



Foundation Document

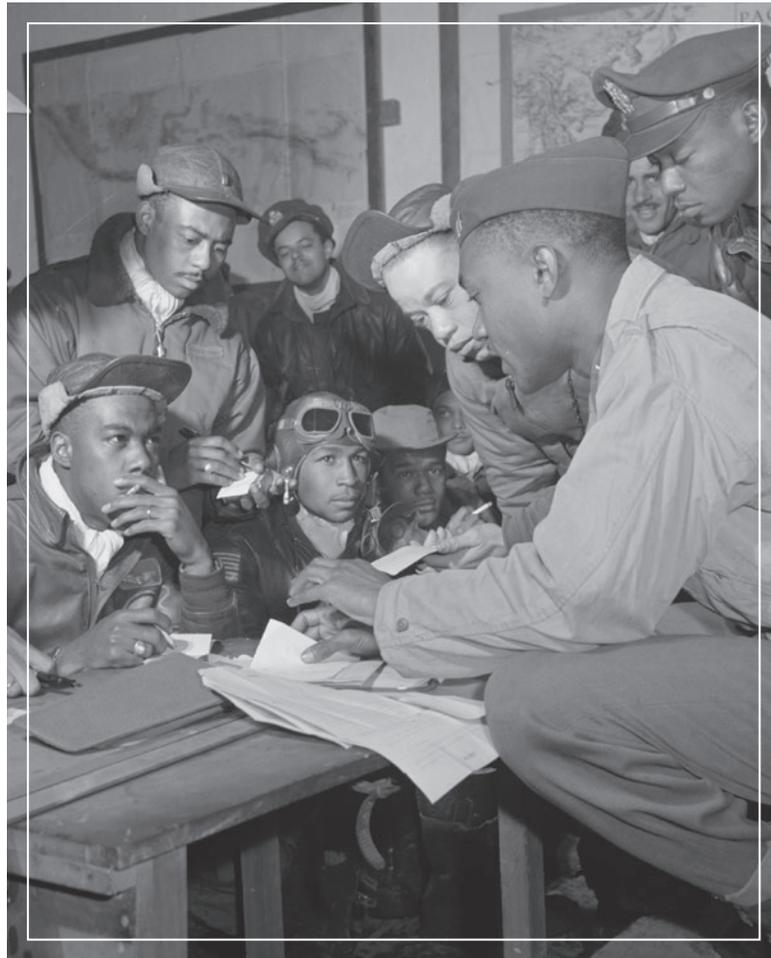
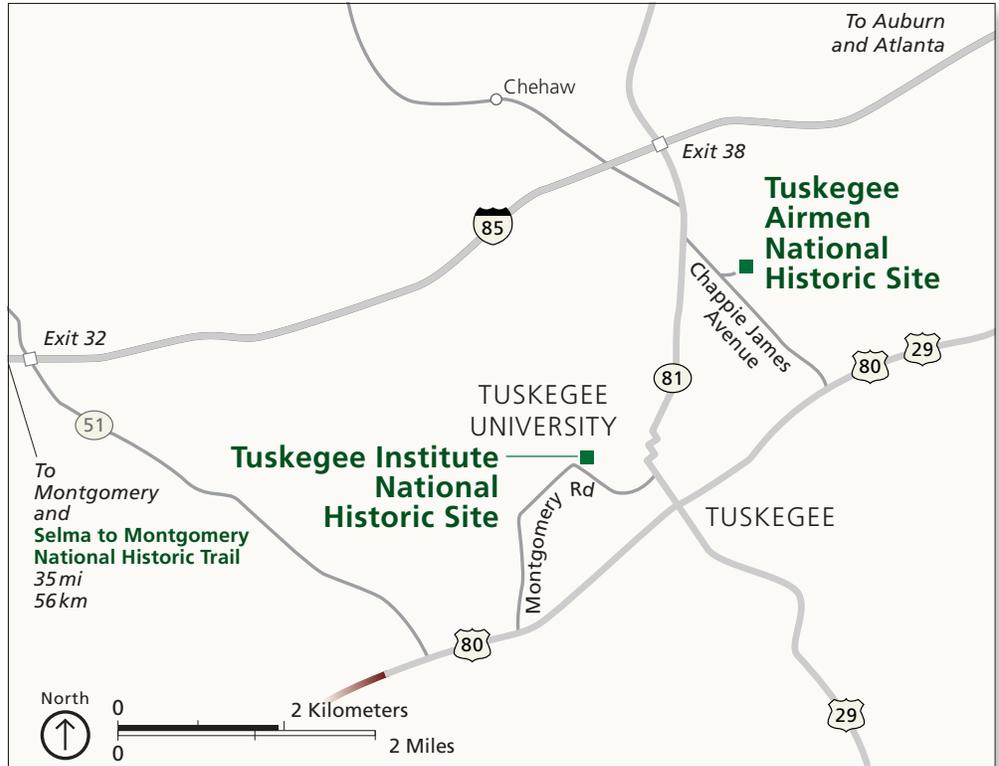
Tuskegee Institute National Historic Site

Tuskegee Airmen National Historic Site

Alabama

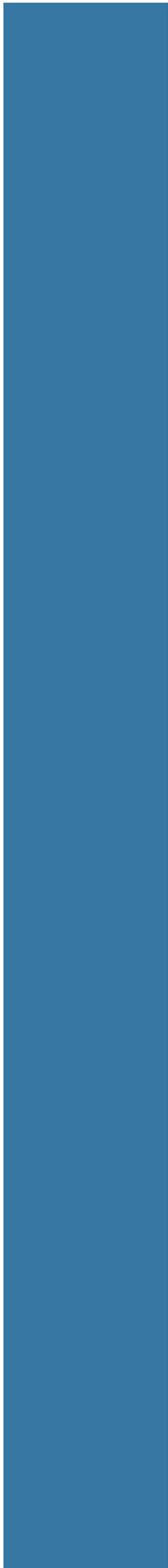
April 2017





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Mission of the National Park Service

The National Park Service (NPS) preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations. The National Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

The NPS core values are a framework in which the National Park Service accomplishes its mission. They express the manner in which, both individually and collectively, the National Park Service pursues its mission. The NPS core values are:

- **Shared stewardship:** We share a commitment to resource stewardship with the global preservation community.
- **Excellence:** We strive continually to learn and improve so that we may achieve the highest ideals of public service.
- **Integrity:** We deal honestly and fairly with the public and one another.
- **Tradition:** We are proud of it; we learn from it; we are not bound by it.
- **Respect:** We embrace each other's differences so that we may enrich the well-being of everyone.

The National Park Service is a bureau within the Department of the Interior. While numerous national park system units were created prior to 1916, it was not until August 25, 1916, that President Woodrow Wilson signed the National Park Service Organic Act formally establishing the National Park Service.

The national park system continues to grow and comprises more than 400 park units covering more than 84 million acres in every state, the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands. These units include, but are not limited to, national parks, monuments, battlefields, military parks, historical parks, historic sites, lakeshores, seashores, recreation areas, scenic rivers and trails, and the White House. The variety and diversity of park units throughout the nation require a strong commitment to resource stewardship and management to ensure both the protection and enjoyment of these resources for future generations.



The arrowhead was authorized as the official National Park Service emblem by the Secretary of the Interior on July 20, 1951. The sequoia tree and bison represent vegetation and wildlife, the mountains and water represent scenic and recreational values, and the arrowhead represents historical and archeological values.

Introduction

Every unit of the national park system will have a foundational document to provide basic guidance for planning and management decisions—a foundation for planning and management. The core components of a foundation document include a brief description of the park as well as the park’s purpose, significance, fundamental resources and values, and interpretive themes. The foundation document also includes special mandates and administrative commitments, an assessment of planning and data needs that identifies planning issues, planning products to be developed, and the associated studies and data required for park planning. Along with the core components, the assessment provides a focus for park planning activities and establishes a baseline from which planning documents are developed.

A primary benefit of developing a foundation document is the opportunity to integrate and coordinate all kinds and levels of planning from a single, shared understanding of what is most important about the park. The process of developing a foundation document begins with gathering and integrating information about the park. Next, this information is refined and focused to determine what the most important attributes of the park are. The process of preparing a foundation document aids park managers, staff, and the public in identifying and clearly stating in one document the essential information that is necessary for park management to consider when determining future planning efforts, outlining key planning issues, and protecting resources and values that are integral to park purpose and identity.

While not included in this document, a park atlas is also part of a foundation project. The atlas is a series of maps compiled from available geographic information system (GIS) data on natural and cultural resources, visitor use patterns, facilities, and other topics. It serves as a GIS-based support tool for planning and park operations. The atlas is published as a (hard copy) paper product and as geospatial data for use in a web mapping environment. The park atlas for Tuskegee Institute National Historic Site and Tuskegee Airmen National Historic Site can be accessed online at: <http://insideparkatlas.nps.gov/>.



Preface: Three Parks, One Legacy

The Interwoven Historical Foundations of Tuskegee Institute National Historic Site, Tuskegee Airmen National Historic Site, and Selma to Montgomery National Historic Trail

The stories of Tuskegee Institute National Historic Site, Tuskegee Airmen National Historic Site, and Selma to Montgomery National Historic Trail are interwoven and connected by history. Founded in 1881, the Tuskegee Institute served as a springboard for nationally significant events that led to the establishment of these three national historic sites as units of the national park system. Guided by the leadership of Dr. Booker T. Washington and the genius of Dr. George Washington Carver, Tuskegee Institute (today Tuskegee University) became nationally prominent for its innovative curricula, research, and community outreach under the direction of these two prominent figures in American history.

The African American pilots and air crews who became the celebrated “Tuskegee Airmen” of the U.S. military were birthed out of the upstanding reputation the Tuskegee Institute developed as the leading African American school teaching leadership and entrepreneurship in the late 1800s and early 1900s, leading to the Army Air Corps initial site selection. In 1939 President Franklin D. Roosevelt visited the Civilian Pilot Training Program near Tuskegee Institute to view firsthand the institute’s strength in aeronautics. Two years later, in 1941, Tuskegee became the first government-operated flight training base for the all-African American 99th Pursuit Squadron. Pre-flight training began at Tuskegee Institute and primary flight training took place at the nearby Tuskegee Army Air Field until Moton Field was built on Tuskegee Institute land later that year. Moton Field was the only military primary flight training for African Americans throughout World War II. Without Tuskegee Institute, there may not have ever been a flight program for African Americans at Tuskegee or elsewhere.

Our national struggle for civil rights had roots within the Tuskegee Airmen. Often upon graduation from flight school at the Tuskegee Army Air Field, the Tuskegee Airmen went overseas to fight during World War II. Along with various other African American military and civilian groups, the Airmen developed the “Double V Campaign,” which was a campaign aimed at winning the war against fascism overseas and racism here in the United States. At the end of the war, the fascist governments in Europe were defeated, and many Tuskegee Airmen returned to the United States and helped to take up the fight against racism at home, many becoming civil rights activists and leaders in their communities.

In addition to the training opportunities Tuskegee Institute offered, students were active in voter’s rights marches and protests in the 1960s. In their pursuit of civic engagement, in 1964, students formed the Tuskegee Institute Advancement League (TIAL), which worked closely with the Student Nonviolent Coordinating Committee (SNCC) to actively register voters. Two years later, in 1965, Tuskegee students traveled to Selma to take part in the Voting Rights March to Montgomery. In the following year, Tuskegee student Sammy Younge, TIAL/SNCC voting rights organizer, was shot and killed when he attempted to use a white restroom. He was the first African American college student killed in the civil rights movement. These pivotal events in our nation’s ongoing quest for equality and civil rights are commemorated on the Selma to Montgomery National Historic Trail. One airman in particular, Dabney Montgomery, stated that it was his time as a Tuskegee Airman that caused him to march with Dr. Martin Luther King, Jr., in Selma. Mr. Montgomery was also a bodyguard for Dr. King as they and many other activists, including Tuskegee Institute students, marched along the 54-mile stretch from Selma to Montgomery that is now the national historic trail.

Tuskegee Institute National Historic Site, Tuskegee Airmen National Historic Site, and Selma to Montgomery National Historic Trail are connected by the stories and legacies that our forebears have left for us. Now it is up to us to keep those legacies alive by telling those stories and interpreting them to our visitors for the benefit of understanding and inspiration among all Americans.

Part 1: Core Components For Tuskegee Institute National Historic Site

The core components of a foundation document include a brief description of the park, park purpose, significance statements, fundamental resources and values, and interpretive themes. These components are core because they typically do not change over time. Core components are expected to be used in future planning and management efforts.

Brief Description of the Park

Tuskegee Institute National Historic Site, 40 miles east of Montgomery, Alabama, was authorized as a unit of the National Park Service on October 26, 1974. The site preserves the legacy and associated historic structures of the historic Tuskegee Institute, a college for African Americans founded in 1881.

On July 4, 1881, 30 eager students—mostly children of former slaves—celebrated their freedom by holding their first class at the newly formed Normal School for Negroes in Tuskegee, Alabama. Although those students did not know what to expect from their new school, its principal did. Booker T. Washington, a former slave, aimed to model this new school after Hampton Institute in Virginia where he had been a student and teacher.

Tuskegee Institute—as the school here came to be known—started with only \$2,000 for teachers' salaries, but no funds for land, buildings, or equipment. In 1882, the school moved to 100 acres of abandoned plantation farm land (Bowen Estate), purchased with a \$250 personal loan from the treasurer of Hampton Institute, J. F. B. Marshall, for the \$500 down payment. From this humble start, Tuskegee grew from its initial emphasis on vocational training (most of the school's early buildings were built by its students) into the college degree-granting program that evolved into what is now Tuskegee University.

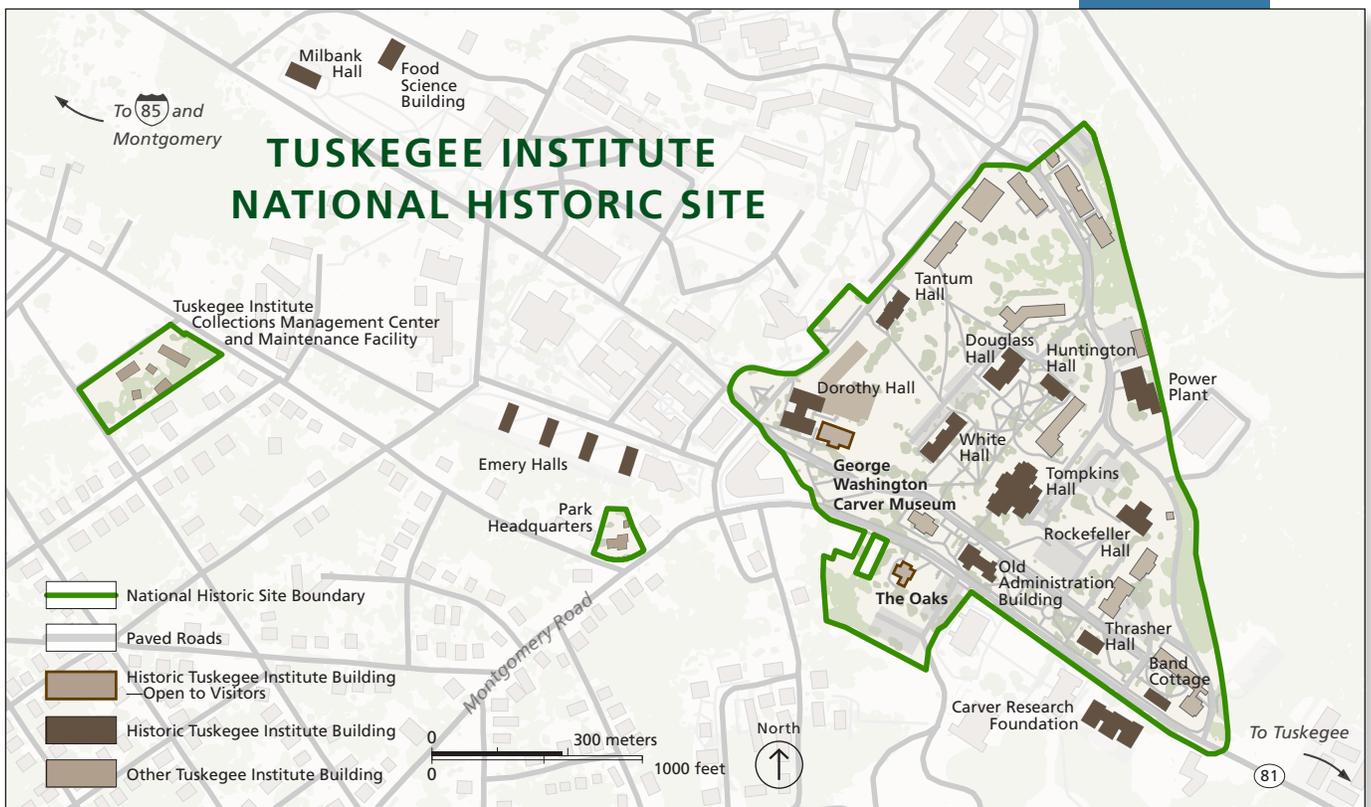
Although Tuskegee Institute's history has endured more than 130 years, the school's story often gets obscured behind two of its early guiding figures. As the school's first principal, Booker T. Washington led Tuskegee Institute through its first 34 years. When not directing the school's growth, he traveled extensively, making Tuskegee Institute known and respected throughout the country. He eventually became a leader of his race and an advisor to presidents. By the time Washington died in 1915, he had made Tuskegee an internationally famous institution.

