

Newsletter

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Fall 2008

State's Newspaper Research Made Easier

Researchers seeking newspaper articles about historic Arkansas events and people now have an easier task. Arkansas newspaper indexing has recently been added to *Index Arkansas*, an online database for publications dealing with Arkansas topics. Sponsored by the special collections department of the University of Arkansas Libraries, the index now contains nearly 30,000 citations from Arkansas statewide and regional newspapers, joining more than 60,000 citations from other historical and biographical sources.

Index Arkansas is an important resource for students and scholars, containing a total of 90,913 citations from Arkansas newspapers, periodicals and books. Tom W. Dillard, head of the special collections department, said, "The development of *Index Arkansas* is a transforming event in the study of our state. For so long researchers have labored without a good index to state literature, but now we have one. And, we fully expect to expand it substantially in the years to come."



The newspaper citations began as records kept in an old-fashioned card file of 40 drawers. The records were carefully computerized and are now easily searchable by author, title, keyword, and subject. Coverage is mostly from the early 1930s through 1985, with scattered entries from the 1830s through the 1920s.

In development for many years, *Index Arkansas* was initiated by the late Georgia Clark and expanded by Elizabeth McKee and Andrea Cantrell of the University of Arkansas Libraries. Joan Watkins, current manager and senior editor of *Index Arkansas*, said, "I am profoundly grateful for what they have accomplished. It is rare to find such a level of dedication as shown by these individuals and the University Libraries."

Index Arkansas is unique. While other states and universities have undertaken similar projects, *Index Arkansas* stands apart because of the large number of publications covered and its availability online. In addition to newspapers, 43 Arkansas periodicals, 30 county history journals and 80 books with historical and biographical content are indexed. Researchers might find citations to newspaper articles ranging from an 1838 article about a Washington County dinner honoring Judge Archibald Yell, to articles from the 1930s about drought in Arkansas during the dust bowl era and articles concerning the Cuban refugee crisis at Fort Chaffee in the early 1980s.

Dillard said, "Index Arkansas is a new bridge to our heritage. It will help Arkansans discover that, yes, we do have a heritage – and it is worth studying. I hope researchers will make great use of it." After finding citations to newspaper articles on their topics, researchers can obtain copies of the articles through their local library or its interlibrary loan service. *Index Arkansas* is available online at <http://arkindex.uark.edu/>. Use of the index is free of charge.

President's Message

Laura Miller

Mark your calendars now and make plans to join us for the 68th annual conference in Magnolia, April 23-25, 2009. Our theme this year is "The Arkansas Environment."

Although I know global climate change encompasses more than "warming" and local weather patterns, it is hard to sit through 100+ degree weather such as we had this past summer and not think about how our past decisions about the state's natural resources may affect our future. We have an abundance of resources in this state and a long history of finding ways to use them and also conserve them. For example, Arkansans fought to establish the nation's first national river—the Buffalo National River—and debate about its protection and use continues today.

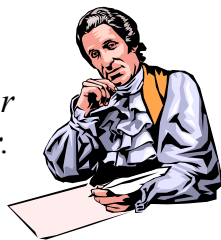
The annual conference also will celebrate the centennial of the establishment of the four agricultural schools that became Arkansas State University, Arkansas Tech University, Southern Arkansas University, and the University of Arkansas at Monticello. I expect we will see plenty of alumni from these schools at the meeting!

On a related note, this year marks the 75th anniversary of our Arkansas State Parks. Check out the video about the history of the state park system at www.arkansasstateparks.com and then get out and explore a park or historic site near you!



Crater of Diamonds State Park
Courtesy Arkansas Dept. of Parks and Tourism

Special thanks to Dr. Patrick Williams for his guidance in preparing this newsletter.



