

Block quotes begin on a new line, are double-spaced, and are indented 1" from the margin. Do not use quotation marks. The citation information (author name and page number) follows the quote's end punctuation.



successful experimental efforts and improvements, should render themselves duly entitled to them.³ (92)

Part of Nicholson's hope was realized in 1837 when Michigan established their state university, specifying that "agriculture was to be an integral part of the curriculum" (Danhof 71). Not much was accomplished, however, much to the dissatisfaction of farmers, and in 1855, the state authorized a new college to be "devoted to agriculture and to be independent of the university" (Danhof 71). The government became more involved in the creation of agricultural universities in 1862 when President Lincoln passed the Morrill Land Grant College Act, which begins with this phrase: "AN ACT Donating Public Lands to the several States and Territories which may provide Colleges for the



Periods occur before the end quotation mark if the citation information is given already in the sentence.

Benefit of Agriculture and Mechanic Arts [sic]." The first agricultural colleges formed under the act suffered from a lack of trained teachers and "an insufficient base of knowledge," and critics claimed that the new colleges did not meet the needs of farmers (Hurt 193).

Congress addressed these problems with the then newly formed United States Department of Agriculture (USDA). The USDA and Morrill Act worked together to form

"... State experiment stations and extension services ... [that] added [to] ... localized research and education ..." (Baker et al. 415). The USDA added to the scientific and educational areas of the agricultural field in other ways by including research as one of the organization's "foundation stone" (367) and by including these seven objectives:

- (1) [C]ollecting, arranging, and publishing statistical and other useful agricultural information;
- (2) introducing valuable plants and animals;
- (3)



If a source has more than three authors, use the first author's last name followed by "et al."

answering inquiries of farmers regarding agriculture; (4) testing agricultural implements; (5) conducting chemical analyses of soils, grains, fruits, plants, vegetables, and manures; (6) establishing a professorship of botany and entomology; and (7) establishing an agricultural library and museum. (Baker et al. 14)

These objectives were a response to farmers' needs at the time, mainly to the need for experiments, printed distribution of new farming knowledge, and education. Isaac Newton, the first Commissioner of Agriculture, ensured these objectives would be realized by stressing research and education with the ultimate goal of helping farmers improve their operations (Hurt 190).

Before the USDA assisted in the circulation of knowledge, however, farmers wrote about their own farming methods. This brings me to my next section in which I examine three handbooks written by farmers and connect my observations of the texts with the discussion of agricultural history I have presented above.

Note: Sections of this paper have been deleted to shorten the length of the paper

CONCLUSION

The conclusion "wraps up" what you have been discussing in your paper.

Because this is a B-level header, the paragraph is not indented.

From examining Drown's, Allen's, and Crozier and Henderson's handbooks in light of nineteenth century agricultural history, I can say that science and education seem to have had a strong influence on how and why these handbooks were written. The authors' ethos is created by how they align themselves as farmers with science and education either by supporting or by criticizing them. Regardless of their stance, the authors needed to create an ethos to gain an audience, and they did this by including tables of information, illustrations of animals and buildings, reasons for educational reform, and pieces of

advice to young farmers in their texts. It would be interesting to see if other farming handbooks of the same century also convey a similar ethos concerning science and education in agriculture. Recovering more handbooks in this way could lead to a better, more complete understanding of farming education, science's role in farming and education, and perhaps even an understanding of the rhetoric of farming handbooks in the nineteenth century.



Use endnotes to explain a point in your paper that does not quite fit in with the rest of the paragraph. Avoid lengthy discussions in the endnote entries.

Notes

Center the title "Notes," using 12-point Times New Roman font.

Endnotes begin on a new page after the paper but before the Works Cited. Double-space all entries, and indent each entry 0.5" from the margin.

1. Danhof includes "Delaware, Maryland, all states north of the Potomac and Ohio rivers, Missouri, and states to its north" when referring to the northern states (11).
2. For the purposes of this paper, "science" is defined as it was in nineteenth century agriculture: conducting experiments and engaging in research.
3. Please note that any direct quotes from the nineteenth century texts are written in their original form, which may contain grammar mistakes according to twenty-first century grammar rules.



Works Cited

The Works Cited page is a list of all the sources cited in your paper.

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

MLA now requires all sources to have a publication marker. For example, books receive the marker "Print" after the citation.

Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market*. New York: Saxton, 1849. Print.



Baker, Gladys L., Wayne D. Rasmussen, Vivian Wiser, and Jane M. Porter. *Century of Service: The First 100 Years of the United States Department of Agriculture*. [Federal Government], 1996. Print.



If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

MLA no longer requires URLs in the Works Cited. Instead, you must write "Web" before the date of access in the entry. This serves as the entry's publication marker.

Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870*. Cambridge: Harvard UP, 1969. Print.

Demaree, Albert Lowther. *The American Agricultural Press 1819-1860*. New York: Columbia UP, 1941. Print.

Drown, William and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators*. Providence: Field, 1824. Print.



"Historical Census Browser." *University of Virginia Library*. 2007. Web. 6 Dec. 2008.

Hurt, R. Douglas. *American Agriculture: A Brief History*. Ames: Iowa State UP, 1994. Print.

Lorain, John. *Nature and Reason Harmonized in the Practice of Husbandry*. Philadelphia: Carey, 1825. Print.

Morrill Land Grant Act of 1862. Prairie View A&M. 2003. Web. 6 Dec. 2008.

Nicholson, John. *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States*. [Philadelphia]: Warner, 1820. Print.