Likewise, another famous individual will forever be linked to Tuskegee. In 1896, George Washington Carver accepted Washington's invitation to come to Tuskegee as head of its new Department of Agriculture. For the next 47 years, Carver taught and worked at Tuskegee, and developed thousands of uses for Southern agricultural products. He became widely known as an outstanding American scientist. Carver died in 1943, but his legacy lives on in Tuskegee's George Washington Carver Museum and Carver Research Foundation, which was begun with a bequest from Carver himself.



This foundation document uses the name “Tuskegee” to represent the school’s long history. Tuskegee has been known as the Normal School for Colored Teachers (1881), Tuskegee State Normal School (1881–1887), Tuskegee Normal School (1887–1891), Tuskegee Normal and Industrial Institute (1891–1937), Tuskegee Institute (1937–1985), and Tuskegee University (1985 to the present). “Tuskegee” represents both the historic Tuskegee Institute and the current Tuskegee University.

The main features of Tuskegee Institute National Historic Site are The Oaks, the house and home of Booker T. Washington, and the building that housed George Washington Carver’s laboratory, now the George Washington Carver Museum. These structures, along with an administrative office, are directly owned and managed by the National Park Service. While the park’s 1974 enabling legislation included the residence called Gray Columns, the property was acquired by Tuskegee University in 1998 under Public Law 100-337, and therefore is no longer managed by the National Park Service. The historic site also encompasses a 50-acre Historic Campus District consisting of most of the original campus buildings, all of which are owned and still actively used by Tuskegee University. Every year close to 26,000 visitors to the Tuskegee Institute National Historic Site experience the history of Tuskegee Institute through guided tours of The Oaks, the Historic Campus District, and the George Washington Carver Museum’s exhibits and audiovisual programs.



Park Purpose

The purpose statement identifies the specific reason(s) for establishment of a particular park. The purpose statement for Tuskegee Institute National Historic Site was drafted through a careful analysis of its enabling legislation and the legislative history that influenced its development. The park was established when the enabling legislation adopted by Congress was signed into law on October 26, 1974 (see appendix A for enabling legislation and legislative acts). The purpose statement lays the foundation for understanding what is most important about the park.

TUSKEGEE INSTITUTE NATIONAL HISTORIC SITE commemorates and interprets the educational, social, economic, and scientific accomplishments of Tuskegee Institute, its founding leaders, and its importance in African American history.



Park Significance

Significance statements express why a park's resources and values are important enough to merit designation as a unit of the national park system. These statements are linked to the purpose of Tuskegee Institute National Historic Site, and are supported by data, research, and consensus. Statements of significance describe the distinctive nature of the park and why an area is important within a global, national, regional, and systemwide context. They focus on the most important resources and values that will assist in park planning and management.

The following significance statements have been identified for Tuskegee Institute National Historic Site. (Please note that the sequence of the statements does not reflect the level of significance.)

1. Fueled by a dream and a grassroots campaign, Tuskegee Institute's establishment by the state of Alabama came from the effort of a former slave, Lewis Adams, and a former slave owner, George Campbell, to form a school for educating African Americans during the Reconstruction era.
2. Designed, built, furnished, and operated by African Americans during a time of repression in Reconstruction-era Alabama, Tuskegee Institute became a beacon of hope for African Americans seeking to improve their condition through education and self-sufficiency.
3. Drawing on his own rise up from slavery through hard work and self-discipline, Tuskegee Institute's first president, Booker T. Washington, was an African American educator, author, orator, advisor to U.S. presidents, and the dominant leader in the national African American community in the late 19th and early 20th centuries. For 34 years, from 1881 until his death in 1915, Washington steered Tuskegee Institute to improve the conditions of African Americans through education and entrepreneurship.
4. Born into slavery and becoming a nationally renowned agricultural scientist, educator, and humanitarian, George Washington Carver established Tuskegee Institute's first agricultural department in 1896 and was one of Tuskegee Institute's most influential professors, both locally and on the national stage.
5. At Tuskegee Institute, George Washington Carver's Agricultural Experimental Station and the Movable School brought education and training to the doorstep of working farmers in rural communities and then to the world, becoming an important advancement in agricultural education and training in the South.
6. Tuskegee Institute's early education program began as a progressive curriculum based on vocational, agricultural, and industrial trades as envisioned by Booker T. Washington. Tuskegee University has become a leader in the fields of aerospace and chemical engineering, veterinary medicine, and bioethics, all of which continue today.

Fundamental Resources and Values

Fundamental resources and values (FRVs) are those features, systems, processes, experiences, stories, scenes, sounds, smells, or other attributes determined to warrant primary consideration during planning and management processes because they are essential to achieving the purpose of the park and maintaining its significance. Fundamental resources and values are closely related to a park's legislative purpose and are more specific than significance statements.

Fundamental resources and values help focus planning and management efforts on what is truly significant about the park. One of the most important responsibilities of NPS managers is to ensure the conservation and public enjoyment of those qualities that are essential (fundamental) to achieving the purpose of the park and maintaining its significance. If fundamental resources and values are allowed to deteriorate, the park purpose and/or significance could be jeopardized.

The following fundamental resources and values have been identified for Tuskegee Institute National Historic Site:

- **House of Booker T. Washington (The Oaks).** Booker T. Washington's home, The Oaks, was designed and constructed in 1899 by Tuskegee Institute's faculty and students. Booker T. Washington used personal funds to purchase two acres of land for construction of the 15-room Queen Anne Revival-style house and surrounding grounds. The students also made the bricks and the home's furniture themselves as training and a means for earning money. The state-of-the-art steam heating, plumbing, and electricity, unique in the area, were intended to prove to the world what could be accomplished by African Americans. The Oaks figures prominently in Booker T. Washington's life and it embodies the personality of Washington, his Victorian tastes, and his aspirations to middle-class culture. The study was his sanctuary, where he could work on his articles and speeches and attend to the tasks involved in running Tuskegee Institute. It was here that he spent the last quarter of his life, building a legacy and gaining acceptance for African Americans.
- **Booker T. Washington Collection.** The Booker T. Washington Collection consists of furnishings in The Oaks, documents and books, personal artifacts, mementos, articles of clothing, portraits, and photographs. These objects and manuscripts provide testimony to Washington's home life and his professional experiences and contributions.



- **George Washington Carver Museum Building.** The building in which the George Washington Carver Museum is housed is a single-story, brick masonry structure constructed in 1915 as the Tuskegee Institute's campus laundry. In 1938, Dr. George Washington Carver established his laboratory, exhibit collection, and workshop in the building, but spent only intermittent periods of time there. The building was officially dedicated as a museum to Carver by Henry Ford in 1941. The interior was damaged by fire in 1947, which destroyed much of the original interior fabric, which has since been renovated as a museum. The George Washington Carver Museum building is a contributing resource of the Tuskegee Institute's Historic Campus District and is significant for its association with George Washington Carver.
- **George Washington Carver Collection.** The George Washington Carver Collection consists of material directly associated with Carver whereby nearly all of the items were collected, used, made, or worn by him. In addition, the collection contains well-known commercial peanut products developed as a direct result of Carver's research, several of his paintings and drawings, examples of needlework, a mineral collection, a collection of mounted birds, byproducts from peanuts and sweet potatoes, a collection of preserved vegetables and fruits (grown and preserved by him), and a number of personal possessions. The laboratory/workshop portion of the collection is also on exhibit and contains a collection of dyes obtainable from native plants, pieces of laboratory equipment and furniture, and assorted instruments used for conducting experiments. During the initial establishment of the museum workshop and laboratory, at least four of Carver's laboratory benches were moved to the museum. Approximately 50 pieces of equipment are in the immediate vicinity of the laboratory and consist of grinders and presses. All of the items in the Carver collection are historically significant for their research interpretation and documentary potential.
- **Tuskegee Institute Collection.** Tuskegee Institute's collection of objects and artifacts consists of items pertinent to the general understanding of the development of Tuskegee University as an educational institution. This collection consists of furniture, books, documents, memorabilia, personal clothing, oral histories, and photographs. The collection items that the National Park Service owns and displays in the Carver Museum and The Oaks directly relate to Booker T. Washington and/or George Washington Carver. These artifacts are used to demonstrate what these men created while in Tuskegee and are focused on the story that the park tells at its sites.

Related Resources

Related resources are not owned by the park. They may be part of the broader context or setting in which park resources exist; represent a thematic connection that would enhance the experience of visitors; or have close associations with park fundamental resources and the purpose of the park. The related resource represents a connection with the park that often reflects an area of mutual benefit or interest, and collaboration, between the park and owner/stakeholder.

Tuskegee Institute National Historic Site has the following related resource associated with the multilayered significance of the site and the park's fundamental resources and values. This resource is located within the park's boundary but is not owned or managed by Tuskegee Institute National Historic Site.

- **Tuskegee University Historic Campus District.** Tuskegee Institute National Historic Site encompasses the 50-acre Historic Campus District, but the majority of the contributing buildings, structures, and landscape features are solely owned and managed by Tuskegee University. The Historic Campus District was declared a national historic landmark in 1965 before it was established as a national historic site in 1974. Many of the district's 25 contributing buildings, including the George Washington Carver Museum, were designed by Tuskegee architect Robert R. Taylor and erected by students using bricks they made at Tuskegee.

Interpretive Themes

Interpretive themes are often described as the key stories or concepts that visitors should understand after visiting a park—they define the most important ideas or concepts communicated to visitors about a park unit. Themes are derived from, and should reflect, park purpose, significance, resources, and values. The set of interpretive themes is complete when it provides the structure necessary for park staff to develop opportunities for visitors to explore and relate to all park significance statements and fundamental resources and values.

Interpretive themes are an organizational tool that reveal and clarify meaning, concepts, contexts, and values represented by park resources. Sound themes are accurate and reflect current scholarship and science. They encourage exploration of the context in which events or natural processes occurred and the effects of those events and processes. Interpretive themes go beyond a mere description of the event or process to foster multiple opportunities to experience and consider the park and its resources. These themes help explain why a park story is relevant to people who may otherwise be unaware of connections they have to an event, time, or place associated with the park.

The following interpretive themes have been identified for Tuskegee Institute National Historic Site:

- Tuskegee played and continues to play a significant role in the ascent of African Americans into mainstream America, from Reconstruction to the present.
 - Tuskegee under Booker T. Washington was a beacon of hope for African Americans and continues to provide educational opportunities.
 - Leadership at Tuskegee shifted its emphasis from industry to technology to meet the need of changing times.
 - Through industry, science, and religion, Tuskegee impacted politics, economics, the military, and arts and sciences throughout the world.
 - The development, vision, operation, and dedication of Tuskegee played and continues to play a significant role in the education and accomplishments of African Americans.
- As the first principal of Tuskegee, 1881–1915, Booker T. Washington showcased his talents and provided a national stage for himself and other individuals associated with this institution.
 - Past renowned leaders, faculty, and students brought international recognition to Tuskegee.
 - In particular, George Washington Carver’s influence as a scientist, humanitarian, artist, and educator at Tuskegee can be seen throughout the world today.
 - Present leaders, faculty, and students still bring attention to the university.
 - Future leaders, faculty, and students have the opportunity to continue this legacy.
- The grounds, buildings, students, and faculty at Tuskegee have fostered the resiliency of the human spirit and helped people struggling for opportunities and independence; today’s leadership at Tuskegee continues this tradition.
 - The social, political, and economic forces that formed Tuskegee showed how an institution of higher learning can survive and prosper.
 - Tuskegee has affected the larger American social movement toward equality of all citizens, a movement that continues today.

Part 2: Dynamic Components for Tuskegee Institute National Historic Site

The dynamic components of a foundation document include special mandates and administrative commitments and an assessment of planning and data needs. These components are dynamic because they will change over time. New special mandates can be established and new administrative commitments made. As conditions and trends of fundamental resources and values change over time, the analysis of planning and data needs will need to be revisited and revised, along with key issues. Therefore, this part of the foundation document will be updated accordingly.

Special Mandates and Administrative Commitments

Many management decisions for a park unit are directed or influenced by special mandates and administrative commitments with other federal agencies, state and local governments, utility companies, partnering organizations, and other entities. Special mandates are requirements specific to a park that must be fulfilled. Mandates can be expressed in enabling legislation, in separate legislation following the establishment of the park, or through a judicial process. They may expand on park purpose or introduce elements unrelated to the purpose of the park. Administrative commitments are, in general, agreements that have been reached through formal, documented processes, often through memorandums of agreement. Examples include easements, rights-of-way, arrangements for emergency service responses, etc. Special mandates and administrative commitments can support, in many cases, a network of partnerships that help fulfill the objectives of the park and facilitate working relationships with other organizations. They are an essential component of managing and planning for Tuskegee Institute National Historic Site.

Special Mandates

Tuskegee Institute National Historic Site has no special mandates.

Administrative Commitments

For more information about the existing administrative commitments for Tuskegee Institute National Historic Site, please see appendix C.



Assessment of Planning and Data Needs

Once the core components of part 1 of the foundation document have been identified, it is important to gather and evaluate existing information about the park's fundamental resources and values, and develop a full assessment of the park's planning and data needs. The assessment of planning and data needs section presents planning issues, the planning projects that will address these issues, and the associated information requirements for planning, such as resource inventories and data collection, including GIS data.

There are three sections in the assessment of planning and data needs:

1. analysis of fundamental resources and values
2. identification of key issues and associated planning and data needs
3. identification of planning and data needs (including spatial mapping activities or GIS maps)

The analysis of fundamental resources and values and identification of key issues leads up to and supports the identification of planning and data collection needs.

