

LONG-RANGE INTERPRETIVE PLAN

LYNDON B. JOHNSON  
NATIONAL HISTORICAL PARK



PLANNING FOR THE CENTENNIAL OF JOHNSON'S BIRTH 1908-  
2008

NATIONAL PARK SERVICE



LONG-RANGE INTERPRETIVE  
PLAN

LYNDON B. JOHNSON  
NATIONAL HISTORICAL PARK

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Prepared by

Department of the Interior  
National Park Service

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Harpers Ferry Center  
Interpretive Planning

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# INTRODUCTION

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Lyndon B. Johnson National Historical Park is the premier location to experience the environment that shaped the character, public policy, and continuing legacy of the 36th President of the United States. The National Park Service is dedicated to preserving and interpreting a rich, singular collection of resources that illuminate the man, and to enhancing regional and national awareness and understanding of a complex and compelling figure in the history of the Presidency.

The year 2008 marks the centennial of Lyndon Baines Johnson's birth. Commemoration of his birth and celebration of his accomplishments could attract significant public attention.

This Long-Range Interpretive Plan (LRIP) presents a vision for a visitor's experience at the park during the next decade. The LRIP proposes interpretative activities and visitor experience opportunities that prepare the park for a milestone commemoration in 2008. It also identifies a media and activity action plan that best meets current and future visitor needs and effectively tells park stories.

Based on purpose, significance, and mission identified in the park's General Management Plan (GMP) (1999), the LRIP is a conceptual plan. It lays a foundation for the next phases of a comprehensive interpretive planning process - media planning, design and production, and the organization of staff and activities into annual implementation plans. It is also a measure against which annual accomplishments can be evaluated.

The visitor experience planning process facilitates collaborative creativity among park staff, interpretive partners, and media specialists. Goal-driven team planning evaluates the park's visitor use programs and focuses interpretive efforts on the park's significant resources, themes, and issues. The proposals in this LRIP enhance opportunities for visitors to understand, enjoy, and appreciate the reasons for which Lyndon B. Johnson National Historical Park was established.

# BACKGROUND FOR PLANNING

# PARK PURPOSE

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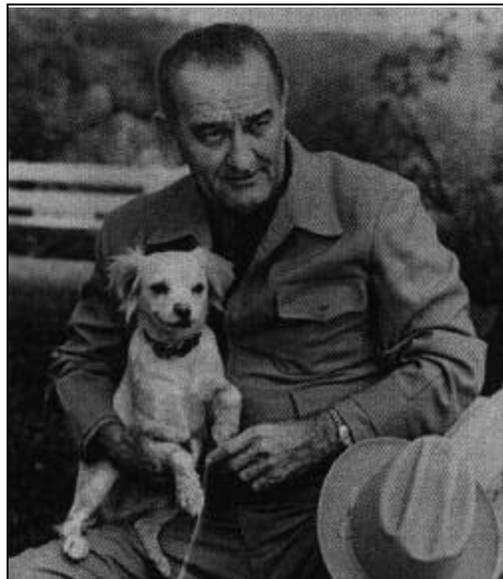
**"I hope it may be said a hundred years from now,  
that by working together we helped to make our country just,  
more just for all its people, as well as to insure and guarantee the  
blessings of liberty for all our posterity. That is what I hope.  
But I believe that at least it may be said that we tried."**

**Lyndon B. Johnson**

As stated in the park's General Management Plan, the purpose for the establishment of Lyndon B. Johnson National Historical Park is to:

**research, preserve, and interpret significant resources and influences associated with the life and heritage of Lyndon B. Johnson.**

**provide a variety of opportunities to experience the local and regional context that shaped the last frontier president, informed his policies and programs, and defined his legacy.**



# RESOURCE SIGNIFICANCE

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"There's something different about this country  
from any other part of the nation.  
The climate is generally pleasant;  
the sun is generally bright;  
the air seems to be always clean;  
and the water is pure."

Lyndon B. Johnson

The following statements summarize the significance of park resources and capture the essence of this park's importance to our natural and cultural heritage.

**The resources of the Lyndon B. Johnson National Historical Park document and communicate the life and heritage of the 36th President of the United States. Here, as in few other historical parks, one can see the lands and structures that represent the origins, ancestry, full life span, and continuing legacy of a major historical figure.**

The Lyndon B. Johnson National Historical Park and Johnson City are interwoven historically and economically. Both contain historic structures in their original locations that are on the National Register of Historic Places and provide insight into President Johnson's early influences as well as a window into the frontier life of the Texas Hill Country.

The Johnson settlement is a comprehensive historic scene from which the last of the frontier presidents gained identity, strength, and values.

President Johnson was born, lived, died, and was buried on the Ranch. The close proximity of the reconstructed birthplace, his grandparent's home, and the family cemetery reflects a deep attachment for place and heritage.

The Junction School is where Lyndon Johnson began his formal education and as president signed the Elementary and Secondary Education Act in 1965.

The Boyhood Home reflects Lyndon Johnson's formative years and where he launched his political career.

**President Johnson had a deep and abiding connection with the Hill Country of central Texas and with the people of Texas. He used his experience with the people, land, and resources to advocate his local, national, and international programs. It was this connection and his commitment to a government that works for people that sustained him throughout his life.**

Immediately following the assassination of President John F. Kennedy, the Johnson family home was transformed into the Texas White House. This historic ranch house served as a busy office, Presidential command post, as well as a quiet refuge for the Johnson family during both the good and the tumultuous times.

The operation of the LBJ Ranch is critical to understanding the image of a rancher/president. President Johnson's desires to demonstrate ranching culture and conservation practices prompted him to stipulate that the property remain a working ranch and not become a "sterile relic of the past."

Johnson City, Stonewall, and surrounding areas reflect Lyndon Johnson's political legacy and continuing economic impact on the region.

**President Johnson was directly involved in the restoration and preservation of the sites within the park. The Texas White House remains Mrs. Johnson's residence, and the Johnson family continues to be involved in park activities.**

The partnership of the Lyndon B. Johnson National and State Historical Parks began as a vision of President Johnson. He was the driving force behind the planning, acquisition, and initial development of the two parks. This cooperative effort continues today.

Mrs. Johnson's advocacy of conservation, preservation, and beautification continues to focus national attention on the legacy of the Johnson administration.

# THEMES

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**"I know - from personal experience - that abiding values and abundant visions are learned in the homes of our people."**

**Lyndon B. Johnson**

Primary interpretive themes describe ideas, concepts, or messages about Lyndon B. Johnson National Historical Park that are so important all visitors should understand them. They provide guidelines for making decisions concerning interpretive stories to be told and facilities and activities required for telling those stories. Primary themes may not include everything interpreted, but they should include ideas critical to understanding the park's significance. All interpretive efforts (both media and personal service) should relate to one or more of the themes; each theme should be addressed by some part of the interpretive program.

Primary themes are followed by suggested, but not limited, topics to be interpreted at the LBJ National Historical Park.

## **PRIMARY THEMES**

**Lyndon Johnson's life reflects his deep commitment to the enrichment of all Americans through governmental action.**

Topics:

- Education influenced Lyndon Johnson - Lyndon Johnson influenced education
- LBJ's war on poverty
- The president's role in creating the Rural Electrification Administration (REA)
- Head Start
- Environmental preservation
- Medicare
- Civil Rights
- Creating national parks
- Clean air/clean water

- The Space program
- Consumer protection
- Free lunches for school students
- Arts and humanities programs
- Contributions to public television
- Activist government
- An evaluation of LBJ's political career (the LBJ treatment, progression of political programs)
- Creation of the National Youth Administration (NYA)

**The environment and community of the Texas Hill Country shaped the character of Lyndon Johnson and in return he improved the quality of life in the region.**

Topics:

- Electricity and water - creating the Rural Electrification Administration, Lower Colorado River Authority, and the Pedernales Electric Cooperation
- Building better highways
- Life- long attachment to the Hill Country
- Growing up in an isolated area
- Physically difficult life
- Limestone close to the earth's surface
- Geographic position
- Water quality in the Hill Country
- The character of people in the Hill Country
- Germans, Anglos, Native Americans, and Hispanics influenced the Hill Country
- Influences of a small town on a young boy
- Parents' position in a small town
- Times before and after 1922
- LBJ's drive to a productive ranch operation
- The ranch as a retreat
- Ranching operations

- All about cattle drives
- Hardships of the Hill Country
- Peoples' limited expectations bases on knowledge of area resources

**President Johnson's family provided unique influences that helped prepare him to become a United States President.**

Topics:

- LBJ's father - the politician
- LBJ's mother - the educator
- Grandfather Baines - Texas Secretary of State
- Grandfather Johnson - Cattle drover
- Uncle Clarence Martin - County Judge
- LBJ's association with social, educational, and political leaders in his childhood community
- Games that trained LBJ for political office (debate, extemporaneous speaking, elocution classes, dominoes)
- Parents high expectations from birth
- A family with strong character
- A boy encouraged and expected to be a leader
- Failure of other family members inspired a young boy to succeed
- His mother taught him right from wrong

**The complex image of LBJ was part personality, part creation, and part myth.**

Topics:

- LBJ, the good ole boy
- LBJ, the storyteller
- Established himself as a rancher to change the "southern politician" image
- Created an image by reconstructing his birthplace
- Exhibited a variety of images based on the audience (could fit in anywhere)
- "The Johnson Treatment"

- Quintessential politician
- An image of power (a force to be reckoned with) or was that really him?
- A man of many qualities
- His compassionate side
- Remembered his roots - where he came from
- Took pride in the local people

**Mrs. Johnson was an advocate and significant influence during the Johnson Administration and continues to have a notable effect on the American public long after leaving the White House and 25 years after the President's death.**

Topics:

- Served as counsel to the President
- Chaired Head Start
- The Lady Bird Express campaign initiative
- Managing LBJ's congressional office while he was in the Navy
- Business sense (built an empire with radio/TV)
- Service to national parks
- Beautification - billboards, highway signs, highway awards program
- Roadside parks, a Lady Bird vision
- Development of the Wildflower Research Center
- Active social role in Washington's society and political arena
- Guided LBJ to acquire "class"
- Served as a leveler for her husband's moods
- Had respect for the president
- Town Lake hiking trail named for her
- Served on the University of Texas board of regents
- Served on the National Park Service advisory board
- Developed her own place in history following the president's death
- Served a role at the LBJ Library and School of Public Affairs
- Served a role following the death of JFK (easing pain, making transition as easy as possible)

- Expanded the role of First Lady
- Promoted and supported her husband as President and as a political figure
- A full partner in establishing the LBJ National Historical Park

**The Vietnam War overshadowed President Johnson's other foreign policy initiatives and much of his domestic agenda.**

Topics:

- President Johnson mostly remembered the war
- Perceptions of LBJ are changing
- Discussions of the war happened at the ranch
- Effects of war on life and death of LBJ
- Ranch - an escape from war pressures in Washington
- The war - an overriding topic in personal and professional relationships
- LBJ loses friends because of the war
- LBJ's fear of alienation
- Disillusionment/frustration
- Not first president to lose a war
- Social agenda overshadowed by controversy of war
- Johnson lost credibility
- Domestic protests, race riots, counterculture

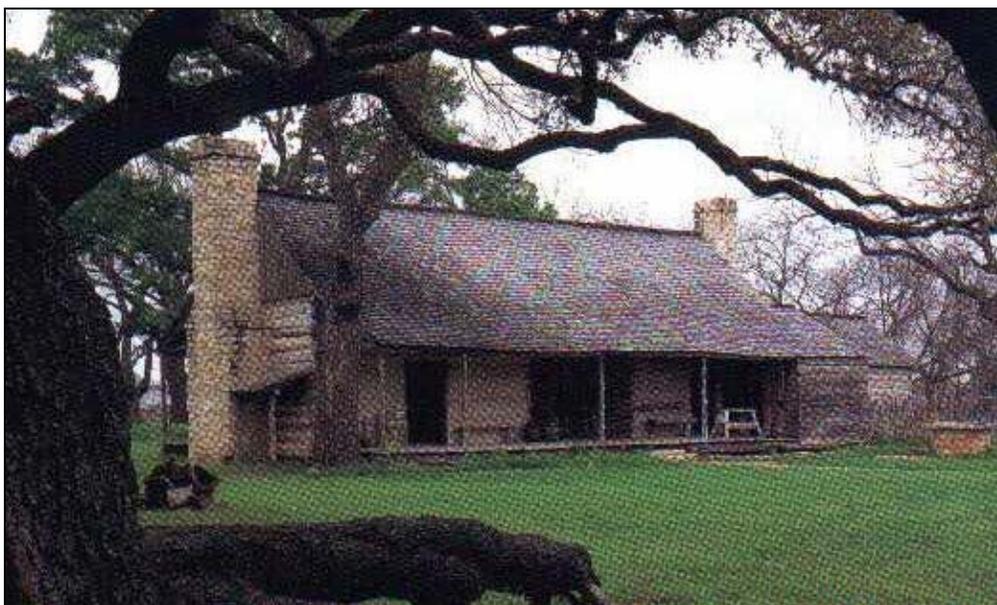
**The office of the presidency, the value of public service, and participation in the processes of government are fundamental messages of presidential parks.**

Topics:

- Providing the right to vote - Righting the Wrong
- Run in front of the crowd for betterment of country - a good leader and way to get elected in the south
- Willingness to take risks
- Expanded the role of the president
- Used mandate given to do what was needed

- Long career taught how to work the system
- Public servant - demonstrated and taught
- Contributions
- NPS staff public service demonstrates continued influence of Johnson public service
- Office has lost mystique and respect
- Focus on the importance of the office and the person in that office
- The president has an impact on everyone's life
- The Presidency is "America" to the rest of the world
- What is public service?
- The Presidency as it reflects the country's history
- Relationships between the executive branch and the legislative branch of government affects the image, reputation, and success of the president

Primary themes along with visitor experience statements, good maintenance and facility/media design, high quality interaction with staff, and character of natural and cultural resources help visitors have a meaningful park experience. Themes as stated in the long-range interpretive plan may, but do not have to, describe the magic. The interpretive planning team develops the best statements possible during the planning process. Effective interpretive managers are constantly vigilant for more insightful statements.



# MANAGEMENT GOALS

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"You know, doing what is right is easy.  
The problem is knowing what is right."

Lyndon B. Johnson

The *Lyndon B. Johnson National Historical Park Strategic Plan* describes mission goals for the park. The strategic plan also describes accomplishments achievable by September 30, 2005, to meet requirements of the Government Performance and Results Act of 1993 (GPRA). The interpretive program plays an important role in achieving desired results.

## PRESERVE PARK RESOURCES

The natural environment and cultural heritage of the Texas Hill Country is protected and maintained through a regional network of private and public stewardship. Lyndon B. Johnson National Historical Park is a full partner in the research, resource protection, and technical assistance integral to sustaining public awareness of the connection between influence of place and the programs of the Johnson administration.

60% (15 of 25) of critical planning documents are completed in order to implement the resource protection and visitor education actions outlined in the General Management Plan for Lyndon Baines Johnson National Historical Park.

The park will continue to monitor the Pedernales River and work with state and local agencies to assure good water quality is maintained. The Pedernales River is listed on the State 303D list, impaired by sources outside the park. The park will continue to participate in the LCRA River Watch program.

83% (85 of 102) of park structures listed on the 1999 LCS are in good condition.

73.4% (221 of 302) of preservation and protection standards for park museum collections are met - museum collections records meet professional standards for museum records management.

All three of park landscapes listed on the Cultural Landscapes Inventory are in good condition.

100% (12 of 12) natural resource data elements for Lyndon B. Johnson National Historical Park are available for park management, planning and natural resource protection.

If funded, archeological assessment and survey is carried out.

Cultural landscapes inventoried and evaluated at Level II are increased by 2.

Museum objects catalogued are increased by 15% (1200 = 200 per year including FY00) from FY99 baseline (8,123 objects). If funding is available, 35.9% cataloging increase is possible.

The park needs both a Historic Resource Study and an Administrative History. Funding will be requested and if received, the studies will be completed.

Lyndon B. Johnson National Historical Park has identified its vital signs for natural resources monitoring.

## **PROVIDE FOR PUBLIC ENJOYMENT AND VISITOR EXPERIENCE**

The public, provided with a variety of options for direct and indirect access, can identify and value the significance of President Johnson, and the policies and programs of his administration, in the context of his ancestry, full life span, and continuing legacy. Major sites related to LBJ's legacy - the Presidential Library, the Lady Bird Johnson Wildflower Center, the State and National Historical Parks - provide a "backbone" for regional tourism and contribute significantly to a national network of Presidential sites and the "story of the Presidency."

95% of visitors are satisfied with appropriate facilities, services, and recreational opportunities.

The visitor accident/incident rate will be at or below one accident per year. Law enforcement, EMS, and fire protection services are supported through upgraded equipment and increased efficiency.

Expansion of timely information about the park's mission, resources, and programs will result in national public exposure to a readily identifiable park image and penetration into potential state venues including print, broadcast, and electronic media. Thirty new contacts with media are made.

86% of park visitors realizes the importance of Lyndon B. Johnson and his legacy in American history.

80% of the students that participate at the park in formal education programs understand the significance of the park. The park will continue to present successful outreach and onsite education programs that are based on cultural and environmental resources related to the Lyndon B. Johnson National Historical Park with special emphasis in diverse populations. Park facilities will be utilized fully at all levels. An educational "friends group" is established and fully functioning.

## ENSURE ORGANIZATIONAL EFFECTIVENESS

Lyndon B. Johnson National Historical Park partners internally, within divisions and across division lines, and across park boundaries with other National Park Service, private, public, and governmental entities to maximize our strengths and minimize our deficiencies. Park employees have a comprehensive knowledge and practice a strong conservation and preservation ethic.

100% of the park employee performance plans are linked to appropriate strategic and annual performance goals and position competencies.

The number of park permanent positions in the 9 targeted occupational series filled by employees from underrepresented groups is maintained at the FY 1999 level of 11.

The total number of temporary/seasonal positions annually filled by women and minorities at the park is maintained at the FY 1999 level of 11.

The total number of park permanent positions filled by employees with disabilities is maintained at the FY 1999 level of 3.

The total number of park temporary/seasonal positions annually filled by employees with disabilities is maintained at the FY 1999 level of 1.

The employee lost time injuries will be at or below 2.8 injuries per year and the total number of hours of Continuation of Pay (COP) will be at or below 124 hours.

The Volunteers- In- Park (VIP) program is used to expand opportunities for all divisions to meet the need for increased visitor services.

Cash donations to Lyndon B. Johnson National Historical Park are increased by 3.62% (\$3,047) from the FY 1998 level of \$2,941 (note: The Johnson Family was generous in 1998, and their donation was not used as part of the baseline).

Donations, grants, and services from Southwest Parks and Monuments Association is increased by 35% (from \$35,300 in 1997 to \$47,700).

## INTERPRETATION/EDUCATION OBJECTIVES

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"... education is the passport from poverty."

Lyndon B. Johnson

Interpretation and education objectives describe physical and intellectual experiences that should be available to people interested in Lyndon B. Johnson National Historical Park. The following objectives should be facilitated by Long- Range Interpretive Plan proposals.

