



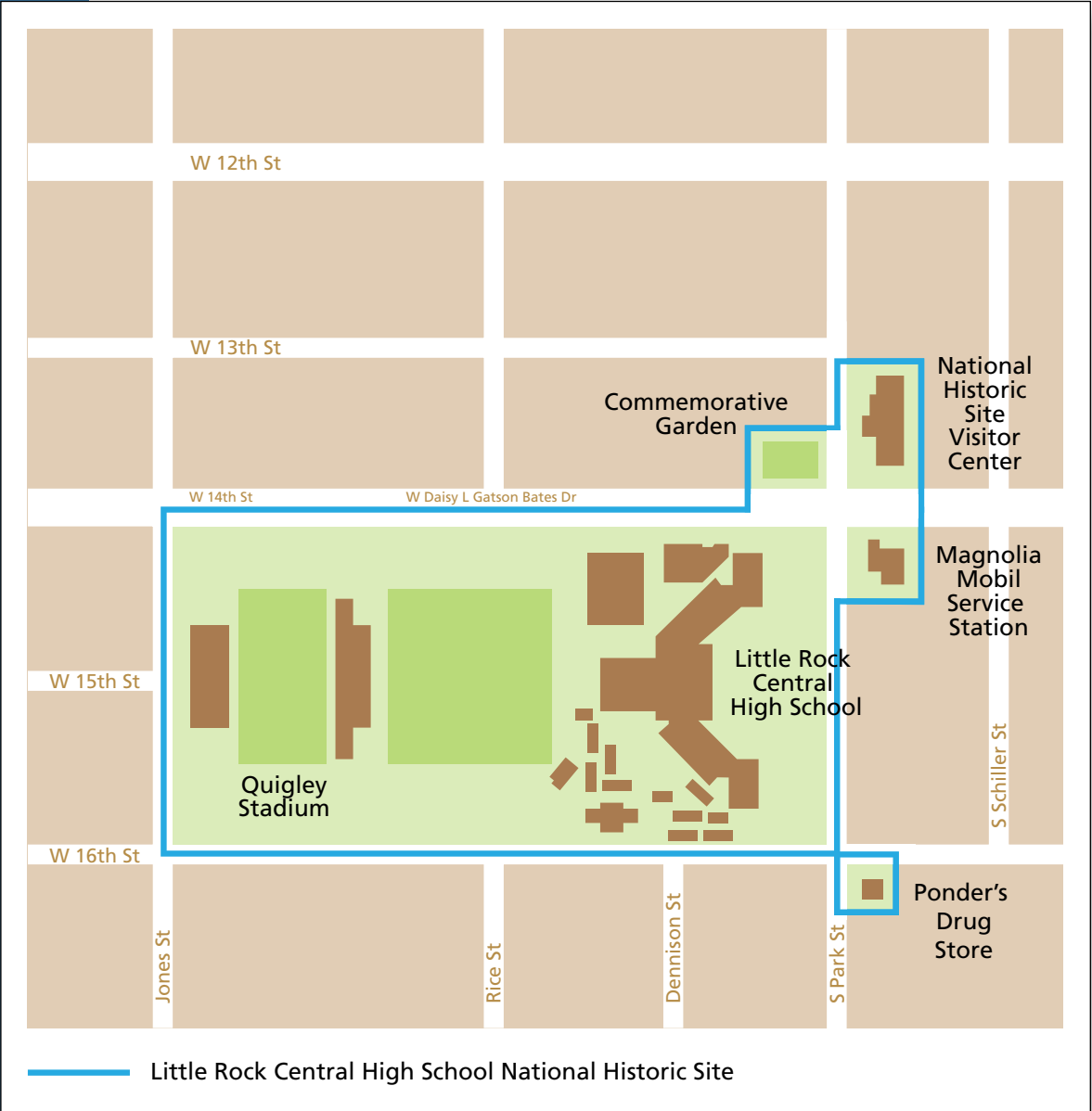
Foundation Document

Little Rock Central High School National Historic Site

Arkansas

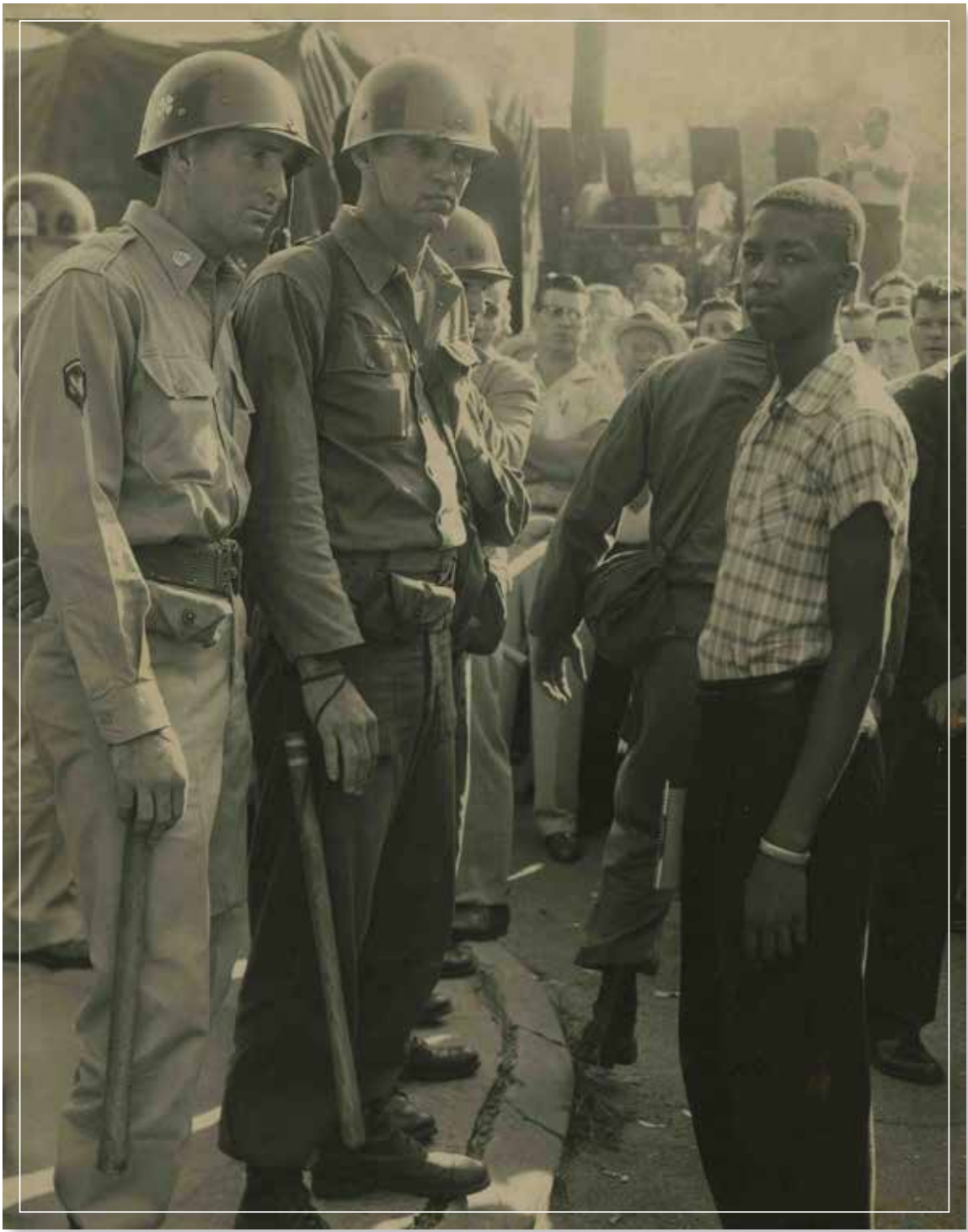
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Contents

Mission of the National Park Service	1
Introduction.	2
Part 1: Core Components	3
Brief Description of the Park.	3
Park Purpose	6
Park Significance	7
Fundamental Resources and Values	8
Other Important Resources and Values	10
Related Resources	11
Interpretive Themes	13
Part 2: Dynamic Components	14
Special Mandates and Administrative Commitments	14
Special Mandates.	14
Administrative Commitments.	15
Assessment of Planning and Data Needs	16
Analysis of Fundamental Resources and Values	16
Identification of Key Issues and Associated Planning and Data Needs	23
Planning and Data Needs.	28
Part 3: Contributors.	31
Little Rock Central High School National Historic Site	31
NPS Midwest Regional Office	31
Other NPS Staff	31
Appendixes	32
Appendix A: Enabling Legislation for Little Rock Central High School National Historic Site	32
Appendix B: Related Federal Legislation, Regulations, and Executive Orders	35
Appendix C: Past and Ongoing Park Planning and Data Collection Efforts	38



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, other important 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 Little Rock Central High School National Historic Site can be accessed online at: <http://insideparkatlas.nps.gov/>.



