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National Park Service
U.S. Department of the Interior

September 2001
Memorandum

To: All Employees
From: Director Fran P. Mainella
Subject: Communicating Our Mission

I am pleased to provide you with this notebook that takes what we learned through the Message Project and translates it into simple, yet concrete actions to help each of us tell the national park story even better.

The American people love their national parks and are hungry for information about them. Sharing our passion for the parks with our fellow citizens invites them to discover connections and a sense of relevance in the places that they have entrusted to our care.

To do that, we must help them learn about the places they own in ways that are compelling for visitors and non-visitors alike. We must ensure that all Americans feel welcome in their national parks, treating them as stakeholders, not simply tourists.

This call to action is so critical that it has been adopted as National Park Service policy, Director's Order #52A, Communicating the National Park Service Mission. Your copy is enclosed.

This notebook is intended to help you get started or take the next steps in implementing this policy. All managers should ensure that their staff has access to this information, which is also available at www.graphics.nps.gov.

I invite every employee to join me in this effort. We are one organization, with one mission. Each of us has a critical role to play in effectively communicating that mission to the public and extending to them an invitation to join us in our stewardship efforts.

To put a new perspective on the challenges and opportunities we face, I urge you to read the remarks immediately following this memorandum that Mike Bento delivered at the Discovery 2000 Conference last year. When we first put this notebook together, Mike's excellent talk was Appendix G. After I read it, I wanted it to be "Exhibit A". It shows not only what we need to do, but his approach is fresh and imaginative. That is a best practice we can all adopt.

Remarks of Michael Bento*

Senior vice president, Ogilvy Public Relations Worldwide,
Discovery 2000 Plenary Session, September 14, 2000

Last winter, America Online and Time Warner announced their merger, becoming one of the largest media companies on the planet. Other media tycoons were not amused.

Rupert Murdoch, the brash Australian who owns Fox, TV Guide, and tabloid newspapers around the globe, summoned his staff and directed them to find other leading media and communication companies to acquire. He was not going to be left in the dust of Time Warner and America Online.

Several weeks later his staff assembled to report on their research. They were excited. "We think we've found the largest, most comprehensive and most efficient media and communications company in America."

The staff reported:

"This operation is a newspaper publishing powerhouse. While the Gannett chain publishes just 99 newspapers, this company publishes over 300!"

"On the Internet, they rock! Their site had over 1 million visitors in July, the same traffic level as web sites for ABC News, *USA Today, New York Times* and the *Washington Post*."

"They have a collection of AM radio stations and produce programming for cable and broadcast."

"They operate a chain of movie theaters second only to the Loews Cineplex Chain."

"If you take all of their signage, they have more square feet and in better locations than all the billboard companies combined!"

"They have over 285 million direct consumer contacts, more than Disney, Universal Studios, and the NFL!"

"And while the public generally despises the media, the same public overwhelmingly admires this operation."

"What does something this large and this successful cost to run," asked Murdoch? "The overhead must be outrageous!"

*Mr. Bento was a key member of the Message Project Team, beginning in March 1999.

His staff responded:

"While the combined Time Warner / AOL will have over 80,000 employees, this media conglomerate does all this with only 20,000 people."

Murdoch shuddered at the talk of personnel. "With that few people, they must all be experts, and they must have amazing salaries, more than I have to pay the cast of Ally McBeal!"

"No Mr. Murdoch, Sir, they all work cheaply—some very cheaply!"

Murdoch was incredulous—"Employee turnover must be awful."

"No Mr. Murdoch, Sir, people stay for years, generations even."

Murdoch didn't believe it. "Then they must have the most amazing stock option plan ever devised."

"Well Mr. Murdoch, Sir, We sent our accountants to investigate that, and they came back mumbling something about 'getting paid in sunsets.' We're not quite sure what that means."

By now, Murdoch had heard enough. "I want them." he thundered. "Do whatever you have to raise the cash. Sell one of my horse farms. Cut off one of my ex-wives. Disinherit a son. I must own this empire!"

His staff looked at each other in silence, until finally someone said, "I'm sorry, Mr. Murdoch, Sir, they aren't for sale now, and they never will be. They are the National Park Service."

Now that moment is obviously imaginary, but the numbers aren't. You sit here today on top of an amazing communications empire. You have one of the largest, multi-channel communication systems in the world. That gives you an enormous capacity to reach the American public, a public that fundamentally trusts you and is open to what you have to say. You are media moguls on the scale of Rupert Murdoch, but you don't see yourselves that way, and consequently, haven't harnessed the power of this empire.

Communicating with the public isn't simply a nice extra thing to do—it's essential for the health of the national parks and the National Park Service.

At the most basic level, you need to communicate with the public because they pay the bills. Two billion dollars comes from the taxpayers each year, and taking that for granted is a prescription for disaster.

On a deeper level, you need to communicate with the public so that they will understand and support increasingly complicated management issues. The public needs to grasp the complexity of resource management issues inside the parks, like snow machines, personal watercraft, species reintroduction, and non-native plants.

And on the deepest level, you need to communicate with the public because parks aren't islands. The public needs to understand the interconnection of natural systems and how heritage and culture are woven into the fabric of places, places not always controlled by the Federal government. The public needs to understand and value parks they will never get to. Only 6,000 people a year visit Lake Clark in Alaska. What are we doing to explain to the other 250 million Americans why Lake Clark is a special place that needs to be preserved?

So the challenge is not to build a new communications infrastructure, not to find new resources in increasingly tight times, not to become something different from what you already are today.

The challenge is to take this powerful tool you have in your hands, and to use it to advance your fundamental mission. The challenge is to understand yourselves as leaders of a communications empire, and to act with that understanding. To be successful leaders of a communications empire means three simple things:

First, know your audience;

Second, speak in a clear, consistent voice; and

Third, share your thinking.

Let me start with your audience. Who are these 285 million people who visit every year? Or, who do we think they are? Are they tourists or are they stakeholders. If you looked at most park communications, the answer would be pretty clear. They are these folks:

(At this point a short clip from the movie "National Lampoon's Vacation" featuring the Griswold's cross-country trip to Wally World (stopping at national parks) was shown.)

Judging from lots of the communication in parks, the Griswolds are the target audience. Tourists, who breeze through the parks, never stopping long enough to appreciate them, never getting off the beaten paths to have a "real" park experience. Over and over again, the message that's communicated is that National Park Service protects parks from the public, not for the public. That's not to say that parks don't need lots of protecting, but if the communication is framed that way—"us versus them", "you are the problem"—what chance do we have to turn that visitor into a stakeholder? One of the visitors center we toured had a wall of displays labeled "Visitor Impact." What message does that send? Well, it offers examples of the range of stupid things people do in parks. Are those really the examples the public needs more of? Too often, we speak to people's worst instincts in an effort to curb them, rather than appealing to their best instincts in the hope of encouraging them. When we address the public as tourists, we increase the likelihood that is all they will ever be.

But I would submit that the Griswolds aren't the public. Let me show you the real public, not the Hollywood version.

(At this point a short video clip of several families enjoying a hike in Yosemite was shown.)

Those people care about Yosemite the way you do. Those people understand the importance of protecting Yosemite so that the baby will have the same opportunity to experience Yosemite on her honeymoon that Hal and Marg had on theirs in 1951. Those people are stakeholders. Are we communicating with them? Yosemite certainly does. When I visited a year ago I was struck by the amount of information readily available about the management of the valley, the recovery from the flood, the evolution of management practices. Driving to work last Spring I heard Chip Jenkins interviewed on NPR about the transportation plans, explaining that National Park Service wants the public to enjoy looking up at the majesty of Yosemite, not down at the car bumper in front of them. A wonderful sound byte, and a great job explaining a management decision in a way that makes it relevant to the public. Yosemite communicates with Hal and Marg, and by doing so, is creating the next generations of Hal and Margs.

Lest you think that Hal and Marg are too good to be true, let me tell you about the research we conducted this summer. Over a three week period, we conducted 21 focus groups in seven cities. We heard from a broad cross section of Americans. And that broad cross section is much closer to Hal and Marg than to the Griswolds.

We asked the public what, based on their direct experience and what they had learned from the media, they expect when they go to national parks.

First, safety. In an increasingly unsafe world, the focus group participants had confidence that the parks were safe—well policed, well maintained. Across the country, even in groups that would mention the highly publicized murders last summer at Yosemite—there was a sense that parks are havens from the normal incidence of crime.

Second, the public expects to find parks clean and well maintained. And the focus group participants felt confident this expectation was being met. They ascribe to you a higher standard of management, and believe the parks reflect that higher standard. Related to that, bans on snowmobiles and personal watercraft were raised to some degree by the participants in each of the 21 focus groups. That may not surprise you. But what I think will surprise you—in 20 of the 21 groups, there was strong support for National Park Service imposed limitations. The public understands the value of protecting wildlife and natural systems, and trusts that when you impose limitations, those limitations are well founded. The limitations on snowmobiles and personal watercraft are a powerful example of your leadership. While many of you in this room bear the scars of that issue, you should know that it symbolizes to the public the quality of your management.

At the same time the public holds the belief that parks are well maintained, they also hold a completely contradictory perception about over-crowding and run down facilities. Cutting against confidence in your management was an often repeated three-word phrase—"loved to death." You have used this language and the public has heard you. That three-word phrase was developed to convince the 535 Americans who happen to be Members of Congress that they should provide you with more resources. But used as the message to 250 million Americans, it does more harm than good. Those three words are profoundly disrespectful of the parks, suggesting they are in shambles, not worth visiting, suggesting the parks are "dead" and they have nothing left to offer. Those three words are profoundly disrespectful of you and your management, positioning you simply as passive observers of increasingly harmful visitor impact. Those three words are profoundly disrespectful of the people who toil each day on the front lines, mowing the grass, maintaining facilities, assisting visitors. And those three words undercut your ability to find more resources, because they suggest to the public the battle is over and lost. When you use those three words, the public has little incentive to connect and to care. Those three words will not build and strengthen your constituency of stakeholders—they will simply demoralize the public and your staffs. I suggest we leave here today committed to leaving those three words in our past.

The third theme to emerge from the focus groups was the value that the public places on the opportunity for education found at national parks. What the public expects from parks are visitor centers, educational programs, hands on learning opportunities, experiences that one participant described as "more interactive than in classrooms." Parents were proud to have exposed their kids to parks, and felt good about having done so because of the quality of the experience. But the public doesn't begin to understand how much education there is in parks, because the public doesn't understand the breadth and depth of the System. Focus group participants were genuinely surprised to learn that national parks tells the story of the immigrant experience, the Underground Railroad, American inventors, jazz, and many other topics.

Fourth is the Rangers. The public loves the Rangers. Now, the public understands everyone in the uniform to be a Ranger, and that's a good thing. They have experienced National Park Service employees as smart, dedicated, and enthusiastic. They have experienced park employees who clearly enjoy their job, sharing their passion about these special places. And by the way, they know how much you do with very limited resources. They know no one gets rich working for the National Park Service, and they appreciate that. In an interesting indication of the public's savvy when it comes to the limitations on your budget, one participant put it this way. "The Pentagon spends more on wine at their Christmas party than the entire Park Service budget."

Those four points represent the opportunity we have to create stakeholders. The research drives home the point, the public isn't the Griswolds, it's Hal and Marg at Yosemite. Or, it's a public with the potential to become the next generation of Hal and Margs if we seize the opportunity.

So how can we most effectively seize this opportunity? Most important is speaking in a clear, consistent voice. You can't be leaders if you can't be seen or heard. Public opinion research done two years ago revealed that the public thinks there are about five national parks, that they are all out West, and that most begin with "Y." And it's easy to understand why the public believes that.

That great big communication operation that I began by describing doesn't do a good job communicating how [384] Parks and countless programs in communities are all related. At every nonprofit institution in America accepting United Way dollars, there is the same sign "United Way Working Here," with their logo. At every highway project paid for with Federal Highway Administration funds, there is the same sign—"Your Tax Dollars At Work." But we ask the public to play detective in figuring out where your ethic is at work. In the focus groups, when we asked participants about national parks in their area, there were often lively disagreements.

"That's not a national park, that's a national memorial"

"Well there was a Ranger, so I guess it had to be a national park."

When you have the kind of public support you do, and when that public support brings with it a greater openness to your management decisions, why in the world wouldn't every park and program want to clearly and consistently make the connection?

The tools for making that connection, and for speaking with a clear consistent voice are quite simple. First, it's the Arrowhead. The Arrowhead is your mark of credibility, and brings together a wide range of places and programs under your ethic of conservation. The second tool is the sentence that makes your work relevant to the public, the sentence that appears on the program for this conference, *The National Park Service cares for special places saved by the American people so that all may experience our heritage*. That sentence brings clarity to what you do, and includes the wide range of skills and disciplines within the organization. And the third tool is EXPERIENCE YOUR AMERICA™. Those words, tested in focus groups, are an invitation to the public to connect, to feel pride, and to feel ownership. Simply put, it's an invitation to become a stakeholder. These words alone aren't the silver bullet, but they are effective at beginning a conversation with the public. These three tools give you what you need to present a clear and consistent voice to the public.

A consistent identity and a clear, consistent voice give you the bully pulpit. Leadership means using that pulpit. Let me give you an example.

Rock Creek Park has done a great job in strengthening the public's awareness of the park through signage. As an urban park, there are lots of points of entry and roads through the park. As those entrances have been marked, and units within the park identified with the Arrowhead, the park's identity has become clearer in the Washington area.

Signage is part of creating the bully pulpit. But that's not enough. The parks need and the public is open to your using that bully pulpit. And Rock Creek has done that. There is a development issue along Connecticut Avenue in Washington. A new apartment building is under consideration, and Rock Creek's Superintendent, Adrienne Coleman, has been a prominent voice in the discussion about that development. Many saw the news coverage about the issue and didn't feel they had much at stake because they didn't live in the neighborhood where the building will be built. But when the news coverage made clear that the development could have an impact on Rock Creek Park, suddenly everyone who is a stakeholder in Rock Creek Park has a direct stake in whether and how that apartment gets built, regardless of where they live. And through her leadership, Superintendent Coleman has communicated important information about how parks are part of complex ecosystems. Leadership is building the bully pulpit and then using it.

So, the first point is to know your audience. The second point is to speak with a clear, consistent voice. The third point is to share your thinking.

The range of management issues you face is truly staggering. To each of them you bring a serious approach, drawing facts from science, balancing use with preservation, incorporating your values, and promulgating enlightened public policy. An essential part of leadership is communicating this process, explaining your thinking in ways that build understanding with the public. The more you explain your thinking, the more you put forward the ethic and the values that are behind that Arrowhead, the more your leadership will be recognized. And the greater the chances that people will be able to take the ethic that you have explained, and live that back in their own communities. Leadership means more than simply getting buy-in from the public, it means informing and empowering stakeholders with the goal that they become leaders.

Great Smoky Mountains National Park is actively pursuing this goal. In July, in partnership with the Gatlinburg Gateway Foundation, the Friends of Great Smoky Mountains National Park and the Great Smoky Mountains Natural History Association, the park launched *Experience Your Smokies,* half day seminars for local community leaders on management issues facing the park. More than just a talk, the community leaders literally get their feet wet, and get to understand issues from the park manager perspective. The park has also included the media in this effort, so that the entire community is learning about park issues, and about the park's commitment to include the community in addressing those issues.

By knowing your audience, speaking in a clear, consistent voice, and explaining your thinking, you can take control of the powerful media and communication capacity you have at your disposal. You can take control of this capacity and use it to build stakeholders who will share with you the job of protecting the future of the parks.

I began today with a moment of fantasy. Let me end with a moment of history. On a cold December day in 1914, Secretary of the Interior Franklin Lane met with Stephen Mather, and said to him: "I'm looking for a new kind of public official, one who will go out in the field and sell the public on conservation." The challenge today is the same one that faced Mather. The challenge is to be a new kind of public official, to use your vast communication structure to connect Americans to the national parks, and by connecting them, to make them stakeholders in stewardship.

Thank you.

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Introduction

In survey after survey, Americans consistently rank the National Park Service as one of the most respected Federal agencies. Based on these surveys, the National Park Service has gone about its business confident of the public's support.

But what does the public really know?

The National Park Service, through a collaboration with the National Park Foundation, asked this question and received an unanticipated wake-up call. While the public does truly love national parks, we found limited understanding—or even awareness—of the depth and breadth of the National Park System and the mission of the National Park Service.

Simply put, too many Americans see national parks as only a handful of Western wilderness vacation destinations.

