

Fort Huachuca Museum



An Introduction for Teachers

FORT HUACHUCA MUSEUM: AN INTRODUCTION FOR TEACHERS

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Cover: *Students at Harshaw School in 1892. The teacher, Miss Clark, is in the center of the back row.*



The first graduating class of the eight grade at Whitside School get diplomas from the post commander Colonel Edwin N. Hardy on 14 May 1943.

SOME BACKGROUND ON THE FORT HUACHUCA MUSEUM

The museum's goals, simply stated, are to collect and care for military artifacts that inform us about the U.S. Army's past and to interpret them in such a way as to bring to the military community and the general public a heightened awareness of, and increased appreciation for, the colorful history of the military in the American Southwest. The Fort Huachuca Museum is a reflection of soldiers' pride in their heritage and an attempt to explain their deeply rooted sense of history.

Fort Huachuca is a National Historic Landmark that, like few other places, evokes a feeling for the past. The museum is housed in one of the historical buildings that were built between 1880 and 1905. The museum building was first used as a bachelor officers' quarters, then a chapel, an officers' club, and a headquarters building. It stands at one corner of Brown Parade Field, lined on one side by the Victorian-style officers quarters and on the other by the pragmatic enlisted barracks.

The museum is open on weekdays from 9 a.m. to 4 p.m., on weekends from 1 p.m. to 4 p.m., and any other time by appointment.

THE MUSEUM AS AN IMPORTANT TOOL IN STUDYING HISTORY

In *History as the Story of Liberty*, Benedetto Croce says history “is the act of comprehending and understanding induced by the requirements of practical life. These requirements cannot be satisfied by recourse to action unless first of all the phantoms and doubts and shadows by which one is beset have been dispelled through the statement and resolution of a problem—that is to say—by an act of thought.” History, then, is a historical judgment. For Croce there are practical requirements which underlie every historical judgment. All history, no matter how remote in time, is called forth to satisfy present needs and, therefore, all history is “contemporary history.”

At the core of Croce’s philosophy is the assertion that every judgment we make in our lives is an historical judgment and historical judgment and history are one and the same thing. Once we realize that our every judgment is dependent on history, then we come to see the study of history in a new light. It becomes the deepest and grandest of disciplines, one which subsumes all other disciplines. When studying aesthetics, logic, economics and ethics, we are evaluating concepts as historians and we are in fact studying history. When we adjust the sights on a rifle, we are making an historical judgment.

William Butler Yeats extended an invitation in his poem “Municipal Gallery Revisited:”

...come to this hallowed place
Where my friends’ portraits hang and look thereon;
Ireland’s history in their lineaments trace;
Think where man’s glory most begins and ends,
And say my glory was that I had such friends.

These lines embody what museums are about from the visitors’ point of view. They are hallowed places, places for looking at the lineaments of past, places for tracing history. And most importantly, they are places to think, think where man’s glory most begins and ends and then to discover that you too can have a connection with the glory of the men who preceded you. They can even be, as they were to Yeats, as familiar as friends.

The Commission on Museums for a New Century saw museums in the same light when they described them in their report: “Museums offer rich encounters with reality, with the past, with what exists now and with what is possible. They stimulate curiosity, give pleasure, increase knowledge. Museums acquaint us with the unfamiliar, coaxing us beyond the safety of what we already know. And they impart a freshness to the familiar, disclosing miracles in what we have long taken for granted. Museums are gathering places, places of discovery, places to find quiet, to contemplate and to be inspired. They are our collective memory, our chronicle of human creativity, our window on the natural and physical



Helen and Malin Craig at Fort Huachuca in 1882. They were the children of Lieut. Louis A. Craig, 6th Cavalry, Fort Huachuca's first Post Quartermaster. Malin Craig rose to rank of general and was the Army Chief of Staff from 1935-1939 and the "father of World War II mobilization planning."

FACILITIES AND SERVICES AVAILABLE AT THE MUSEUM

There are facilities for parking school buses, restrooms, and a gift shop. For off-post visitors, a five-minute stop at the installation's Main Gate is required to pick up a visitors' pass which can be had by presenting driver's license and vehicle registration.

A book, *Fort Huachuca: The History of a Frontier Post*, by Cornelius C. Smith, Jr., is available in libraries in the area and available for sale in the museum's gift shop.

A video tape, *Fort Huachuca: Dimensions in Duty, Daring and Distinction in the Apache Southwest*, can be borrowed upon request, subject to availability of the limited number of copies. Personal copies may be dubbed without violating any copyright laws.

THE HUACHUCA STORY

The history of the U.S. Army in the American Southwest began in 1846 when Brigadier General Stephen Watts Kearney led his “Army of the West” out of Fort Leavenworth, into Santa Fe, and down the Gila Trail to California, claiming these vast, uncharted lands for the United States. He was followed by singular men from the U.S. Army’s Topographical Corps who explored, mapped and surveyed the trails and railroad routes that would carry the westward flow of gold-seekers and emigrants.

During the Civil War, regular troops were summoned East. The Union and Confederacy skirmished briefly in Arizona before General James Carleton’s column of California Volunteers secured Arizona and New Mexico for the Union. The regular Army troopers returned after the war and were confronted with a foe that was as unrelenting as the southwestern sun—the Apache.

The Apache warrior was a formidable enemy. In guerrilla warfare he was unexcelled—a master of ambush, retreating in the face of unfavorable odds, and attacking only when the chances of success were excellent. His strongest ally was the grueling desert terrain of the Southwest. It was a land in which the rugged Apache felt comfortable, a land with which he was on intimate terms.

In the heart of Apacheria, Camp Huachuca was founded in March of 1877 as one in a network of seventy U.S. Army outposts stretching across the Southwest frontier. It was to be the key element in a strategy to interdict the Apaches’ traditional route of escape into Mexico, while at the same time protecting settlers in the southern part of the young Arizona territory.

Captain Whitside led a column of the 6th U.S. Cavalry from Fort Lowell in Tucson, into the shelter of the Huachuca Mountains. The location provided excellent observation of both the Santa Cruz and San Pedro valleys while the canyon’s timber and a creek offered the necessary logistical conveniences.

In 1882 the status of Huachuca was changed from that of a camp to a permanent station, the title of “Fort” being designated on the 9th of February. The construction of durable facilities began in earnest. Canvas was replaced with adobe and wood. The formerly tranquil landscape which had for centuries known only campfires and adobe took on the look of an industrious and permanent settlement.

In 1886 hardened troopers from Fort Huachuca tracked down the defiant Geronimo and, with his surrender, brought the Apache campaigns to a close. With the Indian Wars ended, most of the stations in the Southwest were closed. One of those that survived was Fort Huachuca. Its strategic location near the border along with its low



Children riding their burros at Fort Huachuca around 1904.

sickness rate recommended it as a key Army post in the American West.

