National Park Service
U.S. Department of the Interior

Little Rock Central High School National Historic Site

General Management Plan

Little Rock Central High School

National Historic Site · Little Rock, Arkansas

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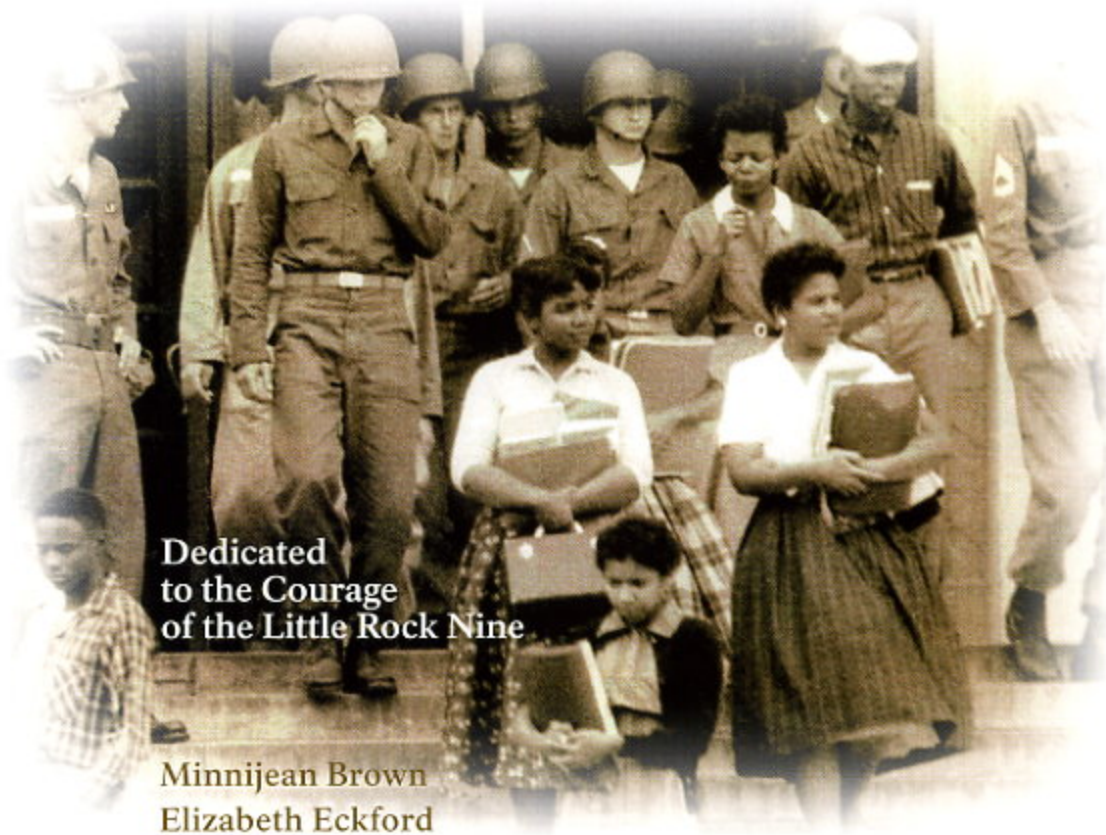

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Summary

The purpose of this plan is to provide general guidance to site managers at Little Rock Central High School National Historic Site during the next 10 to 15 years. The objectives of the plan are to provide for public use, manage the site's resources, provide preservation assistance to the school, tell the story of the events of 1957 at the school, and develop public education programs.

The management emphasis will be on the full-scale preservation and rehabilitation of historic structures within the site's boundaries and interpreting those significant structures. Visitor services will be greatly expanded. Comprehensive interpretation will tell the story of the events of 1957. In order to preserve the historic scene and streetscape, the National Park Service will seek congressional authorization to expand the site boundary to include the seven privately owned houses located across from the front of the school.

A visitor center/park administration and operations facility will be built on the northeast corner vacant lot at Daisy L. Gatson Bates Drive and South Park Street. The new facility will provide a full range of visitor services and park headquarters. The restored Magnolia Mobil Service Station will be adaptively used on an as-needed basis as a classroom for visiting student groups. Interpretation in the new visitor center will provide an in-depth look at the events of 1957 through a variety of media, including an auditorium/theater. Historic structures will be preserved through partnerships and cooperative agreements.

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National Guard troops establish perimeter across the street from Central High School.

Framework for the Plan

Photos courtesy of Central High Museum Historical Collection / University of Arkansas at Little Rock Archives

Purpose of the Plan

Little Rock Central High School National Historic Site (the site) became a unit of the national park system on November 6, 1998, pursuant to the provisions of Public Law 105-356 (112 Stat. 3268). (See appendix A for the full text of the enabling legislation.) This *General Management Plan* develops a comprehensive management framework that will guide resource protection, visitor use, and administration of the site for the next 10 to 15 years. The plan will meet the congressional intent expressed in the site's enabling legislation within the context of the NPS mission.

The 1998 legislation establishing the site directed the Park Service to prepare this plan in consultation and coordination with the Little Rock School District, the city of Little Rock, Central High Museum, Inc., and other appropriate organizations and agencies.

This plan was needed because the Little Rock Central High School site is a new unit in the National Park Service and had no approved, long-term management plan, which is required for all units in the system (National Parks and Recreation Act of 1978, Public Law 95-625).

The National Park Service has concerns about how this new park will affect the preservation of cultural resources, visitor experience, museum collections, park operations, and the surrounding Central High Neighborhood Historic District. The legislation directs that cooperative agreements with appropriate public and private agencies may be used to accomplish the mission of the site. These constraints and questions have resulted in more detailed planning than is typically found in plans for larger, more established parks.

Brief Description of the Site

In Public Law 105-356 (112 Stat. 3268), approved on November 6, 1998, Congress included the high school, its 21-acre campus, and some adjacent properties outlined in the study (but not the seven houses along South Park Street) within the legislative boundary. In addition to establishing the site boundary, the legislation states that the site will "preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and its role in the integration of public schools and the development of the Civil Rights movement in the United States." The legislation also mandates that the site cannot affect the authority of the Little Rock School District to administer Central High School or the authorities of the city of Little Rock in the neighborhood surrounding the school.

The national historic site is in the capital city of Little Rock, Arkansas, in Pulaski County (see Regional map). It is surrounded by the Central High School Neighborhood Historic District. The school operates as a four-year public high school under the administration of the Office of the Superintendent, Little Rock School District. Student enrollment is approximately 2,400 students, and the faculty numbers 115. Today it is the largest of six high schools in the Little Rock School District and the only one in the inner city. The student body represents a cross-section of the community, drawing from the most affluent areas of Little Rock and from a broad swath of middle- and low-income areas. Central High School has served the metropolitan area for many years as an unofficial magnet school, and it now houses an International Studies Magnet component within the school curriculum. Considered a national model in the field of human relations, Central High School is a participant in the Model Schools Program sponsored by the National Governors Association.

The total amount of land within the park's authorized boundary is 27 acres* (see Site map). The site includes the following lands and facilities:

1. **the Little Rock Central High School building and its 21-acre campus**, which were designated a national historic landmark on May 20, 1982

2. **the Central High Museum and Visitor Center** (2125 Daisy L. Gatson Bates Drive), which is in the restored Magnolia Mobil Service Station on the southeast corner of Daisy L. Gatson Bates Drive and South Park Street (1.35 acres)

3. **a 1926 commercial building** (2121/2123 West 16th Street), currently operating as a commercial establishment and privately owned (that housed Ponder's Drug Store in 1957) on the southeast corner of West 16th and South Park Street (0.21 acres)

4. **a commemorative garden** on the northwest corner of Daisy L. Gatson Bates Drive and South Park Street (0.56 acres)

5. **a vacant lot** on the northeast corner of Daisy L. Gatson Bates Drive and South Park Street (privately owned and 1.31 acres)

Any additional properties obtained by the Park Service will either be donated or purchased from a willing seller.

