SINCE I represent the teacher on this panel, I will direct my comments primarily to the general problems of teaching in Schools of Agriculture. Certainly we in teaching will have to do our share of adjusting in order to cope with our changing agricultural economy.

I wish to consider this topic of adjustment in teaching from three angles, all of which are interrelated. These are: (1) Students of agriculture have changed, (2) Academic structures have changed, and (3) Teachers and administrators have changed.

The present student of agriculture is different from the student of a generation ago. First, he may be older, because of prior military service, and he may be married. On the other hand, he may be younger. Twenty-five years ago the lack of adequate finances was more likely to prevent or delay entrance into college than is the case today. The high school graduate of today is less likely to find himself in a financially embarrassed position. Scholarships, part-time work, and loan funds frequently supplement funds from home.

Scholarships available to undergraduate college students in the U. S. in the school year 1950–51 numbered 124,000 at a value of 27 million dollars. Five years later the number of available scholarships had nearly doubled to 237,000 with a value of almost 66 million dollars. This increase in scholarships has been a tremendous lift to many needy students.

The ready availability of part-time work for students has resulted in large part from the increase in academic institutions. Agricultural experiment station funds for research have increased ten-fold, from 7 million dollars in 1920 to 74 million dollars in 1953–54. Even of more importance to the student in this employment is the valuable experience he acquires.

Student loan funds in most universities have increased markedly in the past few years. These funds indicate that the student of today does enter college with little or no financial handicaps. He often has the fervent desire to obtain a college education.