Troops from Fort Huachuca, most notably the 10th Cavalry, patrolled an uneasy border with Mexico early in the 20th century. A raid on American soil at Columbus, New Mexico, by revolutionary and bandit Pancho Villa resulted in the Punitive Expedition into Mexico in 1916. Led by General Pershing, it was the last major maneuver that would be carried out by horse cavalry and, although it failed to come to grips with villa, it would be a much needed training exercise for World War I.

Between the wars Fort Huachuca was the home for the 10th Cavalry and the 25th Infantry, both black regular Army units. Earlier the 9th Cavalry and 24th Infantry had served at the post. All possessing outstanding fighting records, these four regiments, now collectively known as “Buffalo Soldiers,” all once called Fort Huachuca home. Fort Huachuca, more than any other installation in the U.S. military establishment was at the heart of half a century of African American military history.

World War II the fort became a training ground for two black infantry divisions, the 92d and 93d. The regulars in the 25th Infantry served as the cadre for these divisions.

The post’s mission as a major training base ended with the war. In 1947 the historic post was closed and control was turned over to the Arizona Fish and Game Department. What had been the environs of an active military post since 1877 now became a buffalo preserve. Plans by local citizens, incorporated as Fort Huachuca Enterprises, to turn the deserted post into a model community and vacation spa were interrupted by the Korean War.

On 1 February 1951 the Air Force took official possession of the fort, making it one of the few Army installations to have a brief existence as an Air Force Base. Its base status was short lived. The Army took jurisdiction a month later and reopened the post in May 1951 to train Aviation Engineers in airfield construction as part of the Korean War buildup. The engineers built today's Libby Army Airfield. With the Korean War drawing to a close, Fort Huachuca was placed in an inactive status on 1 May 1953 with only a caretaker detachment left at the post.

The year 1954 was the opening of a new era at Fort Huachuca as it became the home for the U.S. Army Electronic Proving Ground. The Proving Ground was an outgrowth of the increasing reliance on the use of electronic devices in modern warfare. A site was needed to develop and test communications-electronics equipment and Fort Huachuca, far from the centers of electromagnetic interference, was selected. So just as the post had been the locale for the Army's experimental use of the heliograph signaling device during the 1886 Geronimo campaigns, it now once again found itself on the forward edge of communication technology.

Today the fort supports the important missions of the U.S. Army Intelligence Center and the U.S. Army Information Systems Command. It is an integral part of an ever-modernizing Army, providing over 80 active military organization with facilities, services and quality-of-life

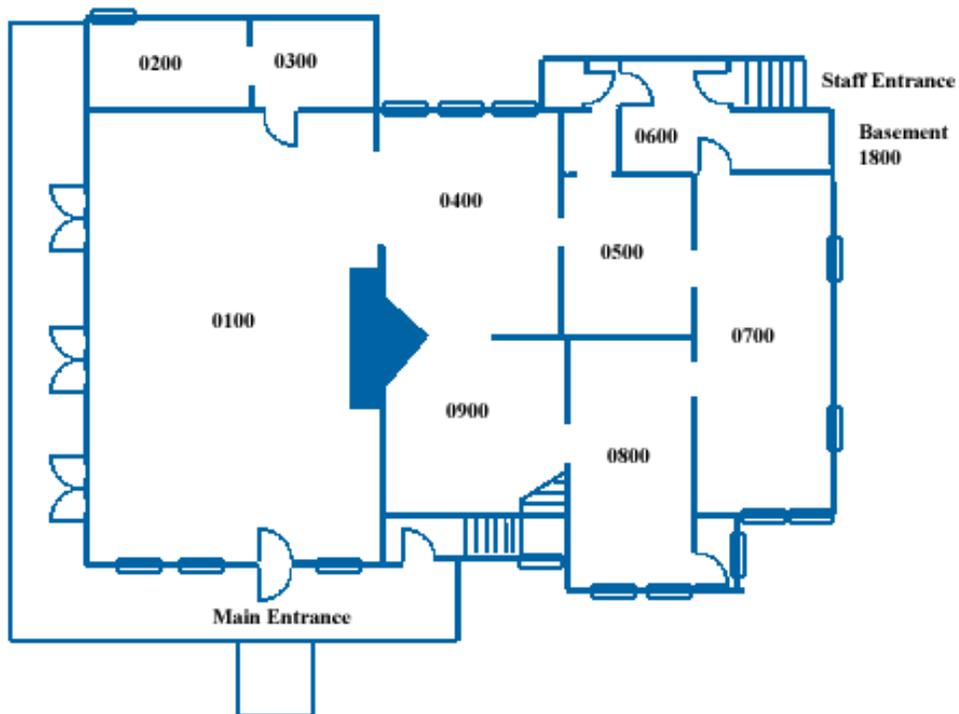
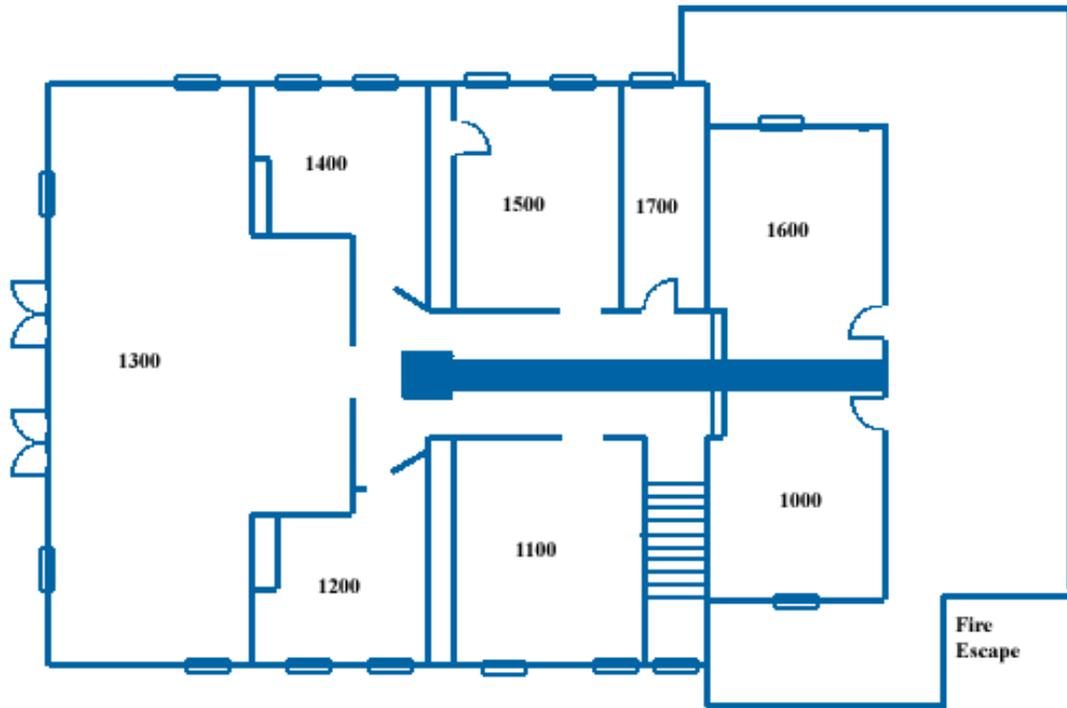


