. In responses to "Will the Colleges investigate the possibility of establishing an Education / Research Farm or Ranch ?", 29 (72.5 %) respondents indicated "Yes". In responses to "Would the Farm / Ranch be a viable possibility ?", 35 (83.3%) respondents indicated "Yes". When asked to respond to "Has the College investigated existing Farms / Ranches at other Tribal Colleges ?", 26 (65.0%) respondents, answered "No". Forty-two (91.3%) respondents indicate their College would promote a Farm / Ranch. Thirty-nine (90.7%) respondents, answered "Yes" to asking the Tribe for land for the Farm / Ranch. Most respondents, 29 (69.0%), answered "No" to the question "Does the Colleges have available land ?". The question, "Does the College have a Farm / Ranch Manager ?", revealed that 50 percent of respondents feel their College

can provide a manager. When asked "Can Allocations from Land - Grant funding be made for a Farm / Ranch ?", data indicates from responses that 25 (61.0%) respondents, answered "Yes". "Will the College determine the feasibility of a Farm / Ranch ?", 38 of respondents, 90.5 percent, indicated "Yes".

Table 8. Education / Research Farm or Ranch

	N	Yes		No	
		n	%	n	%
Investigate Possibility	40	29	72.5	11	27.5
Viable Possibility	42	35	83.3	7	16.7
Investigate at other Colleges	40	14	35.0	26	65.0
Promote Farm or Ranch	41	35	85.4	6	14.6
Approach Tribal Government for Land	43	39	90.7	4	9.30
Is Land Available	42	13	31.0	29	69.0
Tribe has Someone to Manage	46	23	50.0	23	50.0
Can Funds be Allocated	41	25	61.0	16	39.0
Determine Feasibility	42	38	90.5	4	9.50

Agriculture produces one of the greatest economic returns to the Reservations. The importance of agriculture on the Reservations was revealed in this section of the survey. The Colleges have responded positively to establishing Education / Research Farms or Ranches on Reservations as a means of optimizing production from their land base. The farms and ranches could be expanded to include Buffalo ranching and production gardening.

The questions rating the importance of issues involved in establishing an Education / Research Farm or Ranch are revealed in Table 9. When asked, "Will the College approach the Tribe for land for a Farm / Ranch ?", 21 (50%) respondents rated this question as "very important", and 17 (40.5%) respondents rated the question "important", a combined rating of 90.5 percent.

Table 9. Importance of Education / Research Farm or Ranch

	N	Not		Important		Very	
		n	%	n	%	n	%
Investigate Possibility	40	9	22.5	11	27.5	20	50.0
Viable Possibility	43	6	14.0	14	32.6	23	53.5
Investigate at other Colleges	39	9	23.1	12	30.8	18	46.2
Promote Farm or Ranch	42	3	7.10	18	42.9	21	50.0
Approach Tribal Government for Land	42	4	9.50	17	40.5	21	50.0
Is Land Available	39	6	15.4	12	30.8	21	53.8
Have Someone to Manage	40	7	17.5	13	32.5	20	50.0
Can Funds be Allocated	39	9	32.1	13	33.3	17	43.6
Determine Feasibility	40	9	22.5	13	32.5	18	45.0

When asked, "Will the College determine the feasibility of a Farm or Ranch ?", eighteen (45.0%) respondents rated this question as "very important", and "important" 13 (32.5 %) of responses. When asked, "Would the College promote the possibility of establishing a Farm or Ranch ?", 50.0 percent (21) of respondents rated the question "very important", and 18 (42.9%) respondents

rated the question "important". When asked, "Would the facility be a viable possibility?", respondents rated this issue "very important" by 53.5 percent (23), and "important" by 32.6 percent (14). To the question, "Will the College investigate the possibility of establishing a Farm / Ranch ?", respondents rated the question "very important" by 50.0 percent (20), and "important" by 20.5 percent (11) of responses. The question, "Does the College have land available to establish an Education / Research Farm or Ranch ?", was answered "No" by 69.0 percent (29) of respondents, however the question was rated "very important" by 53.8 percent (21) of respondents, and "important" by 30.8 percent (12) of respondents. This question received the highest "very important" rating of this section of the survey. When asked, "Can Land - Grant funds be allocated to a Farm or Ranch ?", respondents rated the question "very important" by 43.6 percent (17) of respondents, and "important" by 33.3 percent (13) of respondents. When answering the question, "Has the College investigated existing Education / Research Farms or Ranches at other Tribal Colleges ?", respondents rated "very important " by 18 (46.2%), and "important" by 12 (30.8%) respondents. Another question asked, "Does the Reservation have a Farm or Ranch Manager?", 50.0 percent (23) respondents answered "Yes", and rated the question "very important " 50.0 percent (20) of respondents and "important" by 32.5 percent (13) of respondents.

Education / Research Greenhouse

Data for Table 10 refer to those questions that inquired into interest in establishing an Education / Research Greenhouse at the Colleges. Questions

about determining the feasibility of a Greenhouse received the highest percent of "Yes" responses in this section of the survey. The question, "Will the Administration determine the feasibility of an Education / Research Greenhouse at the College?", 41 (93.2%) respondents answered "Yes". Respondents to the question "Would a Greenhouse facility be possible at the College?", show 43 (91.5 %) respondents said "Yes".