After visiting Lyndon B. Johnson National Historical Park and nearby cooperating sites, visitors should feel that the Hill Country is a special place. They should leave with a better understanding of Lyndon Johnson and his connection to this land he called home. They may compare early settlers who came here for open spaces with today's visitors who come here to escape crowded urban areas. Visitors should also understand that generosity of the Johnson family made the park possible. Visitors should realize that park property and Johnson holdings did not develop overnight; what can be seen today has evolved during and after the President's life. After reflecting on park themes in context with national and international events, visitors should feel a sense of power and pride in America.

### **AFTER VISITING SPECIFIC PARK SITES, VISITORS AND RESIDENTS WILL HAVE OPPORTUNITY TO:**

#### **Visitor Centers**

Identify the connection among Lyndon B. Johnson National Historical Park, National Park Service, and the National Park System from subtle clues incorporated into various media and activities.

Conveniently obtain adequate information about the Johnson City unit and the LBJ Ranch unit of the park and other visitor sites in the region to safely and enjoyably participate in user facilities, activities, and services.

Understand the economic, environmental, recreational, and social effects of Lyndon B. Johnson National Historical Park on the region surrounding the park; be inspired to wisely use, develop and preserve natural and cultural resources in the future in their own sphere of influence.

Acquire current, accurate, balanced information that identifies and establishes the significance of President Johnson and places him in the context of his times.

Gain insight into the various policies and programs of the Johnson Administration, and the continuing effect of these programs on society.

### **Johnson Settlement**

Gain insight into the life of Samuel Ealy Johnson, Sr. and Eliza Johnson and the times in which they lived; understand how they and the frontier ethos of their time affected Lyndon Johnson's life and career.

Walk through environments that interpret the change from open- range cattle ranching to closed- range ranching and farming.

Receive information on the beginning of Johnson City.

Develop insight into the ecology and natural history of the area and its effect on pioneer settlement and lifestyle.

Understand Lyndon B. Johnson National Historical Park's efforts to preserve the area and appreciate what preservation activities entail.

### **Birthplace**

Hear stories about Lyndon B. Johnson's birth and early childhood.

See his concept of the Birthplace that illustrates the complex image of LBJ that was part personality, part creation, and part myth.

### **Junction School**

Visualize the environment of Lyndon Johnson's first school experiences.

Learn about his lifelong commitment to teaching and improving education that affected the education agenda of the Johnson Administration.

### **Boyhood Home**

Gain insight into the early development of Lyndon Johnson's character and personality through his home, family life, and community interactions; relate early experiences to his later public life.

## OBJECTIVES

Learn about Johnson City in the 1920s and the Johnson family's relationships and interactions with the community.

Appreciate changes in the community brought about by electrification and transportation improvement; learn Lyndon Johnson's role in the improvements.

Learn about Lyndon B. Johnson National Historical Park's efforts to preserve Boyhood Home resources and what that entails.

Understand how ambition of Lyndon Johnson's parents for success in politics and education became major influences in his life, career, and programs.

### **LBJ Ranch**

Visualize President Johnson as a world figure and working rancher.

See the ranch as a place where Lyndon B. Johnson could somewhat isolate himself from the turmoil of the country and his presidency and as a place where he felt he was free to be himself.

Appreciate Lyndon B. Johnson's special relationship to the LBJ Ranch and the natural environment and cultural heritage of the Hill Country.

Understand the influence of the LBJ Ranch and Texas Hill Country on President Johnson, the programs of his administration, and to the broader scope of South Texas and American experience.

### **The Texas White House**

Gain insights into the personal and official life, character, and personality of Lyndon Johnson demonstrated by visitors, events, and activities at the Ranch.

See President Johnson as a world figure involved in activities that connect the ranch with national and international issues and events.

Understand the role of Lady Bird Johnson in advising, assisting, supporting, and influencing the President and the goals and programs of his administration.

Understand Mrs. Johnson's relationship to the LBJ Ranch and gain insight into activities that have made her a figure of national importance in her own right.

## Family Cemetery

Participate in dignified interpretation consistent with the peaceful scene.

# EXISTING CONDITIONS &

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"I come here almost every evening when I'm at home.  
It's always quiet and peaceful here  
under the shade of these beautiful oak trees."

Lyndon B. Johnson

Lyndon B. Johnson National Historical Park contains 674.80 acres, including 80.61 acres at Johnson City and 594.19 acres of the LBJ Ranch at Stonewall. Highway US- 290, a scenic east- west thoroughfare, connects the park units and continues to I- 35 at Austin and I- 10 west of Fredericksburg.

The park is opened daily, except Thanksgiving, Christmas, and New Years Day. The visitor center in Johnson City is open daily 8:45 a.m. to 5:00 p.m. Visitors may stroll through the Johnson Settlement from 9:00 a.m. to sunset. Access to the LBJ Ranch at Stonewall is by bus from 10:00 a.m. to 4:00 p.m. daily at Lyndon B. Johnson State Park. Self- guided access is allowed to the east gate from 5:00 p.m. until dusk.

Visitors interact with park personnel at two visitor centers, the Boyhood Home, Johnson Settlement, bus tours of the LBJ Ranch and the Birthplace and Cemetery. Most visitors participate in self- guided tours of the Johnson Settlement, guided tours of the Boyhood Home and interpretive bus tours of the LBJ Ranch. Exhibits, films, information desk, and cooperating association sales at the National Park Service Visitor Center in Johnson City and State Park Visitor Center at Stonewall provide orientation and basic interpretation. Parks- as- Classrooms education programs onsite and offsite offers additional information about the park and special events. An excellent Internet homepage linked to the NPS WWW site provide orientation and educational opportunities. Several special events are popular with regional audiences.

## ARRIVAL EXPERIENCE

Sign and landscape deficiencies detract from positive arrival experiences at both visitor centers. The visitor centers are not clearly identified as the primary destination points for visitors looking for the national park. Routes to visitor center parking lots are confusing and fraught with distractions.

## NON-SEQUENTIAL CHRONOLOGY

Park visitors typically experience the chronology of President Johnson's life out of sequence. At Johnson City his presidential years, his ancestry, and his boyhood are all interpreted in close proximity. At Stonewall the presidential years are again interpreted at the Texas White House. Other sites at Stonewall interpret his birth, early school years, his burial site, and retirement years. Juxtaposition of conflicting chronology hinders visitor understanding of park themes and stories.

## ACCESS - JOHNSON SETTLEMENT



The primary access to Johnson Settlement is by foot travel on a half-mile nature trail. A bus shuttle sometimes transports visitors from the visitor center to an exhibit shelter near historic buildings at the core of the settlement. Limited staff availability restricts the number of trips the bus makes. The length of the foot trail and the Texas environment, especially during the heat of summer, prevents many visitors from visiting that area.

## VISITOR USE AND EXPERIENCE - LBJ RANCH

Many changes to interpretation and visitor experience in and surrounding the Texas White House will need implementation following the release of Mrs. Johnson's life estate. Current interpretive plans do not provide specific guidance for these changes. Guidelines are needed to ensure the Texas White House and grounds are protected and adequate security measures implemented to handle increased visitor attendance.

## **VISITOR PROFILES**

Recent, professional visitor use studies have not been conducted at the park. Basic visitor profile information has been assembled from several sources. Much of the information is out- of- date, unreliable in content and inadequate in scope to be useful in designing interpretive activities.

## **VISITOR, STAFF, INTERPRETATION DECLINE**

Visitor numbers have declined considerably since 1980. Park staff has also declined. Reductions have resulted in curtailment of interpretive activities and loss of the ability to completely maintain a park that is much larger than it was in the past - and still growing.

## **IMPLEMENTATION OF GENERAL MANAGEMENT PLAN**

A general management plan approved in 1999 proposes significant development and program changes. Implementation plans are needed to provide specific guidance to interpretive and visitor experience activities, facilities, and media.

## **AMBIANCE**

Perpetuating and improving visitor experiences is an important goal of the park. Opportunities should be available for visitors to see, hear, feel, and sense the environment of the Texas Hill Country that influenced Lyndon Johnson. Visitor use, park management practices, and adjacent development could impact future experiences. Programs should accommodate visitors and manage resources to emphasize beauty of land, strength of heritage, and pride of family.

# VISITATION & VISITOR USE

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"When I die  
I don't just want our friends who can come in their private planes.  
I want the men in their pickup trucks  
and the women whose slips hang down below their dresses  
to be welcome, too...."

Lyndon B. Johnson

A dramatic drop in visitation was observed between 1989 and 1990, partially due to a new required method of counting visitors. During the decade following 1990, visitation has consistently declined at an average of approximately 5% annually.

## ANNUAL RECREATIONAL VISITS FOR TEN YEARS

1991	194,220
1992	190,414
1993	184,841
1994	181,555
1995	159,430
1996	136,802
1997	129,667
1998	124,212
1999	122,116
2000	108,728

## MONTHLY RECREATIONAL VISITS FOR 2000

January	6081
February	9424
March	18046
April	15847
May	11662
June	7878
July	7908
August	4864
September	5144
October	9318
November	6421
December	6135

**SEASONAL VISITATION PATTERNS, 2000**

Spring	41.90%
Summer	18.99%
Autumn	19.21%
Winter	19.90%

Professional visitor use studies have not been conducted at the park in recent years. Park staff developed the following visitor profile information from observation of visitor behavior and review of comments and suggestions in visitor registers.

**SEASONAL**

During summer, especially June and July, many regional family groups, often with small children, visit from Texas. Most are from San Antonio and Austin. Many did not grow up in the region and are frequently accompanied by guests from other areas.

During winter, many Texans visit the park. Also, the long "winter" visitor season brings many conventions to Texas. Spouses accompanying convention participants visit during the conventions, and participants frequently visit before and after the conventions.

Wildflower enthusiasts and school groups dominate early spring visitation from March to May.

School groups dominate September and October visitation.

**NATIONALITY/ETHNICITY**

Most foreign visitors to the park travel from Great Britain and Canada. The number of visitors from Germany has increased in recent years. There is a large potential audience among the Hispanic communities of Texas, and African-American visitors constitute a small but important group.

**AGE**

Retired people over 55 are a predominant group, especially during the winter. Elderhostel travelers are a potential, little tapped audience. The second largest group of visitors is school children. Many education groups are in lower and middle grades; a few are from high schools and colleges. Visitors in this age group also include organized youth groups such as 4-H, FFA, Boy Scouts, and Girl Scouts.

## LOCATION

The park receives few local visitors. More local and regional visitors stop at the ranch than Johnson City. A large and increasing audience including Internet surfers, trip planners, and educators easily find park information electronically.

## TREND

Visitation steadily declines as people who remember Johnson get older and those of the World War II generation become fewer in number.

## GENERAL

Tour companies change route and emphasis frequently. The frequent turnover in tour operators makes continuous communication with tour companies difficult. Presidential site enthusiasts constitute a small but recognizable group of visitors.

## INTERPRETIVE PROGRAM DESCRIP-

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This plan proposes media and personal services to enhance interpretation at Lyndon B. Johnson National Historical Park. Proposals define interpretive concepts to direct, but not thwart, the creativity of future media and activity designers. Proposals are described for the following experience areas: Pre-Arrival Information, Arrival Experience, Park-wide Recommendations, Johnson City Unit, and LBJ Ranch Unit.

Architectural changes and landscape design concepts may be proposed to achieve visitor experience objectives. The feasibility and design of these concepts will need further evaluation in implementation plans, such as schematic design plan or design concept plan.

# PRE-ARRIVAL INFORMATION

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**"And through the years, when time would permit,  
here is where I would always return, to the Pedernales River,  
the scenes of my childhood."**

**Lyndon B. Johnson**

Anticipation and excitement about Lyndon B. Johnson National Historical Park should begin long before visitors arrive at the park. Potential visitors and other people seeking knowledge of the park should have convenient access to adequate, accurate information. Descriptions of activities available to all age groups, hours of operation, directions, fees, and special events should be available in languages appropriate to identified audiences. Tour operators and regional residents should learn about a variety of activities appropriate for repeat visits. Information should clearly identify Lyndon B. Johnson National Historical Park as a national park unit. Maps should reflect the park's geographic and thematic relationship to other Johnson presidential sites. A map showing scenic, culturally significant routes to the park should identify other regional heritage attractions.

People interested in Lyndon Johnson's Hill Country should have access to information about park resources while at home and on their way to the park. Pre-arrival interpretation should provide a basic treatment of themes and stories. Other information could suggest sources of more detailed interpretation. Interpretation should instill interest while dispelling pre-conceived, erroneous ideas about Lyndon Johnson and the Hill Country. Potential visitors could learn that the park offers opportunities to see a real, well-maintained resource. Exposure to sound/video bites would create a sense of time and place.

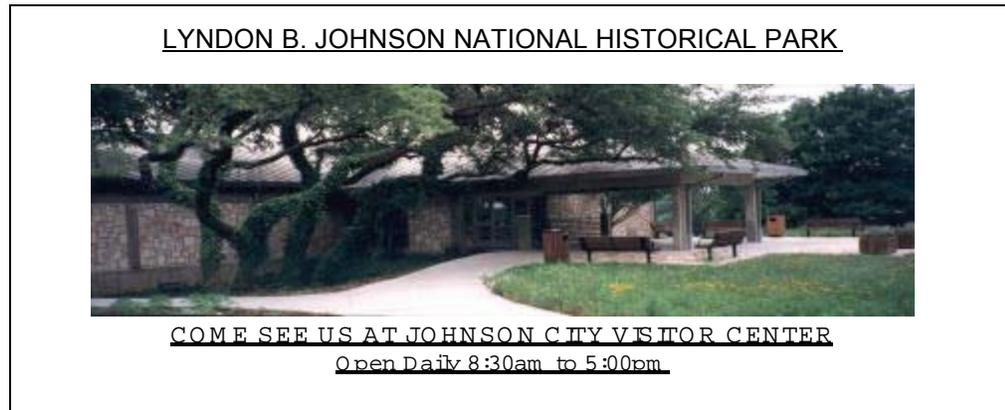
People at home could obtain information by telephone, publications distributed by mail, local media broadcasts, and the park's home page address on the Internet.

A variety of publications could inform potential visitors and other interested people about park resources and programs. Descriptions of opportunities and limitations would help people prepare themselves for a safe and enjoyable park experience. Brochures with a detailed map of all historic sites in Johnson City and Fredericksburg should be available in hotels, motels, restaurants, museums, antique stores, and other places frequented by visitors.

People contacting the park web site should learn about significant resources, resource management programs, interpretive activities, and visitor services. The web site should include an expanded "virtual visitor center" with evocative interpretation for people who cannot visit the park. Electronic versions of site bulletins could provide detailed information about specific topics. Video clips from park interpretive and orientation films could easily be incorporated into the web site. Web pages dedicated to each management function (interpretation, education, protection, resource management, park management, and administration) should link to a central page. Links to web sites of tourism partners would allow people to obtain specific information about other sites.

Video versions of orientation films shown at visitor centers in Johnson City and Stonewall should be prepared. That format would be appropriate for distribution to regional tourism offices, local cable television, and other closed circuit systems. Video presented on public television in target urban areas such as Austin, San Antonio, Houston, and Dallas/Ft. Worth would reach a large number of potential visitors.

Audiovisual spot promotions could be flashed for a few seconds on movie theater screens and on public television. Similar visual spots could be presented in state and local publications. Spots could include a photo of the park visitor center in Johnson City or other representative park scenes. Text or sound bytes would focus attention on the park and invite viewers to become visitors.



Texas cultural and natural sites, local and state tourism media, and regional welcome centers should be encouraged to energetically promote visitor experience opportunities at the park. Descriptions and visuals should evoke images of park cultural landscapes and surrounding Hill Country environment.

Signs on access roads should give directions to the park by the most convenient, pleasant drive along scenic and historic routes.

New identification and guide signs on Highway 281 north and south of Johnson City should direct people to turn west on Highway 290 to the national historical park. Signs on 290 east and west of Avenue G would direct visitors to the national historical park visitor center in Johnson City. Park staff, in cooperation with Texas Department of Transportation and Johnson City officials, would determine sign size and locations for good visibility and efficient way-finding.

Lyndon B. Johnson National Historical Park supports Texas Parks and Wildlife Draft Interpretive Master Plan recommendations for improved highway identity at Stonewall. Improved visual cues near the state park entry gate would capture more of the traffic between Austin and Fredericksburg. Rockwork features, native plantings, and prominent location of the entrance sign would improve park identity. Vehicle safety on Highway 290 could be enhanced by frequent trimming of vegetation that sometimes obscures highway signs. State and national park staff should collaborate with the state highway and law enforcement authorities to lower and enforce speed limits on roads through the park. Improved identity and direction signs in and near the park and traffic controls would improve both visitor and commuter safety.

Identification and guide signs on roads between Fredericksburg, Stonewall, and Johnson City should retain identification of both national and state parks. Sections of the signs notifying people of "LBJ Ranch Tour" should include the NPS Arrowhead logo.

Travelers information radio stations (TIS) near the park should supplement signs. TIS could transmit information appropriate for visitors to the region and commuters from local communities. One station should transmit from a location near Stonewall and one from Johnson City. Each could provide information appropriate to its location with content written and narrated in an interpretive style.

A TIS in Johnson City could welcome people to Johnson City, the boyhood home of Lyndon Johnson, and the site of Lyndon B. Johnson National Historical Park. The message should identify the national historical park visitor center as the essential starting point for all visitor activities. It should direct visitors to follow signs to the visitor center and encourage participation in special events.

The TIS on Highway 290 at Lyndon B. Johnson State Historical Park could welcome visitors to the state and national parks and the LBJ Ranch, home of President Johnson. Messages should identify the ranch as Lyndon B. Johnson National Historical Park and associate the park with the National Park Service. Messages could also describe visitor

PRE-ARRIVAL INFORMATION

experience opportunities, including Sauer Beckmann, to encourage people to stop. Directions could guide visitors to the state park visitor center for information about the national historical park.

In Johnson City, TIS and signs would direct visitors approaching the park to travel from Highway 290 (Main Street) along Avenue G to Lady Bird Lane and the visitor center.

# ARRIVAL EXPERIENCE

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"There's something about this section that brings new life and new hope, and really a balanced and better viewpoint after you've been here a few days."

Lyndon B. Johnson

Upon arrival at visitor centers for the national park in Johnson City and the state park at Stonewall, visitors face uncertainty of a new environment. Location of parking lots and sidewalks, orientation of parking spaces and the architecture and landscape surrounding visitor center doors do not provide sufficient intuitive guidance.

Information about experience opportunities should be available to visitors promptly upon arrival. Visitors should find readily available, easily accessible and clearly stated orientation and directions. Signs, roads, and trails should make desired travel routes easy to follow, interesting to the senses, and barrier free.

Both parks could make visitor centers more attractive to people seeking orientation. Easy to follow directions and landscape design should guide visitors from the highway to parking lots and from parking lots to the visitor center entrance.

The aggressive approach to highway directional signage proposed in the **PRE-ARRIVAL** section of this plan should be continued in the park. Signs should identify and focus attention toward the primary goal, the visitor center. Replacements for guide signs at the state park should include larger "VISITOR CENTER" lettering and a guide arrow. Logos for the NPS and TPW would clarify the state/national partnership and increase visitor comfort and a feeling of welcome. At Johnson City, the sign in front of the visitor center should be relocated to a position near the entrance to the visitor center parking lot.

