

APPENDIX

LINKS TO USEFUL INFORMATION TO INTERPRET AGRICULTURE AT MUSEUMS AND HISTORIC SITES

NOTE: This APPENDIX appears as published in Debra A. Reid, *Interpreting Agriculture at Museums and Historic Sites* (Lanham, MD: Rowman & Littlefield, 2017), 241-243. Readers can access the complete files at <http://alhfam.org/InterpAg>.

Part I: Professional Organizations Supporting the Study of Agricultural and Rural History:

This list (in alphabetical order) includes names and websites for selected organizations that support the study and interpretation of the history of agriculture, and of rural and farm life.

Agricultural History Society (AHS): founded in 1919. <http://aghistorysociety.org/>

American Association for State and Local History (AASLH): founded in 1940.

<http://aaslh.org>

International Association of Agricultural Museums (*Association Internationale des Musées d'Agriculture*) (AIMA): founded in 1966.

<http://agriculturalmuseums.org/>

Association for Living History, Farm and Agricultural Museums (ALHFAM):

founded in 1970. <http://alhfam.org/>

Midwest Open-Air Museum Coordinating Council (MOMCC): founded in 1978.

<http://momcc.org>

Rural Sociology Society (RSS): founded in 1937. <http://www.ruralsociology.org>

Rural Women's Studies Association (RWSA): founded in 1998.

<http://www.ohio.edu/cas/history/institutes-associations/rwsa/>

Vernacular Architecture Forum (VAF): founded in 1979. <http://www.vafweb.org/>

Part II: Selected Advocates of Agricultural Education and Potential for Partnering

The National Council for Agricultural Education (The Council) describes agricultural education as “a systematic program of instruction available to students desiring to learn

about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems.” In 1981, National Agriculture in the Classroom was launched through a partnership between the U.S. Department of Agriculture, and state departments of agriculture and state Farm Bureau offices. In 1988, the National Research Council (NRC) defined an agriculturally literate person as a person who “understand[s] the food and fiber system and this would include its history and its current economic, social and environmental significance to all Americans” [[http://www. agclassroom.org/](http://www.agclassroom.org/)]. Numerous organizations support education in agriculture and preservation of farmsteads and landscapes. This list explains the goals of selected organizations and the services they provide.

Part III: Selected Readings in Agricultural History: A Bibliographic Essay

This bibliographic essay is organized by themes in agricultural history (i.e., politics and policy, markets, land, labor, technology, crop and stock cultures, and international relations). It starts with an introduction to national surveys of agricultural history that can help you get a sense of social and cultural patterns of rural and farm life, and economic and policy issues. It provides information about resources to help you locate published primary sources (scientific treatises, for instance, produced in the 1800s) that can help you learn period-specific scientific terms and opinions of a time. It includes brief overviews of major trends in U.S. agricultural history (i.e., formation of land-grant colleges, dryland farming, New Deal agricultural policy, wartime policy, and the Farm Crisis of the early 1980s, to name a few). This reference list will help you identify studies to launch reading circles and begin the process of documenting agricultural history relevant to your site.

Part IV: Timeline: National Policy and Agrarian Legislation

This timeline includes national policy and legislation affected by agrarianism, that is, legislation that favored farmers. The timeline includes events that affected policy, or that reacted to legislation. The content reflects three realities: 1) farmers took direct action when government policy did not favor their interests, as the cases of organized protests or outright violence during the 1670s, 1780s, 1870s, 1930s, and 1970s indicate; 2) most policy favored farmers or at least responded to farmer interests; 3) not all farmers received support in the form of proactive legislation. Poor and minority farmers did not fare well. This affirms that agriculture is an industry that is too big to fail. That was the case when the majority of the population had a direct connection to farmers, and it is just as true now as the majority of people depend upon a shrinking number of farmers for food and fiber.

**Part V: Livestock Care in Museums, updated in 2016,
Association for Living History, Farm and
Agricultural Museums. ALHFAM.org**

This outline is intended as a guideline that museums and historic sites can use to develop livestock management policies and procedures unique to each museum and reflecting its mission and resources. The approval and input of the institution's governing body and of livestock health professionals will lend credibility to, and increase public confidence in, a museum's livestock program. For additional information, contact the chair of ALH-FAM's FARM Professional Interest Group.