*City sidewalks and streets (3.91 acres)

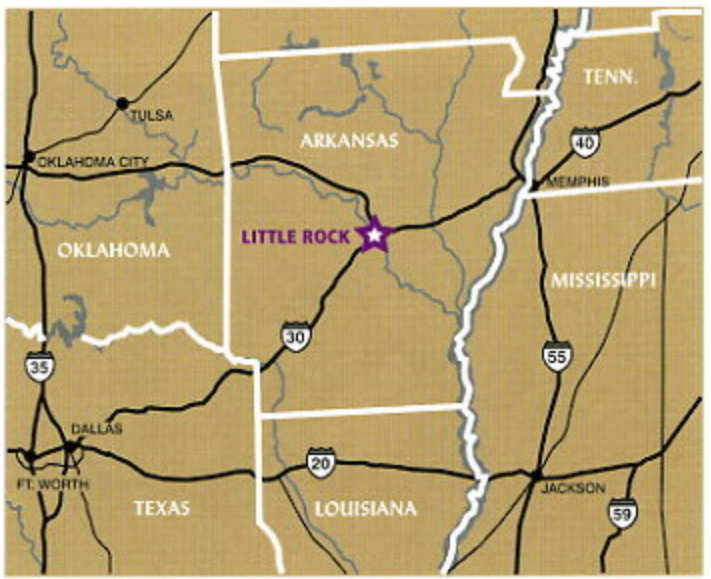


Photo Courtesy of Central High Museum Historical Collection/ University of Arkansas at Little Rock Archives

National Guard troops establish perimeter across the street from Central High School.

Significance of Little Rock Central High School NHS

Historic Overview

Little Rock Central High School, the symbol of the end of racially segregated public schools in the United States, was the site of the first important test for the implementation of the U.S. Supreme Court's historic Brown v. Board of Education of Topeka decision of May 17, 1954, declaring that segregation in public education was an unconstitutional violation of the "equal protection of the laws" clause in the Fourteenth Amendment. The incidents at the high school during the fall of 1957 drew international attention as Little Rock became the epitome of state resistance when Arkansas Governor Orval E. Faubus directly questioned the sanctity of the federal court system and the validity of the Supreme Court's desegregation ruling. He challenged the executive branch of the federal government either to come to the rescue of the courts or permit a fundamental deviation from the course of American federalism. Even more significant, the Little Rock controversy was the first fundamental test of the national resolve to enforce African-American civil rights in the face of massive southern defiance during the period following the Brown decisions. When President Dwight D. Eisenhower was compelled by the magnitude of white mob violence to use federal marshals and troops to ensure the right of African-American children to attend the previously all-white Little Rock Central High School, he became the first president since the post-Civil War Reconstruction period to use federal force in support of African-American civil rights.

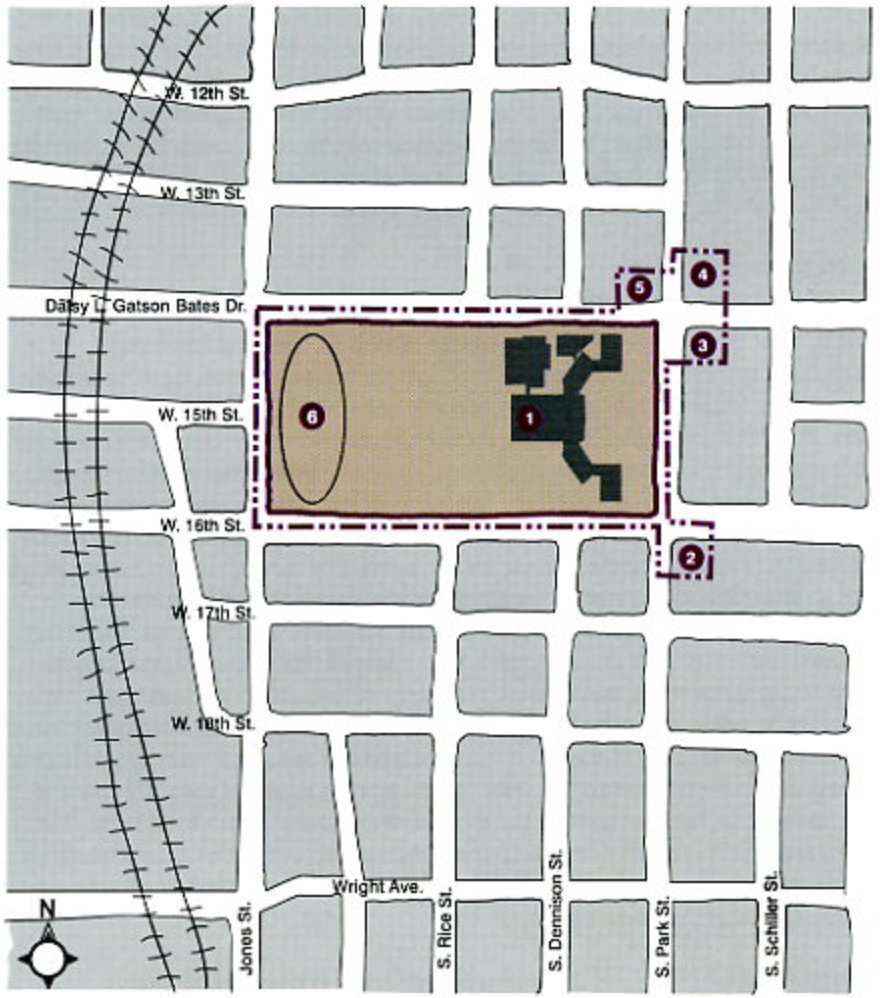
Inside the school, the African-American students were harassed and attacked. Eventually a guard was assigned to each of the "Little Rock Nine" inside the school. Troops were placed around the school to ensure the safety of the students. Schoolteachers who befriended the students lost their jobs. Many individuals and organizations in and around the city took up the cause for civil rights, such as Mrs. Daisy Bates, who helped the children gain access to the high school. On May 27, 1958, Ernest Green (one of the "Little Rock Nine") became the first African-American to graduate from Central High.

As a result of the Little Rock controversy, the city became the symbol of southern racist reaction. Furthermore, the controversy sharpened political antagonisms in the South, reestablished the front lines of massive resistance in the upper South, and became an integral part of the course of massive resistance. Bowing to the influence of segregationist and state sovereignty proponents, Gov. Faubus threw up sudden, crude barricades against national law and created a major constitutional crisis. Nevertheless, the controversy ultimately demonstrated the futility of directly defying federal court orders by graphically illustrating the economic costs of total resistance to social change. Little Rock was the most decisive test of American federalism during the 1950s. (See the *Final Environmental Impact Statement* (NPS 2002) for an expanded historical overview.)

The desegregation of Central High School began on September 4, 1957, when the first African-American students entered the all-white high school. Those nine students are today referred to as the "Little Rock Nine." Eight of the African-American children attempted to approach the building only to be refused admittance by armed National Guardsmen.

One of the "Little Rock Nine" rode the bus to school that day and was met by a jeering mob as she approached the intersection near the Magnolia Mobil Service Station. At the service station the national press had taken up residence, using the pay phone there to call in their news stories as events unfolded. This student attempted to enter the school and was also refused admittance by the National Guard. She continued along South Park Street as the mob heckled and jeered. Crowds surrounded her and watched from the front yards and porches of the homes along South Park. She tried to enter Ponder's Drug Store but was refused admittance there. She finally sat on a bench at the bus stop near Ponder's and boarded the city bus.

During the planning process for Little Rock Central High School National Historic Site, the general management plan team reconfirmed that the service station, seven



houses, and the drug store continue to be the properties necessary for resource protection and visitor understanding and enjoyment of the site. In addition, the team reconfirmed that the commemorative garden and vacant lot on Daisy L. Gatson Bates Drive were necessary to provide for projected visitation and a quality visitor experience. The guidance offered in the *Special Resource Study* (NPS 1998), the enabling legislation, and the mission and interpretive goals of the historic site, along with a review of the events of 1957, all were used as criteria to make this determination.

Historic Streetscape

The National Park Service acknowledges the importance of the South Park Street setting in front of the high school. According to the draft "Cultural Landscape Inventory" prepared by the National Park Service, one of the most significant character-defining features of the cultural landscape at the site is the "streetscape" of South Park Street between Daisy L. Gatson Bates Drive and West 16th Street in front of the high school. The features of the streetscape, including buildings, structures, roads, sidewalks, and vegetation, reflect the historic land use patterns and associative significance of the site. This block is referred to throughout the document as the historic streetscape. This streetscape is bounded on the west by the high school's front façade and grounds and on the east by seven private residential houses. This historic streetscape is a small part of the larger, equally important cultural landscape of the national historic district that surrounds the national historic site. It is the location most recognizable as the backdrop of the events of 1957. Many of the historic photographs were taken along this block, which has remained largely architecturally intact and unaltered since 1957 (one home was damaged by fire several years ago). There is a need to preserve this setting in order to interpret the events of 1957. The current boundary of the national historic site is down the center of South Park Street. The seven residences are part of the historic streetscape, although they are not currently within the boundary of the national historic site. The National Park Service has no authority concerning these homes.

