Introduction to “Reading for Soil Scientists, Together with a Library”

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Charles E. Kellogg, former Chief of the Division of Soil Survey, will be honored at the 2002 Soil Science Society of America Annual Meeting in a symposium entitled “Passages to Excellence: A Tribute to the Life, Work and Legacy of Dr. Charles E. Kellogg.” Symposium speakers will describe Dr. C.E. Kellogg’s various roles and accomplishments throughout his career, including soil scientist; teacher; advocate for soil survey, classification, and interpretation; deputy administrator of the USDA Soil Conservation Service; historian and social commentator; and foreign advisor.

Helms (2002) recently discussed Dr. C.E. Kellogg’s career and his long-term influence on soil survey, soil classification and interpretation. Kellogg was recognized as a soil scientist who firmly believed soil survey information should be interpreted to provide practical applications, such as rural land classification and highway location and design, “that helped people.” He was a strong proponent of scientific research, training, and investigation, with examples including, but not limited to, development of the Soil Survey Manual, Soil Taxonomy, and the Soil Science Institute.

Dr. C.E. Kellogg was clearly supportive of professional development and continuing education for the soil scientists working under his direction. The reading list that follows was originally published in the Journal of the American Society of Agronomy (Kellogg, 1940) and was revised several times in later years (Helms, 2002). The introduction (“Reading”) offers some valuable insights into the educational philosophy that Kellogg promoted for soil scientists. The list was developed as guidance for persons who were interested in majoring in soil science. The broad scope of readings illustrates Dr. Kellogg’s philosophy of a firm foundation in the basic sciences and his belief that a well-trained soil scientist should read frequently and widely.

In this rapidly changing age of global communication using internet-based computer technology, the opportunities for modern soil scientists to maintain professional development and continue our educations are greatly enhanced. Educational information on soil science is widely accessible over the internet, and the number of sources increases yearly at a rapid pace. The challenge remains: Can the modern soil science community develop an internet-based “Reading List with a Library” to help educate and train our next generation of soil science majors?

References Cited


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