Part 1: Core Components

The core components of a foundation document include a brief description of the park, park purpose, significance statements, fundamental resources and values, other important 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

Little Rock Central High School National Historic Site in Little Rock, Arkansas was established in 1998. Little Rock Central High School, its 21-acre campus, the former Magnolia Mobil service station, commemorative garden, National Park Service visitor center, and the former Ponder's Drug Store are included within the park boundary. Little Rock Central High School is still an operating high school and owned, operated, and maintained by the Little Rock School District. The Magnolia Mobil service station, visitor center, and commemorative garden are owned and managed by the National Park Service. The total park acreage is 27 acres.

In addition to establishing the national historic site, the park's enabling legislation states that the site will "preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and its role in the integration of public schools and the development of the Civil Rights Movement in the United States." The legislation also mandates that the site cannot affect the authority of the Little Rock School District to administer Central High School or the authorities of the City of Little Rock in the neighborhood surrounding the school.

The national historic site is surrounded by the Central High School Neighborhood Historic District. The school operates as a four-year public high school under the administration of the Office of the Superintendent, Little Rock School District. Current enrollment is about 2,500 students. General public access to the interior of the school is restricted to ranger-led tours.





From its dedication in 1927, Little Rock Central High School was recognized as more than the typical American high school. The massive structure, in the handsome Gothic Revival style, with blonde brick and architectural details inspired by universities of Western Europe, stood in contrast to the Art Deco motif of Little Rock's African American high school, Paul Laurence Dunbar. Little Rock Central High School was named by the American Institute of Architects "America's Most Beautiful High School." Little Rock Central High School was celebrated for its size (100 classrooms; capacity for more than 2,000 students; a huge auditorium and stage) and for its academic excellence. It was a focus of pride and a cultural symbol of the white community—and became the focus of national attention and a battleground of the Civil Rights Movement.

On September 4, 1957, desegregation of Little Rock Central High School began when the first African American students enrolled in the all-white high school. Those nine students became known as the "Little Rock Nine." The students attempted to enter the school but were refused admittance by the National Guard, as ordered by Arkansas Governor Orval E. Faubus. Segregationist protesters had gathered on South Park Street to chant, pray, and demonstrate against integration. When the African American students arrived, the protesters threatened, heckled, jeered, and spit on the students. Reporters and photographers documented the action. African American reporters became another target of violent protesters. The events of the fall of 1957, from violence in the street in Little Rock to the involvement of the president of the United States and U.S. armed forces, have become known as the "Central High Crisis."

The school desegregation crisis at Little Rock Central High School put on trial America's commitment to its founding principles. It was the first significant test of the 1954 Supreme Court ruling in *Brown v. Board of Education* that "separate educational facilities are inherently unequal." Even more significant, the Little Rock controversy was the first fundamental test of the national resolve to enforce African American civil rights in the face of massive southern defiance during the period following the *Brown v. Board of Education* decisions. The crisis drew international attention as Little Rock became the epitome of state resistance when Governor Faubus directly questioned the sanctity of the federal court system and the validity of the Supreme Court's desegregation ruling. When President Dwight D. Eisenhower was compelled by the magnitude of white mob violence to use federal marshals and troops to uphold the federal court order for African American children to attend the previously all-white Little Rock Central High School, it was the first time since the post-Civil War Reconstruction period that federal troops were used in support of African American civil rights.

Occurring at the infancy of television, the crisis at Little Rock Central High School was among the first news stories to be broadcast live as events unfolded. The Magnolia Mobil service station became an impromptu press base from which reporters called in their stories. The worldwide coverage, generating outrage at the violent denial of basic rights, became a model for the Civil Rights Movement's use of the media over the next decade.

The high school and its 21-acre campus were designated a national historic landmark in 1982. Central High School Historic District was listed in the National Register of Historic Places in 1996. It is roughly bounded by West 12th and 14th (Daisy L. Gatson Bates Drive) Streets on the north; Wright and Roosevelt Streets on the south; Doctor Martin Luther King Jr. Drive on the east; and Jones Street on the west. The district contains 410 contributing buildings; about half the buildings in the district contribute to its significance. The Central High School Neighborhood Historic District is not a local ordinance historic district, meaning it does not fall under the jurisdiction of a local preservation review commission and therefore does not have the protection of a design review process for major changes that are planned for the district.

The NPS visitor center is open year round except Thanksgiving, Christmas, and New Year's Day. It includes multimedia exhibits providing visitors archival television footage, photographs and audio from the crisis, its prelude and aftermath, as well as oral histories recorded with the Little Rock Nine, white students, soldiers, educators, and others who were part of the historic events. The site interpretation places the events at Little Rock Central High School in context with other civil and human rights struggles. The National Park Service works with partners in the community for park operations. To afford NPS access to the school and for special programs, the National Park Service partners with the Little Rock School District. The park also partners with the City of Little Rock, Mosaic Templars Cultural Center, University of Arkansas at Little Rock, Clinton School of Public Service, Philander Smith College, Arkansas Baptist College, Shorter College, the Little Rock Nine Foundation, and the Daisy and L.C. Bates Foundation.

In 1957 Daisy Bates was the Arkansas Chapter President of the National Association for the Advancement of Colored People (NAACP), and was one of the leading champions in supporting the integration of Central High School. The Daisy and L.C. Bates home became the battleground to meet and plan as well as a sanctuary for the nine students. The Daisy Bates House National Historic Landmark was designated in 2001 as a result of the "Desegregation in Public Education" Theme Study completed in conjunction with the general management plan for Little Rock Central High School National Historic Site because of the home's association with the key stories of the 1957 desegregation crisis at Little Rock Central High School.



Park Purpose

The purpose statement identifies the specific reason(s) for establishment of a particular park. The purpose statement for Little Rock Central High School 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 A for enabling legislation). The purpose statement lays the foundation for understanding what is most important about the park.

The purpose of LITTLE ROCK CENTRAL HIGH SCHOOL NATIONAL HISTORIC SITE is to preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and its role in the integration of public schools and the development of the Civil Rights Movement in the United States. The site serves as a common ground to provoke shared dialogue for public awareness of our nation's transformative struggle towards equality.



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 Little Rock Central High School 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 Little Rock Central High School National Historic Site. (Please note that the sequence of the statements does not reflect the level of significance.)

1. **State versus Federal Authority:** The defiance of the Arkansas state government in barring the entry of the Little Rock Nine made Central High School the test case for federal enforcement of the *Brown v. Board of Education* Supreme Court decision.
2. **Media Spotlight:** International media coverage of the 1957 crisis at Little Rock Central High School elevated the local events to a commentary on American ideals of equality, making it the most prominent implementation of school desegregation.
3. **Values and Conflicts:** Central High School is an outstanding representation of how schools reflect the values and conflicts within a community. "The most beautiful high school in America" represented the pride of the white community as a premier academic public school in the nation until it became the symbol of the loss of privilege. To the African American community, Central High School represented equal opportunity through education. It was also a symbol of hope, determination, and courage.
4. **Consequences:** Little Rock Central High School National Historic Site reflects the consequences, both good and bad, for a community that attempted to implement legally mandated social change through integration and equal access to education. Those consequences were typified by the "lost year," the rise of civic action, and the underscoring of the importance of education.
5. **Civil Rights Legacy:** Little Rock Central High School served as a significant case study and reference point for African Americans' ongoing civil rights challenges to Jim Crow segregation, and the role of these events as a catalyst for the Civil Rights Movement, emphasizing the stories of citizens exercising their fundamental human rights in pursuance of justice and equality in a land of promise and democracy that remain as valid today as they were in 1957; and to preserve and protect the tangible resources associated with those stories.



