

METHODS WHICH STATE AGRICULTURAL EXTENSION SERVICES
EMPLOY IN EVALUATING
COUNTY AGRICULTURAL AGENTS

By

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Bachelor of Science

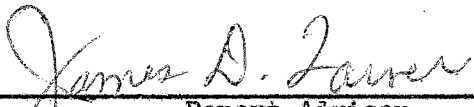
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Report Approved:



Report Advisor



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CHAPTER I

THE PROBLEM

Data relating to personnel performance rating in the cooperative extension services are practically nonexistent. Furthermore, there is a paucity of pertinent data in the fields of education and industry that one can directly apply to the rating of county agricultural extension agents. This study determines what has been and is being done in the various states regarding performance rating, its relation to tenure, to advanced degrees, and to professional improvement in the cooperative extension services. It examines the various forms and rating systems currently in use. Also, it explores the opinions of extension service administrators and indicates how this information will serve as the basis for developing a more adequate rating procedure.

CHAPTER II

METHOD OF STUDY

The questionnaire, which was constructed to secure the necessary information for this study, contains twenty-one questions, classified in three parts. Part I obtains information on what the states are doing in the area of formal evaluation. Part II ascertains precisely how states make their evaluations when they do not have formal systems. Part III determines the relative weights that states place on performance and other factors in making promotions and salary adjustments and in the total evaluation of county agricultural extension agents.

The questionnaire was mailed to all agricultural extension directors in the United States and Puerto Rico, excluding Oklahoma. Forty-seven states and Puerto Rico sent replies, with forty-five states and Puerto Rico returning the questionnaire. Thirty-three questionnaires were fully completed; four had only one unanswered question; two had only two unanswered questions; two had only three unanswered questions; and two had only four unanswered questions. One questionnaire answered only two questions. Two states sent formal replies but retained the questionnaire. Every answer on the completed questionnaires is included in the analysis.

Part I

This section was used by only those states which had a formal evaluation system for county agents. The word "formal" indicates the use of forms listing specific questions and items of information which provide a basis for evaluation.

The questions in Part I of the questionnaire and the answers are as follows:

1. Do you have a formal system for evaluating your county agricultural agents and their work?

	<u>Number States</u> <u>Reporting</u>
States answering yes.	14
States answering no	32

2. How many years has the present evaluation system been in operation?

	<u>Number States</u> <u>Reporting</u>
States reporting less than one year	1
States reporting one year	4
States reporting two years.	2
States reporting four years	1
States reporting ten years.	1
States reporting fourteen years	1
States reporting fifteen years.	2
States not giving number of years	2

3. Do you have a committee to supervise the evaluation program?

	<u>Number States Reporting</u>
States answering yes.	8
States answering no	6

4. Who actually makes the evaluation? (Please check one or more of the following.)

	<u>Number States Reporting</u>
Director.	5
Assistant Director.	5
District Agents, Men.	13
District Agents, Women.	7
Specialists	4
Agents.	5
Others (Specify)	
Co-staff Chairman.	1
County Agent Leader.	1
Associate Agricultural Extension Leader.	1
State Leader	1
County Extension Councils.	1

5. How frequently do you make evaluations? (Please check.)

	<u>Number States Reporting</u>
Six months.	1
One year.	9
Two years	2
Three years	1
Some other (Specify)	
No regular intervals	1
New agents only.	3

6. Do you make the evaluation in conference with the employee, discussing each item with him?

Number States
Reporting

States answering yes. 10

States answering no 4

7. Does the evaluation include a questionnaire which the employee completes?

Number States
Reporting

States answering yes. 5

States answering no 9

By some other method. 0

8. Do you inform the employee of his rating?

Number States
Reporting

States answering yes. 9

States answering no 5

9. How long after an evaluation is it before the employee learns of his score? Check one applicable.

Number States
Checking

Immediately following the evaluation. 2

One month 2

Two months. 0

Three months. 1

Some other time (Specify)

As soon as supervisor can visit. 5

When salary change is made 1

In general at time or following District Agent review. . 1

Do not give employee evaluation score. 2

10. If the employee is dissatisfied with his evaluation, may he appeal to a board or committee?

Number States
Reporting

States answering yes. 7

States answering no 4

States not answering. 3

11. If the answer to the preceding question is yes, which of the following are representatives of the appeal board or committee? (Show by check mark.)

