The standardization of courses in agricultural subjects has been practically impossible, thus far, because of the rapidly developing body of subject matter and because, as applied sciences, these courses have been greatly affected by local conditions. It would seem, however, that a condition has been reached in which the introductory courses in certain of the more fundamental subjects, such as soils, field crops, and animal husbandry, have come to embrace practically standard bodies of subject matter and that the time is ripe for efforts toward standardization. If approximate standardization can be brought about, it will make possible more rapid progress in the improvement of the courses, both in the selection of subject matter and in methods of teaching, while at the same time the transfer of credits between institutions will be facilitated.

There is little doubt that the subject matter of the introductory course in soils is more nearly uniform than that of other introductory agricultural subjects. This is because it is an outgrowth of the basic sciences of physics, chemistry, biology, and geology. Probably the subject has depended too largely on these sciences and has not developed a sufficiently distinctive type of subject matter; but when allowance is made for variations in local conditions, the material included in standard soils texts is essentially the same. The effect of local and climatic conditions on the character of the subject matter must always be recognized, but in most cases these variations offer no great obstacle to standardization. When, however, climatic conditions differ as radically as those of the group of states lying west.

1 Paper read at the meeting of the Society held at New Orleans, La., November 8, 1921.
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