



ORGANIZED TEACHER

MATERIAL

# CONSERVING FARM LANDS

FOR SOIL-EROSION CONTROL  
WATER CONSERVATION, AND EFFICIENT LAND USE

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UNITED STATES  
DEPARTMENT OF THE INTERIOR • OFFICE OF EDUCATION

# CONSERVING FARM LANDS

PLANNING FOR  
SOIL-EROSION CONTROL, WATER CONSERVATION  
AND EFFICIENT LAND USE

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## FOREWORD

Soil conservation and related problems have attracted increasing Nation-wide attention during recent years. All-too-frequent recurrences of higher flood crests on major streams, unprecedented dust-storms in the Great Plains area, severe gullying and abandonment of large acreages of cultivated land, and other disasters have aroused the Nation to the necessity for adopting land-use practices in harmony with the capabilities of the land as indicated by inherent characteristics of soil, climate, land form, native vegetation, water resources, location, and native animal life. More significant than the floods, duststorms, or gullies, however, is the fact that much of the better agricultural land has been seriously affected by accelerated erosion during the comparatively brief time it has been in use.

Vocational agriculture instructors throughout the United States, and especially in the Southern States, have been very active in the field of soil conservation. Millions of acres of land have been terraced and numerous other soil-conserving practices have been introduced under the guidance of vocational agriculture departments in public secondary schools. Considering, however, the numerous recent developments and advancements in the science of soil conservation resulting from the extensive research and demonstrational program of both State and Federal agencies, many vocational agriculture instructors have requested additional assistance.

The organized teaching material included in this bulletin is designed to assist teachers of vocational agriculture. Its primary purpose is to supply them with a reasonably complete inventory of the functioning content involved in planning a soil conservation program for a specific farm, presented in such a way that the material may be usable in systematic instruction on this activity.

The manuscript was prepared by Tom Dale, information specialist, Soil Conservation Service, United States Department of Agriculture, in cooperation with W. A. Ross, subject-matter specialist in agricultural education, Office of Education, working under the direction of J. A. Linke, Chief of the Agricultural Education Service, Office of Education, United States Department of the Interior. Acknowledgment is made to other specialists of the United States Department of Agriculture for their advice in the preparation of the manuscript.

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Soil Conservation Service, U. S. D. A.

**Figure 1.**— Millions of acres of formerly productive farm land in the United States have been destroyed by water erosion and are now lying idle as abandoned land. Such lands represent tragedy for the former owner and a definite loss in natural resources.

**Figure 2.**— Wind erosion has progressed at an alarming rate, during recent years, over much of the land in the more arid sections. The erosion depicted above started in a wheatfield and, while it has not reached an uncontrollable stage has blocked the road and it is rapidly spreading to the adjacent pasture land.

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