Number States
Checking

Administration. 6

Supervision 5

County Agents 0

Specialists 0

Any others (Specify)

Dean of faculty after administration 1

State personnel office 1

12. What uses do you make of the information you secure in the evaluation? (Check one or more of the following if applicable.)

Number States
Checking

For salary adjustments. 13

As a guide for making promotions. 13

As a guide to the best use of supervisors' time 11

As a guide for establishing in-service training programs. . . 10

To encourage professional improvement 11

To encourage self improvement 13

For some other purpose (Specify). 0

13. Are you presently considering revising your evaluation forms?

	<u>Number States Reporting</u>
States answering yes.	10
States answering no	4

Part II

This section was used by the states not having a formal evaluation system in operation at the time they completed the questionnaire. States answering Part I did not fill out Part II.

The questions in Part II of the questionnaire and the answers are as follows:

1. Have you ever had a formal evaluation system in your state?

	<u>Number States Reporting</u>
States answering yes.	4
States answering no	28

If the answer is yes, please indicate why you dropped it.

	<u>Number States Checking</u>
Caused frustration and anxiety among workers.	3
The material was unused	1
The system was inadequate to meet the needs	3
Some other reason (Specify)	0

2. Are you developing a formal evaluation system at this time?

States answering yes.	11
States answering no	8
States answering with the statement, hoping to soon	2

3. Assuming no formal evaluation system is in operation, who evaluates county agricultural agents? Please check one or more of the following:

	<u>Number States</u> <u>Checking</u>
Director.	24
Associate Director.	20
Assistant Director.	11
Supervisors	27
Specialists	4
Others (Specify)	
Home Demonstration Leader.	2
4-H Leader	2
County Agent Leader.	2
Associate 4-H Leader	1
State Agents and State Leader.	2
State Home Demonstration Agent	1
Program Supervisor	2
Agents	1
County Extension Chairman.	1
Committee.	1
Number indicating only the supervisors.	3
Number indicating only the director	1
Number not checking this section.	5
Number checking this question showing involvement of the state staff in making evaluation.	28

Part III

Part III applies to all states, with the questions in the questionnaire and the answers being as follows:

1. Which of the following criteria do you employ in making salary adjustments and promotions? (Please check one or more of the following.) Forty-four states replied as follows:

	<u>Number States</u> <u>Checking</u>
Tenure.	38
Performance	42
Advanced degrees.	37
Professional Improvement (workshops, special courses, summer schools, etc.).	36

2. What relative percentage weight do you give each of the following four factors when evaluating a person for promotion? (The four percentages should add to 100 percent.)

Tenure as a factor for promotion

Thirty-two states gave the following percentages.

	<u>Number States</u> <u>Reporting</u>
5%.	6
10%	13
15%	3
20%	9
30%	1

Performance as a factor for promotion

Thirty-eight states gave the following percentages.

	<u>Number States Reporting</u>
40%	1
50%	6
55%	1
60%	12
65%	1
70%	3
75%	6
80%	4
85%	1
90%	1
100%	2

Advanced degrees as a factor for promotion

Thirty-three states gave the following percentages.

	<u>Number States Reporting</u>
5%	7
10%	13
15%	6
20%	5
30%	2

Professional Improvement as a factor for promotion

Thirty-five states gave the following percentages.

	<u>Number States Reporting</u>
5%	8
10%	14
15%	4
20%	7
25%	1
30%	1

3. In terms of 100%, what value do you give each of the following four factors in determining salary adjustments? (Make the four weights add to 100%.)

Tenure as a factor for salary adjustment

Twenty-nine states gave the following percentages.

	<u>Number States Reporting</u>
5%	2
10%	13
15%	3
20%	9
25%	1
65%	1

Performance as a factor for salary adjustment

Thirty-six states gave the following percentages.

	<u>Number States Reporting</u>
25%	1
45%	1
50%	4
60%	8
70%	6
75%	8
80%	1
85%	3
90%	1
100%	3

Advanced degrees as a factor for salary adjustment

Twenty-eight states gave the following percentages.

	<u>Number States Reporting</u>
5%	11
10%	10
15%	5
20%	2

Professional Improvement as a factor for salary adjustment

Thirty-one states gave the following percentages.

	<u>Number States Reporting</u>
5%	8
10%	10
15%	5

Professional Improvement as a factor for salary adjustment (continued)

- 20% 5
- 25% 3
4. Should a formal evaluation system include a section for evaluating personal qualifications including habits, interests, and attitudes desirable to the profession? (Yes or No.)
- States answering yes. 32
- States answering no 2
5. In establishing an evaluation system, how do you rate the following in order of their importance? (Rate them 1, 2, 3, 4, and 5 order. If you think two or more criteria are equally important, give each the same number.)

