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TEACHING AND RESEARCH PROGRAMS IN AGRICULTURAL ECONOMICS IN THE ELEVEN WESTERN STATES

by

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In these times of numerous emergency and adjustment programs, extreme specialization and division of labor, and rapid technological and economic changes, it is particularly fitting that workers in agricultural economics take stock of their teaching and research programs with the view toward appraising its response to changing agricultural conditions. This is particularly true in the eleven western states where far-reaching agricultural changes are occurring with unprecedented speed and significance. Has our teaching and research program in these states, which comprise nearly forty per cent of the total area of the United States but less than ten per cent of her population, responded promptly and effectively to changing agricultural problems, and are we using our facilities and resources along economic and social lines as fully as is necessary or desirable?

In order to provide a few of the essential facts necessary for an intelligent round table discussion of this and related questions, this paper has been prepared showing the results of a general survey or inventory of trends in and present status of the agricultural economics teaching and research program in the eleven western states. This survey includes (1) an analysis of the number and types of rural economic and sociological projects in operation in the experiment stations of these states during the last decade, (2) the number of publications (bulletins) and their subject matter issued by these stations during these years, (3) the number and classification of staff members or workers employed, (4) the amount and source of funds for support of such work, and (5) curriculum offerings and course changes.1/

1/ These data were compiled from various sources, including Annual Reports of the Experiment Station Directors; "The Experiment Station Record", published monthly by the United States Department of Agriculture, Office of Experiment Stations; "Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations", published annually by the Office of Experiment Stations, U. S. Department of Agriculture; "Preliminary Report of a Survey of Economic Research in Agriculture in the United States During the Year July 1, 1926-June 30, 1927", American Farm Economics Association, mimeographed; and questionnaires sent to Heads of the Departments of Agricultural Economics and the Experiment Station Directors of each of the eleven western states. The data showing expenditures, number of courses, credits, and staff members in the tables have been checked for each of the eleven states by the Department Head or Councilman from that state. The author is indebted to Mr. Dana K. Law, who compiled much of the material on research projects, station publications, and staff members in connection with his thesis "Changes in Agricultural Economics and Rural Sociology Research Projects in the Eleven Western States Since 1925", submitted in partial fulfillment of the Bachelor of Science Degree in Agricultural Economics, Montana State College, June, 1937.

Changes in the Number and Type of Research Projects

Number of projects. There has been a large increase in the number of research projects dealing with the economic and sociological aspects of agriculture conducted by experiment stations in the eleven western states since 1925. In that year there were 62 projects in operation, while ten years later (1934) the number had practically doubled to 112. Apparently there was a very serious attempt to meet the growing problems of western agriculture during these years. A large part of this increase occurred since 1930, when 85 projects were in force. The following year the number had increased to 91, then to 94 in 1932, to 103 in 1933, and to 112 in 1934. The increase in federal funds made available through cooperative arrangements and emergency and adjustment programs, coupled with the general increase in interest in various economic and sociological phases of the agricultural problem accompanying the severe business depression, undoubtedly account in a large measure for this rise in projects. At the present time (June, 1937) there are 108 projects in operation, or slightly less than the 1934 number.2/ These are divided among the eleven states as follows: Arizona 2, California 37, Colorado 10, Idaho 6, Montana 14, Nevada 6, New Mexico 6, Oregon 10, Utah 5, Washington 8, and Wyoming 4. In other words, 51, or nearly half of the projects, are being conducted by the two leading states of California and Montana. In 1925 these two states were carrying 27 of the 62 projects then in force, or slightly less than the proportion of the total carried at present.

Types of projects. In order to classify the agricultural economics research projects carried on by experiment stations in the eleven western states into significant groups for comparative purposes, the classification used by the Advisory Committee on Economic and Sociological Research in Agriculture, of the Social Science Research Council, was adopted.3/ This classification groups the projects under sixteen heads, with the following types of research included in each.

(1) Farm Management - type of farming studies, entire farm business analyses, analyses of farm enterprises (confined to one commodity), and farm practices.

(2) Marketing - costs, methods, storage, cooperative marketing, etc.

(3) Prices - market prices, trends, causal factors.

2/ Based upon a questionnaire sent to the station directors. 1937 data were not available for California and Nevada, in which cases the latest reports (1934 and 1935 respectively) were used.

3/ See "Research Methods and Procedure in Agricultural Economics", The Advisory Committee on Economics and Social Research in Agriculture, Vol. II, August, 1928.

(4) Land Economics - Farm and range land utilization, maladjustment areas, etc.

(5) Consumption Economics - research in factors influencing consumption as well as the consumption of rural people.

(6) Transportation - types of transportation and their economic relationships (roads are included).

(7) Credit - long and short term loans, mortgage studies.

(8) Insurance - includes all agricultural economic aspects.

