

distinct financial disadvantage as well as not being "up-to-date" in his professional field.

Frequently the stipend or increment for administration is too low to provide ample reward for services rendered. The demands of the job, plus possible conflicts of interest, do not allow the administrator to gain much outside remuneration from consulting.

Why Choose Administration?

Having said all this, a proper question is: Why choose administration at all? It deserves a constructive answer.

It is important that some of the "brightest and best" in our nation's repertoire of faculty choose the administrative route. At times, this may come at considerable personal sacrifice. Somehow we must make administration enticing enough in terms of self satisfaction to appeal as a career goal. How else can we expect to advance in agricultural education, research or extension if dedicated leadership is lacking?

There is also a strong sense of satisfaction for many who choose the administrative role. Tenure at many levels of administration is short, yet the pure joy of watching gifted young faculty grow and mature professionally is real. It often exceeds expectations and justifies the many long hours of counseling, striving for a better budget, settling differences, etc.

Further, in agriculture, there are the prestige and rewards that go with assisting students and the satisfaction of serving state industry leaders. To see a program develop and advance often is well worth the effort.

Basically, we need a better understanding on the part of faculty for the role and efforts of administrators as department heads, deans or directors. There is nothing to be gained, and much to lose, from unjustified criticism of administrators, no matter what individual satisfaction is achieved.

Faculty can assist administrators in a multitude of ways, from solid expressions of support, to good counsel and advice. Administrators, with some exceptions, cannot be expected to be a constant source of instant answers and solutions, nor can they be expected to be an ever-ready source of ideas and unique approaches. Many new and challenging concepts surface first at the faculty level. Steady and constructive support for administration benefits the individual faculty member and provides the right environment for departmental progress. From the other side, administrators must be sympathetic, mindful of faculty needs and willing to respond.

There should be full realization of the fast-paced and dynamic nature of today's educational and research mission. Decisions made by administrators may impact long beyond the immediate crisis and will shape future generations. During a lifetime, a gifted teacher may influence 8-10,000 students; an outstanding department head, director or dean will set in motion concepts, ideas and uncover resources that will

influence many more.

It is important that faculty lend positive support to administrators as they deal with budgets and changes in institutional direction. Given the meager resources most states have to deal with, hard decisions are common. Faculty can assist in long-range planning, a very difficult task at best and especially if protectionism prevails.

Would experienced administrators, seasoned by years, do it again? Are there joys of leadership that outweigh the disagreeable aspects? One would suspect that many administrators might choose a different route, if they were honest. Certainly, the financial rewards are not all that great.

But, student service, institution building and faculty growth can be best served through good administration. I feel many administrators would respond: "Yes, I'd do it again." Emerson once said: "An institution is the lengthened shadow of a man." In the best interests of a strong agricultural future, let's hope that good young faculty will continue to choose this leadership role.

Teaching French Agricultural Vocabulary

Jacqueline Gerols

French has been the official language in the Province of Quebec, Canada, since 1977. Additionally, professional corporations demand that their members demonstrate a good level of proficiency in this language before they are admitted and allowed to practice their profession in this province. This is, of course, the case for professional agrologists.

In Quebec, university level education in agrology is provided by two universities: Laval for French speaking students and Macdonald College of McGill University for English speaking students. As an Associate professor of French at Macdonald College, I was called upon to provide instruction at the LSP level (Language for Special Purpose) to those future agrologists and food scientists. A course had to be designed to improve communication skills, both verbal and written, as well as provide a good basic agricultural vocabulary, in under 40 hours of lecture time.

The first priority was to avoid the unnecessarily tedious memorization of a long list of words for each subject matter by ensuring that key terms in animal and vegetable production, soil science, agricultural economics, etc. would be repeated often enough during the course to be retained by students.