Kate Chafee at Fort Huachuca in 1884. She was the daughter of Capt. Adna Romanza Chaffee and Annie Rockwell Chaffee. Capt. Chaffee, 6th Cavalry, commanded Fort Huachuca from October 1883 to June 1884 and was the first occupant of the commanding officers' quarters which still stands today on Grierson Street. As a Lieutenant General he became Chief of Staff of the Army from 1904-1906.

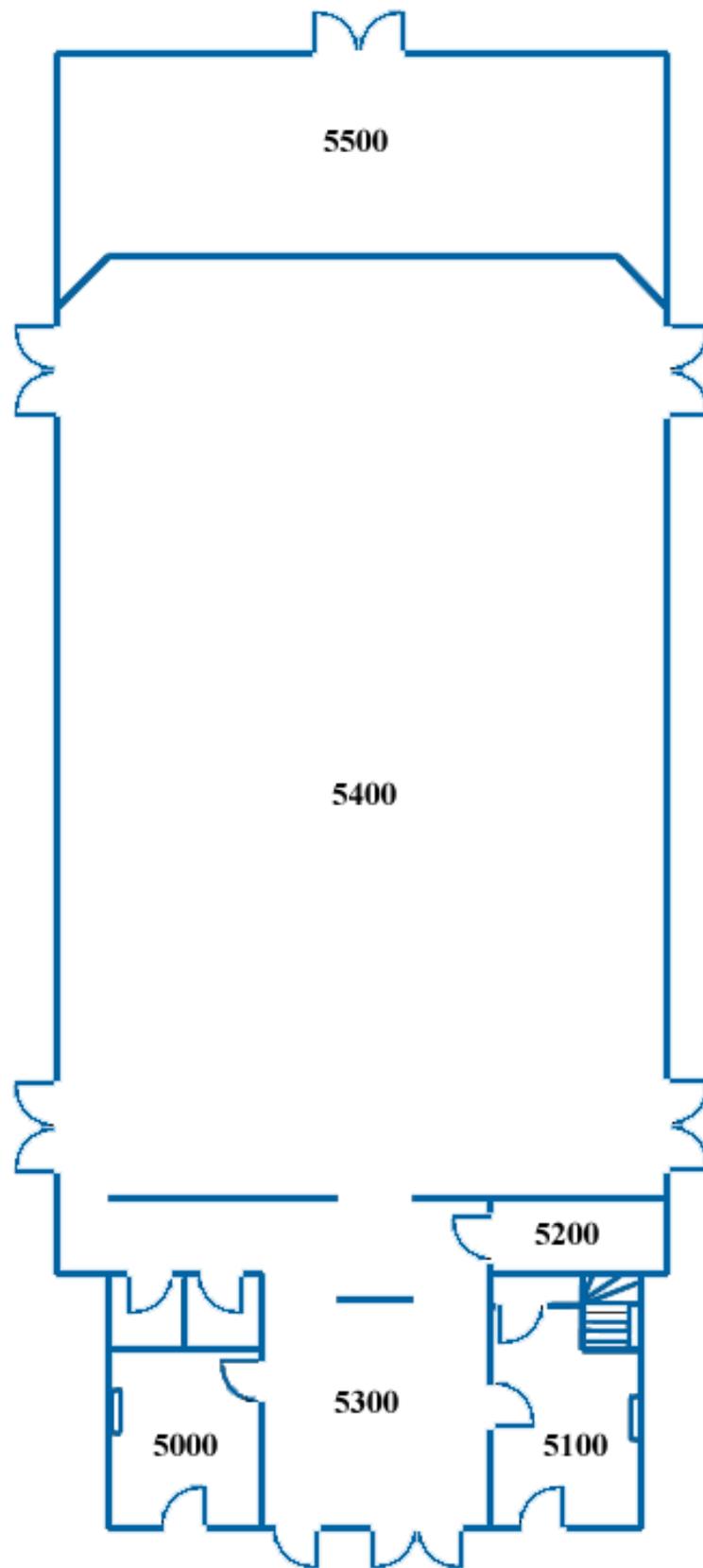
U.S. Army in the American Southwest



Fort Huachuca Museum Story Line



Fort Huachuca Museum, Bldg. 41401 (6,206 sq. ft.)



Museum Annex, Bldg. 41305 (5,679 sq. ft.)



73,000-acre installation.

HOW TO ARRANGE TOURS OF THE FORT HUACHUCA MUSEUM

The museum is open on weekdays from 9 a.m. to 4 p.m., on weekends from 1 p.m. to 4 p.m., and any other time by appointment.

Unguided school visits to the museum may be arranged by calling the museum at (602) 522-3638, and giving the time, date, telephone number for person in charge, and the number in the group. Most teachers find a self-guided tour beneficial since the exhibits are labeled and convey most of the needed information. The self-guided tours also allow students to linger at those exhibits which interest them and skip those which do not. A diagram to assist teachers with self-guided tours is provided above.

It is recommended that one chaperon be provided for each ten

students.

HOW TO PREPARE FOR TOURS OF THE MUSEUM

Teachers are encouraged to visit the museum prior to escorting students in order to familiarize themselves with the layout and the historical content.

A group visit can last from between fifty minutes and an hour and a half. There is no charge for admission to the museum. The Huachuca Museum Society, a private, all-volunteer association, maintains a donation box inside the museum and 100 percent of the proceeds go to improve museum programs.

There are two separate gallery buildings, the main museum and the museum annex. They are within 100 feet of one another, separated by the museum parking lot. For larger groups, it is advisable to split up the group with one visiting the annex while the second groups views the main museum.

Classroom preparation for a visit to the museum may include activities like showing a 25-minute video about the history of Fort Huachuca (which may be borrowed from the museum on an as-available basis), or a teacher-led discussion on any of the museum themes that coincide with the class curriculum.

Classroom activities after the visit may include a quiz like the optional one in this booklet, or discussions of these questions. How was the life of the soldier at Huachuca 100 years ago different than it is today? Did the sacrifices made by soldiers in the Southwest contribute to the comforts we enjoy today? Do traditions contribute to nation-building? Why is history important to our lives? How does history tell us who we are?