Table 10. Education / Research Greenhouse

	N	Yes		No	
		n	%	n	%
Is a Greenhouse Possible	47	43	91.5	4	8.50
Interest in a Greenhouse	47	42	89.4	5	10.6
Investigate at other Colleges	43	17	39.5	26	60.5
Willing to Promote	46	42	91.3	4	8.70
Determine Feasibility	44	41	93.2	3	6.80
Can Funds be Allocated	43	33	76.7	10	23.3
Is Land Available	43	33	76.7	10	23.3
Consult with Greenhouses	40	36	90.0	4	10.0
Greenhouse Management	38	28	73.7	10	26.3
Greenhouse Pesticide Class	39	29	74.4	10	25.6

Forty-two (91.3%) respondents answered the question, "Would the College be willing to promote the idea?", with "Yes". Data show 90.0 percent (36) of respondents would consult with existing Greenhouses to determine feasibility. Respondents expressed a high interest in a Greenhouse facility,

89.4 percent (42) answered "Yes" to this question. When asked "Would the Colleges investigate existing Greenhouses at other Tribal Colleges?", 60.5 percent (26) of respondents stated "No". The question, "Can Land - Grant funds be allocated to a Greenhouse?", received 33 (76.7%) "Yes" responses. The question, "Is land available at the College for a Greenhouse?", received 76.7 percent (33) "Yes" responses. The question, "Will the College teach pesticide and herbicide classes?", received 29 (74.4%) "Yes" responses. The question, "Will a Greenhouse Management class be taught ?", received 73.7 percent (38) "Yes" responses.

Information in Table 11 reflects the perceived importance placed on each aspect of an Education / Research Greenhouse facility. Regarding the question, "Would a Greenhouse be a possible addition to the College campus ?", 69.0 percent (29) of respondents rated the issue "very important, while 10 (23.8%) respondents rated the issue "important". The combined importance is 92.8 percent (23.8+69.0), this response correlates with a 91.5 percent "Yes" response to this question. Twenty-nine (69.9%) respondents rated the interest in having a Greenhouse at the College "very important" and 7 (16.7%) respondents rated the issue "important". The percent of "Yes" responses to the question was 89.4 percent, while the combined percent total for importance of the question was 85.7 percent. When asked, "Would the College promote the Greenhouse idea?", 60.0 percent (24) of respondents rated the question "very important" and 30.0 percent (12) rated it "important", for a combined rating of 90.0 percent.

The three previous questions demonstrate a strong interest in Greenhouses at the Colleges. When asked about the importance of consulting with other Tribal Colleges with Greenhouses, respondents rated the Issue very

important 47.4 percent (18) of responses, and important 28.9 percent (11) of responses. When asked, "Would the College investigate existing Greenhouses at other Tribal Colleges?", 47.4 percent (18) of respondents rated the question "very important", and 28.9 percent (11) rated the question "important".

Table 11. Importance of an Education / Research Greenhouse

	N	Not		Important		Very	
		Important		Important		Important	
		n	%	n	%	n	%
Is a Greenhouse Possible	42	3	7.10	10	23.8	29	69.0
Interest in a Greenhouse	42	6	14.3	7	16.7	29	69.0
Investigate at other Colleges	38	9	23.7	11	28.9	18	47.4
Willing to Promote	40	4	10.0	12	30.0	24	60.0
Determine Feasibility	43	7	17.1	9	22.0	25	61.0
Can Funds be Allocated	41	6	14.6	10	24.4	25	61.0
Land Available	39	5	12.5	11	27.5	24	60.0
Consult with Greenhouse	39	5	12.8	10	25.6	24	61.5
Greenhouse Management	36	9	25.0	13	36.1	14	38.9
Greenhouse Pesticide Class	37	10	27.0	10	27.0	17	45.9

When asked, "Would the College determine the feasibility of a Greenhouse facility?", respondents rated the issue "very important" by 61.0 percent (25) and the issue was rated "important" by 22.0 percent (9) of respondents. Respondents answered "Yes" to this issue 93.2 percent of responses. The question, "Can Land - Grant funds be allocated for a

Greenhouse?", was rated "very important" by 25 (61.0 %) of respondents and "important" by 10 (24.4%) of respondents. When asked, "Would land for a Greenhouse be available at the College?", respondents rated this issue "very important" by 24 (60.0%) respondents, and important 11 (27.5%) respondents. The question, "Will the College consult with existing Greenhouses?", was rated "very important" by 61.5 percent (24) of respondents, and "important" by 25.6 percent (10) of respondents. This question was answered "Yes" by 90.0 percent of respondents. When asked, "Would the College teach a Greenhouse Management class?", respondents rated the issue as "very important " by 14 (38.9%) and "important " by 13 (36.1%) respondents. A combined rate of important and very important was 75.0 percent of respondents. Respondents replied "Yes" to this question 73.7 percent of responses. The question, "Will the College teach pesticide / herbicide classes?", was rated "very important" by 17 (45.9%) of respondents, and "important " by 10 (27.0%) respondents.

Curriculum Issues

This section refers to classes that Colleges may teach or upgrade. Information in Table 12, shows a 93.3 percent (42) "Yes" responses to the question, "Will the College teach or improve plant biology classes?". The question, "Would a plant biology lab be taught?", was answered "Yes" by 88.6 percent (39) of responses. Data show the question, "Will the College establish a native plant identification class?", was answered "Yes" by 93.0 percent (40) of respondents. The question, "Will the College establish a soil identification class?", was answered "Yes" by 84.4 percent (38) of respondents.

"When asked, "Would the College establish a crop identification class?", respondents answered "Yes" by 69.0 percent (29). The question, "Will the College participate in telecommunications and distance learning?", received 46 "Yes" responses, for a 97.9 percent return rate. Respondents realize the isolation and distance that separate the Reservations from Academic centers can be overcome with telecommunications and distance learning programs. This question received the highest positive rating of the survey. The question, "Would the Colleges participate in curriculum / information sharing programs?", received 45 "Yes" responses, for 97.8 percent of responses. This question received the second highest importance response by survey participants. When asked, "Would the College be constructing new buildings and facilities?", 92.9 percent (39) of respondents answered "Yes". Several of the Colleges that were visited during the personal interviews had construction projects and plans in progress. Blackfeet Community College had begun construction on a three phase project that included a community center. Fort Belknap College was finishing their recently constructed and renovated facilities. Salish - Kootenai College was preparing to add a greenhouse facility to their campus to grow seedlings for their Forestry programs. Dull Knife Memorial College had begun repairs on a greenhouse that was donated by the Bureau of Land Management.