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Create a Community/Create a Culture

An interactive lesson plan for 7th-9th grade Arkansas History and Social Studies students incorporating frameworks and concepts from both the new Arkansas Dept. of Education 8th grade Arkansas History and Social Studies frameworks

Shay Hopper

Woodland Junior High School, Fayetteville

This lesson plan is to be used in conjunction with “The Early Mills, Railroads, and Logging Camps of the Crossett Lumber Company,” by O.H. “Doogie” Darling and Don C. Bragg, published in the Summer 2008 edition of the *Arkansas Historical Quarterly*.

Overview and Background Information

Over time, new residents come/move to a particular area because of a job, family, weather, lifestyle, and a variety of other reasons. These new residents bring with them new cultural experiences, many of which become part of the local community culture, or common culture. Cultures are customs, rituals, traditions and routines passed from one generation to the next. Culture is a way of describing how a group of people live and work together. The language(s), leisure activities, religion(s), behaviors, foods, clothing, education, family structures, and public services that a community shares establishes a common bond, a sense of unity and a comfortable, familiar routine – ultimately, a culture. This exercise will show students how people of different cultural backgrounds assimilate, whether by choice, force, or acceptance, based on common geography and/or vocation.

Changes to a community and to an established common, localized culture were seen with new workers coming into the Crossett camps.

Framework Connections

8th grade - Arkansas History Frameworks (as revised in 2006 and 2007)

Strand: Geography

Content Standard 1: Students shall research the geographical regions of Arkansas.

G.1.AH.7-8.5

Examine the economic effect of Arkansas’ natural resources:

- diamonds
- bauxite
- forestry products
- oil

Strand: Reconstruction through Progressive Era

Content Standard 6: Students shall identify political, social, and economic changes in Arkansas.

RP.6.AH.7-8.3

Describe the development of manufacturing and industry in Arkansas using available technology (e.g., railroad, timber, electricity)

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.2.8.3

Examine cultures to determine the level of assimilation and cultural exchange brought about by technological advances:

- printing press
- telegraph
- railroad
- radio
- television
- Internet

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

G.3.8.1

Examine effects of push-pull factors on various regions (e.g., disease, resources, industrialization, technology)

G.3.8.2

Analyze the impact of ideas, information, and technology on global interdependence

G.3.8.4

Determine the impact of population growth on renewable and nonrenewable resources

G.3.8.5

Analyze methods and consequences of environmental modification on world regions and populations (e.g., acid rain, erosion, clear cutting, desertification, global warming, ozone depletion, strip mining)

Strand: Economics

Standard 7: Choices

Students shall analyze the costs and benefits of making economic choices.

continued

E.7.8.1

Analyze changing wants and needs of people over time

E.7.8.2

Analyze the impact of present choices on future consequences

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of human, natural, and capital resources

E.8.8.1

Discuss changes in productivity that have impacted global living standards and economic strategies (e.g., new technologies, new organizational methods)

E.8.8.2

Analyze methods for improving the quality and quantity of human capital and increased productivity (e.g., technology, industrialization, competition, wages)

E.8.8.3

Examine consequences of changing factors of production:

- human resources
- capital resources
- natural resources
- entrepreneurship

Objectives

- To understand the nuances of the concept of culture
- Determine how geography and occupational opportunity may influence or change cultural elements
- Determine how and why (in what situations) people are exposed to new cultures
- Determine how a company or industry can impact a community/local culture
- To analyze and interpret the needs of a changing community or culture
- To illustrate the impact of change on a community or culture
- Through cooperative learning, to practice effective task delegation, negotiation, sharing, and deductive and inductive reasoning skills
- To practice representative illustration through the use of visualization and conceptual map skills

Suggested Levels

Grades 7-9

Time Frame

Three 50-minute class periods. This will be a cooperative learning setting, as students will be best served working in teacher-selected groups of 3-4.

Materials Needed

Copies of teacher-selected excerpts from “The Early Mills, Railroads, and Logging Camps of the Crossett Lumber Company,” O.H. “Doogie” Darling and Don C. Bragg, published in the Summer 2008 edition of the *Arkansas Historical Quarterly*.