We want the teachers and students to come away from a visit to the Fort Huachuca Museum with a better understanding of those who have walked this terrain before them. And we would hope that those who visit will also gain an understanding of a museum and its role in the community. The Fort Huachuca Museum is a place where people



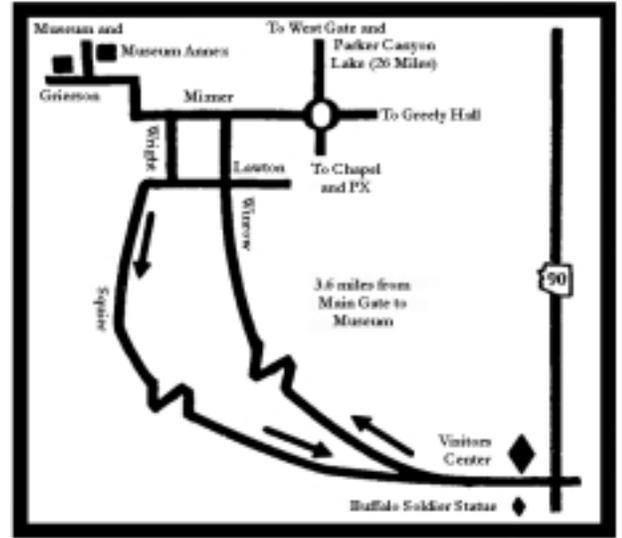
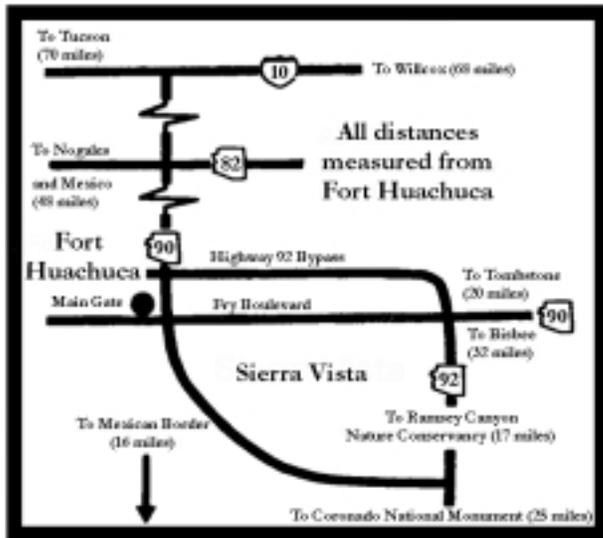
work at remembering that which is important to our lives.

Fiorella LaGuardia, marked with an “F” on this photo, was the son of the bandmaster of the 11th Infantry Band. He grew up at Fort Huachuca in the early 1890s. After he became the major of New York City, he remembered his experiences at Huachuca as a boy.

Our first Army station in Arizona was at Fort Huachuca, where we arrived in the late eighties. Its location, miles and miles from urban civilization, its barren hills and bleak surroundings made it exceedingly unpleasant and undesirable for grown-ups but a paradise for a little boy. We could ride burros. Our playground was not measured in acres, or city blocks, but in miles and miles. We could do just about everything a little boy dreams of. We talked with miners and Indians. We associated with soldiers, and we learned to shoot even when we were so small the gun had to be held for us by an elder. My family had a two-room adobe house, with a detached kitchen. The kitchen had a canvas roof, and the house had plank sides and flooring. It sure looked great to a small boy.

Our Army post school had one teacher, a soldier of British birth. I was too young to know how good he was as a teacher, but I did know that he wielded a mean ruler and certainly knew how to apply it to the calves of our legs, leaving black and blue marks as a reminder until the next application. [La Guardia, Fiorello H., *The Making of an Insurgent: An Autobiography: 1882-1919*, J.B. Lippincott Company, New York, 1948.]

Using the experience of Fiorella LaGuardia at Fort Huachuca about one hundred years ago, ask students to think about the differences in their lives and those of the children who lived here a century ago. Without television, nintendo, movies, skateboards, bicycles, or plastic toys, what did they do for fun? Were their forebears handicapped



To find Fort Huachuca

Parade Field

National Historic Landmark Site

Boyd

Parking

Christy

Bldg. 41411

Parking

Bldg. 41401

Grierson

Hungerford

Parking



Bldg. 41305



There are two museums at Fort Huachuca housed in three separate buildings. All are within just a short walk from one another. The Fort Huachuca Museum takes up two buildings, its main museum (Bldg. 41401) and a spillover gallery called the Museum Annex (41305). It tells the story of the U.S. Army in the American Southwest.

The second museum is the U.S. Army Intelligence Museum which takes for its theme the evolution of the intelligence art within the U.S. Army. It is in building 41411, just down the street from the Fort Huachuca Museum and its Annex.

HOURS: 9 am to 4 pm on weekdays; 1 pm to 4 pm on weekends. Closed Thanksgiving, Christmas and New Year's Day. Times subject to change. There is a suggested donation of \$2 per person.

OTHER ATTRACTIONS IN THE AREA

The Amerind Foundation. Located 64 miles east of Tucson in the massive rock formations of Texas Canyon, the Amerind Foundation is an archaeological research facility and museum. The name “Amerind,” a contraction of American Indian, illustrates the purpose of the foundation which is devoted to the study of Native American culture and history. Archaeological collections provide museum visitors with glimpses into the past as they view objects collected during Amerind-sponsored excavations in the Southwest and Mexico. Displays also chart the beginning of historical times as Spanish explorers and colonists contacted American Indian groups, changing native lifeways forever.

Historic Indian cultures from across America are presented with Amerind’s fine ethnographic collections. Exhibits include examples of Plains beadwork and costumes, ritual masks, shields and weapons, as well as children’s toys and clothing—to name but a portion of materials on display. The Amerind collections encompass all aspects of Indian culture, from Cree snowshoe-making tools to the finest nineteenth-century Navajo weavings. The foundation also maintains an art collection by such men as William Leigh, Carl Oscar Borg, and Frederic Remington. For information call (520) 586-3666.

Coronado National Memorial. The Coronado National Memorial is situated in oak woodlands on the Mexican border at the southern end of the Huachuca Mountains, in southeastern Arizona. It is a historic area in a natural setting, comprising 4,976 acres. Commemorating the first major exploration of the American Southwest by Europeans, Coronado National Memorial lies on the U.S.-Mexican border within sight of the valley through which the Coronado Expedition first entered the present United States in search of the fabled Cities of Cibola. Call (520) 366-5515 for more information.

Bisbee Mining Museum. Located in the picturesque town of Bisbee, the county seat for Cochise County, the Bisbee Mining Museum tells about the early history of Cochise County with emphasis on the importance of copper mining to the economic growth of the area. (520) 432-7071.

