



*Little Rock*  
 Central High School  
 National Historic Site  
 Little Rock, Arkansas

Newsletter 2 □ July 2000

United States Department of the Interior  
 National Park Service

*Dear Friends,*

*Since my arrival at Little Rock Central High School National Historic Site, I have discovered the magnificent support the community, city, and government agencies have extended to assist with the development of the park. My first few months at the park have been exciting, meeting with community leaders, Central High staff, and park neighbors. I have also had the opportunity to begin working with the park's partners to forge the foundation of our new national historic site. It is very satisfying to know and experience the vitality of the Little Rock community and the deep commitment that individuals have demonstrated to support the National Park Service.*

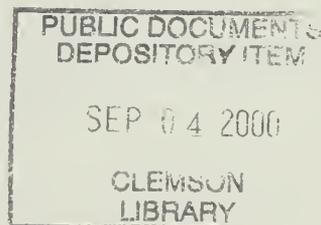
*We are now embarking on a journey to define the national historic site's future through the formulation of the General Management Plan. I encourage you to carefully review the management alternatives. Your ideas and suggestions are important in the selection of the preferred alternative that will focus the site's management for the coming decades.*

*I want to assure you that I am committed to creating a national historic site that will utilize its partnerships and community base to strengthen, preserve and expand the story of Central High School and the symbolism that it represents for this great nation.*

*Sincerely,*

*David C. Forney*

*Superintendent  
 Little Rock Central High School  
 National Historic Site*



## introduction

This newsletter presents for your review and comment four draft conceptual alternatives that have been developed for the Little Rock Central High School National Historic Site. Each of these alternatives provides a management philosophy that would direct management of the national historic site for the next 20 years. Each alternative outlines different goals for visitor experience, resource conditions, partnerships and development. We need your input at this phase of the planning process. We would like you to review these alternatives and tell us what you think about them. We have provided you with a postage paid comment form in this newsletter.

The National Park Service has begun the process of preparing a general management plan/environmental impact statement (GMP/EIS). The following explains the work that has been accomplished over the past year and how the draft alternatives were developed.

## general management plan

The guidance provided by the enabling legislation was outlined in the last newsletter. With this guidance in place, planning for the national historic site begins with development of a GMP/EIS. Every park is required to have a general management plan. This document determines the future resource conditions and management strategy of the national historic site for the next 20 years. The GMP/EIS provides the overall context in which managers make decisions on such things as: how to protect resources, what visitor experiences and services should be provided, what kinds of facilities are needed, how should existing buildings be used, what interpretive and educational opportunities should be offered, and what are the roles and responsibilities of national historic site partners.

Development of the GMP/EIS began in the spring of last year. At that time, the planning team conducted a series of meetings with the general public, students and faculty of Central High School, the State of Arkansas, the City of Little Rock, the Little Rock School District, Central High Museum Inc., and the University of Arkansas. These groups were asked to provide us with their ideas on what the national historic site should accomplish and any concerns they had about the establishment of the national historic site. Once the planning team heard from the public, it developed purpose and significance statements, mis-

sion goals, and interpretive themes for the national historic site. The legislation, purpose, and significance of the national historic site provide the parameters for the formulation of the alternatives. The alternatives are grounded in the site's mission goals and interpretive themes. These five elements provide the foundation for all alternatives.

**Purpose Statement:** Purpose statements denote the specific reason for establishing a particular national park unit. The purpose of the 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 to interpret its role in the integration of public schools and the development of the civil rights movement in the United States.

**Significance Statements:** These statements explain those attributes and values of the site that are so important as to warrant park designation. The national historic site is significant because:

- The admission of nine African-American students to Little Rock Central High School was the most prominent national example of the implementation of the two Supreme Court decisions in *Brown v. Board of Education*.
- Central High School was designated a National Historic Landmark in recognition of the events which took place at the school during the Little Rock crises, beginning in 1957, and continuing through the closing and reopening of the school in 1959.
- Little Rock Central High School played a significant role in the desegregation of public schools in the South.

**Mission Goals:** Mission goals have been determined to be the most important goals for the national historic site. They stem from the purpose and significance statements.