Analysis of Fundamental Resources and Values

The fundamental resource or value analysis table includes current conditions, potential threats and opportunities, planning and data needs, and selected laws and NPS policies related to management of the identified resource or value.



| Fundamental Resource or Value | House of Booker T. Washington (The Oaks) |
|---------------------------------|--|
| Related Significance Statements | Significance statements 2, 3, and 6. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • The house is in poor to fair condition overall but stable. • The house’s historic designed landscape from the 1900s has been altered. The former features of a horse stable and garden behind The Oaks have been removed. • There is water damage to walls of The Oaks. • Historic structure reports for both The Oaks and the George Washington Carver Museum are underway. They are funded for fiscal year 2017 and began in November 2017. <p>Trends</p> <ul style="list-style-type: none"> • The house finishes are deteriorating due to high levels of humidity and a lack of environmental controls. • The condition of the house overall is deteriorating due to the age of the building and weathering from environment conditions. • While the historic designed landscape has changed, a cultural landscape report is underway and will make treatment recommendations for rehabilitating the historic designed landscape. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • Parking at The Oaks is often used by employees and students from Tuskegee University instead of visitors to the park. This is an inconvenience to the visiting public. • The poor condition of the roof is a threat to the structure. • Humidity is deteriorating the interior finishes. • Infestations from bats and other small animals. • Lack of historic preservation skills to maintain or rehabilitate the building. • An increase in large storms, flooding, and erosion due to climate change threaten the historic structure and its historic designed landscape. • Development adjacent to the house could impact the setting and feeling of The Oaks and its historic landscape. <p>Opportunities</p> <ul style="list-style-type: none"> • A regular schedule of cleaning the gutters must be put into place to avoid potential damage to the house by water pooling. • The Booker T. Washington Anniversary Program is an opportunity to expand interpretation. • Opportunity to improve the interior furnishing exhibits through the development of a historic furnishings report. • Work with the Tuskegee University architecture and construction departments to evaluate buildings and provide real-world opportunities to students to assist with preservation projects. • Work with Tuskegee University to mitigate development adjacent to the house. • Develop a relationship with a Cooperative Ecosystems Studies Unit. • Use the preservation effort to refocus attention to Washington’s legacy through interpretation, education, and other related programs. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • Natural resources survey. • Condition assessment of The Oaks. • Historic furnishings report. • Accessibility assessment. • Historic resource study. |

| Fundamental Resource or Value | House of Booker T. Washington (The Oaks) |
|--|--|
| <p>Planning Needs</p> | <ul style="list-style-type: none"> • Maintenance plan. • Planning for adaptation to climate change. • Resource stewardship strategy. |
| <p>Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance</p> | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Historic Sites Act of 1935 (54 USC 320101 et seq.) • National Historic Preservation Act of 1966, as amended (54 USC 300101 et seq.) • Archeological and Historic Preservation Act of 1974 • Archaeological Resources Protection Act of 1979 • Clean Air Act of 1977 • Executive Order 11593, "Protection and Enhancement of the Cultural Environment" • "Protection of Historic Properties" (36 CFR 800) • "National Register of Historic Places" (36 CFR 60) • "National Historic Landmarks Program" (36 CFR 65) • Secretarial Order 3289, "Addressing the Impacts of Climate Change on America's Water, Land, and Other Natural and Cultural Resources" <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • NPS Management Policies 2006 (chapter 5) "Cultural Resource Management" • Director's Order 24: <i>NPS Museum Collections Management</i> • Director's Order 28: <i>Cultural Resource Management</i> • Director's Order 28A: <i>Archeology</i> • <i>The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation</i> • <i>The Secretary of the Interior's Standards for Treatment of Historic Properties</i> • <i>The Secretary of the Interior's Standards for Treatment of Historic Properties and the Guidelines for the Treatment of Cultural Landscapes</i> • NPS Museum Handbook, parts I, II, and III |





| Fundamental Resource or Value | Booker T. Washington Collection |
|---------------------------------|--|
| Related Significance Statements | Significance statement 3. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • The collection artifacts are in fair to good condition and are stable overall. • The collection is missing some of the original furnishings. • Some original furnishings are being restored due to water damage. • Artifacts are stored in offsite climate-controlled areas in order to protect them from the elements and to properly space them out. <p>Trends</p> <ul style="list-style-type: none"> • The park regularly receives requests for artifact loans. • The environment where the collection is housed is improving. |

| Fundamental Resource or Value | Booker T. Washington Collection |
|--|--|
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • A major threat is the lack of appropriate space to store and preserve large artifacts and a growing collection. • An increase in large storms and flooding could affect the artifacts. • Fire is a threat to the Booker T. Washington Collection. The water lines are managed by Tuskegee University and connected to their water system. The university sometimes turns off the water without notifying the park in advance, leaving The Oaks without fire suppression capability and causing the park to be in a critical health and safety dilemma. <p>Opportunities</p> <ul style="list-style-type: none"> • The park proposes use of a dry chemical fire suppression system for all park-owned facilities that house museum collections. • There is an opportunity to protect the artifacts that need additional assistance, such as potentially storing more artifacts offsite. • Outreach to attract more interest in the expansion of artifacts/documents. • Acquire more items related to Booker T. Washington. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • Survey of archives in the Library of Congress in Washington, DC. • Historic furnishings report. • Historic resource study. |
| Planning Needs | <ul style="list-style-type: none"> • Exhibit plan. |
| Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Museum Properties Management Act of 1955, as amended • "Disposition of Federal Records" (36 CFR 1228) • "Definition of Records" (44 USC 3301) • "Federal Records; General" (36 CFR 1220) • Federal Records Act of 1950, as amended ("Records Management by Agency Heads; General Duties" [44 USC 3101]) • "Preservation, Arrangement, Duplication, Exhibition of Records" (44 USC 2109) • "Research Specimens" (36 CFR 2.5) • "Curation of Federally-Owned and Administered Archaeological Collections" (36 CFR 79) • "Preservation of American Antiquities" (43 CFR 3) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • Director's Order 24: <i>NPS Museum Collections Management</i> • Director's Order 28: <i>Cultural Resource Management</i> • NPS Management Policies 2006 (§4.2) "Studies and Collections" • NPS Management Policies 2006 (§8.10) "Natural and Cultural Studies, Research, and Collection Activities" • NPS Museum Handbook, parts I, II, and III |



| Fundamental Resource or Value | George Washington Carver Museum Building |
|---------------------------------|--|
| Related Significance Statements | Significance statements 4, 5, and 6. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • The structure is in good condition overall with the exception of the chipping paint on the walls. • The structure will deteriorate if its preservation needs are not addressed. • The heating, ventilation, and air-conditioning (HVAC) system needs to be replaced. • There is a sewer smell in the restroom. • The property lacks its historic landscape. The landscape grade has changed substantially. • The George Washington Carver Museum condition assessment was completed in 2010. • Historic structure reports for both The Oaks and the Carver Museum are underway. They are funded for fiscal year 2017 and began in November 2016. <p>Trends</p> <ul style="list-style-type: none"> • The museum has mold and mildew and it is getting worse. • An increase in large storms, flooding, and erosion due to climate change threaten the structure. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • High humidity exacerbates mold and mildew issues. • The ventilation system is inadequate, resulting in a lack of air circulation. • An increase in large storms and flooding could affect this historic structure. <p>Opportunities</p> <ul style="list-style-type: none"> • Develop a classroom area to support educational programs. • Renovate the museum, including basic updates such as painting doors and the trim. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • Historic resource study. • Accessibility assessment. |

| Fundamental Resource or Value | George Washington Carver Museum Building |
|---|---|
| Planning Needs | <ul style="list-style-type: none"> • Park partner action strategy. • Maintenance plan. • Planning for adaptation to climate change. • Resource stewardship strategy. |
| Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Museum Properties Management Act of 1955, as amended • Historic Sites Act of 1935 (54 USC 320101 et seq.) • National Historic Preservation Act of 1966, as amended (54 USC 300101 et seq.) • Executive Order 11593, "Protection and Enhancement of the Cultural Environment" • Executive Order 13287, "Preserve America" • Executive Order 13352, "Facilitation of Cooperative Conservation" • "National Register of Historic Places" (36 CFR 60) • "National Historic Landmarks Program" (36 CFR 65) • "Protection of Historic Properties" (36 CFR 800) • Secretarial Order 3289, "Addressing the Impacts of Climate Change on America's Water, Land, and Other Natural and Cultural Resource" <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • NPS <i>Management Policies 2006</i> (chapter 5) "Cultural Resource Management" including (§5.1.3) "Identification and Evaluation of Resources" and (§5.1.3.2.1.) "National Register Nomination" • NPS <i>Management Policies 2006</i> (chapter 7) "Interpretation and Education" • NPS <i>Management Policies 2006</i> (§8.10) "Natural and Cultural Studies, Research, and Collection Activities" • Director's Order 6: <i>Interpretation and Education</i> • Director's Order 24: <i>NPS Museum Collections Management</i> • Director's Order 28: <i>Cultural Resource Management</i> • <i>The Secretary of the Interior's Standards for the Treatment of Historic Properties</i> • <i>The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation</i> • NPS <i>Museum Handbook</i>, parts I, II, and III |



| Fundamental Resource or Value | George Washington Carver Collection |
|--|---|
| Related Significance Statements | Significance statements 4 and 5. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> The collection is in good, stable condition overall. The artwork needs more space for protection. <p>Trends</p> <ul style="list-style-type: none"> The park is no longer adding more artifacts but is accepting donations. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> Fire is a threat because the water lines are managed by Tuskegee University and connected to their water system. The university sometimes turns off the water without notifying the park in advance, leaving the building without fire suppression capability and causing the park to be in a critical health and safety dilemma. <p>Opportunities</p> <ul style="list-style-type: none"> The park proposes use of a dry chemical fire suppression system for all park-owned facilities that house museum collections. Outreach to organizations that use Carver’s research. Acquisition of new artifacts. The implementation of the collection storage plan. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> Digitize microfilm in Carver Collection. |
| Planning Needs | <ul style="list-style-type: none"> Exhibit plan. Resource stewardship strategy. |
| Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> Museum Properties Management Act of 1955, as amended “Disposition of Federal Records” (36 CFR 1228) “Definition of Records” (44 USC 3301) “Federal Records; General” (36 CFR 1220) Federal Records Act of 1950, as amended (“Records Management by Agency Heads; General Duties” [44 USC 3101]) “Preservation, Arrangement, Duplication, Exhibition of Records” (44 USC 2109) “Research Specimens” (36 CFR 2.5) “Curation of Federally-Owned and Administered Archaeological Collections” (36 CFR 79) “Preservation of American Antiquities” (43 CFR 3) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director’s Orders)</p> <ul style="list-style-type: none"> Director’s Order 24: <i>NPS Museum Collections Management</i> Director’s Order 28: <i>Cultural Resource Management</i> NPS <i>Management Policies 2006</i> (§4.2) “Studies and Collections” NPS <i>Management Policies 2006</i> (§8.10) “Natural and Cultural Studies, Research, and Collection Activities” NPS <i>Museum Handbook</i>, parts I, II, and III |

| Fundamental Resource or Value | Tuskegee Institute Collection |
|--|--|
| Related Significance Statements | Significance statements 1, 2, and 6. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • Not enough space for the collection. • Some artifacts are in poor condition. <p>Trends</p> <ul style="list-style-type: none"> • The Harpers Ferry Center has digitized the Tuskegee University collection to enhance accessibility. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • Fire is a threat to the Tuskegee Institute Collection. The water lines are managed by Tuskegee University and connected to their water system. The university sometimes turns off the water without notifying the park in advance, leaving The Oaks without fire suppression capability and causing the park to be in a critical health and safety dilemma. In response, the park proposes use of a dry chemical fire suppression system for all park-owned facilities that house museum collections. • Artifacts not being properly stored. <p>Opportunities</p> <ul style="list-style-type: none"> • Provide additional protection of the Tuskegee Institute collection. • Provide for proper storage of collection items. • Acquire items/artifacts related to the Tuskegee Institute. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • None identified. |
| Planning Needs | <ul style="list-style-type: none"> • Resource stewardship strategy. • Exhibit plan. |
| Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Museum Properties Management Act of 1955, as amended • "Disposition of Federal Records" (36 CFR 1228) • "Definition of Records" (44 USC 3301) • "Federal Records; General" (36 CFR 1220) • Federal Records Act of 1950, as amended ("Records Management by Agency Heads; General Duties" [44 USC 3101]) • "Preservation, Arrangement, Duplication, Exhibition of Records" (44 USC 2109) • "Research Specimens" (36 CFR 2.5) • "Curation of Federally-Owned and Administered Archaeological Collections" (36 CFR 79) • "Preservation of American Antiquities" (43 CFR 3) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • Director's Order 24: <i>NPS Museum Collections Management</i> • Director's Order 28: <i>Cultural Resource Management</i> • NPS Management Policies 2006 (§4.2) "Studies and Collections" • NPS Management Policies 2006 (§8.10) "Natural and Cultural Studies, Research, and Collection Activities" • NPS Museum Handbook, parts I, II, and III |

Identification of Key Issues and Associated Planning and Data Needs

This section considers key issues to be addressed in planning and management and therefore takes a broader view over the primary focus of part 1. A key issue focuses on a question that is important for a park. Key issues often raise questions regarding park purpose and significance and fundamental resources and values. For example, a key issue may pertain to the potential for a fundamental resource or value in a park to be detrimentally affected by discretionary management decisions. A key issue may also address crucial questions that are not directly related to purpose and significance, but that still affect them indirectly. Usually, a key issue is one that a future planning effort or data collection needs to address and requires a decision by NPS managers.

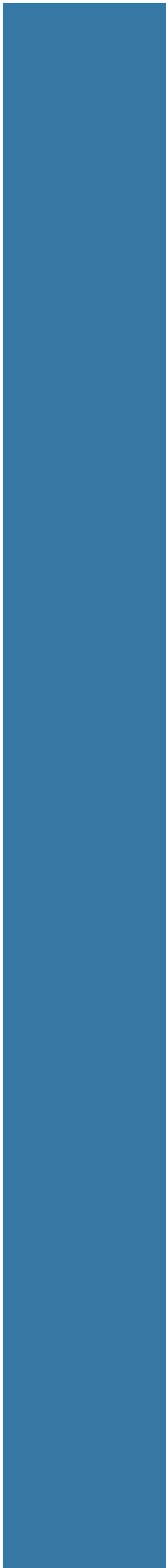
The following are key issues for Tuskegee Institute National Historic Site and the associated planning and data needs to address them:

- **Lack of Space for Museum Collection.** The park’s entire museum collection is a key priority for Tuskegee Institute because it houses several of its fundamental resources: the Carver Collection, Booker T. Washington Collection, and the Tuskegee Institute Collection, and it also houses museum collections for Tuskegee Airmen National Historic Site, Selma to Montgomery National Historic Trail, Horseshoe Bend National Military Park, and Ocmulgee National Monument. There is a need to evaluate the best way to expand the storage space for the museum collection. The park had identified potential opportunities to expand the storage space for the museum collection, such as partnering with Tuskegee University, but options need to be considered for their feasibility, appropriateness per museum management standards, and cost effectiveness. The park has completed a storage expansion plan and is ready to implement it.
- **Deteriorated Cultural Landscapes.** The cultural landscape at The Oaks and the George Washington Carver Museum have deteriorated and are in need of restoration. A cultural landscape report is currently being developed for The Oaks’ landscape and for the Tuskegee Institute landscape the Tuskegee Institute landscape to provide an updated condition assessment and treatment plan to guide the everyday management and long-term preservation and maintenance this cultural landscape. Future treatment plans should integrate climate change considerations.