Table 14 information rates the degree of importance respondents placed on teaching issues at the Colleges. The highest percent rating for this section of the survey was the question, "Will the College construct new buildings and facilities?" Thirty-five (85.4%) respondents rated this issue "very important", and "important" 5 (12.2%) of responses. Respondents replied "Yes" to this question by 92.9 percent. The second highest rating was for the question, "Will the Colleges share information / curriculums?" Respondents rated this issue "very

important" by 81.4 percent (35) , and "important" by 18.6 percent (8). None of the respondents rated this issue as "not important".

Table 12. Teaching Issues at Tribal Colleges

	N	Yes		No	
		n	%	n	%
Teach / Improve Plant Biology	45	42	93.3	3	6.70
Plant Biology Lab	44	39	88.6	5	11.4
Native Plant Identification Class	43	40	93.0	3	7.00
Soil Identification Class	45	38	84.4	7	15.6
Crop Identification Class	42	29	69.0	13	31.0
Distance Learning	47	46	97.9	1	2.10
Work with Tribal Colleges	46	45	97.8	1	2.20
Construct New Facilities	42	39	92.9	3	7.10

Respondents perceive that the Colleges will participate in distance learning, as 79.1 percent (34) of responses rated this question very important, and important 20.9 percent (9) of responses. None of the respondents rated this issue as not important, also. The respondents reflect the importance of distance learning and information sharing among College. The question, "Will the College teach or improve plant biology classes?", was rated very important 70.0 percent (29) of responses, and important 28.6 percent (12) of responses. When asked the importance of a plant biology lab at the College?, 70.7 percent (29) rated this issue as very important, and 26.8 percent (11) important.

Table 13 data show that establishing a native plant identification class at the Colleges was rated "very important" by 75.0 percent (30) of respondents, and "important" by 25.0 percent (10) of respondents. This question did not receive a "not important" rating from any of the Colleges. The question, "Will the Colleges establish a soil identification class?", was rated "very important" by 59.0 percent (23) of respondents, and "important" by 38.5 percent (15) of respondents. The question asking, "Would the College teach a crop identification class?", was rated "very important" by 48.7 percent (19) of respondents, and "important" by 33.3 percent (13) of respondents.

Table 13. Importance of Teaching Issues at Tribal Colleges

	N	Not		Important		Very	
		Important		Important		Important	
		n	%	n	%	n	%
Teach / Improve Plant Biology	42	1	2.30	12	28.6	29	70.0
Plant Biology Lab	41	1	2.40	11	26.8	29	70.7
Native Plant Identification Class	40	0	0	10	25.0	30	75.0
Soil Identification Class	39	1	2.60	15	38.5	23	59.0
Crop Identification Class	39	7	17.9	13	33.3	19	48.7
Distance Learning	43	0	0	9	20.9	34	79.1
Work with Tribal Colleges	43	0	0	8	18.6	35	81.4
Construct New Facilities	41	1	2.40	5	12.2	35	85.4

Table 14 data show the issues and questions ranked in importance from greatest Mean score, 2.88 out of 3.00, to lowest Mean score 2.00. The second part of each survey question asked for a response that rated the question with the maximum value as 3, and the minimum value as 1. The value assigned to the question by each respondent was totaled and divided by the number of responses. The number of responses varied for each question because not every survey was completely filled out or completed correctly. The greatest majority of the surveys returned demonstrated a genuine concern for the College and for the profession of Academics. Administrators who appear to have a long term involvement with the Colleges were also the most responsive to the survey. The question, "Will the College teach Environmental Issues?", received the highest mean of the survey, 2.88 of a maximum of 3. The new construction question was rated second highest by respondents, a 2.83 mean. The question of Tribal Colleges sharing information and curriculums received a mean of 2.81, and the question of teaching Federal Reserved Water Law received a mean of 2.80. The distance learning question received a mean of 2.79, teaching native plant classes received a mean of 2.75, and the teaching plant biology question received a mean of 2.70. Other means in the 2.60 range include Greenhouse issues and Montana Water Law. Means for Agriculture Law, Beef and Horse Management, and Animal Breeding were 2.03 to 2.00. It is interesting to note that these issues received low mean from Colleges where agricultural is a major economic factor in the communities. The priority of many Colleges is to prepare the student for a four year College by completing electives or entry level classes. Most of the Colleges offer one and two year vocational programs for immediate employment:

Table 14. Issues Ranked by Mean Importance Score

	Mean	Std. Deviation
Environmental Issues	2.88	.33
Construct New Facilities	2.83	.44
Work with Tribal Colleges	2.81	.39
Federal Reserved Water Law	2.80	.46
Distance Learning	2.79	.41
Native Plant Identification Class	2.75	.44
Teach / Improve Plant Biology	2.70	.51
Montana Water Law	2.68	.57
Plant Biology Lab	2.68	.52
Watershed Management	2.67	.48
Greenhouse Possibility	2.62	.62
Reservation has Extension Agent	2.56	.55
Soil Identification Classes	2.56	.55
Wildlife Management Classes	2.56	.71
Interest in a Greenhouse	2.55	.74
Will Promote a Greenhouse	2.50	.68
Consult with existing Greenhouses	2.49	.72
Land Available for Greenhouse	2.48	.72
Can Funds be Allocated	2.46	.74
Computers in Agriculture	2.46	.67
Plan for Expansion and Improvement	2.45	.59
Determine Greenhouse Feasibility	2.44	.78
Develop / Expand Curriculum	2.43	.55
Will Promote a Farm or Ranch	2.43	.63
Viable Possibility of Farm or Ranch	2.40	.73
Approach Tribal Govt. for Farm Land	2.40	.66
Reservation will Request Extension	2.38	.73
Land Available for Farm or Ranch	2.38	.75
Have Someone to Manage Farm	2.33	.76
Crop Identification Class	2.31	.77
Investigate Possibility of Farm / Ranch	2.28	.82
Investigate Greenhouse other College	2.24	.82
Investigate Farm at other Colleges	2.23	.81
Determine Farm / Ranch Feasibility	2.23	.80
Teach Farm and Ranch Management	2.22	.79
Teach Irrigation Practices	2.21	.78
Can Funds be Allocated for a Farm	2.21	.80
Teach Greenhouse Pesticide Class	2.19	.84
Teach Greenhouse Management	2.14	.80
Agriculture Law	2.03	.85
Beef Management / Production	2.03	.88
Horse Management / Production	2.03	.90
Animal Breeding	2.00	.86