Program development and projection

Thirty-seven states gave the following ratings.

	<u>Number States</u> <u>Rating</u>
Rating of one	18
Rating of two	16
Rating of three	1
Rating of four.	2

Program execution

Thirty-seven states gave the following ratings.

	<u>Number States</u> <u>Rating</u>
Rating on one	24
Rating of two	9
Rating of three	3
Rating of four.	1

Working relationships (Staff and Agency)

Thirty-seven states gave the following ratings.

	<u>Number States</u> <u>Rating</u>
Rating of one	7
Rating of two	11
Rating of three	15
Rating of four.	4

Personal qualifications

Thirty-seven states gave the following ratings.

	<u>Number States</u> <u>Rating</u>
Rating of one	2
Rating of two	11
Rating of three	4
Rating of four.	10
Rating of five.	10

Public relations

Thirty-seven states gave the following ratings.

	<u>Number States</u> <u>Rating</u>
Rating of one	4
Rating of two	6
Rating of three	13
Rating of four.	9
Rating of five.	5

CHAPTER III

FINDINGS OF THE STUDY

In part I of the questionnaire dealing with those states now using a formal evaluation system, the term "formal" signifies the use of prepared forms listing key questions which provide a basis for evaluation. Fourteen states now using a formal system in evaluating county agricultural extension agents, have been doing so for fifteen years or less. However, ten of them are presently considering revising their evaluation forms. Nine make annual evaluations; five make evaluations every six months to three years. Ten of the fourteen states make evaluations in conference with the employee.

Male district agents either make or assist in making evaluations in each of the fourteen states, whereas female district agents assist in seven, specialists assist in four, and county agents assist with evaluations in five states. Five states use a questionnaire which the county agents must complete and eight states employ a committee to supervise the evaluation program.

Six states provide an appeal board comprised of representatives from the administration and supervisory staff. All states completing this section give equal weight to the information they secure in evaluating the county agents.

Only those states not having a formal evaluation system completed part II of the questionnaire. Thirty-two are using the informal system, of which, four at one time used the formal system. The four states discontinued the formal system because the material was unused, the system was inadequate, and it created frustration and anxiety among the workers.

Eleven of the thirty-two states are now developing a formal system. In twenty-eight states, the state staff participates in the evaluations; in three, only the supervisors participate and in one state, the director makes the evaluations.

Even though each state was instructed to complete part III of the questionnaire, only thirty-three answered all phases. Eleven others submitted partially completed forms. Part III deals with tenure, performance, professional training and improvement, and advanced degrees in relation to promotion and salary adjustment.

Practically all states consider four factors--tenure, performance, advanced degrees, and professional improvement--in determining salary adjustments and promotions. Of the four factors, performance is by far the most important in making promotions, counting sixty-six percent of all factors in the thirty-eight states reporting on this point (Part III, Question 2). Of the remaining three factors bearing on the promotion of county agents, tenure and advanced degrees, each, counts thirteen percent, followed by professional improvement, which counts only twelve percent.

Also, performance is the most significant factor in deciding salary adjustments. For example, thirty-six states report that this item counts sixty-nine percent in deciding salary adjustments. Of the three remaining factors, tenure has the greatest weight, amounting to sixteen

percent. Then comes professional improvement, counting twelve percent and advanced degrees, counting only ten percent.

Consequently, performance is the most important of the four factors in determining both promotions and salary adjustments of county agents. Tenure, advanced degrees, and professional improvement are of lesser importance, each carrying approximately the same weight.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

This study has shown that the county agent's performance in the field is by far the most important factor relating to the effectiveness of extension work. Tenure, advanced degrees, and professional improvement are important but only insofar as they tend to promote better performance. Tenure, advanced degrees, and professional improvement play supporting and complementary roles, and apparently are conducive to better performance.

Although this study did not secure exhaustive data on this subject, it did indicate a definite need for improved evaluation methods which impel a higher quality of extension work. A careful study of the evaluation forms which the various states use indicates those which have developed forms based on some guiding principles, or "basic concepts", appear to have a better basis upon which to establish and maintain an effective evaluation program. Basic principles or concepts, which have been developed from standards of performance and job descriptions seem to be more conducive to understanding and acceptance. Guiding principles thoroughly understood and accepted by those being evaluated should contribute to a more objective type evaluation.