A stimulating topic had to be found for each section, to serve as a vehicle for the study of the vocabulary of agricultural practices. Agriculture in French speaking countries was chosen as a general theme for the course. This offered enough diversity to

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encompass all aspects of agriculture, while giving students new insights on their field of study in other parts of the world.

The course material was divided into 12 sections, each presenting a dual topic: agriculture in a particular French-speaking country, and one special facet of agricultural production. For example, students learn about food production in France during the first two weeks of classes, while mastering the basic vocabulary of vegetable and animal production; they are familiarized with the Common Market agricultural economy while getting acquainted with terms of agricultural economics; soil science terminology is part of the study of North African and Sahel countries; words pertaining to veterinary science are introduced while students hear about problems associated with cattle raising in Africa, and so on.

During the last two weeks of lectures, the focus is placed on Canadian agriculture, with a special emphasis on Quebec and a general review of all vocabulary sections previously studied. The course concludes with pointers on letter, job application and resume writing in French.

Each module is followed by a vocabulary test, with some elements of technical translation. Short oral presentations, relating to the students' special fields of interest as well as to the topics studied, form part of the oral work. Comparisons between Canada and the countries studied are encouraged. An original paper on the last presentation topic is handed in at the end of the course.

Needless to say, material for this course was not easy to come by. However, many sources proved remarkably helpful: some excellent material on French speaking Africa, for instance, was available through UNESCO; French embassy services were very willing and able to provide up-to-date information, while current French magazines and periodicals often carry articles on European agriculture.

The size of the classes has been small, not exceeding 25 students. As an optional course, Agricultural Vocabulary has attracted highly motivated students with the result that a high level of verbal participation has provided stimulation for both students and instructor, as well as — hopefully — adequate career preparation.

The Representation of Women Scientists in Land Grant Colleges of Agriculture

Janet L. Henderson and
Barbara E. Cooper

Introduction

Women entering scientific fields have made significant progress during the last two decades. Recent statistics show that more women are entering scientific professions (Hyer, Eastman, Hrezo, & Malebranche, 1983; Ekstrom, 1979). Women Ph.D.s in science and engineering numbered only 9% in 1970, but that figure rose to 21% in 1979 (Vetter, 1984). From 1960 to 1985, women earned more than 57,000 doctorates in science and engineering, increasing their share of Ph.D.s awarded to 30% in 1984 (Vetter, 1986). Now, women constitute one-fifth of the youngest, more-recently trained scientists in their disciplines (Hornig, 1984).

Women scientists and engineers have made strides in employment in every field, including academia. The number of women scientists and engineers employed in academia rose 6% between 1980 to 1981, compared to only a 2% rise reported for their male counterparts (National Science Foundation, 1982). From 1973 to 1983, the number of women in all academic areas who were tenured, full professors increased from 10 to 11%; female lecturers increased from 35 to 48% (Vetter, 1986).

Despite these advances, the number of women employed as agricultural scientists at the university

level remain very low (Hyer, 1983). In addition, for women educated in the agricultural sciences, unemployment rates are significantly higher than their counterparts in the physical sciences and engineering (Vetter, 1984). However, for women working in the agricultural sciences in academia, actual employment figures are unavailable because most recent research concerns the women employed in the physical sciences and engineering (Ekstrom, 1979; Hyer, 1984). Other information regarding the number of women employed in specific agricultural disciplines (e.g., animal science, agronomy, agricultural engineering) would be useful but is also concurrently unavailable.

Purpose of Study

The goal of this study is to gather statistics on women employed as agricultural scientists with academic rank in colleges of agriculture at U.S. Land-grant universities. The study has four specific objectives:

- (1) to determine the number of women employed in the agricultural sciences at U.S. Land-grant universities, as reported by deans of resident instruction at colleges of agriculture.
- (2) to determine the representation of women scientists in agricultural academic disciplines.
- (3) to determine the representation of women agricultural scientists in small versus large college of agriculture faculties.
- (4) to determine the representation of women agricultural scientists in eastern, central, western and southern regions.

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