- The story of the Little Rock Central High School National Historic Site, as portrayed through interpretive themes, will be effectively interpreted for diverse audiences in ways that engage attention and emotion, provoke thought and reflection, and relate to contemporary issues. Educational services incorporate park themes and school curricula, serve both on-site and off-site audiences, and



Please use this pre-addressed, postage-paid form to tell us what you think about the preliminary management alternatives presented in this newsletter. You are welcome to include additional pages with this form. Just fold them inside the form and seal the edges with tape. Please mail your response by August 4, 2000. Thank you for your time and input.

1. Do you have any comments about the purpose and significance statements, or the interpretive themes?

2. What conceptual alternative do you particularly like? Why?

3. For each of the following topics, please tell us which alternative you think presents the best future for the park (check one box in each row):

	Alternative 1	Alternative 2	Alternative 3	Alternative 4
Visitor Experience/Interpretation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Conditions:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation Partners:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you have any other ideas that were not presented in the alternatives? If yes, please describe them.

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are based on active partnership with educational institutions. Historical interpretation and education are based on accurate and contemporary scholarship, and represent legitimate multiple perspectives. Electronic, print, and digital media extend outreach services to the public locally, nationally, and internationally.



- A well-defined single point of arrival, welcome, and site orientation will be available for site visitors. Visitors' choices, including on-site and off-site opportunities and related sites, are also well defined. Visitors feel welcome at all publicly accessible areas, and can clearly distinguish between public and private areas. On-site visitors can get a clear picture of the appearance and ambience of the primary site during 1957-58.
- The integrity and ambience of Central High School's adjacent streetscape, as well as its surrounding neighborhood, will be protected to preserve the historic scene in which the dramatic events of 1957-58 occurred. Resource preservation reflects the historic context within which those events unfolded, providing an effective backdrop in scale for interpretation of this landmark battle in the struggle for civil rights.
- The national historic site will encourage and use a variety of partnerships to fulfill its mission. These partners will be involved with site management, resource protection, interpretation, education, and visitor experience.
- Visitors to the national historic site will be able to make personal connections to the meaning of the integrated school since the 1957-58 events. People are encouraged to contemplate and participate in the improvement of race relations.

**Interpretive Themes:** Themes are the key stories or concepts that visitors should understand after visiting a park. They provide the foundation for all interpretive programs and media developed in the park. They do not include everything we may wish to interpret, but they do cover those ideas that are critical to visitors' understanding of a park's significance.

- The Event: The integration of Central High was a landmark battle in the struggle for civil rights. It forced the people of a city and a nation to confront themselves on the issue of discrimination, created problems for the country in the international arena by exposing racism in American society, pitted a nation's chief executive against a state governor, and

provided a foundation for supporting and forging 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 Little Rock 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.
- Equal Rights: In the Declaration of Independence, the United States proclaimed as its founding philosophy a commitment to certain "self evident truths," including the assertion that "all men are created equal." Almost 200 years later, and after several Constitutional amendments that strengthened and clarified that commitment, Little Rock Central High School would put it to a monumental test.
- 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.
- The City and the State: As the relatively progressive capital of a southern state, with several integrated institutions including the library, public buses, parks,

and the University of Arkansas Graduate Center, Little Rock seemed an unlikely site for civil unrest over the issue of school integration. However, a series of events in the state exposed significant white opposition to desegregation and created an explosive situation.

## issues/concerns

The general public, partners and Central High School students were contacted last spring through a series of meetings. Participants at these meetings were asked to provide the planning team with their ideas and concerns about the future of the national historic site. These concerns need to be addressed in the GMP/EIS. The planning team then categorized the public's response into several broad statements. These "management decision point" statements are listed below. Decision points are questions the GMP/EIS should answer and were developed around public concerns and interests, as well as the mandates listed in the site's enabling legislation. While there is not space to list all of the public comments and concerns heard by the planning team, we have summarized the most pertinent under the appropriate management decision point statement.

Management Decision Point #1 - How does the national historic site protect resources and provide visitor services in either existing historic structures or with new development in a manner that enhances the defining features and neighborhood character of the surrounding historic district?