Summary

The purpose of this study was to determine the priorities the seven Tribal Colleges in Montana want to achieve with the new Land - Grant Status afforded to them. The Land - Grant Status Equity Act of 1994 provides new opportunities to the 29 Tribal Colleges in the United States. The researcher determined the priority of academic and physical improvements at the Colleges. Table 14 lists the highest rated issue to the lowest in Mean scores. Each Table has two parts, the first shows the respondents answers to the questions of what classes would be taught or improvements would be made. The second shows the respondents' perceived importance of the issues. Another part of the survey asks for demographic information. The survey determined the priorities of the Colleges and listed them in the order the respondents rated them. The responses and data from the survey indicated the research objectives of the study were met.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS.

The purpose of this study was to determine the new educational and research possibilities in the fields of agriculture and industrial sciences, afforded by the Land Grant Status Equity Act of 1994, to Montana's seven Tribally controlled Community Colleges located on each of the seven American Indian Reservations in the State of Montana. Administrators, Faculty, and Board Members were surveyed to determine what they perceive the impact of Land - Grant Status will have at their Tribal College. To fulfill the purpose of this study the following objectives were identified.

- 1) What original programs will be developed by each of the Colleges,
 - a) was a Greenhouse program being considered,
 - b) what new facilities were being considered,
- 2) How these opportunities would be made available,
- 3) What agriculture related classes were being taught,
- 4) What agriculture related classes should be taught,
- 5) What was the level of support for a Research Farm or Ranch, and
 - a) was land available to Colleges,
- 6) Would Land - Grant Status benefit the Tribally Controlled Colleges?

Conclusions

Based on the objectives and data analysis, the following conclusions were drawn:

- 1) Colleges will develop new curriculums and expand existing curriculums at the Colleges. They will build new facilities, including a Greenhouse, to enhance the instructional programs. Although this issue was rated near the middle of priorities by the Colleges, 22 of 43 by mean scores, questions about individual classes being expanded or developed received high "very important" ratings. Environmental issues was rated the highest mean score on the survey. New programs in Environmental studies would be a priority with the Colleges. The survey respondents indicated the importance of Environmental Issues being taught at the Colleges. They have underscored the importance of these issues by giving related issues high ratings as well. The high return rate of surveys from Administrators and the high ratings for Environmental and related issues suggests that these issues may receive priority attention when the opportunity occurs. Cooperative arrangements for information exchanges received the third highest mean score. Participation in Distance Learning was rated fifth by mean scores. New construction was also rated very high. The need to expand facilities and classrooms is needed at all of the Colleges. Developing agriculture classes at the Colleges received high ratings. Environmental issues would include agricultural practices. Creating a native plant identification and cultural uses class was rated number 5 in Mean Importance, teaching plant

biology was rated number 6, a plant biology lab was rated number 8, and a soil identification class was rated number 13. These issues were rated in the top 30 percent of the Ranked Importance Score. Classes relating to agriculture were rated as a priority on the survey, and could generate an economic return to the Colleges. The issues of Water Rights were Federal Reserved Water Law, Montana Water Law, and Watershed Management need to be taught. These issues are extremely important to the Reservations because Federal Reserved Water Rights predate Montana Water rights. These issues should get priority attention.

- 2) Priorities at the Colleges reveal the perceived need for classes to be taught or expanded. These issues will be aggressively promoted when Land - Grant funds begin to be appropriated.
- 3) Most classes in agriculture are specific to the Reservation. Classes in Forestry or Range Sciences are examples. When reviewing catalogues from the Colleges, the researcher found that Forestry at Salish - Kootenai Community College was a very large part of their offerings. Forestry on the Flathead Reservation is a major economic factor for the Salish and Kootenai people. Blackfeet Community College teaches horse and beef production and management. Teaching native plant classes at some of the Colleges occurs now. A review of the Colleges catalogues and from interviews, the researcher learned that these classes were being taught as cultural use classes, as each Tribe places a unique value to each plant. From a review of the Colleges' catalogues it appears that programs in Agriculture Education do not represent a large percentage of the courses offered at most of the Colleges.

- 4) Approaching the Tribal Government for land for a Greenhouse or Farm / Ranch was influenced by the availability of close, usable land. The researcher was told at several interviews that acquiring land from Tribal Government was very complicated because so many other government agencies would become involved, including Federal, possibly State, Tribal, and College Administration. The issue of establishing a Research / Farm or Ranch was rated low, because it would be an expensive plan to initiate but has been done successfully at another Tribal College. A large number of acres of land for a Research Farm or Ranch would be required, land for a Research Greenhouse would be considerably less.
- 5) The economic impact of agriculture on the Reservations is specific to the Reservation. Forestry on one reservation is the major economic factor. Dryland farming and hay farming occur on some of the Reservations as well as irrigated and cultivated crop farming. Ft. Peck Community College surveyed the 503 agriculture land owners on the Reservation (Appendix H). The economic impact of the 503 farmers and ranchers at Ft. Peck Reservation has a substantial effect on the economic balance of the Reservation.
- 6) Land - Grant Status for Tribal Colleges will be beneficial to the Colleges over time. Funding to the Colleges has not begun, except for a \$50,000 grant to each of them. Endowment payments to the Colleges have not begun, and opportunities to research block grants and formula funding grants from the Department of Agriculture have not had time to occur. The Land - Grant Acts are continually funded by the Congress. Special Need Acts, for research or maintenance are also part of Land - Grant funding.