Both visitor centers should be clearly visible from approaching automobiles. Appearance of the buildings should attract visitors toward them. Areas between parking lots and visitor centers offer ideal locations to welcome visitors and introduce them to the many opportunities available.

A landscape design plan should be developed for the national park visitor center in Johnson City. The design could include curb and traffic

lane alterations to improve turning radius and clearly indicate entrance to the parking lot. Removal of some trees and shrubs would make the building more visible and attractive. A small plaza linking the parking lot and the stone patio in front of the visitor center, perhaps with a statuary sculpture of President and Mrs. Johnson welcoming visitors, would visually focus attention toward the entrance. The common practice of taking an "I was here" photo should draw visitors to the figure group and into the building. A flagpole in the plaza, an NPS arrowhead logo and large raised letters near the visitor center entrance door will identify the building as a National Park Service visitor center. An orientation exhibit near the parking lot could provide directions and information. It would direct visitors to the building when open. It could also provide information about hours of operation and things to do in the area when the visitor center is closed.

The state park interpretive master plan also proposes a landscape feature to link the state park visitor center and parking lot. Native plants, a low rock wall seating area and a sign "Welcome to Lyndon B. Johnson State and National Historical Parks - Tour Tickets (arrow)" would attract visitors to the center. Low profile orientation wayside exhibits would be placed left of the restrooms and in front of the visitor center. Signs could feature overview maps, photos, and large "you are here" indicators. One might include a joint overview map that includes the national park and LBJ Ranch. Another might include a "Hub of the Hill Country" map and overview of the Hill Country. Two large shield/logos - one for Texas Parks and Wildlife and one for National Park Service - would greet visitors from a wall to the right as they approach the visitor center. Near the logos, a simple phrase, "A partnership between Texas Parks and Wildlife and the National Park Service" would settle any confusion about the partnership relationship in a simple yet elegant way.

Upright exhibits arranged in a triangular kiosk could be placed at appropriate sites in the national park. The national park visitor center orientation exhibit described above could be replicated for use as one panel of the exhibit. It could display all the historic sites in both national park units and the state park. A "you are here in LBJ's life" approach would help visitors understand the relationship, complex chronology and solidarity of all sites. The second panel could focus on the Johnson City unit with detailed orientation and basic interpretation of resources in that unit. The third panel could orient visitors to the LBJ Ranch unit and the state park. The three-sided exhibit should also contain safety and regulation information relevant to the site where the exhibit is placed. Sites selected for the orientation/way-finding kiosks might include parking lots, visitor centers, and intersections of significant visitor use.

Appropriate Johnson City locations for orientation kiosks include the visitor center and the intersection between Johnson Settlement and other Johnson City sites. A similar orientation exhibit might be placed in the parking lot at the state park visitor center to replace the existing NPS "after-hours" sign. This exhibit could be the three-sided kiosk described for the national park or a design agreed upon by the state and national park staff.

Orientation in this location would promptly reduce visitor uncertainty upon arrival by providing basic information and directions. A map with minimal text could help visitors understand that there are two management areas. It could identify boundaries between the two while explaining the unique relationships of two parks side by side. The exhibit could clarify where the visitor is located in relation to the LBJ Ranch across the river. The kiosk could provide relatively in-depth information for visitors who arrive when the visitor center is closed. It could also relieve congestion at the information desk by answering many basic questions normally requested of rangers. The exhibit should also provide orientation to the Johnson City unit and identify resources and visitor experience opportunities available at that area. The national park visitor center in Johnson City should be identified. Visitors could be encouraged to visit that facility for orientation to the entire national park.

As proposed in the state park Draft Interpretive Master Plan, all state park orientation signs, maps, and waysides might use a standardized system of signage. Icons, color code, and designated font would make identification and location of features simple and easy for visitors. The national park and the state park need to agree on a compatible system of orientation panels that meet the need of both entities and help visitors move easily from site to site and between parks.

Orientation exhibits at the state and national park visitor centers should include a brochure dispenser. Literature distributed should provide basic information about the parks and interesting, theme related things to see and do while visiting. For example, Johnson City brochures might suggest a walk around historic Johnson City or a visit to the Johnson Settlement and Boyhood Home.

Additional way-finding exhibits, signs and maps in historic areas could supplement the upright kiosks.

The proposed orientation exhibits could easily be adapted to temporary exhibits for offsite display. State and county fairs, tourism welcome centers, special tourism promotion events and other historic sites could

display the exhibits to promote Texas tourism. Exhibits might also be permanently placed at a pullout near 281/290 intersection with permission of Johnson City and Texas Department of Transportation.

A video kiosk should be located adjacent to the national park visitor center entrance in Johnson City. The video could provide basic orientation to the entire park, including information and visuals about the Boyhood Home and Johnson Settlement. Careful positioning could make the video screen viewable by visitors entering the building and those who arrive after the building is closed. Action video would entice people to visit other areas of the park.

Wayside exhibits at the Boyhood Home should be located where they cannot be seen from automobiles on adjacent streets. Locations inside the picket fence surrounding the house for pedestrian viewing only would be appropriate. If people continue to stop at the Boyhood Home before going to the visitor center, a sign at the home should direct them to the visitor center as well.

# PARKWIDE RECOMMENDA-

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"The moons are a little fuller here;  
the stars a little brighter.  
And I don't know how to describe the feeling  
other than I guess we all search at times for serenity,  
and it's serene here."

Lyndon B. Johnson

Lyndon B. Johnson National Historical Park is a well focused park, wealthy in resources, and staffed by talented people. It contains properties relating to four generations of the Johnson family. Collectively, these properties give visitors phenomenal insight into the link the entire family has had with the Hill Country, and how important this land was for them.

## VISITOR EXPERIENCE

Visitor experience statements describe intellectual and emotional experiences that should be available to visitors to Lyndon B. Johnson National Historical Park. Often the most memorable experiences occur informally. The best experience for some visitors could be the feel of a cool breeze floating through a dogtrot cabin on a hot summer afternoon. Others may remember a quiet moment in the shade of large pecan trees while reflecting on bygone times and watching Longhorn or Hereford cattle graze. The aura of political power and family values emanating from the Texas White House may become another visitor's most memorable experience.

Subtle experiences throughout the park should increase understanding of national parks and the mission of the National Park Service. Visitors should recognize the national historical park as a unit of the National Park System. NPS conservation and use messages throughout the park actively communicate that programs are connected to one another and to the NPS as a whole. Visitors should become aware of the depth and breadth of the National Park System. They should appreciate the scope and quality of NPS interpretive and education programs. All visitors should acquire an understanding and appreciation of park values and a sense of the importance of preservation.

Opportunities should be available for visitors to choose from a variety of scheduled and unscheduled activities. Different lengths and depths of

involvement with resources and stories would meet needs of audiences with various levels of interest, understanding, and sophistication. Some visitors might choose in-depth education. Tactile activities with reproductions of objects used by historic people would humanize historic "characters". Adults as well as children might select immersion activities. Seeing and participating in daily work chores from various time periods represented in the park would instill appreciation for those times. Other visitors could simply pursue a casual park experience in a pleasant area. Whatever their level of interest, visitors should quickly identify appropriate options and select the ones most likely to meet their need.

Roads, trails, buildings, and landscapes should make desired travel routes easy to follow, interesting to the senses, and barrier free. Convenient, safe, distraction-free access to all significant park resources, programs, and facilities would let the resource (landscape, structures, furnishing) speak for itself.

Visitors who tour the park should find comparative experiences that encourage reflection on ranching heritage. Experiences with current and historic lifestyles of the region would stress similarities and differences between contemporary and historic peoples. Visitors might be impressed with contrasts between sights and sounds of Texas cattle ranching during the 1860s, 1960s, and today. They could understand how quickly things change. They might learn to appreciate differences between historic and modern amenity expectations. An equally impressive contrast would be present and past childhood experiences. Park sites illustrate hardships of childhood in the Settlement era, Lyndon Johnson's birth and early childhood on the Pedernales River, and his boyhood in a small Texas town. Visitors could compare a surviving small town atmosphere in Johnson City and a rural environment at LBJ Ranch. They should be encouraged to contrast those experiences with their home region as they travel away from the park.

Visitors might learn and appreciate that the material things they have and the opportunities available to them come from their ancestors. The park displays the chronology of Johnson family history from settlement to today. Park resources reflect family life and technology during several time periods. Observant visitors might compare the Johnson family and people of surrounding areas and other regions - both historic and modern. Comparison of concepts of time utilization by the Johnson family and today's visitors would encourage appreciation of the time we have available.

## TRANSITIONS AND UNITY

The national park contains an exciting complex of historic structures relating to Lyndon B. Johnson. It is one of few historic districts that incorporate the entire life span of such a prominent figure in American history. Complex stories, separated units, and a patchwork chronology add difficulty to interpretive program planning. Visitors should have opportunity to appreciate the diversity, see the connectivity, and understand the unity of all sites. This means not just linking sites and stories more strongly in an operational sense, but also in the minds of the public.



As visitors approach historic areas in the park, landscape character and trail/sidewalk design and location should focus them toward primary resources. Areas between visitor/exhibit centers and historic sites should provide transitional experiences from turmoil of the parking area to the historic landscape. As visitors travel through the transition area expectations should heighten.

Interpretive messages at different resources should be thought of as part of the singular progression of Lyndon Johnson's life. If considered from this all-encompassing perspective, individual sites would play off one another. This unity would increase visitor understanding of Lyndon Johnson's life. It would also help visitors navigate between Johnson City and Stonewall and within the parks. Special interpretative programs that highlight relationships among sites would link the sites in time and place. An education program linking the Birthplace and Junction School is an excellent example. Focus tours, education programs, and special events might compare 1870s (Johnson Settlement) and 1960s/70s (Show Barn and Ranch) ranching, or contrast Johnson family homes (Johnson Settlement and Boyhood Home).

Park boundaries do not create islands. Visitors experience transitions; they do not see boundaries. Park staff should continue to place the park in a regional and thematic context. Initiatives like the Presidential Heritage Corridor and Ranching Heritage extend to other sites throughout the state and the nation. The partnership between the national and state park is the most noticeable example. Complimentary resources that fit the farming/ranching heritage theme tie the Brush Country, Hill Country, and the state and national parks together.

The National Park Service, with the assistance of Texas Parks and Wildlife, should develop a strategy to highlight the farming and ranching heritage within NPS and TPW sites in Texas. The strategy would promote partnerships for community-based planning in areas of rural Texas that share this heritage. It would bring together numerous and diverse community components to plan future efforts. Activities might include land use planning and education initiatives to assure perpetuation of Hill Country heritage.

The state/national park partnership should be a catalyst to implementation of the Farming/Ranching Heritage Initiative. Both parks should identify resources that depict evolution of ranching in the Hill Country. Jointly planned and operated programs would illustrate the dynamic effects on cultural landscapes and human life ways evident in and around both parks. The Johnson Settlement, Sauer-Beckmann Farm, transition grasslands at the state park, and evolving use of the LBJ Ranch link key elements of Texas ranching heritage. The state park is also considering conversion of a park building as an education center for the farming and ranching theme. The National Park Service would help operate this facility with the state park.

The NPS, with the assistance of TPW, will seek designation of a Presidential Texas Heritage Corridor by the Texas Historical

Commission. The designation would improve the visibility and value of presidential properties and affiliated sites within the state of Texas and the country.

In consultation with the state park, national park staff will develop and present interpretive programming for visitors to the state park as staffing permits. Current interpretive programming, such as the bus tours of the LBJ Ranch, would be revised to incorporate interpretation of natural and cultural resources of the state park. An interpretive narrative would be prepared by the national park in consultation with the state to link the cultural resources of both parks. The narrative would form the basis for future interpretive training and programming

Interpretive staff at both parks would meet periodically to plan participation in joint activities such as interpretive training, special events, outreach and living history demonstrations.

## PERSONAL SERVICES

Personal service activities must continue as an essential component of interpretive operations. The park staff reflects great enthusiasm for park sites and stories. Their energy and ideas are critical to fine tuning the interpretation program. Personal services provided by the staff, volunteers and partners help people understand and appreciate the significance of the park. Interpreters can work behind an information desk, lead tours, conduct children's education activities or informally rove through sites frequented by visitors. They provide the best interactive services to help people experience, understand, and appreciate the significance of the park. They should also promote other sites in the park.

Effective use of personal services require stationed assignments at visitor centers in Johnson City and Stonewall. Uniformed employees, volunteers, and cooperating association sales clerks should staff information and sales desks. Staff would give directions to points of interest in the park and provide information about special activities. They could also give personal attention to regulations, safety, resource management issues, and other matters affecting park use.

Costumed interpretation at Johnson Settlement, guided tours at the Boyhood Home and eventually at the Texas White House, environmental education activities, and roving interpretation at the Show Barn will form the nucleus of the park's personal service program.

A good training program is vital to ensure a well designed personal service interpretive program. Training promotes consistency and high qual-

ity interpretive activities. In addition to teaching what goes on at various sites, a training program should focus on content, accuracy, completeness, and interpretive and communication skills.

The park training program should include planning, presentation and participation by state and national park staff. Employees of each park would receive orientation to the resources and operations of the other park. Joint orientation emphasizing history of the agencies and the park partnership would be conducted annually for new employees. Interpretation, safety, resources management, and equipment familiarization training would greatly affect each agency's staff.

The thematic depth and diversity of the personal service program should be routinely evaluated. Continuous appraisal should assure that activities focus on resources and themes. Evaluation could also assess if visitor needs and management goals are met with the greatest possible effectiveness.

Park staff should continue to sponsor and/or assist with special events both on and offsite.

Communication between park staff and neighbors through outreach programs would create a positive personal relationship with communities. Interpretation should play an important role in educating the public about park and adjacent land issues and values. It could educate the public about the role and responsibility of the National Park Service in land conservation. The result could be personal acceptance of responsibility for preserving the park and conserving surrounding resources.

## **EDUCATION PROGRAM**

The park has become a popular attraction for school groups. It offers remarkable opportunities for everyone to learn through onsite and off-site activities. The curriculum-based education program currently in place should be continued to enhance educational opportunities.

The education program should involve a combination of onsite and off-site activities, all based on aspects of the primary interpretive themes. While most activities should be resource based, some could be developed for access on computer network systems for both school and home use.

The program should support curricula established by Texas school systems. Teachers from regional school districts should assist in design and implementation of activities that enhance their classroom teaching.

Pre-visit materials and activities would prepare teachers and students for a beneficial visit. Post-visit activities could reinforce topics covered onsite to extend learning experiences throughout the school year. Time spent at the park could include activities in an education center, a visit to primary resources, and a stroll in natural areas. Student or teacher-directed, interesting and enjoyable activities for use at the park or on buses while returning to school would augment the visit.

Active and direct involvement with cooperating school districts would assure a well-coordinated, beneficial education experience. An education specialist should coordinate the program. The coordinator would attend faculty meetings, in-service workshops, seminars and other teacher gatherings. Education staff could visit schools within commuting distance to encourage cooperation between the park and school districts. A committee would function as an advisory team and assist with classroom and teacher workshops. The advisory team should be composed of representatives, especially classroom teachers, from school districts participating in the program, education associations, university professors, and state department of education

Elements of the education program could be adapted to provide teacher workshops for continuing education credits. Self-directed activities developed for the education program could be made available to individuals and families year-round.

## **PUBLICATIONS**

Publications play an important role in the park's interpretive program. The following publication proposals are divided into three types: general publications, general park publications, and "site bulletin" topical publications.

General publications related to park themes are available through commercial sources. The market is full of excellent, well-researched scholarly biographies and works of history. The national park cooperating association offers an excellent array of high quality products for sale to visitors. Sales publications include books on President Johnson and Mrs. Johnson, other presidents and their wives, and the role of the Presidency. The current product line should be continued and new products sought to improve, augment, or replace existing inventory.

The primary general park publication, a Harpers Ferry Center produced Unigrd folder, should be redesigned to include the national and state parks. The new folder would include combined map and brochure for both parks. The parks could collaborate on the project with the NPS taking the lead in design and production.

New, clear, easy-to-read maps would be a major part of the new Unigridd folder. The folder map should clearly differentiate national historical park property from state park areas either by different colors or clearly marked boundaries. Visitor information text in the folder needs to take into account the visitors' confusion about what the two units of the park represent. It should clarify how each park section relates to Lyndon Johnson's life. It should also identify what a visitor can expect to see at each location. The folder would include an essay on Lyndon Johnson and the Hill Country. Text on the back would remind visitors that these pieces of real estate chronicle more than the life of a man who became President of the United States. These lands also served four generations of his family. Text throughout the folder needs to recognize the complexity the two park units create in the minds of visitors. Text should be as straightforward, clear, and inviting as possible. Visitors need to know the full range of interpretative facilities that await them at both units of the park.

The Unigridd folder should remain the park's core publication. Visitor reaction to the revised folder should be gauged continually. Future changes and corrections to the text can be made easily since the folder will exist as a digital file.

The park might consider joining with other National Park Service presidential parks- - they cover eighteen Presidents- - to produce a handbook guide to all presidential sites. Marketing sources could be contacted to estimate marketability. Anecdotal information suggests that retirees and families with middle-school age children would be ready markets for such a publication. The guide could be sold by the Government Printing Office and cooperating associations related to each presidential site. The handbook could combat declining visitation all presidential sites seem to be experiencing. The White House Historical Association might be a suitable publisher. Such an alliance could take advantage of the resources, strengths, and expertise of each site.

The park has a wide range of site specific bulletins that cover most of the interpretive opportunities available at the park. A publications committee composed of the interpretive Supervisory Park Ranger, Education Specialist, and two or three other staff members should evaluate the entire library of publications. Guidelines of the NPS Messaging Project could be used to design the site publications into a coherent "family" appearance that contributes to park identity. The publications could be altered to the new design when each is scheduled for reprint. The publications committee could review new project proposals to ensure that they meet standards the park has decided upon.

Other publications could be produced efficiently through cooperation of the national and state parks. A combined park newsletter would serve needs of both parks. The National Park Service would take the lead in design, layout, and distribution. Texas Parks and Wildlife would be responsible for production. TPW would take lead in design and production of a new rack card. Both parks should coordinate press releases and media contacts to ensure that the public receives accurate and timely information about park events and programs. The need for other interpretive and informational publications could be identified in future work plans.

## **RESEARCH AND PLANNING**

Preparation of a long-range interpretive plan is the initial step in the National Park Service comprehensive interpretive planning. The long-range interpretive plan should be followed by an annual implementation plan, media plans, design plan, and production processes. Park staff should program the following specialized and detailed plans to implement proposals in this long-range interpretive plan.

### **Annual Implementation Plan**

This park-produced plan should be an action oriented document corresponding to the park's budget planning. The plan should briefly contain the following sections: Summary, Analysis of Current Program, Management Issues, Annual Work Plan, Individual Service Plans, and Status of Implementation.

### **PMIS Submissions**

Submissions should be prepared for projects proposed in the LRIP that may be appropriate for NPS funding.

### **Collection Management Plan**

Although the park has state-of-the-art museum storage, a Collections Management Plan (CMP) is needed. The CMP would allow the park to resolve issues concerning objects. Specific issues for inclusion are Johnson Settlement displays, original artifacts in non-climate controlled environments at the Boyhood Home and Birthplace, and assessment and plan for protection or display of historic farm equipment. Additionally, when the National Park Service assumes operation of the Texas White House complex, the CMP could help plan for increased curator staff needs.