Central High School Neighborhood National Historic District

On August 16, 1996, Central High School Neighborhood Historic District was listed in the National Register of Historic Places. The boundaries are generally defined by Dr. Martin Luther King, Jr., Drive on the east, mid-block between Rice and Jones Street on the west, West 12th Street on the north, and Roosevelt Road on the south. It was listed under criteria A of the nation register establishing criteria because of its association with events that have made a significant contribution to the broad patterns of American history and C because of its architectural characteristics and qualities with local significance. Within the district, 417 buildings were determined to be contributing to the district's significance, while 401 buildings were classified as noncontributing. Six buildings within the historic district had previously been listed in the national register. This historic district listing was amended on January 17, 1997, to include the Wright Avenue Christian Church (now known as the Church of the Living God) at 1850 South Park Street. For a detailed description of the historic district, please see the *Final Environmental Impact Statement.*

Cultural Landscape

The National Park Service recognizes the national significance of the interior and exterior of the buildings and grounds of the entire 21-acre campus of the high school and the local significance of the surrounding neighborhood as a national historic district. However, due to the constraints imposed by the provisions of Public Law 105-356 and the political realities associated with the continuing operation of the high school, the National Park Service has focused this planning effort primarily on the front façade of the high school building and its adjacent front grounds. The National Park Service has also focused this planning effort on the historic streetscape along South Park Street. A complete description of the cultural landscape can be found in the *Final Environmental Impact Statement.*

Issues

There are a number of key issues for managing the historic site. This *General Management Plan* provides a strategy for addressing these issues.

Neighborhood

The development of a new national park in a residential area that is directly across from an operating school raises concerns about potential impacts on the quality of life for those who live and work in the area. There are concerns about safety, noise, congestion, air quality, and roads.

Visitor Experience

The current visitor center is extremely small (1,717 sq. ft.). It contains a small exhibit area, a lobby, and one office. This facility has reached its capacity (20,000 visitors/year). The exhibit area can comfortably accommodate only 30 visitors at one time. It is a common occurrence to have 40-50 visitors inside the exhibit and lobby area at one time. Because of the extremely limited space, a reservation system for the groups is in place. However, many tour and coach groups and walk-in visitors arrive unannounced. There have been occasions when several unscheduled commercial tour buses have arrived at the same time. These visitors are not turned away; they are asked to wait outside the building until the exhibit area clears. This situation routinely

occurs during the months of April through October. February (Black History Month) is also an extremely high visitation month. Due to this space limitation, many visitors are unwilling to wait to enter the exhibit; therefore, they leave without experiencing the interpretive opportunities available.

The historic site is in a residential setting and includes a high school with 2,000+ students. Visitors may walk the block in front of the school along South Park Street without the benefit of a ranger-led tour. Some visitors are unwilling to walk the entire two blocks of the site because they perceive possible safety issues.

Education and Interpretation

The service station has one office. There is no space available to develop the variety and extent of education and interpretation programs or outreach activities needed to provide a quality experience. There is no space for staff to produce these basic education and interpretive programs. Because the exhibit area is small (~500 sq. ft), the existing exhibits are not comprehensive. Space constraints do not allow for placing collections on display or for expanding interpretive opportunities. The limited size of the exhibit area precludes opportunities to provide visitors with the full story of the historic site.

Cultural Landscape Preservation

The site is part of and depends on a much larger cultural setting and historic district. This larger cultural landscape is important for understanding the park's story. The cultural landscape is that of a busy high school campus surrounded by residential housing. It may be affected by the anticipated growth in private and commercial development and tourism resulting from the establishment of the national historic site.

Boundary Adjustment

The enabling legislation specified the boundary of the national historic site and identified the properties to be included within the boundary. Considering current trends in and around the site, the existing boundary may not adequately protect resources or enhance interpretation.

Resource Condition and Level of Treatment

The historic resources in the national historic site presents significant challenges given limited funds for preservation and development. With the exception of the Magnolia Mobil Service Station and the commemorative garden, the Park Service does not own any property within the boundary of the historic site. The enabling legislation dictates a federal interest in preservation and interpretation of resources, focusing on accomplishing that mission through partnerships. It also directs the Park Service to identify lands for acquisition that might be necessary for the agency to carry out its responsibilities for resource preservation and interpretation.

Museum Collections

There is no space in the visitor center for basic exhibit storage. As a result, the museum collection is offsite in several places. There is no staff on the site to meet minimum standards of collection management. The collection is expected to grow as the site becomes more widely known and research continues. Appropriate facilities need to be provided to accommodate this increased collection.

Administration and Park Operations

The 1,717-square-foot visitor center contains a small lobby and only one office. There is no space for additional staff, storage, exhibits, and other necessary operational functions. No offices or work areas are available for park rangers and interpreters, and there is no space for the necessary, essential staff to perform the basic operations of the visitor center. Adequate administrative/ headquarters space is required to provide a quality visitor experience and fulfill the mission of the historic site. The park superintendent and administrative staff office are currently in offices at the Federal Building several miles away.

Issues Beyond the Scope of this Plan

The public and partners offered ideas about the future of the site during various meetings and workshops and through responses to newsletters. However valid, some ideas are not related to this plan and are not within the purview of the Park Service. These ideas and suggestions are listed below.

Central High School Improvements

Ideas were offered on what changes should be made at the school such as developing a museum, restoring the reflecting pool, using classrooms in the school for visitor interpretation, or placing exhibits in the school. The National Park Service recognizes the national significance of the interior and exterior of the school buildings; however, the legislation clearly states that the school remain autonomous. The school district and Park Service will work cooperatively to meet the needs of the school and park site. However, any changes at the school rest with the appropriate school authorities.

Local Initiatives

Private entities are sponsoring a number of planning efforts. These efforts encompass a wide range of activities such as the possibility of building a Civil Rights Institute,

developing a long-range strategic plan, and other preservation initiatives by the Central High Neighborhood Association. These planning efforts will enhance interpretation and preservation efforts at the site, in the surrounding community, and throughout the city. The Park Service will work cooperatively with all entities to achieve mutual goals. However, these efforts are independent of the NPS's planning effort, and decisions and outcomes remain with the initiating parties.

Planning Direction and Guidance

Congress, through the national historic site's enabling legislation, provided the overall reason for setting the site aside and provides general direction as well as specific guidelines for the future. In addition, planning guidance is given in a number of other existing laws, policies, mandates, and guidelines. All of these provide the basis for preparing the general management plan.

The following sections define these terms in greater detail and present the statements developed specifically for the site.

Purpose and Significance

Purpose. The enabling legislation states that the site was set aside to preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and to interpret its role in the integration of public schools and the development of the Civil Rights movement in the United States.

Significance. Significance statements define important attributes that relate to the site's purpose and why the site was established. Significance statements capture the essence of the site's importance to the nation's natural and cultural heritage. Understanding the site's significance helps mangers set protection priorities and determine desirable visitor experiences.

Based on the legislation, the National Park Service developed the following significance statements.

1. The admission of nine African-American students to Little Rock Central High School was the most prominent national example of the implementation of the two Supreme Court decisions in Brown v. Board of Education of Topeka.

2. Central High School was designated a national historic landmark in recognition of the events that took place at the school during the Little Rock crises, beginning in 1957, and continuing through the closing and reopening of the school in 1959.

3. Little Rock Central High School played a significant role in the desegregation of public schools in the South.

Management Goals

Given the purpose and significance, management goals provide guidance in preserving and protecting what is significant and communicating the primary themes to the visitors. Following are immediate and long-term goals to guide the actions that will take place during the life of this plan (10-15 years) to fulfill resource protection, visitor use, and operational mandates. They are stated in a way that describes a vision of what things will be like in the future. The goals are as follows:

1. Interpretation: The story of the Little Rock Central High School National Historic Site, as portrayed through interpretive themes, is effectively interpreted for diverse audiences in ways that engage attention and emotion, provoke thought and reflection, and relate to contemporary issues. Educational services incorporate park themes and school curricula and serve both onsite and offsite audiences, and they are based on active partnerships with educational institutions. Historical interpretation and education is based on accurate and contemporary scholarship, and they represent legitimate differences in perspective. Electronic, print, and digital media extend outreach service to the public locally, nationally, and internationally.

2. Orientation: A well-defined point (or points) of arrival, welcome, and site orientation is available for site visitors. Visitors' choices, including onsite and offsite opportunities and related sites, is well-defined. Visitors feel welcome at all publicly accessible areas and can clearly distinguish between public and private areas. Onsite visitors can get a clear picture of the appearance and ambience of the site during 1957-58.