Associated Planning and Data Needs:

- Resource stewardship strategy
- Natural resources survey





- **Strengthen Partnership and Outreach with Tuskegee University.** The park seeks to improve its partnership with key partners and stakeholders by identifying opportunities to share roles and responsibilities of interpretation and stewardship at park properties extending out to Tuskegee University and beyond. There is interest in engaging more with the governing board of Tuskegee University and reviving the Historic Campus Advisory Review Committee, which may include the Alabama State Historic Preservation Officer, to enhance the stewardship of Tuskegee University’s Historic Campus District. The park also identified other opportunities to work with stakeholders who share similar missions as the park, but such potential stakeholders need to be explored further to determine the best fit. Examples of opportunities for crossover activities with partners include increased park internships for Tuskegee University students, enhancing park interpretation during the freshman orientation and campus tours, and engaging with stakeholders such as the Booker T. Washington Family Reunion.

Associated Planning and Data Needs:

- Park partner action strategy
- Stakeholder assessment

- **Deferred Maintenance of Buildings and Historic Structures.** The George Washington Carver Museum and The Oaks buildings are both more than 100 years old and are in need of structural repair as well as ongoing maintenance. Structural beams were installed in The Oaks several years ago to stabilize the structure, but they need to be assessed to determine whether more intervention is needed. Building HVAC systems and audio-visual systems need replacement to better control humidity levels and the interior environment, which affects the structure, finishes, and the museum exhibits and collections displayed. A full assessment of the level and scope of the structural deterioration is needed to better understand current conditions.

Associated Planning and Data Needs:

- Maintenance plan
- Condition assessment of The Oaks

- **Visitor Experience.** The exhibits in the George Washington Carver Museum and The Oaks need to be upgraded or replaced to enhance visitor orientation, education, and experience, and to meet accessibility requirements. There is a strong need to make the visitor experience more engaging, potentially with multimedia and new signage. New exhibits would provide opportunities to expand interpretation to more fully encompass all of the park’s interpretive themes and stories. The museum currently lacks basic accessible features such as wheelchair access.

Associated Planning and Data Needs:

- Exhibit plan
- Comprehensive interpretive plan
- Accessibility plan
- Signage plan
- Accessibility assessment
- Historic resource study

Planning and Data Needs

To maintain connection to the core elements of the foundation and the importance of these core foundation elements, the planning and data needs listed here are directly related to protecting fundamental resources and values, park significance, and park purpose, as well as addressing key issues. To successfully undertake a planning effort, information from sources such as inventories, studies, research activities, and analyses may be required to provide adequate knowledge of park resources and visitor information. Such information sources have been identified as data needs. Geospatial mapping tasks and products are included in data needs.

Items considered of the utmost importance were identified as high priority, and other items identified, but not rising to the level of high priority, were listed as either medium- or low-priority needs. These priorities inform park management efforts to secure funding and support for planning projects.



| Planning Needs – Where A Decision-Making Process Is Needed | | | |
|--|---|--------------------|--|
| Related to an FRV or Key Issue? | Planning Needs | Priority (H, M, L) | Notes |
| FRV, Key Issue | Maintenance plan | H | This document would include a preventative and cyclic plan for the entire park, including areas not within designed cultural landscape boundaries. It would incorporate climate change considerations. |
| Key Issue | Accessibility plan | H | This plan would address accessibility deficiencies in the George Washington Carver Museum and The Oaks, which currently lack basic features such as wheelchair access. |
| FRV, Key Issue | Exhibit plan | M | An exhibit plan is needed to guide upgrades to the exhibits of the George Washington Carver Museum and The Oaks. The plan would include audiovisual aspects of visitor accessibility and methods for protecting collection objects and artifacts included in exhibits. |
| FRV, Key Issue | Park partner action strategy | M | This strategy would create an intentional framework to collaborate with partners to enhance opportunities for visitors. |
| FRV | Planning for adaptation to climate change | M | Planning efforts could involve climate change vulnerability assessments for fundamental park resources or other types of planning, as guided by the NPS Climate Change Response Program. |
| Key Issue | Comprehensive interpretive plan | L | The comprehensive interpretive plan would set priorities for the park’s interpretation objectives, determine what stories to tell, identify audiences, and describe the most effective mix of media and personal services to use. It would include a long-range interpretive plan, annual interpretive plan, and an interpretive database. |
| FRV, Key Issue | Resource stewardship strategy | L | This strategy would guide park resource stewardship by outlining strategies for improving resource-related conditions and documentation while considering climate change. |
| Key Issue | Signage plan | L | The signage plan is needed to guide the completion of interpretive signage. This plan would contribute to improving visitor experience and interpretation. |

| Data Needs – Where Information Is Needed Before Decisions Can Be Made | | | |
|--|---|---------------------------|--|
| Related to an FRV or Key Issue? | Data and GIS Needs | Priority (H, M, L) | Notes |
| FRV, Key Issue | Condition assessment of The Oaks | H | Assess The Oaks house, including issues concerning humidity levels and structural tilting, sinking, and the stability of the foundation. |
| FRV, Key Issue | Accessibility assessment | H | This study would evaluate the accessibility of the park for visitors with disabilities. This information would inform the accessibility plan and all other types of planning. |
| FRV, Key Issue | Historic resource study | M | This study would update the park’s 1977 historic resource study with new research and information developed since 1977 on the park’s significance and historic contexts. This would support interpretive programming, exhibit plans, and resource management. |
| FRV | Historic furnishings report | M | This would provide a history of The Oaks and document the type and placement of furnishings to a period of interpretive significance. The report would include a plan for furnishings, care and maintenance, and would include recommended appropriate levels of historic housekeeping for interpretation. |
| FRV | Digitize microfilm in Carver Collection | L | This imaging would provide a record of the microfilm for future opportunities such as research or uses. |
| FRV | Natural resources survey | L | The park currently lacks information on natural resources in all areas within the park boundary. This survey would provide an inventory to support natural resources management. |
| FRV | Survey of archives in the Library of Congress in Washington, DC | L | Access and a survey of the archives in Washington, DC, would provide data to inform management decisions and prioritization efforts for collection stewardship needs. |
| Key Issue | Stakeholder assessment | L | This assessment would identify stakeholders with whom the park should pursue a more formalized working relationship. This assessment could help support the park partner action strategy for new partners. |

Part 3: Core Components for Tuskegee Airmen National Historic Site

The core components of a foundation document include a brief description of the park, park purpose, significance statements, fundamental resources and values, and interpretive themes. These components are core because they typically do not change over time. Core components are expected to be used in future planning and management efforts.

Brief Description of the Park

In 1998, Congress established the Tuskegee Airmen National Historic Site as a unit of the national park system in Public Law 105-355, signed by President William (Bill) J. Clinton, to commemorate the establishment and history of the Tuskegee Airmen at Moton Field, Tuskegee, Alabama.

Events leading to the establishment of the Tuskegee Airmen and Moton Field began prior to 1940 during a time when policy decisions within the U.S. War Department were commonly based on misguided and discriminatory assumptions about race. Such views effectively prevented African Americans and other minorities from meaningful participation in the country’s armed forces. Recognizing that the War Department’s segregationist policies mirrored the similarly prejudicial attitudes of white society in America, civil rights groups and the African American news media pressured federal and military officials to revise the department’s military practices and provide opportunities for the training and advancement of African American recruits.

Partly in response to political pressure, the U.S. Army Air Corps began a program in Tuskegee in 1941 known as the “Tuskegee Airmen Experiment.” By the program’s end in 1948, more than 10,000 African Americans had received training as flight instructors, officers, fighter pilots, bombardiers, navigators, radio technicians, mechanics, air traffic controllers, instrument and weather forecasters, electrical and communication specialists, aircraft armorers, gunnery specialists, and parachute riggers. Hundreds more African American men and women were trained in flight support occupations such as administration, supply, firefighting, transportation, medicine, laboratory technologies, food service, and music during the program. African American air cadets received primary flight training in Tuskegee at Moton Field. Instructional programs were conducted by personnel from Tuskegee Institute (now Tuskegee University) and the U.S. Army. While each cadet’s training regimen was thorough and rigorous, senior Army and Army Air Corps officers continued to hold discriminatory views about African Americans and strongly resisted the acceptance of black pilots and air crews into the military flying community. Unspoken limits on the number of cadets graduating from primary flight training were strictly enforced to reduce the number of black pilots eligible for advanced training.



Once trained and commissioned, racial intolerance hindered the promotion of black pilots within the officer corps and opportunities for a prestigious combat assignment. Spurred by pride and a will to succeed, hundreds of black pilots persevered and were eventually assigned to segregated combat flight units. The African American pilots, air crews, and all support personnel (male and female) of these segregated units have become known as the “Tuskegee Airmen.” Commanded by Colonel Benjamin O. Davis, Jr., the Tuskegee Airmen distinguished themselves during World War II in air engagements over North Africa and Southern Europe. By war’s end, the Tuskegee Airmen had flown more than 15,500 sorties and completed 1,578 combat missions. Their combat success included the destruction of more than 260 enemy aircraft, numerous enemy ground installations, and an enemy destroyer. Instances of individual bravery and sacrifice earned Tuskegee Airmen personnel some of the Army Air Corps’ highest military honors including the Distinguished Flying Cross, Legion of Merit, Silver Star, and Purple Heart.

National and international notice of the Airmen’s accomplishments increased over time. As awareness of the Airmen grew, so did public awareness of the high performance standards set by other African Americans in military and civilian support groups. The efforts, courage, professionalism, and performance of black men and women during the war, whether on the flight line or behind the battle lines, clearly demonstrated to all Americans that African Americans were wholly capable and deserving members of the U.S. military. On July 26, 1948, President Harry S Truman issued Executive Order 9981 officially desegregating the U.S. Armed Forces and calling for fair and equal treatment of African American military defense workers. Executive Order 9981 was seen as a victory by civil rights advocates and a significant step toward breaking down long-standing racial barriers within the military establishment. The success of the Tuskegee Airmen Experiment and the accomplishments of the Tuskegee Airmen are seen as nationally significant events that set the stage for these and future civil rights advances. In 2007, the Tuskegee Airmen received the highest civilian award bestowed by the nation, the Congressional Gold Medal, awarded “on behalf of the Tuskegee Airmen, collectively, in recognition of their unique military record, which inspired revolutionary reform in the Armed Forces.”

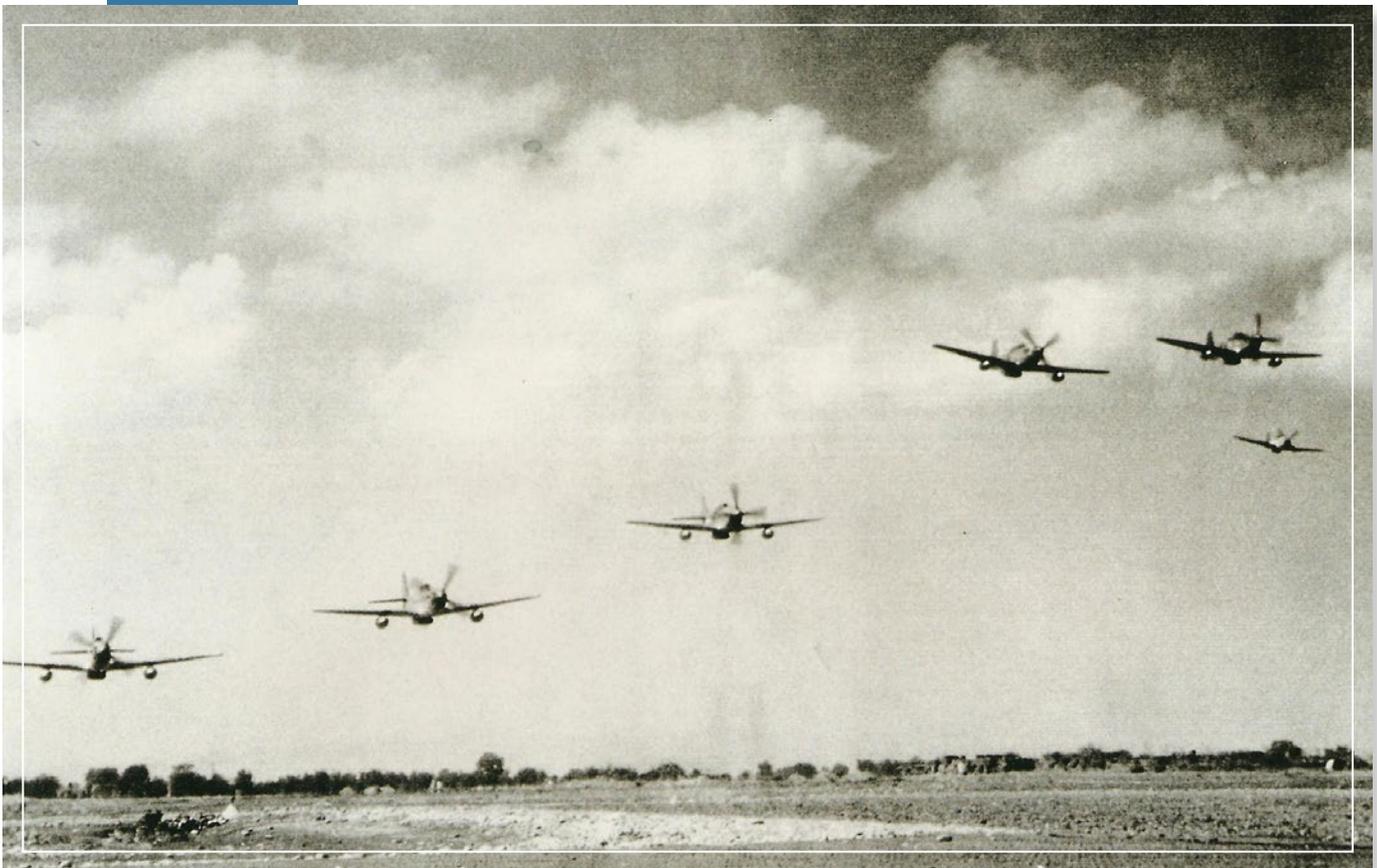
Visitors to Tuskegee Airmen National Historic Site can tour Moton Field, the Tuskegee Army Primary Flying Field, view Hangar 1’s exhibits and historic airplanes, and experience Hangar 2’s interactive exhibits, films, and visit its bookstore. Tuskegee Airmen National Historic Site is a 90-acre site in Macon County, Alabama, approximately two miles north of the City of Tuskegee. Listed in the National Register of Historic Places in 1998, the park unit includes 9 of the airfield’s original 15 historic structures and the Moton Field cultural landscape. Extant historic structures are Hangar 1, Skyway Club, Control Tower, Bath and Locker House, Warehouse/ Vehicle Storage Building, Dope Storage Shed, Oil Storage Shed, Fire Protection Shed, and Entrance Gate.



Park Purpose

The purpose statement identifies the specific reason(s) for establishment of a particular park. The purpose statement for Tuskegee Airmen National Historic Site was drafted through a careful analysis of its enabling legislation and the legislative history that influenced its development. The park was established when the enabling legislation adopted by Congress was signed into law on November 6, 1998 (see appendix B for enabling legislation). The purpose statement lays the foundation for understanding what is most important about the park.

TUSKEGEE AIRMEN NATIONAL HISTORIC SITE commemorates the struggle and triumph of the Tuskegee Airmen at Moton Field, site of the primary African American flight training facility during World War II, and their contributions to the integration of the U.S. military and subsequent civil rights advancements.



Park Significance

Significance statements express why a park's resources and values are important enough to merit designation as a unit of the national park system. These statements are linked to the purpose of Tuskegee Airmen National Historic Site, and are supported by data, research, and consensus. Statements of significance describe the distinctive nature of the park and why an area is important within a global, national, regional, and systemwide context. They focus on the most important resources and values that will assist in park planning and management.