### **Wayside Exhibit Plan Revision**

The current wayside exhibit plan fulfills park needs. As new developments are implemented the plan should be reviewed and revised. For example, opening the Texas White House complex to the public could require appropriate wayside exhibits. New exhibits should be compatible in label style, design elements, and graphic components to those already installed to retain a family resemblance.

### **Audiovisual Plan**

A plan including film treatments, video scripts, audio scripts, presentation hardware, and implementation strategies should be developed to guide production and installation of new audiovisual media. The plan would prioritize audiovisual needs, giving the Texas White House area and orientation subjects the highest priority.

### **Visitor Surveys**

A visitor survey has not been completed since 1985. A professional, comprehensive evaluation of visitor profiles and activities should be programmed as soon as possible. A second study should evaluate effectiveness of the existing interpretive program in meeting needs of visitor types profiled in the first study. Because of ever changing demographics, these studies should be supplemented with frequent, thoughtful park-conducted evaluation techniques. Direct observation, focus groups, and other evaluation techniques assure that park interpretive and other services are tailored to current customers. The **IMPLEMENTATION PLAN - EVALUATION** section of this long-range interpretive plan includes recommended evaluation techniques for implementation by park staff.

### **Cultural Landscape Inventory**

Cultural landscape inventories should be prepared to evaluate the integrity of the current landscape at Johnson Settlement and the Boyhood Home.

### **Cultural Landscape Reports**

Cultural landscape inventories have been completed for three landscapes at the Ranch unit of the park - Texas White House Complex, LBJ Ranch Agricultural Complex, and Johnson Farm. Cultural landscape reports should be completed for each of these inventoried landscapes. The reports could detail recommended treatments, including things like

agricultural use plan and cattle management plan. Cultural landscape reports may be required for Johnson Settlement and Boyhood Home. Cultural landscape inventories for those areas could reveal enough integrity and documentation to warrant listing as cultural landscapes.

### **Transportation Study**

The Texas White House complex should be evaluated to determine the best vehicle access and circulation through the area. The study could assess location of buildings and roads and predict pedestrian use patterns and evaluate alternative vehicle routes. Recommendations should propose a preferred route into and through the area that provides the best visitor experience, safety, and protection of cultural resources.

## **PARTNERSHIP OPPORTUNITIES**

National Park Service areas that share common themes with other sites or that collaborate with other agencies may include partnership opportunities in the long-range interpretive plan. The following descriptions express Lyndon B. Johnson National Historical Park's interest in and collaboration with other visitor service providers. Successful implementation of this long-range interpretive plan depends on continuation and expansion of existing partnerships and initiation of new ones. These sites and organizations collectively offer visitors a complete, balanced visitor experience. Cooperation among all providers of tourism services help each respond to opportunities and challenges facing them as the centennial of Lyndon Johnson's birth approaches.

Frequent interaction between park staff and other visitor service providers enhance visitor experience opportunities. Partnerships ensure that potential visitors have accurate information needed for a safe and enjoyable visit. Visitors to cooperating sites could participate in an integrated, progression program of interpretive activities that offer a complete, balanced Johnson heritage experience.

### **Western Parks and Monument Association**

This NPS cooperating association provides visitor services through sale of educational material and contribution of funds to the park's interpretive program. Expansion of sales into the Texas White House complex when that area opens to the public could offer opportunity for visitors to acquire additional interpretive materials. For example, the cooperating association might reproduce and sell glass "Lady Birds." Originals are currently displayed in the park visitor center at Johnson City and in Mrs. Johnson's living room at the LBJ Ranch house.

### **Lyndon B. Johnson State Historical Park**

Located on Highway 290 between Fredericksburg and Johnson City, the state park lays directly across the Pedernales River from the LBJ Ranch. President and Mrs. Johnson were directly involved in the creation and development of both parks with the idea of the parks operating in partnership.

Visitors to this day- use park participate in historical study, picnicking, nature study, fishing, and viewing buffalo, longhorn cattle and deer. The visitor center is the focal point of the state park. It also serves as the primary contact point for visitors to the LBJ Ranch unit of the national historical park. Bus tour tickets are sold here and tours depart from outside the visitor center.

A Cooperative Management Agreement has been made between TPW and NPS. The agreement enhances visitor services, resources management, interpretation, staff training, operational efficiencies, and other areas of mutual benefit.

### **Lady Bird Johnson Wildflower Center**

The Lady Bird Johnson Wildflower Center (formerly the National Wildflower Research Center) was founded in 1982. The Wildflower Center is a non- profit educational organization headquartered in Austin, Texas. It links to native plant societies and environmental organizations across the country and around the world. Its purpose is to educate people about the environmental necessity, economic value, and natural beauty of native plants.

### **Lyndon Baines Johnson Library and Museum**

The presidential library and museum located on the campus of the University of Texas at Austin is one of eleven presidential libraries. It consists of two major operations. The library houses 35,000,000 documents used primarily by scholars. A museum provides year- round public viewing of historical and cultural exhibits. Special exhibits, reading room, museum store, and reference desk provide visitors opportunity to understand Lyndon Johnson history and legacy.

### **Other Partnership Opportunities**

Partnerships should be sought with other organizations. Partnerships with regional school districts could encourage education programs. Friends groups could assist interpretation activities. Other organizations

could conduct research, resource management, and visitor surveys. Specific groups appropriate for partnering with the park include the American Hereford Association, 4-H, Future Farmers of America, and other youth organizations. Activities might include sharing of expertise and funding for training, historical research, special events and seminars, exhibit planning and development, site promotion, and tours. Visitors and regional residents would benefit from expanded, multifaceted visitor experience opportunities. Integration of interpretive themes would present a more complete, balanced story. Resources of each partner could be more efficiently utilized.

## ACCESS

It is the goal of the National Park Service to ensure that all people, including the estimated 54 million citizens with disabilities, have the highest level of accessibility that is reasonable to programs, facilities, and services in conformance with applicable regulations and standards.

Laws, Directors Orders, and guidelines are available to assist the park staff and media and facility designers in meeting this goal.

Public Law 90- 480, The Architectural Barriers Act of 1968, requires all buildings and facilities built or renovated in whole or in part with Federal funds to be accessible to, and usable by, physically disabled persons.

The Rehabilitation Act of 1973 (Public Law 93- 112) requires program accessibility in all services provided with Federal dollars.

An objective of Director's Order 42: Accessibility is to implement the NPS long- term goal described above within the daily operation of the NPS, its policies, organizational relationships, and implementation strategies instead of providing "separate" or "special" programs.

All new interpretive media should conform to National Park Service June 1999 Programmatic Accessibility Guidelines for Interpretive Media (see Appendix A).

The park has taken significant actions to improve accessibility. An access consumer group identified many positive elements in 1992.

The Johnson City visitor center is fully accessible to visitors and staff. The park could increase use of currently available accessibility products, and it should seek new ways to continually improve accessibility. Access

to Johnson Settlement is problematic. The walk from the visitor center is a barrier to some people. Parking near the Settlement is available only by making a special request at the visitor center. Plans should be made to re- evaluate accessibility of the park from an interpretive as well as physical standpoint using universal design concepts.

# JOHNSON CITY UNIT

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"It was a barren land.  
The angular hills were covered with scrub cedar and a few live  
oaks.  
Little would grow in the harsh caliche soil. And each spring the  
Pedernales River would flood the valley.  
But men came and worked and endured and built."

Lyndon B. Johnson

## VISITOR CENTER

Personal contact with park staff must be available promptly upon entering the visitor center. Visitors should experience a welcoming atmosphere. Park staff should treat visitors as special guests, acknowledging each person as an individual.

Visitors should easily differentiate among functional areas in the lobby, such as orientation/information, sales, exhibits, and auditorium. Routes to each area should be visible and clearly signed to avoid confusion during arrival and movement through the building.

The visitor center is well designed for visitor convenience. The information desk is clearly visible from the entrance. Locations for talks, viewing films, and looking at maps are separated so they do not interfere with information functions. The sales area is fairly spacious and separated, but easily accessible from the desk. It is easy to see as visitors enter the building. The exhibit area and auditorium should be more prominently identified. Signs identifying those spaces should attract visitor attention as they enter the front doors and approach the information desk.

A variety of personal service and information media should be available to visitors in the lobby. Materials should orient visitors to the park, explain experience opportunities and suggest visitor actions that assure a safe and enjoyable visit. All visitors should have easy access to accurate information about the park and other points of interest in the region.

More information about the LBJ Ranch unit of the park should be provided in the visitor center. Additional information and promotion of the ranch would let visitors make better decisions about their park visit. For example, a visitor could learn if tours are available and at what time. This

should be completely feasible with advancing computer software and network technologies. Being able to schedule their entire visit from one location could encourage people to spend more time in Johnson City.

A donation box would be appropriate in a prominent location where visitors congregate. Contributions should be dedicated to a specific purpose to encourage visitor financial participation in park programs.

People should have opportunity in the visitor center to choose from a variety of easily accessible interpretive media. Variety would more effectively meet current visitors desired level of involvement, short or extensive. Variety would also provide changing opportunities for repeat audiences to enjoy new features.

### **Exhibits**

Visitor Center exhibits must effectively use available space and be relevant, meaningful and interpretive, especially to children. Exhibits should be dynamic, possibly interactive, and provide accurate information.

Current exhibits in the visitor center focus on Lyndon Johnson's career and presidency. They are relatively new and seem to be fairly effective. They are low-tech by comparison with many modern museums. Increasing expectations of visitors in regards to advancing technology, visual style and use of media could limit the serviceability of the exhibits. The park should start now to plan for future improvements.

Plans for new visitor center exhibits should provide a broad context for visitor experiences throughout the park. Exhibits and audiovisuals should overview park primary themes and stories. Visitors should understand the importance of formative years in instilling basic values and molding the personality and character of Lyndon Johnson, the man. They should appreciate the importance of his lifelong experiences in the Texas Hill Country. Exhibits could illustrate the influences of the community, the Johnson family standing in that community, and the natural world of which that community was a part. By understanding and appreciating historic lifestyles, visitors could relate those Texas lifestyles to the broader scope of American experience and to modern life.

The plan for new visitor center exhibits should allocate space to temporary exhibits. Well-designed temporary exhibits would keep the exhibit area dynamic. Special emphasis exhibits would encourage return visits, especially for local and regional visitors. Until the exhibit area is redesigned, park staff should consider adaptation of existing area to

accommodate rotating exhibits. Perhaps the "desk" exhibit could be dedicated to temporary exhibits.

## **Audiovisuals**

Audiovisual media in the visitor center should compel visitors to explore the park. Visuals could initiate a transitional experience linking the developed visitor center complex to historic areas.

The film about President Johnson is long but well liked by most visitors. Media specialists should evaluate it to determine if digitizing the audio would improve sound quality, especially the segments depicting group meetings.

Two video monitors in the time line exhibit need improvement. Monitors for the "World War II" and "Vietnam" exhibits should have collars placed around screens to shield them from ceiling lights that obscure the pictures.

A 3- 5 minute audiovisual program should be developed for the Johnson Settlement portion of the park. Weather and distance from the visitor center makes a visit to the Settlement difficult for many visitors. A video in the visitor center would meet universal design criteria. It would function as an orientation that encourages visitors to go to the Settlement; it would also be a vicarious alternative for visitors who do not visit there. The video would focus on the Exhibit Center, the pre- settlement landscape and the Samuel Ealy Johnson, Sr. Cabin. It could effectively place those park features in context of the other historic sites and stories in the park. The video could easily and appropriately be added to the time line exhibit in the visitor center exhibit area.

The children's activity room adjacent to the exhibit area was thoughtfully designed for fun and learning for young visitors. A touch screen program would greatly increase the learning potential of the room. The park has a touch screen monitor that could easily accept commercially available interactive children's programs. Park staff could adapt programs to include park information.

Subtle NPS identity messages could be incorporated into various visitor center media. A film trailer or introduction could orient visitors to the National Park Service. The twelve Texas national parks might be identified in the orientation area. An exit message could be located at the orientation video kiosk near the entrance for viewing as visitors leave the center. "Experience Your America" plaque at the park passport station and the NPS and/or park mission statement at the information desk or entry to the building would more forcefully summarize NPS messages.

## JOHNSON SETTLEMENT

Johnson Settlement should be operated as a large "immersion" exhibit. Effective and efficient use of limited staff and abundant creativity should continue to make this area come alive for visitors.

### Access

Most visitors reach the Settlement by a ten- minute walk along a "nature trail" from the visitor center. The walk is long enough to be a problem for some elderly or disabled visitors. A shuttle bus transports people when drivers are available. Lack of staffing negates frequent and routine scheduled bus service. This long- range interpretive plan supports the park general management plan recommendation that alternate transportation be implemented as soon as possible. Until implementation of the proposed horse drawn wagon access, the park should offer the current bus shuttle as frequently as staffing allows.

The key to increasing visitor use to this area is providing easy access in the least expensive manner. Future general management or development concept planning should consider developing a parking area close to the Settlement, perhaps along Highway 290. Establishing a trailhead for self- access could attract many visitors from the busy traffic. Several sites, such as the Masonic Lodge proposed for acquisition by the park general management plan, could be considered.

A trail guide brochure should include a guide map and interpretation of Settlement resources. Distribution at the visitor center and a brochure dispenser at Settlement trailheads would make the brochure available to most visitors.

### Wayside Exhibits

Revision of the park Wayside Exhibit Plan should fine- tune the good use of wayside exhibits inside and leading to the Settlement. Existing exhibits should be evaluated for effectiveness in design, content, location, and orientation. For example, the exhibit interpreting "century of use" needs new graphics and realignment to accurately depict the landscape it interprets. Graphic and text revisions should clearly define various time periods represented by structures and landscapes. The revised plan would also include new exhibits proposed in this long- range interpretive plan or recommended by wayside exhibit planner and park staff.

A series of orientation/interpretation exhibits strategically placed could attract and guide visitors from the visitor center to the Settlement. An

exhibit near the visitor center should start visitors moving toward the Settlement along Lady Bird Lane. A second, adjacent to the Settlement trail west of Nugent Avenue and visible from the first, would attract visitors from the visitor center. It would reassure them that they are on track for a significant park experience. This exhibit could be one of the upright, triangular exhibits described in **ARRIVAL EXPERIENCE** section of this plan. The panel facing Nugent Avenue and the visitor center should introduce the Settlement. It would encourage visitors to continue across the creek and into the pre-settlement landscape. The other panels would orient visitors to their present location in relation to the Settlement and other sites in the park. A third wayside exhibit located west of the creek would again reassure visitors and draw them farther into the settlement. This exhibit might be located near the wayside exhibit interpreting the historic scene of cowboy on horseback in native grassland.

Landscape alterations could open the view from Lady Bird Lane and Nugent Avenue into the Settlement prairie. Removal of a few trees bordering the creek on either side of the footbridge would increase attraction of the Settlement for visitors east of the creek.

Few waysides are needed inside the Settlement. Some might be necessary to interpret buildings and scenes for visitors roaming on their own through the area. All exhibits should present a consistent design appearance. Exhibit locations should provide maximum interpretive effectiveness with minimum intrusion on cultural resources.

A brown safety sign at the bridge between the Exhibit Center and the Johnson Cabin seems out of place. It should be replaced with a design compatible with other wayside exhibits. A location close to and visible from the Exhibit Center breezeway would let visitors know there is more to see and do at the Settlement.

Small trailside waysides could be placed along the unpaved foot trail through the Settlement. They would identify features and serve as trail location markers for the brochure described above. Tile size images on the exhibits would provide a welcomed reason for visitors to stop and proceed in leisurely fashion.

When routine bus/wagon shuttle service is established, the triangular exhibits recommended above for Nugent Avenue and Lady Bird Lane could be relocated to the access staging area.

### **Pre- settlement Landscape**

Trail design and interpretive media should encourage slow, relaxed travel through the landscape between the Visitor Center and Exhibit Center. The 12- acre savannah landscape exhibit would encourage them to imagine the region as seen when Samuel Ealy Johnson, Sr. arrived. Visitors might travel through the pre- settlement landscape by foot or wagon (when general management plan access recommendations are implemented), the same travel methods used by historic travelers. Alternative bus transportation might be available for visitors who have difficulty walking or getting into the wagon.

A cultural landscape inventory should be prepared to evaluate the integrity of the current landscape. A cultural landscape report would be necessary to provide treatment recommendations to accomplish the objective stated in the preceding paragraph.

### **Exhibit Center**

The ranching museum at the Exhibit Center has its own style - "Western!" Entering the big tank, ... being isolated, ... sets the scene. Hearing excerpts of letter exchanges from men on the trail/road, - driving cattle, - away for many months, gets visitors in the proper mood for visiting other areas of the Settlement. A name for the museum and inviting signage would attract more visitors to the facility.

Exhibits in the center are several years old. Rehabilitation replaced damaged photos and text panels, but few changes to the concept have occurred over the years.

A new exhibit plan should propose interpretive media to refresh or update exhibits. Proposals might make the exhibits more attractive and better organized and tie them more closely to the Settlement. The exhibit plan would review exhibits using current interpretive themes and goals for the site. It would assure that exhibits are relevant and hold the interest of visitors. Exhibits should also orient visitors to features in the Settlement to encourage them to spend time looking at the buildings. Exhibits could link the Settlement to the LBJ Ranch through ranching heritage interpretation of cowboys then and now. Pre- settlement interpretation of local American Indians, the Comanches, could also be introduced in the Exhibit Center. Exhibits should build on recent experiences visitors had in the pre- settlement prairie landscape exhibit and facilitate a transition from pre- settlement to settlement. Visitors should begin to develop a sense of 1860 cattle gathering and ranching that they will soon experience at the Samuel Ealy Johnson Cabin and surroundings.

A wayside exhibit located near the Exhibit Center and adjacent to the trail leading to the Samuel Ealy Johnson cabin would draw people to the Johnson home. The exhibit should introduce the fact that visitors travel through outdoor exhibits representing different time periods.

Minor clearing of shrubbery between the Exhibit Center and Johnson cabin could offer a view of longhorns or horses. The visual attraction would let visitors know there is more to this site.

### **Samuel Ealy Johnson Cabin/Landscape**

The Johnson cabin and surrounding landscape help visitors imagine the edge of the frontier in Texas from 1840s to 1860s. Visitors should understand the opportunities and difficulties of success on the frontier. They should appreciate the fortitude and persistence of individuals who endured.



Interpretation and landscape at the cabin should present a complete, historically accurate scene of compatible elements, rather than a series of related components. Appropriate plants, gardens, furnishings, and animals could reflect a living, functional settlement. Visitors should see landscape elements representative of more than a century ago. They could hear and smell cows, chickens, and horses. They could visit a chuck wagon and participate in activities that portray the early Texas ranching environment. Opportunity to see, touch, and use household and ranch equipment would add realism to the experience even when staff is not present. Visitors should be encouraged to compare this historic environment with other environments in the park and their own home environment.



To the extent possible, the ranch landscape and cabin at the Samuel Ealy Johnson site should convey a sense of pastoral, open land. Distractions from later developments at the Bruckner farming area and 20th century Johnson City should be minimized. Orientation of visitor perspective during arrival and travel through the Johnson cabin and surrounding landscape should focus away from later developments. The interpretive goal should be to avoid confusion between the different time periods. The opportunity to sense physical, social, and cultural isolation would help visitors appreciate hardships of a Texas frontier environment that required self-reliance.