(9) Taxation - tax delinquency and foreclosure, taxation inequalities, and governmental cost and revenue studies.

(10) Rural Population - includes practically all rural sociology studies, excluding consumption and rural living standards.

(11) Commodity studies - combines production, marketing, etc. of one commodity.

(12) Geographical Studies - area studies which combine production and marketing.

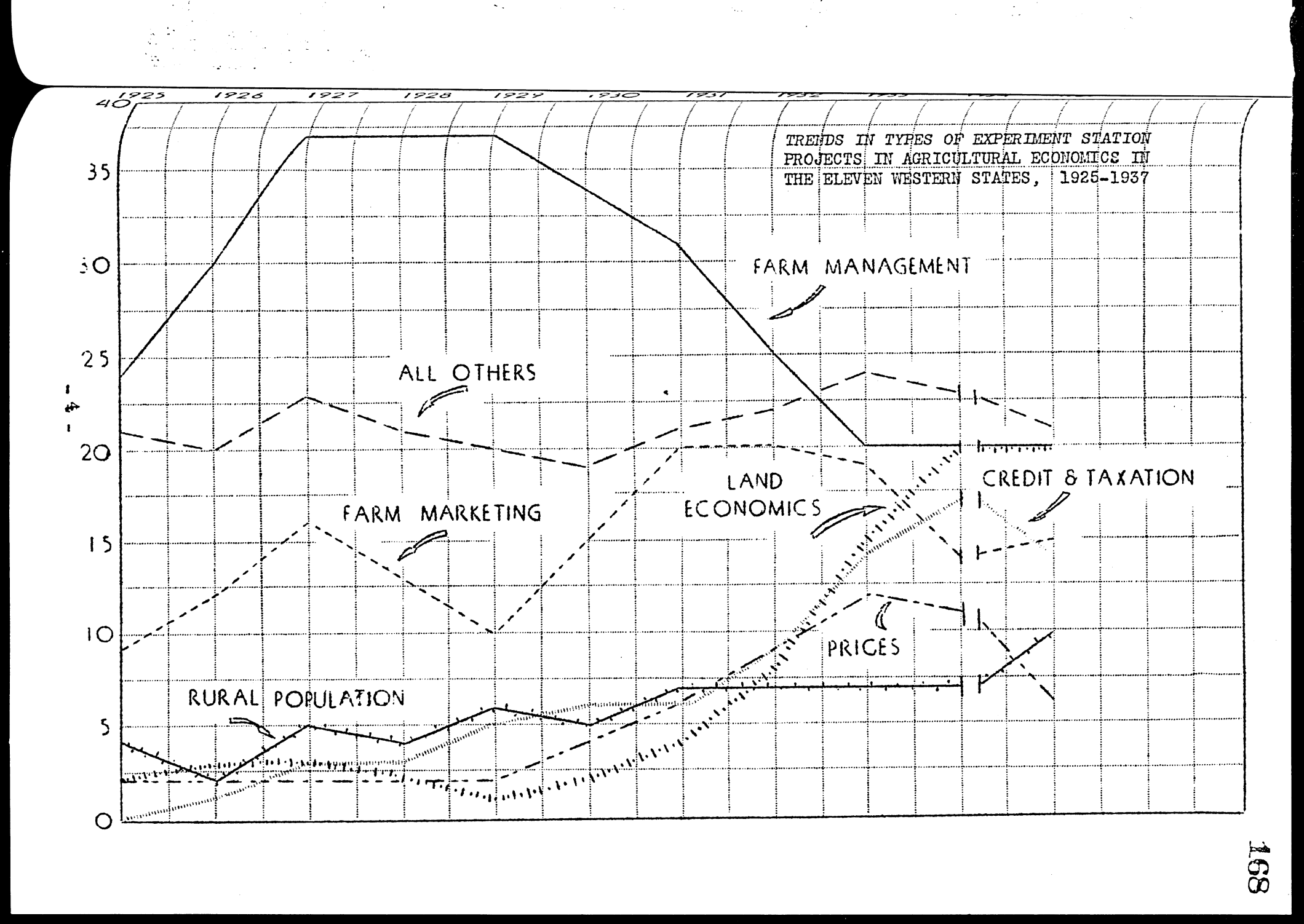
(13) Historical studies - prices, population, taxation, and similar problems from the historical angle.

(14) Agricultural Income - agricultural income parity and group disparities in income.

(15) National Agricultural Economy - National programs, A.A.A., tariff in relation to agriculture, agriculture in relation to industry.

(16) Outlook Studies - forecasting of impending developments.