To understand and then bridge the gap between the reality and the perception of the national parks, the Message Project was born.

Its goals were to identify ways to:

- Increase awareness of the depth and breadth of the National Park System and the mission of the National Park Service;
- Increase awareness that the parks are authentic places that offer unique learning opportunities;
- Provide useful and compelling information that will help visitors plan a better experience; and,
- Invite the public to find relevance in this information, make personal connections to the parks, and join us as partners in stewardship—both in the parks and in their own communities.

While straightforward, these are not simple goals. They challenge us to change the public perception of, and experience with, the national parks and to develop a public understanding of the mission of the National Park Service outside of national parks.

To be successful, we must fundamentally alter the way we communicate, whether in publications, films, exhibits, interpretive talks, or community forums.

This publication—Communicating the National Park Service Mission—will help. It is designed to begin the implementation of the policy articulated in Director's Order #52A (which can be found in its entirety in Appendix A). It provides basic tools and suggestions for immediate action. It also summarizes the research and other steps that shaped this effort. It is intended to create a common beginning, not to define all that must be done. The changes we are making must become part of our culture and part of the way we do business now and every day in the future.

The impact of these changes will be seen in a variety of ways.

- Families planning a vacation will understand that there are options beyond the Grand Canyon, Yellowstone, and Yosemite—and that there are times to visit those parks other than peak summer months.
- Visitors will arrive at a park with an understanding of why that place is special, how to craft a visit that will be meaningful to them, and how to experience the park in a way that is safe for themselves—and for the park.
- All Americans, whether they visit a national park or not, will have access to information about the places and stories that the National Park Service preserves.

- Teachers and students will view the National Park Service as a partner in education offering authentic learning experiences, unique research facilities, and invaluable educational resources.
- The 275 million annual visitors to national parks will know that they are in a national park.
- Community leaders searching for help in preserving local history or creating close-to-home recreational opportunities will think: National Park Service.

To help make this happen, we encourage your creativity, enthusiasm, and ideas. Take the basic tools you'll find on the following pages and go even farther. Then share your successes, experiences, and questions with colleagues Servicewide at www.graphics.nps.gov.

The National Park Service has made the commitment to connect to the public. Fulfilling that commitment will take every employee. Keep reading to see what you can do.

Twelve things you can do today!

1. Wear your uniform
2. Adopt the new graphics standards
3. Connect what you do to the whole
4. Listen to yourself talk
5. Treat visitors as stakeholders, not tourists
6. Understand the impact of change
7. Seek out the opinions of non-visitors
8. Review your publications
9. Tell visitors what you are doing with their fees
10. Pictures are worth 1,000 words!
11. Share what you know
12. Be an ambassador

1. Wear your uniform

The Issue

Visitors to parks immediately recognize Park Rangers. The National Park Service uniform is a powerful symbol, yet it is not routinely worn by uniformed employees who represent the Service at public events outside of parks.

The Fix

When you represent the National Park Service in public—at community meetings, media interviews, etc.—unless there is a good reason not to, if you have a uniform, wear it! Wear it proudly and properly, because in it YOU are the National Park Service.

Best Practices

In Brownsville, Texas, Park Rangers at **Palo Alto Battlefield** are sometimes mistaken for Border Patrol agents, but the power of the National Park Service uniform hit home one day. It had been two weeks since one of the park's interpretive Rangers had taken her school program to a classroom of 6th graders. Arriving home one night, a different park employee—in uniform—was approached by a kid in the neighborhood she didn't know who pointed at the Arrowhead on her shoulder and said, "I know you. You work at Palo Alto for the National Park Service." The child had been in Ranger Karen's class two weeks before and made the connection.

2. Adopt the new graphics standards

The Issue

The National Park Service has hundreds of publications. We have thousands of signs, waysides, and exhibits. Twenty thousand employees regularly hand out business cards, send faxes, and write memos. Other than the Unigrid brochure, there is no common look to any of it. Without a unifying look, you fail to convey that your park or program is connected to all the others.

The Fix

Use the enclosed CD (and supporting information) or go to www.graphics.nps.gov and download the templates for fax sheets and other forms. Start using them now! When your current supply of business cards is gone, follow the simple ordering process at http://www.graphics.nps.gov/templates/bcards.htm to get the new ones. Adopt the new graphics standards when current supplies of printed materials are exhausted, when replacing or installing new signs (these standards are expected in Winter 2001), or when designing next year's park newspaper. Use the Arrowhead on ALL public materials you produce. It is the symbol of the National Park Service.

[Note: Even prior to finalizing the Servicewide graphics standards, many parks and programs saw the value and adopted the elements of the developing standards—a black band and an Arrowhead—and applied them to their projects. Many of the following best practices reflect that early work.]

Best Practices

Park Newspapers—The **Alaska Region** led the way by bringing a unified look to all park newspapers in the state through the use of a common masthead and a common theme for welcome letters from park superintendents.

Signs—Mount Rushmore became the first park to apply the developing sign standards to the park's new entrance sign.

Arrowhead—The Rivers, Trails and Conservation Assistance Program created a beautiful Citizens' Conservation Tool Kit proudly bearing the Arrowhead front and center.

Websites—The **ParkNet Team** carried the unified graphic identity to the creation and implementation of new Park Profile pages.

Publications—The **Natural Resource Challenge** and ***CRM***—the magazine for cultural resource managers—early and easily adopted elements of the developing design standards.

Graphic identity built on tradition

It has been said that you cannot *not* communicate. In other words, whatever you do—or do not do—says something about you. This is true of individuals, and it is true of organizations. It is certainly true of public agencies like the National Park Service. Whether it is the fit of a ranger's uniform, the cleanliness of a restroom, or the design of a park newspaper, appearances count. They count because they say something to those we serve. The way we present ourselves to those who visit parks—and to those who don't—says much about our mission and our work. In fact, communicating effectively with the public is part of our work, essential to our mission, and is one of our proudest traditions.

An audit of National Park Service communication materials, conducted as part of the Message Project in 1999, revealed a profound lack of consistency in the content and appearance of the materials we provide to the public. In response to this finding, the National Leadership Council directed that design standards be developed to guide the creation of all NPS communications—from business cards to websites to signage. These standards, which are previewed on the following pages, will be posted on www.graphics.nps.gov. They will also be published as Director's Order #52A: Communicating the National Park Service Mission; #52B: Graphic Design Standards; #52C: Park Signs; and #52D: Use of the Arrowhead Symbol.

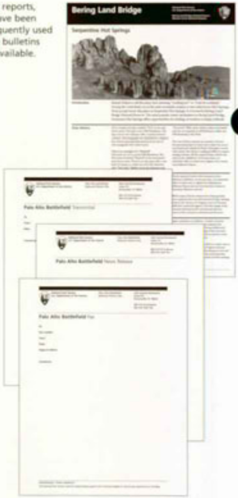
New guidelines and tools

Templates now available online at: www.graphics.nps.gov

The new program of NPS Graphic Guidelines builds on NPS traditions, including the Unigrid design standards for brochures, books, and wayside exhibits produced by the Harpers Ferry Center. The Unigrid program is considered one of the most significant and recognizable examples of public-sector graphic design in recent years. The new NPS Graphic Guidelines, which apply to all NPS communication materials, have been designed to complement the Unigrid standards, and feature more frequent use of the NPS Arrowhead logo.

To help you implement the new standards at your park or in your program, samples and templates have been developed for the array of products you commonly produce. The first generation of these prototypes is available online and on CD-ROM. Included are items such as business cards, fax cover sheets, newspapers and newsletters, and report formats. Samples are available in PDF (portable document format); templates are provided for PC and Macintosh platforms. More items will continue to be added to the website, along with updates on policy and applications.

Samples and templates for reports, brochures, and booklets have been developed in the most frequently used formats. Templates for site bulletins and office forms are also available.



The NPS Arrowhead artwork has been revised, and a more detailed version has been developed for display applications and high-resolution reproduction.

Official NPS business cards are available through the NPS Graphic Identity Program website.

The new NPS Graphic Guidelines introduce two primary typefaces for all NPS media.

The elegant but sturdy NPS Rawlinson was designed specifically for the National Park Service. A full range of styles makes Rawlinson suitable for an array of applications, from signs and exhibits to publications and maps.

Frutiger replaces the Helvetica currently used in many NPS media. Its open character forms enhance legibility on signs and maps and easily complement the new NPS Rawlinson.

NPS Rawlinson

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 0123456789

Frutiger

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 0123456789

Formats have been developed for park newspapers and newsletters in desktop and tabloid sizes, for black-and-white and full-color reproduction. Easy-to-use templates have been created in common publishing programs for PC and Macintosh platforms. Use of the new NPS Graphic Guidelines extends to specialty items, such as CD/Video packaging.

Use of the new NPS Graphic Guidelines extends beyond the usual park-produced publications to include specialty items, such as CD/Video packaging, signage, and exhibits.

Samples shown are for illustrative purposes only.

The Arrowhead

The National Park Service Arrowhead is a well-recognized symbol of the agency. However, since its introduction in the early 1950s, use of the Arrowhead has not been well-defined nor consistently applied. The power of the Arrowhead has been compromised by use of different versions and inappropriate applications. Because the original Arrowhead does not reproduce well at small sizes and in certain media, it does not consistently appear on NPS materials.

As part of new NPS identity standards, the Arrowhead's appearance has been refined to ensure that it works well in a broader range of media and sizes, and takes advantage of today's high-resolution media. Based on the need for a range of stylistic detail, as well as reproduction requirements, several versions of Arrowhead artwork have been created for various applications. All of the formats share the same overall form, pictographic elements, and typography.

Full-color flat artwork

Full-color shaded artwork

Grayscale flat artwork

Grayscale shaded artwork

Black-and-white artwork

Arrowhead artwork in color and black-and-white is available as ready-to-use digital files which you can access online. The larger set of files includes more image detail for use in both fine reproduction processes and large-scale applications.

Digital files intended for less refined reproduction processes and small-size applications are also available. Files for use on websites have been digitally optimized at three frequently used sizes.

To learn more about the new NPS Graphic Guidelines and to access ready-to-use digital files visit

www.graphics.nps.gov

How to use the new standard NPS typefaces

Typography is fundamental to graphic design standards. Using consistent typefaces ensures that the public will readily recognize National Park Service products. The Unigrid publication system introduced in the 1970s provides a solid foundation for extending consistent typographic standards to other NPS products.

The new NPS graphic design standards introduce two typefaces for all NPS graphics: the serif face, NPS Rawlinson, and a complementary sans-serif face, Frutiger. NPS Rawlinson was designed specifically for the National Park Service. Its full range of weights, italics, and condensed versions makes it suitable for applications ranging from signs and exhibits to publications and maps.

New NPS sign standards feature NPS Roadway, a variation of NPS Rawlinson optimized for reading at a distance.

Frutiger replaces the type family (Helvetica) previously used in many NPS applications. Its open letter forms make it more readable on signs and maps. Its clean, modern forms complement NPS Rawlinson.

Using NPS Rawlinson

- Use NPS Rawlinson for titles and subtitles. Its custom qualities are well-suited to NPS products and enhance the NPS graphic design standards.
- Use NPS Rawlinson for lengthy text settings. Serif typefaces are generally easier to read in long bodies of text.
- Do not use Rawlinson for identity-related titles such as park names or agency and departmental identification. Identity-related typography should be set in Frutiger Bold.
- Do not use Rawlinson at very small sizes in complicated applications such as maps and diagram labels.

Selected versions of the NPS Rawlinson typeface:

NPS Rawlinson

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 0123456789

NPS Rawlinson Bold

**ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 0123456789**

Using Frutiger

- Frutiger should be used for all identity-related information such as park names and agency and departmental titles, especially when used in the black band.
- Frutiger should be used for short typographic elements, such as captions and sidebars. It may be used in longer text settings, but careful consideration should be given to ensure legibility.
- Frutiger should be used when very small sizes are required in complicated applications such as maps and diagram labels.

Selected versions of the Frutiger typeface:

Frutiger Roman

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Frutiger Bold

**ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789**

Some basic guidelines to typesetting

Text line style

Flush left, ragged right text settings are recommended for most all NPS materials. With a flush left, ragged right setting, normal word spacing is ensured.

Type that is set flush left distributes excess space at the end of the lines, resulting in an irregular pattern that enhances ease in reading. Type set justified, centered, or flush right may be more difficult to read.

Type that is set flush left distributes excess space at the end of the lines resulting in an irregular pattern that enhances ease in reading. Type set justified, centered, or flush right may be more difficult to read.

Upper and lower case

Avoid the use of all capital letters. All-capital text settings may slow reading speed by as much as 13 percent and take up to 30 percent more space.

We read words by their shapes

The shapes of all-capital settings provide fewer shape clues than upper- and lower-case settings.

WE READ WORDS BY THEIR SHAPES.

THE SHAPES OF ALL-CAPITAL SETTINGS PROVIDE FEWER SHAPE CLUES THAN UPPER- AND LOWER-CASE SETTINGS.

Leading

Leading is the amount of space between lines of type. Adding space between lines helps to improve legibility of smaller text sizes and longer line lengths. Typically 2 points of leading is appropriate for most text settings.

Even smaller text settings can be made more legible by adding the proper amount of space between the lines of type. Longer lines of type also require more space to make them easier to read.

Even smaller text settings can be made more legible by adding the proper amount of space between the lines of type. Longer lines of type also require more space to make them easier to read.Tightly set lines tire the eyes and are more confusing to the reader.

Line length

Text lines that are too long inhibit readability. The total number of letters and spaces per line should be between 40 and 70. Lines that are too long often cause the same line to be read twice.

Long lines of type can be difficult to read, especially when the lines are very close together. Short column width, increased leading, and flush left alignment can all help to improve the legibility of the text. Long lines of type can be difficult to read, especially when the lines are very close together. Short column width, increased leading, and flush left alignment can all help to improve the legibility of the text. Long lines of type can be difficult to read, especially when the lines are very close together. Short column width, increased leading, and flush left alignment can all help to improve the legibility of the text. Long lines of type can be difficult to read, especially *when the lines are very close together. Short column width, increased leading, and flush left alignment can* all help to improve the legibility of the text.

Bolds and italics

Bolds and italics should be used only to provide emphasis. Lengthy amounts of text in either style reduce legibility.

The use of bold type in lengthy text settings should be avoided. Bold text takes up more room and often creates legibility problems. Limited use of bold text is an effective means of providing emphasis.

The use of italic type in lengthy text settings should be avoided. Italic text takes up less room than regular text, but often creates legibility problems. Overuse of italics defeats its purpose.

Paragraphs

For certain texts (brochures, bulletins, websites, etc.) paragraphs may be distinguished by skipping one line. For others (books and other lengthy texts) indentations are more appropriate.

For most typographic settings, a complete line return can be used to separate paragraphs.

This uses more space, but results in more clear alignment and organization.

Paragraph indentation should be used in long text settings to clearly indicate the beginning of a new paragraph.

The amount of indentation usually equals the height of the type size. 8 pt. type is indented 8 pts., for example

Contrast

Anything that reduces contrast reduces legibility. Text over a tint or color background will decrease legibility and should be used with discretion. Lengthy amounts of text reversed out of a black background can cause eye strain.

Use care when setting lengthy amounts of t[illegible]
Generally, anything that reduces contrast re[illegible]
out of black or a strong color may cause an[illegible]

[illegible] lengthy amounts of text over colored or tinted backgrounds.
[illegible] reduces contrast reduces legibility. Also, body copy reversed
[illegible] color may cause annoying visual "noise" that reduces legibility.

10% 20% 35% 60%

How to use the Arrowhead and other graphic elements

To get the National Park Service identity right for your audience, you need to orchestrate three elements: the Arrowhead, the black band, and the type that identifies our agency, the department, and your park or program. This flyer helps you succeed in making all three elements work together to build strong public recognition.

Fifty years of use fixed the Arrowhead in the public mind as our symbol. The full-color flyer *Graphic identity built on tradition* tells you how to use the recently revised Arrowhead artwork successfully.