Evidently most states attempt to evaluate without first preparing standards of performance and job descriptions. Without standards, it is impossible for one to devise adequate, concise forms for personal

evaluation. In the absence of such forms, evaluation becomes merely the personal opinion of the evaluator, being based upon personal attitudes and opinions toward the employee. Hence, this type of evaluation is grossly unfair--unfair to the evaluator and unfair to the person evaluated.

In conclusion, basic concepts and carefully prepared evaluation forms obviously are necessary for fair, accurate evaluations of county agents.

ADDENDUM

FORMS NOW BEING USED BY THE STATES AND PUERTO RICO AND FORMS BEING PREPARED FOR USE BY OTHER STATES IN MAKING AN EVALUATION OF COUNTY AGRICULTURAL EXTENSION AGENTS

At the end of this report is a summary of the areas which states consider in making evaluations. These are the areas which states are using and consider to be most important. These data are included as supporting evidence. Tabulations of the forms, along with summaries of the study, will be sent to all states contributing materials for this report.

MAJOR AREAS OF THE EVALUATION FORMS OF TWELVE STATES AND PUERTO RICO DOING FORMAL EVALUATION

State	Areas Covered	Number Questions	Points Where Used	Rating or Otherwise
Arkansas	1. Personal qualifications 2. Working relationships 3. The county program and results	15 20 16	None	Each item was rated either excellent, very good, good, fair or poor. Present system has been used 14 years and is being considered for revision.
Colorado	1. Working relations 2. Program development 3. Personal qualifications	6 9 9	None	Uses comments only. Are considering revising. Present system has been used 15 years.
Hawaii	1. Personality 2. Teaching effectiveness 3. Work habits 4. Training for the job 5. Organizing ability 6. Professional attitudes 7. Community service 8. Cooperativeness 9. Reporting habits	1 1 1 1 1 1 1 1 1	None	Each area was rated either superior, very good, good, fair, poor, or very poor. Are considering revising. Length of time used was not given.
Illinois	1. Conception of the job 2. Program planning procedures 3. Carrying out the program 4. Working relations 5. Professional improvement 6. Office management 7. Results	7 4 7 5 4 4 6	None	Each item was rated either excellent, very good, good, fair or unable to rate. Are considering revising. Present system has been used two years.

State	Areas Covered	Number Questions	Points Where Used	Rating to Otherwise
Michigan	1. Conception of the job	6		Amount of improvement needed.
	2. Advisory groups, related Extension committees and other leadership	5		
	3. Planning and developing the program	6	None	Each item was rated either very much, much, considerable, some, little, or none.
	4. Carrying out the program	9		
	5. Working relationships	7		
	6. Public relations	6		A performance profile completed after each evaluation.
	7. Professional improvement	8		
	8. Office management and reporting	4		Present system has been used 4 years and is being considered for revision.
	9. For County chairman only	9		
Missouri	1. Conception of the job	5		
	2. Leadership development	6		
	3. Planning and developing the program	4		
	4. Carrying out the program	11	None	Comments only.
	5. Evaluating and reporting results	4		
	6. Working relations	7		
	7. Public relations	7		
	8. Self improvement	7		
	9. Office management	11		System used 1960 for first time.
Nebraska	1. Working relationships	5		
	2. Human relationships	9		
	3. Public relations	5		
	4. Extension organization	9	None	1. Ranks in top one-fourth
	5. County office management	3		2. Ranks in middle one-half
	6. Extension teaching methods	3		3. Ranks in low one-fourth
	7. Extension reports	4		0. Insufficient information available or does not apply
	8. Extension evaluation	3		
	9. County Extension program development	4		
	10. Educational program content	4		Are considering revising.
	11. Miscellaneous	2		Present system has been used