The results of an analysis of agricultural economics projects in the eleven western states from 1925 to 1937, according to the above classification, are shown in the accompanying figure. Note that there has been a decided shift from farm management studies to other projects, particularly to land economics, credit, and taxation. The number of farm management studies has been cut almost in two since 1929, while land economics projects increased twenty fold, and credit and taxation studies tripled. From 1925 through 1931, land economics studies comprised only 3 per cent of the total, while from 1932 through 1934 they comprised over 13 per cent, and in 1937 approximately 20 per cent, or one-fifth. This increase is coincident with the Federal A.A.A. and Soil Conservation programs. The serious agricultural problems resulting from maladjustments in the utilization of land resources, including soil erosion and blowing,


TRENDS IN TYPES OF EXPERIMENT STATION PROJECTS IN AGRICULTURAL ECONOMICS IN THE ELEVEN WESTERN STATES, 1925-1937
1925
1926
1927
1928
1929
1930
1931
1932
40
35
30
25
20
15
10
5
0
FARM MANAGEMENT
ALL OTHERS
LAND ECONOMICS
CREDIT & TAXATION
FARM MARKETING
PRICES
RURAL POPULATION

human deprivation, and widespread economic bankruptcy, have come to the front in recent years. Agricultural economics workers in the eleven western states apparently are making a concerted attack on these problems. It may well be said that such studies should have been begun much earlier, but, unfortunately, experiment station workers did not seem to have a great deal more vision than the average American during the twenties. Moreover, had they had, it is debatable just how much support they would have been able to muster from experiment station administrators, not to mention the state legislators or other governing bodies. In spite of the large increase in land economics projects, three states listed no land economics projects in the experiment station in 1937.

The great decline in agricultural price parity with industry and the pranks of the business cycle in recent years called forth many price studies. Note the steady increase in these studies from 1929 to 1933 and the decline since that year with improving agricultural price relationships and business recovery. Apparently experiment stations adjust their price research quite promptly to changing price conditions. Only two of the eleven stations listed price projects in operation in 1937.

The heavy property tax and credit burden upon agriculture, which, because of its relative inflexibility, became so severe with the great decreases in farm incomes accompanying the depression, caused a significant rise in taxation and credit studies in the last decade. There were no tax or credit projects in operation in the eleven western states in 1925, while in 1934 there were 11 tax and 6 credit studies in force. In 1937 the number of operating tax projects had declined to 8, but the credit studies remained at 6. Consequently public finance projects comprised more than 13 per cent of the total of 108 projects in force in 1937 compared with none in 1925. However, only six of the eleven states listed tax projects in operation in 1937, and only four listed credit studies. Thus it would seem that shifts in research to studies of this nature, which have aroused considerable interest and many conflicts, have not occurred with equal promptness or amount in all of the states. Local situations, and the personalities, training and interests of the research workers, as well as the administrators, are undoubtedly important factors in this.

Widespread economic distress which has affected whole communities and areas in recent years has occasioned some increase in sociological research. However, shifts in research emphasis to these phases seem to have been very minor and quite inadequate in the eleven western states. There were 4 rural population studies in operation in 1925. Ten years later there were 7, and in 1937, 10. Studies in consumption economics totaled but 2 in 1937. Moreover, these combined studies (12 in number) were being carried by but four of the eleven states. In other words, seven of the eleven are not conducting any rural sociological investigations at all except as may be done incidentally in connection with other projects. It is apparent therefore that our research emphasis is predominantly along physical or technical lines rather than along human and social. If we are to develop a culture, population pattern, and

social organization particularly adapted to the conditions of the Great Plains and the Rocky Mountain region, it would seem that more emphasis should be put upon inventories and other studies of our human resources and institutions at the same time that we are increasing our researches in the physical resources and their conservation. A considerable increase in emphasis on sociological phases has occurred in some states, particularly since the depression uprooted many of our traditional ways of thinking and doing. Many feel that the eleven western states not only have not kept pace with the general trend for the country as a whole along these lines, but that their current sociological studies (one-tenth of the total projects in force) are too few and far inadequate to serve fully the needs of these states in working out the adjustments necessary to stabilize and enrich their agriculture.

There does not seem to be any consistent trend in marketing projects. The number increased from 9 in 1925 to 20 in 1931 and remained at approximately this number in 1932 and 1933, but has since declined to 15. At the present time, California is operating two-thirds of the marketing projects in force in the eleven western states, due to California's especially important marketing problems. The cooperative marketing organizations and problems in California are of nation-wide interest, and California is the logical station to conduct the major portion of this type of research.

The number of all other projects operated during the years 1925 to 1937 has remained quite stationary, varying only from 19 to 24 during this period. This relative stability is due in a large measure to the large number of commodity studies conducted by the California station. During the 13 year period, California consistently operated 12 or 13 commodity projects, or roughly 70 per cent of the total commodity projects. Many of these were for special commodities peculiar to California, and the majority of them took the form of economic inventories of the production and marketing of these commodities. There were no transportation or insurance projects conducted by any of the eleven western states during the entire 13 year period, only one historical project, 2 studies of agricultural income (both since 1931), 4 national agricultural economy projects (3 since 1931), 4 geographical studies (2 since 1932), and 3 outlook studies (all since 1928). In 1937 there were no geographical, historical or outlook studies in operation, and only 2 agricultural income and 3 national agricultural economy projects in force. Two of the 3 national economy projects were being operated in cooperation with the A.A.A.