Implications

The data acquired from the survey allowed the researcher to determine the following implications:

- 1) Each of the Colleges have individual priorities. With the addition of Land - Grant funds the Colleges can move closer to some of their goals. From an interview at Fort Peck Community College the researcher learned that a "Montana Land - Grant Strategy" had been developed to investigate Land - Grant funding opportunities. Other Colleges are demonstrating a 'wait and see' position.
- 2) The highest rated issues dealt with the environment, new facilities construction, and protection of resources. The data suggests a strong concern for protecting the environment and the resources on the Reservation, and improving facilities.
- 3) The Tribal Colleges can educate the professionals needed to help the Reservations become less dependent on outside sources. Land- Grant opportunities can help the Colleges become more successful.

Recommendations

The following recommendations are based on the survey results, respondent's comments, and personal interviews with College professionals.

- 1) Programs of Agricultural Education at the Tribally Controlled Community Colleges in Montana should collectively establish an office to investigate and aggressively pursue funding possibilities through the Land - Grant

Status Equity Act of 1994. Other Government agencies also provide funding. The Department of Energy has offered a greenhouse research grant of \$10,000 for innovative ideas from Colleges. Private funding is also available.

- 2) Information sharing among the Colleges would increase accessibility to the combined knowledge pool. Programs that are created by one College can be shared with the others to avoid expensive repetition. A clearing house for Distance Learning Programs should be created to inform Colleges of available programs and provide information on programs being created by one school from being duplicated at another. The clearing house would also have information on what classes are taught at which Colleges and what credits are transferable. Participation in Distance Learning can bring unique and individualized instruction in the classroom from other Colleges, Montana State University - Bozeman, and the University of Montana - Missoula, and nationally.
- 3) Montana State University should cooperate with the Colleges to create an office to coordinate Land - Grant funding investigations and dispersal of funds. Montana State University should become actively involved in aiding the Colleges to establish agriculture and agricultural related programs. Dull Knife Memorial College has approached the Agricultural and Technology Education Program at Montana State University for assistance in creating an Agriculture curriculum at the College. The College employed a graduate student from the department. Students and Colleges create opportunities for each other. Montana State University - Bozeman should work with the Colleges to develop Agricultural Teacher programs at the Colleges. During an interview at

Blackfeet Community College, the suggestion was made that Montana State University - Bozeman should develop Continuing Education classes for agriculture teachers to be taught in the summer when the teachers can leave the College for several weeks.

- 4) Facilities that can generate income should be considered. Funding for the Colleges can be generated from farm / ranch and greenhouse production. Food can also be grown for dispersal.

Recommendations for Further Study

- 1) Contact Tribal Colleges in other states to find out if similar studies have been done, and share information from the studies.
- 2) Conduct a similar survey of the Montana Tribal Colleges in four years to determine how priorities may have changed, and find out which agriculture classes have been introduced or upgraded.
- 3) In a future comparative survey, find out what facilities have been improved or constructed.
- 4) In a future comparative survey, find out what progress has been made in Distance Learning programs.

Summary

Environmental issues are the most important concerns of the Colleges. Some of the Reservations have extractive industry on them. Protection of the environment and natural resources is the most highly rated issue on the returned surveys. It was learned from interviews that some Colleges are

teaching hospitality programs which will enhance the tourist trade on the Reservations. The programs are designed to employ professional Native American hunting, fishing, and trail riding guides as well as managers, and service employees. Native plant identification classes are being taught that reflect cultural values, these classes also stress minimal impact use. Through interviews the researcher learned that these classes would be expanded. Other Reservations are concentrating on appropriate farming and ranching practices. Some Reservations are considering buffalo ranching. Classes in animal management and production would be important to operating a buffalo ranch. Classes in plant ecology and rangeland sciences would complement ranching buffalo, and have a positive economic effect. All 8 questions regarding environmental issues rated in the top 50 percent of responses. Funding for these classes should be given priority recommendation.

New building and facilities construction was rated the second highest issue on the survey. Many of the Colleges have humble beginnings. One of the Colleges is housed in an abandoned gymnasium that has been extensively renovated. Much time and money was spent to make it usable for a school. Most of the Colleges are in need of space for expansion. One College has recently introduced a new three phase building project to house new classrooms and facilities. Several of the Land - Grant Acts listed in this text provide for maintenance and construction of facilities at Colleges. Introduction of an Education / Research Greenhouse may qualify in some of the Acts. The Education / Research Greenhouse issue was rated in the top 25 percent of responses. A Greenhouse could generate economic return.

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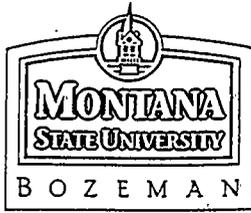
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APPENDICES

APPENDIX - A

LETTER OF INTRODUCTION


Department of Education

 Agricultural and Technology Education
 Cheever Hall

 MSU • Bozeman
 Bozeman, MT 59717-0374

 Telephone (406) 994-3201
 Fax (406) 994-6696

College President
 Tribal College
 P.O. Box
 Reservation, MT
 59XXX

Perry Hofferber
 Dept. Agriculture Education
 Montana State University
 Bozeman, MT
 59717-0374

Dear President,

Thank you for taking the time for this letter. My name is Perry Hofferber, I am a Graduate Student at Montana State University. I visited your campus last August and talked with you about my thesis survey.