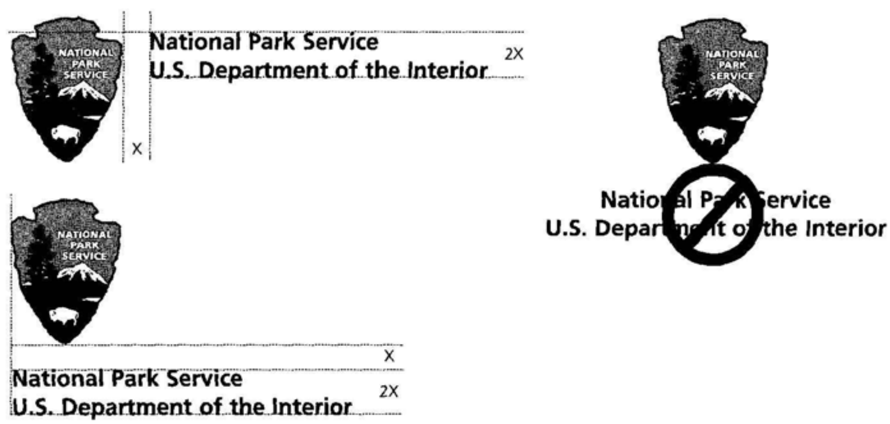
Over twenty years of use made the Unigrid publication program's black band say "National Park Service" to the public. This flyer helps you to use the black band and its variant black bar to assure strong identity.

Consistent use of the the third element—typography—puts the full NPS signature on your product. Only the consistent and proper use of all three elements gives your product and park or program clearly recognizable NPS identity.

How to use the type with the Arrowhead

You will often use the Arrowhead with type that lists the agency and department and your park or program and its partners.

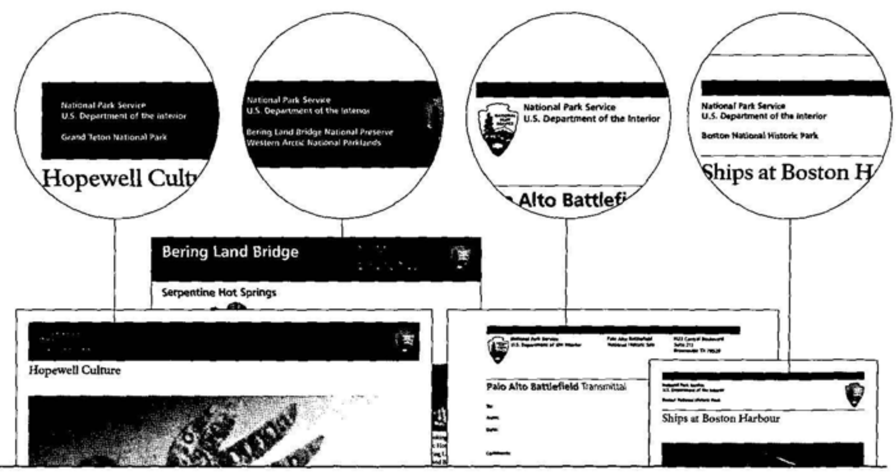
- always set such type in Frutiger Bold, upper and lower case, flush left and ragged right, i.e. not justified.
- place such type right or left of the Arrowhead. If those positions don't work, it can be put below the Arrowhead.
- never center such type.



How the black band and its variations work

Think of the black band as part of the identity that also holds the other graphic elements together.

- the type may be located away from the Arrowhead, depending on the product and how the black band, bar, or rule is used.
- do not center the type.



The motto

The motto should be set in Frutiger Bold, all caps, with wide letter spacing. It can be used alone, or it may be centered in one or three lines below the Arrowhead. It should never appear next to the Arrowhead when typographic elements of the identity are present.

Incorrect use of the Arrowhead artwork

Do not alter the Arrowhead artwork in any way. Some prohibited variations are shown below.

Don't alter the type elements

The typographic elements were carefully designed as a part of the master artwork. Do not alter them in any way. Do not reset the type in another type face. Do not place the type elements outside the Arrowhead. Do not replace the type with any other full or abbreviated text.

Do not reset the type

Do not place the type outside

Do not replace the type

Don't alter the visual elements

Exact consistency in the form of the artwork is important. Do not alter the overall shape of the Arrowhead. Do not alter the art by adding additional elements. Do not change or remove any of the elements in the Arrowhead.

Do not alter the contour

Do not add elements

Do not change elements

Do not remove elements

Don't alter the digital file formats

Reproduction quality of the mark can be severely diminished if you alter the file formats. Do not convert color files into grayscale formats. Do not convert grayscale files into B&W formats. Always use the original files. Do not photocopy or scan from copies of the original artwork.

Do not convert color files into grayscale file or grayscales files into B&W

Do not photocopy or scan the artwork. Use original digital files.

Don't apply special effects

Avoid the temptation to alter the digital artwork by applying the various special effects filters of photo-editing software. For example, do not add drop shadows, emboss, texturize, recolor, or apply gradations to the artwork.

Do not add drop shadows

Do not emboss the artwork

Do not texturize the artwork

Do not recolor the artwork

Don't reverse, distort, or mis-align

Use the artwork as intended. Do not alter or add an additional outline. Do not reverse the digital files or distort the proportions of the artwork. Use only the proper horizontal and vertical alignment of the Arrowhead.

Do not alter the outline

Do not reverse the artwork

Do not distort the artwork

Do not mis-align the artwork

National Park Service
U.S. Department of the Interior

NPS publication templates

The first generation of digital publication templates for an array of commonly-produced products is available online and on CD. Each publication template comes with all elements of the National Park Service graphic design standards in place.

Samples for each product type show effective use of grids and typography. These prototypes are available in PDF (portable document format) and can also be downloaded from the intranet or CD.

Because computer platforms and authoring applications vary, the structure of the documents and the stylistic attribution are specific to each digital file format. Relevant notations accompany each of the files.

As the implementation of the new NPS graphic design standards matures and expands, revised templates and new product types will be added. You should check www.graphics.nps.gov frequently for these new materials and updated information.

Templates now available

Digital templates for PC and Macintosh platforms are now available for the first generation of products. All templates are available in Adobe PageMaker and QuarkXPress formats, and some are also available in PC Microsoft Word and Adobe Illustrator.

- booklets
- brochures
- business cards
- newsletters and newspapers
- office forms
- rack cards
- vertical reports
- horizontal reports

Also available online and on CD

- NPS Rawlinson and Frutiger typefaces
- complete master set of the Arrowhead digital artwork files in color and black and white

3. Connect what you do to the whole

The Issue Bringing a consistent look to National Park Service materials is the first step. The second is to use those materials and other opportunities to make a connection on content. Talking only about your park or your program is an opportunity missed.

The Fix Always make the connection between where you work and what you do and the rest of the National Park Service. Add a second layer of connections that are relevant based on geography or theme. For example:

- Use the Power Point presentation on the enclosed CD as an overview of the National Park Service. It can be easily adapted and serve as the first five minutes of a presentation or as the way you open a public meeting.
- Use the following sentence that succinctly describes what we do, how the public is involved, and why it matters: *The National Park Service cares for special places saved by the American people so that all may experience our heritage*. It can be used wherever a simple expression of mission is appropriate, as the last line of a press release, or in the "signature" block of your email.
- The tagline EXPERIENCE YOUR AMERICA™ should be used, as appropriate, on all official National Park Service materials. [NOTE: This phrase has been trademarked by the National Park Foundation and its use granted to the National Park Service. Any use other than on official National Park Service materials must be approved in advance by the Chief, National Park Service Partnership Office.]
- When talking about your park always mention that it is "one of nearly 400 national parks around the country." The public is confused by the multiple legal designations assigned to parks. Unless the situation requires the formal name(s) of the park, refer to all as "national parks." If you are talking about your program, for example the National Register of Historic Places, or Rivers and Trails, make it clear that this is a program of the National Park Service. Try not to shorten "National Park Service" to "Park Service."
- Many Rangers begin their talks by asking visitors their hometowns. When they reply, name a national park nearby and ask them if they've visited that close-to-home national park.
- Make thematic and geographical connections to other parks and programs.

Best Practices

C&O Canal became a trash-free park and added the EXPERIENCE YOUR AMERICA™ tagline and an Arrowhead to the messages of recycling and stewardship on the trash bags made available to visitors.

National parks that preserve elements of African American history are finding ways to link those stories together on the Internet (see http://www.cr.nps.gov/aahistory/), in publications like the guidebook for the Underground Railroad, and in philanthropy through the new **African American Experience Fund** of the National Park Foundation.

National Capital Region parks have agreed to create a map of all parks in the region and otherwise "market" themselves cooperatively. They have also partnered with the National Park Foundation to launch the Greater Washington National Parks Fund to do region-wide fundraising.

The staff at **Martin Luther King, Jr. National Historic Site** produced a several minute overview of the national parks that opens its "Capture the Dream" video tour of the Atlanta park, which runs on a continuous loop in the visitor center lobby.

Regional Director **Marie Rust** used an early prototype of the National Park Service overview CD as part of her presentation at an international conference.

National parks in Utah are working together to prepare for the 2002 Winter Olympics in Salt Lake City. A handsome publication highlighting all the national parks nearby will be available at a prime downtown location staffed by the National Park Service and at park visitor centers throughout the area.

New Bedford Whaling and Native Alaskans share a common history connected by the culture of whaling. Exchanges with the park and its Alaskan partner, the Inupiat Heritage Center, have brought two communities closer together and shared with visitors the unique perspectives of two cultures so far apart but with so much in common.

National Parks Pass materials introduce Pass buyers to the entire System of national parks and the work of the National Park Service. Information on how to enter the photo contest that selects the image for the Pass is available in all national parks.

Grand Canyon's new Canyon View Information Plaza features an enormous—and cool—map of the entire National Park System.

National Park Service training professionals have created a **Fundamentals course** for new employees which emphasizes the organization's mission, core values, and functions. These values are expressed in clear and concise language that will be shared with all employees.

4. Listen to yourself talk

The Issue

Terms like "charismatic megafauna," "viewshed," and "cultural resources" (not to mention "submerged cultural resources") that make sense to other employees can be unintelligible to the public. Comprehension can be lost in the desire to be precise. Language in planning documents that speaks of "tolerating visitors" or "visitor impacts" can come across as unintentionally hostile—that you are protecting these places *from* rather than *for* the public.

The Fix

Eliminate jargon. Use acronyms sparingly—if at all. Address specific concerns in ways that are specific and do not indict the public or visitors as a whole. Rather than leading with what someone can't do, use the following simple, three-step architecture as you think about what you want to get across:

First, why is this place special?

Second, what kinds of meaningful—which is not every—experiences can you have here?

Third, what does the National Park Service do to guarantee that these places and these experiences are here today and in the future?

Best Practices

Mount Rainier National Park reviewed its draft General Management Plan and revised passages that unintentionally painted visitors as the problem the park is trying to fix.

New Bedford Whaling produced reader friendly newsletters and publications throughout its General Management Planning process. The effort created public understanding and support and culminated in the local newspaper editorializing in favor of the plan.

5. Treat visitors as stakeholders, not tourists

The Issue

Americans visit amusement parks as tourists. They visit national parks as owners.

The Fix

While not every management decision is best-seller material, identify those that are teachable moments of stewardship—and use them. Explain not only what you are doing but why, and if it makes sense, how a visitor can help. Send your visitors home with a powerful sense of place, a personal investment in it, and an invitation to come back.

Best Practices

Yosemite National Park placed simple signs in a grove of oak saplings to explain to visitors that the PVC pipe around the trees was to protect the young trees from deer, giving a glimpse at how the park balanced the well-being of the trees with the natural inclinations of deer.

Golden Gate and its partner, the **Golden Gate National Parks Association,** made sure that the restoration of Crissy Field involved the entire Bay Area. In a project called "Help Grow Crissy Field," volunteers tended thousands of native plants at the park's greenhouse. San Francisco's children were invited to plant the seedlings at Crissy, which taught stewardship and built long term ownership in an unmatched urban oasis and premier coastal wildlife habitat.

Grand Teton National Park teamed up with its concessioner to provide lodge guests with a better understanding of the park's plans for the future—and how they could help. The program offers guests several opportunities to learn about park projects undertaken with the support of Grand Teton National Park Foundation and invites them to get involved by making a $1 per night donation toward these efforts. In its first year, the program raised $50,000.

Lassen Volcanic National Park puts the back of their entrance signs to great use with the message—"Thank you for visiting!"

6. Understand the impact of change

The Issue

Significant changes in a park, especially large construction projects, can have profound effects. Regular visitors, park neighbors, and even those who may not have visited for years have cherished memories of a place they don't want changed.

The Fix

A major change requires a major communication effort, beginning well before the project starts and continuing until well after the dust has settled. Visitors arriving three years after the project's completion may still be surprised by the changes, and will need an explanation if they are to understand National Park Service stewardship.

Best Practices

Learning from **Mount Rushmore's** experience in discovering lingering issues years after the completion of an enormous construction project, Mount Rainier has increased its emphasis on communications as it begins planning to demolish and rebuild a longtime visitor center named for a legendary U.S. senator.

With funds raised by their partners—the National Park Foundation and Target Stores—**National Capital Parks Central** was preparing to begin the restoration of the Washington Monument. As the three partners planned for the project, they realized there was an opportunity to use the construction as a way to reach out to the public. Target brought in architect Michael Graves to design an eye-catching wrap for the scaffolding that would surround this American icon for 18 months. The design generated local as well as national and international attention for the project. Events, national advertising campaigns, and timely updates to the media kept the public interested and made them want to come rather than stay away. In addition, Discovery Communications partnered with the National Park Service and the National Park Foundation to create a temporary interpretive center on the Monument grounds. The Center offered a "virtual visit" (especially helpful when the Monument was closed!) and an opportunity to offer information about the construction project, the Service's role in historic preservation, and our first President.

7. Seek out the opinions of non-visitors

The Issue

For years the National Park Service has surveyed visitors about their experiences in parks. While such surveys provide important information, those surveyed do not mirror the population as a whole. Management and policy decisions should be informed by the thinking of not only visitors but non-visitors as well.

The Fix

Because comprehensive consumer research is very expensive, parks and programs with resources or willing partners should consider targeted research that can be shared Servicewide. While not all results can be extrapolated to all parks and programs, common themes will emerge and offer clear guidance on the attitudes of segments of the American public. Absent the resources to undertake this type of formal research, much can be learned informally. Meet with local opinion leaders and organizations—Rotary, NAACP, church groups, etc.—and ask their thoughts on issues you are confronting as well as what is on their minds that you should be thinking about. [Note: Public research conducted by or for the National Park Service requires prior approval from the Office of Management and Budget. For information contact the National Park Service Social Science Program at 202-208-6330 or via email at: bforist@uidaho.edu]

Best Practices

Mount Rainier National Park was interested in how different ethnic groups viewed the park. In talking with African American groups, they found out that the current layout of picnic areas was not conducive to family reunions and other large gatherings that are an integral part of the African American community. The picnic areas were re-designed. Mount Rainier is actively sharing these results and other insights with park managers throughout the System.

8. Review your publications

The Issue

Many parks and programs produce a broad range of publications but without any overall strategy about audience, a coordinated message, or how to maximize resources. Too often, the answer to one publication not being effective is simply to do another, rather than focusing on why the first one didn't meet its objectives. Lots of time and money is spent, with only limited information conveyed.

The Fix

Take all your publications and lay them out on a table. You'll be stunned by how much you actually publish. Some duplication and conflicts will become immediately obvious; others will require you to match publications against audiences. What are you saying and to whom? Identify what information—like seasonal programs—changes frequently. If it is joined with information that is relatively static—like safety advice—in one publication, you're reprinting some information without needing to. Can multiple publications to similar or overlapping audiences be consolidated? Is there any overlap with information provided by nearby or thematically related parks? If so, can you partner and produce a single publication that will meet both/all parks needs? Think about when people receive information and how that corresponds to decision making. For instance, giving visitors lodging information at the park gate is almost always too late. Finally, develop a park/program-wide system for publications—who writes them, who manages the strategy and messages, how resources can be maximized. [This approach can apply to other media (e.g. exhibits, audio-visual) as well.]

Best Practices

Yosemite National Park held a "Publications Summit" including park staff, concessioners, and non-profit partners to coordinate and organize their publications and provide better information to visitors and prospective visitors.

The **National Center for Historic Preservation** is doing a comprehensive review of its publications, starting with its flagship magazine, *CRM*. The review will help identify who its current audiences are, who its audiences should be, and how best to get information to them.

9. Tell visitors what you are doing with their fees

The Issue

Lots of smart projects are underway thanks to the Fee Demo Program. Surveys show that visitors are supportive of new or higher fees IF the money is put back into the parks. They won't know this is happening if we don't tell them.