Notebook paper and pens/pencils, large sheets of colored butcher paper, markers/colored pencils, ruler, tape

Procedure/Activity

Day 1

1. Individually, students will read and summarize the teacher-selected excerpts of “The Early Mills, Railroads, and Logging Camps of the Crossett Lumber Company,” O.H. “Doogie” Darling and Don C. Bragg, published in the Summer 2008 edition of the *Arkansas Historical Quarterly* 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 answer essential objective questions regarding the development of a new community or culture. All students should contribute to the discussion and one student can record group answer on paper.

*What are the reasons people move to new places?

*How does the influx of new residents impact an established community?

*Can a mix of people who are all different, who do not know each other, establish new successful communities? Why or why not? If so, how?

*What are the positives/benefits of new residents moving to a community, people who are of different races, cultures, backgrounds, religions, and/or ethnicities than the majority of established residents in the community?

*What are the challenges/negatives of new residents moving to a community, people who are of different races, cultures, backgrounds, religions, and/or ethnicities than the majority of established residents in the community?

*What must a community have (products, services, laws, etc) to accommodate new residents? Why? How are these necessities obtained or established?

*What types of food do people eat?

*What will the land in your community look like? Is it flat or hilly? Is the soil rocky, sandy, or like black, dark, alluvial soil?

*What is the weather like?

*What will be the primary landscape features (trees, streams, pasture land, etc.)?

*What type of shelter will people use?

*What kind of clothing will people wear?

*How will people communicate with each other? (language, art, movement, symbols)

*What will people do during leisure time, or for entertainment (music, painting, crafts, etc.)?

*Will there be anything unique in your community (ceremonies, religion, lifestyle, etc.)?

*What natural features in the community surroundings will influence your culture? How?

*Based on the BACKGROUND OF THE CULTURE, what else would be interesting about this culture?

Day 2

1. Students will then draw a picture or map of the community/culture the group will create based on guided verbal prompts or challenge situations (rounds) read aloud by the teacher. There will be 28 rounds. The community/culture will be called "Milltown."

ROUND 1: Write the date and the names of all group members at the top of the sheet of butcher paper. Draw a small box under your names and label it "Vocab to Look Up and Learn."

ROUND 2: Your culture/community was established in the early 1900s as a result of development of the timber industry in Arkansas. The Industrial Revolution has taken place, it is the earliest beginnings of the Progressive Era and the timber industry is new and booming. Your community will be established in a timber-rich area with a nearby fresh-water resource. Draw both on your butcher paper.

ROUND 3: Build your lumber processing mill and negotiate with railroad companies to build track to your new mill to bring in raw materials and basic supplies and to haul the timber to be sold throughout the south.

ROUND 4: The nearest community is more than 10 miles away by horseback. Build 10 cabins where your new employees and their families can live and construct roads on which they can travel.

ROUND 5: Your new working families have many children and demand a school, church and a general store. Draw and label all in an appropriate location and include paths or roads to move them to and from.

ROUND 6: Your new community now has several head of livestock (horses, cows, mules) and needs a blacksmith for shoeing and a livery stable.

ROUND 7: Your mill is very productive and prosperous and requires more track to deliver lumber and supplies.

ROUND 8: Most of the people in your Milltown are men who work in a timber-related business or for the railroad. These men work hard, long days and many do not have a wife to go home too or a good, hot meal when they get home. Build a saloon and a café for the employees.

ROUND 9: Many men are injured while working at the mill or as they stumble home from a long night at the saloon. Build a hospital.

ROUND 10: Many men get into fistfights at the workplace and the saloon. Build a jail.

ROUND 11: Twenty more families move in to the Milltown. Build houses for them and construct another school, hospital and church and roads to reach them.

ROUND 12: Create a park, greenspace or common area with a small swimming pond where families can picnic on Sunday afternoons and children can run and play.