Fort Bowie National Historic Site. This national park site contains the fort built in 1862 for protection from the Apaches. The ruins can be reached only by foot trail. (520) 847-2500.

The Mile-Hi/Ramsey Canyon Nature Conservancy. The Ramsey Canyon Preserve includes 280 acres in a wooded, sheltered gorge located in the Huachuca Mountains, only five miles southeast of Sierra Vista. Fourteen species of hummingbirds have been seen and photographed at the Mile-Hi, more than at any other place in the United States. Visiting hours are from 8 a.m. to 5 p.m. Because of limited space, reservations are needed for weekend and holiday visits. Call 378-2785 to reserve parking.

The San Pedro Riparian National Conservation Area. It is a 36-mile by 3-mile stretch of river that supports 345 species of birds, 82 species of mammals, and 47 species of reptiles and amphibians. This area is also the only place on the continent where the remains of extinct animals and “Clovis Man,” and the tools they used, can be found dating back some 12,000 years. Parking sites are available at various points along the river, but only a section is open to foot traffic. (520) 457-2265 or 3395.

Tombstone Courthouse Museum. The historic city of Tombstone recalls life in a western town during the boom era of the 1800s. The Tombstone Courthouse Museum is a fascinating collection of stories from that exciting time. (520) 457-3311.

Tubac Presidio State Historical Park. There are many visible reminders of Tubac’s beginning as a royal Spanish presidio (fort) in 1752, including the Tubac Presidio State Historical Park’s museum and ruins, Saint Ann’s church, and the old Tubac schoolhouse.

From this northern outpost on the Spanish colonial frontier, founders of the city of San Francisco, California, proceeded on their historic trek in 1775. Standing beside the crumbling adobe ruins of the presidio, visitors can look over the Santa Cruz Valley to distant mountains and imagine the times when isolated colonists, soldiers, and mission Indians in this fragile outpost of European civilization suffered such fierce Apache attacks that the fort had to be abandoned for years. For information call (520) 398-2252.

Tumacacori National Monument. A typical Spanish colonial mission church built in the early 1800s, the Tumacacori National Monument commemorates the introduction of European civilization into what is now Arizona. A visitors’ center provides a self-guided tour through the gardens and church. Mission San Jose De Tumacacori is a splendid example of the Spanish colonial cultural and architectural

heritage of Santa Cruz County. Call (520) 398-2341.

“HISTORY HUNT” GAME

Directions to student: Complete this history hunt and turn it in to your instructor. Fill in the blanks with your answer or missing words. All the answers can be found at the Fort Huachuca Museum or its Annex.

1. In what year did E. F. Beale make his report to the Secretary of War about his reconnaissance across Arizona? _____.
2. _____
Poor old _____, Poor old _____!
Tarred and feathered and sent to hell,
Because they wouldn't soldier well.
3. How many people are in the 10th Cavalry Enlisted Men's Club?
_____.
4. Who was the first African American man to graduate from West Point? _____.
5. Who was the first African American to reach the rank of colonel?
_____.
6. A Medal of Honor is on display. Who won it at Cross Creek?
_____.
7. Who won the Medal of Honor at the Pecos River? Sgt. J. _____, _____ P. Factor, and _____ I. _____.
8. The motto of the 10th Cavalry Regiment: _____.
9. _____ “With the strange contradictoriness of the _____, I felt sorry that the old days had come to an end. For, somehow, the hardship, and deprivations we have endured, lose their bitterness when they have become a memory.”
10. H_____ WILL JUDGE US BY OUR DEEDS.
11. _____



The children of Apache Scout Sinew Riley taken around 1934.

There was Sergeant John McCafferty and _____

_____,
 They make us march and toe the mark in gallant Company Q,
 Oh the drums would roll upon my soul,
 This is the style we'd go,
 Forty miles a day on beans and hay in the Regular Army O.
 We went to Arizona for to fight the Injuns there;
 We lay among the ditches in the dirty yellow mud,
 And we never saw an onion, a turnip, or a spud.

12. What can play music in the 10th Cavalry Enlisted Men's Club?

A _____.

13. What were the two new black divisions that trained at Fort Huachuca?

The _____ and _____ Divisions.

14. What black regiments were trained and assigned to Fort Huachuca?

_____, _____,
 _____, _____, and the
 _____ Regiments.

15. How many pounds of beans did a soldier receive in his daily field ration? _____.

ANSWERS TO "HISTORY HUNT"

1. In what year did E. F. Beale make his report to the Secretary of War about his reconnaissance across Arizona? _____.

2. *Guardhouse Song*

Poor old *soldiers*, Poor old *soldiers*!
Tarred and feathered and sent to hell,
Because they wouldn't soldier well.

3. How many people are in the 10th Cavalry Enlisted Men's Club? 2.

4. Who was the first African American man to graduate from West Point? *Henry Flipper*

5. Who was the first African American to reach the rank of colonel?
Charles Young

6. A Medal of Honor is on display. Who won it at Cross Creek? *Cpl. Cornelius C. Smith*

7. Who won the Medal of Honor at the Pecos River? *Sgt. John Wood, Pvt. Pompey Factor, and Trumpeter Isaac Payne.*

8. The motto of the 10th Cavalry Regiment: *Ready and Forward.*

9. *Reminiscences*

"With the strange contradictoriness of the *human mind*, I felt sorry that the old days had come to an end. For, somehow, the hardship, and deprivations we have endured, lose their bitterness when they have become a memory."

10. HISTORY WILL JUDGE US BY OUR DEEDS.

11. *Regular Army O*

There was Sergeant John McCafferty and *Captain Donohue*,
They make us march and toe the mark in gallant Company Q,
Oh the drums would roll upon my soul,
This is the style we'd go,
Forty miles a day on beans and hay in the Regular Army O.

We went to Arizona for to fight the Injuns there;
We lay among the ditches in the dirty yellow mud,
And we never saw an onion, a turnip, or a spud.

12. What can play music in the 10th Cavalry Enlisted Men's Club?

A Cylinder playing Victrola, or gramophone.

13. What were the two new black divisions that trained at Fort Huachuca?

The 92d and 93d Divisions.

14. What black regiments were trained and assigned to Fort Huachuca?

24th Infantry, 9th Cavalry, 10th Cavalry, and the 25th Infantry Regi-



ments.

15. How many pounds of beans did a soldier receive in his daily field ration? 1 1/4 lbs.

OPTIONAL QUIZ

This quiz consists of multiple-choice questions followed by four choices of answers. You are to select the one best choice and place a circle around the letter corresponding to your selection.