Without a lot of ranching activity and fully furnished structures, the place presents little vibrancy. It needs to project more life with wagons, buckets, a smoking chimney, a washtub with scrub board and clothes hanging on a line.

An updated historic furnishings report should re-evaluate recommendations in the 1973 plan currently used. The cabin and outbuildings should be furnished with tools and implements common to a Texas frontier family. To the extent possible furnishings should be based on site and family specific evidence. Items should be chosen carefully to accurately represent the time period interpreted. The report would rec-

commend items, such as reproductions and props, to provide opportunities for tactile, living history experiences.

A lot of visitors want to experience "cowboy culture". The Settlement offers great opportunity to relate that interest to the site's main stories - the Johnson family history and cattle ranching in the period 1856 to 1900. Landscapes, structures, and furnishings should evoke a sense of historic cattle gathering and ranching. Interpretive activities and media should reinforce Exhibit Center exhibits that link the Settlement to the LBJ Ranch and contrast and compare cowboys "then and now".

The Settlement should continue dependence on personal service interpretation to the extent that staff allocation allows. The furnished house offers opportunity for costumed, interactive interpretation that engulfs the house, visitors, and interpreters in a "living exhibit." Activities might illustrate drover life when home from long trail rides. Others could portray homemaking and work required of women to keep a place functioning when drovers left for long cattle drives. Children play activities would involve young visitors in active learning experiences. The overriding emphasis of interpretation inside the Johnson cabin would be the family/social environment that influenced the lives of future Johnsons.

Other media could supplement costumed interpretation and demonstrations. Frequent special events are appropriate, and an audio station with interpretive narration and sound effects could be concealed inside the cabin breezeway.

### **Bruckner Farm**

Visitors should clearly understand that this area represents a later time period than the period presented at the Samuel Ealy Johnson cabin. Vegetation in this area should clearly represent farming to contrast with ranching. Visitor perspective upon arrival and travel through the Bruckner farm should focus away from the Johnson ranch to avoid confusion between the two time periods.

This area could display appropriate farm implements and landscape. A concealed audio station at the barn could tell the history of the Bruckner barn and changes wrought by post-Johnson activities.

### **Conclusion**

As visitors exit the Settlement they could again orient themselves at the exhibit panels described in **Wayside Exhibits** section of this plan (Page 65). The exhibits could reinforce visitor understanding of the Settlement

contributions to the evolving Texas Hill Country landscape seen today. The exhibit should encourage visitors to participate in other national historical park activities in both park units.

## BOYHOOD HOME

The Boyhood Home, surrounding structures, and landscapes present a historic view of Johnson City. The area reflects the community as seen when Lyndon Johnson lived here as a boy.



Visitors should have opportunity to see or participate in a variety of appropriate activities. Sounds, sights, and smells should interpret the cultural environment with few distractions by interpretive media. Personal service interpretation must accurately and impartially tell the Johnson family story. Visitors to the home and grounds should feel welcome. They should be encouraged to explore the site to the extent possible without damaging resources.

Landscape surrounding the Boyhood Home should help a visitor sense the time period represented by the house. Natural and cultural landscapes could exude a remarkable "sense of place" reflective of how Lyndon Johnson felt about his home. Visitors should understand how formative years in this community catapulted him on a path to greatness.

A cultural landscape inventory should be developed to evaluate the site's integrity. A cultural landscape report would be necessary if any changes are proposed in the future to enhance the site's historic landscape.

Wayside exhibits should be limited to the smallest number possible. The few required could be concealed behind existing fences to interpret the

site to visitors who roam through the area on foot. If general management plan recommendations for the Hobbs House and Alexander House are implemented, consideration should be given to placing way-sides related to the Boyhood Home in an interpretive viewing area across the street from the home.

The Boyhood Home should continue offering opportunities to identify with Lyndon Johnson. Here visitors should experience the environment that molded his personality as they visualize his childhood in Johnson City. They should understand that his mother had a formal education and his father was self-taught. The family played a role in local and state political affairs and had considerable standing that went well beyond the local community. Stories heard in the home might include success and failure (the up and down career of Lyndon Johnson's father), value of education (influence of the mother) and politics (political career of the father). Stories should provide a clear interpretive message about the house and how the house relates to Lyndon Johnson's life.

Current furnishing of the home was based on extensive oral histories and photographs of the building interior. Furnishings were selected to represent a target time period of 1923/24. Few items that belonged to the Johnson family are in the house.

The existing historic furnishings report for the Boyhood Home should be updated. A new report could re-evaluate and validate existing furnishings. It could recommend additional furnishings to enhance a "lived in" appearance that reflects the lifestyle of historic occupants.

Personal items should reflect an entire family and the seasonal changes imposed on them by Texas Hill Country climate. Objects inside the home and landscapes should accurately represent the time period interpreted and the economic and social status of the occupants.

Audio emitted from historic furnishings provides ambiance during tours of the home. Audio might be used in other ways to contribute life to the experience. For example, visitors waiting on the porch for tours could listen to music or news reports from the 1920s.

Visitors could choose from a variety of tour options. The primary way to see the home should remain guided tours. Some visitors might choose a self-guided casual stroll around the grounds. When a large number of visitors must wait to see the house, the tour could be adapted for a "walk through" experience as long as carrying capacity is not exceeded. Orientation and conclusion talks outside could provide interpretation, and staff stationed at key rooms would protect resources and direct tour

traffic. Alternative methods of visitor use should be considered following evaluation of visitor interests and wants. Furnishings, personal services, and other interpretive media could accommodate a range of visitor preferences. Tours might reflect the personality of each tour leader and include various stories. Tours must interpret the theme **President Johnson's family provided unique influences that helped prepare him to become a United States President.**

Special events should be continued and additional events scheduled. Special activities related to significant events in Lyndon Johnson's life and appropriate holidays could attract many visitors. These events would be especially attractive to people from nearby communities and regional population centers. Frequent participatory activities would encourage visitors to immerse themselves in interpretation and education experiences.

All interpretation at the Boyhood Home should link to interpretation presented at other park sites. Park staff should continually search for creative links among park sites. To what degree did Lyndon visit relatives at Stonewall while he lived in Johnson City? Did something happen while he lived here to inspire his desire - fulfilled much later - to own a ranch?

## CONCLUSION

Park staff in the Johnson City unit should encourage people to explore other sites related to Lyndon Johnson. Staff could point out experience opportunities at the state park and LBJ Ranch. They could encourage visitors to explore the small Texas town that boosted Lyndon Johnson toward the presidency and that still carries the Johnson name.

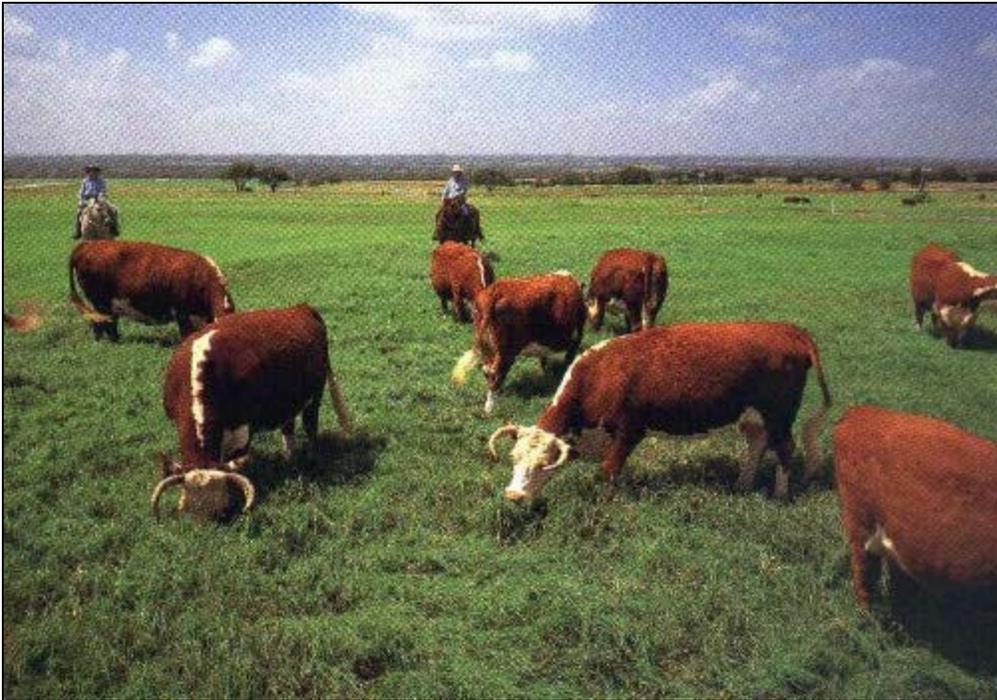
# LBJ RANCH UNIT

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"The best fertilizer for any man's ranch  
is the footsteps of its owner."

Lyndon B. Johnson

Information media near the LBJ Ranch unit should identify visitor opportunities and encourage participation in park activities. Signs and travelers information radio broadcast stations could make the site easy to locate. The state and national park partnership should be clearly reflected. Visitors must understand that the state park visitor center offers orientation, ticket sales, and tours for Lyndon B. Johnson National Historical Park as well as state park experiences. Access to information and interpretation, including access for visitors arriving when the visitor center is closed, should be readily available.



## STATE PARK VISITOR CENTER

Visitors in and around the visitor center should have opportunity to participate in an integrated interpretive program developed cooperatively by the National Park Service and Texas Parks and Wildlife. Visitor

use programs should professionally present accurate information, current exhibit technology, and high quality customer service. Jointly operated facilities should enhance expectations for the LBJ Ranch, provide efficient and effective access to bus tours and set a positive tone for the tour.

The following sections describe actions being considered by the state and national parks to improve interpretive and guest services at the state park visitor center. Many of these proposals are incorporated into this document from the state park Draft Interpretive Master Plan. Some actions are from a draft cooperative agreement between the National Park Service and Texas Parks and Wildlife. A few suggestions are presented for joint consideration by NPS and TPW to supplement proposals already agreed to in the two previously mentioned documents.

The National Park Service and Texas Parks and Wildlife need a clear presence at the visitor center. This partnership presence should be evident from the time visitors arrive at the turn-off from Highway 290 through their arrival at the information desk.

Orientation media inside the visitor center should build on the arrival experience previously described. The entry could emphasize both state and national parks. In the interior of the facility beyond the information desk, state park emphasis would dominate.

As visitors enter the building they should easily differentiate among functional areas such as orientation/information, sales, exhibits, and auditorium. Routes to each functional area should be as visible as the building architecture allows. Desired travel routes obscured by building architecture could be clearly signed.

Current architectural design of the projection booth blocks entry and exit to the visitor center. Access to this window area is cramped and less than ideal for accessibility, traffic flow, or exhibit space. The state park plans to evaluate the possibility of architectural modification to this part of the building. Modification might move the projection booth into the theater space to open the foyer area of the visitor center. Consideration could also be given to changing the theater entry to prevent light from casting on the projection screen when the theater doors open.

TPW plans to redesign entry foyer exhibits in a welcoming style that meets accessibility standards. Large freestanding exhibit cases might be removed to allow wheelchairs free movement into and out of the auditorium. New exhibits could be low profile cases constructed to sit against the walls or wall mounted panels. Specific exhibit subjects could include:

**Park Overview Map** could replace the existing wildflower exhibit. The large new panel would orient visitors to the many opportunities available at the park.

**Hub of the Hill Country** exhibit map could show nearby visitor opportunities. The exhibit could show how this location is at the heart of the people and landscape that make up the unique Hill Country culture.

A large panel **Vision of a Joint Park** would describe the powerful vision of President and Mrs. Johnson for a joint NPS/TPW partnership.

**NPS Orientation** could be presented in a short video or touch screen kiosk.

Adding **Guidance Elements** to the entry exhibits could easily direct visitors to the information/ticket desk where prompt personal contact with park staff would be available.

All visitors should have easy access to accurate information at the information desk. The information desk should provide a variety of personal service and information media. Staff and media should orient visitors to the parks, explain experience opportunities, and tell visitors what they can do to have a safe visit.

Other orientation media proposed for outside and inside the visitor center should answer many of the more routine questions now brought to the information desk. Other good orientation media at or near the information desk such as signs, maps, bulletin boards, publications, and exhibits should reinforce the information presented outside the building. Orientation could identify where visitors are in relation to state park sites and national park sites across the river and in Johnson City.

The information desk would also function as a tour fee collection desk for LBJ Ranch tours. Increased staffing and signage could add flexibility to the dual-function fee collection and information desk.

Hard surfaces on interior walls of the visitor center create negative acoustics. Harsh sounds affect personal communication among visitors and between visitors and personnel staffing the information desk. An architectural or interior designer should evaluate the structure to determine the best solution to improve acoustics.

NPS and TPW should develop a reservation system for group tours and education programs at the LBJ Ranch and the Sauer- Beckmann Farm. The NPS would administer the system.

A 10- 12 minute audiovisual program orienting visitors to all park sites (Stonewall and Johnson City) should be available at the visitor center. The audiovisual program could be produced jointly by TPW and NPS to reveal the cumulative richness and depth of the park areas. It must compel and invite visitors to explore park resources. A video version could be made available for sale or loan. Presentation through regional tourism offices, local cable, television, and other closed circuit systems could reach potential visitors throughout Texas.

## LBJ RANCH LANDSCAPE



Visitors to the state and national parks can view surviving features known to have been on the LBJ Ranch during Lyndon Johnson's occupancy. Opportunities could be available at the state park for visitors to look across the Pedernales River into the ranch. Visitors who travel through the ranch on foot or bus have many opportunities for immersion into the LBJ Ranch landscape. Structures and scenes on the ranch should provide a physical, visual link to the cultural landscape experienced by the Johnson family. The ranch could convey a sense of rural Texas, physically, socially, and culturally. Visitors should understand the difficulty of supplying rural communities through general stores. They might appreciate the need for self- reliance and use of resources at hand.

Visitors could enjoy the serenity of Texas Hill Country ranches, but they should also sense the energy of community, perhaps by participating in a Texas barbecue. There should be opportunity to feel cool air in the shade of a pecan grove, to hear the soothing sound of water in the Pedernales River, and to view wildflowers in ranch meadows. Several places should provide opportunities for quiet, reflective moments. Benches could be located away from primary travel routes to encourage reflective thought about the past, present, and future.

Visitors could see and explore a surviving Texas cattle ranch. They could appreciate the beauty of the Hill Country, especially the ranch lands of that country. Active ranching activities would instill a sense of a vibrant, operating ranch dictated by nature and needs of livestock - not a "sterile relic of the past."

While enjoying the ranch, visitors should get an overall sense of LBJ - Texan. They should learn how President and Mrs. Johnson earned their wealth in communications. They should also understand how he cultivated the Texas rancher image that permeated his personal and professional life. Here visitors can share his appreciation and enjoyment of clean air and open sky as reflected in the serenity speech.

### **Wayside Exhibits**

The current wayside exhibit plan fulfills park needs. As new developments are implemented the plan should be reviewed and revised. For example, opening the Texas White House complex to the public could require additional wayside exhibits. New exhibits should be compatible in label style, design elements, and graphic components to those already installed.

When the bus shuttle system is implemented after opening the Texas White House complex, wayside exhibits would be appropriate at each bus stop. Small, wayside trail signs could indicate "You are here." Brief text and graphics would enhance orientation and interpretation at each stop.

Small, trail wayside exhibit panels would be effective at the historic vehicle enclosure at the Texas White House complex. A single panel with limited text and photograph should interpret each vehicle. Photographs might show Lyndon Johnson using the vehicles on the ranch.

Small identification plaques would be appropriate inside the Show Barn. The trail wayside exhibit format with photograph could identify areas of the barn. Plaques could be placed along railings of the stable or by doors

to closed spaces to interpret the function of each area in showing cattle. Plaques at equipment displays could elevate visitor interest and encourage them to become more involved with activities and resources during their tour.

Park staff should consider relocating the headstart wayside exhibit adjacent to the Johnson Cemetery. In its present location the exhibit attracts visitor attention from the primary focus of this site - the cemetery. The headstart exhibit would be more appropriate at the bus pull-out or in an appropriate viewing position along the proposed trail from the Birthplace to the Texas White House.

## **BUS ACCESS**

NPS buses are the primary mode of transportation to the ranch. The buses should provide visitor opportunities to participate in a range of activities for differing levels of interest, understanding, and sophistication. Visitors might choose to exit the bus at several interpretive stops, walk rather than ride between selected stops, or stay on the bus for a "windshield" tour. The buses could provide a physical and interpretive link between ranch sites. They could also emphasize the park connection to the NPS and the NPS system.

Personal services and audio interpretation on the bus could provide all visitors a complete, although basic, treatment of resources and stories encountered during the tour. This would be especially important for windshield tour participants who do not get off the bus at every stop. People who choose to exit the bus at key stops could participate in more in-depth experience opportunities. These immersion opportunities would be enhanced with a variety of media, personal services, and landscape elements.

Bus access to the LBJ Ranch will continue to originate and end at the state park.

## **JUNCTION SCHOOL**

This school symbolizes Lyndon Johnson, a teacher/president, and his legislative record supporting education. Visitors should realize that this was the first school a future United States President attended. It was also a backdrop for the Elementary and Secondary Education Act signed by that president on April 11, 1965. This school and Lyndon Johnson's career reflect another great president's commitment to education.

Abraham Lincoln said, "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in."

At Junction School visitors should feel the atmosphere of an early 20th century rural Texas school. The building and landscape should reflect the environment in which four-year-old Lyndon Johnson attended public school for the first time. Furnishings and landscape should inspire visitors' imagination of education in a one-room school in which one teacher taught eight grades. They could contrast this one-room school to schools from their experience. Survival of this school building in spite of frequent flooding of the Pedernales River, parallels the persistence of the Johnson family and other people of the Texas Hill Country. This school and the Texas White House provide visitors an opportunity to contemplate the long climb Lyndon Johnson made. Visitors could realize that other "country boys can make good."

A vandal-resistant audio station mounted underneath the wayside exhibit in front of the school could supplement interpretation at that exhibit. As visitors pause on their way to the school, they could hear Lyndon Johnson's voice. Perhaps his narration could be honoring his first teacher during a ceremony conducted at this site to sign the Elementary and Secondary Education Act.

Regularly scheduled and special activities should bring life to this school again. The school could be a springboard for a variety of education topics. Media could encourage cross-generation conversation and learning with minimal materials. Limiting the amount of interpretive media would allow flexibility of use by general public and education groups. Absence of outside exhibits would improve the historic scene for visitors who participate in a windshield tour. Education activities inside and outside the school building could include environmental education and historic school activities in a "living classroom." Several special events related to park themes could be presented outside with the school as a backdrop.

The park could make Junction School available to educational and historical organizations for community functions. Such use would re-establish the private/public partnership that has long been an important function of one-room school houses in Texas Hill Country culture. Permitted organizations could serve light refreshments as long as no modification of existing exhibits or furnishings are required. Use of the building and grounds for box dinners, ice cream socials, and pie suppers would satisfy local interests in using schools. It would also improve park relations with surrounding communities. Guidelines must be estab-

lished and adhered to for protection of resources and visitors. For example, special activities should not interfere with other public use and enjoyment of the building.