3. Cultural Landscape: The integrity and ambience of Central High School's adjacent historic streetscape, and the surrounding national historic district neighborhood, is protected to the extent possible to preserve the historic scene in which the dramatic events of 1957-58 occurred. The Park Service, within the limits of the site's enabling legislation, continues to work with the school board and district to achieve this goal. Resource preservation reflects the historic context within which those events unfolded, providing an effective backdrop in scale for interpretation of this landmark battle in the struggle for civil rights.

4. **Partnerships:** The historic site staff encourages a variety of partnerships to fulfill its mission. These partners are involved with site management, resource protection, interpretation, education, and visitor experience. One potential partner is the students of Central High School. Partnerships with students is coordinated through the school administration or the school board.

5. **Civil Rights:** Visitors to the site are able to make personal connections to the meaning of the integrated school since the 1957-58 events. People are encouraged to contemplate and participate in the improvement of race relations.

Visitor Experience Goals and Interpretive Themes

This section describes the experiences visitors should have when they visit Little Rock Central High School National Historic Site, its surrounding neighborhood, and the Little Rock vicinity. While the focus of any experience will be the high school, related resources in the neighborhood, city, and nation will provide variety and richness to the experience. To satisfy diverse interests, a range of opportunities will be available based on the interpretive themes identified for the site.

Visitor Experience Goals

The following are experiences (including knowledge, attitudes, activities, and sensory experiences) that the Park Service and its partners will make available for site visitors. These goals will influence park operations and guide the development of interpretive and educational media and programs.

Visitors will have opportunities to do the following:

- learn about and feel the emotions of the events surrounding the integration of Central High and be able to relate those events to the overall civil rights movement, to current events, and to themselves
- meet (through audiovisual and other media) the people involved (e.g., "Little Rock Nine," white students, school administrators, soldiers, and others), feel their emotions, and have access to their stories
- put locations and events in context by walking or viewing the school grounds, South Park Street, and the streets of the surrounding neighborhood; and, if they choose, visiting related sites
- learn about the Constitution and the legal issues involved in its interpretation and application, learn about other sites and stories associated with civil rights, have access to related contemporary stories, how the students and residents feel about past and present events and the current racial situation, gain an appreciation for its size, history, ambiance, and architectural significance
- better understand race relations of the past and present, and be encouraged to think about race relations in the future.

Interpretive Themes

Interpretation is an educational activity that is designed to provoke thought and curiosity, convey messages, encourage emotional connections, and help people enjoy, appreciate, and protect park resources and values. Interpretive planning includes determining the key messages, stories, concepts, and experiences associated with a park site and recommending the best ways to communicate them. Interpretive themes are those key messages, stories, and concepts that are important for visitors to understand. They provide the foundation for interpretive programs and media (although they need not include everything that is interpreted in the park). Six primary interpretive themes developed for the national historic site are described below.

The Event. The integration of Central High was a landmark battle in the struggle for civil rights. It forced the people of a city and a nation to confront themselves on the issue of discrimination, created an international problem for the country by exposing racism in American society, pitted federal upholding of constitutional civil rights against states rights of self-governance, and provided a foundation for supporting and forging new attitudes of racial tolerance.

Civil Rights Movement. The 1957-58 events at Central High School constituted one of many battles in the ongoing struggle for equal rights for all. The integration of Central High School was the first prominent implementation of the Brown v. Board of Education of Topeka decisions by the U.S. Supreme Court. Subsequent events have demonstrated that racial discrimination will not be obliterated quickly or easily.

Use of Executive Power. President Eisenhower's issuance of Executive Order 10730, which provided "Assistance for the Removal of an Obstruction of Justice within the state of Arkansas," represented a national commitment to enforce civil rights. It was one of the few times that a president has exercised his right to use executive power to contravene state authority on behalf of civil rights for African-Americans.

Equal Rights. In the Declaration of Independence, the United States proclaimed as its founding philosophy a commitment to certain "self evident truths," including the assertion that "all men are created equal." Almost 200 years later, and after several Constitutional amendments that strengthened and clarified that commitment, events at Little Rock Central High will put it to a monumental test.

Local Initiatives

A number of projects planned by various entities may help to preserve and interpret important Civil Rights sites. These entities and their plans are described below.

Central High Neighborhood Association

This association is very active in several initiatives throughout the neighborhood, including a South Park Street preservation effort and the establishment of a local ordinance historic district. Their efforts may offer opportunities for mutually beneficial cooperative activities.

Centennial Neighborhood Association

This association has several preservation proposals underway. Their efforts may offer opportunities for mutually beneficial cooperative agreements.

William Jefferson Clinton Presidential Library

A private foundation and the city are planning construction of the presidential library, scheduled to open in late 2004. Civil Rights interpretation and education could be considered as cooperative opportunities between the library and the national historic site.

Trolley Line

The city is currently working to extend its existing trolley line into the Central High School neighborhood. The trolley may provide an alternative way for visitors to reach the site. This project may take several years to complete. The NPS will work closely with the city and state to preserve the historic streetscape.

Civil Rights Institute

The Park Service will encourage and support efforts of neighborhood associations to construct a Civil Rights Institute. The Park Service may participate as an interested partner in advancing institute programs that were consistent with the purpose of the site.

Photo Courtesy of the Arkansas Historic Preservation Program

Home of L.C. and Daisy Bates.

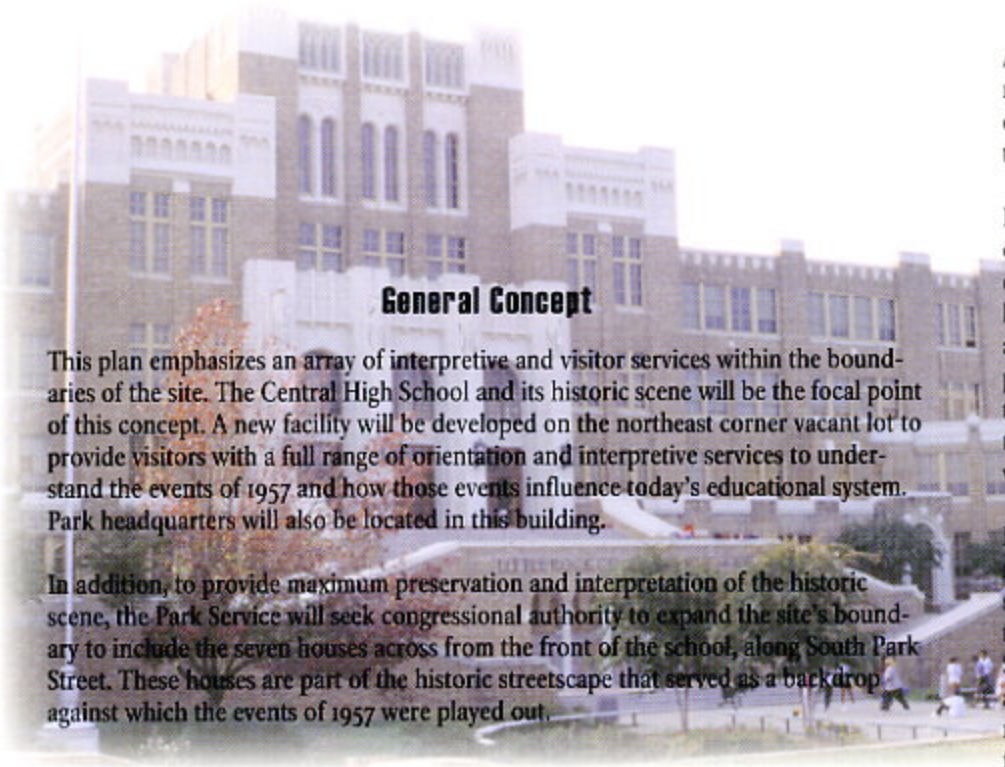
Daisy Bates House National Historic Landmark

As a result of the "Desegregation in Public Education" theme study conducted in conjunction with the General Management Plan the home of L. C. and Daisy L. Bates was designated a national historic landmark on January 3, 2001. This designation was based on the home's association with (1) events that have made a significant contribution to, and are identified with, the broad national patterns of United States history, and (2) the lives of persons nationally significant in the history of the United States. The National Park Service may provide technical assistance to national historic landmarks if the landmark will be available for public use. The goal of the current owners is to rehabilitate the home and open it to the public as a museum. Therefore, the National Park Service is now working with the current owners to provide technical assistance for rehabilitation and interpretation.