Types of projects among the states. The doubling of projects operated since 1925 is due principally to increases in the number of projects conducted by California, Washington, Montana, Utah, Nevada and Oregon, in the order named. The remaining states of the eleven either did not increase their projects or had only minor changes. California specializes in marketing and commodity studies, approximately two-thirds of her total projects being devoted to these phases. Oregon, New Mexico, and Wyoming specialize in farm and ranch management studies, exactly half of the current projects in each of these stations being devoted to these

phases. Montana also places heavy emphasis upon farm and ranch management studies, better than two-fifths of her current projects being devoted to these phases. However, she places second emphasis almost equally upon land economics, and taxation and credit, slightly over a fifth of her projects being devoted to each of these two divisions. One-third of Nevada's projects are devoted to farm and ranch management analyses, and one-third to land economics; three-eighths of Washington's studies are on land economics, and one-fourth on rural population; Arizona devotes one of her two current projects to land economics, and Idaho 3 of her 6. Utah places relatively the heaviest emphasis upon land economics projects of any of the eleven states, 4 of her current 5 studies being of this type. Six of Colorado's current 10 projects are rural population studies, this station carrying more projects of this sort than the other ten states combined.

The above analysis indicates a tendency for the different states to specialize on one or possibly two or three phases of the large field of agricultural economics research. This tendency should be encouraged, because it tends to prevent unnecessary duplication of work and enables greater specialization by staff members. It is true that many studies, particularly of the land economics and rural population type, which are basic inventories, must be made for each of the states to be of greatest use in land planning and adjustment programs in said states. However, more efficient research results could undoubtedly be accomplished with greater specialization among the states on certain phases of these studies and particularly on farm and ranch organization and management studies.

Amount and source of funds for support of agricultural economics research. A total of approximately $211,000 was spent for agricultural economics research in the eleven western states in 1937. California spent slightly over a fourth of this and Nevada and Montana combined, nearly another fourth. The remaining half was spent by the other eight states (see table 1). The eleven states spent approximately $2,390,000 for experiment station research of all kinds, of which less than a tenth was spent for agricultural economics research. Montana, Nevada, Utah, and Washington devoted the largest proportion of total funds to agricultural economics work, Nevada using over a fourth and each of the other three states using approximately 13.5 per cent. In spite of California's large total expenditures for agricultural economics, they comprised but 5.6 per cent of the total funds used for all kinds of research. Only slightly more than two per cent of Arizona's total funds were used for agricultural economics (see table 1).

Nearly four-fifths of the funds used for agricultural economics research in the eleven western states were supplied by the Federal Government. If California, which spends more than three times as much from state funds as from federal for agricultural economics research, and in addition secures as much from the Giannini Foundation as from state and federal sources combined, is excluded, less than 7 per cent of the total funds for agricultural economics is secured from state sources. Nevada, New Mexico, Washington and Wyoming use no state funds for

State	Total for Ag. Econ.	Total for Experiment Station	% Ag. Econ. is of total for Experiment Station	Fed. Experiment Station Funds for Ag. Econ.	State Experiment Station Funds for Ag. Econ.	% State Funds are of Federal Funds for Ag. Econ.
Arizona	$ 3,900.00	$ 178,000.00	2.19 %	$ 3,100.00	$ 800.00	25.81 %
California	54,610.53 a/	978,784.04	5.58	6,899.92	20,769.31	301.01
Colorado	16,403.00	190,000.00	8.63	15,603.00	800.00	5.12
Idaho	11,100.00 b/	120,259.70 b/	9.23	11,100.00	0.00	0
Montana	21,820.00	161,601.58	13.50	21,130.00	690.00	3.27
Nevada	26,099.75	101,138.58	25.80	26,099.75	0.00	0
New Mexico	11,840.00	115,287.11	10.27	11,840.00	0.00	0
Oregon	19,762.19	187,000.00	10.56	17,868.85	1,893.34	10.60
Utah	19,465.56	143,669.55	13.55	14,252.11	5,213.45	36.58
Washington	15,314.35	114,413.15	13.39	15,314.35	0.00	0
Wyoming	11,008.00	98,680.00	11.16	9,008.00	2,000.00	22.20
TOTAL	211,323.38	2,388,833.69	8.85	152,215.98	32,166.10	21.13

a/ Includes $26,941.30 from Giannini Foundation
b/ One-half of budget for biennium.

agricultural economics, and only 3.3 per cent of Montana's expenditures and 5.1 per cent of Colorado's for this work come from the state. This heavy reliance upon federal funds should be an important factor in reducing duplication of effort and funds to a minimum. Through cooperation, the parties may take advantage of the new and approved practices of other institutions and federal agencies, and this should be a means of securing more efficient and satisfactory research results.

