In the not-so-distant past, our predecessors in the preservation movement fought to protect remnants of the Victorian era. Buildings and neighborhoods considered old and ugly by the modern standards of the 1950s and 1960s couldn’t be put in the dumpster fast enough. While these resources continue to be a risk, there is at least a body of knowledge about their significance, history, and care. Now preservationists are confronting an even greater challenge—how to deal with twentieth century buildings.

This time period is often referred to as “The Recent Past.” It has been described as “history you can pick out in your own life in your own town.” The National Register of Historic Places considers a property eligible for listing when it is 50 years old. For now, that date is 1958. It is hard to think of something as historic when we remember when it was built!

This is especially the case with the roadside commercial development that evolved with our love of the automobile. These structures have entered that endangered period when they are just “old and ugly,” much like the status of Victorian-era buildings in the 1950s and 1960s. In most places urban sprawl has erased whole categories of these once-everywhere roadside essentials. When did you last see a filling station with garage? Motor court? Diner? Tower with a view? Today’s highway exits all have the same chain motels, restaurants, and convenience store/gas stations, all carefully designed so there are no surprises for the traveler.

Today, Eureka Springs is fortunate to be one of the few places in Arkansas where visitors can still see vestiges of the
Civil Rights History Database Launched

The University of Arkansas Libraries Special Collections Department has just completed a major effort to digitize a large number of sources documenting the history of the civil rights movement in Arkansas. The project, *Land of (Unequal) Opportunity: Documenting the Civil Rights Struggle in Arkansas*, culminates the library’s observance of the 50th anniversary of the Little Rock Central High School crisis of 1957.

While the project gives emphasis to the 1957 crisis, it also documents other civil rights struggles in Arkansas history, including women’s rights, Japanese American relocation camps in Arkansas during World War II, and the civil and legal rights of homosexuals.

Although the majority of the materials on the website are held by the University of Arkansas Special Collections Department, other institutions around the state also contributed materials, including the Butler Center for Arkansas Studies, Central Arkansas Library System; Riley-Hickingbotham Library, Ouachita Baptist University; Ottenheimer Library, University of Arkansas at Little Rock; Torreyson Library, University of Central Arkansas; Arkansas History Commission; and the Southwest Arkansas Regional Archives.


AHA Conference Corrections

In your conference program booklet, we neglected to include one of the presentations during Session III, Friday, March 28. Please pencil in:

**An Eccentric Fourth of July**

Josh Williams, Historic Washington State Park

Our apologies to Josh for the oversight.

Also, there will **NOT** be a post-banquet reception. However, conference chair Susan Young will be glad to direct you to local watering holes, provided you give her your car keys first.
A Lesson Plan for Teachers of Arkansas History

The Battle of Big Creek

Shay Hopper
Woodland Junior High School

This lesson plan is based on “Will They Fight? Ask the Enemy”: United States Colored Troops at Big Creek, Arkansas, July 26, 1864” an article by Brian K. Robertson, published in the Autumn 2007 edition of the Arkansas Historical Quarterly.

Overview and Background Information
Junior high students will transform teacher-selected excerpts from the article about black soldiers at the Battle of Big Creek, AR into an illustrated children’s book for 1st and 2nd graders.

The teacher should show/display/discuss two or three examples of children’s books about historical figures or events. Resources can be located at http://browse.barnesandnoble.com/browse/nav.asp?visgrp=children%27s&N=1011676&Ne=706849+1011676&z=y or can be located in a public or elementary school library.

Before reading excerpts from the article, students should have completed study of the Civil War in Arkansas History.

Students will need to review some of the key events in black history from the African American History timeline.(The Library of Congress provides an excellent resource at http://lcweb2.loc.gov/ammem/aap/timeline.html).

1619. First slave ships arrive in Jamestown, VA.
1808. World slave trade ends.
1820. Underground Railroad forms.
1857. Supreme Court rules on the Dred Scott case. On March 6, the Supreme Court decided that an African-American could not be a citizen of the U.S., and thus had no rights of citizenship. The decision sharpened the national debate over slavery.
1859. John Brown’s raid. On October 16-17, John Brown raided the federal arsenal at Harper’s Ferry, Virginia (today located in West Virginia). Brown’s unsuccessful mission to obtain arms for a slave insurrection stirred and divided the nation. Brown was hanged for treason on December 2.