The Fix

Clearly identify fee projects that are visible to the public with signs, banners, or exhibits. Explain what the project is, its public benefit, and how "your" fees made it possible. Include stories on fee projects in the park newspaper, on your website, or in exhibits in the visitor center. If possible, leverage fee income with your Friends Group or other non-profit partner to multiply every fee dollar—and then make sure public credit for the project is shared not only with visitors but with your partner.

Best Practices

Joshua Tree National Park publishes simple, friendly newsletters on its fee projects, with pictures and text that make clear how strategic and creative the park managers are at stretching fee dollars.

10. Pictures are worth 1,000 words!

The Issue

The images we use to illustrate our materials are generally gorgeous—and devoid of any human beings! This can send several unintended messages. First, these places are beautiful—when you're not here. Second, without superb outdoor skills, you won't survive here.

The Fix

Start using pictures that show people experiencing your park in a way that is safe for them—and the park. The goal is to have someone want to be the person in the picture! Remember: This is an opportunity to model behavior in the park.

Best Practices

The **National Park System Advisory Board** Report "Rethinking the National Parks for the 21st Century," issued in August 2001, from cover to cover, featured evocative shots of visitors having wonderful experiences in national parks.

The Cabrillo Journal, published by **Cabrillo National Monument** with funding from its partner the Cabrillo National Monument Foundation, is filled with great photographs of visitors enjoying the park and Rangers at work. The stories are also bylined by park staff and volunteers, with a picture of the author creating another avenue of personal connection.

Jefferson National Expansion Memorial's brochure announcing its Museum Education Programs for 2000-2001 is chock full of inviting photographs—every one of which has people in it! The photos bring the programs to life because teachers and students can see themselves in the images.

11. Share what you know

The Issue

Every employee has figured out some smarter, better way to do a part of his or her job. Other employees throughout the Service could do their jobs better—if they knew what you know.

The Fix

When you figure something out that could be useful to your colleagues, share it! If there is no formal method within your park, program, region, or professional discipline, send it to the Morning Report or the *Arrowhead* newsletter, where it can be published and reach the entire Service and our partners. Improving communications among employees and our partners is one of the goals of the *Arrowhead*. If your best practice relates to communicating with the public, also share it online at www.graphics.nps.gov.

Best Practices

The Interpretation and Education team of the **Intermountain Support Office** developed a new process for creating Comprehensive Interpretive Plans. To share their innovations Servicewide—and even outside the National Park Service—they offer their assistance to one park outside the region every year.

With the 25th anniversary of the Alaskan Native Claims Act on the horizon, the **Alaska Region** looked for a way to celebrate the occasion and highlight the national parks in the state. The first "annual report" to the people of Alaska was issued in August 2000. The idea was shared at the Discovery 2000 Conference.

Great Smoky Mountains National Park has no entrance fee. But that didn't stop the **Friends of Great Smoky Mountains National Park** from seeing an opportunity in selling the National Parks Pass. The Friends positioned the Smokies as "your gateway to the national parks," with the added incentive that Pass sales would benefit the hometown national park. The idea was shared with other parks and Friends Groups through the Friends' newsletter.

12. Be an ambassador

The Issue

It's all too easy to be consumed by internal management responsibilities. But when that happens, no one is serving as the external ambassador of your park or program.

The Fix

Management responsibilities and meetings won't disappear, but some simple time management techniques can help. Analyze last month's calendar and assign percentages of time spent to internal management versus external relations. Set a goal of the incremental shift of those percentages towards the outside. Target key audiences—e.g. business groups and elected officials—and try to reach one new audience each month.

Best Practices

John H. Chafee Blackstone River Valley National Heritage Corridor needed to figure out how to invite the local community to learn more about the American Industrial Revolution that grew up along its 48 miles of rivers and canals running through two states. One casting call later, a cable access show was born, hosted by a Park Ranger who takes the audience to places along the valley, visiting with community leaders, mill owners, and others who care for the places important to this area's history.

The relationship between the National Park Service and the community around **Kenai Fjords National Park** was not always the best. That changed when the Superintendent made a committed effort to get out of the park and become a visible member of the community. By joining civic organizations like the Chamber of Commerce, the Superintendent put a face on the organization and opened up lines of communication that had never before existed.

New Orleans Jazz is a new park with lots of heart, but no facilities. Yet. With no public base of operations in Armstrong Park, the Superintendent and staff have created ways to meet and engage the community and the jazz world. They are regulars on the local non-commercial public radio station—WWOZ—and have established a temporary visitor center in the French Quarter. They participate in the annual International Music Colloquium, a scholarly gathering of jazz researchers and historians, many of whom have been recorded by the park for it oral history library. The park sponsors the children's tent at Jazz Fest, staffed with uniformed Rangers and exhibits to introduce the nearly one million attendees to the park.

Appendices

Appendix A.
Director's Order #52

Director's Order #52A:
Communicating the National Park Service mission

Approved:

Denis Galvin
Acting Director

Effective Date: January 31, 2001
Sunset Date: January 31, 2005

Contents

I. Background and purpose

The world has changed profoundly since the late 19th century when the first national parks were created. These changes have challenged the National Park Service to assume responsibilities never anticipated when the agency was established in August 1916. It is no longer sufficient to look only within the boundaries of a park when making management decisions. Parks are part of broader communities; actions in parks affect their communities just as actions in communities affect parks.

Park management is more complex, and there are more parks to manage. The National Park System has experienced phenomenal growth in recent years, with the addition of more than 100 new parks since 1973. These include new kinds of parks complete with new kinds of challenges—such as urban recreation areas, free-flowing rivers, long distance trails, heritage areas, and historic sites that affirm the nation's social achievements, triumphs, and tragedies. Both within and beyond park boundaries, partnership activities have become enormously important to the Service. We rely increasingly on partner organizations to enhance our ability to accomplish our mission, a mission that has expanded to help tribal, State, and local governments protect local riverways, trails, and historic sites and structures, and to develop recreation facilities. Our mission—both in 1916 and today—has been entrusted to us by the American public. We have a fundamental responsibility to ensure that the public understands and supports what we do on their behalf.

Our opportunity for improvement. As the challenges of our mission grow, so must our efforts to communicate this mission to the American people. In partnership with the National Park Foundation, the Service engaged in an effort to better understand the American public's perception of national parks and the mission of the National Park Service. As part of this effort—referred to as the "Message Project"—research was conducted under the auspices of the Foundation throughout the country and across a diverse spectrum of the American population. While we found a genuine appreciation for national parks, we found little understanding of the depth and breadth of the National Park System, and even less awareness of the mission of the National Park Service outside of parks.

As employees of the National Park Service, we take great pride in the work we perform, in the uniform we wear, in the programs we administer, and in what the Arrowhead Symbol stands for. We know that parks are more than camping, and that our mission is more than parks. But we can do better at sharing this knowledge with the people who own these parks and who gave us our mission more than 80 years ago–the American public. If we are to truly play a much more significant role as an educational resource for the American people, we must excel in communicating our mission clearly and effectively. The public will be most supportive of our mission if they have a greater knowledge of what we do. They will better understand our management decisions if we more clearly and thoroughly explain why the places we care for are special. We will be most successful in accomplishing our mission if we invite the public to be our partners in stewardship.

To enhance the public's understanding of what we are and what we do, we must significantly improve our ability to deliver to all segments of society high quality, useful information that paves the way to knowledge and understanding and invites support for, and participation in, the NPS mission. An analysis of how we currently communicate information identified several barriers to a richer public understanding, and a strategy for improvement has been developed. The National Leadership Council has endorsed the strategy and recommendations and—with this Director's Order—we will now begin taking the steps necessary to ensure their successful implementation.

Our commitment. This Director's Order formalizes our commitment to this strategy and summarizes how we will implement it. In some cases, we will have to change the way we do things. When the change can take place immediately, we will do so. (Indeed, significant progress has already been made on graphic design standards, the newsletter, and the NPS website.) When the change cannot take place immediately, we will change incrementally.

The strategy outlined in this order focuses on steps we must take to build on the traditions that have shaped the National Park Service. Those who know the Service know the passion and commitment that Service employees have for our mission. Our goal is to instill that passion and commitment in a much broader segment of the American people. By doing this, we will ensure that more people understand and support the full scope of the work the Service performs in protecting America's most treasured places—both directly through the national parks, and indirectly through programs such as the Land and Water Conservation Fund and National Historic Landmarks.

Desired results. Applying this strategy to everything we do—from developing in-park interpretive programs, to explaining the goals of the Natural Resource Challenge, to creating a brochure on the National Register of Historic Places, to strengthening our presence on the Internet—will increase our ability to communicate effectively with the American public. These are the tools that will help us continue to nurture an organizational culture that treats the public as stakeholders in the special places we manage and in our mission. Strengthening the connection between the American public and the mission of the National Park Service will help build a sense of ownership and pride in these places. With understanding and ownership comes a commitment to their stewardship.

Success will mean a public with a better awareness of the breadth and depth of their national parks; a public that understands and values the work of the NPS in parks and communities; a public with the knowledge to become better users and stewards of the special places they have entrusted to our care; and a public that understands how NPS partnership programs extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

II. Authority for issuing this Director's Order

This Director's Order is issued under the authority of the NPS Organic Act (16 USC 1 through 4), and delegations of authority found in Part 245 of the Department of the Interior Manual. This is the first in a series of four interrelated Director's Orders aimed at helping us improve the public's understanding of the NPS mission. The other three are:

- #52B: Graphic Design Standards
- #52C: Park Signage
- #52D: Use of the Arrowhead Symbol

Other Director's Orders that have an important bearing on this subject matter include Director's Order #43: Uniform Program; #70: Internet and Intranet Usage; and #75: Media Relations.

III. Implementation actions and responsibilities

The implementation actions listed below are accompanied by a designation of those who have lead responsibility. This by no means suggests that these are the only people or offices who will play a role in developing the necessary follow-up documents or in implementing the processes and changes that will be necessary. In many cases, the leader will need to form a team to address the immediate tasks at hand. At the very least, the leader will seek the counsel of all others who will have significant implementation responsibilities. For example, the Harpers Ferry Center will play a lead role in developing Director's Order #52C: Park Signage, and the Park Facility Management Division will be a key contributor. But Denver Service Center and park sign coordinators will also be consulted.

A. Communications coordination.

A senior-level WASO Communications Coordinator position will be established to provide overall development and coordination of an external and internal communications strategy to be implemented at all levels and across all branches of our organization. The incumbent will not have line authority, but will have broad functional authority to coordinate among all branches of our organization and expedite achievement of the improvements and desired results described in section 1, above. The Communications Coordinator will report to the Deputy Director having responsibility for Service operations.
Lead responsibility: Director.

B. Field responsibility.

Success for the overall program requires support and full cooperation from all levels of our organization; program managers, regional directors, superintendents, and employees. Regional directors and superintendents are responsible for implementation of this order in their areas of responsibility. They are expected to provide proactive leadership consistent with the directions and philosophy expressed in this order, and in consultation and coordination with the Communications Coordinator, in all subject areas listed below. Regions and parks are expected to operate and staff for proactive communications responsibilities.

C. Arrowhead Symbol.
The NPS Arrowhead Symbol is registered as a service mark with the U.S. Patent and Trademark Office. Its use is controlled through law, regulation, and policies issued by the Director. Non-NPS uses—and some NPS uses—require prior approval by the Director. The Arrowhead Symbol as published on www.graphics.nps.gov is approved as the official symbol of the National Park Service, and it will be incorporated into Director's Order #52B and related guidance materials.

To help achieve the purposes of this order, the Arrowhead Symbol will appear on all official NPS media intended for the public, consistent with the graphic design standards prescribed by Director's Order #52B (see section III.E, below). It will be used in all new publications immediately, and will be applied to all existing publications as they are updated. It will be the symbol of the Service used on signs, business cards, letterhead, and other materials or media that require the use of a Service symbol. It will also be applied as soon as practicable to all new orders for official uniforms and other approved clothing.

In the case of uniforms and similar applications, there will be a reasonable transition period during which both the original and the modified Arrowhead Symbol may continue to be used until the items with the original Arrowhead Symbol are replaced; but all new orders will stipulate the use of the modified design as soon as the necessary production capabilities are in place.

Director's Order #52B will prescribe the manner in which the words "United States Department of the Interior" will be applied in conjunction with the Arrowhead Symbol.
Lead responsibility: Harpers Ferry Center.

General policy governing the full spectrum of who may use the Arrowhead Symbol and how it may be used in support of NPS educational and conservation objectives will be addressed in Director's Order #52D: Use of the Arrowhead Symbol, which will update and revise the policies and procedures contained in Special Directive 93-7 (Use of the NPS Arrowhead Symbol).
Lead responsibility: WASO Office of Policy.

D. Uniforms.
The NPS uniform that we take such pride in is a strong means of expressing the public identity of our agency. Director's Order #43: Uniform Program, and its accompanying reference manual prescribe appropriate standards for uniformed employees. Unless it is determined by the superintendent that wearing the uniform is inadvisable at a specific function, any uniformed employee serving as an NPS spokesperson or representing the NPS at a public event will do so in uniform. Additional guidance will be developed for any non-uniformed employee serving as a Service representative or spokesperson at a public event. (See also paragraph C, above, regarding the application of the newly adopted Arrowhead Symbol to the NPS uniform.)
Lead responsibility: Associate Director, Park Operations and Education.

E. Graphic design.
Graphic design standards for all NPS media will be developed to bring a consistent look to NPS materials. Policy applicable to these standards will be issued through Director's Order #52B: Graphic Design Standards, and will be mandatory. The policy will address how the Arrowhead Symbol, the copyrighted phrase "Experience Your America," and any other graphics-related requirements will be used in publications and other materials. The Director's Order will be accompanied by a "Level 3" reference manual and Web materials containing the actual standards and easy-to-use templates and prototypes. Standards will be maintained both in hard copy and on www.graphics.nps.gov.
Lead responsibility: Harpers Ferry Center.

F. Park signage.
Standards for park signage will be addressed in Director's Order #52C, and will be consistent with the graphic design standards developed under Director's Order #52B. The intent will be to bring a consistent look to park signs Systemwide. The Arrowhead Symbol will be used on all new signs in accordance with Director's Order #52B. Existing sign stocks may be used until exhausted and replaced. Nothing in this policy will affect the continued use and display of entrance signs that have historic significance to a park.
Lead responsibility: Harpers Ferry Center.

G. Contextual design.
One of the most profound ways in which the Service conveys its message is in the way it plans, designs, constructs, and maintains park facilities. In accordance with the 2001 edition of NPS Management Policies, the Service will lead by example. The Service will not develop, or redevelop, a facility within a park until a determination has been made that the facility is necessary and appropriate, and that it would not be practicable for the facility to be developed, or the service provided, outside the park. Park buildings, roads, and other development that is necessary and appropriate will be integrated into the park landscape and environs with sustainable designs and systems to minimize environmental impact. Development will not compete with or dominate park features, or interfere with natural processes.
Lead responsibility: Associate Director, Professional Services.

H. Content of informational materials and programs.
Materials and programs produced for individual parks and programs will include language that relates the park or program to the System, the Service, and/or thematically or geographically linked parks and programs. The language will help the public make connections between parks and programs and better comprehend the scope of NPS activities.
Lead responsibility: All parks and offices that produce informational materials and programs.

To invite the public to share in our stewardship mission, we will:
- Talk with the public in a way that makes clear we are protecting places "for" them rather than "from" them.
- Explain NPS stewardship in a way the public can understand and that invites the public to participate both in parks and in their own communities.
- Use plain language to connect with the American people; eliminate jargon.
- Revise, as necessary, all brochures, exhibits, waysides, interpretive programs, and other materials as they are replaced, reprinted, or revised.

Lead responsibility: The new WASO Communications Coordinator.

Materials will be developed with "tracks" for visitors (families with young children, seniors, history buffs, etc.) to address the specific needs of visitors.
Lead responsibility: The new WASO Communications Coordinator.

I. Newsletter.
The Service will partner with the Employees and Alumni Association of the National Park Service (E&AA) to redesign the E&AA quarterly newsletter as the *Arrowhead* and provide it to all NPS employees. This will reinforce employees' connection to the system/Service and improve our ability to share best practices and learn from each other. Other mechanisms, including the National Leadership Council Journal and the Director's Bulletin Board, will be used to improve communication of important issues Servicewide.
Lead responsibility: The new WASO Communications Coordinator.

J. Conferences.
Connections will be strengthened and Servicewide priorities will be shared by including mutually agreed upon common agenda items for discussion at all annual regional conferences (superintendents, interpreters, maintenance, etc.).
Lead responsibility: The new WASO Communications Coordinator.