1. What was the most important benefit to Americans of the march of Kearny's "Army of the West" across the southwest?

a. Protecting the northern flank from Mexican military action in the Mexican War.

b. Forcing the capitulation of the Mexican forces in California.

c. Opening and mapping routes that would be used by settlers rushing to California's gold fields.

d. Proving the endurance of American troops.

2. Army leaders like Oliver Otis Howard and George Crook approached the Indian problem

a. With ruthless efficiency.

b. Hamstrung by unbending policies made in Washington.

c. Blindly without knowledge of Indian positions.

d. With sympathetic understanding and a desire to protect them from those who would exploit them.

3. The Geronimo Campaign was one of the most difficult in Army history because of

a. The geography of the theater.

b. Too few repeating rifles.

- c. The luck of the Apaches.
 - d. Misguided tactics.
4. Captain Samuel M. Whitside chose Huachuca Canyon as the site for his camp in 1877 because
- a. Of the availability of water and lumber.
 - b. The location lay astride the Apache escape routes into Mexico.
 - c. Both the San Pedro and Santa Cruz valleys could be observed for signs of Indian activity.
 - d. All of the above.
5. With the Apache Campaigns at a close in 1886, many posts and camps were closed as an economy measure. Fort Huachuca survived because
- a. It was strategically located on the Mexican border.
 - b. It had more space.
 - c. It was the favorite vacationing spot for Army brass.
 - d. Its facilities were newer.
6. The Pershing Punitive Expedition into Mexico was important because
- a. It demonstrated America's resolve to protect its borders.
 - b. It brought Pancho Villa to account for his raid on Columbus, New Mexico.
 - c. It was the last large-scale maneuver of the horse cavalry.
 - d. It kept Mexico out of World War I.
7. Fort Huachuca played an important role in World War II as
- a. A quartermaster depot.
 - b. A training base for infantry divisions.

- c. A prisoner-of-war detention center.
 - d. None of the above.
8. Fort Huachuca earned its title “Home of the Buffalo Soldier” and its place in black military history because
- a. each of the four African American regiments and both of the African American infantry divisions were stationed there at one time or another.



*“Cyril and Estelle Fuller, and nurse. Fort Huachuca, Arizona, 1893.”
Photo courtesy the estate of Col. Alvarado M. Fuller.*

- b. Lena Horne visited the post during World War II.
 - c. The 10th Cavalry was stationed there from 1913 to 1931.
- D. Buffalo herds roamed the post after its closure in 1947.

ANSWERS TO THE QUIZ

1. c. Opening and mapping routes that would be used by settlers rushing to California's gold fields.
2. d. With sympathetic understanding and a desire to protect from those who would exploit them.
3. a. The geography of the theater.
4. d. All of the above.
5. a. It was strategically located near the Mexican border.
6. c. It was the last large-scale maneuver of the horse cavalry.



Alexander Maccomb, son of Captain Augustus C. Maccomb, Fort Huachuca, Arizona, January 1902, on Billy. The boy would become a U.S. Navy captain and retire in 1932.

7. b. A training base for infantry divisions.
8. a. Each of the four African American regiments and both of the African American infantry divisions were stationed there at one time or another.

BUILD YOUR OWN HISTORY EXHIBIT

For teachers who have an objective to present either concepts in history or art, or both, the Fort Huachuca Museum will make available a table-top display case, a number of items relating to the military history of the border Southwest, and some basic information on those items.

The class can then undertake a project to design the theme for the display, label the items, and decide upon an artistically pleasing way to present them within the case. Upon completion of the display, the case may be retained for display within the school for a few weeks or returned to the museum where it will be shown to the public along with a label identifying the class and school that designed it.

An alternative is to ignore the artifacts supplied by the museum and have the class and teacher collect together their own objects that are related to some historical topic relevant to the community.

Some suggested themes that can be explored in the design process are: How Can Things Tell Stories About the Past? Is Change a Part of Our Lives? The Adventure of History; Fort Huachuca: Those Who Have Passed This Way Before Us; or What History Means to Our Generation.

The purpose of this exercise is to teach the relationship between items of our material culture and our idea of history. It will develop some basic design skills by having the student decide upon spatial arrangements and learn how to communicate visually. It will reward the student with the pride that comes with having something they created on public display.

At the present time, the museum has only one case and one set of artifacts available. Reservations will be accepted on a first-come, first-served basis and the kit will be checked out for a specified period of time.

The items in the kit include such things as photographs of school children at Fort Huachuca in years past, 18th century military uniform items, replica revolver (that poses no danger to those handle it), and a replica Indian Wars Medal of Honor.

CONNECTIONS

The paragraphs that follow show how themes found in the Fort Huachuca Museums support the Arizona Department of Education Social Studies Standards. The standards spell out history objectives for Arizona teachers at all levels from kindergarten through honors programs in high school. Extracts from the Arizona standards are in italics;

At the first level called READINESS (Kindergarten), one of the objectives calls for students to trace “the history of individuals and families,” and describe “the way people lived in earlier days and how we live differently today.”

This objective is supported at the Fort Huachuca Museums by “Timeline” displays that graphically portray history in a linear fashion. In one long panoramic sweep, the story of the U.S. Army on the Southwestern frontier is laid out with emphasis on people and their contributions. Period rooms reinforce the idea of “the way people lived in earlier days and how we live differently today.” A kitchen, based on turn-of-the-20th-century models, shows how labor intensive life was more than 100 years ago at Fort Huachuca. There are no modern appliances to be seen. Instead, a wood-burning stove and ice hooks used to carry blocks of ice into the house hint at more primitive means of cooking and refrigeration.

The next plateau is called FOUNDATIONS (Grades 1-3). There a number of objectives are spelled out and a few are mentioned here along with corresponding Fort Huachuca Museums interpretations.

Students know and are able to do all of the above and the following:

—Demonstrate the ability to place events in chronological sequence, with emphasis on :

—using a timeline to place in order important events in a student’s life

—recognizing a sequence of events

—Describe everyday life in the past and recognize that some aspects change and others stay the same, with emphasis on:

—using primary source materials, including photographs, artifacts, interviews, and documents to trace the history of a family from long ago

—how past cultural exchanges influence present-day life, including food, art, shelter, and language

—Use stories to describe past events, people, and places, with emphasis on:

—contributions from past events and cultures

—examples of individual action, character, and values

—descriptions of daily life in past time and different places, including the various roles of men, women, and children

The Fort Huachuca Museums, with their exhibits arranged in a general chronological order, offer the opportunity to view local history as a sequence of events. On the 2d floor of the main museum, a parlor, bedroom and kitchen are used to tell the story of family life at Huachuca over the last 100 years. The family displays are a good example of how primary source materials like photographs, artifacts, interviews and documents can be integrated to convey a feeling of history.