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 Little Rock Central High School National Historic Site:

- **Little Rock Central High School Campus:** The campus includes the buildings, structures, and landscape around the school on 16 acres and four city blocks. The site also includes the reflecting pool, witness trees, Quigley Stadium and athletic facilities, and the library building. The National Park Service does not own the school or control access to the school, but the National Park Service does maintain agreements with the school district to provide visitor access and shared preservation and interpretation activities. It is a functioning public school campus.
- **Magnolia Mobil Service Station:** Located at the southeast corner of Daisy L. Gatson Bates Drive and South Park Street, it is where the national press took up residence, using the pay phone there to call in their news stories, as events unfolded in September 1957. The building is currently used as the park's facility management space.
- **Museum Collections:** The park maintains a large collection and archive. A large portion of the collection is oral histories, many of which have been transcribed. Copies of media coverage of the crisis events are archived. Many of these were mass produced publications but storing them in one place on site for display, special programs, and events is important. The collection also includes Central High School artifacts (rings, yearbooks, photographs) and military hardware (bayonets, rifles, uniforms) from the 101st Airborne Division.



- **Streetscape:** This is the site where the historic events and confrontations happened, and includes Park Street from Daisy L. Gatson Bates Drive to 16th Street. The park boundary is the center line of Park Street. Street experiences were a significant part of the historic events during the initial crisis, and where the hostile actions took place at the height of news coverage. The streetscape includes the views of the properties on the east side of Park Street that are not within the park boundary. Prior to Central High School desegregation, the neighborhood was racially and economically mixed. After desegregation, white- and middle class-flight changed the neighborhood. The neighborhood continues to reflect the lasting impact of the events.
- **Ponder's Drug Store:** The drugstore site is important for setting the 1950s scene. After being turned away from Central High School by the Arkansas National Guard on September 4, 1957, Elizabeth Eckford attempted to use the telephone at Ponder's Drug Store to call for a taxi. The owner of the store, seeing the mob behind her, locked the door before Eckford could enter. She had no choice but to face the mob until a bus arrived at the bus stop that would take her to safety. This building is within the boundary of the park but privately owned. The National Park Service is actively seeking mechanisms to help preserve and interpret the building.



Other Important Resources and Values

Little Rock Central High School National Historic Site contains other resources and values that are not fundamental to the purpose of the park and may be unrelated to its significance, but are important to consider in planning processes. These are referred to as “other important resources and values” (OIRV). These resources and values have been selected because they are important in the operation and management of the park and warrant special consideration in park planning.

The following other important resources and values have been identified for Little Rock Central High School National Historic Site:

- **Commemorative Garden:** This symbolic civic space commemorates the events of 1957. Dedicated in 2001, the garden contains nine trees and nine benches that symbolize the strength of the Little Rock Nine. Two arches display historic photographs of Little Rock Central High School dating from 1927 to the beginning of the 21st century. The garden offers a place to contemplate the past, present, and future.



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.

There are numerous resources related to the Little Rock Central High School story that are not owned and managed by the National Park Service. Although the National Park Service has no direct management role in these resources, their continued preservation is of great importance to the park. The following related resources have been identified for Little Rock Central High School National Historic Site:

- **Daisy Bates House (Little Rock, Arkansas):** The Daisy Bates House is a national historic landmark and is currently a house museum operated by the Daisy and L.C. Bates Foundation and owned by the Christian Ministerial Alliance. As president of the Arkansas chapter of the NAACP and co-owner of the Arkansas State Press, Daisy Bates was well qualified to assume the role as an advocate for the Little Rock Nine. Her house served as a meeting place for the Little Rock Nine, the NAACP, and the press.
- **Pike-Fletcher-Terry House (Little Rock, Arkansas):** The Pike-Fletcher-Terry House is located at 7th Street and Rock Street. Aldophine Terry was a well-known leader of the Women's Emergency Committee to Open Our Schools, an organization that met at her house during the aftermath of the desegregation of Little Rock Central High School. The house is listed in the National Register of Historic Places.
- **State Capitol (Little Rock, Arkansas):** The testament statues, life-size statues of the nine, are on the grounds for the governor and the public to see every day.
- **Philander Smith College (Little Rock, Arkansas):** A historically black college, the college had a role in the crisis and today there are significant documents related to the crisis in the college's archives. During the three weeks the Little Rock Nine were not in school, Philander Smith College opened its doors to tutor the nine students, so they would not fall behind in their studies. Later, Philander Smith College students would go on to stage sit-ins at local white businesses to protest Jim Crow segregation laws in Arkansas.
- **Paul Laurence Dunbar School (Little Rock, Arkansas):** The historically black high school, junior high, and junior college is a middle school today. Paul Laurence Dunbar School is listed in the National Register of Historic Places. Opened in 1929, Paul Laurence Dunbar High School was the premier high school for African Americans in Arkansas. Despite Central High School having cost \$1.5 million and African-American schools not given the same resources, African Americans looked at Dunbar High School with pride; as Ellen Turner Carpenter put it "... even though we were separate, ... we did achieve educationally."
- **Horace Mann High School (Little Rock, Arkansas):** This school was built as part of the desegregation plan that was a direct result of the U.S. Supreme Court's *Brown v. Board of Education* decision. It was built from 1955-1956 and opened for the 1956 school year. It is still an active school.
- **Hall High School (Little Rock, Arkansas):** This school was built as part of the desegregation plan that was a direct result of the U.S. Supreme Court's *Brown v. Board of Education* decision. It was built from 1955-1956. It is still an active school.
- **Arkansas Studies Institute (Little Rock, Arkansas):** The institute holds important collections related to the events at Little Rock Central High School.

- **University of Arkansas at Fayetteville (Fayetteville, Arkansas):** The university collections include FBI files, 1957 Little Rock School District Superintendent Virgil Blossom's papers, and some of the Daisy Bates papers.
- **Wisconsin Historical Society (Madison, Wisconsin):** The Wisconsin Historical Society holds the Daisy Bates collections.
- **Carlotta Walls' Family Home (Little Rock, Arkansas):** The Walls family home was bombed after "the lost year" when Carlotta Walls and Jefferson Thomas returned to Central High. The home was damaged and repaired, and served as the Walls family home through the 1950s.
- **Mosaic Templars and Ninth Street (Little Rock, Arkansas):** The Mosaic Templars Cultural Center was founded as the Mosaic Templars of America, Center for African American Culture and Business Enterprise. The museum, part of the Department of Arkansas Heritage, is dedicated to telling the story of the African American experience in Arkansas. The center's name is taken from the Mosaic Templars of America, a black fraternal organization founded in Little Rock in 1883 whose headquarters sat on the prominent West Ninth and Broadway location. The museum honors the story of the Mosaic Templars of America and all of Arkansas's African American history. Ninth Street, known as "Black Broadway," was the heart of the black business district, featuring numerous businesses dedicated to serving African Americans in Little Rock. Ninth Street was established as a direct result of Jim Crow segregation laws.
- **Trail of Tears National Historic Trail and Underground Railroad Network to Freedom:** Related to the larger story of civil rights, and the "Civil War to Civil Rights" story. National Park Service Trail of Tears National Historic Trail wayside exhibits are located on the Arkansas River Trail in North Little Rock's Riverfront Park. A Trail of Tears park and walking path is also located on the University of Arkansas at Little Rock campus off Asher Avenue.
- **Camp Joseph T. Robinson (North Little Rock, Arkansas):** Camp Robinson is an Arkansas Army National Guard base. From here, the Arkansas National Guard was dispatched to the school. In addition, units called up from the U.S. Army 101st Airborne Division, normally stationed at Fort Campbell, also stayed at Camp Robinson during the Little Rock crisis. Today Camp Robinson is a major training center for both state and federal armed forces.
- **Governor's Mansion (Little Rock, Arkansas):** Residence of the governor of Arkansas during the crisis through today. It is also the location of the first recognition of the Little Rock Nine by the state of Arkansas during Governor Bill Clinton's administration.