K. External communications.
To enhance our ability to reach the public with National Park Service information, every park and program will have, or have access to (through the regional director's office or WASO Communications), trained public affairs staff. Core competencies already developed for these positions will be adopted. A regional and national network of public affairs staff will be established. Training and tools for all frontline personnel will be offered.
Lead responsibility: The new WASO Communications Coordinator.

L. National Park Service website.
The NPS website will be upgraded and kept current to meet the needs of the public and the Service, in accordance with Director's Order #70. It will take advantage of new technologies and opportunities as they become available to deliver the most accurate, comprehensive and current information available about parks, programs, and resources. National program managers, park/regional web coordinators, Web authors, and producers at all levels must coordinate their efforts to ensure that the Service's presence on the Web has a consistent look and consistently high quality. Every effort

will be made to establish, as appropriate, public and private partnerships that strengthen the NPS Internet program. (An example of a successful partnership is the National Parks Pass system, jointly developed and managed by the NPS and the National Park Foundation.)
Lead responsibility: The Information and Telecommunications Center.

M. Partners.
The Service recognizes that working with partner organizations greatly enhances its ability to protect park resources and to provide educational and other visitor services both within parks and beyond park boundaries. Therefore, the Service will continue to pursue, nurture, and welcome the assistance that partner organizations are so uniquely suited to provide. The effectiveness of the Service and its partners can be enhanced through better coordination and consistency in the "messages" that are communicated to the public.
Lead responsibility: The new WASO Communications Coordinator. (The Service's relationship with the National Park Foundation—and the Proud Partner program—will continue to be within the purview of the NPS Partnership Office.)

N. Organizational statements.
A simple, clear, one sentence statement has been developed: "The National Park Service cares for special places saved by the American people so that all may experience our heritage." In addition, the phrase "Experience Your America" has been copyrighted by the National Park Foundation for use by the National Park Service. Both are tools to help us clearly communicate with the public. Standards for their use will be issued in conjunction with Director's Order #52B.

Beyond this statement and phrase, a series of organizational statements has been developed as a tool to help bridge the gap between what we are and what the public thinks we are. The statements were developed through workshops involving more than 300 NPS employees and NPS partners. These were held in every region of the NPS, as well as with Washington staff, in early 1999. These statements represent in broad strokes and clear and concise language what we want the public to understand about the parks and the mission of the National Park Service, and should be used to frame communications at every appropriate opportunity.

- Parks Reflect America: National parks should be an honest, accurate and comprehensive reflection of the diversity of American culture, history, and landscapes.
- Parks As Libraries: The National Park Service should offer a lifelong interactive education by serving as a repository of places, things, and ideas, and making them available to teach children and adults about themselves, their communities, and their surroundings.
- Parks Are a Legacy: National parks are a gift from past generations that we should preserve for future generations.
- Parks Are Real: National parks are special because they are authentic and irreplaceable, which should make them more valuable, more enjoyable, and more educational than a reproduction.

- Parks Tell Amazing Stories: The National Park Service should tell the story of human history and natural sciences that together equal modern day America.
- Parks Are an American Idea: The idea of national parks was created in the United States and carried by the National Park Service to nations throughout the world.
- Preservation Matters: Preserving what we value improves us as individuals, citizens, and communities, and as a people, and the National Park Service should be a leader in promoting preservation.
- Parks Belong to All Americans: National parks belong to all Americans, so all Americans should feel welcome to experience parks.
- The National Park Service Is a Part of the American Community: The National Park Service should partner with local communities to promote preservation, recreation, and the ideals embodied in parks.
- Parks Need Resources: Like anything else of value, the future of national parks depends on support; they will require resources—in the form of money, time, and effort—from all Americans in order to thrive.
- Parks are to be Enjoyed and Preserved: People will always be able to enjoy parks, but in ways that will preserve and protect the parks for the future.
- Parks Can be Experienced In Many Forms: People should experience national parks—for enjoyment, education, and enrichment—in many ways, not just by visiting.
- Parks Are a Historical Link: National parks should represent a link between our past, our present, and our future.
- The National Park Service Is Credible: Employees of the National Park Service should be passionate, credible, dedicated stewards of resource preservation and protection.

Lead responsibility: The new WASO Communications Coordinator.

Appendix B.
Message Project chronology

September 17, 1998
launched at joint National Leadership Council/National Park Foundation Board meeting

December 1998
eight focus groups conducted to build on initial research of how Americans feel/what they understand about national parks

December 15, 1998–January 22, 1999
day–long facilitated workshops conducted in each region/WASO with National Park Service employees and National Park Service partners to seek input on themes to carry to the public, more than 200 people participated

March 3, 1999
two–day facilitated workshop to develop themes; organizational statements produced following workshop

March–June, 1999
communications audit by Ogilvy; 125 interviews/25 parks

July 26, 1999
special one-day National Leadership Council meeting convened in Chicago; Message Project recommendations accepted; team directed to test EXPERIENCE YOUR AMERICA™

August 1999
focus group testing of message

August 24–25, 1999
two-day implementation workshop with 25 NPS employees

September 9, 1999
report to National Leadership Council on results of message testing

October–December, 1999
second series of regional workshops (regions, WASO, HFC) to share findings, recommendations and results of message testing

December 6, 1999
National Leadership Council selects pilot parks

February–March 2000
initial Message Project Team visits to pilot parks

April 2000
begin development of consistent graphics standards

April 18, 2000
National Parks Pass launch

May 2000
first issue of *Arrowhead* newsletter delivered to all employees

June 28, 2000–July 13, 2000
21 focus groups conducted on pilot park issues

July 17, 2000–August 9, 2000
two-day workshops with each pilot park

September 2000
plenary session & three workshops presented at Discovery 2000

October 23, 2000
graphics website goes online at www.graphics.nps.gov

January 31, 2001
Director's Order #52A: Communicating the National Park Service Message, signed

Appendix C.
Message Project background

How it got started

In early 1998 the National Park Service and the Secretary of the Department of the Interior asked the National Park Foundation to investigate how to effectively market the Golden Eagle Passport.

In developing the business plan for the Golden Eagle Passport, research was conducted that produced provocative information about the attitudes of the American public towards the national parks and the National Park Service.

This research showed that while people understood little about national parks and saw their relevance primarily in the context of vacation destinations, they generally had positive feelings towards the parks. There was also little knowledge of the role of the National Park Service outside parks. But most importantly, the research suggested that people were willing to learn more and that, as they did so, their positive feelings grew.

This information was presented to a joint National Leadership Council (NLC) and National Park Foundation (NPF) Board of Directors meeting at Grand Teton National Park in September 1998. The discussions led to a decision by the National Leadership Council that the National Park Service should examine the entire scope of its public communications, look at the information it was currently providing the public and how that information was being delivered, and improve its ability to communicate with all segments of the American people.

The National Leadership Council felt that a public with a clearer understanding of the depth and breadth of the National Park System and the mission of the National Park Service would find value in the opportunity for a richer experience with these places they own. An engaged public was seen as more likely to join as a partner with the National Park Service in achieving our mission.

The National Park Foundation board agreed to support the effort, and the Message Project was born.

What does the public think?

In December 1998 a second round of focus groups (the first round was part of the Golden Eagle research) was conducted through the National Park Foundation to begin to understand the attitudes of those who identify themselves as feeling "neutral" to "positive" about the national parks. (The

Golden Eagle research had focussed on "park enthusiasts.") Participants were not selected based on their national park visitation pattern.

Note: Focus groups are a type of qualitative research designed to explore thoughts and opinions, not measure them. While it is possible to infer trends, this information does not lend itself to statistical projections, which require quantitative research.

Eight focus groups were held:

- Two groups of African Americans, Houston (age 40–70) and Chicago (age 21–39), and with annual household incomes of $25–55,000
- Two groups of Hispanic Americans, Houston (age 21–39) and Chicago (age 40–70)
- Two groups of older Americans (age 40–70) in Baltimore and Los Angeles with annual household incomes over $55,000
- Two groups of younger Americans (age 21–30) grouped by income

Summary findings

A. General awareness.

Most focus group participants expressed a basic awareness of the concept of national parks. Often that awareness was unprompted and came in response to a general question about what kinds of places suggest "America."

While a large number of the places cited by participants as uniquely "American" are, or contain, national parks ("Washington D.C.," "Mount Rushmore," "Washington Monument," "Jefferson Memorial," "national parks like Yellowstone," "Ellis Island," "Pearl Harbor") many participants were unable to identify many of these as national parks. This data is consistent with that of "enthusiasts," who were also not able to identify the national park "system" as a cohesive entity.

Lack of specific knowledge. In general, participants lacked knowledge of the most basic facts about the National Park System. When asked who, or what, composes the National Park System, participants tended to respond with a variety of misinformation.

Distinctions not understood. Most participants were also unaware of the difference between national parks, state parks, and lands managed by the Bureau of Land Management, Forest Service, or other government agencies. They sometimes misattributed state parks to the National Park System. Most saw distinctions among parks in terms of their content, activities, and significance—not their jurisdictional differences.

For many participants the basic distinction made was:

- Works of man (historical parks)
- Works of God (natural parks)

False sense of understanding. This lack of awareness is often compounded by the problem that many think they understand more than they do. Many participants report bits of misinformation about the National Park System with great conviction. For example, participants confidently advanced views that the Alamo, Monticello, and Niagara Falls are national parks.

B. Associations.
Participants described a broad set of associations they have with national parks. These associations—generally words or phrases they use to describe parks—communicate a wide range of deeply felt emotions and feelings toward parks. Many of these associations were volunteered, while others came from specific questions probing participants' views of national parks.

Many of the associations cited by participants related to the natural wonders of the national parks. These associations suggest that many participants initially think primarily of wilderness or natural parks when asked about national parks.
"Scenic wonders"
"Grandeur"
"Waterfalls"
"Green places"

Other common associations for some focus group participants related to childhood and nostalgia.
"Childhood memories"
"Class trips"
"Parents and kids"

Some participants described associations they have between national parks and their view of America.
"Freedom"
"Heritage"
"Culture"

Other associations cited by participants include:
"Family vacations"
"Preservation"
"Brings history to life"
"Boring"
"Not for me"

C. View of parks' relevance.
Most participants described national parks as places they have gone or would go on vacation. It is within this vacation destination context that many participants described their views of the parks' day-to-day relevance.

When asked why they would consider going to a national park, many participants described a family vacation or a recreational event.
"If I wanted to go camping or hiking."
"If we were going to get away as a family."

Participants' views of parks were influenced by their particular attitudes toward vacations and other types of destinations. For example, some said they appreciated the simplicity of national parks, compared to the pace and commercialization of day-to-day life. Some said they saw national parks "competing" with other kinds of family destinations, including Disney World.

When prompted, participants also described a more conceptual relevance for national parks, based on their view that the country would be diminished if it didn't have national parks. This conceptual relevance reflected a real sense of value but not one that people connected to on a day-to-day basis.

D. Concerns about parks.

In the minds of some participants the national parks are grouped with various other destinations, which all have the following features:

- They provide "wholesome," family-friendly atmospheres
- They are typically American places—places that capture the essence of America

However, for those who said they view national parks in "competition" with other types of vacation destinations, there are concerns about the parks.

While some of the focus group participants say visiting the national parks has been a rewarding experience, to many others, especially younger participants, the parks seemed outdated and lacking entertainment.

"I personally cannot stand Vegas, but it sounds a lot more exciting than a national park."

When asked about the "historical" or "educational" quality of national parks, many participants said they associated those words with "boring."

E. Participants view national parks based on the kind of vacation they like.

Participants described their concerns about national parks in part on the basis of the kind of experience they seek. Participants who said they were looking for ways to escape commercialism saw the simple, unspoiled nature of national parks as appealing. Among those participants looking for "entertainment," many expressed concerns about national parks' ability to deliver it.

When asked why she wouldn't want to visit the national parks, one woman responded:

"People like things done for them. A lot of people don't like to do any work. It's a vacation."

F. Concerns exist about park facilities/services.

Many participants said they see the national parks as being out of step with today's life, culture, and recreation, especially in terms of visitor centers and interpretation.

According to some participants, national parks are not seen to incorporate the technology and "interactivity" which make vacation destinations attractive.

"Sometimes everything is so symbolic at these places. 'This is a piece of wood.' I like the interactive stuff. I've got to get in to be a part of something."

"This stuff needs to grab me."

G. "Preservation" is valued.

What was expressed as a complaint by some participants—that the national parks are "old"—was articulated in a more positive fashion by others, as approval for the national parks' role in the "preservation" of America. This positive feeling toward preservation among participants increased in intensity with age and income.

"Preservation" was expressed in two different ways:

- Preservation of natural wonders from commercial exploitation
- Preservation of American values

In either case, participants said they feel reassured knowing the national parks have always been there and will always be there. However, this faith in the national parks' ability to preserve important places has led to a perception among participants that there are no credible threats to national parks. The very quality participants praise the national parks for—their permanence—is also the quality that prevents them from feeling a sense of urgency about any threats to the national parks.

H. African Americans' views of national parks.

For many African American focus group participants, as with the other groups, "natural" parks represent their first thoughts about national parks. The words African American participants used to describe these natural parks were similar to those used by other participants:

"Serene"

"Creation of God"

However, when prompted for their views of historical parks, African American participants described a significantly different set of associations.

"In D.C.…you are connecting to white American history. The forefathers, they were slaveholders. When I'm in Washington D.C., that's what I see."

"I'm not into white folks' history. I've never been interested."

Many African American participants said they didn't see the African American story well represented among national parks. Most African American participants could not name any national parks devoted to African American history or issues.

View of visitation. Many African American focus group participants said they saw national parks—and the activities in them—as not closely aligned with their interests.

"Any race can go, but mostly white people do. They like to go mountain climbing. They have money and time, and that has a lot to do with it. Black people get together and barbecue. We just sit there and have a good time. We're not going to go bungee jumping."

Several African American participants expressed feelings of exclusion and alienation when asked about visiting national parks. This feeling is reflected in their accounts of actual visits they've made to the national parks.

I. Hispanic Americans' views of national parks.
Unlike African American participants, Hispanic American participants did not express negative associations with historical parks and visitation.

In part, participants said, they feel positively about national parks that describe U.S. history because they feel positively about the U.S. and the role of Hispanics in it.

"I always feel American. The U.S. has accomplished so many things. I can say I'm American and feel proud."

"My ancestors came from Mexico. I have the pride of both Mexico and America."

Overall, the Hispanic Americans interviewed expressed few, if any, barriers to identifying with the national parks. They seem to share a sense that Hispanics are welcome anywhere.

What do we want the public to understand?— National Park Service workshops

To begin to identify what we would like the public to know about the national parks and the mission of the National Park Service, a series of internal focus groups, day-long, facilitated workshops, with National Park Service staff and partners was held in every region and in WASO between December 15, 1998, and January 22, 1999. Each Regional Director was asked to invite participants who represented a cross-section of professions and grades to participate. [Participant lists are in Appendix D.] Approximately 200 people took part in these sessions.

These workshops had several objectives:
- Share research on the public perceptions of national parks and the mission of the National Park Service
- Solicit a broad spectrum of views on what is most important for the public to understand
- Identify internal barriers to success
- Identify internal enablers to success
- Build grassroots understanding of the goals of the Message Project

In general we found overwhelming understanding and support for the need to:

- Communicate more broadly with the public
- Communicate with a public more broadly defined than a visitor
- Communicate the depth and breadth of the places and programs
- Make the depth and breadth relevant

A senior Ranger sent this in after participating in his regional workshop:

"I think what you are after is the most important thing we have done in my 30 years with this outfit."

However, many of those who saw a critical need, were also clearly skeptical of the potential for success. A fair number voiced a "been here, done this before" incredulity about why this effort would fare any differently than a variety of other "initiatives" that turned into nothing more than reports gathering dust on a shelf.

There were several barriers to success that were consistently mentioned throughout the workshops:

- Number of employees and their diversity (of geography, professions, education, culture)
- Lack of leadership
- A tradition that prides itself on individual opinion
- Institutional inertia…the ability to "hunker down" until its over
- Lack of orientation training as in the 60's and 70's
- Aversion to change
- A perception that this was the "flavor of the month"
- Employees' focus on "my park" or "my program" rather than the National Park Service as a whole

When asked what about the Service would make this effort easier to accomplish, these things were consistently mentioned:

- Significant communications mechanisms already in place
- General enthusiasm, "Arrowhead inoculation" of employees
- People want a common thing to believe in
- Dedication to mission
- Lots of partners who want us to succeed
- We're the good guys
- Power of the "idea" of national parks
- Incredibly talented employees

While the workshops were not seeking consensus on exactly what should be communicated, each session provoked a rich and provocative discussion over core issues for the message—and for the National Park Service holistically—on establishing priorities, focus, and leadership. Some common themes developed.