The last slave ship arrives. During this year, the last ship to bring slaves to the United States, the Clothilde, arrived in Mobile Bay, Alabama.
1860. Abraham Lincoln elected president. Republican Abraham Lincoln was elected president on November 6, 1860.
1863. The Emancipation Proclamation. Lincoln’s Emancipation Proclamation took effect January 1, legally freeing slaves in areas of the South in rebellion.

Framework Connections
8th grade: Arkansas History Frameworks (as revised in 2006 and 2007)

Strand: Secession through Reconstruction

Content Standard 5: Students shall examine the causes and effects of the Civil War on Arkansas.

SR.5.AH.7-8.5. Identify the contributions of noteworthy Arkansans during the Civil War period.
SR.5.AH.7-8.7. Identify the major Civil War battlefields in and near Arkansas.

8th grade: Social Studies Frameworks (as revised in 2006 and 2007)

Strand: Geography

Standard 2: Culture and Diversity. Students shall develop an understanding of how cultures around the world develop and change.
G.2.8.2. Research the contributions of people of various racial, ethnic and religious backgrounds.

Strand: History

Standard 6: History. Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they change over time.
H.6.8.2. Compare historical events on a timeline to discover correlations.

Objectives
To understand the role of black soldiers in the Civil War.
To identify contributions of Arkansans in the Civil War.
To identify the battles of the Civil War that occurred in

continued
Arkansas and realize their impact on the war as a whole.

To synthesize and condense historical information into an engaging and appropriate format for younger students.

To create illustrations which depict events of a war battle.

To retell a story in the student’s own words.

**Time Frame**

Four to five 50-minute class periods. This will be a cooperative learning setting, as students will be best served working in teacher-selected groups of 2-3.

**Materials Needed**

Children’s books (samples)


Notebook paper, pens/pencils, colored construction paper, markers/colored pencils, stapler, scissors, ruler, tape, hole punch, yarn.

**Procedure/Activity**

1. Individually, students will read and summarize the teacher-selected excerpts to retell the story of Big Creek in their own words, and identify 5 - 7 key facts from their reading. Teachers can also choose to read excerpts aloud and students can record key facts while listening to the reading (time varies depending upon method and student need and learning style).

2. Students will work in a teacher-selected group to create children’s books depicting the tale of the black soldiers at Big Creek. Each book should have:
   - an original, creative appropriate title
   - a byline (the author’s names neatly written on the cover)
   - a colorful, illustrated book cover
   - a cover page (1st page of book) with title, date and place of publication
   - story text on each page in neat, legible handwriting or type
   - relevant illustrations on every other page
   - a back cover with color

3. Day 1. Students will read story (teacher-selected excerpts) and identify key facts. Teachers and students (whole group) will brainstorm to establish a “Big Creek” timeline of major events.

   Day 2. Student groups will come together with completed summaries from individual reading and assemble a storyline. Teacher will monitor groups to edit storyline as it develops. Students will write and edit copy on notebook paper to be transferred to children’s book.

   Day 3. Students will transfer story text to pages to be inserted into children’s book.

   Day 4. Students will illustrate cover, title page and text pages, and begin to assemble book with punched holes and yarn or staples.

   Day 5. Presentations and analysis

4. Presentations. Each student group will present their book. Students in the “audience” will be expected to listen and be respectful during readings. Teachers may elect to have listeners sit on the floor in a “story hour” circle or set up a “coffee shop” environment with an “author's chair” for the reader.

5. Discussion. Students will discuss the various interpretations of the story as told in each children’s book.

**Evaluation**

See Rubric on page 5.

**Extensions**

1863. The Fifty-Fourth Massachusetts Volunteers. On July 18, the Fifty-Fourth Massachusetts Volunteers charged Fort Wagner in Charleston, South Carolina. Sergeant William H. Carney becomes the first African-American to receive the Congressional Medal of Honor for bravery under fire. Consider showing the 1989 Tri-Star Pictures film Glory which portrays the all-black unit of the Union army.