### Public comments:

- *Restoring Ponder's Drug Store to its 1957 appearance,*
- *Using the vacant lots on the northwest and northeast corners of the South Park and West 14th streets intersection,*
- *Building a new museum,*
- *Expanding the existing museum,*
- *Minimizing vehicle and parking congestion,*
- *Not allowing parking lots to take over neighborhood,*
- *Making future development architecturally compatible with the neighborhood, and*
- *Preserving the streetscape of the high school.*

Management Decision Point #2 - To what degree does the national historic site enter into partnerships to provide resource protection, visitor services, and interpretive/educational opportunities to visitors?

### Public comments:

- *Suggesting that visitors experience related sites in Little Rock,*
- *Expressing concern about congestion at neighborhood sites, and*
- *Preserving related sites.*

Management Decision Point #3 - How does the national historic site interpret the story of the Little Rock Central High School to the visiting public without interfering with the operation of the high school?

### Public comments:

- *School safety, overcrowding, lack of classrooms for exhibits,*
- *Public tours interrupting the high school's operation, and*
- *The National Park Service developing educational programs for the high school.*

## draft conceptual alternatives

In April 2000, the planning team met again with park partners for an alternatives development workshop. During this workshop, participants reviewed and reconfirmed the purpose and significance statement and the interpretive themes. The workshop participants then developed three draft conceptual alternatives. Alternative 1, the "no action" alternative, presents current management of, and trends for, the national historic site. This alternative is the baseline against which the other three alternatives are compared.

The alternatives address the three management decision points in different ways. All of the alternatives provide for visitor services, interpretation, access to some of the high school grounds, and preservation of park resources. The alternatives also outline uses for those properties located within the boundary of the national historic site that are not currently owned by the National Park Service. The enabling legislation provides for the National Park Service to acquire these properties only with the consent of the owner. If these properties became available for acquisition through a willing seller, the National Park Service would explore the opportunity to acquire these properties.

Currently, the Central High Museum Inc. is developing a commemorative sculpture garden on the northwest corner of West 14th and South Park streets. The garden would be maintained by the national historic

site. This sculpture garden would be a common element in all alternatives.

The draft alternatives are presented for your review and comment. As you review the alternatives, keep in mind that you do not have to agree completely with one alternative. You may select parts of each one or propose new actions.

