

in my congressional district surely would be different from that of a rural community in Mississippi or Alabama.

That is all I have, Mr. Chairman.

Mr. GOODELL. Mr. Secretary, I have had the opportunity to review some hearing which occurred in another committee of Congress, before Mr. Resnick's subcommittee, and I notice that in a number of places during the course of the hearing he was very unhappy with the lack of emphasis on aid to rural areas.

He went so far at one point to say, "I know again in my own State of New York the priority goes to the city and the rural area gets what is left."

Mr. Lowell H. Watts, answering questions before that committee, who, I believe, is the director for extension of university services, Cooperative Extension Service of Colorado, made this statement.

(Mr. Watt's statement follows:)

TESTIMONY OF THE EXTENSION COMMITTEE ON ORGANIZATION AND POLICY (ECOP)*

May I first of all thank your Committee for the opportunity to present testimony as part of your analysis of development programs in rural America.

My name is Lowell Watts. I am Chairman of the Extension Committee on Organization and Policy, more commonly referred to as ECOP. With me today are Dr. G. W. Schneider, Associate Director of the Cooperative Extension Service in Kentucky and Chairman of the ECOP Subcommittee on Community and Resource Development, and W. M. Bost, Director of the Cooperative Extension Service in the State of Mississippi and a member of ECOP. We represent the State Cooperative Extension Services of the fifty states and Puerto Rico.

As you know, the Cooperative Extension Service was authorized in 1914 under the provisions of the Smith-Lever Act. The growth of Cooperative Extension educational programs across the country has resulted in the gradual development of a unique educational system which focuses upon the use of new technology and information to solve everyday problems of people at the local level. The involvement of our extension agents and our staff specialists has brought the Extension program into an extremely close relationship to the people whom we serve.

THE FUNCTIONS OF COOPERATIVE EXTENSION

Functioning as an educational arm of the Department of Agriculture and as a grass roots problem solving extension of our land-grant universities, we share with this Committee a concern for the welfare of rural America. Our close and continuing contact with people in their local environment has also brought to our attention certain types of problems and concerns which we feel are of relevance to your Committee in its review of federal assistance in the development process.

Extension's early activities might best be described as that part of an educational process aimed at promoting and encouraging change in individuals. The sum total of these changes has made and is continuing to make possible the highly efficient commercial agriculture which provides the American consumer with the world's best food supply at less than twenty percent of disposable income.

Unfortunately, the past concentration on agricultural production largely ignored the more complicated inter-relationships of individuals and families with their communities and ignored almost entirely community inter-relationships within the broad economic and social framework of the nation.

As we look at the role of Cooperative Extension today we recognize that in addition to individual learning, the processes of planning and development also require the stimulation of group decision making as basic to development. Said

*Presented by Lowell H. Watts, Director for Extension and University Services and Director of Cooperative Extension Service, Colorado State University and Chairman of ECOP; G. W. Schneider, Associate Director of Cooperative Extension Service, University of Kentucky, and Chairman, ECOP Subcommittee on Community and Resource Development; and W. M. Bost, Director of Cooperative Extension Service, Mississippi State University and a member of ECOP.