Magnolia Mobil Service Station

Ponder's Drug Store

The Plan



General Concept

This plan emphasizes an array of interpretive and visitor services within the boundaries of the site. The Central High School and its historic scene will be the focal point of this concept. A new facility will be developed on the northeast corner vacant lot to provide visitors with a full range of orientation and interpretive services to understand the events of 1957 and how those events influence today's educational system. Park headquarters will also be located in this building.

In addition, to provide maximum preservation and interpretation of the historic scene, the Park Service will seek congressional authority to expand the site's boundary to include the seven houses across from the front of the school, along South Park Street. These houses are part of the historic streetscape that served as a backdrop against which the events of 1957 were played out.

Management Prescriptions

Management prescription areas describe what specific visitor experiences and resource conditions will be achieved and maintained and the facilities necessary to achieve them. Grounded in the park's purpose, significance, and mission goals, they are tools for the on-the-ground integration of visitor use with resource management.

A description of the five management prescriptions developed for Little Rock Central High School National Historic Site are presented below.

Visitor Services, Administration, and Operations Area - New Visitor Center and Headquarters

Visitor Experience. The visitor experience in this area will be highly social and focused on interpretation, orientation, visitor comfort, and safety. This structured environment will be highly accessible, and contacts with site staff and other visitors will be common; overcrowding will be avoided. Visitors will have an opportunity to get an overview of site resources in a short time with a minimum of physical exertion. An opportunity to understand the interpretation of themes will be an important element. Visitors will have an opportunity to purchase materials related to the historic events. Learning about the park through media and tours, short walks, and interpretive programs will be common activities.

Resource Conditions. The area will be located in adaptively used historic structures or in areas that were previously disturbed by development. The desired resource conditions of these structures will include such things as retention and preservation of historic architectural character, preservation of as much historic fabric as possible, and rehabilitation. Although the environment may be highly modified in this area, pollutants and other disturbances (e.g., stormwater runoff and dust from construction) will be contained and mitigated before affecting adjoining areas. This area will tolerate a high degree of impacts from visitors. Archeological resources will be salvaged, if necessary.

Facilities. To the greatest degree practical in this area, facilities will be models of best management practices and sustainable development. Also, the area will serve as a staging area for more extended tours. Orientation and interpretation facilities such as the visitor center, wayside exhibits, and other interpretive media will be appropriate. Support facilities such as restrooms and first-aid areas, hardened circulation areas, and parking could be present. Space may be available for research activities. The area may include structures and grounds used for administration and operations. Facilities for site utilities and communication needs will be located in this area. Facilities will provide a safe, efficient, comfortable, and aesthetic work environment for park staff.

School Area - Central High School

Visitor Experience. Visitors will have access inside the school only by park ranger-guided, scheduled group tours. These activities will not interfere with the function of the school. Predominant activities will be interpretive walks and talks and viewing of the resource from the cultural landscape. Students and visitors will have a high level of contact on the grounds of the school depending on the time of day or season of the year; contacts between visitors and students will be minimal inside the school building.

Resource Conditions. The school will continue to evolve to meet the needs of the students. Resources to be maintained by the school district include school buildings, grounds (particularly in front of the school), sports fields used as an encampment area behind the school buildings, and Quigley Stadium at the back of the school property.

Facilities. No park facilities will be in this area. The school district will continue to administer this area.

Contemplative Area - Contemplative Garden

Experience. The primary experience in this area will involve reflection on the history and significance of the events at the Little Rock Central High School site. Although adjacent to higher use areas, this outdoor setting will allow a degree of solitude. Additional monuments will not be permitted in this zone. Encounters with park staff will be low, and encounters with other visitors will be moderate to low depending on the time of day and season of the year.

Resource Conditions. Vegetation within this prescription will be managed to provide for seclusion, safety, and access. The natural resources of the landscape could be modified, but they will remain compatible with their surroundings.

Facilities. Facilities could include minimal paths with benches, shade, and a minimal number of interpretive signs. This area will be easily accessible.

Interpretive and Visitor Education Area - Magnolia Mobil Service Station

Visitor Experience. The primary experience will involve learning about the significance of the park and the Civil Rights movement as well as allowing for special programs. These experiences will take place in an easily accessible classroom environment. There will be a high probability of encountering other visitors and students of all ages and learning abilities in a structured environment. Encounters with site staff will be frequent.

Resource Conditions. The area will be intensively managed to ensure protection of cultural resources and provide for public safety. Areas will be managed to provide the best and most appropriate learning environment.

Magnolia Mobil Service Station

Resources could be modified for essential visitor services, but they will be changed in a way that harmonizes with the environment.

Facilities. Either new or adaptively used historic structures will serve as a structured-learning environment with appropriate support facilities (restrooms and storage).

Historic Scene Area - Historic Streetscape

Visitor Experience. Visitors could enter this area and view park resources preserved to the historic period. The environment will re-create the atmosphere of the late 1950s in Little Rock with as little modern intrusion as possible. Increased visitor and student encounters could be expected in this area depending on the time of day or season of the year.

Resource Conditions. This area will be managed to provide the most historically accurate environment. Resource management techniques will promote preservation or restoration of cultural resources. Cultural resources will be provided with a high degree of preservation and protection. Natural resources will be managed to remain compatible with their surroundings and to accommodate the needs of the school.

Facilities. Limited visitor amenities that will not impact cultural resources will be provided within these areas (such as benches and unobtrusive wayside exhibits), and interpretation will be of a type not to impinge on site resources.

Visitor Experience

The plan emphasizes diverse visitor experiences and comprehensive interpretation of the site where the events of 1957-58 took place (the site includes both sides of the block in front of Central High School). Visitors will learn the full story of the events, including the larger context and different perspectives, through a variety of interpretive techniques. A new visitor center will be the primary focus of interpretation. The outdoor appearance of the streetscape will be maintained to resemble that of 1957, while still continuing to support the contemporary functions of Central High School and the surrounding neighborhood. The interpretive story, defined by primary interpretive themes, will be effectively interpreted for diverse audiences in ways that engage attention and emotion, provoke thought and reflection, and relate to contemporary issues.

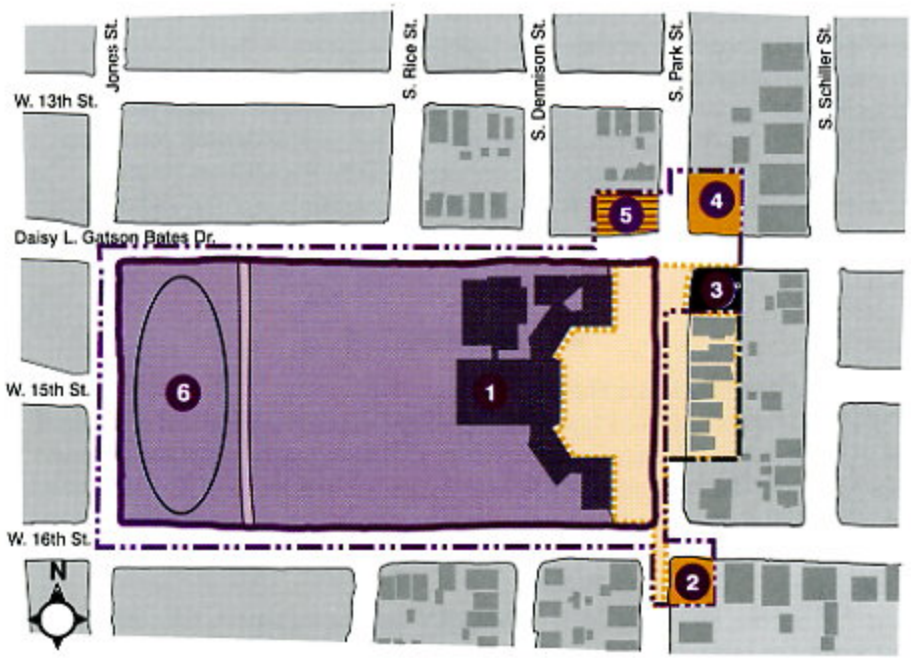
Most visitors will begin their park experience at a well-defined point of arrival, which

will be the new visitor center on the northeast corner of Daisy L. Gatson Bates Drive and South Park Street. The new visitor center will provide site and area orientation, interpretation of all primary park themes, and basic visitor services such as restrooms. Orientation and interpretation will be provided by personal and nonpersonal services. Personal services will include an attended information area and scheduled interpretive talks. Nonpersonal services will include exhibits, audiovisual programs in a formal theater, and publications for sale in a bookstore. These interpretive media will provide effective learning experiences for people of different ages, backgrounds, learning styles, and interests. A small learning/media area will support self-directed learning as well as group activities, through computer-based programs, databases, oral histories, audiovisual programs, and connections with related sites and institutions. A theater will host audiovisual programs, interpretive talks, and other programs.

