In the beginning the Committee meets the following predetermined conditions:

1. In nearly all colleges the introductory course in field crops aims to instruct in (a) the best practices for local production and in (b) matters more technical or cultural. The two objectives are of course interrelated, inseparable and mutually dependent for their interest and value; nevertheless practical instruction is generally of primary importance.

2. All male agricultural students are required to take this course (it may be divided into grains and forages, given in separate semesters); or a majority of students take it by choice.

3. Although many students take advanced courses in field crops, by election or requirement, the majority take only the introductory course. There are only rare exceptions to this condition.

Therefore this study must begin with the understanding that in nearly all colleges of agriculture the majority of students receive their only systematic training in field crops from an introductory course mainly in practical production. Whether this truly indicates the best possibilities for instruction in field crops or is simply the result of curricular limitations are questions which may not be appropriately discussed at this time. The situation must be accepted and its influence upon the nature of the problem recognized.

THE TYPES OF LABORATORY STUDIES AND THEIR RELATION TO LECTURES

Two clear types of laboratory studies may be defined. One type deals with additional subjects which are less adapted to treatment from the lecture chair and thus is a complement of the lectures in rounding out the course as a whole. Its total value bears the same relation to the total value of the lectures that one complete lecture bears to another. Each—the lecture or the laboratory study—is complete in itself and is related to the other only in a general sense. The other type supplements lectures on the same subject or makes applications of them. Its total value bears the same relation to the total value of the lectures that one part of a coherent lecture bears to another part. They—the lecture and the laboratory study—are