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 and other important 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 Little Rock Central High School National Historic Site:

- **The Event:** The integration of Little Rock Central High School was a landmark battle in the struggle for civil rights. It forced the people of a city and a nation to confront their own situations and issues of racial discrimination, created an international problem for the country by exposing racism in American society, pitted federal upholding of constitutional civil rights against states' rights of self-governance, and provided a foundation for supporting and forging new attitudes of racial tolerance.
- **Civil Rights Movement:** The 1957-58 events at Little Rock Central High School constituted one of many battles in the ongoing struggle for equal rights for all. The integration of Central High School was the first prominent implementation of the *Brown v. Board of Education* decisions by the U.S. Supreme Court. Subsequent events have demonstrated that racial discrimination would not be obliterated quickly or easily.
- **Use of Executive Power:** President Eisenhower's issuance of Executive Order 10730, which provided "Assistance for the Removal of an Obstruction of Justice within the state of Arkansas," represented a national commitment to enforce civil rights. It was one of the few times that a president has exercised his right to use executive power to contravene state authority on behalf of civil rights for African Americans.
- **The School:** Little Rock Central High School is more than a building. It is a symbol of excellence in education, an architectural achievement, the end of a segregated school system, and humanity at its best and worst.
- **A Moment of Courage:** The practical implementation of our nation's idealized values tests public tolerance for progressive change. After *Brown v. Board of Education*, Little Rock began integrating institutions impacted by Jim Crow laws, providing the impetus for the NAACP to demand integration of Little Rock Central High School. This choice of action exposed deep resentment and fear of desegregation—fear that became highly politicized leading to civil unrest.
- **Equal Rights:** Little Rock Central High School emphasizes the struggle of civil rights groups to bridge the gap between the amendments to the Constitution guaranteeing equal protection under the law and the enforcement of those laws.
- **Actions Speak:** The stories of individual actions and choices surrounding the crisis at Little Rock Central High School allow the events of 1957 to be personalized and underscore the power of the individual.

Part 2: Dynamic Components

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 and other important 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 Little Rock Central High School National Historic Site.

Special Mandates

- **Public Law 105-356 (2)(b) Administration of Historic Site:** The Secretary of the Interior shall administer the historic site in accordance with this Act. Only those lands under the direct jurisdiction of the Secretary shall be administered in accordance with the provisions of law generally applicable to units of the National Park System. Nothing in this Act shall affect the authority of the Little Rock School District to administer Little Rock Central High School nor shall this Act affect the authorities of the City of Little Rock in the neighborhood surrounding the school.
- **Public Law 105-356 (2)(c) Cooperative Agreements:** The Secretary may enter into cooperative agreements with appropriate public and private agencies, organizations, and institutions (including, but not limited to, the State of Arkansas, the City of Little Rock, the Little Rock School District, Central High Museum, Inc., Central High Neighborhood, Inc., or the University of Arkansas) in furtherance of the purposes of this Act.
- **Public Law 105-356 (2)(c)(2) Cooperative Agreements:** The Secretary shall coordinate visitor interpretation of the historic site with the Little Rock School District and the Central High School Museum, Inc.
- **Public Law 105-356 (2)(e) Acquisition of Property:** The Secretary is authorized to acquire by purchase with donated or appropriated funds by exchange, or donation the lands and interests therein located within the boundaries of the historic site: Provided, That the Secretary may only acquire lands or interests therein within the consent of the owner thereof: Provided further, that lands or interests therein owned by the State of Arkansas or a political subdivision thereof, may only be acquired by donation or exchange.

- **Public Law 109-146 Little Rock Central High School Desegregation 50th Anniversary Commemorative Coin Act:** An act to require the Secretary of the Treasury to mint coins in commemoration of the 50th anniversary of the desegregation of the Little Rock Central High School in Little Rock, Arkansas, and for other purposes. The law requires that all surcharges which are received by the Secretary of the Treasury from the sale of coins issued under this Act shall be promptly paid by the Secretary of the Treasury to the Secretary of the Interior for the protection, preservation, and interpretation of resources and stories associated with Little Rock Central High School National Historic Site, including the following: (1) Site improvements at Little Rock Central High School National Historic Site. (2) Development of interpretive and education programs and historic preservation projects. (3) Establishment of cooperative agreements to preserve or restore the historic character of the Park Street and Daisy L. Gatson Bates Drive corridors adjacent to the site.

Administrative Commitments

- The park has a cooperative agreement with the Little Rock School District. The exterior front façade and grounds of Little Rock Central High School are preserved by the Little Rock School District. The National Park Service provides technical assistance for interpretation and resource preservation. The park seeks federal and other grants and limited park funding sources to support the preservation and interpretation of Little Rock Central High School. The National Park Service cooperates with the Little Rock School District in developing plans and policies for the buildings and grounds of the entire 21-acre school. A memorandum of understanding with the Little Rock School District was renewed in February 2017.
- A cooperative agreement for education and interpretation has been developed with Little Rock Central High School Museum, Inc., the park's friends group, and is in the process of being renewed.
- The National Park Service works with city agencies to develop preservation strategies for protecting the documented architectural and cultural landscape values of the high school's surrounding neighborhood.
- Memorandum of understanding with the Central High Neighborhood Association to assist with development of neighborhood preservation initiatives and establish working relationships with neighbors.
- The National Park Service has partnerships with organizations such as the Little Rock Nine Foundation and the University of Arkansas at Little Rock for the preservation and interpretation of intangible cultural resources (such as oral histories and personal experiences).
- The National Park Service has had a memorandum of understanding with the City of Little Rock police for law enforcement and protection at the site. The memorandum is not current and in the process of being updated as of this document's publication.
- The National Park Service has an informal relationship to collaborate with the Daisy and L.C. Bates Museum, Inc., caretakers of the Daisy Bates home, on interpreting the home and collections.
- The National Park Service has an informal relationship with the Mosaic Templars Culture Center, frequently collaborating on programs and space for special events. The mission of the Mosaic Templars Cultural Center is to collect, preserve, interpret and celebrate Arkansas's African American history, culture, and community from 1870 to the present, and to inform and educate the public about African American achievements—especially in business, politics, and the arts.
- The National Park Service entered into a two-year grant agreement in 2017 with the City of Little Rock to use African American Civil Rights Grant dollars to repair the facade of Little Rock Central High School.

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	Little Rock Central High School Campus
Related Significance Statements	All significance statements.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • The building was constructed in 1927 and costs to preserve the historic fabric are slowly rising. Originally there were 1,800 students enrolled at the school; now there are more than 2,500 students. • Overall, the school is in good condition, but there are structural as well as cosmetic needs and updates needed for accessibility and routine maintenance. • Quigley Stadium was constructed in 1936. • The gymnasium, Tiger Fieldhouse, was added in 1951. • The present library, also known as the media center, is located between the main building and the gym. It was built in the 1960s. • Campus Inn building, made of two connected U.S. Army barracks, was placed on campus shortly after World War II. The original building was removed and a new structure stands in place. • Little Rock Central High School is an active high school. • The front steps of the school are chipping and need repair. The Little Rock School District and the City of Little Rock were awarded an NPS grant for Civil Rights site preservation in 2017 for repair and preservation treatment. • Alumni are active in raising money for the school—more in the athletic and social aspect of the school—but have made contributions to physical improvements such as replacing trees that have died. The National Park Service restored the reflecting pool. Alumni donated benches that now surround the pool bearing names of the Little Rock Nine. • The agreement with the Little Rock School District was renewed in February 2017 • The main school entry doors and windows were restored in 2016. The original entry doors were removed for restoration and reinstalled. • Some bricks on the exterior are deteriorating, and they are being repaired and replaced as needed. • Median income in the area is low and the density has dropped. There is deteriorated housing stock in the community generally but there are also new housing development projects underway. • Maintenance needs are greater than the Little Rock School District's financial capabilities, particularly as the school district has 51 other schools including three other historically significant schools that were part of desegregation history—Dunbar, Hall, and Mann. The school district population has expanded westward and there are demands for new campuses to serve west Little Rock. • The school is not required to consult with the National Park Service about routine care and maintenance. The school collaborates with the National Park Service on big restoration efforts such as the doors and the new roof. Because Little Rock Central High School is a national historic landmark, the National Park Service monitors its condition and provides technical assistance for its preservation. • The roof was replaced in the last decade (2006-2016), and the school district and the National Park Service shared the cost. The National Park Service facilitated a Save America's Treasures grant for the roof and to replace the HVAC system. • There are accessibility issues throughout the building—this is an issue for students especially but also for tours. The elevator is small and the foyer is not wheelchair accessible, so in order to make the tours accessible the tour route is longer for visitors who are mobility impaired.

