My assignment is the deceivingly simple one of summarizing and evaluating information presented at this conference, and in so doing, emphasizing the challenge to teachers of agronomy. This is a hazardous undertaking for I am talking to experts about information assembled and presented by authorities in the field.

Although I have taught various agronomy courses, I can make no claim to having gained a place on this program by virtue of my limited experience. If there is any justification for my appearance, then it must rest with my concern, as an employer, for the quality of instruction received by agronomy majors. It is also conceivable that the program committee may have considered the possibility of receiving an unbiased summary and appraisal from an individual who can make no claim to membership in the teaching fraternity.

I will not have time to comment on all of the excellent papers that have been presented over the past two days. Perhaps I can discharge my obligations by sketching some of the highlights and indicating the manner in which they may influence agronomy teaching. Some speakers will be mentioned by name, but for the most part I will simply draw on the ideas expressed by the participants.

S. S. Atwood reviewed the college and university environment of tomorrow by stressing the impact of social problems, the need to provide and extend opportunities for quality education, and the pressures to improve the quality of our environment. In commenting on future trends he states, "We can be certain that departments of agronomy won't be what they used to be."

Dr. Atwood mentioned several factors that may have a bearing on agronomic instruction. These include: (1) The growing importance of junior colleges; (2) the shifting distribution among fields of study, which includes declining undergraduate enrollment in agriculture and a substantial growth in graduate training; (3) the suggestion that the B.S. degree in agriculture may or should be replaced by a good