Areas of Agreement:

- There is a high level of discomfort with identifying national parks as representative of "American values" or "what is good about America"
- One of the most important priorities is education, telling meaningful stories
- Communications need to appeal to broad audiences, not just park visitors
- Communications must not be only about physically coming to the national parks but rather about "access" to national parks, their stories and programs
- The role of the National Park Service extends beyond park boundaries
- "Connecting the dots" among National Park Service efforts (e.g. natural resources, education, historic preservation, recreation) has a great value
- Clarifying National Park Service terminology to the public is not a goal

Areas Where Agreement Did Not Exist:

- Whether communications should focus on "the stuff that gets done" or the National Park Service
- Whether the National Park Service manages for the "intangibles" (the ideas) or the tangibles (the places)
- There is a conflict in what some see as a "dual mission" (preservation v enjoyment)
- The National Park Service is in "competition" with other agencies, Disney, etc.

Organizational statements

In early March 1999, representatives from each regional meeting were invited to a two-day facilitated session in Washington, D.C., to review the discussions from the regional meetings and begin to develop a series of "Organizational Statements," [A list of participants is included in Appendix D.]

These statements are a tool to help bridge the gap between what we are and what the public thinks we are. They represent in broad strokes and clear, concise language what we want the public to understand about the national parks and the mission of the National Park Service, and should be used to frame communications at every appropriate opportunity.

- *Parks Reflect America:* National parks should be an honest, accurate, and comprehensive reflection of the diversity of American culture, history, and landscapes
- *Parks As Libraries:* The National Park Service should offer a lifelong interactive education by serving as a repository of places, things, and ideas, and making them available to teach children and adults about themselves, their communities, and their surroundings
- *Parks Are a Legacy:* National parks are a gift from past generations that we should preserve for future generations
- *Parks Are Real:* National parks are special because they are authentic and irreplaceable, which should make them more valuable, more enjoyable, and more educational than a reproduction

- *Parks Tell Amazing Stories:* The National Park Service should tell the story of human history and natural sciences that together equal modern day America
- *Parks Are an American Idea:* The idea of national parks was created in the United States and carried by the National Park Service to nations throughout the world
- *Preservation Matters:* Preserving what we value improves us as individuals, citizens, and communities, and as a people, and the National Park Service should be a leader in promoting preservation
- *Parks Belong to All Americans:* National parks belong to all Americans, so all Americans should feel welcome to experience parks
- *The National Park Service Is a Part of the American Community:* The National Park Service should partner with local communities to promote preservation, recreation, and the ideals embodied in parks
- *Parks Need Resources:* Like anything else of value, the future of national parks depends on support; they will require resources—in the form of money, time, and effort—from all Americans in order to thrive
- *Parks are to be Enjoyed and Preserved:* People will always be able to enjoy parks but in ways that will preserve and protect the parks for the future
- *Parks Can Be Experienced in Many Forms:* People should experience national parks—for enjoyment, education, and enrichment—in many ways, not just by visiting
- *Parks Are a Historical Link:* National parks should represent a link between our past, our present, and our future
- *The National Park Service Is Credible:* Employees of the National Park Service should be passionate, credible, dedicated stewards of resource preservation and protection

These statements have also been incorporated into Director's Order #52A, Communicating the National Park Service Mission.

Why the gap?—identification of barriers

In March 1999, through the generosity of the National Park Foundation, Ogilvy Public Relations Worldwide was brought in to look at why there is this gap between what the public knows and what we want them to know. Why doesn't the public understand the depth and breadth? Why is relevance limited?

The Ogilvy team looked at the entire array of National Park Service public communications—from brochures and newspapers to websites, films, and exhibits. In addition, they visited 25 sites representing a cross section of natural, cultural, urban, suburban, rural, old, and new parks, and offices. [See list in Appendix F.] More than 125 National Park Service employees and partners were interviewed in this communications audit.

First the good news.

The Ogilvy team was effusive in its praise for what it described as a "dynamic and rich culture." They found:

- Entrepreneurial leadership at all levels
- A passionate commitment to the parks and programs
- A passionate commitment to connecting the public to the parks and programs
- A thoughtful and reflective approach to management decisions

Now the bad news.

Four barriers were identified to the public's understanding depth and breadth and three barriers to understanding relevance.

Barriers to understanding depth and breadth

1. *Content and Visual Presentation*—There is enormous power in the National Park Service "brand" as expressed by the Ranger and the Arrowhead logo; public opinion and anecdotal information confirm an overwhelmingly positive perception; the symbols are seen as high quality, honest, and accurate. Associating with the "brand" is a high positive.

That being said,

- There is no consistent "look" to National Park Service materials. Everything—signs, newspapers, brochures, business cards, web sites, etc.—all look different. With no consistent design style we actively communicate that these places are not connected
- There is no consistent use of the logo. The Arrowhead has great equity internally and externally but even the most consistent publication—the Unigrid brochure—does not carry the logo
- Most publications are park or program specific. They provide excellent information about a single park or program and almost no information about similar parks, programs, or the System/Service as a whole

2. *Limited Internal Communications Capability*—We do a poor job of communicating to and among our 20,000 employees. This reinforces the tendency to think in terms of "my park" or "my program" rather than the Service or System and offers no means to learn from each other.

- There is no way to reach all employees with timely information
- There is no formal system for communicating "best practices"
- National Park Service culture is one of the Service's strongest attributes, but cutbacks in introductory training programs threaten the ability to perpetuate the culture

3. *Limited External Communications Capability*—Even though we are a public agency, funded by public dollars, we devote very few resources to communicating with the broad public audience through the media.

- Only 25 of the 379 parks have full time public information officers
- In other parks and in programs this function is staffed on a part time or ad hoc basis making communication reactive rather than proactive
- There is no consistent media training for frontline employees

4. *"Corporate" Structure*—There is enormous potential for National Park Service leaders to share strategy and vision both inside and outside the agency; too often the leadership voice is not heard
- Too often all the field hears is tactics, not big picture
- There are limited vehicles to carry the leadership voice internally—email doesn't work
- External communications are mostly reactive—responding to invitations rather than identifying needs and opportunities
- There is no centralized "crisis communication" function

Barriers to understanding relevance

1. *Delivery of Protection Message.* In talking about our mission, we too often convey to the public that we are protecting the national parks "from" them instead of "for" them. For example, our materials have beautiful photographs, but there are rarely people in the photos, which can send the message that "these places are beautiful when YOU aren't here." When we convey to the public that they are the problem, we disconnect them from the places.

2. *Explanation of Stewardship.* We don't do a good enough job explaining our stewardship of the parks. Thoughtful management practices are rarely explained to visitors, and even more rarely explained in a way that they can embrace or that invites them to be our partner in stewardship. Parks that are the exception treat their visitors as stakeholders rather than tourists.

3. *No Tracks for Visitors.* We don't do enough to recognize that people—e.g. seniors and families with young children—have different needs and interests. Instead, we address a "general audience" and end up not connecting with any particular audience. Too often we communicate in jargon that only we, as National Park Service employees, understand.

How do we overcome these barriers?

Understanding what is causing the gap in public understanding was only the first step.

Now that we know where the problems are, what do we do about it?

These findings, as well as a strategy for addressing them, were presented at a special one-day meeting of the National Leadership Council on July 26, 1999. The National Leadership Council agreed to the plan and a series of recommendations (now codified as policy in Director's Order #52A). This strategy and the steps necessary to implement it are covered in the next section.

The National Leadership Council approved a broad strategy to improve communications with the public. The outline of the strategy has been adopted as policy in Director's Order #52A—Communicating the National Park Service Mission, which can be found in Appendix A. Three additional parts; #52B—Graphic Design Standards, #52C—Park Signage, and #52D—Use of the Arrowhead Symbol, will follow. (As these parts are issued, they can be added in the space provided in this notebook.)

Several key principles underpin the strategy. We must:

- Communicate the depth and breadth of the System and mission of the Service
- Connect with the public—visitors, potential visitors, and non-visitors—to make the parks and programs relevant to their lives
- Build the public's sense of ownership and pride in all of their national parks
- Invite the public's participation in our mission
- Communicate as one organization

From these principles, a plan was developed that affects how we communicate within the organization, how our leaders communicate with external organizations, how we talk to visitors in the parks, and how we talk to the public generally. The plan also leverages our partnership with the National Park Foundation so that we can speak to the public much more broadly.

The plan identifies specific tactics in three areas: internal communications, external communications, and information for visitors and potential visitors.

Internal communications

- Develop a proactive agenda for leaders identifying audiences and opportunities for public outreach
- Develop capacity for every park/program to be able to communicate professionally and consistently
- Create a network of public information staff that leverages knowledge and training of more experienced staff
- Develop media training and tools for front line employees
- Develop a centralized crisis communication capacity
- Create a hard copy newsletter for all employees
- Create systems and incentives to share and reward "best practices"
- Present consistent subject matter at all regional/national meetings

External communications

- Create a senior position in WASO to coordinate all National Park Service communication
- Use the Arrowhead logo on all National Park Service materials
- Establish exact standards for the Arrowhead
- Establish Servicewide graphic design standards
- Broaden content to connect to the Service or System; provide direction to related publications, materials
- Strengthen thematic, programmatic, and/or geographic connections
- Develop basic Servicewide communications tools

Information for visitors/potential visitors

- Develop "tracks" for visitors (e.g. seniors, families with small children)
- Create or revise materials to explain National Park Service stewardship in that park
- Work with National Park Foundation to create an easy-to-use travel planning website using www.nps.gov content and www.nationalparks.org capabilities
- Improve web-based materials for teachers, initially concentrating on thematic connections; build/strengthen relationships with national educators' organizations
- Reach out to minority populations by building coalitions with national organizations and creating capacity to communicate with minority media outlets
- Use National Parks Pass marketing to communicate broadly with the public
- Leverage National Park Foundation partnerships to communicate broadly with public

Basic tools

In addition, three basic tools were created as consistent elements of National Park Service communications:

1. *Message Architecture*—Not surprisingly, the public can be repelled—rather than engaged—when it sounds like the National Park Service is protecting places from them rather than for them. Structuring communications around three key elements, in sequence, can help avoid this perception:

- *Special Places*—establish the fact that the place is special, and why
- *Meaningful Experiences*—explain the kinds of opportunities available for meaningful experiences (which opens the door to talk about limitations; not every experience is possible)
- *Protection*—the National Park Service will help guarantee that these places and these experiences will always be there

Once the connection has been made that the places are special and the opportunities to experience them are valuable, then the case can be made for protection—which is the means by which the National Park Service makes that guarantee. Too often we start with protection—and lose the opportunity to engage the public and invite them to join us in stewardship.

2. *"Plain English" Purpose Statement*—When asked what the National Park Service does, many employees respond with language from the Organic Act or subsequent efforts to precisely capture the complexity of the National Park Service mission. For most public audiences, none of these responses are as clear or as simple as they could be. Therefore a single, concise sentence has been crafted that broadly—but clearly and without jargon, states the purpose of the National Park Service:

   The National Park Service cares for special places saved by the American people so that all may experience our heritage.

This sentence succinctly describes:

- What we do—we care for special places
- How the public is involved—the American people saved the places, and
- Why it matters—so everyone can experience our heritage

3. EXPERIENCE YOUR AMERICA™—An effective tool to capture interest and create the opportunity for providing more information is the use of a "tagline". The phrase EXPERIENCE YOUR AMERICA™ was created for use by the National Park Service and, in many circumstances, by National Park Service partners as an invitation to the public to learn more.

It should be used, as appropriate, on all official National Park Service materials.

[Note: This phrase has been trademarked by the National Park Foundation and its use granted to the National Park Service. Any use other than on official National Park Service materials must be approved in advance, by the Chief, National Park Service Partnership Office.]

National Leadership Council action

This plan was adopted by the National Leadership Council, subject to testing of EXPERIENCE YOUR AMERICA™ to ensure that it resonated with the public and was seen as an invitation. This occurred in August 1999 with focus groups selected to represent the full spectrum of the public, from those who value the national parks to those who have limited experience, to those who feel the parks are not relevant to their lives.

The phrase tested very well against several other options. Participants heard the phrase as a sincere invitation to consider and learn more about the national parks. They felt it encompassed all types of national parks, not just wilderness parks. The word *experience* conveyed a richness that was desirable, offering something more than simply "seeing" a place. The groups responded strongly to the sense of pride, ownership, and patriotism contained in "Your America."

In the African American groups, it generated comments like "they want you to visit," they "are asking you to come," which was seen as very positive given earlier research indicating that African Americans may not feel that they are welcome in national parks.

An alternative containing a stronger protection message was resisted by the audiences, who either failed to respond positively, or said they felt someone was telling them they had another obligation, "something else I'm supposed to find time to worry about." Importantly, when participants shared their individual national park stories, they would quickly make their own transition to the value of preservation, but when that was forced on them in advance, they resisted.

National Park Service implementation workshops

A two-day implementation workshop with 25 National Park Service employees was held August 24–25, 1999, to share the findings of the communications audit, the plan that had been adopted by the National Leadership Council, and discuss specific actions that could carry out the plan. [Participant list in Appendix D.]

The results of this workshop, along with the findings of the communications audit and the plan adopted by the National Leadership Council were taken to the field through a second series of Servicewide workshops in October 1999. [Participant list in Appendix D.]

As in the first series of workshops, a pattern developed in the reactions, comments, and questions raised by the participants.

There was widespread concurrence with the findings of the communications audit and support for the recommendations on overcoming the lack of awareness of the depth and breadth of the National Park System and mission of the National Park Service.

The concerns that were expressed consistently from workshop to workshop revolved around the following issues:

- A fear that achieving a consistent look and feel to materials would result in a loss of identity for the individual parks/programs or a "blanding" of the unique characteristics of each
- Some argued that the Unigrid (black band and Arrowhead) look should not be adopted
- Some argued that the Arrowhead logo did not represent all parks or all parts of the mission
- Skepticism by field managers about placing a priority on trained public affairs staff when other staff needs were more pressing and otherwise how the commitment to providing parks/programs with access to trained public affairs would be achieved
- Questions about who and how the senior WASO communications coordinator position would be filled and how it would interface with existing staff;
- Some felt that the message architecture recommendations devalued the protection mission
- Several sought to wordsmith the "plain English" purpose statement and the EXPERIENCE YOUR AMERICA™ tagline and challenged how the tagline would be received by the public, especially international visitors

The most common reaction across the workshops was an eagerness to get to work on implementing the recommendations.

There was consensus on the importance of field testing the recommendations in the implementation plan before issuing it Servicewide.

Pilot parks

On December 6, 1999, the Message Project Team met with the National Leadership Council. The National Leadership Council selected seven "pilot parks" that the Team would work with to test the recommendations.

The Message Project pilot parks were:
1. Alaska Region—all parks
2. Pacific West Region—Mount Rainier
3. Intermountain Region—Palo Alto Battlefield
4. Midwest Region—Mount Rushmore
5. Southeast Region—African American parks (crossed regions—see list in Appendix E)
6. National Capital Region—all parks
7. Northeast—New Bedford Whaling

Throughout February and March 2000, a team of National Park Service and Ogilvy staff held initial meetings with representatives of these parks, reviewed their current communications capabilities and materials, and through follow-up conversations, identified a specific concern or issue in which each park sought to either better understand the public's perception and/or enhance the content or delivery of park information.

Four parks had questions about attitudes in their gateway communities.

Alaska's national parks—In Alaska, there were questions about how Alaskan residents perceived the Alaska national parks. Twenty-five years after the establishment of the Alaska national parks, could we gauge the public's understanding of and support for National Park Service and its management policies and determine if the public distinguished between National Park Service and other Federal land management agencies? Employees were treated with great suspicion when they arrived in the 70's, and that suspicion seems largely to have been overcome. The focus groups were designed to verify this and to better understand current perspectives.

Mount Rushmore—The park had questions about how residents of Rapid City felt about the significant construction project that completely changed visitor facilities. As the dominant attraction in South Dakota, Mount Rushmore has a very high profile and importance to local residents. Recent major renovations had enhanced the memorial—focus groups were used to determine local residents' understanding of those enhancements, and support for the goals of the project. As other parks undertake major construction projects, this issue will be relevant for them also.