The following significance statements have been identified for Tuskegee Airmen National Historic Site. (Please note that the sequence of the statements does not reflect the level of significance.)

1. Moton Field was the first and only primary flight training facility for African American pilot candidates in the U.S. Army Air Corps (Army Air Forces) during World War II, and the facility symbolizes the entrance of the first African American pilots into the Army Air Corps.
2. The accomplishments of the Tuskegee Airmen helped pave the way for desegregation of the military in 1948, which helped set the stage for civil rights advocates to continue the struggle to end racial discrimination during the civil rights movement of the 1950s and 1960s.
3. Tuskegee Institute played an important role in providing economic and educational resources to make the entry of African American pilots into the military possible, although on a segregated basis. Tuskegee Institute was one of a very few American institutions—and the only African American institution—to own, develop, and control facilities for military flight instruction.
4. Political pressure exerted by the black press and civil rights groups greatly influenced the formation of the Tuskegee Airmen, making them an excellent example of the struggle by African Americans to serve in the United States military.
5. The Tuskegee Airmen constituted the first African American military pilots, and the civilian men and women who supported their operations. As the first African American soldiers to complete their training and enter the Army Air Corps, the Tuskegee Airmen comprised about 1,000 aviators, and more than 15,000 military and civilian African American men and women supported those efforts.
6. Acceptance from Army Air Forces units came slowly, but the Tuskegee Airmen's courageous, and in many cases, heroic performances, earned them increased combat opportunities and respect. The success of the Tuskegee Airmen proved to the American public that African Americans, when given the opportunity, could become effective military leaders and pilots.
7. In April 1945, at Freeman Field in Indiana, black officers from the 477th Bombardment Group were arrested for peaceably protesting the segregated officers' club. Their stand, along with the superb performance of the fighter squadrons, helped convince President Harry S Truman to sign Executive Order 9981 in July 26, 1948, calling for "equity of treatment and opportunity for all persons in the armed services without regard to race, color, religion, or national origin," which led to the integration of the U.S. military over the subsequent decades.

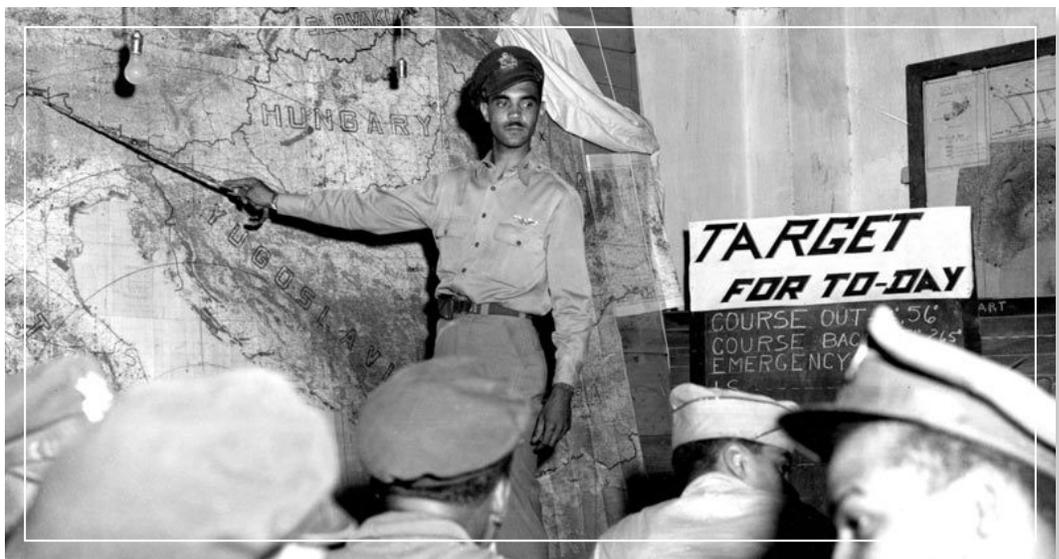
Fundamental Resources and Values

Fundamental resources and values (FRVs) are those features, systems, processes, experiences, stories, scenes, sounds, smells, or other attributes determined to warrant primary consideration during planning and management processes because they are essential to achieving the purpose of the park and maintaining its significance. Fundamental resources and values are closely related to a park’s legislative purpose and are more specific than significance statements.

Fundamental resources and values help focus planning and management efforts on what is truly significant about the park. One of the most important responsibilities of NPS managers is to ensure the conservation and public enjoyment of those qualities that are essential (fundamental) to achieving the purpose of the park and maintaining its significance. If fundamental resources and values are allowed to deteriorate, the park purpose and/or significance could be jeopardized.

The following fundamental resources and values have been identified for Tuskegee Airmen National Historic Site:

- **Historic Core of Moton Field.** The historic core is a cultural landscape that comprises the area of Hangar 1, the reconstructed Hangar 2, Moton Field’s original control tower, tarmac, Skyway Officers club (formerly All Ranks Club), Bath and Locker building, vehicle warehouse, ghost structures, and historic roads. This area is restored and maintained to its appearance as of 1945. The historic core area landscape is characterized as a maintained grassy lawn with scattered trees. A formal landscape plan with a plant species list was developed for the site in 1944 by D.A. Williston; however, the original plantings no longer exist.
- **Oral History Collection.** Tuskegee Airmen’s oral history collection includes approximately 1,500 audio and video recordings of interviews with the original Tuskegee Airmen and their family members about their roles during World War II. All of the recordings have been transcribed. There are two collections of oral histories: one created for the 2002 Tuskegee Airmen Oral History Project, and a second oral history project to support a documentary film, which includes high-definition recordings.
- **Tuskegee Airmen Museum Collection.** This collection contains artifacts, historic photographs, documentation such as records, orders, archives, graduation dates, yearbooks, maps, etc., associated with the history and significance of the Tuskegee Airmen. This collection is housed at the park and at Tuskegee Institute National Historic Site four miles away, and at the NPS Southeast Archeological Center in Tallahassee, Florida.

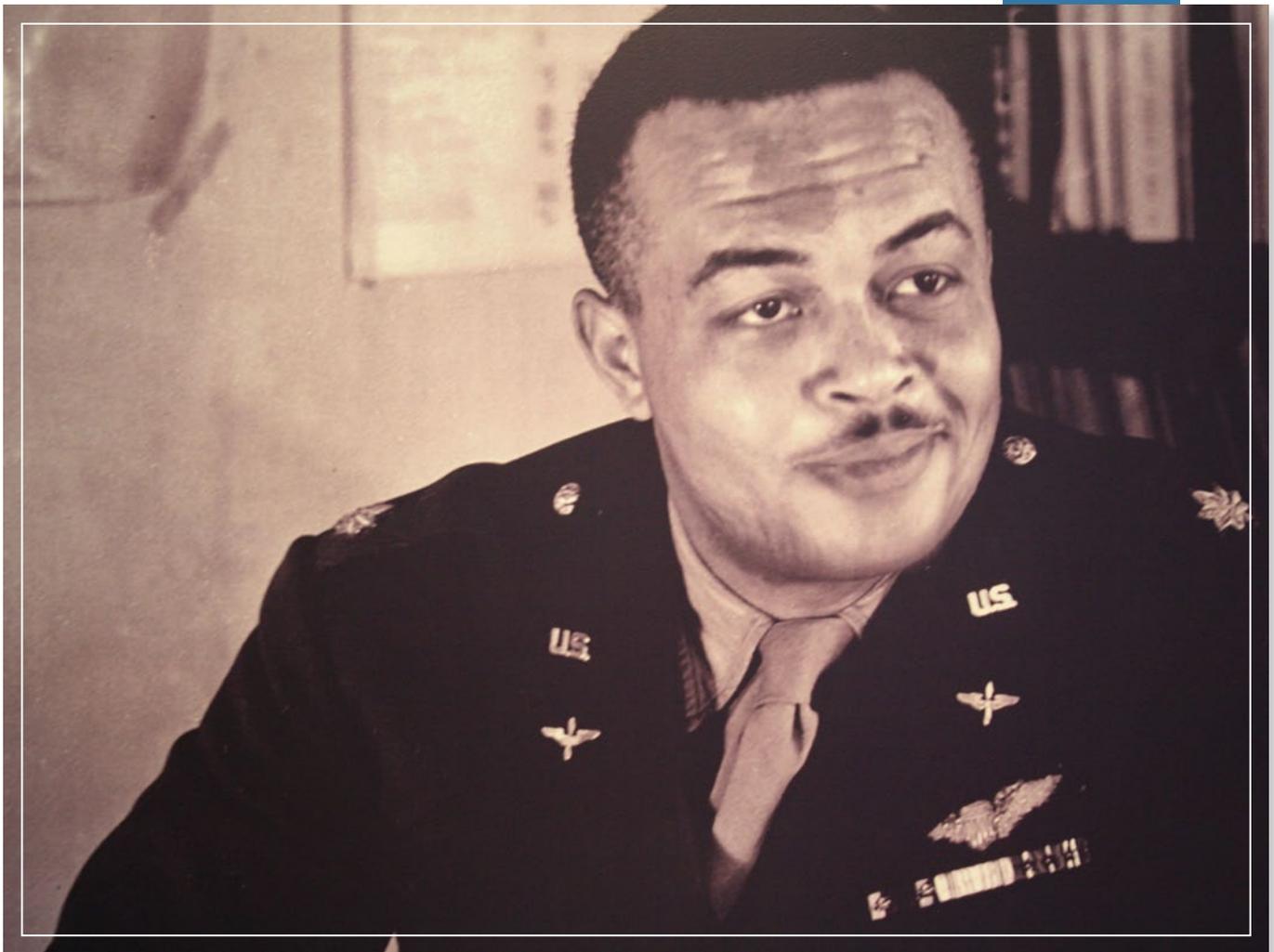


Related Resources

Related resources are not owned by the park. They may be part of the broader context or setting in which park resources exist; represent a thematic connection that would enhance the experience of visitors; or have close associations with park fundamental resources and the purpose of the park. The related resource represents a connection with the park that often reflects an area of mutual benefit or interest, and collaboration, between the park and owner/stakeholder.

Tuskegee Airmen National Historic Site has the following related resource associated with the multilayered significance of the site and the park's fundamental resources and values. This resource is located outside the park's boundary and is not owned or managed by Tuskegee Airmen National Historic Site.

- **Ted Johnson Collection.** This collection is part of the Veterans History Project of the Library of Congress American Folklife Center. This collection is a catalog of many of the individuals involved as Tuskegee Airman.



Interpretive Themes

Interpretive themes are often described as the key stories or concepts that visitors should understand after visiting a park—they define the most important ideas or concepts communicated to visitors about a park unit. Themes are derived from, and should reflect, park purpose, significance, resources, and values. The set of interpretive themes is complete when it provides the structure necessary for park staff to develop opportunities for visitors to explore and relate to all park significance statements and fundamental resources and values.

Interpretive themes are an organizational tool that reveal and clarify meaning, concepts, contexts, and values represented by park resources. Sound themes are accurate and reflect current scholarship and science. They encourage exploration of the context in which events or natural processes occurred and the effects of those events and processes. Interpretive themes go beyond a mere description of the event or process to foster multiple opportunities to experience and consider the park and its resources. These themes help explain why a park story is relevant to people who may otherwise be unaware of connections they have to an event, time, or place associated with the park.

The following interpretive themes have been identified for Tuskegee Airmen National Historic Site:

- Peopling Places
 - Moton Field was a place of opportunity. The Tuskegee Airmen seized that opportunity, overcame tremendous obstacles, and accepted the challenge.
 - The Tuskegee Airmen came from across the United States to a place where they learned special skills from special people, and developed camaraderie and confidence that has followed them to this day.
- Creating Social and Political Movements
 - Tuskegee Institute and the Tuskegee Airmen aimed for excellence at Moton Field and elsewhere. This opportunity to prove that African Americans could excel was the result of the struggle for civil rights on the part of progressive American individuals, organizations, and public officials.
 - The lack of opportunities for African American bombardiers led to protests at Freeman Field, Indiana. These protests heightened changes in attitudes of key figures in the military command.
- Expressing Cultural Values
 - Those who became Tuskegee Airmen valued education and achievement before they came to participate in what became known as the “Tuskegee Airmen Experiment.” They were the very best, and determined to dispel the myth that African Americans could not fly, fight, lead, and work together as a cohesive unit.
 - Tuskegee Institute, under the leadership of President Frederick D. Patterson and with the support of blacks and whites together, actively sought and laid the foundation for the Tuskegee Airmen program.
- Developing the American Economy
 - The Tuskegee Airmen were leaders and creators. They multiplied their talents and became leaders in industry, business, organizational development, and politics.
 - Military “experiments,” including the Tuskegee Airmen and the GI Bill, generated a wide variety of skilled men and women who carried their talents into the work force after World War II.
 - World War II spurred the economy, redefined national attitudes toward work, and opened vast opportunities for civilian men and women of all ethnic and racial backgrounds.

- Shaping the Political Landscape
 - From the beginning of the American experience, military opportunities for African Americans, by tradition and policy, provided only very limited roles in a segregated environment. The U.S. Army Air Corps was totally segregated and unique in the U.S. military, and Moton Field was the only place where African Americans could become military pilots/airmen.
- Expanding Science and Technology
 - The Tuskegee Airmen demonstrated their skills and abilities for the first time in World War II and imparted them to future generations, especially through African American Reserve Officer Training Course programs.
- Changing Role of the U.S. in the World Community
 - President Truman’s support for military desegregation in 1948 set the tone for future national civil rights actions and legislation.
 - General Benjamin O. Davis, Jr. was the epitome of extraordinary leadership and individual achievement.
 - The American civil rights movement encouraged other human rights movements throughout the world.
 - The great combat successes of the Tuskegee pilots earned them the highest respect of the German Luftwaffe.
- Transforming the Environment
 - Moton Field—its story suppressed, ignored, and forgotten for almost half a century—is worthy of preservation and interpretation for future generations as Tuskegee Airmen National Historic Site, a unit of the National Park Service.



Part 4: Dynamic Components for Tuskegee Airmen National Historic Site

The dynamic components of a foundation document include special mandates and administrative commitments and an assessment of planning and data needs. These components are dynamic because they will change over time. New special mandates can be established and new administrative commitments made. As conditions and trends of fundamental resources and values change over time, the analysis of planning and data needs will need to be revisited and revised, along with key issues. Therefore, this part of the foundation document will be updated accordingly.

Special Mandates and Administrative Commitments

Many management decisions for a park unit are directed or influenced by special mandates and administrative commitments with other federal agencies, state and local governments, utility companies, partnering organizations, and other entities. Special mandates are requirements specific to a park that must be fulfilled. Mandates can be expressed in enabling legislation, in separate legislation following the establishment of the park, or through a judicial process. They may expand on park purpose or introduce elements unrelated to the purpose of the park. Administrative commitments are, in general, agreements that have been reached through formal, documented processes, often through memorandums of agreement. Examples include easements, rights-of-way, arrangements for emergency service responses, etc. Special mandates and administrative commitments can support, in many cases, a network of partnerships that help fulfill the objectives of the park and facilitate working relationships with other organizations. They are an essential component of managing and planning for Tuskegee Airmen National Historic Site.

Special Mandates

The enabling legislation (Public Law 105-355, November 6, 1998) that established Tuskegee Airmen National Historic Site included authorization for entering into cooperative agreements with Tuskegee University, and specific direction for working with the university on park operations and interpretive programming. As directed in the law, the National Park Service consulted with Tuskegee University as its principal partner in determining the organizational structure of the park, developing the interpretive themes, and establishing policies for the wise management, use, and development of Tuskegee Airmen National Historic Site. This collaborative effort occurred and has concluded. The 1998 law also stipulates that the operations and development of the historic site shall reflect alternative C, “Living History: The Tuskegee Airmen Experience,” as expressed in the final special resource study entitled “Moton Field/Tuskegee Airmen Special Resource Study,” dated 1998 (§303-d-4). This effort is ongoing at the park.