With the help of Dr. Wayne Stein, at The Center for Native American Studies - MSU, I have developed a survey to identify priorities determined at each of Montana's Tribal Colleges afforded by the recent acquisition of Land Grant Status. I have mailed the survey to 14 faculty and administrators at Salish-Kootenai College. To identify the priorities at each of the Colleges and to complete my graduate thesis by May, I am asking for your assistance in obtaining completed survey returns. Would you please encourage the people on the enclosed mailing list to complete and return the survey by February 28, 1997. The time constraints imposed by my graduation deadline create a sense of urgency for myself. Any cooperative effort you can offer will be very much appreciated.

Sincerely,

APPENDIX - B

SURVEY LETTER



Department of Education

Agricultural and Technology Education
 Cheever Hall
 MSU • Bozeman
 Bozeman, MT 59717-0374
 Telephone (406) 994-3201
 Fax (406) 994-6696

Faculty / Administrator
 Tribal College
 P.O. Box XXX
 Reservation, MT 59XXX

Perry Hofferber
 Graduate Student
 Agriculture Education
 Montana State University

Dear Faculty Member or Administrator:

After years of hard work by Native American leaders in education, Land Grant Status was awarded to the 29 Tribal Colleges in the U.S. The seven Tribal Colleges in Montana are now presented with an opportunity to serve financially and academically with existing Land Grant Colleges and Universities on an equitable basis.

I have developed a Graduate Thesis in Education to determine the effect Land Grant Status will have at the seven Tribal Colleges in Montana. The foundation of my thesis is the enclosed survey which is designed to determine what new facilities and curriculums will be developed at Tribal Colleges in Montana. I am sending this survey to administrators and faculty members at Montana's seven Tribal Colleges. Information gathered will be used to determine the priorities the Colleges have established, what academic and physical improvements will be made at each campus, in what areas Colleges will be cooperating with each other and MSU, and what long term goals the Colleges are establishing.

I have focused my survey questions on agriculture and agriculture related areas. The survey will take about 10 minutes to complete. Your responses will be kept confidential. Please complete and return the survey in the self addressed stamped envelope by:

FRIDAY, FEBRUARY 28, 1997.

If you have any questions about the survey, please contact Perry Hofferber at (406) 587-2836. I wish to thank you in advance for your cooperation and assistance.

Sincerely,

Perry Hofferber
 Graduate Student

Dr. Van Shelhamer
 Associate Professor

APPENDIX - C

SURVEY INSTRUMENT

SURVEY

In the space on the left hand side, please answer the following questions based on your perceived importance of the information presented. In space **A**, please place the number 1 or 2, with NO = 1 and YES = 2. In space **B**, please place the number 1 - 3 indicating the level of importance, with 1 being the least important and 3 being the most important. If the situation or class already exists please answer question **A** YES = 2.

NO or YES

1 = NO

2 = YES

LEVEL OF IMPORTANCE

1 = not important

2 = important

3 = very important

- A___ 1. Will the College work with Montana State University to plan for
B___ expansion and improvement realized from Land Grant Status ?
- A___ 2. Will the College work with Montana State University to develop new
B___ or expanded curriculums ?
- A___ 3. Does the Reservation have an Extension Agent ?
B___
- A___ 4. Will the Reservation request an Extension Agent ?
B___
- A___ 5. Will the College establish a native plant identification class ?
B___
- A___ 6. Will the College establish a soil identification class ?
B___
- A___ 7. Will the College establish a crop identification class ?
B___
- A___ 8. Will the College teach Montana Water Law ?
B___
- A___ 9. Will the College teach Federal Reserved Rights Water Law ?
B___

- A____ 10. Will the College teach Agriculture Law ?
B____
- A____ 11. Will the College teach animal breeding ?
B____
- A____ 12. Will the College teach wildlife management ?
B____
- A____ 13. Will the College teach environmental issues ?
B____
- A____ 14. Will the College teach watershed management and technology ?
B____
- A____ 15. Will the College teach irrigation practices ?
B____
- A____ 16. Will the College teach beef management and production ?
B____
- A____ 17. Will the College teach horse management and production ?
B____
- A____ 18. Will the College teach computers in agricultural sciences ?
B____
- A____ 19. Will the College teach farm and ranch management ?
B____
- A____ 20. Will the College investigate the possibility of establishing an
B____ education / research farm or ranch ?
- A____ 21. Would an education / research farm or ranch be a viable possibility
B____ at the College ?
- A____ 22. Has the College investigated existing education / research farms or
B____ ranches at other Tribal Colléges ?
- A____ 23. Would the College be willing to promote the possibility of an
B____ education / research farm or ranch on or near the campus ?
- A____ 24. Would the College be willing to approach Tribal government for land
B____ to establish an education / research farm or ranch ?

- A___ 25. Does the College have land available to establish an education /
B___ research farm or ranch ?
- A___ 26. Does the College have a faculty or administration member who can
B___ manage an education / research farm or ranch ?
- A___ 27. Can funds for an education / research farm or ranch be allocated
B___ from newly acquired Land Grant funding ?
- A___ 28. Will the faculty and administration determine the feasibility of an
B___ education / research farm or ranch at the College ?
- A___ 29. Would an education / research greenhouse facility be a possible
B___ addition to the College campus ?
- A___ 30. Is there an interest in an education / research greenhouse facility at
B___ the College ?
- A___ 31. Has the College investigated greenhouses at other Tribal
B___ College campuses ?
- A___ 32. Would the College faculty or administration be willing to promote the
B___ idea of an education / research greenhouse ?
- A___ 33. Will the faculty and administration determine the feasibility of an
B___ education / research greenhouse at the College ?
- A___ 34. Could funds be allocated for an education / research greenhouse
B___ from newly acquired Land Grant Funds ?
- A___ 35. Is there land available at the College for an education / research
B___ greenhouse ?
- A___ 36. Would the College consult with existing education / research
B___ greenhouses to determine the establishing a greenhouse?