It is apparent from the photographs in the Family Exhibit that families of 100 years ago were much larger in number than they are today. The reasons for this could be economic, scientific, or religious. Today's economy makes it much more difficult to raise large families and send all of the children to college. College was an expectation that did not often exist 100 years ago. Children could be expected to die young in times past because of the prevalence of childhood diseases and larger families promoted better chances for descendant survival. Remarkable progress in medical science have erased those fears about infant deaths. A more widespread adherence to religious beliefs meant less birth control. These observations show how past cultural exchanges influence present-day life.

Stories about Fort Huachuca families abound in the museum. You can read about the brothers Patch who both rose to important command positions in World War II, accomplishments that depended largely on the character and values they learned while growing up in the military community of Fort Huachuca. There is the story of Fiorella LaGuardia, the future mayor of New York, who grew up at Fort Huachuca while his father was the bandmaster here. Malin Craig, future Chief of Staff of the Army, lived at the remote post as a child.

At the ESSENTIALS (Grades 4-5) level, students are asked to know a number of new points, the first of which is to "Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials." Teaching objectives include:

—Identify primary and secondary sources historians use to construct an understanding of the past, using such sources as letters, diaries, newspaper articles, archaeological evidence, maps, and government records

—Distinguish fact from fiction in historical novels and movies

- the reasons for the early Spanish explorations, including those of Fray Marcos de Niza, Estevan, and Francisco Vázquez de Coronado
- the reasons for Spanish colonization, including the establishment of missions, presidios, and towns and impact on native inhabitants
- the contributions of Father Kino
- the creation of unique, strongly held cultural identities from the Spanish and Indian heritage
- the change of governance from Spain to Mexico
- Describe the economic, social, and political life in the Arizona Territory and the legacy of various cultural groups to modern Arizona, with emphasis on:
 - how Arizona became a part of the United States through the Mexican Cession and the Gadsden Purchase
 - the conflict of cultures that occurred between newcomers and Arizona Indian groups, including the Indian Wars
 - the lives and contributions of various cultural and ethnic groups, including American Indians, Hispanics, and newcomers from the United States and other parts of the world
 - the importance and contributions of various occupations to the growing Arizona communities, including soldiers (Buffalo soldiers), miners, merchants, freighters, homemakers, ranchers, cowboys, farmers, and railroad workers

Notice that labels are themselves often primary sources, quotes from journals, diaries and official reports. The museums rely on these primary sources to give the visitor a sense of immediacy, engage them in a conversation with the historic figures involved. It is this closeness to the original sources of information that will enable students to distinguish “fact from fiction in historical novels and movies.”

See displays that specifically relate to Spanish colonization, Coronado, Father Kino, the settling of Arizona Territory and the conflict of cultures that were the Apache campaigns. The contributions of the Spanish explorers and Apache lifestyles are covered, as are the sacrifice and far-sightedness of men like George Crook, Charles Gatewood, Cornelious Cole Smith, Leonard Wood, Joseph and Alexander Patch, and a host of others. Take a look at the room called “The Black Military Experience in the American West,” and learn about the contributions of Estevan and the men of the U.S. Army who became known as the “Buffalo Soldiers.”

A second level also called ESSENTIALS encompasses Grades 6-8, and continues the focus on American and Arizona history. Here the student must be able to “Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by

historical study and research, and analyze and evaluate historical materials offering varied perspectives.” Emphasis is placed on:

- constructing various timelines of key events, people, and periods of the historical era being studied*
- framing questions that can be answered by historical study and research*
- describing the difference between a primary source document and a secondary source document and the relationships between them*
- assessing the credibility of primary and secondary sources and drawing sound conclusions from them*
- examining different points of view on the same historical events and determining the context in which the statements were made, including the questions asked, the sources used, and the author’s perspectives*
- recognizing the difference between cause and effect and a mere sequence of historical events*
- Describe the aims and impact of the Western expansion and settlement of the United States, with emphasis on:*
 - how and from whom the United States acquired the Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, the Mexican Cession and the Gadsden Territory*
 - Explain how sectionalism caused the Civil War, with emphasis on:*
 - the strategic importance of the Southwest as both sides attempted to secure a route to California*

After a visit to the Fort Huachuca Museums, ask this question: Was Geronimo a freedom fighter or a terrorist? Primary sources within the museum exhibits make the case for either point of view. The conclusion the student draws based upon this evidence is a secondary source.

A second question might be: “How did Fort Huachuca come to exist in Huachuca Canyon?” The answers, available in museum displays, illustrate cause and effect. The placement of a camp in the Huachuca Mountains was the result of a carefully considered policy of interdicting Apache raiding trails. The exact location was the further result of one officer’s evaluation of several factors, most importantly the availability of water.

The story of the U.S. Army in the American Southwest goes far beyond the Apache campaigns. The U.S. Army was the exploration arm of the government and mounted expeditions into the unknown reaches of the southwestern frontier to map trails and catalog flora and fauna. They blazed the trails that Anglo settlers would use to reach the California gold fields in 1848. When the hard and dangerous work of exploration was over, they stayed in little garrisons like

Fort Huachuca to protect the settlers and allow the ranching, farming, and mining businesses to flourish. Exhibits in the museum talk about these early explorers like Stephen Watts Kearny, Philip St. George Cooke and the Mormon battalion, William Emory, and many others.

Fort Huachuca's existence was the direct result of a policy of Western expansion. Once the government had decided to open the west, the Army was given the onerous task of protecting the new settlers and pacifying the native Americans. After the Gadsden purchase, an Army topographical engineer, William Emory, was given the job of surveying the new border with Mexico. With the outbreak of the Civil War, the Confederacy sought to secure the territories of New Mexico, Arizona and California so as to establish a wagon route to Pacific coast seaports, thereby circumventing the blockade the Union was imposing in the East. The Southwest became an isolated theater of the war. These themes are incorporated into museum displays.

The next level, labelled PROFICIENCY, covers the high school grades (9-12) and calls into play historical research skills and analytical skills, especially as applied to the content standards for grades 9-12. Students know and are able to:

- Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.*
- Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs*
- Analyze how change occurs*
- Use a variety of maps and documents to interpret human movement and the diffusion of ideas, technological innovations, and goods*
- Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.*
- Identify community resources that preserve historical information—such as libraries, museums, historical societies, a courthouse, the world wide web, family records, elders—and explain how to access this knowledge*
- Identify an author's argument, viewpoint, or perspective in an historical account*
- Distinguish "facts" from author's opinions, and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about a subject*
- Compare and contrast different accounts of the same event, including*

hypothesizing reasons for differences and similarities, authors' use of evidence, and distinctions between sound generalizations and misleading oversimplifications

—Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.