The 1998 law states that subsequent to development of the historic site, the National Park Service should enter in to a cooperative agreement with Tuskegee University to develop the Tuskegee Airmen National Center on park grounds, as described in (§304-a). The purpose of the Tuskegee Airmen National Center is to extend the ability to relate more fully the story of the Tuskegee Airmen at Moton Field, provide for a Tuskegee Airmen Memorial, a large exhibit space for the display of period aircraft and equipment used by the Tuskegee Airmen, and house a Tuskegee University Department of Aviation Science, including occupying historic buildings within Moton Field temporarily until the center is completed. The Secretary shall ensure that interpretive programs at the Tuskegee Airmen National Center include the active pilot training instruction program and the historical continuum of flight training in the tradition of the Tuskegee Airmen (§304-b). This undertaking to develop the Tuskegee Airmen National Center was to be led by Tuskegee University, with the support of the National Park Service as a partner. To date, this effort has been on hold.

Administrative Commitments

For more information about the existing administrative commitments for Tuskegee Airmen National Historic Site, please see appendix D.

Assessment of Planning and Data Needs

Once the core components of part 1 of the foundation document have been identified, it is important to gather and evaluate existing information about the park's fundamental resources and values, and develop a full assessment of the park's planning and data needs. The assessment of planning and data needs section presents planning issues, the planning projects that will address these issues, and the associated information requirements for planning, such as resource inventories and data collection, including GIS data.

There are three sections in the assessment of planning and data needs:

1. analysis of fundamental resources and values
2. identification of key issues and associated planning and data needs
3. identification of planning and data needs (including spatial mapping activities or GIS maps)

The analysis of fundamental resources and values and identification of key issues leads up to and supports the identification of planning and data collection needs.

Analysis of Fundamental Resources and Values

The fundamental resource or value analysis table includes current conditions, potential threats and opportunities, planning and data needs, and selected laws and NPS policies related to management of the identified resource or value.



| Fundamental Resource or Value | Historic Core of Moton Field |
|---------------------------------|---|
| Related Significance Statements | Significance statements 1, 3, and 5. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • The historic core of Moton Field is in fair condition. • The HVAC systems break down frequently in Hangar 1 and Hangar 2. • The cultural landscape has deferred maintenance issues. • Grass is growing in the roadways. • The oral history stations in Hangar 1 are not functional. • The introductory video equipment is broken. • A majority of the doors for Hangar 1 have rotted wood. • Poor roofing on Hangar 2. • Poor signage in the historic core. <p>Trends</p> <ul style="list-style-type: none"> • The overall historic core and all of its resources are deteriorating faster than would be expected. • The HVAC systems are routinely breaking down. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • Water leaks from the outside water supply that feeds the park. There are also natural underground springs. • Weeds, underbrush, and overgrowth. • Overgrowth of vegetation on the hill next to Hangar 1 and the original dirt road next to the site. • The growth of the airport. In the future there could be an airspace security issue. <p>Opportunities</p> <ul style="list-style-type: none"> • Continuing educational projects and timetables with Friends of Tuskegee Airmen National Historic Site. • The community is interested in helping with communication about Tuskegee Airmen. • Develop children’s discovery lab. • Work with partners to create a transportation system to provide access between the park and museums and shopping opportunities within the city. • Provide powered doors to help address accessibility concerns. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • Natural resources review and inventory parkwide. • Condition assessment of the temporary road. |
| Planning Needs | <ul style="list-style-type: none"> • Security plan. • Signage plan. • Park partner action strategy. • Maintenance plan. • Historic structure report for historic core. • Cultural landscape report. |

| Fundamental Resource or Value | Historic Core of Moton Field |
|--|--|
| <p>Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance</p> | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Archaeological Resources Protection Act of 1979 • Archeological and Historic Preservation Act of 1974 • Historic Sites Act of 1935 (54 USC 320101 et seq.) • National Historic Preservation Act of 1966, as amended (54 USC 300101 et seq.) • Executive Order 11593, "Protection and Enhancement of the Cultural Environment" • "National Register of Historic Places" (36 CFR 60) • "National Historic Landmarks Program" (36 CFR 65) • "Protection of Historic Properties" (36 CFR 800) • Secretarial Order 3289, "Addressing the Impacts of Climate Change on America's Water, Land, and Other Natural and Cultural Resources" <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director's Orders)</p> <ul style="list-style-type: none"> • Director's Order 28: <i>Cultural Resource Management</i> • Director's Order 28A: <i>Archeology</i> • NPS Management Policies 2006 (chapter 5) "Cultural Resource Management" • <i>The Secretary of the Interior's Standards for the Treatment of Historic Properties</i> • <i>The Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation</i> |



| Fundamental Resource or Value | Oral History Collection |
|--|---|
| Related Significance Statements | Significance statements 2, 4, 5, 6, and 7. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • The oral history collection is in good condition. • Because of climate conditions, electronics are no longer working in Hanger 1 and the exhibit needs to be repaired. • Exhibit equipment needs repair. • Tuskegee Airmen oral history collection is complete. • The oral history collection is comprehensive with more than 850 interviews recorded. There are multiple copies of the collection. • All of the oral histories have been transcribed. • Work with Tuskegee University to assist with staffing on the oral history project has been completed. <p>Trends</p> <ul style="list-style-type: none"> • The collection’s status is stable and unchanging. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • None identified. <p>Opportunities</p> <ul style="list-style-type: none"> • Provide supervised visitor access to the collections for educational and research purposes. • Create a research library to give access to the world. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • None identified. |
| Planning Needs | <ul style="list-style-type: none"> • Update collection management plan. |
| Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Museum Properties Management Act of 1955, as amended • “Disposition of Federal Records” (36 CFR 1228) • “Definition of Records” (44 USC 3301) • “Federal Records; General” (36 CFR 1220) • Federal Records Act of 1950, as amended (“Records Management by Agency Heads; General Duties” [44 USC 3101]) • “Preservation, Arrangement, Duplication, Exhibition of Records” (44 USC 2109) • “Research Specimens” (36 CFR 2.5) • “Curation of Federally-Owned and Administered Archaeological Collections” (36 CFR 79) • “Preservation of American Antiquities” (43 CFR 3) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director’s Orders)</p> <ul style="list-style-type: none"> • Director’s Order 24: <i>NPS Museum Collections Management</i> • Director’s Order 28: <i>Cultural Resource Management</i> • NPS <i>Management Policies 2006</i> (§4.2) “Studies and Collections” • NPS <i>Management Policies 2006</i> (§8.10) “Natural and Cultural Studies, Research, and Collection Activities” • NPS <i>Museum Handbook</i>, parts I, II, and III |

| Fundamental Resource or Value | Tuskegee Airmen Museum Collection |
|--|---|
| Related Significance Statements | Significance statements 1, 2, 3, 5, 6, and 7. |
| Current Conditions and Trends | <p>Conditions</p> <ul style="list-style-type: none"> • Museum collection in Hangar 2 is in good condition. • The exhibits in Hangar 1 are in need of exhibit rehabilitation and repair work. For example, the orientation film at Hangar 1’s entrance (Front Door) has not work in two years or more. The Oral history stations are out of sync. The tool box oral history exhibit is not working properly because the fans connected to exhibit stations are broken and need to be replaced. • The facility does not have enough space to house the collection and the park will not be able to acquire additional objects until this is addressed. <p>Trends</p> <ul style="list-style-type: none"> • The park is not able to compete with the Smithsonian for new collections. • Digitization is improving, as nearly all items have been digitized, with the exception of remaining objects and historic photographs. |
| Threats and Opportunities | <p>Threats</p> <ul style="list-style-type: none"> • Need to be able to change exhibit displays to prevent visitor exhibit fatigue in Hangar 2. • Hangar 1 has an HVAC outage that needs to be fixed. Hangar 1 currently is in need of a new HVAC unit. <p>Opportunities</p> <ul style="list-style-type: none"> • Provide monitored visitor access to the museum collection. • Enhance the online presence including the park website to provide interpretive materials about Tuskegee Airmen. • Work with Maxwell Air Force Base and other military sites, Tuskegee University, and Auburn University to inventory their Tuskegee collections. |
| Data and/or GIS Needs | <ul style="list-style-type: none"> • Digitize objects and photographs. |
| Planning Needs | <ul style="list-style-type: none"> • Update collection management plan. |
| Laws, Executive Orders, and Regulations That Apply to the FRV, and NPS Policy-level Guidance | <p>Laws, Executive Orders, and Regulations That Apply to the FRV</p> <ul style="list-style-type: none"> • Museum Properties Management Act of 1955, as amended • “Disposition of Federal Records” (36 CFR 1228) • “Definition of Records” (44 USC 3301) • “Federal Records; General” (36 CFR 1220) • Federal Records Act of 1950, as amended (“Records Management by Agency Heads; General Duties” [44 USC 3101]) • “Preservation, Arrangement, Duplication, Exhibition of Records” (44 USC 2109) • “Research Specimens” (36 CFR 2.5) • “Curation of Federally-Owned and Administered Archaeological Collections” (36 CFR 79) • “Preservation of American Antiquities” (43 CFR 3) <p>NPS Policy-level Guidance (NPS Management Policies 2006 and Director’s Orders)</p> <ul style="list-style-type: none"> • Director’s Order 24: <i>NPS Museum Collections Management</i> • Director’s Order 28: <i>Cultural Resource Management</i> • <i>NPS Management Policies 2006</i> (§4.2) “Studies and Collections” • <i>NPS Management Policies 2006</i> (§8.10) “Natural and Cultural Studies, Research, and Collection Activities” • <i>NPS Museum Handbook</i>, parts I, II, and III |

Identification of Key Issues and Associated Planning and Data Needs

This section considers key issues to be addressed in planning and management and therefore takes a broader view over the primary focus of part 1. A key issue focuses on a question that is important for a park. Key issues often raise questions regarding park purpose and significance and fundamental resources and values. For example, a key issue may pertain to the potential for a fundamental resource or value in a park to be detrimentally affected by discretionary management decisions. A key issue may also address crucial questions that are not directly related to purpose and significance, but that still affect them indirectly. Usually, a key issue is one that a future planning effort or data collection needs to address and requires a decision by NPS managers.

The following are key issues for Tuskegee Airmen National Historic Site and the associated planning and data needs to address them:

- **Building Maintenance and Grounds.** The facility systems are in need of deferred maintenance and repair, as evidenced by a system failure of HVAC systems and moisture and mildew growth. Hangar 2's roof shingles are loose and sliding off. The temporary road that extends from the lower driveway fork to the tarmac, recently built to provide vehicular access for the reconstruction of Hangar 2, needs to be removed. This road is a safety concern due to tour/school buses using it to maneuver and turn around within a tough space when dropping off visitors at the hangars. Vegetation in the historic core has become overgrown and needs to be maintained to appropriate levels. An updated cultural landscape report for the historic core is needed to guide these changes to the historic landscape through the development of a treatment plan. Ongoing deficiencies in building systems and infrastructure combined with deferred vegetation and other landscape maintenance needs within and outside of the cultural landscape area needs to be addressed through sitewide maintenance planning.

Associated Planning and Data Needs:

- Maintenance plan
 - Signage plan
 - Security plan
 - Historic structure report for historic core
 - Cultural landscape report
 - Condition assessment of the temporary road
 - Natural resources review and inventory parkwide
- **Outreach.** The park's local communities know about the legacy and story of the Tuskegee Airmen, but they do not seem to be aware that the origin of the history is located in their own community in Tuskegee, Alabama. The park seeks to engage more with its communities by expanding its education and outreach efforts to address this lack of awareness and understanding while building support for the park by involving others. Expanding interpretative programs would also address other educational goals, such as separating the "myth" from "facts" about the Tuskegee Airmen and telling the story of Double Victory and its ties to the national civil rights movement. The park needs to prepare an outreach plan that includes strategies such as improving press release information on special events and programs, expanding social media, reaching out to all military veterans, working with partners in bringing more visitors to the park, and working with Tuskegee University on the Tuskegee Airmen National Center project.

Associated Planning and Data Needs:

- Comprehensive interpretive plan
- Communications/outreach strategy

- **Partnership Planning.** The park has many partners and would like to make its relationship with them—and between the partners—more seamless and efficient with a plan in place to accomplish shared goals. Partners and potential partners include Tuskegee University, organizations associated with regional travel and tourism, the City of Tuskegee, local business, and others.

Associated Planning and Data Needs:

- Plan to work with Tuskegee University
- Park partner action strategy
- Visitor use survey

- **Collections Management.** The current park collection facility lacks adequate space for storage and pre-lab artifacts and is vulnerable to flooding and fire. Security of the collection is also a concern because there is not enough space for researchers to conduct their work on site, and therefore they must remove artifacts from the collection site to other areas that cannot be easily monitored. As more park-related objects become available for acquisition, the park will not be able to accept them because of the lack of space in which to house them.

Associated Planning and Data Needs:

- Update collection management plan
- Security plan
- Digitize objects and photographs

Planning and Data Needs

To maintain connection to the core elements of the foundation and the importance of these core foundation elements, the planning and data needs listed here are directly related to protecting fundamental resources and values, park significance, and park purpose, as well as addressing key issues. To successfully undertake a planning effort, information from sources such as inventories, studies, research activities, and analyses may be required to provide adequate knowledge of park resources and visitor information. Such information sources have been identified as data needs. Geospatial mapping tasks and products are included in data needs.

Items considered of the utmost importance were identified as high priority, and other items identified, but not rising to the level of high priority, were listed as either medium- or low-priority needs. These priorities inform park management efforts to secure funding and support for planning projects.



| Planning Needs – Where A Decision-Making Process Is Needed | | | |
|--|---|--------------------|--|
| Related to an FRV or Key Issue? | Planning Needs | Priority (H, M, L) | Notes |
| FRV, Key Issue | Maintenance plan | H | This plan would address both cyclic and preventative maintenance for buildings and cultural landscapes. This plan would also address internal infrastructure needs, including repairs to the HVAC system, and consider opportunities for energy efficient systems. |
| FRV, Key Issue | Historic structure report for historic core | H | This report would update the treatment plan and recommendations for all historic structures. |
| FRV, Key Issue | Update cultural landscape report | H | The historic core landscape has deferred maintenance issues, is in fair condition, and includes a temporary road added since the park's cultural landscape report was prepared 13 years ago in 2003. The 2003 report needs to be updated to provide a treatment plan for rehabilitation and guidance for maintenance. |
| FRV, Key Issue | Security plan | M | This plan would address security and support law enforcement efforts at the site. |
| Key Issue | Plan to work with Tuskegee University | M | This strategy would create an intentional framework to collaborate with education providers, increase understanding of Cooperative Ecosystems Studies Units, and identify opportunities to enhance educational experiences for students and visitors and promote collaboration with researchers. |
| FRV, Key Issue | Park partner action strategy | M | The strategy would work with Friends of Tuskegee Airmen National Historic Site and consider developing partnerships with other commercial entities. |
| Key Issue | Communications / outreach strategy | M | For the park to effectively collaborate with friends groups and institutions, a formal partnership plan that identifies opportunities, communication strategies, and operational procedures is needed. Partnerships may include loaning museum objects and archival materials, housing partners' collections, conducting and archiving oral histories, fundraising, growing memberships, and building larger community support while encouraging resource stewardship. Understanding these roles and responsibilities while managing expectations is essential for effective partnerships. This plan would also include a comprehensive directory/list of park partners and outline communication strategies for these groups. |
| FRV, Key Issue | Signage plan | L | The signage plan is needed to guide the completion of interpretive signage. This plan would contribute to improving visitor experience and interpretation and address accessibility within the park. |
| Key Issue | Comprehensive interpretive plan | L | The comprehensive interpretive plan would set priorities for the park's interpretation objectives, determine what stories to tell, identify audiences, and describe the most effective mix of media and personal services to use. It would include a long-range interpretive plan, annual interpretive plan, and an interpretive database. |
| FRV, Key Issue | Update collection management plan | L | The park needs a separate plan from the combined plan to address current needs and future maintenance. |

| Data Needs – Where Information Is Needed Before Decisions Can Be Made | | | |
|---|---|--------------------|---|
| Related to an FRV or Key Issue? | Data and GIS Needs | Priority (H, M, L) | Notes |
| Key Issue | Visitor use survey | H | A visitor use survey would include visitor count data and demographic profiles. |
| FRV, Key Issue | Digitize objects and photographs | H | This would accurately identify photographs (e.g., identify the names of individuals in the photos). Digitize the remaining artifacts (approximately 100) and many historic photographs from both parks. |
| FRV, Key Issue | Condition assessment of the temporary road | M | This road is heavily used by vehicular and pedestrian traffic. This assessment would evaluate safety concerns, and rainwater and erosion issues. This information would inform the cultural landscape report. |
| FRV, Key Issue | Natural resources review and inventory parkwide | L | Baseline review and inventory of all natural resources in the park. |



Part 5: Contributors

Tuskegee Institute National Historic Site and Tuskegee Airmen National Historic Site

Shirley Baxter, Tuskegee Institute Park Ranger

Christine Biggens, Tuskegee Airmen Park Ranger

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Toby Warren, Chief Servant Leader at the National Leadership Congress, Home of the Brave

Photo and Art Credits

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Pages: Cover, ii, 5, 7, 9, 11, 12, 18, 21, 23 courtesy Tuskegee University Archives. Used by permission.