Changes in Number and Type of Publications

The number and type of publications issued by the experiment stations should measure, to a degree at least, the completion of the research undertaken and the dissemination of the findings among farmers and the public. Too many studies are started that are either never satisfactorily completed or no satisfactory statement made concerning their conclusion. In addition, much of the research results are not written up in such a way as to be most readily understandable by those for whom they were intended, and, consequently, they lose much of their effectiveness. Research workers, particularly in agricultural economics and especially in the small institutions characteristic of the western states where the worker is too often literally a "jack-of-all-trades", should pay careful attention to the matter of publications and to getting research results in the most usuable form to the public.

Number of publications. There was a total of 26 bulletins on agricultural economics subjects issued by the experiment stations in the eleven western states during the calendar year 1936. This was only slightly larger than those issued in earlier years, the number ranging from 22 to 25 during the five years 1931 to 1935, inclusive, and less than the number issued in 1930 (33) and 1928 (29). Aside from these two years, and 1929 when only 17 bulletins were issued, the number has remained quite stationary since 1927. In other words, there apparently has been no concerted effort on the part of experiment stations to get out more material in the form of bulletins to enlighten the public during the depression years than earlier. And, this is in spite of the fact that there were more workers on experiment station staffs in these states in 1936 than ever before, the number being nearly 50 per cent higher than in 1927.

There may be several explanations for the above apparent failure to release more material in spite of the increased staffs and extraordinary needs for worthwhile information. Perhaps many of the departments, in order to meet the immediate needs of the public for information, have greatly increased the amount of mimeographed material they have issued. This is certainly true of some states as may be seen from a study of the mimeographed releases of the eleven states since 1933, listed at the close of this paper. Perhaps the number of circulars popularizing the material has greatly increased. However, official records reveal that there have been only 10 circulars labelled as such issued by the eleven western states since 1925, and only 4 of these have been issued since 1929.

Another explanation that is undoubtedly an important one is that experiment station workers, though larger in number than in earlier years, have been called upon to perform many additional duties during recent years, such as (a) assisting in gathering a large amount of data for agricultural adjustment, soil conservation, and other action programs which are not usually released in printed form but merely compiled and typed tabulations made available; (b) making public addresses and discussing current economic problems before farm and other public groups; and (c) advising and conferring with agricultural and business leaders on agricultural economic problems. Large amounts of data have been compiled through cooperative W.P.A., Resettlement, and Bureau of Agricultural Economics projects, but most of the station staff members, in the rush of other current matters, have not had or taken the time to perform the laborious and less thrilling task of writing up the material for publication. In ordinary times, there is a definite lag of an unnecessarily long period between the time the research data are gathered and analyzed and the time the material is ready for publication, and this is apparently increased in depression periods. Too many experiment station workers are poorly prepared and unable to present their results clearly through the written word, and many others either do not have any significant findings to release or do not devote the extra time and energy on top of their other duties to prepare their findings for others to read.

Another important reason, and one which the author would place as of equal if not greater importance than the above, is the fact that most experiment stations budget a fairly uniform amount each year for publications and are very hesitant to shift funds to increase it appreciably during any given period. This is due in part to inertia, but also in part to a distrust and fear of certain types of economic and sociological data compared with the traditional and conventional exact physical science data, and to a failure to appreciate promptly the far-reaching economic and social changes that have occurred and which call for at least a partial shift in emphasis in the publications. Fortunately, this is not true of all experiment stations in the eleven western states.

Types of publications. Eight, or approximately a third of all station bulletins written by agricultural economics staff members issued by the eleven western states in 1936, deal with land economics. Nearly this same number (7) presented the results of rural population studies, and the other 11 were scattered among prices, farm management, taxation, outlook, marketing, and commodity studies. The trend in publications in recent years has definitely followed the trend in projects as would logically be expected, namely, farm management publications are declining and land economics publications are increasing. However, the decrease in farm management publications is much greater in proportion than the decline in projects, as will be seen by the fact that in 1936 only 2 bulletins on farm management were issued, while in 1932, 11 were published. During the same years, this type of project decreased only from 25 to 20. There seem to be more bulletins issued dealing with rural population than the proportion which this type of project makes to the total would seem to warrant. This is due in part to the scope of the work on certain of these projects made possible by federal emergency funds, and in part

due to the urgent need and interest in such information.