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After working for many years as a corporate educator/trainer in the optometric field and a medical marketing/advertising designer, Shay Elizabeth Hopper is enjoying the fifth year of her “second career” as an 8th grade Arkansas History, 8th grade Introduction to Journalism and 9th grade Yearbook teacher at Woodland Junior High School in Fayetteville. She has bachelor’s degree in journalism and a master’s degree in secondary education, both from the University of Arkansas, Fayetteville. She is a board member of the Arkansas Council of Social Studies, a member of the National Council for Social Studies, the National Council for History Education, the Journalism Educators Association and the Junior League of Northwest Arkansas. Shay is a curriculum consultant and AP vertical team member for the Fayetteville Public School district as well as a district professional development presenter. She recently completed the revision of the middle level social studies textbook, An Arkansas History for Young People, 4th edition, for the University of Arkansas Press. Shay and her husband, David, a corporate pilot, love to travel, listen to alternative Texas country, jazz and Delta blues music and are avid Razorback football fans. They enjoy living in their restored historic cottage in Fayetteville.
The Battle of Big Creek
A Children’s Storybook

RUBRIC

Final creative product (storybook) out of 75 points

- neatly done 10 pts
- displays obvious effort and forethought (not last minute) 5 pts
- use of color/creative illustrations/relevant illustrations 10 pts
- appropriate word choice and story for 1st and 2nd graders 10 pts
- original/unique/thoughtful 5 pts
- accurate facts and details 5 pts
- includes: 30 pts
  - an original, creative appropriate title
  - a byline (the author’s names neatly written on the cover)
  - a colorful, illustrated book cover
  - a cover page (1st page of book) with title, date and place of publication
  - story text on each page in neat, legible handwriting or type
  - relevant illustrations on every other page
  - a back cover with color

Presentation (Story circle or coffee house) out of 25 points

- sincerity/professionalism (serious during presentation, no hands in pockets, no bouncing around, no leaning on board) 5 pts
- style/inflection (spoke with an interesting, engaging tone of voice) 5 pts
- audible (voice could be heard) 5 pts
- eye contact (presenter looked at audience) 5 pts
- all group members participated in verbal presentation 5 pts

TOTAL out of 100 points
Auto Age culture. Our motor courts, restaurants, and gas stations are as much a part of Eureka’s history as the Victorian hotels, cottages, and storefronts downtown.

Eureka Springs was founded in 1879 as a spa town, coming to life as a boom town as word of the benefits of healing springs located within the area spread. In the 1890s the town blossomed into an elegant resort. Health-seekers both rich and poor came via stagecoach, wagon, horseback, on foot and railway to “take the waters.” The spa era continued until about 1910, when modern medical practices changed the ways in which illnesses were treated and the automobile changed the way in which people traveled.

The heart of Eureka Springs is a two-square mile area in which about 700 structures cling to hillsides held up by 55 miles of retaining walls. This part of town sat virtually undisturbed for decades, with a few new houses built after World War II. Eureka Springs is now noted for our eclectic mix of turn-of-the-century architecture. In 1970, the entire town was placed on the National Register of Historic Places and re-listed in 2005 as Nationally Significant. Outside of downtown, Eureka Springs is edged by U.S. Highway 62, a major artery running from Niagara Falls, New York to El Paso, Texas. Built in the 1930s, this highway is still a major national thoroughfare.

Early in the Auto Age, Eureka Springs was home to a very savvy politician, Claude A. Fuller. As mayor, he had five miles of streets paved in concrete, taking advantage of a new state law that permitted the state highway department to build highways through towns if the towns would pay half the cost. (He later found a way for the town’s share to be forgiven.) From 1928-1938 he served in the U.S. House of Representatives and was influential in routing Highway 62 through the rocky Ozark Mountains near Eureka Springs. It was Fuller, through connections made earlier during his time in the Arkansas legislature, who arranged for prison laborers to work on the new highway, swinging pickaxes to carve the road from limestone bluffs. When first completed, this part of Highway 62 was known as the Ozark Skyway or the Ozark Trail.

The history of Highway 62 follows the pattern of many early roads. At the start of the twentieth century good roads were not a necessity. Automobiles were a novelty used only by the very rich. Most rural Americans traveled by foot, horse or buggy. Urban dwellers used networks of subways and streetcars. Out-of-town trips were made via the extensive rail service that reached out into all areas of the United States, both urban and rural.