A___ 37. Will a greenhouse management class be taught at the College ?

B___

A___ 38. Will a greenhouse pesticide / herbicide class be taught at the

B___ College?

A___ 39. Will the College teach or improve plant biology classes ?

B___

A___ 40. Will a plant biology laboratory be taught at the College ?

B___

A___ 41. Will the College participate in telecommunications distance

B___ learning?

A___ 42. Will the College work with other Tribal Colleges in Montana in

B___ curriculums / information sharing programs?

A___ 43. Will the College be constructing new buildings to house classrooms

B___ and other facilities ?

TRAINING INFORMATION:

44. Please state your current position at the College.

45. How long have you been with the College? ____ Years.

46. How long have you held your present position? ____ Years.

47. What is your highest degree earned?

____ Doctorate

____ Bachelor

____ Master

____ Associate

48. How long have you been in the education profession, as an instructor and / or an administrator? _____ Years.

49. Do you participate in continuing education? ____ Yes ____ No

50. Have you participated in planning that will implement changes at the College with newly acquired Land Grant Status? ____ Yes ____ No

51. Do you want a copy of the results of this survey? ____ Yes ____ No
(please provide your name and address on a separate page)

52. Please make any comments about the content of this survey, also what could have been included and was not.

53. Please describe what your College has planned in the way of expansion and improvements, both academically and physically, with the newly acquired Land Grant Status.

Please return this survey by Feb. 28, 1997 to:

PERRY HOFFERBER, DEPT. of AGRICULTURE EDUCATION
MONTANA STATE UNIVERSITY, BOZEMAN MT, 59717-0374
FAX : (406) 994-6696

APPENDIX - D

FIRST FOLLOW-UP

TRIBAL LAND-GRANT COLLEGES SURVEY

Feb. 10, 1997

Dear Faculty / Administrator:

This a reminder to fill out and return the **Tribal Land - Grant Colleges survey**, mailed to you the last week of January. Your response will become a part of my Masters of Education Thesis, so it is important. The information gathered will be available to each College. Please return the survey in the addressed postage paid envelope or FAX (406-994-6696).

Thank you, Perry Hofferber

APPENDIX - E
SECOND FOLLOW-UP

TRIBAL LAND-GRANT COLLEGES SURVEY

Feb. 18, 1997

Dear Faculty / Administrator:

This is a second reminder to fill out and return the **TRIBAL LAND-GRANT COLLEGES SURVEY** mailed to you the last week of January. Your anonymous response will become a part of my Master of Agriculture Education Thesis. **Your response is very important.** Please return the survey in the addressed postage paid envelope. If you need an additional survey please contact me at: Dept. of Agriculture Education, MSU, Bozeman, MT 59717-0374, Phone 994-3201, FAX 406-994-6696.

Thank You for anticipated cooperation, Perry Hofferber

APPENDIX - F

THIRD FOLLOW-UP

TRIBAL LAND - GRANT COLLEGES SURVEY

March 4, 1997

Dear Faculty / Administrator:

THANK YOU for participating in the **TRIBAL LAND - GRANT COLLEGES SURVEY** mailed to you the last week of January. Many survey responses have been returned. They have been thoughtful and honest. Thank you again. There are many other responses that need to be returned. If you have not returned the survey, please do. **Your response is very important.** Please return the survey in the addressed postage paid envelope. If you need an additional survey contact the Dept. of Agriculture Education, MSU, Bozeman, MT 59717-0374. Phone 994-3201; FAX 406-994-6696.

Thank You for your participation, Perry Hofferber

APPENDIX - G

RESPONDENTS COMMENTS

"Some questions were hard to answer as we need all these areas covered, but prioritizing them is the hardest part. Maybe rating them from most needed to least needed 1 -10 with 1 being most needed."

"I have not been a part of the planning with regard to the money available through Land - Grant Status. I used a "best guess" on most of the questions."

"As Vocational Education Director my job oversees a Dept. of Ed. grant to serve students of Business, Data Processing, Computer Science and Carpentry. Not involved at all w/ agriculture. Questions are to assumptive; I do not have the authority to respond."

"Most of the ideas on agriculture are commendable. It may take considerable time and effort to develop them. This is an excellent avenue for the Tribes to pursue."

"You are asking to early in the planning process- most of the things you ask have not yet been decided one way or the other."

"Will the plant biology, (etc.) classes include & be sensitive to the local communities cultural heritage?"

"Move to a four year Bachelor degree in certain areas."

"Will MSU work with Tribal Colleges to plan for expansion and improvement and develop new or expanded curricula?" (Questions 2 and 3 of survey)

"Blackfeet Community College teaches traditional crop and plant identification."
(Question 7)

"Will MSU collaborate with Tribal Colleges to furnish land for a research farm?"
(Question 22)

"Plant biology classes will be taught more along a cultural line." (Question 40)

"Hiring at BCC is heavily weighted by cultural experience and knowledge."

"Revise and reverse the survey. Develop survey questions from the stand point of Tribal Colleges to MSU."

"We will teach Blackfeet Water Law, which has priority to Montana and Federal Water Law." (Question 8 and 9)

"There is a need for summer training of Tribal teachers at MSU."

"I know what I would like, but that by no means would reflect what may happen. So, I don't think my input would be valid, good survey though."

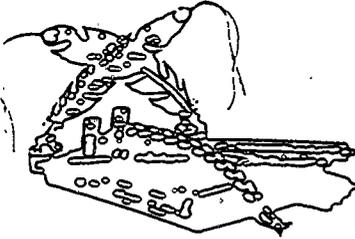
APPENDIX - H

CITATION

The survey instrument used in this Thesis was revised and used by the Vice President of Community Service at Ft. Peck Community College to survey the land owners inside the boundaries of the Fort Peck Reservation. The College wanted to know what agriculture classes farmers, ranchers, and land owners would like to have taught there.

