can be infused into existing courses and serve as a guide for new course and curriculum development. Finally, the workshops offer valuable opportunities for horticultural faculty to gain insights and assistance that can help them mold their curricula as appropriate to meet local needs.

For example, the rapid advances in U.S. science and technology require us as scientists and teachers to look beyond our individual fields of expertise for scholarly exchange and support to round out the knowledge base from which we work. Cross-sectional and interdisciplinary research and education thrusts are a fact of the future and offer unparalleled opportunity for horticulturists to use this knowledge base to strengthen the curriculum.

Eleven of the 12 course areas (no. 6 applies to animal science) have direct application to horticulture and encourage individual course strengthening through the incorporation of relevant science, technology, social science, and humanities. Additionally, reordering the curriculum to require horticulture majors to enroll in liberal arts courses to meet degree requirements would reinforce the course areas emphasizing Systems Approaches, Ethics and Public Policy, Cultural and Social Aspects, and Man and His Food.

The outcome of the National Agriculture and Natural Resource Curriculum Project constitutes a valuable resource to horticulturists for curriculum development. We should take full advantage of it!

**Literature Cited**

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**LETTERS**

**“ORNAMENTALS”**

Three cheers for Tukey for pointing out why we should no longer use the word “ornamentals” (*HortScience* 22:9, Feb. 1987) to describe landscape plants, with their many functional uses that transcend the merely ornamental. Some of us have been uncomfortable with the word for a long time. Now it is time to discipline ourselves to the use of more appropriate language—if we expect our products and services to receive the respect they deserve.

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