Page: 43 courtesy Fantasy of Flight Museum. Used by permission.

Appendixes

Appendix A: Enabling Legislation and Legislative Acts for Tuskegee Institute National Historic Site

88 STAT.] PUBLIC LAW 93-486—OCT. 26, 1974 1461

Public Law 93-486

AN ACT

October 26, 1974
[H. R. 13157]

To provide for the establishment of the Clara Barton National Historic Site, Maryland; John Day Fossil Beds National Monument, Oregon; Knife River Indian Villages National Historic Site, North Dakota; Springfield Armory National Historic Site, Massachusetts; Tuskegee Institute National Historic Site, Alabama; Martin Van Buren National Historic Site, New York; and Sewall-Belmont House National Historic Site, Washington, District of Columbia; and for other purposes.

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

Historic sites
and national mon-
ument.
Establishment.

TITLE I

SEC. 101. (a) Unless otherwise provided hereafter, the Secretary of the Interior (hereinafter referred to as the "Secretary") is authorized to acquire by purchase with donated or appropriated funds, donation, exchange, or by transfer from another Federal agency such lands and interests in lands as hereafter provided for establishment as units of the national park system, as follows:

Land acquisi-
tion.

(1) for establishment as the Clara Barton National Historic Site, Maryland, those lands depicted on the map entitled "Boundary Map, Clara Barton National Historic Site, Maryland", numbered NHS-CLBA 90,001 and dated February 1974, which shall include the land and improvements occupied by Clara Barton, founder of the American Red Cross. Located at 5801 Oxford Road, Glen Echo, Maryland: *Provided*, That the above-mentioned land and improvements may be acquired only by donation: *And provided further*, That the donation of any privately owned lands within the historic site may not be accepted unless and until the property is vacant;

Clara Barton
National Historic
Site, Md.
16 USC 461
note.

(2) for establishment as the John Day Fossil Beds National Monument, Oregon, those lands depicted on the map entitled "Boundary Map, John Day Fossil Beds National Monument", numbered NM-JDFB-20,014-A and dated June 1971: *Provided*, That the national monument shall not be established unless and until the State of Oregon donates or agrees to donate the Thomas Condon-John Day Fossil Beds, Clarno, and Painted Hills State Parks: *Provided further*, That the Secretary shall not acquire a fee title interest to more than one thousand acres of privately owned lands except by donation or exchange: *Provided further*, That the Secretary shall designate the principal visitor center as the "Thomas Condon Visitor Center";

John Day Fossil
Beds National
Monument, Oreg.
16 USC 431
note.

(3) for establishment as the Knife River Indian Villages National Historic Site, North Dakota, those lands depicted on the map entitled "Boundary Map, Knife River Indian Villages National Historic Site, North Dakota", numbered 468-20,012 and dated July 1970;

Thomas Condon
Visitor Center,
designation.
Knife River
Indian Villages
National Historic
Site, N. Dak.
16 USC 461
note.

(4) for establishment as the Springfield Armory National Historic Site, Massachusetts, those lands depicted on the map entitled "Boundary Map, Springfield Armory National Historic Site, Massachusetts", numbered NHS-SPAR-91,003 and dated January 1974, the oldest manufacturing arsenal in the United States: *Provided*, That the historic site shall not be established unless an agreement is executed which will assure the historical integrity of the site and until such lands as are needed for the historic site are donated for this purpose;

Springfield
Armory National
Historic Site,
Mass.
16 USC 461
note.

Tuskegee Institute National Historic Site, Ala.
16 USC 461 note.

Martin Van Buren National Historic Site, N.Y.
16 USC 461 note.

Personal property, acquisition.

Notice to congressional committees.

Publication in Federal Register.

Administration.

16 USC 1.
16 USC 461.

Tuskegee Institute National Historic Site, road construction.

Appropriation.

(5) for establishment as the Tuskegee Institute National Historic Site, Alabama, those lands depicted on the map entitled "Boundary Map, Tuskegee Institute National Historic Site, Alabama", numbered NHS-TI 20,000-C and dated September 1973, which shall include the home of Booker T. Washington, the Carver Museum, and an antebellum property adjacent to the campus of Tuskegee Institute, known as Grey Columns; and

(6) for establishment as the Martin Van Buren National Historic Site, New York, those lands depicted on the map entitled "Boundary Map, Martin Van Buren National Historic Site, New York", numbered NHS-MAVA-91,001 and dated January 1974, which shall include the home of Martin Van Buren, eighth President of the United States.

(b) The Secretary may also acquire personal property associated with the areas referred to in subsection (a) of this section. Lands and interests therein owned by a State or any political subdivision thereof which are acquired for the purposes of subsection (a) of this section may be acquired only by donation.

SEC. 102. (a) When the Secretary determines that an adequate interest in lands has been acquired to constitute an administrable unit for each of the areas described in section 1 of this Act, he may, after notifying the Committees on Interior and Insular Affairs of the United States Congress of his intention to do so at least fourteen days in advance, declare the establishment of such unit by publication of a notice to that effect in the Federal Register. Such notice shall contain a map or other description of the boundaries of the unit, together with an explanation of the interests acquired and the costs incident thereto. The Secretary may refrain from acquiring property for establishment of any unit authorized by this Act where, in his judgment, satisfactory agreements or donations with respect to properties which are needed for the protection and administration of a particular unit have not been consummated with the owners of such properties.

(b) Pending the establishment of each unit and, thereafter, the Secretary shall administer the property acquired pursuant to this Act in accordance with the provisions of the Act of August 25, 1916 (39 Stat. 535), as amended and supplemented, and, to the extent applicable, the provisions of the Act of August 21, 1935 (49 Stat. 666), as amended.

SEC. 103. Notwithstanding any other provision of law, the Secretary is authorized to construct roads on real property in non-Federal ownership within the boundaries of the Tuskegee Institute National Historic Site. Any roads so constructed shall be controlled and maintained by the owners of the real property.

SEC. 104. There are authorized to be appropriated such sums as may be necessary to carry out the provisions of this Act, not to exceed, however, the following:

(a) Clara Barton National Historic Site, \$812,000 for acquisition of lands and interests in lands and for development;

(b) John Day Fossil Beds National Monument, \$400,000 for the acquisition of lands and interests in lands and \$4,435,200 for development;

(c) Knife River Indian Villages National Historic Site, \$600,000 for the acquisition of lands and interests in lands and \$2,268,000 for development;

(d) Springfield Armory National Historic Site, \$5,300,000 for development;

(e) Tuskegee Institute National Historic Site, \$185,000 for the acquisition of lands and interests in lands and \$2,722,000 for development; and

(f) Martin Van Buren National Historic Site, \$213,000 for acquisition of lands and interests in lands and \$2,737,000 for development.

TITLE II

SEC. 201. In order to preserve for the benefit and inspiration of the people of the United States as a national historic site, the Sewall-Belmont House within the District of Columbia, the Secretary of the Interior is authorized to enter into a cooperative agreement to assist in the preservation and interpretation of such house.

Sewall-Belmont House National Historic Site, D.C.

SEC. 202. The property subject to cooperative agreement pursuant to section 101 of this Act is hereby designated as the "Sewall-Belmont House National Historic Site".

16 USC 461 note.

SEC. 203. The cooperative agreement shall contain, but shall not be limited to, provisions that the Secretary, through the National Park Service, shall have right of access at all reasonable times to all public portions of the property covered by such agreement for the purpose of conducting visitors through such property and interpreting it to the public, that no changes or alterations shall be made in such property except by mutual agreement between the Secretary and the other parties to such agreement. The agreement may contain specific provisions which outline in detail the extent of the participation by the Secretary in the restoration, preservation, and maintenance of the historic site.

Cooperative agreement.

SEC. 204. There are hereby authorized to be appropriated such sums as may be necessary to carry out the purposes of this Act, but not to exceed \$500,000.

Appropriation.

Approved October 26, 1974.

Public Law 100-337
100th Congress

An Act

June 17, 1988
[H.R. 3869]

To amend the Act providing for the establishment of the Tuskegee Institute National Historic Site, Alabama, to authorize an exchange of properties between the United States and Tuskegee University, and for other purposes.

Conservation.
National parks,
monuments, etc.

16 USC 461 note.

Public buildings
and grounds.

Federal
Register,
publication.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 101(a)(5) of the Act entitled “An Act to provide for the establishment of the Clara Barton National Historic Site, Maryland; John Day Fossil Beds National Monument, Oregon; Knife River Indian Villages National Historic Site, North Dakota; Springfield Armory National Historic Site, Massachusetts; Tuskegee Institute National Historic Site, Alabama; Martin Van Buren National Historic Site, New York; and Sewall-Belmont House National Historic Site, Washington, District of Columbia, and for other purposes”, approved October 26, 1974 (88 Stat. 1461), is amended by striking out “(5)” and inserting in lieu thereof “(5)(A)” and by changing the semicolon to a period, deleting the word “and” thereafter, and inserting the following new subparagraph:

“(B) If, following the acquisition of Grey Columns, the Secretary determines that it would be in the public interest and in furtherance of efficient administration of the national historic site to do so, the Secretary may convey Grey Columns to Tuskegee University and in exchange therefor he may accept from the University properties which the Secretary deems necessary for administrative, parking, and maintenance facilities for the national historic site. As to the property between the Carver Museum and the Oaks, the Secretary may accept an easement from the University which shall limit development for the purpose of maintaining the view between the Carver Museum and the Oaks and provide for construction and maintenance by the Secretary of a public walkway from Campus Avenue to Montgomery Road. The conveyance of Grey Columns shall be made upon the express condition that the grantee shall maintain its historic integrity in accordance with the Secretary’s standards on historic preservation and make the property available for public use subject to its primary purpose as the residence of the University’s president. The exchange herein authorized shall be accomplished without monetary consideration to or from either party. Following such exchange, the Secretary shall cause to be published in the Federal Register a revised boundary map or other boundary description of the national historic site.”.

Approved June 17, 1988.

LEGISLATIVE HISTORY—H.R. 3869:

HOUSE REPORTS: No. 100-573 (Comm. on Interior and Insular Affairs).
SENATE REPORTS: No. 100-376 (Comm. on Energy and Natural Resources).
CONGRESSIONAL RECORD, Vol. 134 (1988):
Apr. 19, considered and passed House.
June 6, considered and passed Senate.

Appendix B: Enabling Legislation for Tuskegee Airmen National Historic Site

112 STAT. 3254

PUBLIC LAW 105-355—NOV. 6, 1998

16 USC 461 note
[table].

TITLE III—TUSKEGEE AIRMEN NATIONAL HISTORIC SITE, ALABAMA

SEC. 301. DEFINITIONS.

As used in this title:

(1) **HISTORIC SITE.**—The term “historic site” means the Tuskegee Airmen National Historic Site as established by section 303.

(2) **SECRETARY.**—The term “Secretary” means the Secretary of the Interior.

(3) **TUSKEGEE AIRMEN.**—The term “Tuskegee Airmen” means the thousands of men and women who were trained at Tuskegee University’s Moton Field to serve in America’s African-American Air Force units during World War II and those men and women who participate in the Tuskegee Experience today, who are represented by Tuskegee Airmen, Inc.

(4) **TUSKEGEE UNIVERSITY.**—The term “Tuskegee University” means the institution of higher education by that name located in the State of Alabama and founded by Booker T. Washington in 1881, formerly named Tuskegee Institute.

SEC. 302. FINDINGS AND PURPOSES.

(a) **FINDINGS.**—The Congress finds the following:

(1) The struggle of African-Americans for greater roles in North American military conflicts spans the 17th, 18th, 19th, and 20th centuries. Opportunities for African-American participation in the United States military were always very limited and controversial. Quotas, exclusion, and racial discrimination were based on the prevailing attitude in the United States, particularly on the part of the United States military, that African-Americans did not possess the intellectual capacity, aptitude, and skills to be successful fighters.

(2) As late as the 1940’s these perceptions continued within the United States military. Key leaders within the United States Army Air Corps did not believe that African-Americans possessed the capacity to become successful military pilots. After succumbing to pressure exerted by civil rights groups and the black press, the Army decided to train a small number of African-American pilot cadets under special conditions. Although prejudice and discrimination against African-Americans was a national phenomenon, not just a southern trait, it was more intense in the South where it had hardened into rigidly enforced patterns of segregation. Such was the environment where the military chose to locate the training of the Tuskegee Airmen.

(3) The military selected Tuskegee Institute (now known as Tuskegee University) as a civilian contractor for a variety of reasons. These included the school’s existing facilities, engineering and technical instructors, and a climate with ideal flying conditions year round. Tuskegee Institute’s strong interest in providing aeronautical training for African-American youths was also an important factor. Students from the school’s civilian pilot training program had some of the best test scores when compared to other students from programs across the Southeast.

(4) In 1941 the United States Army Air Corps awarded a contract to Tuskegee Institute to operate a primary flight school at Moton Field. Tuskegee Institute (now known as Tuskegee University) chose an African-American contractor who designed and constructed Moton Field, with the assistance of its faculty and students, as the site for its military pilot training program. The field was named for the school's second president, Robert Russa Moton. Consequently, Tuskegee Institute was one of a very few American institutions (and the only African-American institution) to own, develop, and control facilities for military flight instruction.

Robert Russa
Moton.

(5) Moton Field, also known as the Primary Flying Field or Airport Number 2, was the only primary flight training facility for African-American pilot candidates in the United States Army Air Corps during World War II. The facility symbolizes the entrance of African-American pilots into the United States Army Air Corps, although on the basis of a policy of segregation that was mandated by the military and institutionalized in the South. The facility also symbolizes the singular role of Tuskegee Institute (Tuskegee University) in providing leadership as well as economic and educational resources to make that entry possible.