I met Ms. Margaret Campbell in August 1996, while visiting the 5 Colleges on Montana's Hi-Line Hiway 2. Ms. Campbell is Vice President of Community Service at Fort Peck Community College, based in Poplar, Montana. When I explained that I was collecting information on Tribal Colleges and Land Grant Status through a survey I had developed, she expressed interest in revising and submitting it to land owners. Ms. Campbell explained that she was interested in obtaining information from the agriculture community. The purpose was to find out what classes could be changed or added to better meet the needs of the community. The survey was mailed to 503 Indian and non-Indian landowners on the Ft. Peck Reservation, 12 additional surveys were also mailed out. The list of landowners was obtained from the Bureau of Indian Affairs Office in Poplar. Administering of the survey was coordinated by Cheri' Madison, in the Department of Community Service at Ft Peck Community College.

By November 22, 1996, forty five of the surveys were returned, the rough statistics sent to me at that time are included in this appendix. Cheri' Madison sited some problems with administering the survey and talked of making some changes and resubmitting it. Of the surveys returned, the greatest majority showed overwhelming support for the college and its work.



Fort Peck Community College

Box 398, Poplar, Montana 59255

Administration (406) 768-5551

Student Services (406) 768-5553

Fax (406) 768-5552

November 22, 1996

Perry Hofferber
107A McIntosh Court
Bozeman, MT 59715

Dear Perry:

I am sending you a copy of the survey along with some rough statistics that I have compiled. There were 43 surveys received out of approximately 515 distributed. I have just started to work on evaluating the surveys therefore, I don't have any great information to pass on to you. Hopefully, this will help you somewhat. If you have any questions, please give me a call at 768-5551, ext. 24.

Sincerely,

Cheri' Madison

Cheri' Madison
Administrative Assistant
Department of Community Services

SURVEY

In the space on the left hand side, please answer the following questions based on your perceived importance of the information presented. In space A, please place the number 1 or 2, with NO = 1 AND YES = 2. In space B, please place the number 1- 3 indicating the level of importance, with 1 being the least important and 3-being the most important. If the situation or class already exists please answer question A YES = 2.

NO or YES

1 = No
2 = Yes

LEVEL OF IMPORTANCE

1 = Not Important
2 = Important
3 = Very Important

In your opinion:

A _____ 1. Should the College work with Montana State University to plan for expansion and improvement realized from Land Grant Status?

B _____

A _____ 2. Should the College work with Montana State University to develop new or expanded curriculums?

B _____

A _____ 3. Does the Reservation have an Extension Agent?

B _____

A _____ 4. Will the Reservation request an Extension Agent?

B _____

A _____ 5. Should the College establish a native plant identification class?

B _____

A _____ 15. Should the College teach irrigation practices?

B _____

A _____ 16. Should the College teach beef management and production?

B _____

A _____ 17. Should the College teach horse management and production?

B _____

A _____ 18. Should the College teach computers in Agricultural Sciences?

B _____

A _____ 19. Should the College teach farm and ranch management?

B _____

A _____ 20. Should the College investigate the possibility of establishing an education/research farm or ranch?

B _____

A _____ 21. Should an education/research farm or ranch be a viable possibility at the College?

B _____

A _____ 22. Should the College investigate existing education/research farms or ranches at other Colleges?

B _____

A _____ 23. Should the College promote the possibility of an education/research farm or ranch near the campus?

B _____

A _____ 33. Should the College teach or improve plant biology classes?

B _____

A _____ 34. Should a plant biology laboratory class be taught at the College?

B _____

A _____ 35. Should the College participate in telecommunications distance learning for agriculturally related courses?

B _____

A _____ 36. Should the College work with other Tribal Colleges in Montana in curriculum/information sharing programs?

B _____

Training Information:

37. Please state your current position on the Fort Peck Indian Reservation.

38. How long have you been involved in farming/ranching? _____ Yrs.

39. Would you participate in agriculturally related education? _____ Yes _____ No

40. Will you participate in planning that will implement changes at the College with newly acquired Land Grant Status? _____ Yes _____ No

41. Do you want a copy of the results of this survey? _____ Yes _____ No

(Please provide your name and address on a separate page).

	Yes	No	Not Important	Important	Very Important	Total	
1	41	1		3	21	16	82
2	42	0		1	21	18	82
3	16	24		8	19	8	75
4	13	10		7	8	7	45
5	32	6		5	21	10	74
6	37	4		6	19	14	80
7	35	5		6	18	14	78
8	31	10		12	15	11	79
9	32	9		9	18	11	79
10	36	7		7	17	17	84
11	34	8		8	18	13	81
12	35	8		10	17	14	84
13	41	1		4	24	12	82
14	36	5		5	19	15	80
15	38	4		5	19	16	82
16	37	6		7	19	15	84
17	25	16		25	9	4	79
18	40	3		2	16	23	84
19	41	2		2	13	26	84
20	28	13		12	16	8	77
21	23	16		16	11	7	73
22	29	12		11	12	15	79
23	22	18		14	11	10	75
24	26	15		12	13	9	75
25	26	15		15	14	9	79
26	21	10		8	16	4	59
27	28	11		10	15	10	74
28	20	17		16	9	8	70
29	19	6		13	8	4	50
30	29	11		11	13	10	74
31	22	15		14	13	5	69
32	24	16		13	7	13	73
33	35	5		10	18	11	79
34	35	6		11	16	11	79
35	38	2		2	15	20	77
36	39	1		1	16	19	76
Total:	1106	318	321	554	437	2736	

