Three papers have appeared recently in the Journal of this Society having to do with the teaching of soils. The tone of these papers indicates a general feeling that improvement in methods of teaching have not kept pace with the advancement in soil science. It seems that we have reached a point where very definite steps should be taken to put the subject upon a more satisfactory teaching basis, and to consider the needs of students as well as the relation of the subject matter to that of other agricultural courses.

You are doubtless aware that as a result of the publication of the above mentioned papers a few of the interested men took the initiative in calling a conference of soils instructors for the purpose of comparing ideas and arriving at some fundamental principles which might be rather generally applicable. A brief report of the findings of this conference was published by the secretary in the last issue of the Journal of this Society, and some brief notes regarding it appeared in the last issue of Soil Science. I wish therefore to consider some of the findings and conclusions of this group of men representing unofficially, yet rather directly, the membership of this Society.

It might be said with reference to the nature of this conference that it was very informal. No papers were presented, altho an outline to guide discussion had been prepared. The conference continued thru two days, thus giving ample time for full and careful discussion of the various questions involved. In was considered best to confine the discussions at this first conference largely to the introductory soils course, its prerequisites, its place in the curriculum, its content, and its arrangement. The conclusions, therefore, have to do

1 Presented at the thirteenth annual meeting of the American Society of Agronomy, Springfield, Mass., October 18, 1920.
2 Professor of Soils, University of Missouri, Columbia, Mo.
5 Professor Miller was chairman of this conference.—Ed.