The American Society of Agronomy should be commended for this conference. Your society has long shown respect for good teaching. Some of the best instruction I've received has been from agronomists. I have high regard and respect for your efforts.

The topic for this talk, Agronomy for Other Majors in Agriculture, is important to you because:

1. The agronomy curriculum, in most schools of agriculture has grown as fast as most other curricula, so the teaching of agronomy to others has become more significant.

2. University-wide curriculum trends are to include more humanities and social sciences, and perhaps other "core" courses, in all curricula. Faculty members in other departments of your school are not likely to drop their own courses to make room for these new requirements; they may drop agronomy courses.

3. As agriculture departments establish business or science options, agronomy courses may be squeezed out of the program for students in other curricula.

Consequently, the agronomy that students in other curricula do get must be effective.

I will not discuss here the agronomy courses for students majoring in other plant sciences, such as horticulture or forestry. Rather my comments will relate to needs of students majoring in the animal sciences, agricultural economics, agricultural education, or natural resources.

Animal Sciences. The gross relationship of soil type to the kind of livestock system it will support---grazing vs. feeding---needs to be an integral part of a soils course. The influence of soil nutrient level on protein content of grain, the genetic variation in protein level or amino acid proportion, and carbohydrate digestibility of grains or forages all warrant attention. Such items could increase sig-