ROUND 13: The new citizens of your community demand a bank, a tailor/seamstress shop, a millinery, a post office and a hotel for family who are coming to visit. Construct and label all in appropriate locations.

ROUND 14: Your original water source is running dangerously low. Construct irrigation streams from remote water locations to bring more water to the townspeople's gardens and wells.

ROUND 15: Ice houses are becoming popular throughout the country and your citizens demand one. Construct and label in a geographically correct location. Create a road or distribution path to deliver the ice to buyers.

ROUND 16: Citizens want to stroll the streets safely in the evenings. Install new electric street lights along your main roads.

ROUND 17: Your mill catches on fire and citizens have to use mop buckets to put out the fire. Hire 3 firemen, label and build them a cabin, and a firehouse in appropriate geographic locations.

ROUND 18: Discrimination and racism rear their ugly heads as the population of Milltown grows. Six black families, who have worked and lived in Milltown for years, are treated unfairly and regarded with hate and move to the outskirts of town and establish their own church and school.

ROUND 19: Your mill is very productive and prosperous and requires more track to deliver lumber and supplies.

ROUND 20: Nineteen more families move in to the Milltown. Build houses for them and construct another school, hospital and church and roads to reach them.

ROUND 21: Build another hospital, school, saloon and a café for the new townspeople.

ROUND 22: Milltown's budget is bursting and you can no longer afford to allow workers to live in Milltown housing for no charge. Seven families move away when you demand rent and their houses fall into disrepair.

ROUND 23: The millinery and one of the schools close.

ROUND 24: You have exhausted much of the original timber supply and the water is polluted from the waste of the processing mill. Three more families move away.

continued

ROUND 25: You demand tax money on all liquor bought in the saloon. Seven male workers quit and go work for a mill 40 miles away.

ROUND 26: A tomato farm opens in the next county and 20 laborers leave the Milltown jobsite and work at the tomato farm.

ROUND 27: You downsize mill operations in Milltown, yet many families stay, as they have made friends, and established a common bond with others in the community, attending church together, relaxing together, eating together and working together. You have created a community – a culture – a lasting legacy.

ROUND 28: Three years later, a furniture company locates in Milltown and revives the remaining small mill, beginning the cycle of community life - again.

Day 3

1. Presentations. Each student group will present their community/culture map. Students in the “audience” will be expected to listen and be respectful during presentations.
2. Discussion. Students will discuss the various interpretations of the layout, look and “culture” of the community – compare and contrast each group’s interpretations.

Ask students what challenges or failures that faced in planning and community design and development. Discuss problem-solving strategies. Compare to modern-day urban planning.

This is Shay Hopper’s sixth year teaching at Woodland Junior High School in Fayetteville. She spent over three years working with the University of Arkansas Press rewriting the Arkansas history state textbook for middle level students. She is a member of the Arkansas Council for Social Studies, the National Council for Social Studies, and the Journalism Education Association. Shay worked in marketing, advertising and corporate medical education prior to becoming a teacher.

Shay and her husband, David, a pilot, live in Fayetteville and enjoy Razorback football games, canoeing, listening to live music, traveling, and spending time with their wonderful friends and family. She is also an active member of the Junior League of Northwest Arkansas.

Photo Correction

Editor’s Note: Steve Perdue, AHA board member and curator of the David O. Demuth Arkansas Room at the Saline County Public Library, provided this photo for the Spring 2008 AHA Newsletter. I really botched up the information Steve sent, so here the photo is again, with the correct info and my apologies to Steve and our readers. – Susan Young

McCoy-Couch Manufacturing Company specialized in the production of furniture. They located in Benton in 1924 when C.W. Lewis was president of the Benton Chamber of Commerce and started with a dozen employees and a small building. By 1937 the business had grown to cover a city block and was producing at least a thousand living room (three piece) suits of furniture monthly. Their product was mainly sold in Arkansas, Missouri, Oklahoma, Kansas, Texas, Tennessee, and Alabama. In 1936 a large display room was built here to show off the various designs, and buyers came here to make their selections. Mr. T.W. McCoy served as President, Mr. J.D. McCoy served as Vice President, and Mr. H.L. McCoy served as Secretary in the early days of the company. During World War II the company produced products for the government, and in the late 1940’s returned to furniture manufacturing.