The Junction School building, recently restored by the park cultural resource and maintenance staff to its 1912 appearance, contains 90% original fabric. Interior furnishings should receive equal attention to detail and accuracy. The park curator and park staff completed a furnishing guideline in 2001. It will be used to furnish the school building as soon as possible.

Personal services should be provided at this location. When staff is not available consideration should be given to installation of a step-in barrier at the back door to allow visitors to enter the school's historically furnished interior.

Exhibit text and images mounted on a reader rail could provide interpretation in the absence of personal services. A brief audio could personalize interpretation. Perhaps a teacher's voice could tell how four-year-old Lyndon Johnson would only read when sitting on her lap.

Restroom facilities near the school are a critical need for school groups and participants in special events. Until installation of public restrooms as proposed in the general management plan, portable facilities could be placed near the building where screened from view.

Junction School interpretation should be closely linked to interpretation at the Birthplace. Visitors should be offered a choice of experiences to appreciate that connection. They could return to the bus and ride to the Birthplace, or they might walk an interpretive trail between the two sites. Selection of the latter, more leisure experience would allow visitors to follow young Lyndon's path. Benches placed in the shade of trees along the trail could encourage observation and reflection.

## **BIRTHPLACE/CEMETERY**

The Birthplace is an appropriate location to interpret the theme **the complex image of LBJ was part personality, part creation, and part myth**. Interpretation might include how important it seems to be for American politicians to portray themselves "one of the people." That it was important to Lyndon Johnson to show himself as a self-made man says as much about him as it obscures from us facts of his life. Indeed the image he wanted to portray tells us a great deal about the man and the times in which he was active. Knowing these complexities and concerns

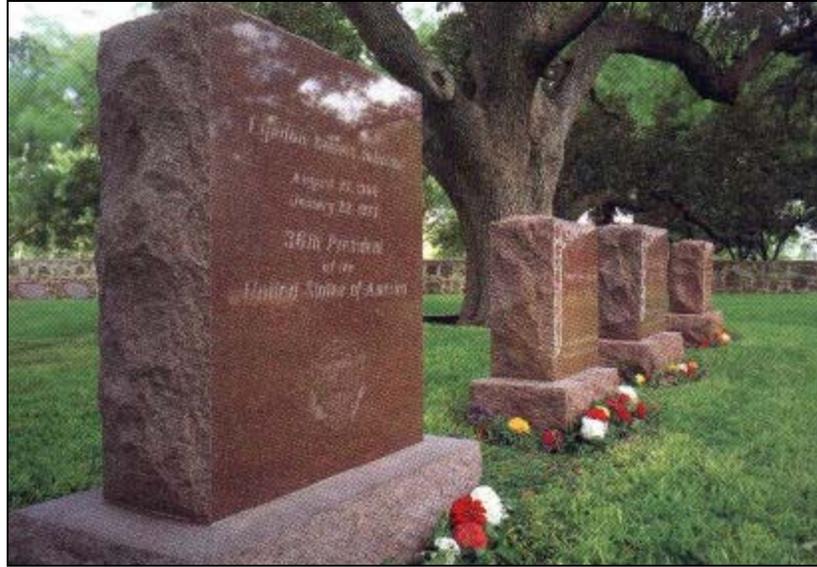
could only deepen the sense we have of the man and sharpen appreciation of his imperfections.



Visitors at the furnished Birthplace should be encouraged to compare this site to other time periods represented in the park. Comparison of the Sauer- Beckmann Farm, 1908 and present landscapes would help visitors understand that the site reflects Lyndon Johnson's view of himself and where he came from. Landscapes surrounding the home should contribute to visitor understanding of the agricultural origins of the area. Personal services and audio would provide opportunities for in-depth treatment of site stories.

Documentation and interpretation of furnishings at the home seem solid. The collection management plan proposed in **PARKWIDE RECOMMENDATIONS - RESEARCH AND PLANNING** section of this LRIP (Page 43) should include recommendations for care of historic items displayed at the Birthplace.

The proximity of the site where Lyndon Johnson was born and the cemetery where he and his ancestors rest offers opportunity to briefly summarize President Johnson's life at a single tour stop. Narration by the tour guide or audio on the bus would assure that all visitors who ride park buses receive a basic level of interpretation. Visitors with more interest can exit the bus to visit both sites for more detailed information.



The cemetery presents a tremendous experiential opportunity. It should remain a quiet, respected place without intrusion of interpretive media. Adequate interpretation could include narration by a tour bus guide and a small plaque to identify persons buried within the cemetery. Out of respect for those resting in peace under these beautiful old oaks, it should be enough to know which stone belongs to whom.

### TEXAS WHITE HOUSE COMPLEX

Cultural landscapes surrounding the Texas White House reflect the Johnson's pride of family and national heritage. As visitors travel through the area, sights and sounds should contribute to a sense of place and time. Visitors might perceive the difficulty and complexity of protecting a president at the Texas White House. They should understand how serving a president changed the complexion of the ranch. During the Johnson Presidency, a jet runway, security gates, and a Secret Service communication center were added. Visitors should sense the hustle surrounding President Johnson at the ranch. They should understand that he considered the experience relaxing compared to life in Washington. They could feel and understand the power activities that occurred at the Texas White House and under the oak tree in the front yard.

Visitor access to and through the area should be by safe and visually appealing routes. A transportation study should be developed to determine the most appropriate vehicle traffic patterns.

## Klein Shop

Upon arrival at the Texas White House complex, visitors should be directed to this building to prepare for tours of the Johnson home and office. This facility should orient visitors to the area, provide essential visitor conveniences, and overview interpretation of this section of the park.

A small guest service/orientation desk located near the entrance should provide a welcome and information. Orientation services should reduce visitor confusion concerning the complex cluster of buildings. Information could explain what there is to see and do, help visitors make choices and direct them to specific park sites. Exhibits and a site map located near the desk could answer basic questions. A brochure dispenser should be prominently displayed for easy access without visitors having to approach a congested information desk. It would distribute a site bulletin publication with a map to identify all buildings in the complex. Text could describe historic and current functions of each structure.

Personnel should be available at the guest service desk to respond to visitor questions not answered by media available near the desk. Desk personnel could also sell Texas White House tour tickets that have not been reserved. A computer network between the state park and this service desk could easily be developed to control ticket sales.

A small cooperating association sales area should be located near the service desk. Here visitors could purchase books and interpretive items closely related to the Texas White House and LBJ Ranch themes.

Restrooms, water fountains, and a few vending machines would also be available at this building for visitor convenience.

Portions of Klein Shop are ideal for conversion into an audiovisual theater. This plan recommends a theater with a large screen, front projection system, 120 seats, and five spaces for wheel chairs.

The theater would house a new audiovisual program to orient visitors to the various elements of the site. It could increase visitor excitement about the history and significance of the complex. The 18- 20 minute orientation and interpretation program would deal with history of the LBJ Ranch house, the ranch, and those who lived there. Topics incorporated into the program should give equal tribute to Lyndon Johnson, the President, and Lyndon Johnson, the Rancher. Mrs. Johnson told how the President scribbled a welcome into wet cement of a freshly poured walkway: "Welcome to the LBJ Ranch," a nice title for the film.

Interviews given by Mrs. Johnson could be used throughout the film. She might reveal how this house continually grew on her after 1951 when Lyndon Johnson, the Senator, wanted to own a working ranch. Early pictures of the purchase and archival film footage exist. Many interviews recorded from grandchildren, daughters, Director Hartzog, Secretary Udall, and others could be used. Segments from an NBC film showing the President bathing in his element as a rancher might be incorporated.

Audiovisual programs surpass all other media to clearly illustrate change. Visuals could effectively show the conversion of the LBJ Ranch house into the Texas White House during Johnson's presidential years. Visuals and audio could reflect the hustle and bustle of those presidential years. There was a never-ending stream of helicopters and planes bringing visitors, cabinet members, and dignitaries to swarm over the place.

### Grounds

After orientation and seeing the film in the Klein Shop, visitors might roam the grounds of the complex while waiting for their tour of the Texas White House. Visitors would have several opportunities to experience the historic landscape. Controls could be implemented to provide visitor and resource protection and limit intrusion into historic landscapes.

Exterior tours of the complex might be offered as an alternative for visitors who cannot tour the Texas White House.

A collection of motor vehicles used at the ranch, including two white Lincoln's, an amphibious car and a small fire engine, should be a popular attraction. Visitors could easily see the vehicles stored adjacent to the Klein Shop and nearby hangar inside glass enclosures.

Visitors should be encouraged to think about tight security during the presidential years as they freely explore the grounds. The presence of Secret Service to protect the President, his family, and visitors to the ranch should be evident. The exterior of the Secret Service command post could be maintained. Restoring and re-furnishing the interior of the communication trailer to reflect its appearance during the presidential years would intrigue the public. The communications building could be filled with an authentic ambiance. An audio program could depict commands, phones ringing, teleprompters rattling, and chatter of security agents and switchboard operators. The audio program could recreate reports or discussions between agents, perhaps simulating the arrival of an important dignitary. The old switchboard might be made to light up, synchronized with phone calls to evoke imagination.

Accurate furnishing of the communication building would require a historic structure report and furnishing report. Pre- 1973 documentation could be used to develop an accurate re- furnishing plan to depict the appearance during the presidential years.

An enjoyable education program involving "surveillance" and protecting the President could be developed for school groups and families with children.

## Hangar

The park general management plan states the function of the airplane hangar interior. It would "become a flexible exhibit area with multipurpose space for interpretive programs, audiovisual presentations, lectures and films." This LRIP interprets flexible to mean temporary, but not frequently moved exhibits.

A small guest service desk should be located inside the hangar to be easily seen as visitors enter the building. The desk would primarily function as workspace for personnel assigned to the hangar for security. Desk personnel could also provide answers to questions generated after visitors leave the primary orientation desk in the Klein Shop.

Recapturing the hangar setting that prevailed during Johnson's presidency could provide a tremendous interpretive experience. The large, open interior of the hangar should remain as spacious and hangar- like as possible. It might contain a few exhibits composed of artifact cases, graphic panels, and short videos designed to be freestanding. Most exhibits, however, should be historic furnishing vignettes depicting historic functions of the hangar.

The centerpiece vignette might recreate a section of seating used when the Johnson family invited neighbors to view movies. Arrangement of chairs could depict seating reserved for the President and Mrs. Johnson and those provided for invited guests.

Another exhibit vignette could include a presidential podium and seating arranged for a press conference. Audio/video of a press conference recorded at the hangar during the 1960s might be projected from the podium. Visitors could sit in the press corps portion of the exhibit while listening to the audio to feel they are an integral part of the exhibit.

Another exhibit could interpret the hangar role in transportation, especially during the presidential years. A large photograph could show an airplane inside the hangar. Touchable models of the type aircraft used at

the ranch could supplement the photograph. Original or reproduction equipment such as logbooks, flight plans, tools, and airplane parts would be a interesting, hands- on experience for all visitors.

Additional exhibits in this area of the hangar could depict other functions during the Texas White House period. Temporary exhibits could create a sense that everything is changeable. To the extent possible exhibits and displays should maintain flexibility of use that reflects historic uses.

Few changes to the hangar structure would be required to install the freestanding exhibits recommended. Some track lighting on the ceiling over each exhibit and electrical outlets in the floor would provide optimal viewing.

More traditional, permanent exhibits would be placed in other spaces inside the hangar. The space between the hangar and historic vehicle enclosure could be easily adapted to exhibit rooms and audiovisual alcoves. Vehicles in the enclosure could be accessed through the hangar as an extension of permanent exhibits.

A permanent exhibit area could effectively tell many components of themes and stories related to the Texas White House and LBJ Ranch. They could also display artifacts and photographs that cannot be displayed elsewhere. The goal of permanent exhibits would be telling a vivid story about the unique and exciting place that this ranch became while Lyndon Johnson was president. Exhibits could tell what went on here and define the international significance of decisions. Exhibits and associated audiovisuals offer a vicarious Texas White House tour experience for visitors with disabilities, time limitations, or no tickets.

Specific exhibit subjects could include:

**Welcome to the LBJ Ranch** could display "friendship stones" from the park collection. Audio stations with listening wands could supplement the visual exhibit without distracting other visitors in the exhibit area. Anecdotes from the Johnson family about happenings in the house and important visitors would be great to hear.

**Evolution of the Texas White House** would compare changes in this home to traditional evolution of American architecture from log cabin to modern structure. Graphics, text, and photographs could depict changes. One exhibit element could show the house appearance when Lyndon Johnson acquired the property. Another would depict changes that make it the Texas White House. A final element would describe post- presidency changes that resulted in the home visitors now see.

**Texas White House Whos Who** could identify who visited and used the Johnson home. This interactive exhibit could use a combination of touch screen, video, and photo media. One part of the exhibit would include the President's cabinet, dignitaries of foreign lands, royalty and other guests to the Texas White House. Another element of the exhibit might include the Johnson family.

**Behind the Scenes** exhibit would interpret the complex and critical activities essential to operation of the Texas White House and the LBJ Ranch. Day-to-day activities and the role of ranch workers, security personnel, and house staff could be included.

**Lady Bird Johnson - A Legacy of Her Own** could interpret Mrs. Johnson. It would illuminate her role as advocate and significant influence during the Johnson Administration. It could show her continued notable effect on the American public. A video component could reflect Mrs. Johnson's unassuming modesty concerning her great accomplishments.

**Personality and Perspectives of Lyndon B. Johnson** could include excerpts from his writing, graphics from political cartooning, and photographs. It would show him in a variety of social, political, and personal situations. Video components could include historic footage depicting President Johnson's humor and "The Johnson Touch."

**Shade Tree Decision-Making** could describe important, international impacting decisions made at the Texas White House, many of them concluded under trees in the front yard of the ranch house.

**Texas White House Communication** would interpret facilities and activities necessary to link the LBJ Ranch to the nation's capital and the world. It would place the communication facilities in context with the broad scope and significance of presidential communications.

**President involvement** could link the Texas White House and LBJ Ranch. Lyndon Johnson's management style permeated both cabinet meeting with President's cabinet and "cabinet" meeting with ranch crew.

**Ranch Exhibit** would provide insight into operation of the LBJ Ranch and the President's involvement with the land. It could focus on elements of ranching that provide an introduction to the ranchlands and that require media that is inappropriate at the Showbarn. Telling part of the ranch story in the exhibit area would reduce the amount of media intrusion needed at the Show Barn. The barn could become an immersion experience.

**Ranchland Conservation** would prepare visitors for their bus ride from the Texas White House complex to the Show Barn. This exhibit would prepare visitors to better understand conservation by seeing examples of past and present practices, such as water use and irrigation. It could link the LBJ Ranch to other sites that interpret Texas ranching heritage.

**Not a Relic of the Past** could present the Johnson's directive that the historic site should not become a "sterile relic of the past." The exhibit could compare and contrast this historic site to other ranching sites in the National Park Service to illustrate the uniqueness of this ranch.

**Preserving a Legacy** would describe the establishment of the Texas White House and the LBJ Ranch as a national historical park. It could also describe National Park Service management goals and policies that support Lyndon Johnson's vision for the site.

**Presidential Sites** would geographically and interpretively link this park to other National Park Service presidential sites.

Several exhibits in the permanent exhibit area should incorporate short, possibly interactive videos. Electronically cleaned- up segments or out-take footage of a 1966 film showing Lyndon Johnson guiding people around the ranch might be used. Film clips would depict the historic ranch scene and reflect Lyndon's love of the Texas Hill Country as nothing else could.

Video supporting the **Preserving a Legacy** exhibit should include an amusing tale by George Hartzog. President Johnson, still in the hospital following a heart attack, donated sections of the ranch to the National Park Service. The interesting story of the two men haggling over acres could be presented as a 3- 4 minute video in an alcove related to the exhibit.

In addition to audiovisual components integrated with exhibits, a "Texas White House Tour" video should be produced as an Americans with Disabilities Act orientation video. It would serve as a vicarious experience for those who cannot get into the building for lack of tickets or time. It would also provide vicarious access to the upstairs areas of the building that is not open to visitor tours. This video would need an alcove for viewing and closed captions. The existing "Homeplace" produced in the early 1960s with a much younger Mrs. Johnson and the 1968 Navy- produced tour of the Texas White House with Lyndon and Lady Bird Johnson could provide film footage for a unique tour of the home.

An exhibit plan should be programmed to detail exhibit recommendations. It could include label copy, design elements, graphic components and production, and installation guidelines. The plan would determine which of the exhibit topics proposed above should be located in the Hangar exhibit area, Klein Shop orientation area, Texas White House unfurnished rooms, or elsewhere in the park

### **Martin Barn**

The Martin Barn would retain its historic barn character. The interior would be made into an open-air passageway connecting the orientation area inside Klein Shop and the Texas White House. The experience inside the barn would transition visitors from the adapted interior of the Klein Shop to the historic setting of the Texas White House complex.

As visitors enter the barn from Klein Shop, they would walk through exhibits relating to agricultural history on the LBJ Ranch. Exhibits would be designed for compatibility with the rustic character of the barn. The end of the passage closest to the Texas White House would be a waiting/resting area. Simple benches along the walls would accommodate house tour participants. The only exhibits in this section of the barn would be tools and gear appropriate to reflect historic uses of the barn. Visitors would be encouraged to focus on the atmosphere of the barn and anticipation of their upcoming tour.

The Martin Barn would be the primary assembly location for house tours during inclement weather. Other assembly areas could be designated to accommodate multiple tour groups.

### **LBJ Ranch House**

The Johnson home must be shown by house tours composed of small groups (8 to 10) conducted by park staff. Tour length and times should be established following experimentation with tour content and carrying capacity of the house.

Visitors waiting for tours would assemble in the Martin Barn for orientation by an interpreter before entering the house.

The first stop on the tour would occur in the driveway between the barn and house. Here the tour guide could interpret evolution of the house architecture as reflection of Lyndon Johnson, the Rancher and President, and Lady Bird Johnson's post-1973 activities.



Another interpretive stop before entering the home should be in the front yard at the entry door to the office. The large oak tree sheltering chairs and a table in this area witnessed important presidential cabinet meetings and family social events. Chairs, table, and other lawn furnishings should reflect the scene as if a meeting is about to occur. Original photographs from the park collection could guide re-creation of a scene accurately depicting the presidential or post-presidential years between 1963 and 1973. Visitor imagination inspired by interpreter narration could people the famous circle of garden chairs under the huge oak tree. Perhaps visitors could visualize McNamara, Rusk, President Johnson, and Vice President Humphrey deeply involved in debates under watchful eyes of Secret Service agents. Visitors might be asked to imagine a family outing that reflects the more personal use of the home. Either scenario could contribute to the sense of activity surrounding the ranch house.

Visitor access controls in the area surrounding the home might be necessary to provide visitor protection and resource preservation. Lawn damage could occur with many visitors walking indiscriminately on the grass. The nearby swimming pool presents a severe safety hazard. Consideration should be given to placing a low fence to keep visitors from entering the grounds unless accompanied on tour by an interpreter. An invisible alarm could warn of intruders crossing the fence.

Inside the home visitors should sense a vibrant, operating home and office. The atmosphere should be respectful and dignified. It should instill respect for Lyndon Johnson the man, the accomplishments he achieved, and the contributions his era in American history made to modern life. The house and original furnishings would reflect personality, pride, and family values. Visitors should feel they are in a presidential White House that was also a dynamic family home representing the character of the entire Johnson family.