Fundamental Resource or Value	Little Rock Central High School Campus
Current Conditions and Trends	<p>Conditions (continued)</p> <ul style="list-style-type: none"> • Grounds are well-maintained. • A fountain in the niche near the reflecting pool needs to be restored. • The reflecting pool restoration was paid for by an NPS Challenge Cost Share grant administered by the NPS Midwest Regional Office National Historic Landmark program. <p>Trends</p> <ul style="list-style-type: none"> • Classroom capacity has been exceeded. There are temporary classrooms on the grounds.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • Planned renovations to the football stadium may damage the historic integrity or the current stadium may be demolished and replaced with a new stadium. The National Park Service has been in contact with the Arkansas state historic preservation office about the proposed changes. • There are desires to renovate or replace the gym as well. • Mold problems are present in the basement because of water infiltration. There are three levels of basements in the school. • The library may have asbestos. <p>Opportunities</p> <ul style="list-style-type: none"> • Lease a classroom from the school to do programing inside Little Rock Central High School. • Collaborate with Little Rock School District so that renovations will be sympathetic to the historic fabric. • Create distance learning opportunities that would allow classrooms from afar to explore Little Rock Central High School and conduct distance learning from the school building itself. • Work with the Little Rock School District to voluntarily adopt best maintenance practices for the historic structure. • Increase cooperation on security for the school, and participate in security planning for the school. • Access the school on the weekends for programs. The National Park Service would need to agree to pay the overtime for the school's security personnel.
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> • Historic structure report. • Public wifi could be offered to allow visitors to access new digital resources such as the Arkansas Civil Rights Trail digital guide and to share their experiences on social media. • Cultural landscape report (2009). • National historic landmark nomination.
Data and/or GIS Needs	<ul style="list-style-type: none"> • Administrative history. • Informal community research with partners.
Planning Needs	<ul style="list-style-type: none"> • Long-range interpretive plan (update).

Fundamental Resource or Value	Magnolia Mobil Service Station
Related Significance Statements	Significance statement 2.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • The Magnolia Mobil service station is in use as the park's facility management space. It was not meant to be a permanent location, so there are modifications needed to the space for maintenance operations. • The building is in good condition and repairs have been done consistently. There has been recent exterior work. • Lead and asbestos abatement is needed. There are temporary safeguards in place to avoid health hazards. • The building has not been renovated for long-term use. The garage bays were formerly used by Central High Museum Inc. as display space. • There is a temporary storage facility (a portable storage shed) on the lot. • The general management plan calls for this building to be converted into an education space. • Workspace is inadequate for needs. There has been no decision to designate the building as the long-term park maintenance facility, and it has therefore not been modified for optimal maintenance use. • This is the only historic structure owned by National Park Service within the park boundary. • An extension was added on the Magnolia Mobil service station by Central High School Museum, Inc. in 1997. <p>Trends</p> <ul style="list-style-type: none"> • There is a benefit and cost savings to having the maintenance operation on site. • Space is not adequate for current education center needs. It is a very tight space, so beyond distance learning use, it would not fulfill any unmet needs for onsite education programs that need more space.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • Break-ins at the portable storage shed have happened in the past. • Lead or asbestos not removed. Lead paint has been identified in the lobby area that is proposed for interpretive use and needs to be abated. • Limited space for programs and staff. <p>Opportunities</p> <ul style="list-style-type: none"> • Continued use as a maintenance facility—this is in keeping with the historic use. • Use the lobby as an interpretive area.
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> • Historic structure report. • Cultural landscape report (2009).
Data and/or GIS Needs	<ul style="list-style-type: none"> • None identified.
Planning Needs	<ul style="list-style-type: none"> • General management plan amendment.

Fundamental Resource or Value	Museum Collections
Related Significance Statements	All significance statements.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • There is a backlog of collection items to be accessioned, primarily alumni donations and interpretive program audio visual recordings, because there is no curator position at the park. Interpreters do curatorial work to update what the park has, including accessioning and de-accessioning collection items. • Park partner University of Arkansas at Little Rock and the National Park Service have obtained grant funds for museum collection projects. • For the collections stored on site, climate control is good and the space is adequate for needs. • A large part of the collection includes many hours of oral histories. • Park administrative history materials are increasing and a lot of park history is being saved; these materials are a bulk of the accessioning and cataloging backlog. • The park is collaborating with the University of Arkansas at Little Rock Center for Arkansas History and Culture. The project is titled "The Road from Hell is Paved with Little Rock: Digitizing the History of Segregation and Integration of Arkansas Educational Systems." This 18-month project brings together the University of Arkansas at Little Rock Center for Arkansas History and Culture and the Central Arkansas Library System Butler Center for Arkansas Studies to digitize collections from three institutions, which include manuscripts, oral histories, photographs, and audio-visual recordings. <p>Trends</p> <ul style="list-style-type: none"> • The collection is slowly growing, largely from individual donations. • Efforts to collect oral histories from participants and witnesses to the 1957-59 desegregation crisis will continue to be significant as the Little Rock Nine, their classmates, and the soldiers ordered to Central High enter their 70s and 80s. • Oral histories are in the process of being digitized. • The park has partnered with University of Arkansas at Little Rock Institute for Arkansas Studies to digitize the park collection as well as crisis related artifacts from other archives and museums and provide a central online access point for researchers and students.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • There are potential threats to important items that are not in NPS ownership but could potentially come to NPS custody. • Physical documentation (the paper trail) is outdated. If the Interior Collections Management System program crashes, information will be lost. <p>Opportunities</p> <ul style="list-style-type: none"> • Expand interpretive programming around collection items. • The NPS Centennial (2016) initiative made 100 artifacts available to the public. • Increase outreach to identify items held by others that could be better protected by the National Park Service. • Refocus resources on maintaining collections to NPS standards.
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> • Scope of collections statement update (2017). • Emergency plan.
Data and/or GIS Needs	<ul style="list-style-type: none"> • Administrative history.
Planning Needs	<ul style="list-style-type: none"> • Integrated pest management plan.

Fundamental Resource or Value	Streetscape
Related Significance Statements	All significance statements.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • The park boundary line is the center of Park Street. • The park has a good relationship with the homeowners along the east side of Park Street. The park has a good relationship with the neighborhood association. • Most neighbors do a good job maintaining their properties and conserving the streetscape. • There is good documentation of the historic streetscape and houses from photographs and video from the crisis. • Interpretive stories about the mob attacks on reporter Alex Wilson and on Elizabeth Eckford are told using the streetscape. • There is a large tree along the street that is important to interpretive stories. • Ponder's Drug Store streetscape includes the location of the bus stop that was outside the drugstore where Elizabeth Eckford met Grace Lorch and Dr. Benjamin Fine and waited for the city bus. • Sidewalks are experiencing heaving from tree roots. Shrubbery from neighboring property intrudes on the right-of-way. • The Park Street block has remained largely architecturally intact and unaltered since 1957 (one home was damaged by fire several years ago). • The park is within a historic district in Little Rock—Central High School Neighborhood National Historic District. • Little Rock has tax incentives in place for property owners within the historic district including Park Street. <p>Trends</p> <ul style="list-style-type: none"> • Four houses on Park Street are currently vacant. One vacant house is owned by the City of Little Rock, which has committed \$300,000 to restoration. The house will be used for a neighborhood resource center. Restoration work began in August 2016. • Property owners have submitted a request to U.S. Senator John Boozman's office for legislation to expand the park boundary.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • Private homeowners may have limited resources to maintain the historic integrity of their homes and yards. • Developers purchasing buildings along Park Street could lead to changes that would diminish the historic integrity of the streetscape. <p>Opportunities</p> <ul style="list-style-type: none"> • Install a bench in the approximate location of the bench that Elizabeth Eckford sat on while she waited for the bus that echoes the character of the original bench. • Expand the park boundary to include the houses on Park Street. • Develop partnerships to support homeowners securing funding to maintain the historic integrity of their homes and streetscape.
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> • National Register of Historic Places historic district nomination.
Data and/or GIS Needs	<ul style="list-style-type: none"> • None identified.
Planning Needs	<ul style="list-style-type: none"> • Land protection plan (update).