Visitors will be oriented to the resources and opportunities of the site. Orientation will be available on the Internet, through telephone and mail contacts, at other sites such as tourism centers, and on site. Visitors will be encouraged to visit the site, and having the events interpreted and placed in context will enhance their visit. The mixture of public and private ownership in the neighborhood and the need to support the ongoing operations of Central High School will require effective orientation about where visitors can go and what opportunities are available. Visitors also will be oriented to related sites around the city.

Visitors will tour the site on their own or with guided tours. Wayside (outdoor) exhibits and/or interpretive brochures will help them understand the events that occurred there. Guided tours will be scheduled; the timing and frequency will depend on visitation and staffing levels. Visitors will also be able to quietly contemplate the events of 1957 in the commemorative garden. When the high school is not in session, visitors will take guided tours inside the school. These will help visitors understand and appreciate the experiences of Central High School students during 1957-58. Ponder's Drug Store will be rehabilitated on the outside and could offer visitor services such as a soda fountain inside; some interpretation of the events there will be available.

Many school groups are expected to visit the site. Theme-related and curriculum-based education programs will be conducted inside the Magnolia Mobil Service Station. The interior will be rehabilitated to support educational programming. Groups will also use the interpretive media in the new visitor center (especially the learning/media area), tour the site, and tour the high school when it is not in session. Tours for organized school groups may be conducted while school is in session under



The Plan

Little Rock Central High School National Historic Site

United States Department of the Interior • National Park Service
DSC • 037 • 20010A • JAN 2002

center/administration facility will be developed to accommodate visitor orientation, interpretation, an auditorium and theater, and park offices. The visitor center will provide a full range of visitor services. Parking for cars and tour buses will be available at this location. The new visitor center is in the visitor services, administration, and operations management prescription area.

Boundary Adjustment

The Park Service will seek congressional authorization for expansion of the national historic site boundary to include the seven privately owned residences along the east side of South Park Street across from the front of the high school.

Administration and Operations

The new facility at South Park Street and Bates Drive will serve as the park administration and operations as well as a visitor services center for the site. The increased space available in the new facility will allow for all administrative and most interpretive staff offices to be onsite. Onsite management and contact with the community, historical resources, and Central High School will be conducted from this office.

Staffing

Staffing expertise needed to manage the site will be in the areas of interpretation and administration. In addition to the superintendent, staffing needs may include a chief of interpretation, historian, education specialist, cultural resource specialist, facility manager, park rangers, interpreters, administrative officer, clerk, and seasonal employees. About 14 to 15 staff will be required.

Park staff will manage the visitor center, an expanded interpretive program, the classroom located in the Magnolia Mobil Service Station, and the space inside Ponder's Drug Store. In addition, staff will handle cooperative agreements to assist historic preservation of cultural resources such as the houses on South Park Street and the Central High School front façade and landscape. The chief of interpretation will supervise the interpretive program and manage visitor center operations, and coordinate outreach activities, publications, and community programs. An education specialist will coordinate and develop education activities and programs with Central High and the Little Rock School District. A cultural resource specialist will coordinate preservation initiatives with partners such as the school, neighborhood, and city and state offices, as well as maintenance contracts. Two park rangers will develop special events, community programs, exhibit design work, and education program presentations to multiple grades and audiences. Additional seasonal employees will increase staff during peak visitation periods.

NPS-funded maintenance efforts will be required at four locations: the commemorative garden, the Magnolia Mobil Service Station, Ponder's Drug Store, and the new visitor center. The maintenance function will be contracted with local firms. Continuous onsite maintenance is required for restrooms, accidents, and general clean up and minor repairs to the buildings. The uncertainty of maintenance demands and the need for flexibility, to meet diverse needs from window repair to electric outlet replacement, will require park management to assess the need for a skilled maintenance worker. Maintenance contracts will be determined by function: general cleaning, landscaping, and servicing the heating, ventilation, and air conditioning system. Specific repairs will be completed on a project basis.

Functions Provided

The proposed new facility will be a small, two-story building of approximately 11,000-12,000 square feet (see "Carrying Capacity" section). The increased size of this new facility will allow space for a lobby, exhibits, sales/office and storage, theater, offices, work space, lunch and break area, storage, custodial and maintenance, restrooms, circulation, and a meeting room. It is estimated that parking for about 40 cars and five buses will be available next to the building.

The plan calls for rehabilitating the interiors of the Magnolia Mobil Service Station and Ponder's Drug Store. The service station is approximately 1,717 square feet. This space will be rehabilitated for classroom use. The drug store is approximately 1,815 square feet. The interior will be rehabilitated and used for exhibit space, visitor services, and possibly concessions.

Costs

The total estimated development cost is expected to range from $4.3 to 5.7 million. This includes constructing a new visitor center/park administration and operation facility with associated utilities, parking, and landscaping; rehabilitating the service station interior; rehabilitating the drug store interior and exterior; and developing an interpretive film and wayside exhibits.

Total annual operation and maintenance costs are estimated to be $848,000. This amount provides for salaries, maintenance contracts, and miscellaneous support costs, including utilities and funding for cooperative agreements.

Partner Roles and Responsibilities

The exterior front façade and grounds of Central High School will continue to be preserved by the Little Rock School District. The Park Service will provide technical assistance for interpretation and resource preservation. The Park Service will seek and employ federal and other grants and limited park funding sources to support the preservation and interpretation of Central High School.

As outlined in the legislation, the Park Service will enter into partnerships with the Little Rock School Board and District for the development of education and interpretive programs. Cooperative agreements for education and interpretation will also be developed with the Central High Museum, Inc., and the University of Arkansas at Little Rock. In addition to interpretive programs on the events that took place at Central High School in 1957-58, educational programs for the preservation of historic properties will be developed.

The Park Service will work cooperatively with the Little Rock School District to develop a preservation plan/policy for the buildings and grounds of the entire 21-acre school campus that is amenable to the school district. The Park Service will also work with city agencies to develop preservation strategies for protecting the documented architectural and cultural landscape values of the high school's surrounding neighborhood. Partnerships will be established with the Central High Neighborhood Association to assist with development of neighborhood preservation initiatives and establish working relationships with neighbors.

The Park Service will take the lead in establishing agreements with the owners of the seven residences that face the high school and with the city and state preservation offices to preserve the exterior façades to maintain the ambience of the 1957 South Park Street historic scene. The Park Service may provide some financial and technical assistance to preserve the façades.

The Park Service will take the lead in establishing partnerships for the preservation and interpretation of intangible cultural resources (such as oral histories and personal experiences) with organizations such as the Little Rock Nine Foundation and the University of Arkansas at Little Rock.

The Park Service will follow the direction provided by the theme study to establish linkages between other identified sites and the Central High School site.

Congress and President Clinton award the
Congressional Gold Medal to the Little Rock Nine.

Recommendations for Further Research and Planning

Photo Courtesy of Central High Museum Historical Collection / University of Arkansas at Little Rock Archives

Recommended Plans and Studies

Priorities for research will be based on the site's primary purpose - to preserve the high school and interpret its role in the integration of public school and the Civil Rights movement. The purpose of these plans will be to gain information and provide guidance. To prevent long-term adverse impacts on the site and its resources, the following site-specific studies must be undertaken and site-specific plans developed. Required studies and plans include

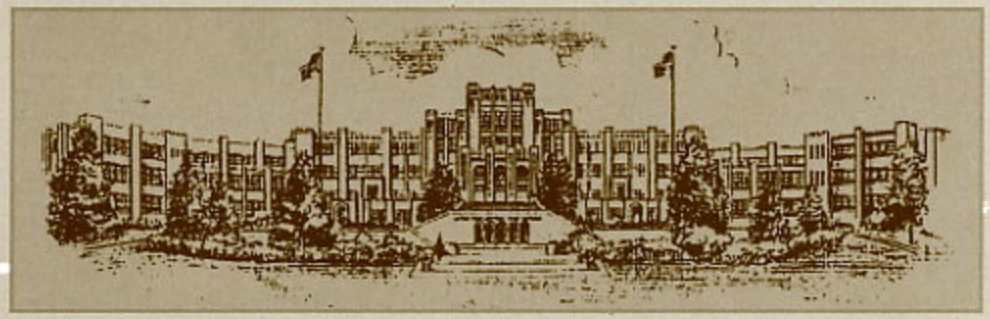
- historic structure report to provide guidance and support for treatment of the cultural resources
- historic resource study to provide a historical overview and to identify and evaluate cultural resources within the historic context
- cultural landscape report to guide treatment and use of cultural resource features and of the landscape
- site administrative history to document how the site was established and managed to the present day
- scope of collections statement to guide acquisition and preservation of museum objects that directly contribute to interpretation
- collections management report to identify what collection items are still required and to request staffing and funding for continued collections
- a site-specific transportation plan addressing pedestrian safety concerns, parking, and access to and from the site