Courtesy David O. Demuth Room, Saline County Library

Sculpture to Honor Peg Newton Smith

Arkansas artist Alice Guffey Miller of Monticello is asking Arkansans to help her combine the forces of art and history to create a public art sculpture in Little Rock to honor the former commissioner of the Historic Arkansas Museum.

Miller is under contract with Historic Arkansas Museum to design a permanent sculptural piece of public art at the museum. The sculpture will commemorate long-time volunteer and museum commissioner Peg Newton Smith, known for her dedication to Arkansas artists and opening the museum's Gallery for Arkansas Artists in 1973.

Miller will combine art and history in her design for a square dance sculpture she titled "pARTy for PEG." The sculpture will feature about 20 six- to eight-foot tall figures. The figures, dancers and fiddlers, will stand on square cement pedestals.

Miller's main source of help for this project will come from Arkansans around the state. She's requesting bricks from fallen structures or buildings in Arkansas; small rocks, pebbles, or crystals found in a creek or river in Arkansas; as well as old tools or pieces of machinery from an Arkansas farm or business. She requests that all donors include a story, poem, or song detailing the history, meaning, and memory behind the gift.

Each donation will be used to embellish and strengthen the pedestals for the square dancers. Imagine the four sides of the square pedestals as a patchwork of memories imbedded with remnants of Arkansas. Miller will use the pieces of history to design one-foot by one-foot blocks, which will be encased in donated bricks to form the pedestals. In addition, each story, song, or poem will be preserved in the Historic Arkansas Museum, and a few will be used in a film produced by the Drew Central High School

EAST Lab students documenting this project.

Currently, Miller has received donations from 35 of the state's 71 counties. She is currently seeking donations from the following counties: Ashley, Baxter, Boone, Bradley, Calhoun, Chicot, Clay, Cleveland, Conway, Crittenden, Dallas, Fulton, Garland, Hempstead, Howard, Izard, Jackson, Lafayette, Lincoln, Little River, Logan, Madison, Marion, Miller, Monroe, Nevada, Ouachita, Phillips, Poinsett, Pope, Prairie, Randolph, St. Francis, Searcy, Sevier, Sharp, Union, White, Woodruff, Yell.

Please mail each contribution and its story to: pARTy for PEG, University of Arkansas at Monticello, P.O. Box 2266, Monticello, AR 71656

For more information on the project, contact Miller at 870-367-1036.

Join the Arkansas Historical Association

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

Membership Levels

- Regular \$20
- Regular, two year \$35
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- Contributing \$50
- Sustaining..... \$100
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(payable over three years)
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(payable over five years)

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Send this form along with payment to:

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History Department, Old Main 416
University of Arkansas
Fayetteville, AR 72701

Virtual Hampson Museum Website - It's Amazing!

The University of Arkansas Center for Spatial Technologies, the Arkansas Archeological Survey, Arkansas State Parks, and the Arkansas Natural and Cultural Resources Council have teamed up to create a virtual museum of three-dimensional artifacts from the collections at the Hampson Archeological Museum State Park in Wilson, Arkansas.

The Hampson Museum possesses an extraordinary collection of American Indian artistic expression as well as a major source of data on the lives and history of late pre-Columbian peoples of the Mississippi River Valley. The collections at the museum are the result of extensive excavations at sites in the region by Dr James K. Hampson, as well as work by others including the University of Alabama and the University of Arkansas.

Visit <http://hampsonmuseum.cast.uark.edu/index.html> and be amazed!



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