Visitors would understand that the Johnson home is a memorial to Johnson family life. It reflects their professional, social, and cultural achievements. Appropriate, accurate information based on documented research would help visitors understand and appreciate the work of the presidency that went on here. A sense of safety and place of retreat should permeate the house. Improvements, especially those recently implemented, showcase Mrs. Johnson and the family's use of the home.

Access to the home must be carefully controlled. The tour guide, barriers that minimally intrude, pressure sensitive floor sensors or other means developed by advancing technology, could impose control. Tour groups should enter the house at the office. They should proceed through the house in a linear fashion. Their exit could be via a new door installed at the end of the hall. Interpretation would focus on the following rooms when the home first opens for public tours.

**Office** - The office reflects a continuum of use and occupation from ranch office to President's office. The first phase of development to allow visitor access to the Texas White House interior should focus on the office. This room could facilitate appreciation for the immediate transition of power at Kennedy's death and its impact on the entire Johnson family. Here visitors should sense the professional, presidential aspects of Lyndon Johnson. Original furnishings in the park museum collection could re- create appearance of the room during the Johnson presidency. Re- furnishing the office could be done more quickly than other rooms that may require furniture, exhibits, or curatorial treatment. Perhaps this room could be opened to visitors before other areas of the house.

**President Johnson's Bedroom** - This room was chosen for interpretation to reflect the personal side of Lyndon Johnson. The bedroom looks almost as it did when he lived in the home. His walk- in closet looks like he just put his boots and hat down after a day at the ranch! His old telephone by the bed, his control panel on the wall and valuable oriental carpets are among interesting objects that tell about Lyndon Johnson. The pictures also reflect the President's affection for family and his her-

itage. As visitors enter this room they should immediately sense the private life that could not distance him from professional responsibilities.

Visitors might enter the bedroom to look into the closet and to better view the room itself. Access could be confined to a section of the room that would not risk theft or damage to original objects.

**Living Room** - The living room was chosen to interpret both the private and professional sides of Johnson family life. The dominoe table, the Sam Rayburn photograph, the letter from Sam Houston, and state gifts add much to the story in this room.

**Dining Room** - The dining room provides opportunity to interpret important guests who visited the Texas White House. Focusing on the social aspects of political encounters, the dining room reflects both President Johnson's style and Mrs. Johnson's support and influence. Maintaining the room's woodwork and wallpaper could retain a 1963-1973 appearance. A furnishing plan should be developed around the key features of the room - needle point chairs, dining table and large side-board which was made for this room.

**Den** - The den was chosen for interpretation because visitors must go through this room to see other rooms in the house. More importantly, it reflects personal space enjoyed by the Johnson family. If the Johnson family donates enough original items, this room could be appropriately re-furnished. Visitors would be able to sense the importance of this room to the family and the enjoyment they took in their home and each other. If original furnishings are not retained for display, audio and video and still photographs would have to substitute as a more stark representation of family life.

**Mrs. Johnson Bedroom** - Mrs. Johnson's bedroom is an important feature of the house tour. More than any other room in the house, this bedroom reflects the continuing occupancy and legacy of Mrs. Johnson. The bedroom fits well into traffic flow and provides an important reflection on Mrs. Johnson's continuum of use. Since uncertainty surrounds availability of original objects to furnish this room, opening it as a furnished room may need to follow opening the President's bedroom. Furnishing this room with original objects including as many small, personal items as possible is critical to reflect Mrs. Johnson's personality. As in President Johnson's bedroom, access would be confined to a section of the room that would not subject original objects to risk of theft or damage.

**Other Rooms** - Several rooms in the house contribute to the overall visitor experience and help tell stories that reflect primary interpretive themes.

The kitchen reflects many changes made in recent years. It could be restored to a 1963- 1973 appearance. Correct period wallpapers, flooring, appliances, and furniture are critical to making any historically furnished room a credible space. Visitors might want to see "behind the scenes" in a president's house; the kitchen could add to fully interpreting the life and activities of this presidential home. If restoration is not feasible, the kitchen might be interpreted under the **Complex Image** interpretive theme to reflect continuum of use following Lyndon Johnson's passing. It could illustrate his legacy and continued influence within the Johnson family.

The walls of a narrow hallway leading to the bedrooms are lined with photos of the Johnson family and many famous people. Width of the hallway would only allow one- way traffic, especially taking wheelchairs into account. People looking at the photos would slow travel through the hallway. Copies of photographs should be made for display and the originals stored elsewhere to avoid damage.

Access to six, small upstairs bedrooms used by the family and guests is confined by narrow corridors. People with limited mobility would find it difficult or impossible to reach the second floor. The regular tour of the house would not include that area because of these accessibility and cost issues. Alternate, equal access for all visitors would be provided by video or photo book in another room of the house. The Yellow Poppy Room and Children's Room would be preserved and tours of the second floor might be provided for special events.

If the yellow sitting room is left totally empty when Mrs. Johnson vacates the home, the architectural features of this room should be compatible with historic architecture throughout the house, and the room should function as a contemporary exhibit space. A short video could show second floor rooms that are not seen on tour. The video would provide all visitors equal access to information about those confined and difficult to reach areas. People could understand why the upstairs is closed to the public. Seating provided for visitors should not attempt to replicate historic furnishings; visitors should clearly understand that the sitting room is not a historically furnished space.

A new exit door at the end of the hallway would allow one- way traffic flow needed for the tour to operate effectively.

**Historic Furnishings** - The park general management plan establishes time periods for preservation, restoration, and interpretation at the LBJ Ranch. It states that the Johnson Dam and low water crossing and Jordan Dam will be preserved and maintained to their physical appearance as of 1973. The exterior of buildings in the Texas White House complex will also be restored to their 1973 appearance. This general management plan specifically includes the Secret Service Command Post, Martin Barn, Klein's Shop, and communication center trailers. The exterior of the Sam Ealy Johnson/H. A. Jordan House and associated buildings will be preserved and maintained to a 1963- 73 appearance. The general management plan also provides guidance for inside the Texas White House. "The primary historic elements of the building's interior would be preserved and interpreted, and selected rooms would be restored to reflect their historical appearance in 1973. Other rooms would be used as contemporary museum space, with the restoration of any character defining- elements."

This long- range interpretive plan recommends that portions of the ranch house interpreted by historic furnishings primarily present the presidential and post- presidential years of 1963- 73. Some elements of the house, such as Mrs. Johnson's bedroom, could reflect continuum of use by Mrs. Johnson after 1973. Historic houses chosen to present a continuum of history in their furnishings usually lack data to accurately portray a specific time. They might retain little evidence or original furnishings from their period of significance. They might have had numerous significant occupants over a great span of time. When a historic site has associated with it a figure as nationally and internationally prominent as Lyndon Johnson and has the ability to accurately present the home as the prominent figure knew it, this should be shown to the public. If a later time period is shown, even with superb personal services, visitors would think they have viewed the Ranch House as Lyndon Johnson knew it. They would leave with a fundamental misconception of the home and the President's life and times.

Furnishing the house to a 1963- 73 time period would focus, but not limit, interpretation of the house to those years. For example, Mrs. Johnson's role and significance would not be lost in a house furnished to 1963- 73. As the woman of the house, Mrs. Johnson's decisions and hospitality shaped its appearance, decoration, and atmosphere. Further, furnishing the house to Lyndon's lifetime does not mean that interpretation of the continuing legacy of the Johnson family cannot occur here too.

Furnishing of the house could be an evolving project beginning with the office. Additional furnishings could be added room by room as furnish-

ings are conserved and prepared for exhibition. As each room is furnished, a special ribbon cutting could be held. This sequencing would provide several public relations opportunities and encourage repeat visits to the park.

**Other Interpretation** - The house tour needs to be more than a furniture tour. Narration presented by tour guides, audiovisual, and other methods of technology provide a huge array of opportunities. Narration by President and Mrs. Johnson and others can bring emotion into an otherwise hollow space. In rooms not furnished or only partially furnished, the interpreters could be supplemented with a large photo or videos. A small video kiosk could show what the room looked like when the Johnson family lived there. Since each piece of furniture has been photographed, a fully furnished room on video could be produced. The guide or a member of the Johnson family could provide narratives. Video clips in each room taken from Mrs. Johnson's recorded tour of the house might be an alternative.

A furnishing alternative could be to show two different periods within the house. The office and President Johnson's bedroom could reflect the period 1963- 73. Other rooms that are furnished could reflect the post- 1973 period. Generally, it is best to have a single period of interpretation as proposed above, particularly if the two periods are close together. Even with a superlative tour guide, it is difficult for visitors to grasp subtle differences in the historic time period. Hence they are left with the false impression that the house at some historic point in time existed as a whole as they see it on their tour.

**Planning** - A furnishing plan for the President's office should be drafted as soon as possible. It would provide information needed to immediately implement furnishings when Mrs. Johnson's tenancy ends.

To a great degree final decisions and plans affecting interpretation inside the ranch house cannot be made at this time. Those important decisions hinge on availability of materials for exhibit after Mrs. Johnson's tenancy ends. An agreement between the National Park Service and the Johnson family should be formulated as soon as possible to identify items that the family will make available for exhibit by the National Park Service. It would be helpful to have a set of drawings depicting alternative interpretive treatments discussed in the park general management plan. The family and the park staff could visually confront consequences of decisions concerning the number of furnishings - both major furniture and small items - available for display in the house. In the "Most Furnishings Remain" scenario, the public would view the Ranch House as President and Mrs. Johnson and their family knew it. Visitors would

experience a comfortable, pleasant, well-loved home, active with the entertaining and bustle and business of presidential life. The "Limited Furnishings Remain" scenario could show that perhaps furnishings vignettes would be the only way to enliven the home for the visiting public. The "Only Gifts of State Remain" scenario could more directly state that, with the exception of the president's office, the home could not be historically furnished. It would house traditional museum exhibits and audiovisual programs.

Based on the proposed agreement between the National Park Service and the Johnson family, a historic furnishing report should be developed. It could evaluate the home furnishings during the time period interpreted and identify appropriate furnishing items. It would focus on the historic significance of the site and recommend a plan for parts of the home that can realistically and effectively be furnished. Documentation of furnishings in the house from the 1960s-70s is virtually complete.

An exhibit/audiovisual plan should be developed for partially furnished or unfurnished rooms. The plan would propose exhibits and audiovisu-als to supplement personal service interpretation provided in those areas by tour leaders.

## **SHOW BARN**

As visitors travel from the Texas White House complex to the Show Barn, narration by tour guide or audiotape could emphasize ranchland landscape. Visitors could understand conservation by seeing examples of past and present practices such as grassland management, water use and irrigation practices. Narration would link the LBJ Ranch to state park interpretation of native grasses and Sauer-Beckmann Farm to reflect Ranching/Farming Heritage.

Interpretation could TELL the story of ranching with exhibits at the Hangar exhibit area; visitors should EXPERIENCE the story of ranching at the Show Barn. Information and activities should enhance understanding of ranching and explore the ramifications of a president showing cattle. Visitors could compare past and present ranching techniques. Here they get close enough to see, hear, smell, and touch animals. They could see and talk to a cowboy and perhaps even participate in simple ranching activities.

Emphasis should be placed on activities that occur as a routine part of ranch operations. Some ranch work is completed early in the morning

before visitors arrive to experience a working ranch. Visitors should still be able to see modern ranch equipment in use by an active ranching operation. Appropriate demonstrations and hands-on activities could make the barn an active, vibrant experience throughout the day. A "cowboy" interpreter, more Herefords in the barn and a few horses would bring the barn alive. Active interpretation could show the care, feeding, and perpetuation of the original Hereford breed. Good interpretive ideas include preparation of cattle for shows, preparation of fence rails, and branding.

Interpretation at the Show Barn should rely on personal services. Sufficient staff time should be dedicated to provide a fulltime interpreter in appropriate ranch hand clothing. Activities of the ranch crew and the interpreter could be coordinated to reflect a seamless operation from the visitor perspective. Tours, talks, roving contacts, and demonstrations could be included in the program. Activities such as horn branding, horse care, and cattle grooming provided by the "cowboy" interpreter and ranch crew would keep the ranch as "real" as possible.

Personal services could also direct and monitor visitor activities to assure their safety. Special attention to safety on a working ranch must be an important consideration. Staff must remain vigilant to keep visitors in safe areas and to integrate work and visitor activities.

Traditional interpretive media such as waysides, audio stations, and museum exhibits should complement personal services. These media treatments could help visitors understand sections of the barn dedicated to nursing, bathing, and grooming animals and other essential ranching activities. Appropriate exhibits inside the barn would be small and simple and located in dedicated spaces.

The nurse barn could be effectively restored to its original appearance and furnished to depict historic use. It could be used as a multi-purpose area with some space dedicated to traditional exhibits and education programs and lectures. Exhibit content could include grain types (like the wonderful, low-tech, site-sensitive display currently on a hay bail), cowboy life and horn weights. One small exhibit could illustrate and describe the interesting practice of using Holstein cattle to nurse Hereford calves.

A 2-3 minute mini-video in the nursing area could show cowboy activities and Lyndon Johnson's earthy side as rancher. It could easily describe the steps in preparing cattle for show. It would also show the President's personal interest and involvement in day-to-day operation of the ranch. Clips could show him on horseback and on foot at cattle

auctions. Narration might describe his "cabinet meetings" with the ranch crew.

Interpretive activities at the Show Barn could inspire visitors to participate in a variety of special events throughout the year. Education seminars relating to past and present activities could provide a greater depth of information than presented during regular tours. A "Preparing for the Show" event would let visitors watch or participate in the cattle show process from beginning to end. A collection of 1960s era ranch machinery (tractors, tillers, trailers) could be brought out of preservation storage for display on special occasions. Moveable text panels and photographs could interpret the function of each piece of machinery. An alternative could be guided tours of the equipment storage facility. Other events could include show day, roping, and round up.

After seeing exhibits, talking to a "cowboy" interpreter and walking through the barn, visitors should understand that Lyndon Johnson also "showed" himself at the Show Barn. They would realize that he practiced what he preached. Lyndon B. Johnson National Historical Park should continue that "Johnson" involvement in conservation. Here the National Park Service preserves a way of life.

# IMPLEMENTATION PLAN

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"Reality rarely matches dreams,  
but only dreams give nobility to purpose."

Lyndon B. Johnson

The year 2008 is the centennial of Lyndon Johnson's birth. Significant recognition and celebration of that occurrence is anticipated. Proposals in this long-range interpretive plan could become a major part of that centennial birthday celebration. Interest in such an important event could result in significant participation and support by local, state and national governments, groups, organizations and individuals including private, public, and commercial interests.

The implementation plan summarizes proposals presented in this LRIP, identifies possible funding sources, describes some design and production considerations and recommends evaluation methods. The park staff will develop necessary funding requests to begin the federal funding process. They will also initiate contacts with potential partnership organizations to implement projects well suited to alternative funding.

## SUMMARY OF PROPOSALS

### Improve visitor orientation/park promotion

- Expand park web site (Pg 28)

- Develop audiovisual spot promotions (Pg 28)

- Transfer orientation films to video (Pg 28)

- Update park sign plan (Pg 29)

- Design and install 2 travelers information radio stations (Pg 29)

- Plan, design, and install orientation wayside exhibits/kiosks (Pg 32)

- Place Boyhood Home waysides out of motorist view (Pg 34)

- Develop video/kiosk for viewing outside national park visitor center (Pg 34)

- Incorporate NPS identity messages into various media (Pg 51)

- Transportation study - Texas White House Complex (Pg 45,70)

### Organize interpretation to emphasize and promote transition/unity

- Provide experiences to link park sites (Pg 37)

- Develop strategy to highlight farming / ranching heritage initiative (Pg 38)

Seek designation of Presidential heritage corridor (Pg 38)  
Develop cooperative programming with state park (Pg 39)

#### Wayside exhibits

Review and revise park wide wayside exhibit plan  
(Pg 34,44,52,55,65)

#### Publications

Establish a publications committee to evaluate, develop,  
and distribute a variety of publications (Pg 27,41)  
Redesign folder to include state and national parks (Pg 41)  
Develop Presidential sites handbook (Pg 42)  
Develop park wide collection management plan (Pg 43)  
Re- evaluate accessibility from interpretive as well as physical  
standpoint using universal design concepts (Pg 47)  
Strengthen and expand partnerships (Pg 45)  
Conduct visitor surveys (Pg 44)

#### Education programs

Expand curriculum based education program (Pg 40)  
Create professional advisory committee (Pg 41)  
Retain education specialist position to coordinate program  
(Pg 41)

#### Personal services

Develop training program to promote high quality services  
(Pg 39)  
Develop program to routinely evaluate programs (Pg 40)  
Develop positive personal relationship with community through  
outreach programs (Pg 40)

#### State Park

Energetically pursue cooperative interpretation (Pg 61)

#### Junction School

Develop/install audio stations - exterior wayside exhibit and  
inside school (Pg 66,67)  
Improve visitor access to interpretation (Pg 67)  
Furnish school building (Pg 68)

#### Klein Shop

Establish orientation/information desk (Pg 71)  
Plan and install orientation exhibits / site map (Pg 71)  
Develop TWH complex site bulletin and dispenser (Pg 71)  
Establish cooperating association sales area (Pg 71)

Convert section of building to audiovisual theater (Pg 71)  
 Develop audiovisual program for orientation to complex  
 (Pg 71)

#### Martin Barn

Plan, produce, and install exhibits relating to agricultural history  
 (Pg 77)  
 Construct benches for visitor relaxation / assembly (Pg 77)

#### LBJ Ranch House

Prepare cultural landscape report - TWH Complex (Pg 45)  
 Plan and install visitor access controls (Pg 78)  
 Draft furnishing plan - President's Office (Pg 79,83)  
 Develop historic furnishing report (Pg 82)  
 Develop exhibit/audiovisual plan for unfurnished rooms (Pg 84)

#### Hangar

Establish guest service desk (Pg 73)  
 Plan, produce, and install moveable vignette exhibits (Pg 73)  
 Plan, produce, and install permanent exhibits (Pg 74)  
 Plan and produce "Texas White House Tour" video (Pg 76)

#### Communication Trailer

Restore and refurnish interior of trailer (Pg 72)  
 Develop audio program for ambiance inside trailer (Pg 72)  
 Prepare historic structure report (Pg 73)  
 Prepare furnishing report (Pg 73)

#### Show Barn

Prepare cultural landscape report - LBJ Ranch Agricultural  
 Complex (Pg 45)  
 Build interpretive program around personal services (Pg 85)  
 Restore nurse barn and develop as multipurpose area (Pg 85)  
 Develop year- round program of special events (Pg 85)  
 Plan, produce, and install mini- video in nurse barn area (Pg 85)

#### National Park Visitor Center

Develop landscape design plan (Pg 31)  
 Develop video/kiosk for viewing outside national park visitor  
 center (Pg 34)  
 More prominently identify exhibit and auditorium areas (Pg 49)  
 Install donation box dedicated to specific purpose (Pg 50)  
 Plan for future exhibit improvement, including audiovisual  
 (Pg 50)  
 Develop Johnson Settlement audiovisual program (Pg 51)

### Boyhood Home

- Update historic furnishing report (Pg 59)
- Prepare cultural landscape inventory (Pg 44,58)

### Johnson Settlement

- Prepare cultural landscape report - Johnson Farm (Pg 45)
- Develop trail guide (Pg 52)
- Implement alternate transportation (Pg 52)
- Prepare cultural landscape inventory (Pg 44,54)
- Develop exhibit plan - Exhibit Center (Pg 54)
- Implement landscape improvements (Pg 54,55,56)
- Update historic furnishing report - Johnson Cabin (Pg 56)
- Emphasize family/social environment in interpretation (Pg 56)

## FUNDING SOURCES

The following potential sources in the National Park Service may be available for interpretive projects.