Commemorative Garden

Standardized direction for preservation maintenance of historic structures will be provided by work procedures contained in the Historic Preservation Database. The following plans are to be completed to help implement the recommendations of this general management plan:

- collection management plan to guide preservation of archival collections and museum objects
- collection storage plan to guide collection storage at the site
- long-range interpretive plan and a visitor experience implementation plan that a) describes specific visitor experience goals, interpretive themes, and relevant issues and background information and b) recommends specific action (including interpretive media and programs) for achieving the goals and interpreting the themes; this plan will incorporate the actions called for in the "Desegregation in Public Education" theme study

Appendixes, Bibliography, Planning Team, and Consultants



APPENDIX A: LEGISLATION

S.2232
One Hundred Fifth Congress
of the
United States of America
AT THE SECOND SESSION

Begun and held at the City of Washington on Tuesday, the twenty-seventh day of January, one thousand nine hundred and ninety-eight An Act
To establish the Little Rock Central High School National Historic Site in the State of Arkansas, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. FINDINGS AND PURPOSE.

(a) FINDINGS- The Congress finds that-

(1) the 1954 United States Supreme Court decision of Brown v. Board of Education, which mandated an end to the segregation of public schools, was one of the most significant Court decisions in the history of the United States.

(2) the admission of nine African-American students, known as the "Little Rock Nine," to Little Rock's Central High School as a result of the Brown decision, was the most prominent national example of the implementation of the Brown decision, and served as a catalyst for the integration of other, previously segregated public schools in the United States;

(3) 1997 marked the 70th anniversary of the construction of Central High School, which has been named by the American Institute of Architects as 'the most beautiful high school building in America';

(4) Central High School was included on the National Register of Historic Places in 1977 and designated by the Secretary of the Interior as a National Historic Landmark in 1982 in recognition of its national significance in the development of the Civil Rights movement in the United States; and

(5) the designation of Little Rock Central High School as a unit of the National Park System will recognize the significant role the school played in the desegregation of public schools in the South and will interpret for future generations the events associated with early desegregation of southern schools.

(b) PURPOSE- The purpose of this Act is to preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and its role in the integration of public schools and the development of the Civil Rights movement in the United States.

SEC. 2. ESTABLISHMENT OF CENTRAL HIGH SCHOOL NATIONAL HISTORIC SITE.

(a) ESTABLISHMENT- The Little Rock Central High School National Historic Site in the State of Arkansas (hereinafter referred to as the 'historic site') is hereby established as a unit of the National Park System. The historic site shall consist of lands and interests therein comprising the Central High School campus and adjacent properties in Little Rock, Arkansas, as generally depicted on a map entitled 'Proposed Little Rock Central High School National Historic Site', numbered LIRO-20,000 and dated July, 1998. Such map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

(b) ADMINISTRATION OF HISTORIC SITE- The Secretary of the Interior (hereinafter referred to as the 'Secretary') shall administer the historic site in accordance with this Act. Only those lands under the direct jurisdiction of the Secretary shall be administered in accordance with the provisions of law generally applicable to units of the National Park System including the Act of August 25, 1916 (16 U.S.C. 1, 2-4) and the Act of August 21, 1935 (16 U.S.C. 461-467). Nothing in this Act shall affect the authority of the Little Rock School District to administer Little Rock Central High School nor shall this Act affect the authorities of the City of Little Rock in the neighborhood surrounding the school.

(c) COOPERATIVE AGREEMENTS- (1) The Secretary may enter into cooperative agreements with appropriate public and private agencies, organizations, and institutions (including, but not limited to, the State of Arkansas, the City of Little Rock, the Little Rock School District, Central High Museum, Inc., Central High Neighborhood, Inc., or the University of Arkansas) in furtherance of the purposes of this Act. (2) The Secretaryoplan for the historic site. The plan shall be prepared in consultation and coordination with the Little Rock School District, the City of Little Rock, Central High Museum, Inc., and with other appropriate organizations and agencies. The plan shall identify specific roles and responsibilities for the National Park Service in administering the historic site, and shall identify lands or property, if any, that might

be necessary for the National Park Service to acquire in order to carry out its responsibilities. The plan shall also identify the roles and responsibilities of other entities in administering the historic site and its programs. The plan shall include a management framework that ensures the administration of the historic site does not interfere with the continuing use of Central High School as an educational institution.

(e) ACQUISITION OF PROPERTY- The Secretary is authorized to acquire by purchase with donated or appropriated funds by exchange, or donation the lands and interests therein located within the boundaries of the historic site: Provided, That the Secretary may only acquire lands or interests therein within the consent of the owner thereof: Provided further, That lands or interests therein owned by the State of Arkansas or a political subdivision thereof, may only be acquired by donation or exchange.

SEC. 3. DESEGREGATION IN PUBLIC EDUCATION THEME STUDY.

(a) THEME STUDY- Within two years after the date funds are made available, the Secretary shall prepare and transmit to the Committee on Energy and Natural Resources of the Senate and the Committee on Resources of the House of Representatives a National Historic Landmark Theme Study (hereinafter referred to as the 'theme study') on the history of desegregation in public education. The purpose of the theme study shall be to identify sites, districts, buildings, structures, and landscapes that best illustrate or commemorate key events or decisions in the historical movement to provide for racial desegregation in public education. On the basis of the theme study, the Secretary shall identify possible new national historic landmarks appropriate to this theme and prepare a list in order of importance or merit of the most appropriate sites for national historic landmark designation.

(b) OPPORTUNITIES FOR EDUCATION AND RESEARCH- The theme study shall identify appropriate means to establish linkages between sites identified in subsection (a) and between those sites and the Central High School National Historic Site established in section 2, and with other existing units of the National Park System to maximize opportunities for public education and scholarly research on desegregation in public education. The theme study also shall recommend opportunities for cooperative arrangements with State and local governments, educational institutions, local historical organizations, and other appropriate entities to preserve and interpret key sites in the history of desegregation in public education.

(c) COOPERATIVE AGREEMENTS- The Secretary may enter into cooperative agreements with one or more educational institutions, public history organizations, or civil rights organizations knowledgeable about desegregation in public education to prepare the theme study and to ensure that the theme study meets scholarly standards.

(d) THEME STUDY COORDINATION WITH GENERAL MANAGEMENT PLAN- The theme study shall be prepared as part of the preparation and development of the general management plan for the Little Rock Central High School National Historic Site established in section 2.

SEC. 4. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated such sums as may be necessary to carry out this Act.
Speaker of the House of Representatives.
Vice President of the United States and President of the Senate.

APPENDIX B: LAWS AND POLICES

PARTNERSHIPS

The site is part of the local neighborhood as well as a part of the greater social, economic, and cultural system. Current policy requires the following:

Law or Policy

NPS *Management Policies*

Management Direction and Action

Because the site is an integral part of larger regional environments, the National Park Service will work cooperatively with others to anticipate, avoid, and resolve potential conflicts, to protect site resources, and to address mutual interests in the quality of life for community residents. Regional cooperation will involve federal, state, and local agencies, neighboring landowners, and all other concerned parties.

The Park Service will continue to establish and foster partnerships with public and private organizations to achieve the purposes and mission of the site. Partnerships will be sought for resource protection, research, education, and visitor enjoyment purposes.

Site staff will keep landowners, land managers, local governments, and the general public informed about site management activities. Periodic consultations will occur with landowners and communities affected by site visitors and management actions.

The National Park Service will work closely with local, state, federal agencies, and partners whose programs affect, or are affected by, activities at the site.

IMPAIRMENT

Under the NPS Organic Act and the General Authorities Act, as amended, the Park Service may not allow the impairment of park resources and values, except as authorized specifically by Congress. The Park Service must always seek ways to avoid or minimize, to the greatest degree practicable, adverse impacts on park resources and values. However, the laws do give the NPS management discretion to allow impacts to park resources and values when necessary and appropriate to fulfill the purposes of a park, as long as the impact does not constitute impairment to the affected resources and values (Management Policies 1.4.3).