Number of publications by states. Of the 26 bulletins on agricultural economics subjects published by the eleven western states in 1936, 14, or more than half, were issued by the Montana station. During the five years 1932 to 1936, inclusive, this station has published 27 bulletins, compared with 14 for the six years prior to this period. However, California leads in the total number of bulletins published for the eleven year period 1926 to 1936, inclusive, with 57, compared with Montana's 41, although only 21 of these have been issued during the last five years. Washington ranks third in total bulletins published during the eleven year period and second in 1936, having issued 6 in that year. For a complete record of publications, including mimeographed releases of these eleven stations in agricultural economics since July 1, 1933, see the lists at the end of this paper.

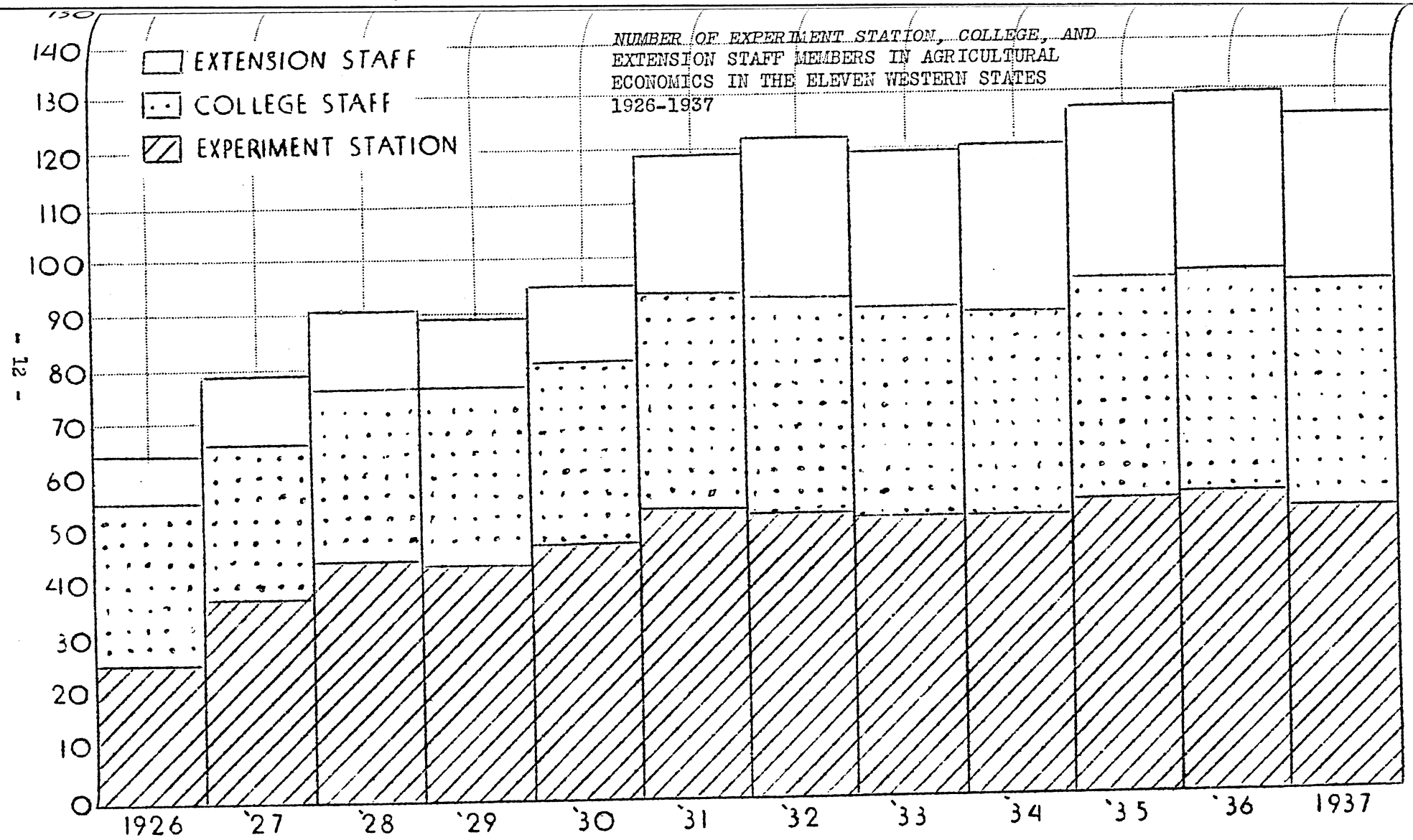
Number and Duties of Staff Members

Number and distribution of workers. There was a total of 55 members of experiment station staffs in agricultural economics in the eleven western states during the fiscal year 1936-37. Of this number 11, or a fifth, were employed by the California station, 6 each by Colorado, Montana and Nevada, 5 each by Oregon, Utah, and Washington, 4 by Idaho, 3 by New Mexico, and 2 each by Arizona and Wyoming. There were 45 members of college staffs in agricultural economics in those states, and 30 with the extension service in agricultural economics. The number of workers on the extension staff have increased relatively more in the past decade than either the experiment station or college staffs. The extension staff has more than tripled since 1926 when there were 9 workers, the station staff has doubled from 25 in 1926, while the college staff has increased by but a half from 30 in that year (see accompanying figure).

