SHOULD there be Agronomy Majors with a specific curriculum?—this question has been a headliner in the minds of many Agronomy educators and college of agriculture deans of instruction for more than 50 years. I propose to summarize various answers to this question based on: (a) direct correspondence with nearly 50 leading agronomy teachers and deans of agricultural college instruction at various colleges and universities where agronomists are trained, (b) direct visits to nine colleges of agriculture and their teaching staffs to study agronomy and/or college of agriculture curriculum changes, and (c) curriculum changes favoring a specialized program for agronomists at the University of Illinois.

At the outset it would be well to emphasize that there is considerable confusion and misunderstanding concerning the definition of specialization or majors in agronomy. What has been termed specialization by one agronomist may mean 50 different things to 50 other agronomists. Indeed, I was shocked to find high agronomic specialization opportunity at a midwestern university where I was told that there was recently a definite shift to more generalization. Most of our differences of opinion regarding specialization and majors in agronomy are largely semantic in nature. I feel that there is ample opportunity for a student to specialize or generalize in agronomy at all nine colleges and universities which I visited this past summer. There are varied ways of achieving each at different institutions.

Different departments have various ways of achieving the same goal.

What are some of the advantages of majors in agronomy? The following are among those usually given:

1. It gives a student a "home." He becomes identified in a special department. Staff members in that department may become more interested in the students and the students in them. The feeling of esprit de corps in the student is established.

2. It gives the student a job placement service. The advisor and the department will help the student to get a job faster because the student has close association with professional people and some acquaintance with literature of a specific field.

3. It facilitates the development of departmental clubs and other organizations which help to develop a better and more closely knit spirit among students in the college.

4. It stimulates departments to do a better job of teaching and counseling by establishing competition among departments.

5. It pinpoints counseling responsibility on certain staff members, who, in turn, are usually recognized for good counseling.

6. It makes the student define his interests. An outline of a major is really a "model" which the student sees as the most highly recommended set of courses to accomplish a certain goal.

7. It keeps the department more conscious as to the adequacy of its course offerings. It thus helps these departments keep constant vigilance so that minimum duplication occurs and no major subject matter areas are omitted. Each