Law or Policy

1916 Organic Act, General Authorities Act, and NPS Management Policies
"The primary responsibility of the National Park Service . . . is to ensure that park resources and values will continue to exist in a condition that will allow the American people to have present and future opportunities for employment of them." Park resources and values are broadly considered to be the purpose for which the park was established.

Management Direction and Action

The proposed actions will not impair park resources and values.

CULTURAL RESOURCES

Current laws and policies require that the following conditions be achieved for historic properties (e.g., buildings, structures, and cultural landscapes) at the site.

Law or Policy

National Historic Preservation Act; Executive Order 11593; Archeological and Historic Preservation Act; the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation; Programmatic Memorandum of Agreement among the National Park Service, the Advisory Council on Historic Preservation, and the National Council of State Historic Preservation Officers (1995); NPS Management Policies

Management Direction and Action

Historic properties are inventoried and their significance and integrity are evaluated under National Register of Historic Places criteria.

The qualities that contribute to the eligibility for listing or listing of historic properties on the National Register of Historic Places are protected in accordance with the Secretary of the Interior's Standards (unless it is determined through a formal process that disturbance or natural deterioration is unavoidable).

COLLECTIONS

Current laws and policies require that the following conditions be achieved at the site to protect and preserve site collections (museum objects and archive collections):

Law or Policy

National Historic Preservation Act, Archeological and Historic Preservation Act, Archeological Resources Protection Act, NPS Standards for NPS Museum Collections Management, NPS Museum Handbook, NPS Records Management Guideline, National Archives and Records Administration Standards, NPS Cultural Resources Management Guideline.

Management Direction and Action

All museum objects and manuscripts are identified and inventoried and their significance is determined and documented.

The qualities that contribute to the significance of collections are protected in accordance with established standards.

NATURAL RESOURCES

Air quality is the only natural resource topic to be addressed in this document. Because the site is in a highly disturbed urban area, other natural resources will be unaffected by actions proposed in this management plan.

Law or Policy

1970 Clean Air Act requires federal land managers to protect air quality
NPS Management Policies address the need to analyze air quality during site planning.

Management Direction and Action

The effects on air quality will be addressed in accordance with the Clean Air Act and NPS Management Policies.

VISITOR EXPERIENCE

Current laws and policies require that the following conditions be achieved in national park system units such as this site:

Law or Policy

Visitor Safety: NPS Management Policies

Interpretation and Education: NPS Organic Act; site's enabling legislation; NPS Management Policies

Visitor Services: NPS Organic Act; site's enabling legislation; Title 36 of the Code of Federal Regulations; NPS Management Policies

Access: Americans with Disabilities Act; Architectural Barriers Act; Rehabilitation Act; NPS Management Policies

NPS Management Policies; 1998 Executive Summary to Congress, Recreational Fee Demonstration Program, Progress Report to Congress, Volume I - Overview and Summary (U.S. Department of the Interior, National Park Service, U.S. Fish and Wildlife Service, Bureau of Land Management; U.S. Department of Agriculture, Forest Service)

Management Direction and Action

Visitor and employee safety and health are protected.

Visitors understand and appreciate site values and resources and have the information necessary to adapt to site environments; visitors have opportunities to enjoy the sites in ways that leave resources unimpaired for future generations.

Site recreational uses are promoted and regulated, and basic visitor needs are met in keeping with site purposes.

To the extent feasible, facilities, programs, and services are accessible to and usable by all people, including those with disabilities.

Visitors who use federal facilities and services for outdoor recreation may be required to pay a greater share of the cost of providing those facilities and services than the population as a whole.

PROPERTY OWNERSHIP AND PURCHASE

The NPS has the authority to purchase property within and outside of the site boundary under certain circumstances.

Law or Policy

Section 2(e) of the enabling legislation authorizes the purchase of :
private property through donation or appropriate funds only with the consent of the owner and state property only by donation or exchange

Uniform Relocation Assistance and Real Property Acquisition Policies Act (PL 91-646)

Enabling Legislation: The plan shall identify lands or property, if any, that might be necessary for the National Park Service to acquire in order to carry out its responsibilities.

NPS Management Policies (3.6)
"... acquisition outside authorized boundaries is generally prohibited ...."

Management Direction and Action

Central High Museum, Inc., transferred ownership of the Magnolia Mobil Service Station (current visitor center) and its commemorative garden to the National Park Service in January 2002. The cooperative agreement provides interpretive planning participation.

Any property mentioned in the general management plan can only be purchased with the consent of the owner.

This act provides for uniform and equitable treatment of persons displaced from their homes, businesses, or farms by federal and federally assisted programs. It also established uniform and equitable land acquisition policies for federal and federally assisted programs. The act ensures that property owners receive fair market value based on an appraisal in addition to most title transfer costs. Displaced owners and tenants receive assistance in finding comparable replacement property and compensation for moving expenses.

Based on the findings of the *Special Resource Study* and the enabling legislation, the following were reconfirmed by the planning team as properties that will assist in telling the story, provide for appropriate visitor experiences and resource protection, and allow for adequate park administration activities: Ponder's Drug Store, Magnolia Mobil Service Station, the commemorative garden, and a vacant lot at the corner of Daisy L. Gatson Bates Drive and South Park Street.

Only property within the boundary of the historic site that can be considered for purchase by the Park Service. The property must meet specific criteria, comply with all applicable legislation, congressional guidelines, executive orders, and policies prior to purchase. Purchase must be from a willing seller.

BOUNDARY ADJUSTMENT

NPS Management Policies (3.5)

"As part of the planning process, the Park Service will identify and evaluate boundary adjustments that may be necessary or desirable in order to carry out the purposes of the park unit."

Management Direction and Action

The general management plan assesses what boundary adjustment is needed to protect significant resources and values or to enhance opportunities for public enjoyment related to park purposes.

SITE MANDATES AND AGREEMENTS

The conditions prescribed by mandates outlined in the enabling legislation and existing agreements most pertinent to the planning and management of the site are summarized in this section.

The enabling act (Public Law 105-356 S. 2232) provides for the establishment, administration, and operation of Little Rock Central High School National Historic Site. It provides that the Secretary of the Interior will administer only those lands under the jurisdiction of the Secretary, and that nothing will affect the authority of the Little Rock School District or the city of Little Rock to administer the school and neighborhood.

LEGISLATED MANDATES

MANAGEMENT

The NPS will administer only those lands under the direct jurisdiction of the Secretary in accordance with laws generally applicable to units of the national park system.

The NPS will not affect the authority of the Little Rock School District or the city of Little Rock in the neighborhood surrounding the school.

Management Direction Action

The Little Rock Central High School National Historic Site has established a cooperative agreement with Central High School, which addresses how the site and the

school can work together to preserve and interpret the story without interfering with the school's autonomy.

COOPERATIVE AGREEMENTS

The NPS will "enter into cooperative agreements with appropriate public and private agencies, organizations, and institutions (including but not limited to, the state of Arkansas, the city of Little Rock, the Little Rock School District, Central High Museum, Inc., Central High Neighborhood, Inc., or the University of Arkansas) in furtherance of the purposes of this Act."

The NPS will "coordinate visitor interpretation of the historic site with the Little Rock School District and the Central High School Museum.

Management Direction Action

The NPS currently has cooperative agreements with

the Little Rock School District to develop education programs and initiatives for Central High School, conduct interpretive tours inside the school, review plans and make recommendations on major proposed changes to the school building and its historic scene, and provide technical assistance for preservation

the University of Arkansas at Little Rock for developing interpretive programs and providing technical support for historic research, conference planning, student interns, and teacher workshops

PARTNERSHIPS

The plan for the site will be "prepared in consultation and coordination with the Little Rock School District, the city of Little Rock, Central High Museum, Inc., and with other appropriate organizations and agencies" and include specific roles and responsibilities for the administration of the site and its programs.

Management Direction Action

The NPS will implement the approved management plan as directed by the legislation. Partnership roles and responsibilities are outlined under "Partner Roles and Responsibilities" in each alternative.

THEME STUDY

A National Historic Landmark Theme Study (Desegregation in Public Education) was prepared in conjunction with the *General Management Plan*.

Management Direction Action

This theme study identified local and national "sites, districts, buildings, structures and landscapes that best illustrate or commemorate . . . racial desegregation in public education." As a result of the study the Daisy Bates House was designated a national historic landmark.

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2002 *Final Environmental Impact Statement, Little Rock Central High School.* Denver Service Center.

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