State	Areas Covered	Number Questions	Points Where Used	Rating or Otherwise
New Hampshire	1. Efficiency	3	10	
	2. Organizational ability	1	9	
	3. Getting along with people	3	15	
	4. Committee work	1	8	
	5. Support of council	1	15	Total points.
	6. Professional improvement	1	5	
	7. Interest and enthusiasm	1	9	
	8. Appearance (personal)	1	5	
	9. Conduct and language	1	15	Present system has been used
	10. Initiative	1	10	2 years and is being considered
	11. Subject matter	1	9	for revision.
New Jersey	1. Concept of the profession	6		
	2. Program development and execution	9		
	3. Ability to organize	5		Rated as to additional training, supervision and opportunity needed.
	4. Communications skills	4		
	5. Counseling techniques	5		
	6. Leadership development	4	None	
	7. Evaluation	2		Little (4), Some (3), Considerable (2), Much (1).
	8. Ability to work with people	6		
	9. Administration	12		
	10. Helpful attributes	8		
	11. Personal qualifications	8		Present system has been used
	12. Technical subject matter competency.	5		1 year.
Ohio	1. Program development	16		
	2. Working relations	12	None	Rated by number as Fair (1-2), Good (3-4), Excellent (5-6).
	3. Personal qualifications	8		Present system has been used 15 years and is being considered for revision.

State	Areas Covered	Number Questions	Points Where Used	Rating or Otherwise
Puerto Rico	1. Office organization and management	9	8	Rated A, B, C, D.
	2. Field organization	5	12	
	3. Attitudes and relationships	9	5	
	4. Relationships with friendly, cooperative and understanding	7	5	
	5. Program planning	8	15	Length of time used was not given and is being considered for revision.
	6. Program execution	16	20	
	7. Professional interests and participation	7	10	
	8. Effectiveness of Extension program.	6	25	
Virginia	1. Areas of understanding of the job of Extension Agent	6	None	Rated by number as Poor (1-2), Fair (3-4), Good (5-6), Very good (7-8), Excellent (9-10).
	2. Extension organization, committees and leadership	5		
	3. Planning the program	5		
	4. Carrying out the program	7		
	5. Working relationships	5	Present system has been used 1 year.	
	6. Public relations	5		
	7. Professional improvement	5		
	8. Office management and reporting	9		
Washington	General comments only			Rated 1, 2, 3, 4, 5. Present system has been used 15 years.

MAJOR AREAS BEING CONSIDERED BY OTHER STATES AND THE STATES' COMMENTS AS TO THEIR USE

State	Areas Covered	Number Questions	Rating or Otherwise
Connecticut	1. Problem analysis	11	This form is in the process of development.
	2. Program development	14	
	3. Execution of program	10	
	4. Program accomplishments and use	7	
	5. Relationships	8	
	6. Office organization	4	
	7. For County Administrators only	13	
Maine	1. Conception of the job	14	Rated as the amount of improvement needed. Very much (1), Much (2), Considerable (3), Some (4), Little or None (5) - (Comments).
	2. County Executive, community and related Extension committees and other leadership	7	
	3. Analyzing the county situation	5	
	4. Planning and developing the program	3	Considered a preliminary form being tested at the present time.
	5. Carrying out the program	11	
	6. Working relationships	8	
	7. Public relations	6	
	8. Professional improvement	8	
	9. Office management and reporting	11	

February 22, 1960

Re: Methods Used in
Evaluating Extension
Agents

Dear

We know that you can appreciate the need for establishing adequate methods of evaluating Extension personnel. In Oklahoma, we are in the process of revising our present system used in evaluating Extension Agents.

We have access to information from surveys made several years ago, however, there is additional information we need.

A questionnaire made up in three parts is attached to aid you in supplying the information needed. Please observe questions listed on the back of each page. We will appreciate your giving us your best judgment in answering the questions.

If you would like to receive a copy of the material after it has been tabulated, sign your name and address on the back page of Part III.

A self-addressed envelope is enclosed for your use in returning the completed questionnaire.

Thanking you for your cooperation,

Yours truly,

H. E. Chambers
District Agent

HEC:bw

Enclosures

A STUDY OF METHODS USED BY STATE AGRICULTURE EXTENSION
SERVICES IN EVALUATING COUNTY AGRICULTURAL AGENTS

Part I

1. Do you have a formal system for evaluating your county
agricultural agents and their work? Yes ___ No ___

IF THE ANSWER TO NO. 1 IS "NO," DISREGARD QUESTIONS 2 THROUGH 13.

