

SUGGESTIONS ON EDUCATIONAL WORK PRECEDING THEORGANIZATION OF SOIL CONSERVATION DISTRICTSIOWAI. Purpose.

Educational work in soil conservation has been carried on for years by local county farm organizations with the assistance of the Extension Service. This program should be intensified by means of demonstrations, tours, meetings, training schools and publicity before a soil conservation district program is undertaken. This enlarged program should:

- A. Make land owners and operators of the area aware of soil erosion and land-use problems.
- B. Outline the problems in connection with land-use adjustments and the conservation practices and point out solutions to improve existing conditions.
- C. Explain the nature of soil conservation districts and the provisions of the Iowa law as a medium of cooperative local action to bring about the adoption of proper land-use and conservation practices.

II. Cooperative Arrangement.

Under existing Federal Acts both the Soil Conservation Service and the Extension Service are empowered to disseminate information concerning soil erosion and preventive measures. Accordingly, in Iowa, the two services have adopted a single cooperative educational program and employ cooperatively an Extension Soil Conservationist and assistants to correlate the educational program.

(See - "A Policy Statement on Relationships Between the Soil Conservation Service" - March 29, 1940.)

"Responsibilities and Duties of Extension Soil Conservationist and Assistants" - Iowa, July 1941. (SC-2)

"How the Extension Service Can and Does Cooperate with Soil Conservation Service in Developing a Soil Conservation Program for Iowa" - July 1941. (SC-3)

"How the Soil Conservation Service Can and Does Cooperate with the Extension Service in the Soil Conservation Program in Iowa." - Sept. 1941. (SC-5)

III. Procedure for developing educational programs that may lead to the development of a soil conservation district.

At the inception of a local educational program it is essential that a local committee, leaders or organization be designated to lead in carrying out the educational work.

(Over)

A. Factors to be considered in developing the educational program:

1. Seriousness and extent of the problem.
2. Awareness of the people to the problem.
3. Information on local problems and what has been done.
4. Amount of local leadership.
5. Number and distribution of demonstrations.
6. Amount of education needed to inform people about the function of Soil Conservation Districts.

B. Educational Methods.

1. Establishing such field, practice or complete conservation demonstrations as are needed.
2. Making complete use of existing demonstrations.
3. Tours to county demonstrations and nearby watershed demonstrations and soil conservation districts.
4. Meetings and group discussions with farmers, 4-H clubs, townspeople and schools. Illustrative material such as slides, motion pictures, soil profiles, aerial photographs, charts, graphs, bulletins, reference material, etc. may be used.
5. News stories, circular letters and radio.
6. Exhibits at fairs, in store windows, etc.

(See - "Information Program Guide for Soil Conservation Districts - SCS and Iowa State College Cooperating - June, 1941.")

IV. Educational work following decision to form a Soil Conservation District.

Education in an area should develop over such a period of time as is required by the local people to determine the need for the creation of a soil conservation district. It is anticipated that:

- A. If and when the organization of a district is approved, group educational meetings should be planned to obtain signatures to petitions.
- B. There will be need for further educational work relating to the nature and functions of the districts as the district develops through the stages from petition to hearing, from hearing to referendum and election of district governing body.