National Capital Region parks—The NCR parks were curious about the level of recognition in the Washington, D.C., metropolitan area. Residents receive daily benefit from the national parks, whether commuting on the Parkways, bringing visitors to the Mall, or enjoying recreation along the C&O Canal, Rock Creek, or many other parks. Focus groups were used to gauge local residents' level of understanding that all these sites were administered by the National Park Service, and to gain some fundamental information that might guide the development of a regional approach to talking about the parks.

New Bedford—In New Bedford, the park and the community wanted to invite travelers to stop for a visit. The community of New Bedford, Massachusetts, saw the designation of the New Bedford Whaling National

Historical Park as a cornerstone in their efforts to become a major destination in Southern New England. The focus groups tested New Bedford and Mystic Seaport, another similar historical destination, to understand current perceptions of New Bedford, and to identify the motivators for heritage tourism in southern New England.

The remaining three pilots had general questions about specific audiences; Japanese Americans, African Americans, and Hispanic Americans.

In June and July 2000, 21 focus groups were conducted across the country on questions raised by the pilot parks:

- Two groups in Providence, Rhode Island, with a cross section of southeastern New England residents to test the appeal of historic sites in general, and New Bedford Whaling National Historical Park, in particular
- Two groups in Rapid City, South Dakota, to assess the attitudes of the Mount Rushmore community on the park's massive construction project
- Three groups in Anchorage, Alaska, to assess Alaska residents' understanding of the national parks within the context of other federal land in Alaska
- Four groups in Seattle among Japanese Americans to determine a message strategy for that audience
- Two groups in Washington, D.C., to understand local residents' attitudes toward the National Capital Region parks
- Four groups, two in Santa Ana, California, and two in Houston, Texas, to understand Hispanics' awareness and attitudes toward national parks in general
- Four groups, two in Washington, D.C., and two in Houston, Texas, to understand African Americans' awareness and attitudes toward national parks in general

Findings—particular audiences

African Americans

Consistently among the research done with African Americans, a significant disconnect has emerged between this audience and the national parks. Perhaps more so than for any other audience, the images of rugged wilderness vistas are particularly alienating. In group after group, participants described national parks as a place where one "backpacks in, sleeps on the ground, and there are bugs and bears." Participants don't have confidence that there will be facilities for their comfort—food, lodging, restrooms, etc.

They also don't see themselves represented in national park materials or in news coverage of national parks. In some cases, they perceive the national parks to be downright hostile, what one participant summed up as "all those trees and white people." Other sites—e.g. Statue of Liberty, Martin Luther King, Jr.—are not perceived as "parks."

But consistent among this audience was the desire to expose their children to heritage, both American heritage in general and African American heritage in particular. They are particularly interested in going to the places where "it really happened." Groups expressed pride and enthusiasm upon learning of the parks that celebrate African American heritage, but that pride and enthusiasm was quickly followed by questions about why they had never heard of these national parks before.

When the groups were told "There are 17 national parks that tell a predominately African American story," the initial positive response was quickly followed by a sense that their story had been "ghettoized" to just those sites. When the message was "The African American story is told throughout the national parks" and used examples such as the Underground Railroad and the Buffalo Soldiers, the response was very strong and positive.

Japanese Americans

The Japanese American community is an important constituency in the Seattle area and Mount Rainier National Park was interested in learning how this community related to the park.

Four focus groups with varying ages and income levels indicated that this audience considers itself highly assimilated and would resist efforts that seemed to be targeting them specifically.

They identified much more strongly as Americans than as Japanese, and while they place a high value on their heritage as a people, they define their heritage as beginning with immigration, regardless of how many generations back that was. For instance, they had little sense of connection or relevance to Japanese symbols, but great connection and relevance to symbols of their heritage in America, even those with unpleasant memories, like the internment camps. On issues of protection, usage, etc. their attitudes closely tracked with the more general audience.

Hispanics

Hispanic audiences expressed a general sense of connection to the national parks, but the level of that connection varied considerably based on location.

In Chicago and Houston, where national parks are not close by, the parks were viewed as once-in-a-lifetime vacation destinations—the grand tour of the West. In California the parks were closer and more richly understood for their recreation value.

Heritage sites such as the Statue of Liberty and Martin Luther King, Jr. National Historic Site are appealing, but the groups did not think of them as national parks—and resisted that thinking when informed they were part of the same system as Yosemite and the Grand Canyon. There was a strong sense of desire to connect with American heritage sites, but that desire was not connected to the idea of national parks.

Gateway communities

Gateway community research, conducted in Washington, D.C.; Providence, Rhode Island; Rapid City, South Dakota; and Anchorage, Alaska, revealed many common positives and many common shortcomings of current gateway community communication.

On the good side, national parks are a point of pride to local communities. Residents are proud that their communities are destinations for American and international visitors. Residents understand the economic benefit to their communities from tourism as well as the esteem benefits and generally are willing to accept the downsides of tourism because of the economic benefits.

In the case of New Bedford Whaling, the national park designation caused New Englanders to reconsider a community that many perceived to not enjoy a positive reputation.

On the more troubling side, communities where many agencies of the Federal government are present find the differences in administration of sites confusing. Alaskans, on the other hand, can distinguish among agencies, but are nonetheless frustrated by the many points of contact and many schemes of regulation. Also, communication to gateway communities is difficult. Because local residents may not actually visit the park for many years, in-park communication does not reach them. At Mount Rushmore, despite public meetings and extensive efforts to build support for the redevelopment, the community took issue with many of the changes that had taken place, in some cases bitterly expressing a sense of loss for features that had never existed. Major construction projects require a more concentrated effort to reach out to local stakeholders.

Working with the pilot parks

Beginning in mid-July 2000, the project team returned to each pilot park for an intensive two-day session to share the results of this research, make specific recommendations for that pilot, and provide professional media training.

The work done by and with these pilot parks was shared at the National Park Service Discovery 2000 Conference in St. Louis in September 2000, and is incorporated into this notebook.

Appendix D.
Workshop participants

December 15, 1998—Pacific West & Alaska Regional Workshop—San Francisco

John Reynolds, Regional Director, Pacific West Region
Deanne Adams, Columbia Cascades Support Office
Holly Bundock, Associate Regional Director, Communications, Pacific West Region
Gary Candelaria, Superintendent, Pinnacles
Lynn Fonfa, Golden Gate National Recreation Area
Tracy Fortmann, Golden Gate National Recreation Area
Kathy Jope, Columbia Cascades Support Office
Pauline Jue, Pacific West Region
Meredith Kaplan, De Anza Trail
Peter Keller, Redwood National Park
Neil King, Superintendent, Hagerman Fossil Beds
Lorna Lange, Joshua Tree National Park
Marsha Lee, Pacific West Region
Marti Leicester, Associate Regional Director, PWR
Len McKenzie, Golden Gate National Recreation Area
Kaarina Merikaarto, Pacific West Region
Greg Moore, Executive Director, Golden Gate National Parks Association
Cicely Muldoon, Golden Gate National Recreation Area
Ray Murray, Pacific Great Basin Support Office
Lynne Nakata, Pacific Great Basin Support Office
Brian O'Neill, Superintendent, Golden Gate National Recreation Area
Tim Priehs, Executive Director, Southwest Parks and Monuments Association
John Quinley, Assistant Regional Director, Communications, Alaska
Kay Rhode, Lake Mead
Yvette Ruan, Hawaii Volcanoes
Rick Smith, Yosemite
Carol Spears, Channel Islands
Dave Spirtes, Superintendent, Western Alaska Parks
Charles Taylor, Santa Monica Mountains
Jane Tranel, Denali
Mike Vouri, Interpretion, San Juan Island
Joe Zarki, Chief of Interpretation, Joshua Tree

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January 6, 1999—WASO Workshop—Washington, DC

Deny Galvin, Deputy Director
Jackie Lowey, Deputy Director
Kate Stevenson, Associate Director, Cultural Resource Stewardship & Partnerships
Corky Mayo, Chief, Interpretation
Carol Shull, Keeper of the National Register
Warren Brown, Chief, Planning
Ron Greenberg, Assistant Director, National Center for Cultural Resources
Destry Jarvis, Assistant Director, External Affairs
Chris Brown, National Center for Recreation
Nat Wood, Special Assistant to the Director
Abby Miller, Deputy Associate Director, Natural Resources
John Dennis, Natural Resources
Gary Machlis, Chief Social Scientist, Natural Resources
Jake Hoogland, Chief, Environmental Quality Division, Natural Resources
Tom Ross, Assistant Director, National Center for Recreation
Brooke Shearer, Special Assistant to the Director
Sandy Weber, Interpretation
Paul Handly, Webmaster
Kitty Roberts, Chief, Legislative & Congressional Affairs
Elaine Sevy, Deputy Chief, Public Affairs
Mary Herber, Harpers Ferry Center
Dwight Pitcaithley, Chief Historian
Pat Tiller, Heritage Preservation Services
Chris Shaver, Natural Resources
Lissa Fox, Natural Resources
Loran Fraser, Chief, Policy
Linda Canzanelli, Deputy Associate Director, Operations
Susan Still, Association of Partners for Public Lands
Duncan Morrow, Special Assistant to the Director
Diane Spriggs, Chief, Equal Employment Opportunity

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January 7, 1999—National Capital Region Workshop—Washington, DC

Terry Carlstrom, Regional Director
Joe Lawler, Deputy Regional Director
Mike Metallo, Executive Director, Parks and History Association
Susan Trail, Assistant Superintendent, Antietam/Monocacy
Mel Poole, Superintendent, Catoctin
Doug Faris, Superintendent, C&O Canal
Kevin Brandt, C&O Canal
Nancy Brown, C&O Canal
Audrey Calhoun, Superintendent, George Washington Memorial Parkway
Mike Wilson, Assistant Superintendent, George Washington Memorial Parkway
Deborah Feldman, George Washington Memorial Parkway
Bart Truesdell, George Washington Memorial Parkway
Donald Campbell, Superintendent, Harpers Ferry
Bruce Noble, Harpers Ferry
Ken Starnes, Harpers Ferry
Bob Sutton, Superintendent, Manassas National Battlefield
Bob Hickman, Superintendent, Prince William Forest Park
Colleen Derber, Prince William Forest Park
Arnold Goldstein, Superintendent, National Capital Parks-Central

Vikki Keys, Deputy Superintendent, National Capital Parks-Central
Donna Donaldson, National Capital Parks-Central
Lisa Mendelson, National Capital Parks-Central
Einar Olsen, Acting Superintendent, National Capital Parks-East
Clarenda Drake, National Capital Parks-East
Adrienne Coleman, Superintendent, Rock Creek Park
Cindy Cox, Assistant Superintendent, Rock Creek Park
James McDaniel, Director, White House Liaison Office
Stan Lock, Deputy Director, White House Liaison Office
Ann Bowman Smith, White House Liaison Office
Rick Wilt, Director, Wolf Trap Farm Park
Bill Crockett, Deputy Director, Wolf Trap Farm Park
Sally Blumenthal, Deputy Associate Superintendent, Stewardship and Partnerships
Ron Mack, Education & Interpretation, National Capital Region
Dale Dickerhoof, United States Park Police

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January 12, 1999—Midwest Regional Workshop—Omaha

Bill Schenk, Regional Director
Dave Given, Deputy Regional Director
Linda Witkowski, Associate Regional Director, Administration
Frank Palombo, Chief, Information Technology, Midwest Region
Ted Hillmer, Chief, Design & Maintenance, Midwest Region
Rick Klukas, Chief, Natural Resources, Midwest Region
Craig Kenkel, Chief, Cultural Resources, Midwest Region
Deb Imhoff, Chief, Administration, Midwest Region
Marty Sterkel, Chief, Partnerships, Midwest Region
John Townsend, Acting Chief, Education & Visitor Services
Flo Six, Assistant Regional Director, Communications
Jack Linahan, Superintendent, Buffalo National River
Tom Gilbert, Superintendent, Ice Age National Scenic Trail
Mark Engler, Superintendent, Homestead
Chris Niewold, Recruitment, Midwest Region
Deb Brower, Assistant Regional Director, Human Resources
Bill Fink, Assistant Regional Director, GPRA
Al Hutchings, Associate Regional Director, Professional Services & Legislation
Cathy Damon, Associate Regional Director, Administration & Reg. Comptroller
Fred Suarez, Chief, Lands, Midwest Region
Jimmy Taylor, Superintendent, Wind Cave
Larry Reed, Superintendent, Scotts Bluff
JoAnn Kyral, Superintendent, Mississippi National River & Recreation Area
Sandra Washington, Chief, Planning & Compliance, Midwest Region

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January 15, 1999—Northeast Regional Workshop—Philadelphia

Marie Rust, Regional Director
Sandy Walter, Deputy Regional Director
Edie Shean-Hammond, Assistant Regional Director, Communications
David Hollenberg, Associate Regional Director, National Heritage Partnerships
Mike Adlerstein, Associate Regional Director, Professional Services
Maryanne Gerbaukus, Superintendent, Edison
John Piltzecker, Superintendent, New Bedford Whaling
Patti Reilly, Education Specialist, Boston Support Office
Michael Henderson, Superintendent, Morristown
Mike Whatley, Cape Cod
[partial attendance list]

Message Project Team:
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January 20, 1999—Southeast Regional Workshop—Atlanta

Dan Brown, Deputy Regional Director
Francis Peltier, Associate Regional Director, Park Operations & Education
Charlie Powell, Associate Regional Director, Administration
Mark Woods, Acting Associate Director, Natural Resource Stewardship & Science
Troy Lissimore, Assistant Regional Director, Strategic Planning & Partnerships
Ron Switzer, Superintendent, Mammoth Cave
Chris Stein, Chief, Interpretation, Great Smoky Mountains
Jerry Eubanks, Superintendent, Gulf Islands
Bob Dodson, Superintendent, Natchez National Historical Park
Bill Carroll, Assistant Superintendent, Chattahoochee River National Recreation Area
John Ehrenhard, Chief, Southeast Archeological Center
John Breen, Superintendent, Fort Pulaski National Monument
Wendell Simpson, Superintendent, Natchez Trace Parkway
Stuart Johnson, Chief, Planning, Southeast Region
Paul Hartwig, Superintendent, San Juan National Historic Site
Tom Piehl, Chief, Land Resources, Southeast Region
Michele Jackson, Chief, Human Resources, Southeast Region
Judy Forte, Chief Ranger, Southeast Region

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January 22, 1999—Intermountain Region Workshop—Denver

John Cook, Regional Director
Bill Gwaltney, Chief, Interpretation, Rocky Mountain
Don Hill, Superintendent, Bent's Old Fort
Joan Anzelmo, Chief, Concessions, Grand Teton
Dan Brown, Chief, Interpretation, Bent's Old Fort
Ed Greene, Chief, Interpretation, Capulin Volcano

Linda Slater, Acting Chief, Interpretation, Guadalupe Mountains
John Benjamin, Superintendent, Lake Meredith
Kit Mullen, Superintendent, Timpanogos Cave
Micki Hellickson, Superintendent, Petrified Forest
Dale Ditmanson, Assistant Superintendent, Glen Canyon
Duane Holmes, Rivers, Trails & Conservation Assistance, Intermountain Region
Barbara Sutteer, American Indian Liaison, Intermountain Region
Hugh Osborne, Rivers, Trails & Conservation Assistance, Intermountain Region
Neil DeJong, Program Leader, Interpretation, Intermountain Region
Kim Sikoryak, Interpretation, Intermountain Region
Larry Norris, Natural Resources, Intermountain Region
Brian Carlstrom, Natural Resources, Intermountain Region
Kathy Fleming, Concessions, Intermountain Region
Hal Grovert, Superintendent, Support Office, Denver
Pat O'Brien, Program Leader, Cultural Resources, Intermountain Region
Darrell Cook, Acting Deputy Regional Director, Rocky Mountain Cluster
Rick Frost, Assistant Regional Director, Communications
Linda Griffin, Public Information, Intermountain Region
Peggy Halderman, Assistant Regional Director, Strategic Management
Susan Garland, Legislative Affairs Specialist, Intermountain Region
Art Hutchison, Donoghue Fellow
Karen Breslin, Communications, Intermountain Region
Dave Mihalic, Superintendent, Glacier
Mike Finley, Superintendent, Yellowstone
Jerry Rogers, Superintendent, Support Office, Santa Fe
TJ Priehs, Executive Director, Southwest Parks & Monuments
Barbara Pahl, National Trust for Historic Preservation
Bruce Hutton, University of Denver
Rick Harris, Strategic Planning, Intermountain Region
Penny Revella, Women's Executive Leadership Program
Charlie Clapper, Denver Service Center
Edie Ramey, Acting Chief, Planning & Design, Denver Service Center
Alex Young, Director, Administrative Program Center
Cindy McKee, Manager, External Affairs, Bureau of Land Management
Gene Reetz, Region VIII, Environmental Protection Administration