### **Annual Operating Funds or Park Base - Fund Type 01**

This is the primary source of recurring operational funding used for park management, interpretation, visitor services, maintenance, and resource protection. Parks request base increases through the Operations Formulator System (OFS).

### **Challenge Cost- Share - Fund Type 01**

The program provides a maximum of 50% cost- share grant to expedite mutually beneficial projects with outside sources. The program increases awareness and participation by the public in the preservation and improvement of National Park Service recreational, cultural, and natural resources. Park partners may include individuals, groups, companies, corporation, state and local agencies, and other non- Federal entities that donate funds, equipment, supplies or labor to complete a park project. Projects are generally intended to be small, able to be completed in one year, and consistent with park planning documents.

### **Cultural Cyclic Maintenance - Fund Type 01**

Funds are used for the maintenance and rehabilitation of historic structures and museum collections. Appropriate projects include predictable tasks performed on a fixed periodic basis with a cycle longer than one

year. The work may be completed through contracts or seasonal day labor.

### **Donations - Fund Type 26**

Parks are authorized to accept and use donated funds to meet the purposes of the National Park Service. Use of these funds is strictly controlled, must be consistent with legislative authority, and must meet with the approval of the grantor.

### **Emergency Relief and Storm Damage - Fund Type 04**

Funding may be available for emergency repairs to park facilities damaged by acts of nature and structural fire. Requests for funding should be submitted to the Regional Office for review and approval.

### **Exhibit Rehabilitation and Preservation Program - Fund Type 01**

The Major Rehab Program administered by Harpers Ferry Center (HFC) provides repair, rehabilitation or replacement of audiovisuals and exhibits, preservation of artifacts and museum specimens, and acquisition of historic furnishings. Interpretive media projects in newly authorized areas may also be submitted.

### **Fee Program - Fund Type 04**

No- year funding to offset (not enhance) park base funding allows flexibility to carry base funding across fiscal years, but only on a very limited basis.

### **Fee Demonstration Program - Fund Type 25**

The recreation fee demonstration program allows parks that collect fees to retain 80% of the revenues generated. The remaining 20 percent will be made available servicewide.

### **Informational Publications Program - Fund Type 01**

Park folders, handbooks, posters, and other publications prepared by Harpers Ferry Center for parks are funded from this account. Note: Regional Offices frequently supplement funding for folders.

### **National Parks Pass - Fund Type 22**

Seventy percent of proceeds from Pass sales remain with the selling park

to fund approved projects. The remaining proceeds support projects servicewide.

### **Parks- as- Classrooms - Fund Type 01**

Funds may be requested to promote cooperative education programs combining park settings and classroom study. Eligible activities include those presented at the park, at schools, and at community organizations near parks.

### **Park Concessions Franchise Fees - Fund Type 99**

Eighty percent of concessions franchise fees generated at a park are available to that park for approved projects (concessions related needs, environmental and energy efficiency projects, visitor services, resource management programs). The remaining 20% will be made available for servicewide projects.

### **Regular Cyclic Maintenance - Fund Type 01**

To qualify for funding, projects must be submitted to the park's ten- year cyclic maintenance program. Funds may be used to maintain park roads, trails, building, utility systems, and other facilities. Appropriate projects include tasks recurring on a fixed periodic cycle that is longer than one year and no longer than ten years. Some Regions also fund Exhibit Cyclic Maintenance and Natural Resources Cyclic Maintenance from this fund source.

### **Repair and Rehabilitation - Fund Type 01**

Funding is used to cover the cost of repair and rehabilitation of existing facilities, roads, trails, and utility systems. Permanent employee's salaries should not be charged to repair and rehabilitation accounts.

### **Volunteers- in- Parks (VIP) - Fund Type 01**

Funding may be requested for training and incidental expenses such as uniforms, period clothing, local travel, supplies, lodging, meals, and other direct costs chargeable to the Volunteer- in- Parks Program.

## **MEDIA DESIGN AND PRODUCTION CONSIDERATIONS**

A media strategy determines who will do the work, what processes they will use, and in what time sequence. Today there are many options for parks. Harpers Ferry Center, park staff, region staff, contractors, archi-

tectural firms, friends groups, associations, and partners may complete work. Processes may also vary. Development processes tend to be related to the persons and organizations that use them.

Considerations should include determination of the best process through value analysis. Parks understandably desire exhibits that are fast, cheap, and good. The conventional wisdom is that only one or two of those criteria might be achieved. Interpretive managers should consider planning projects that are timely, solid investments, and effective.

## EVALUATION

### Introduction

Evaluation is an essential part of planning and operating a park interpretive program. Over the years it has become increasingly evident that interpretive facilities, media, and activities benefit from evaluation during planning and development and following implementation of interpretive program components. A variety of evaluation activities tailored to specific tasks and questions to be answered should be an ongoing process.

A complete evaluation program should include three cycles of evaluation.

**Front- End Evaluations** are appropriate when conceptual planning considers themes, story lines, and program ideas.

**Formative Evaluations** are done during a process, such as early fabrication of exhibits and test run of activities. Formative evaluations are increasing in the Park Service, especially with the implementation of GPRA and value analysis.

**Summative or Remedial Evaluations** are performed at the end of a process. Summative evaluations have been more common in government agencies. Performance is measured and assessed at the end of a fiscal year. Achievement of media objectives is determined after the media are installed for a period of time. Achievement of short-term educational goals is measured at the conclusion of a program.

### National Park Service Evaluation Program

**Visitor Services Project** assesses visitor backgrounds, preferences,

activities, and opinions through surveys. The Cooperative Park Study Unit (CPSU) at the University of Idaho coordinates the program.

**Government Performance and Results Act (GPRA)** holds offices and parks accountable for defining and assessing desired outcomes. Park staff conducts evaluation of goal accomplishment annually.

**Value Analysis Program** assesses the cost effectiveness of design and construction projects in excess of \$500,000.

**Post Occupancy Evaluation Program (POE)** assesses the effectiveness of interpretive facilities and media. The program is coordinated by Denver Service Center and Harpers Ferry Center and may be applied following implementation of media proposals.

**Post Construction Evaluation** coordinated by Denver Service Center looks at the quality of construction of facilities built by DSC.

**Park Initiated Evaluations** are conducted or contracted by parks with assistance from regional offices, service centers, and the Washington Office of Interpretation and Visitor Services.

### Techniques

The following techniques are recommended for consideration as **Park Initiated Evaluations** for implementation at the Park. This is not intended as an all-inclusive list. These methods were selected because they can be applied with relative ease and because they represent techniques with low to moderate cost and time commitments that yield moderate to high value/benefits. [A Field Guide for Evaluating National Park Service Interpretation](#), by Brett Wright and Marcella Wells, provides a complete description of these and other techniques.

### Importance/Performance Analysis

Cost - Low                      Time - Moderate                      Value/Benefit - High

This analysis, more quantitative than qualitative, is an empirical test used to obtain assessments of visitor satisfaction. The analysis helps determine which areas of a program require the most resources and attention, which resources could be reduced or eliminated from particular areas of a program, or which efforts should be maintained. This technique is easily understood, easily displayed, easily interpreted to obtain data that can be applied readily to program decisions. It can be

used to evaluate both overall program as well as single activities.

### Auditing

Cost - Moderate                      Time - Moderate                      Value/Benefit -  
Moderate/High

Auditing helps supervisors guide development of interpretive activities and interpreters improve their performance. The auditor and interpreter set and discuss objectives prior to the audit. The auditor then conducts the formal audit using checklists adapted to the program being audited. A post-audit conference, a direct two-way communication, must take place as soon as possible after the formal audit. It provides prompt feedback to the interpreter being audited and provides basis for follow-up coaching. The evaluator is able to assess interpreter's actual performance in terms of content and technique. Coaching aspects of the audit to lessen the intimidation of the evaluation process and provide the opportunity to correct inconsistencies before they become habit.

### Interviewing

Cost - Low/Moderate                      Time - High                      Value/Benefit - High

There are three approaches to interviewing. In each a single interviewer facilitates the conversation to gather data that reveals the interviewees perspective by allowing them to express their understanding of a situation in their own words. The Informal Conversational Interview, or unstructured interview, presents open-ended questions in spontaneous, free-flowing conversation. The Interview Guide Approach, or semi-structured interview, uses predetermined questions or issues, but the interviewer adapts wording and sequence flexibly during the interview. This approach may be used effectively for group interviews where the facilitator focuses the conversation. The Standardized Open Ended Interview presents the same carefully worded questions in the same sequence to all interviewees. This method reduces interviewer bias and makes data analysis easier than other methods. Regardless of the approach to interviewing, response rates for interviews are usually higher than with a questionnaire and more complex issues can be addressed.

### Focus Groups

Cost - Low                      Time - Moderate                      Value/Benefit - High

Focus groups are small groups formed specifically to discuss a particular question, concern or problem and led by a well-trained discussion leader who uses a study guide to facilitate the topic of discussion. Focus



interpretive section accounts for the interactions perceived in the situation by interpreting processes observed. The evaluator presents **value judgements** based on criteria related to the specific situation and the needs of the creator or presenter of the interpretive experience. National Park Service staff, representatives of partnership organizations, and consultants completed this long- range interpretive plan.

# PLANNING TEAM &

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National Park Service staff, representatives of partnership organizations, and consultants completed this long- range interpretive plan.

## LYNDON B. JOHNSON NATIONAL HISTORICAL PARK

Leslie Starr Hart	Superintendent
Brian Carey	Supervisory Park Ranger
Sandy Hodges	Chief, Interpretation/Education
Bob Howard	Chief Ranger
Sherry Justus	Supervisory Park Ranger
Virginia Kilby	Museum Curator
Evelyn Klein	Park Ranger
Edward Meier	Ranching Supervisor
Madeleine Moss	Park Ranger
Dale Scheier	Facility Manager
Gary Skrove	Park Ranger
John Tiff	Park Historian

## HARPERS FERRY CENTER

Keith Morgan	Park Ranger - Planner
Karine Erlebach	AV Producer- Director
Bob Grogg	Publications Specialist
Sarah Heald	Historic Furnishings
Anita Smith	Exhibit Planner

# APPENDIX A

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## Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

National Park Service  
Harpers Ferry Center

June 1999

Prepared by  
Harpers Ferry Center  
Accessibility Task Force

Contents  
Statement of Purpose  
Audiovisual Programs  
Exhibits  
Historic Furnishings  
Publications  
Wayside Exhibits

## STATEMENT OF PURPOSE

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

**"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."**

NPS Special Directive 83-3, Accessibility for Disabled Persons

## Audiovisual Programs

Audiovisual programs include video programs, and audio and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The Approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

### Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

### Guidelines Affecting Visitors with Visual Impairments

Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

### Guidelines Affecting Visitors with Hearing Impairments

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

### Guidelines Affecting Visitors with Learning Impairments

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

## Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

### Guidelines Affecting Visitors with Mobility Impairments

Note: The **Americans with Disabilities Act Accessibility Guidelines (ADAAG)** is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed at between 36" and 60" from the floor.
2. Artifact Cases:
  - a. Maximum height of floor of artifact case display area shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
  - b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
4. Railings/barriers: Railings around any horizontal model or exhibit element shall have a maximum height of 36" from the floor.
5. Information desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:

- a. Height from the floor to the top: **28 to 34 inches**. (ADAAG 4.32.4)
  - b. Minimum knee clearance space: **27" high, 30" wide and 19" deep** of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space **30" high, 36" wide and 24" deep** is recommended.
  - c. Width of top surface of section: at least **36 inches**. Additional space must be provided for any equipment such as a cash register.
  - d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.
6. Circulation Space:
- a. Passageways through exhibits shall be at least **36" wide**.
  - b. If an exhibit passageway reaches a dead- end, an area **60" by 78"** should be provided at the end for turning around.
  - c. Objects projecting from walls with their leading edges between **27" and 80"** above the floor shall protrude no more than **4"** in passageways or aisles. Objects projecting from walls with their leading edges at or below **27"** above the floor can protrude any amount.
  - d. Freestanding objects mounted on posts or pylons may overhang a maximum of **12"** from **27"** to **80"** above the floor. (ADAAG 4.4.1)
  - e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)
  - f. Passageways or other circulation spaces shall have a minimum clear head room of **80"**. For example, signage hanging from the ceiling must have at least **80"** from the floor to the bottom edge of the sign. (ADAAG 4.4.2)
7. Floors:
- a. Floors and ramps shall be stable, level, firm and slip- resistant.
  - b. Changes in level between **1/4"** and **1/2"** shall be beveled with a slope no greater than **1:2**. Changes in level greater than **1/2"** shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)
  - c. Carpet in exhibit areas shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.
8. Seating - Interactive Stations/Work Areas: The minimum knee space underneath a work desk is **27" high, 30" wide and 19" deep**, with a clear floor space of at least **30" by 30"** in front. The top of the desk or

work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig.45)

### Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geological specimens, cultural history items, etc.).
2. Typography - Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:
  - a. Type size - No type in the exhibit shall be smaller than **24 point**.
  - b. Typeface - The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatino, Century, Helvetica and Universe.
  - c. Styles, Spacing - Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.
  - d. Line Length - Limit the line length for body copy to no more than **45 to 50 characters per line**.
  - e. Amount of Text - Each unit of body copy should have a maximum of **45- 60 words**.
  - f. Margins - Flush left, ragged right margins are easiest to read.
3. Color:
  - a. Type/Background Contrast - Percentage of contrast between the type and the background should be a **minimum of 70%**.
  - b. Red/Green - Do not use red on green or green on red as the type/background color combination.
  - c. Do not place body copy on top of graphic images that impair readability.
4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface and color combinations for labels in that exhibit.
5. Exhibit Lighting:
  - a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.

- b. Harsh reflections and glare should be avoided.
  - c. The lighting system shall be flexible enough to allow adjustments on-site.
  - d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.
6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs, which designate permanent rooms and spaces, shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs, which provide direction to or information about functional spaces of the building, shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, **the word "Handicapped" shall not be used** beneath the symbol. Instead, use the word "Accessible".

#### **Guidelines Affecting Visitors with Hearing Impairments**

- 1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
- 2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
- 3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

#### **Guidelines Affecting Visitors with Learning Impairments**

- 1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
- 2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
- 3. Graphic elements shall be used to communicate non-verbally.
- 4. The exhibits shall be a multi-sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
- 5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

## Historic Furnishings

Historically refurbished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

## Guidelines Affecting Visitors with Mobility Impairments

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform to UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for visitors with physical impairments.

## Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.

3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor- controlled rheostat- type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands- on" tactile interpretive devices.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

### **Guidelines Affecting the Visitors with Learning Impairments**

1. Where appropriate, hands- on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations, which utilize the physical space as a method of providing multi- sensory experiences, will be encouraged.

### **Publications**

A variety of publications are offered to visitors, ranging from park folders, which provide an overview and orientation to a park, to more comprehensive handbooks. Each park folder should give a brief description of services available to visitors with disabilities, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in the park. A template for this site bulletin will be on the Division of Publications website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type, 16 points minimum and follow the large- print criteria below.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

## Guidelines Affecting Visitors with Visual Impairments

### i. Publications for the general public:

#### a. Text

- (1) Size: the largest type size appropriate for the format.  
(preferred main body of text should be 10pt)
- (2) Leading should be at least 20% greater than the font size used.
- (3) Proportional letterspacing
- (4) Main body of text set in caps and lower case.
- (5) Margins are flush left and ragged right
- (6) Little or no hyphenation is used at ends of lines.
- (7) Ink coverage is dense
- (8) Underlining does not connect with the letters being underlined.
- (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
- (10) Photographs have a wide range of gray scale variation.
- (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 8 pt type.
- (12) No extreme extended or compressed typefaces are used for main text.
- (13) Reversal type should be minimum of 11 point medium or bold sans-serif type.

#### b. The paper:

- (1) Surface preferred is a matte finish. Dull-coated stock is acceptable.
- (2) Has sufficient weight to avoid "show-through" on pages printed on both sides.

### 2. Large- print version publications:

#### a. Text

- (1) Size: minimum 16 point type.
- (2) Leading is 16 on 20pt.
- (3) Proportional letterspacing
- (4) Main body of text set in caps and lower case.
- (5) Margins are flush left and ragged right.

- (6) Little or no hyphenation is used at ends of lines.
- (7) Ink coverage is dense.
- (8) Underlining does not connect with the letters being underlined.
- (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
- (10) Photographs have a wide range of gray scale variation.
- (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 14 pt type.
- (12) No extreme extended or compressed typefaces are used for main text.
- (13) Sans- serif or simple- serif typeface
- (14) No oblique or italic typefaces
- (15) Maximum of 50 characters (average) per line.
- (16) No type is printed over other designs.
- (17) Document has a flexible binding, preferably one that allows the publication to lie flat.
- (18) Gutter margins are a minimum of 22mm; outside margin smaller but not less than 13mm.

b. Paper:

- (1) Surface is off- white or natural with matte finish.
- (2) Has sufficient weight to avoid "show- through" on pages printed on both sides.

3. Maps:

- a. The less clutter the map, the more visitors that can use it.
- b. The ultimate is one map that is large- print and tactile.
- c. Raised line/tactile maps are something that could be developed in future, using our present digital files and a thermaform machine. Lines are distinguished by lineweight, color and height. Areas are distinguished by color, height, and texture.
- d. The digital maps are on an accessible web site.
- e. Same paper guides as above.
- f. Contrast of typeface background is high. (70% contrast is recommended)
- g. Proportional letterspacing
- h. Labels set in caps and lower case

- i. Map notes are flush left and ragged right.
  - j. Little or no hyphenation is used as ends of lines.
  - k. No extreme extended or compressed typefaces are used for main text.
  - l. Sans- serif or simple- serif typeface.
4. The text contained in the park folder should also be available on audiocassette, CD and accessible web site. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
  5. The official park publication is available in a word processing format. This could be translated into Braille as needed.

### **Guidelines Affecting Visitors with Hearing Impairments**

Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

### **Guidelines Affecting Visitors with Learning Impairments**

1. The park site bulletin should list any special services available to these visitors.
2. Publications:
  - a. Use language that appropriately describes persons with disabilities.
  - b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
  - c. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
  - d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
  - e. Text will be concise and free of long paragraphs and wordy language.

### **Wayside Exhibits**

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to visitors with disabilities. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inac-

cessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

### **Guidelines Affecting Visitors with Mobility Impairments**

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6- 28 inches.
3. Trailhead exhibits will include information on trail conditions which affect accessibility.
4. Wayside exhibit sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

### **Guidelines Affecting Visitors with Visual Impairments**

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

### **Guidelines Affecting Visitors with Hearing Impairments**

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

### **Guidelines Affecting Visitors with Learning Impairments**

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.

# APPENDIX B

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