(6) The Tuskegee Airmen were the first African-American soldiers to complete their training successfully and to enter the United States Army Air Corps. Almost 1,000 aviators were trained as America's first African-American military pilots. In addition, more than 10,000 military and civilian African-American men and women served as flight instructors, officers, bombardiers, navigators, radio technicians, mechanics, air traffic controllers, parachute riggers, electrical and communications specialists, medical professionals, laboratory assistants, cooks, musicians, supply, firefighting, and transportation personnel.

(7) Although military leaders were hesitant to use the Tuskegee Airmen in combat, the Airmen eventually saw considerable action in North Africa and Europe. Acceptance from United States Army Air Corps units came slowly, but their courageous and, in many cases, heroic performance earned them increased combat opportunities and respect.

(8) The successes of the Tuskegee Airmen proved to the American public that African-Americans, when given the opportunity, could become effective military leaders and pilots. This helped pave the way for desegregation of the military, beginning with President Harry S. Truman's Executive Order 9981 in 1948. The Tuskegee Airmen's success also helped set the stage for civil rights advocates to continue the struggle to end racial discrimination during the civil rights movement of the 1950's and 1960's.

Harry S.
Truman.

(9) The story of the Tuskegee Airmen also reflects the struggle of African-Americans to achieve equal rights, not only through legal attacks on the system of segregation, but also through the techniques of nonviolent direct action. The members of the 477th Bombardment Group, who staged a nonviolent demonstration to desegregate the officer's club at Freeman Field, Indiana, helped set the pattern for direct action protests popularized by civil rights activists in later decades.

(b) PURPOSES.—The purposes of this title are the following:

(1) To inspire present and future generations to strive for excellence by understanding and appreciating the heroic legacy of the Tuskegee Airmen, through interpretation and education, and the preservation of cultural resources at Moton Field, which was the site of primary flight training.

(2) To commemorate and interpret—

(A) the impact of the Tuskegee Airmen during World War II;

(B) the training process for the Tuskegee Airmen, including the roles played by Moton Field, other training facilities, and related sites;

(C) the African-American struggle for greater participation in the United States Armed Forces and more significant roles in defending their country;

(D) the significance of successes of the Tuskegee Airmen in leading to desegregation of the United States Armed Forces shortly after World War II; and

(E) the impacts of Tuskegee Airmen accomplishments on subsequent civil rights advances of the 1950's and 1960's.

(3) To recognize the strategic role of Tuskegee Institute (now Tuskegee University) in training the airmen and commemorating them at this historic site.

SEC. 303. ESTABLISHMENT OF TUSKEGEE AIRMEN NATIONAL HISTORIC SITE.

(a) **ESTABLISHMENT.**—In order to commemorate and interpret, in association with Tuskegee University, the heroic actions of the Tuskegee Airmen during World War II, there is hereby established as a unit of the National Park System the Tuskegee Airmen National Historic Site in the State of Alabama.

(b) **DESCRIPTION OF HISTORIC SITE.**—

(1) **INITIAL PARCEL.**—The historic site shall consist of approximately 44 acres, including approximately 35 acres owned by Tuskegee University and approximately 9 acres owned by the City of Tuskegee, known as Moton Field, in Macon County, Alabama, as generally depicted on a map entitled “Tuskegee Airmen National Historic Site Boundary Map”, numbered NHS-TA-80,000, and dated September 1998. Such map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

(2) **SUBSEQUENT EXPANSION.**—Upon completion of agreements regarding the development and operation of the Tuskegee Airmen National Center as described in subsection 304, the Secretary is authorized to acquire approximately 46 additional acres owned by Tuskegee University as generally depicted on the map referenced in paragraph (1). Lands acquired by the Secretary pursuant to this paragraph shall be administered by the Secretary as part of the historic site.

(c) **PROPERTY ACQUISITION.**—The Secretary may acquire by donation, exchange, or purchase with donated or appropriated funds the real property described in subsection (b), except that any property owned by the State of Alabama, any political subdivision thereof, or Tuskegee University may be acquired only by donation. Property donated by Tuskegee University shall be used only for purposes consistent with the purposes of this title. The Secretary

may also acquire by the same methods personal property associated with, and appropriate for, the interpretation of the historic site.

(d) ADMINISTRATION OF HISTORIC SITE.—

(1) IN GENERAL.—The Secretary shall administer the historic site in accordance with this title and the laws generally applicable to units of the National Park System, including the Act of August 25, 1916 (commonly known as the National Park Service Organic Act; 16 U.S.C. 1 et seq.), and the Act of August 21, 1935 (commonly known as the Historic Sites, Buildings, and Antiquities Act; 16 U.S.C. 461 et seq.).

(2) ROLE OF TUSKEGEE UNIVERSITY.—The Secretary shall consult with Tuskegee University as its principal partner in determining the organizational structure, developing the ongoing interpretive themes, and establishing policies for the wise management, use and development of the historic site. With the agreement of Tuskegee University, the Secretary shall engage appropriate departments, and individual members of the University's staff, faculty, and students in the continuing work of helping to identify, research, explicate, interpret, and format materials for the historic site. Through the President of the University, or with the approval of the President of the University, the Secretary shall seek to engage Tuskegee alumni in the task of providing artifacts and historical information for the historic site.

(3) ROLE OF TUSKEGEE AIRMEN.—The Secretary, in cooperation with Tuskegee University, shall work with the Tuskegee Airmen to facilitate the acquisition of artifacts, memorabilia, and historical research for interpretive exhibits, and to support their efforts to raise funds for the development of visitor facilities and programs at the historic site.

(4) DEVELOPMENT.—Operation and development of the historic site shall reflect Alternative C, Living History: The Tuskegee Airmen Experience, as expressed in the final special resource study entitled "Moton Field/Tuskegee Airmen Special Resource Study", dated September 1998. Subsequent development of the historic site shall reflect Alternative D after an agreement is reached with Tuskegee University on the development of the Tuskegee Airmen National Center as described in section 304.

(e) COOPERATIVE AGREEMENTS GENERALLY.—The Secretary may enter into cooperative agreements with Tuskegee University, other educational institutions, the Tuskegee Airmen, individuals, private and public organizations, and other Federal agencies in furtherance of the purposes of this title. The Secretary shall consult with Tuskegee University in the formulation of any major cooperative agreements with other universities or Federal agencies that may affect Tuskegee University's interests in the historic site. To every extent possible, the Secretary shall seek to complete cooperative agreements requiring the use of higher educational institutions with and through Tuskegee University.

SEC. 304. TUSKEGEE AIRMEN NATIONAL CENTER.

(a) COOPERATIVE AGREEMENT FOR DEVELOPMENT.—The Secretary shall enter into a cooperative agreement with Tuskegee University to define the partnership needed to develop the Tuskegee Airmen National Center on the grounds of the historic site.

112 STAT. 3258

PUBLIC LAW 105-355—NOV. 6, 1998

(b) **PURPOSE OF CENTER.**—The purpose of the Tuskegee Airmen National Center shall be to extend the ability to relate more fully the story of the Tuskegee Airmen at Moton Field. The center shall provide for a Tuskegee Airmen Memorial, shall provide large exhibit space for the display of period aircraft and equipment used by the Tuskegee Airmen, and shall house a Tuskegee University Department of Aviation Science. The Secretary shall insure that interpretive programs for visitors benefit from the University's active pilot training instruction program, and the historical continuum of flight training in the tradition of the Tuskegee Airmen. The Secretary is authorized to permit the Tuskegee University Department of Aviation Science to occupy historic buildings within the Moton Field complex until the Tuskegee Airmen National Center has been completed.

Deadline.

(c) **REPORT.**—Within 1 year after the date of the enactment of this Act, the Secretary, in consultation with Tuskegee University and the Tuskegee Airmen, shall prepare a report on the partnership needed to develop the Tuskegee Airmen National Center, and submit the report to the Committee on Resources of the House of Representatives and the Committee on Energy and Natural Resources of the Senate.

(d) **TIME FOR AGREEMENT.**—Sixty days after the report required by subsection (c) is submitted to Congress, the Secretary may enter into the cooperative agreement under this section with Tuskegee University, and other interested partners, to implement the development and operation of the Tuskegee Airmen National Center.

Deadline.

SEC. 305. GENERAL MANAGEMENT PLAN.

Within 2 complete fiscal years after funds are first made available to carry out this title, the Secretary shall prepare, in consultation with Tuskegee University, a general management plan for the historic site and shall submit the plan to the Committee on Resources of the House of Representatives and the Committee on Energy and Natural Resources of the Senate.

SEC. 306. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to the Secretary to carry out this title, \$29,114,000.

Appendix C: Inventory of Administrative Commitments for Tuskegee Institute National Historic Site

| Name | Agreement Type | Stakeholders | Purpose | Notes |
|--|-----------------------------------|---|---|---|
| Agreement with the Tuskegee University School of Construction and Architecture | Administrative commitment | Tuskegee University School of Construction and Architecture | This agreement is for the review of transportation information related to food deserts along the Selma to Montgomery Trail. This involves surveying conditions along the trail and related issues across the country. | This is under the Environmental Justice Initiative with the EPA. |
| Collections Loans | Expected to start in fall of 2017 | Chappie James Museum in Pensacola, Florida | Collections loans for exhibit. | Loan with the Chappie James Museum in Pensacola, Florida. They are still working on the building in Florida. George Washington Carver artifacts are loaned to Wilmington, Virginia. |

Appendix D: Inventory of Administrative Commitments for Tuskegee Airmen National Historic Site

| Name | Agreement Type | Start Date | Expiration Date | Stakeholders | Purpose |
|---|------------------------------------|--------------|-----------------|---|---|
| Friends group agreement | Fundraising agreement | October 2014 | October 2019 | The Friends of Tuskegee Airmen National Historic Site | This is a fundraising agreement with the Friends of Tuskegee Airmen National Historic Site. |
| Interagency agreement with the USFS (Service First) | Interagency agreement | May 2014 | May 2019 | TUIN, TUIA and USFS | This includes equipment and personnel sharing also with use of space and training. |
| Federal Aviation Administration grants | Museum loan | - | 2017 | Hartsfield Jackson International Airport | This addresses an artifact on loan to the airport. |
| Agreement with the Macon County Board of Education | Letter of agreement with the board | 2008 | Ongoing | TUIA-TUIN and Macon County Board of Education | For programming in the schools. |

Appendix E: Past and Ongoing Park Planning and Data Collection Efforts for Tuskegee Institute National Historic Site

| Name | Type | Published |
|---|---|-----------|
| List of Classified Structures: Tuskegee Institute National Historic Site. | List of Classified Structures – database of historic structures | 2/27/2015 |
| Tuskegee Institute National Historic Site: 2014 Compendium. Tuskegee, AL. | Superintendent's Compendium | 6/1/2014 |
| Air Quality Conditions & Trends by NPS Units: For Tuskegee Institute NHS. National Park Service. Denver, CO. | Air quality data | 2013 |
| George Washington Carver Museum Condition Assessment. | Condition assessment | 2010 |
| The Road Inventory of Tuskegee Institute National Historic Site TUIN - 5680. Washington, DC. Restricted Access | Cycle 3 road inventory | 3/21/2006 |
| Long-Range Interpretive Plan – Tuskegee Institute National Historic Site. Harpers Ferry, WV. | Long-range interpretive plan | 1/1/2003 |
| Strategic Plan: Tuskegee Institute National Historic Site, Government Performance and Results Act (GPRA) and Performance Management. Tuskegee Institute, AL. Restricted Access | Strategic plan | 9/19/1997 |
| Land Protection Plan: Tuskegee Institute National Historic Site Update 1994. Tuskegee, AL. | Land protection plan | 7/6/1994 |
| Statement for Management, Basic Operations Statement: Tuskegee Institute National Historic Site. Tuskegee Institute, AL. Restricted Access | Statement for management | 1992 |
| General management plan / environmental assessment w/FONSI 4/88 -Tuskegee Institute National Historic Site. Tuskegee, AL. | General management plan / environmental assessment with FONSI | 4/1/1988 |
| Road Inventory and Needs Study for Tuskegee Institute National Historic Site. Arlington, VA. | Road inventory and needs study | 1/1/1984 |
| Historic Structure Report: Tuskegee Institute – Grey Columns. Tuskegee, AL. Restricted Access | Historic structure report – Grey Columns | 6/1/1980 |
| Historic Structure Report: Tuskegee Institute – George Washington Carver Museum. Tuskegee, AL. | Historic structure report – George Washington Carver Museum | 5/1/1980 |
| Historic Structure Report: Tuskegee Institute – The Oaks. Tuskegee, AL. | Historic structure report – The Oaks | 4/1/1980 |
| General Management Plan: Tuskegee Institute National Historic Site. Tuskegee, AL. Restricted Access | General management plan | 1978 |
| Jenkin, J.W. (1977). Historic Resource Study: Tuskegee Institute National Historic Site, Tuskegee, Alabama: Draft. Denver, CO. | Historic resource study | 6/1/1977 |

Appendix F: Past and Ongoing Park Planning and Data Collection Efforts for Tuskegee Airmen National Historic Site

| Name | Type | Published |
|---|---|------------|
| Tuskegee Airmen National Historic Site List of Classified Structures. Content downloaded from InsideNPS. | List of Classified Structures – database of historic structures | 2/25/2015 |
| Tuskegee Airmen National Historic Site: 2014 Compendium. Tuskegee, AL. | Superintendent's Compendium | 6/1/2014 |
| Air Quality Conditions & Trends by NPS Units: For Tuskegee Airmen National Historic Site. National Park Service. Denver, CO. | Air quality data | 2013 |
| Tuskegee Airmen National Historic Site: Final General Management Plan/ Environmental Impact Statement. Tuskegee, AL. | General management plan / environmental impact statement | 5/14/2010 |
| Historic Furnishings Report: Tuskegee Airmen National Historic Site. Tuskegee, AL. | Historic furnishings report – Moton Airfield | 4/19/2006 |
| The Road Inventory of Tuskegee Airmen National Historic Site TUAI - 5682. Washington, DC. Restricted Access | Cycle 3 road inventory | 10/13/2005 |
| Tuskegee Airmen National Historic Site: Long-Range Interpretive Plan. Tuskegee, AL. | Long-range interpretive plan | 10/1/2003 |
| Tuskegee Airmen: America's African American Air Force Units of World War II, Special Resource Study. Atlanta, GA. | Tuskegee Airman special resource study | 7/1/2003 |
| Tuskegee Airmen National Historic Site: Moton Field Cultural Landscape Report. | Cultural landscape report | 2003 |
| Moye, J.T. (2002). The Tuskegee Airmen Oral History Project and Oral History in the National Park Service. Source: The Journal of American History, Vol. 89, No. 2, History and September 11: A Special Issue (Sep. 2002), pp. 580-587. | Tuskegee Airmen oral history project | 9/1/2002 |
| Moton Field / Tuskegee Airmen: Special Resource Study. Atlanta, GA. | Moton Field / Tuskegee Airmen special resource study | 10/1/1998 |

Southeast Region Foundation Document Recommendation
Tuskegee Institute National Historic Site | Tuskegee Airmen National Historic Site
February 2017

This Foundation Document has been prepared as a collaborative effort between park and regional staff and is recommended for approval by the Southeast Regional Director.

Sandy Taylor

2/14/17

RECOMMENDED

Sandy Taylor, Superintendent, Tuskegee Institute National Historic Site | Tuskegee Airmen National Historic Site Date

Stan Austin

2/28/17

APPROVED

Stan Austin, Regional Director, Southeast Region

Date



As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historic places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

TUAI 038/134164
TUIN 459/134163
April 2017

Foundation Document • Tuskegee Institute National Historic Site
Tuskegee Airmen National Historic Site