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March 3, 1999—Servicewide Workshop—Washington, DC

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Rick Frost, Assistant Regional Director, Communications, Intermountain Region
Michele Jackson, Chief, Human Resources, Southeast Region
Francis Peltier, Associate Regional Director, Park Operations & Education, Southeast Region
Michael Henderson, Superintendent, Morristown
Mike Whatley, Cape Cod
Mark Engler, Superintendent, Homestead
Sandra Washington, Chief, Planning & Compliance, Midwest Region
Bob Sutton, Superintendent, Manassas
Lisa Mendelson, National Capital Parks-Central
Corky Mayo, WASO Interpretation
Jake Hoogland, WASO Natural Resources
Gary Candelaria, Superintendent, Pinnacles
Carol Spears, Channel Islands

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August 24–25, 1999—Servicewide Implementation Workshop—Washington, DC

Chris Brown, National Center for Recreation and Conservation
Steve Morris, National Center for Recreation and Conservation
Edie Shean-Hammond, Assistant Regional Director, Communications, Northeast Region
Phil Musselwhite, Wayside Exhibits, Harpers Ferry Center
Melissa Cronyn, Publications, Harpers Ferry Center
Flo Six, Assistant Regional Director, Communications, Midwest Region
Mark Oviatt, ParkNet
Steve Pittleman, ParkNet
Dave Gilbert, Harpers Ferry Center
Shawn Norton, Director's Office
David Guiney, Harpers Ferry Center
Ed Zahniser, Harpers Ferry Center
Gary Candelaria, Superintendent, Pinnacles
Karen Breslin, Public Affairs, Intermountain Region
Bob Reynolds, Superintendent, Outer Banks Group
Peggy Halderman, Assistant Regional Director, Intermountain Region
Mark Engler, Superintendent, Homestead
Mary Herber, Harpers Ferry Center
Bob Sutton, Superintendent, Manassas
Bob Chandler, National Park Foundation
Loran Fraser, Chief, Policy
Carol Shull, Keeper, National Register of Historic Places
Corky Mayo, Chief, Interpretation and Education
Leslie Happ, National Park Foundation
Jen Larson, National Park Foundation

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October 5, 1999—Northeast Region Workshop—Philadelphia

Marie Rust, Regional Director
Edie Shean-Hammond, Assistant Regional Director, Communications
Bill Laitner, Superintendent, Delaware Water Gap
Mary Anne Gerbaukus, Superintendent, Edison
Patti Reilly, Education Specialist, Boston Support Office
Kathy Dilonardo, Interpretive Planner, Philadelphia Support Office

Joe DiBello, Team Leader, Stewardship/Partnership, Philadelphia Support Office
Jim Pepper, Assistant Regional Director, Congressional Affairs
Pat Phelan, Assistant Regional Director, Administration
David Hollenberg, Assistant Regional Director, Partnerships
Sean Henessy, Public Information Officer, Boston National Historical Park
Roy Cortez, Management Assistant, Johnstown Flood
Janet Wolf, Superintendent, New Jersey Coastal Heritage Trail
Dale Ditmanson, Assistant Regional Director, Park Operations
Bill Bolger, NHL Program Manager, Philadelphia Support Office
Dona McDermott, Chief, Interpretation, Valley Forge
Mary Carroll, Mid Atlantic Council
Joe Torsella, National Constitution Center
Andu Coyle, Historic Philadelphia, Inc.
Robert Williams, Mid Atlantic Council
Connie Jameson, Friends of Valley Forge
David Freeman, Friends of Independence
Marilyn Glass, Consultant
Bernice Hamel, Consultant
Mitchell Sussman, National Tourism Association
Meryl Levitz, Greater Philadelphia Tourism and Marketing Association

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October 7, 1999—Pacific West & Alaska Regions Workshop—San Francisco

Marti Leicester, Associate Regional Director, Pacific West
Deanne Adams, Chief of Interpretation, Columbia Cascades Support Office
Jonathan Bayless, Natural Resource Specialist, Pacific Great Basin Support Office
Gary Bickford, Fort Vancouver
David Blackburn, John Muir
Bert Byers, Lake Mead
Frank Dean, Point Reyes
Jerry Edelbrock, Yosemite Fund
Tracy Fortmann, Golden Gate National Recreation Area
Katherine Fuller, Redwood National Park
Brian Garrett, John Muir
Maria Gillett, Mount Rainier
Margee Hench, Grand Canyon
Pauline Jue, Pacific West Region
Diane Jung, Education & Interpretation, Alaska Support Office
Meredith Kaplan, De Anza Trail
Tessa Langford, Fort Vancouver
Rudy Maich, Whiskeytown
Len McKenzie, Volunteer
Cicely Muldoon, Superintendent, San Juan Islands
Ray Murray, Partnerships, Pacific West Region
Don Neubacher, Superintendent, Point Reyes
Brian O'Neill, Superintendent, Golden Gate National Recreation Area
John Quinley, Assistant Regional Director, Communications, Alaska
Kay Rohde, Lake Mead
Yvette Ruan, Golden Gate National Recreation Area
Liz Scanlon, Golden Gate National Parks Association
Mary Gibson Scott, Deputy Superintendent, Golden Gate National Recreation Area
Tony Sisto, Fort Vancouver
Rick Smith, Yosemite
Rich Weideman, Golden Gate
Joe Zarki, Joshua Tree

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October 19, 1999—Midwest Region Workshop—Omaha

Bill Schenk, Regional Director
Dave Given, Deputy Regional Director
Mark Engler, Superintendent, Homestead
Peggy O'Dell, Superintendent, Jewel Cave
Marty Sterkel, Assistant Regional Director,
Linda Witkowski, Associate Regional Director, Administration
Flo Six, Assistant Regional Director, Communications
Al Nash, Park Ranger, Indiana Dunes
Sandra Washington, Planning and Compliance,
John Townsend, Park Ranger, Protection
Frank Mares, Park Ranger, Jefferson National Expansion
Cal Calabrese, Associate Regional Director, Cultural Resource Stewardship
Craig Kenkel, Cultural Resources, Midwest Support Office
Diane Miller, Historian, Midwest Regional Office
John Daughtery
James Hill, Historian, Midwest Regional Office
Dan Wenk, Superintendent, Mount Rushmore
Ted Hillmer, Midwest Regional Office
Ron Hiebert, Midwest Regional Office

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John Cook, Intermountain Regional Director, retired
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October 20, 1999—Intermountain Region Workshop—Denver

Ron Everhart, Deputy Regional Director, Colorado Plateau
Karen Breslin, Public Affairs, Intermountain Region
John Benjamin, Superintendent, Lake Meredith
Don Falvey, Superintendent, Zion National Park
Rick Frost, Assistant Regional Director, Communications
Susan Garland, Legislation/Accessibility, Intermountain Region
Ed Greene, Chief, Interpretation, Carlsbad Caverns
Linda Griffin, Intermountain Region
Hal Grovert, Intermountain Region
Bill Gwaltney, Chief, Interpretation, Rocky Mountain
Peggy Halderman, Assistant Regional Director
Rick Harris
Michele Hellickson, Superintendent, Petrified Forest
Don Hill, Superintendent, Bent's Old Fort
Duane Holmes
Art Hutchinson, Deputy Chief, Concessions Management, Intermountain Region

Richard Kohen, Interpretation, Intermountain Region
Maureen Oltrogge, Grand Canyon
Cherry Payne, Chief, Interpretation, San Antonio Missions
TJ Priehs, Executive Director, Southwest Parks and Monuments
Edie Ramey, Chief of Operations, Denver Service Center
Ann Rasor, Superintendent, Tumacacori
Kim Sikoryak, Interpretation, Intermountain Region
Mike Snyder, Deputy Regional Director, Colorado Plateau
Barbara Sutteer
Tom Ulrich, Florissant Fossil Beds
Amy Vanderbilt, Glacier
Alex Young, Director, Denver Administrative Program Center

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October 25, 1999—National Capital Region Workshop—Washington, DC

Terry Carlstrom, Regional Director
Susan Trail, Assistant Superintendent, Antietam
Barbara Riddick, Admin. Tech, Catoctin
Debra Mills, Park Ranger, Catoctin
Pandy Tomko, Secretary, Catoctin
Bob Hartman, Chief, Maintenance, C&O Canal
Debbie Conway, Chief, Interpretation, C&O Canal
Susan Alberts, Natural Resource Specialist, C&O Canal
Ann Fuqua, Park Ranger, George Washington Memorial Parkway
Debbie Feldman, Park Planner, George Washington Memorial Parkway
Ronnie Spiewak, Administrative Assistant, George Washington Memorial Parkway
Bruce Noble, Chief, Interpretation, Harpers Ferry
Robert Sutton, Superintendent, Manassas
Karen Cucurullo, Assistant Superintendent, Manassas
Arnold Goldstein, Superintendent, National Capital Parks-Central
Vikki Keys, Deputy Superintendent, National Capital Parks-Central
Donna Donaldson, Chief, Interpretation, National Capital Parks-Central
Lisa Mendelson, Special Assistant, National Capital Parks-Central
Rick Merryman, Chief, Park Programs, National Capital Parks-Central
Lori James, Park Ranger, National Capital Parks-East
Tina Short, Park Ranger, National Capital Parks-East
Fred Cunningham, Special Assistant, National Capital Parks-East
Martha Alston, Park Ranger, National Capital Parks-East
Russ Whitlock, Supervisory Park Ranger, Prince William Forest Park
Colleen Derber, Park Ranger, Prince William Forest Park
Janice Franer, Administrative Officer, Rock Creek Park
Daniel Hudson, Acting Chief, Maintenance, Rock Creek Park
Ann O'Neil, Park Ranger, Rock Creek Park
William Crockett, Deputy Director, Wolf Trap Farm Park
James McDaniel, Director, White House Liaison
Ann Smith, Assistant Director, White House Liaison
Kerrie Ferrell, Special Emphasis Recruitment Officer, AHR
Sally Blumenthal, Deputy Associate Regional Director
Ed Duffy, Associate Regional Director, Operations & Education
Skip Larson, Chief, Concessions Management, National Capital Region
Ronald Mack, Chief, Education & Interpretation, National Capital Region
Einar Olsen, Chief, Ranger Services, National Capital Region
Ramie Lynch, Youth Activities Coordinator, National Capital Region
George Vasjuta, Interpretive Planner, National Capital Region
Cathy Nelson, Management Assistant, National Capital Region

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October 26, 1999—Washington Office Workshop—Washington, DC

Deny Galvin, Deputy Director
Jackie Lowey, Deputy Director
Kate Stevenson, Associate Director, Cultural Resource Stewardship & Partnerships
Mike Shelton, Policy Office
Gary Cummins, Manager, Harpers Ferry Center
Jim Gasser, Director's Office
Gerry Gaumer, Public Affairs
Carol Anthony, Public Affairs
Nadine Leisz, Land Resources
Brenda Smith, Park Planning
Lou DeLorme, Park Facility Management
Sandy Weber, Interpretation & Education
Billie Larson, Legislative & Congressional Affairs
Shawn Norton, Director's Office
Maureen Foster, Human Resources
Debby Peck, Natural Resources
Chick Fagan, Policy
Toni Lee, Cultural Resources
Sharon Cleary, Chief, International Affairs
Dee Highnote, Concessions
Marcia Keener, Policy
Paula Degan, Association of Partners for Public Lands
Corky Mayo, Chief, Interpretation & Education
Brooke Shearer, Director's Office
Jim Poole, Administration
Melissa Cronyn, Publications, Harpers Ferry Center
Phil Musselwhite, Wayside Exhibits, Harpers Ferry Center
Lucia Bragan, Training & Development
Meg Leffel, Ranger Activities
Brian Forist, Social Science
Jennifer Mummart, Partnership Office
Chesley Moroz, President, Eastern National
Tom Ross, Assistant Director, National Center for Recreation & Conservation
Steve Morris, National Center for Recreation & Conservation
Diane Spriggs, Equal Employment Opportunity
Loran Fraser, Chief, Policy

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December 1, 1999—Harpers Ferry Center Workshop—Harpers Ferry

Gary Cummins, Manager
Phil Musselwhite, Wayside Exhibits
Melissa Cronyn, Publications
[complete list not available]

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December 3, 1999—Southeast Region Workshop—Atlanta

Dan Brown, Deputy Regional Director
Paul Winegar, Assistant Regional Director, Communications
Suzanne Lewis, Superintendent, Chattahoochee River
Bob Miller, Great Smoky Mountains National Park
Charles Maynard, Executive Director, Friends of Great Smoky Mountains National Park
Tom Brown, Associate Regional Director, Professional Services
Charlie Powell, Assistant Regional Director, Human Resources
John Yaney, Associate Regional Director, Natural Resources
Wally Hibbard, Associate Regional Director, Park Operations & Education
Val Knight, Regional Comptroller
Troy Lissimore, Assistant Regional Director, Strategic Planning & Partnerships
Sandy Taylor
Michelle Jackson, Human Resources
Chris Stein, Great Smoky Mountains
Suzanne Barrett, Great Smoky Mountains
Bob Blythe, Historian, Southeast Region
Frank Catroppa, Superintendent, Martin Luther King, Jr.
John Cissell, Superintendent, Kennesaw Mountain
Fred Boyles, Superintendent, Andersonville
John Breen, Superintendent, Fort Pulaski
Stuart Johnson, Planning
Kirk Cordell, Cultural Resources, Southeast Region
Judy Forte, Education and Visitor Services
Wallace Brittain, Rivers, Trails, and Conservation Assistance
Sarah Zimny, Information Technology,
Denis Davis
Barbara Goodman, Superintendent, Fort Caroline
John Tucker, Superintendent, Fort Sumter
Bob Vogel, Superintendent, Guilford Courthouse
Martha Bogle, Superintendent, Congaree Swamp
Bill Springer, Superintendent, Little River Canyon
Mary Ann Peckham
Donna Drelick
Ina Parr
Vickie Carson, Mammoth Cave
Nina Kelson, Gulf Islands
Rick Cook, Everglades
Gordon Wilson, Superintendent, Castillo de San Marcos
Pat Reed, Superintendent, Chickamauga & Chattanooga
Don Wollenhaupt, Southeast Region
Wendell Simpson, Superintendent Natchez Parkway
Norah Martinez, Canaveral
Sylvia Flowers, Ocmulgee
[invitation list; attendance list unavailable]

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Appendix E.
Parks included in the African American sites pilot park

Booker T. Washington National Monument
Boston African American National Historic Site
Brown v. Board of Education National Historic Site
Cane River National Historical Park
Dayton Aviation Heritage National Historical Park
Frederick Douglass National Historic Site
George Washington Carver National Monument
Little Rock Central High School National Historic Site
Maggie L. Walker National Historic Site
Martin Luther King, Jr. National Historic Site
Mary McLeod Bethune Council House National Historic Site
Natchez National Historical Park
New Orlean Jazz National Historical Park
Nicodemus National Historic Site
Selma to Montgomery National Historic Trail
Tuskegee Airmen National Historic Site
Tuskegee Institute National Historic Site

Appendix F.
Parks surveyed as part of the communications audit

Alaska Regional Office
Bandelier National Monument
Biscayne National Park
Canaveral National Seashore
Chattahoochee River National Recreation Area
Denali National Park
Fire Island National Seashore
Gateway National Recreation Area
Gettysburg National Military Park
Golden Gate National Recreation Area
Great Smoky Mountains National Park
Harpers Ferry Center
Kenai Fjords National Park
Lake Mead National Recreation Area
Martin Luther King, Jr. National Historic Site
Mount Rainier National Park
Ocmulgee National Monument
Olympic National Park
Pacific West Regional Office
Palo Alto Battlefield National Historic Site
Pecos National Historical Park
Petroglyph National Monument
Rocky Mountain National Park
Sagamore Hill National Historic Site
Saguaro National Park
Statue of Liberty and Ellis Island National Monument
Yosemite National Park