Duties of staff members. Only 4 or the 55 station workers were employed part time by the extension service (one each in Arizona, Idaho, Montana, and Utah), while 40 of them were employed part time to teach in the college division. In other words, all but five of the 45 staff members teaching courses in agricultural economics were members of the experiment station staff. This arrangement should make for vivid and vigorous instruction and should be encouraged. The proportion of time devoted to research and to teaching varies among the states, the most common arrangement being half and half, although as little as one-eighth of the time of staff members is devoted to teaching in some institutions.

Changes in Number and Types of Courses

Number of courses and credits offered. There was a total of 541 courses and 1878 credits offered for instruction in agricultural economics and the related departments of farm management, economics, and sociology in the eleven western states during the academic year 1936-37.


EXTENSION STAFF
COLLEGE STAFF
EXPERIMENT STATION
NUMBER OF EXPERIMENT STATION, COLLEGE, AND EXTENSION STAFF MEMBERS IN AGRICULTURAL ECONOMICS IN THE ELEVEN WESTERN STATES 1926-1937
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0
1926
'27
'28
'29
'30
'31
'32
'33
'34
'35
'36
1937

924

This compares with 431 courses and 1490 credits offered in 1929-30. The largest increases both in courses and credits have occurred in agricultural economics and sociology, both courses and credits in these fields nearly doubling during this six year period, while those in the more broad and basic field of economics have remained very stationary (see tables 2 and 3). The number of courses offered in farm management has increased only two, and the number of credits has declined. No departments of rural sociology, as such, exist in any of the eleven western states.

Courses added to curriculums since 1929. Although there have been many changes in courses offered in agricultural economics and related fields in recent years, the more important additions to meet changing conditions and problems may be summed up under a few heads. For example, all but two of the eleven western states have added courses in land economics or conservation of natural resources since 1929-30, six have added courses in advanced agricultural economics, and marketing of farm products, five in research methods, four in advanced economic theory, farm management and accounts, and agricultural prices, and three in agricultural finance (see table 4). Only one institution (California) offers courses in agricultural policy under this name, although Utah offers a course in "Public Problems of Agriculture" and Montana devotes about two quarters of a three quarter course in advanced agricultural economics to "Agrarian Policies, Domestic and Foreign". Four others offer certain phases affecting agricultural policy in other courses (see table 4).

The above data indicate that while some of the states are now offering fairly complete instruction in the basic economic and agricultural economic subjects, several still offer very little or none. Undergraduate students in these states, in order to secure adequate instruction in the field of agricultural economics, must enroll in other state institutions. In too many instances they are unable to do this, and consequently major in other types of instruction. There is a definite need in each state for a certain number of students familiar with conditions in that state and with considerable agricultural economics training in the extension service, soil conservation, and related agricultural adjustment programs, farm credit and business organizations, and practical farming and ranching.

Graduate Study

Number and distribution of graduate students. There were 52 graduate students enrolled in agricultural economics in the eleven western states during the academic year 1936-37. Sixteen of these, or nearly a third, were enrolled at California, and 11 at Montana State. In other words, more than half of all agricultural economics graduate students in the eleven western states were enrolled at these two institutions. Oregon with 9, and Utah with 7, together had almost another third, and the remaining 9 were distributed among Colorado, Washington, Arizona, and Idaho. The three remaining institutions had no graduate students in 1936-37. California has the most complete offerings, including both the

Institution	Agricultural Economics		Rural Sociology a/		Farm Management		Economics		Sociology		Total	
	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37
U of Arizona		2 b/					45	21		9	45	32
U of California	13	21					88 c/	101 c/			101	122
Colo. State College							13 d/	19 d/	10 e/	6 e/	23	25
U of Idaho		6					15 c/	18 c/	3	15	18	39
Mont. State College		10					15 f/	10 f/			15	20
U of Nevada							17	25 d/	4	8 e/	21	33
N. Mex. State College	5	6					15	21		7	20	34
Ore . State College	10	19			13	16	20	9	8	8	51	52
Utah State College	14 g/	22 g/					19	24	17	26	50	72
Wash. State College	6	7			8	7	22	26	20 e/	29 e/	56	69
U of Wyoming	3 g/	5 g/					16	23	12	15 e/	31	43
TOTAL	51	98			21	23	285	297	74	123	431	541

a/ No departments in Rural Sociology exist under this name in the eleven western states, the rural sociology courses being offered in Departments of Economics and Sociology, Agricultural Economics and Rural Sociology, and similar titles.