2. How many years has present evaluation system been in
operation? _____

3. Do you have a committee that supervises the evaluation
program? Yes ___ No ___

4. Who actually makes the evaluation? Please check one or more
of the following:

Director _____
Assistant Director _____
District Agents (Men). _____
District Agents (Women). _____
Specialists. _____
Agents _____
Others (Specify) _____

5. How frequently do you make evaluations? Please check.

Six Months _____
One Year _____
Two Years. _____
Three Years. _____
Some other (Specify) _____

6. Do you make the evaluation in conference with the
employee, discussing each item with him? Yes ___ No ___

7. Does the evaluation include a questionnaire which the employee completes? Yes No
By some other method (Specify) _____
8. Do you inform the employee of his rating? Yes No
9. How long after an evaluation is it before the employee learns of his score? Check one applicable.
- Immediately following the evaluation _____
- One Month. _____
- Two Months _____
- Three Months _____
- Some other time (Specify) _____
10. If the employee is dissatisfied with his evaluation, may he appeal to a board or committee? Yes No
11. If the answer to the preceding question is yes, which of the following are representatives of the appeal board or committee? Show by check mark.
- Administration _____
- Supervision. _____
- County Agents. _____
- Specialists. _____
- Any others (Specify) _____

12. What uses do you make of the information you secure in evaluation? Check one or more of the following if applicable.

- For salary adjustments _____
- As a guide for making promotions _____
- As a guide to the best use of supervisor's time. . . _____
- As a guide for establishing in-service training programs _____
- To encourage professional improvement. _____
- To encourage self improvement. _____
(appearance, attitudes, habits, etc.)
- For some other purpose (Specify) _____

13. Are you presently considering revising your evaluation forms? Yes ___ No ___

Part II

If you have no formal evaluation system in operation in your state at this time, please answer the following:

1. Have you ever had a formal evaluation system in your state? Yes ___ No ___

If the answer is yes, please indicate why you dropped it.

- Caused frustration among workers _____
- The material was unused. _____
- The system was inadequate to meet the needs. _____
- Some other reason (Specify) _____

2. Are you developing a formal evaluation system at this time? Yes ___ No ___

3. Assuming no formal evaluation system is in operation, who does the evaluating? Please check one or more of the following:

Director _____
Associate Director _____
Assistant Director _____
Supervisors. _____
Specialists. _____
Others (Specify) _____

Part III

1. Which of the following criteria do you employ in making salary adjustments and promotions? Please check one or more of the following:

Tenure _____
Performance. _____
Advanced Degrees _____
Professional Improvement _____
(Workshops, special courses, summer school, etc.)

2. What relative percentage weight do you give each of the following four factors when evaluating a person for promotion? (The four percentages should add to 100%.)

Tenure _____
Performance. _____
Advanced Degrees _____
Professional Improvement _____

3. In terms of 100 percent, what value do you give each of the following four factors in determining salary adjustments? (Make the 4 weights add to 100.)

Tenure _____
Performance. _____
Advanced Degrees _____
Professional Improvement _____

4. Should a formal evaluation system include a section for evaluating personal qualifications, including habits, interests, and attitudes desirable to the profession? . . Yes ___ No ___

5. In establishing an evaluation system, how do you rate the following in order of their importance? Rate them 1, 2, 3, 4, 5 order. If you think two or more criteria are equally important, give each the same number.

Program Development and Projection _____
Program Execution. _____
Working Relationships (staff and agency) _____
Personal Qualifications. _____
Public Relations _____

If you have a form or forms which you now use in your evaluation system, please include a copy of each along with completed copies of this questionnaire.

VITA

H. E. Chambers

Candidate for the Degree of
Master of Science

Report: METHODS WHICH STATE AGRICULTURAL EXTENSION SERVICES
EMPLOY IN EVALUATING COUNTY AGRICULTURAL AGENTS

Major Field: Rural Adult Education

Biographical:

Personal data: Born in El Paso, Texas, December 29, 1907, the son
of Mr. and Mrs. Charles C. Chambers.

Education: Attended elementary school at Purcell, Oklahoma;
graduated from Stillwater, Oklahoma High School in 1927;
received the Bachelor of Science degree from Oklahoma State
University in 1933, with a major in Agronomy; completed the
requirements for the Master of Science degree in August, 1960.

Professional Experience: Worked on a cattle and wheat ranch during
summers through high school; worked for the Agronomy Depart-
ment, Oklahoma State University on Experiment Station and in
laboratory during college; January, 1934, assigned to Greer
County, Oklahoma, as Assistant County Agent; 1935 to 1938,
served as Assistant County Administrator of government Agri-
cultural programs in Greer County, Oklahoma; served as County
Agent in Love County from 1938 to 1943; transferred to
Associate Extension Economist, Marketing, March 1943;
transferred to assist Farm Labor Supervisor, July 1943;
transferred to County Agent, Cleveland County 1944; District
Agent, Southwest District, 1951 to 1957; District Agent,
Northeast District, July 1, 1957.