—Show connections between particular events and larger social, economic, and political trends and developments

—Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values

—Hypothesize how events could have taken different directions

—Arizona contributions to the war effort, including the Navajo Code Talkers, Ira Hayes, and local training bases

The growth and the professionalism of the U.S. Army today is mirrored in the growth and expansion of Fort Huachuca which had its beginnings when the Army was just a small Indian-fighting constabulary. Just as the post grew in numbers and acres to accommodate change, so to did the U.S. Army expand its interests in 1898 beyond its shores and eventually emerge after World War II as the leading world power.

Philosopher Ortega y Gasset is quoted in the Military Intelligence Museum: “We stand on the shoulders of our forbears like circus acrobats.” The point of his observation is one that the museums want its visitors to understand. All that is worth having in life today is owing to the hard won victories of those who have gone before. We have collectively learned lessons, both positive and negative, from our ancestors and in gratitude we perpetuate the values which they have passed down.

The 20th century has been marked by change. Both the vast sweep of technological change and the inexorable change in social attitudes are available for study at the Fort Huachuca Museums. The changes in weapons, uniforms, equipment stand side by side in the museum's exhibits with the story of the Buffalo Soldiers, those men who proved their worth and changed perceptions about race within the U.S. Army.

A large variety of maps are available in the museums and on its website which show the influx of Anglo and Spanish settlers into the American Southwest and the attempt to afford them protection by scattering a number of small garrisons throughout the territories.

The Fort Huachuca Museums are a research source for local and military history and can provide students with bibliographies and

study guides on specific topics.

The resources of the Fort Huachuca Museums may be accessed by visiting or going online to <http://huachuca-uasic.army.mil/>

Museum interpreters, like authors, approach their subject with a viewpoint and search for historic examples to test their hypotheses. The Fort Huachuca Museums are based on the assumption that soldiers constitute a unique segment of American society in that they are motivated by a wish to serve their country and knowingly accept risks and sacrifices that the rest of society would not. They are not only ready to give their lives for the principles for which their nation stands, but are willing to forego economic gain and everyday comforts. What sets the soldier apart from the rest of society is not only the idea of sacrifice, but adherence to a set of bedrock values which the U.S. Army today identifies as Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. These values are the keel which steadies the U.S. Army in the turbulent waters of change.

The assumption stated in the above paragraph is an explicit one. It is repeated implicitly in the exhibits of the Fort Huachuca Museums. But the assumption that the U.S. Army servicemember is a breed apart from the ordinary citizen does not seem to hold water when we consider the facts of the My Lai massacre. And not all those who join the Army are in possession of a full ration of values. There are enough instances of felons, miscreants and malcontents.

So is the basic assumption of the Huachuca museum interpreter a misleading over simplification or a sound generalization? He or she would reply that the cases of dishonorable behavior on the part of soldiers are so infrequent in the larger picture as to be aberrations. The very reason that events like the My Lai massacre disgust us so much is because they are so unexpected in the moral makeup of the Army and in American society.

The objective of developing “historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded” is well served by the Fort Huachuca Museums. There is no more complex set of events that the Indian Wars, especially the Apache campaigns. Students would benefit from experiencing the exhibits at the Fort Huachuca Museums and then making their own interpretations of the cause and effect of those campaigns.

In order to “show connections between particular events and larger social...developments,” this anecdote may be useful. The building which houses the Fort Huachuca Museum Annex is a former theater built by troops of the 25th Infantry in the 1930s. The 25th Infantrymen were African-American soldiers and after they had done much hard work constructing the theater building, they found that ropes had been put up to keep the black troops seated in the rear, a common practice in American society at the time. Their sense of injustice was aroused and they organized a boycott of the theater. This caught the attention of the leaders at the post and the ropes of segregation came down. The story makes the point that the fight for civil rights in American society began a long time before Martin Luther King, Jr. came upon the scene. Soldiers at Fort Huachuca some 30 years earlier had felt the sting of racial policies and were determined to do something about it.

Interpreting the above story in the context in which it happened rather than solely in terms of present day norms and values, offers up a lesson in personal courage. While today economic boycotts are common occurrences and everyone would certainly agree that equal seating should be available in theaters, at that time it was a bold move, considering that in the closed society of the U.S. Army their actions might be interpreted as disloyalty. White Army officers held all the power and the reversal of their policy also reveals a basic fairness that has put the Army in the forefront of racial understanding.

To hypothesize how events could have taken a different direction, reprisals could have been taken against ringleaders and punishments meted out indiscriminately. This would have destroyed unit morale and convinced the African-American troops that their sacrifices for their country were once again being discounted by the commissioned officers of that same country. The Army which fought in World War II and Korea would have been a less effective Army.

Arizona’s contribution to the World War II effort lay largely in its isolation. When the Army was looking for places to train their Army Air Corps pilots, the wide open spaces of Arizona were transformed into all weather bombing and gunnery ranges. Likewise, when the question arose about where to train two African-American infantry divisions, Arizona seemed a good choice because it was far from urban areas where the fires of racial hatred would be fanned. Fort Huachuca became a city-sized training base, built with unprecedented speed by joint contractors who would use the techniques they had learned at developments like Sun City.

Finally, there is the *DISTINCTION* level for honor students. Students know and are able to do all of the above and the following:

- Analyze historical and current events as a historian using primary and secondary sources to evaluate the legitimacy of the commentaries of an event and draw conclusions, with emphasis on:
 - what happened, drawing from both written sources and narratives
 - what is accurate information and what is inaccurate information
 - what was the significance of the event with focus on what can legitimately be concluded as impacts or results of the event
- Use historical knowledge to draw conclusions in an attempt to explain where specific current events will lead, with emphasis on:
 - drawing historical analogies and defending why any given current event is like an historical event, including the lessons to be learned
 - describing a current event in detail with depth of understanding of the events history, geography, politics and economics
 - evaluating an historical piece of literature, either fiction or non-fiction

A school visit to the Fort Huachuca Museums will not only serve to introduce the students to much of American and Arizona history, but it will also alert them to the museums as a resource for future studies. In addition to its exhibits and collection, the museum offers an archives, an extensive photograph collection, some diaries and documents, and a gift shop that sells the best books about Arizona and military history that can be found in Cochise County. A website at <http://huachuca-usaic.army.mil/> makes these resources available online. There is sufficient material at the Fort Huachuca Museums, both exhibits and written material, to enable students to accomplish all of the objectives of the *DISTINCTION* level mentioned above.

A recent survey about American's interaction with their past resulted in a surprising finding. Most Americans trust museums more than books, movies or classrooms for their understanding of history. Being in the presence of the artifact, observing history first hand, gets them closer to the experience. Survey respondents thought museums brought them closer to the experience of history, with no mediators with an agenda or spin doctors. As one person put it, "The bones don't lie." This finding underscores the importance of a school visit to museums.