b/ Includes Rural Sociology and Farm Management.

c/ Includes some Business Administration and in case of California, Sociology.

d/ Includes Agricultural Economics and Farm Management.

e/ Includes Rural Sociology

f/ Includes Sociology

g/ Includes Farm Management

Institution	Agricultural Economics		Rural Sociology		Farm Management		Economics		Sociology		Total	
	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37	1929-30	1936-37
U of Arizona		6					171	84		31	171	121
U of California	55	69					343 a/	391 a/			398	460
Colo. State College							44 d/	79 d/	33 b/	19 b/	77	98
U of Idaho		17					50 a/	60 a/		40	50	117
Mont. State College		53					40 c/	45 c/			40	98
U of Nevada							54 d/	63 d/	10 b/	20 b/	64	83
N. Mex. State College	15	18					43	69		19	58	106
Ore. State College	22	65			52	56	78	45	26	32	178	198
Utah State College	46	71					70	92	49	90	165	253
Wash. State College	20	20			29	23	93	77	64	87 b/	206	207
U of Wyoming	10	27 e/					37	63	36	47 b/	83	137
TOTAL	168	346			81	79	1023	1068	218	385	1490	1878

a/ Includes some Business Administration courses.
b/ Includes Rural Sociology
c/ Includes Sociology
d/ Includes Agricultural Economics and Farm Management.
e/ Includes "Research in Farm Management" at maximum of 15 hours credit.

INSTITUTIONS	Land Economics & Conservation of Resources	Agricultural Finance	Statistical Methods	Economic Theory	Agri. Economics	Prices	Farm Organization and Accounts	Marketing	Policy
U of Arizona	No	No	No	1	No	No	Yes	Yes	No
U of California	1	1	2	Yes	2	2	1	2	2
Colo. State College	1	No b/	1	No b/	1	No	Yes	No	No
U of Idaho	1	No	1	1	No	No	2	Yes	No c/
Mont. State College	2	Yes	1	1	1	Yes	Yes	Yes	1 d/
U of Nevada	1	1	No	Yes	No	No	Yes	1	No
N. Mex. State College	1	1	1 x/	No	No	1	Yes	1	No
Ore. State College	1	Yes	Yes	1	1	1	4	2	No e/
Utah State College	Yes & 1 added	Yes	Yes	Yes	1	Yes & 1 added	Yes & 2 added	Yes & 1 added	1 f/
Wash. State College	1	Yes	No	Yes	No	No	Yes	Yes	No g/
U of Wyoming	No	No	No	Yes	1	1	No	1	No h/
TOTAL	9	3	6	4	6	5	9	8	3

a/ "No" or "Yes" indicate whether or not courses were already being given in 1929-30.
b/ Some phases taught in another course.
x/ New Mexico has since dropped the course in "Agricultural Statistics and Research Methods".
c/ Idaho offers "Current Economic Problems in Agriculture".
d/ Montana's "Advanced Agricultural Economics" devotes a large portion of three quarters to Ag. Policy
e/ Oregon offers "Special Studies" - problems not covered in regular courses.
f/ Utah offers "Public Problems of Agriculture".
g/ Washington covers current or recent problems in Agricultural Policy in its seminar courses.
h/ Wyoming offers "Agricultural Economic Problems".

Masters and Doctors degrees.

Assistance for graduate study. There are now seven fellowships and 11 research or teaching assistantships offered for graduate work in the eleven western states. Montana offers four of the seven fellowships, Colorado two, and Oregon one. The average stipend is approximately $460 and exemption from tuition and certain fees. California offers eight of the eleven research and teaching assistantships, Utah offering two, and Oregon one. The average stipend is about $620. The remaining six states offer no assistance in the form of fellowships or assistantships for graduate study.

If agricultural economics workers are to be adequately trained through graduate study to meet the needs of adjustment programs in the Great Plains, Rocky Mountain, and Pacific Coast areas, serious thought and support must be given to the graduate offerings. Many of the institutions in the eleven western states do not have the facilities, funds, or the inclination to go into this specialized phase of work, nor should all of them do so. Some have specialized more in other fields and desire to continue in them. Moreover, with the usual appropriations available for most of the institutions in these states, strong and completely well-rounded departments in all fields is an impossibility. Recognition of this by institutional administrators, combined with local conditions and the personalities, training, interests, and vision of their staff members, has been largely responsible for certain institutions specializing more in some fields than in others. Two or three of the eleven have definitely built up fairly strong departments of instruction, research, and support for graduate work in agricultural economics. With the exception of one or two graduate assistants required to carry on departmental work at some of the institutions, it might be desirable to encourage advanced training in agricultural economics for the West at the institutions which have built up fairly strong departments.