Fundamental Resource or Value	Ponder's Drug Store
Related Significance Statements	Significance statements 3, 4, and 5.
Current Conditions and Trends	<p>Conditions</p> <ul style="list-style-type: none"> • The property is within the park boundary but the National Park Service does not own it. • The building is vacant and in poor condition. The roof caved in and the building is a haven for wildlife, feral cats, and the homeless. • Despite its poor condition it has moderate integrity as assessed by the 2009 cultural landscape inventory. • The building was in use by businesses through the late 1990s. • The building needs a structural assessment to definitively determine its condition. • The building is also known as the Capel building. <p>Trends</p> <ul style="list-style-type: none"> • Deterioration is ongoing and will increase rapidly if left unmanaged.
Threats and Opportunities	<p>Threats</p> <ul style="list-style-type: none"> • Further deterioration, especially without a roof, is a significant threat. • Fire could destroy the building. • The building has become a beacon for criminal activities and gang communication. This could threaten the safety of visitors and staff and result in resource damage from vandalism. <p>Opportunities</p> <ul style="list-style-type: none"> • The building owner could raise funds with partners to restore the building, especially the roof.
Existing Data and Plans Related to the FRV	<ul style="list-style-type: none"> • Historic structure report. • Cultural landscape report (2009). • National Register of Historic Places historic district nomination.
Data and/or GIS Needs	<ul style="list-style-type: none"> • None identified.
Planning Needs	<ul style="list-style-type: none"> • None identified.



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 and other important resources and values. For example, a key issue may pertain to the potential for a fundamental or other important 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 which 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 Little Rock Central High School National Historic Site and the associated planning and data needs to address them:

- **Boundary Expansion for Resource Protection:** The houses and streetscape on Park Street across from Little Rock Central High School are not within the boundary of the park. These are important components of the cultural landscape and important to the story of the events of 1957. Inclusion within the boundary would provide opportunities for future adaptive uses if any of the houses became available for acquisition. This could include volunteer and seasonal housing, educational space for youth, and additional park program space. Inclusion of these houses in the boundary was recommended in the 1998 special resource study. Boundary change legislation is pending in the U.S. Congress. A land protection plan update would be needed.

The park also proposed a boundary expansion to include the seven residential properties along the east side of the Park Street corridor. The boundary adjustment would add 1.47 acres to the park, thereby making the total acreage boundary 28.88 acres. The park contacted all of the property owners and none of them objected to the boundary expansion. Many of the property owners have advocated for the boundary expansion and the proposed expansion has the support of the neighborhood association and other owners in the neighborhood.

In addition to the boundary adjustment, the park is requesting legislative authorization to enter into cooperative agreements with the owners of these and other nonfederal properties within the park boundary to provide assistance with preservation and interpretation of the properties. This authority would support resource protection goals; it also will provide an alternative for protection of the properties other than federal fee acquisition.

- *Associated planning and data needs:* Land protection plan (update)

- **Facility Management Space:** The Magnolia Mobil service station currently houses the facility management division. It is small and not adequate for all facility management needs. The division is functioning in the facility despite its limitations, and the advantages of operating from an on-site facility outweigh the problems of managing from a remote rented facility. Property is on the market across from the visitor center and adjacent to the Commemorative Garden. Acquisition of the property could provide an opportunity to construct a maintenance facility or an education center. A general management plan amendment would be needed.

- *Associated planning and data needs:* General management plan amendment

- **Education Center:** The size of the park visitor center multipurpose room limits its capacity to 25-30 people, which limits the park's programming opportunities. School groups are the largest segment served by the park and group sizes typically exceed the visitor center capacity. There is periodic need to serve groups of 80-100 people. The park conducts programming for large groups in other community spaces such as the Mosaic Templar building, and these facilities are not always available when needed. Lack of an adequate on-site space reduces the park's visibility in the immediate community.

The visitor center was not designed to serve as an education center. The park's general management plan identifies the need for an education center and proposes the Magnolia Mobil service station, but that building is of inadequate size and configuration to provide education programming space. The service station is more compatible with maintenance uses. Changes to the Arkansas curriculum standards are expanding the grade levels and numbers of students that the park needs to serve. NPS programs such as Every Kid in a Park are also increasing demand for education center space. There is a parcel next to the commemorative garden that the park and friends group are jointly exploring as a site for a civil rights education center building which would include space for artist-in-residence and evening programs.

There is also a need for improved staging of Little Rock Central High School tours. The park offers daily tours at 9:00 a.m. and 1:00 p.m. Tour size is limited to 50 people. Groups above this size cannot be staged from the visitor center and it is difficult to move across the intersection of Daisy L. Gatson Bates Drive and Park Street. An education center on the same side of the street as the high school and near the visitor center could allow for better, safer large group staging and reduce the impact of the intersection.

Improved space could allow more diverse programming and better tailoring of programs to meet specific group interests. Flexible space would allow programs to be diversified for different demographics, allow more hands-on programs, and better serve people with mobility issues. A well-designed education center could provide space for rotating exhibits and community space for use by park partners and other local groups, including volunteers from Little Rock Central High School involved in programs such as student mentoring.

- *Associated planning and data needs:* General management plan amendment, long-range interpretive plan (update), informal community research with partners



- **Agreements and Partnership Needs:** The agreement with the Little Rock School District was renewed in February 2017. Some renewals are on regional review in the NPS Midwest Regional Office. Others need refinement. There is a need for a stronger and better defined partnership agreement with the school district that could include improved consultation and coordination of Little Rock Central High School building maintenance and repair. Coordinating and forecasting future issues, such as major renovation and maintenance projects, would improve NPS programming of funds. The school district has no intention of closing Little Rock Central High School, but an agreement could allow the National Park Service a right of first refusal if the school were ever closed and excessed.
 - Expanded partnership (through memorandums of understanding) or cooperative agreement opportunities could also be established with:
 - University of Arkansas, Little Rock
 - University of Arkansas at Little Rock Bowen School of Law
 - University of Arkansas Clinton School of Public Service
 - Arkansas River Trail Alliance and Bicycle Advocacy of Central Arkansas
 - The Central High School neighborhood association and other community organizations
 - Mosaic Templars Cultural Center
 - Arkansas Children's Hospital
 - Little Rock Central High School Museum, Inc. (The park's friends group; agreement in the process of reinstatement)
 - The City of Little Rock
 - The Little Rock Chamber of Commerce
 - Shorter College
 - Baptist College
 - Hendricks College
 - MetroPlan, a metropolitan area agency for wayfinding and intermodal transportation
 - *Associated planning and data needs:* None identified





- **Visitor Center / Park Headquarters Safety:** The visitor center building is a prominent building in the neighborhood and its attractiveness presents safety issues. There are repeated instances of homeless and mentally ill individuals entering the visitor center seeking refuge from the weather or to use the restrooms. The park staff has had some training with the Veterans Administration, psychologists, and Little Rock Police Department to understand how to deal with homeless/mentally ill visitors. A standard operating procedure should be developed to effectively manage this issue. The park is also concerned with the potential of the visitor center building as a target for terrorist activities. Active shooter training through the Little Rock Police Department is being considered and is available on the U.S. Department of Homeland Security website. This could be coordinated with the high school. The goal is for the visitor center to be perceived as a cornerstone of the community.

- *Associated planning and data needs:* None identified

- **Pedestrian Safety:** There are safety concerns at the intersection of Daisy L. Gatson Bates Drive and Park Street. This is a four-way stop intersection with substantial east-west traffic on Daisy L. Gatson Bates Drive. There is concern with traffic speeds and the lack of traffic calming mechanisms (e.g., speed bumps) to slow traffic approaching the intersection. There is also a concern about pedestrian safety during police car pursuits in the area, and the park has contacted the Little Rock chief of police with this concern. Police officers are not supposed to participate in pursuits in high pedestrian areas. The park is planning to develop a memorandum of understanding or other agreement with the police department, and that stipulation will be included in the agreement.