Henry Ford’s affordable Model T changed all this. In 1912 there were an estimated 12 cross-country drivers; ten years later there were an estimated 10.8 million cars on the roads. The increase in the number of cars led to the demand for good roads and travel amenities.

Most early auto roads were based on the old wagon trails, and many of today’s major highways are vestiges of these. Local and national organizations formed to promote better roads, then name and mark them. By 1925 there were over 250 named highways, each with their own randomly-placed signs. The 1916 Federal Aid Highway Act was a response to this confusion of signage. During the 1920s and 1930s, the government organized these private and community owned roads into a system of numbered highways, which included Highway 62.

The earliest cross-country drivers considered themselves modern gypsies—“Thoreau on 29 cents a gallon” — stopping and camping by the road, in a field, wherever they fancied. This might have been fine for a few travelers, but not for most folks. Municipalities offered free campgrounds in an effort to get these travelers out of farm fields and into downtown. However, this proved too expensive and towns began charging fees. This gave entrepreneurs a chance to appeal to this traveler and began the evolution of roadside travel accommodations.

By the late 1930s, Highway 62 was a major transcontinental highway running right by Eureka Springs. Travelers stopped to visit the curious little town or chose it as a resting place before continuing on the region’s tortuous roads. On the Route 62 edge of Eureka Springs, the auto traveler was king! As the needs and desires of this traveler changed, so did the accommodations specially designed for automobiles.

Eureka Springs Best Western Inn of the Ozarks, site of the 2008 Arkansas Historical Association Conference, embodies the full evolution of roadside accommodations. Beginning as Tower Heights Park Campground in the early 1920s, it boasted “a handsome large pavilion, concrete floored, well screened, supplied with handy, pure water, kitchen equipment, tables, seats, refrigerators, and a pleasant, cool place for cooking and eating.” The next era of lodging on the site was the auto camp, with basic cabins and the same central pavilion and shared bathhouse. Tower Heights became Camp Leath, with rustic log cabins in the pines and the same central amenities.

Following national trends, more features were added to the cabins and the name changed to Mount Air Camp. Next the cabins became cottages with private baths. The name was
also modernized to Mount Air Cottages, then again to Mount Air Court. The Mount Air Café provided an easy substitute for kitchenettes, offering fried chicken and huckleberry pie. The restaurant’s name was changed to the Country Kitchen in 1972, then to Myrtie Mae’s in 1992.

The cottages were replaced in the 1960s with an ultra-modern motel (a combination of motor court and hotel) with free TV in the rooms and a heated swimming pool. In the 1970s, the owners joined the Best Western franchise and became the Best Western Mount Air Lodge Inn of the Ozarks. A convention center was added in 1977, along with more rooms, tennis courts, and a game room. Thus was born the Best Western Inn of the Ozarks Resort and Convention Center. (Even so, you can still find Mount Air Lodge in the phone book.)

Automobiles and highways changed the fabric of Eureka Springs, and American life. And while not as famous as Route 66, Route 62 still has an important place in both local and highway history. We look forward to seeing you on Route 62 in Eureka Springs during the AHA conference!

For more on this subject, visit www.EurekaSpringsThenandNow.org

Glenna Booth is the Arkansas Community of Excellence coordinator for the City of Eureka Springs, and on the local arrangements committee for the 2008 AHA Conference.

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Join the Arkansas Historical Association

Membership includes four issues of the Arkansas Historical Quarterly per year, as well as the Association’s newsletter.

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Fayetteville, AR 72701
This snazzy bedroom suite from the 1960s was made by the McCoy-Couch Manufacturing Company of Benton. Founder C. W. Lewis started out in 1924 with a dozen employees in a small building; by 1937 his factory and showroom covered a city block and produced some 1,000 living room suites monthly. The furniture was mainly sold in Arkansas, Missouri, Oklahoma, Kansas, Texas, Tennessee, and Alabama. During World War II the company produced products for the government, and in the late 1940s returned to furniture manufacturing. *Courtesy David O. Demuth Arkansas Room, Saline County Library*