Park tours must cross the intersection and safety orientation is provided to visitors prior to the start of tours. There is not a sidewalk curb cut in the crosswalk between the visitor center and the commemorative garden. This is a safety concern and an accessibility issue. It requires that visitors with strollers and the mobility impaired spend more time than desired in traffic lanes while crossing the street. There is an opportunity to redesign the intersection and crosswalk access to improve visitor and staff safety. The City of Little Rock Complete Streets Plan includes planned bike lanes in the Central High School Neighborhood Historic District. Bike lanes, in addition to a pilot city bike share program, may increase the number of visitors and students traveling the park by bicycle. The Federal Highway Administration granted a rail-to-trail grant to Pulaski County to plan a hiking/biking trail connecting Central High School National Historic Site with Hot Springs National Park. This trail development would increase the number of park visitors arriving on foot and by bicycle.

- *Associated planning and data needs:* Intersection improvements design

- **Outreach and Relevancy to Broader Audiences:** Park staff and facility capacities significantly limit opportunities to reach the broadest range of visitors and interests. As noted above, the constraints of the visitor center limit the size of groups and the types of activities that can be accommodated on site, and additional programming and outreach would require more than the three available staff positions.

There are opportunities to overcome some of the staff and physical space constraints through digital communications technology. The park does not, however, have adequate technology or sufficient space for digital outreach. This limits the reach of park interpretation, including outside the park boundary to schools and community organizations.

There are numerous technologies that could support programming such as virtual tours of Little Rock Central High School and that could be received on devices commonly available to the public (e.g., smartphones and tablets). Virtual events could be live and interactive or could be pre-recorded. Digital park collections could be integrated into presentations and could expand public access to the park's collection, thereby increasing visitor appreciation of the resources and stories. Programs such as virtual geocaching could also expand interest in the park to broader populations.

Technology could increase the park's reach to interests beyond Little Rock. This could include nationwide audiences with interests in broader civil rights stories such as the LGBT community, other oppressed minorities, and constitutional issues.

There is substantial visitation after hours to the Little Rock Central High School neighborhood and the streetscape. Programming through digital technologies could reach those visitors regardless of their time of visit. This could also give the park a better sense of the volume of visitation to the park when the visitor center is closed. Completion of a planned bicycling/pedestrian trail between the park and Hot Springs National Park will likely increase visitation, including after hours.

Digital technologies, such as smartboards, could be updated with changing information that is not as easily provided by physical exhibits. This would provide opportunities to connect the themes of the site to current events and community engagement.

- *Associated planning and data needs:* Long-range interpretive plan (update), informal community research with partners



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	General management plan amendment	H	Since the completion of the park's current general management plan, conditions have changed at the park. Clearly stated vision and management direction is needed for the park and to guide collaboration with park partners. An amendment is also needed to look at current use and future needs for facility management and education center space. The plan could consider repurposing existing exterior spaces as well, especially outside the visitor center, for example, providing more seating. The plan would need to address the bicycling/walking trail that is planned to connect the park and Hot Springs National Park and a planned connection between the park and the Arkansas River Trail. The plan may also need to account for a boundary expansion if legislated.
FRV, Key Issue	Long-range interpretive plan (update)	H	The park's existing long-range interpretive plan is from 2004, which is before the current visitor center was built, and is no longer a template to plan annual goals. A new plan is needed to respond to new conditions, new technology, servicewide initiatives, and outreach and relevancy goals.
Key Issue	Intersection improvements design	H	Redesign intersection and crosswalk access to improve visitor and staff safety. Initial planning is underway with the city and the NPS Midwest Regional Office.
FRV	Integrated pest management plan	M	Needed for protection of museum collections.
FRV, Key Issue	Land protection plan (update)	L	Would only be needed if boundary adjustment is approved to incorporate additional properties.



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	Informal community research with partners	M	This is an ongoing effort to understand potential visitors who are not coming to the site in order to better target outreach. How do we become more audience centered? Are we really serving the community? How do we address changing lifestyles, changing demographics, changing values? How do we adapt? How do we learn this through our partners? Issues in this community that we need to address include education systems, illiteracy, poverty, and drugs. How do we acknowledge community needs and show them they are valued? How do we build trust for a mutual exchange? Listening! Park staff have conducted town hall meetings to listen to community concerns. Explore opportunities to work with other parks and agencies that face similar challenges. Are there templates for best practices in community engagement? What is the support for building on what we already have? This originally came from thinking about what people want to hear about when they come to this site. Is it meeting needs; how do we attract new audiences?
FRV	Administrative history	M	Related to museum collections, develop a better understanding of what aspects of NPS management history are important, and what is important to save in park collections related to the NPS era of the site. Park needs to keep a record of interpretation/education programs, outreach, and special events to serve as templates—including summaries with what worked and what did not. Conduct exit interviews with staff to preserve NPS history and retain institutional knowledge.



Part 3: Contributors

Little Rock Central High School National Historic Site

Robin White, Superintendent
Enimini Ekong, Chief of Interpretation (former)
Jodi Morris, Acting Chief of Interpretation
Chelsea Mott, Park Guide
Roberto Ruiz, Laborer
Michael Douglass, Laborer
Fabian Ruiz, Park Guide
Toni Webber, Visitor and Volunteer and Parks Assistance
Evan Webber, Acting Facility Manager

NPS Midwest Regional Office

Natalie Franz, Planner

Other NPS Staff

Tarona Armstrong, Superintendent, President William Jefferson Clinton Birthplace Home National Historic Site
Brian D'Agosta, Contract Visual Information Specialist, Denver Service Center —Planning
Christian Davis, Park Ranger, President William Jefferson Clinton Birthplace Home National Historic Site
Loren McLane, Park Ranger/Historian, Fort Smith National Historic Site
Pam Holtman, Quality Assurance Coordinator, WASO Park Planning and Special Studies
John Hoesterey, Contract Planner, Denver Service Center —Planning
Nancy Shock, Foundation Coordinator, Denver Service Center—Planning
Philip Viray, Publications Chief, Denver Service Center—Planning
Laura Watt, Contract Editor, Denver Service Center —Planning

Appendixes

Appendix A: Enabling Legislation for Little Rock Central High School National Historic Site

Public Law 105–356
105th Congress

An Act

Nov. 6, 1998
[S. 2232]

To establish the Little Rock Central High School National Historic Site in the State of Arkansas, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,
16 USC 461 note [table].

SECTION 1. FINDINGS AND PURPOSE.

(a) FINDINGS.—The Congress finds that—

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

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

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

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

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

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

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

(a) ESTABLISHMENT.—The Little Rock Central High School National Historic Site in the State of Arkansas (hereinafter referred to as the “historic site”) is hereby established as a unit of the National Park System. The historic site shall consist of lands and interests therein comprising the Central High School campus and

PUBLIC LAW 105-356—NOV. 6, 1998

112 STAT. 3269

adjacent properties in Little Rock, Arkansas, as generally depicted on a map entitled "Proposed Little Rock Central High School National Historic Site", numbered LIRO-20,000 and dated July, 1998. Such map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

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

(c) COOPERATIVE AGREEMENTS.—(1) The Secretary may enter into cooperative agreements with appropriate public and private agencies, organizations, and institutions (including, but not limited to, the State of Arkansas, the City of Little Rock, the Little Rock School District, Central High Museum, Inc., Central High Neighborhood, Inc., or the University of Arkansas) in furtherance of the purposes of this Act.

(2) The Secretary shall coordinate visitor interpretation of the historic site with the Little Rock School District and the Central High School Museum, Inc.

(d) GENERAL MANAGEMENT PLAN.—Within three years after the date funds are made available, the Secretary shall prepare a general management plan for the historic site. The plan shall be prepared in consultation and coordination with the Little Rock School District, the City of Little Rock, Central High Museum, Inc., and with other appropriate organizations and agencies. The plan shall identify specific roles and responsibilities for the National Park Service in administering the historic site, and shall identify lands or property, if any, that might be necessary for the National Park Service to acquire in order to carry out its responsibilities. The plan shall also identify the roles and responsibilities of other entities in administering the historic site and its programs. The plan shall include a management framework that ensures the administration of the historic site does not interfere with the continuing use of Central High School as an educational institution.

Deadline.

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

SEC. 3. DESEGREGATION IN PUBLIC EDUCATION THEME STUDY.

(a) THEME STUDY.—Within two years after the date funds are made available, the Secretary shall prepare and transmit to the Committee on Energy and Natural Resources of the Senate and the Committee on Resources of the House of Representatives a National Historic Landmark Theme Study (hereinafter referred to as the "theme study") on the history of desegregation in public

Deadline.

112 STAT. 3270

PUBLIC LAW 105-356—NOV. 6, 1998

education. The purpose of the theme study shall be to identify sites, districts, buildings, structures, and landscapes that best illustrate or commemorate key events or decisions in the historical movement to provide for racial desegregation in public education. On the basis of the theme study, the Secretary shall identify possible new national historic landmarks appropriate to this theme and prepare a list in order of importance or merit of the most appropriate sites for national historic landmark designation.

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

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

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

SEC. 4. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated such sums as may be necessary to carry out this Act.

Approved November 6, 1998.

LEGISLATIVE HISTORY—S. 2232:

SENATE REPORTS: No. 105-307 (Comm. on Energy and Natural Resources).
CONGRESSIONAL RECORD, Vol. 144 (1998):

Oct. 2, considered and passed Senate.

Oct. 8, considered and passed House.

WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, Vol. 34 (1998):

Nov. 6, Presidential remarks.

Appendix B: Related Federal Legislation, Regulations, and Executive Orders

Management decisions at Little Rock Central High School National Historic Site are based on specific laws, policies, and regulations designed to protect environmental quality, preserve historic resources, promote public enjoyment of the site, and ensure that the benefits and costs of federal action are equally shared by all citizens. The primary laws of particular importance to the decision-making process and management in the National Park Service are outlined below.

The Organic Act of 1916 (16 USC 1, et seq.). The National Park Service Organic Act remains after 100 years the core of NPS authority and the definitive statement of the purposes of the parks and of the National Park Service mission: “to promote and regulate the use of the federal areas known as national parks, monuments, and reservations . . . by such means and measures as conform to the[ir] fundamental purpose . . . to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations.”

General Authorities Act of 1970 (16 USC 1). This Act affirms that all national park areas are “united through their interrelated purposes and resources into one national park system as cumulative expressions of a single national heritage.”

The Redwood Act of 1978 (16 USC 1a-1). Congress supplemented and clarified the provisions of the Organic Act through enactment of the General Authorities Act in 1970, and again through enactment of a 1978 amendment to that law (the “Redwood Amendment”) contained in a bill expanding Redwood National Park. This amendment states that the provisions of the Organic Act apply to all units of the national park system. A key phrase is that activities “shall not be exercised in derogation of the values and purposes for which these areas have been established.” It is applicable unless Congress has “directly and specifically provided” otherwise. This amendment also affirms that, if a conflict occurs between visitor use and protection of resources, the intent of Congress is to favor resource protection.

National Environmental Policy Act of 1969 (42 USC 4321–4370). This landmark environmental protection legislation requires federal agencies to integrate environmental values into their decision-making processes by considering the environmental impacts of their proposed actions and reasonable alternative to those actions. The National Environmental Policy Act establishes the format and process that the National Park Service must use in preparing the environmental analyses that are incorporated into the general management planning process. The results of these analyses are presented to the public, federal agencies, and public officials in document format for consideration prior to taking official action or making official decisions.

Council on Environmental Quality Regulations, as amended (40 CFR 1500–1508). These regulations implement the National Environmental Policy Act and provide guidance to federal agencies in the preparation of environmental documents identified under the act.

National Historic Preservation Act of 1966, as amended (54 USC §300101 et seq.; 36 CFR 800). The purpose of this Act is to protect and preserve historic properties which includes any prehistoric or historic district, site, building, structure, or object included in, or eligible for inclusion in, the National Register of Historic Places, including artifacts, records, and material remains relating to the district, site, building, structure, or object. Section 110 requires that the National Park Service identify and nominate all eligible resources under its jurisdiction to the National Register of Historic Places. Section 106 of the act requires that federal agencies with direct or indirect jurisdiction take into account the effect of any actions on cultural resources listed in or eligible for inclusion in the National Register of Historic Places.

Executive Order 11593, “Protection and Enhancement of the Cultural Environment,” May 13, 1971. This Executive Order directs federal agencies to inventory cultural properties under their jurisdiction, to nominate to the National Register of Historic Places all federally owned properties that meet the criteria, to use due caution until the inventory and nomination processes are completed, and also to assure that federal plans and programs contribute to preservation and enhancement of nonfederal properties.

Archeological and Historic Preservation Act of 1974, as amended (16 USC 469–469c). This Act requires survey, recovery, and preservation of significant scientific, prehistorical, historical, archeological, or paleontological data when such data may be destroyed due to a federal project. The act directs federal agencies to notify the Secretary of the Interior whenever they find that such a project may cause loss or damage.

“General Provisions” (36 CFR 1). 36 CFR 1 provides the regulations “for the proper use, management, government, and protection of persons, property, and natural and cultural resources within areas under the jurisdiction of the NPS.” These regulations are used to fulfill the statutory purposes of National Park System units—to conserve scenery, natural and historical objects, and wildlife and to provide for the enjoyment of those resources in such a manner as to leave them unimpaired for future generations.

NPS *Management Policies* 2006. *NPS Management Policies 2006* is the basic servicewide policy document of the National Park Service. It is the highest of three levels of guidance documents in the NPS directives system. The directives system is designed to provide NPS management and staff with clear and continuously updated information on NPS policy and required and/or recommended actions, as well as any other information that would aid in the effective management of parks and programs.



Other Relevant Laws, Executive Orders, and Regulations

- Historic Sites Act of 1935
- Museum Properties Management Act of 1955, as amended
- “Protection of Historic Properties” (36 CFR 800)
- Americans with Disabilities Act of 1990
- Architectural Barriers Act
- Architectural Barriers Act Accessibility Standards 2006
- Secretarial Order 3289, “Addressing the Impacts of Climate Change on America’s Water, Land, and Other Natural and Cultural Resources”

NPS Policy-Level Guidance

- Director’s Order 28: *Cultural Resource Management*
- *The Secretary of the Interior’s Standards and Guidelines for Archeology and Historic Preservation*
- *The Secretary of the Interior’s Standards for the Treatment of Historic Properties*
- *The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes*
- Director’s Order 24: *NPS Museum Collections Management*
- *NPS Museum Handbook*, Parts I, II, and III
- *NPS Management Policies 2006* (chapter 4) “Natural Resource Management”
- *NPS Management Policies 2006* (chapter 7) “Interpretation and Education”
- *NPS Management Policies 2006* (chapter 8) “Use of the Parks”
- *NPS Management Policies 2006* (chapter 9) “Park Facilities”
- Director’s Order 6: *Interpretation and Education*
- Director’s Order 11D: *Records and Electronic Information Management*
- Director’s Order 17: *National Park Service Tourism*
- Director’s Order 42: *Accessibility for Visitors with Disabilities in National Park Service Programs and Services*
- Director’s Order 50C: *Public Risk Management Program*
- Director’s Order 78: *Social Science*

Appendix C: Past and Ongoing Park Planning and Data Collection Efforts

- Emergency management plan (2014)
- Historic structure report (2010)
- Cultural landscape report (2009)
- National Register of Historic Places documentation of the historic district (1977 – 2012)
- Long-range interpretive plan (2004)
- General management plan and environmental impact statement (2002)
- *Little Rock Central High School National Historic Site Special Resource Study* (1998)
- Little Rock Central High School National Historic Site Cycle 5 Road Inventory (2011)
- Little Rock Central High School national historic landmark nomination (1982)



**Midwest Region Foundation Document Recommendation
Little Rock Central High School National Historic Site**

September 2017

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

Robin White

September 8, 2017

RECOMMENDED

Robin White, Superintendent, Little Rock Central High School National Historic Site

Date

C. H. Sholly

9/8/2017

APPROVED

Cameron H. Sholly, Regional Director, Midwest 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.

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