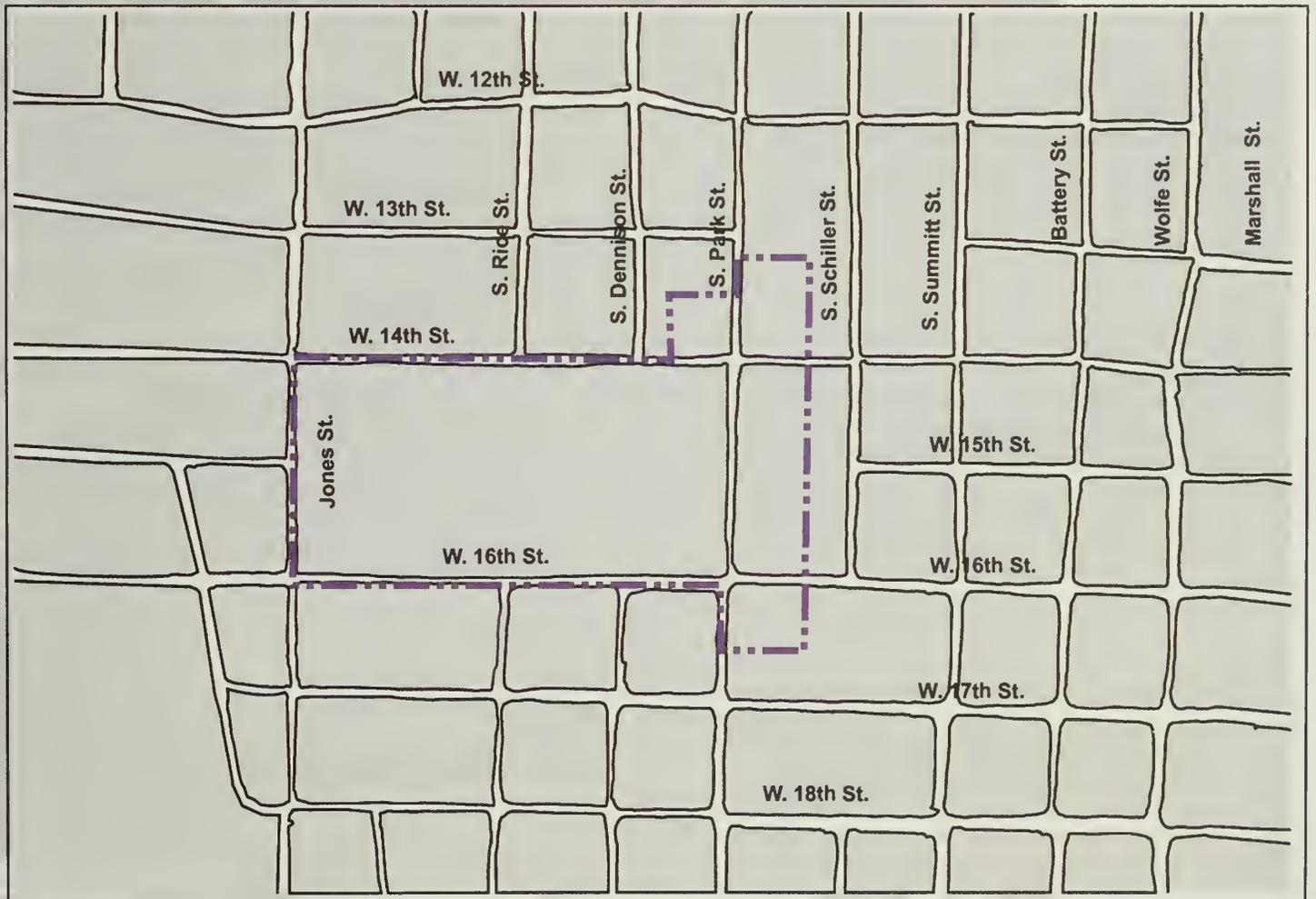
### ALTERNATIVE ONE: NO ACTION

**Focus:** The no action alternative describes what is currently happening at the national historic site. The responsibilities for visitor services are currently being transferred from Central High Museum Inc. to the National Park Service. After transfer, the National Park Service will continue to operate the existing visitor center for site orientation and provide an overview of the 1957 events at the high school.

**Visitor Experience/Interpretation:** Visitors receive orientation to the site and an overview of the events of

1957 at the Central High Museum and Visitor Center located in the Mobil Gas Station presently operated by Central High Museum Inc. Although visitor services would remain minimal, those who come to the site may view the exhibits, purchase theme related items at a small counter, and speak with someone about the site. The school would continue to operate as a high school. As part of a self-guided experience, visitors may walk the two blocks in front of the school and have access to the grounds in front of the high school. Visitors would contact the school to make tour reservations to enter the school. The National Park Service is currently entering into a cooperative agreement with the Little Rock School District to develop educational experiences related to the focus of the national historic site. Interpretation and visitor service will remain at current levels. Visitors arrive at the site in personal cars, vans, and tour buses.

**Resource Conditions:** The front facade and landscaping at the school would continue to be maintained by the school district. The exterior of the Mobil Gas



Little Rock Central High School NHS Boundary Map

ALTERNATIVE 1: NO ACTION	ALTERNATIVE 2: THE SITE
<p><b>Focus:</b> Interpretation continues to focus on the events that occurred at the high school during 1957.</p>	<p><b>Focus:</b> The alternative focuses on the events of 1957 and how those events influence the educational system of today. This alternative would seek Congressional authorization to expand the historic site's boundary to include the seven houses located along South Park Street. Visitors would be provided with full orientation and visitor services at expanded existing facilities or newly constructed facilities within the historic site's boundary.</p>
<p><b>Visitor Experience/Interpretation:</b></p> <ul style="list-style-type: none"> <li>● Orientation/Visitor Services: Continues at existing visitor center; remains at current level</li> <li>● Interpretation/Education: Remains at current level</li> <li>● Tours: Self-guided experience at the historic site. Tours inside of Central High School for groups with reservations</li> </ul>	<p><b>Visitor Experience/Interpretation:</b></p> <ul style="list-style-type: none"> <li>● Orientation/Visitor Services: In expanded existing visitor center or in newly constructed visitor center</li> <li>● Interpretation/Education: School based curriculum programs and Central HS education programs; media presentations; interpretive opportunities at Ponder's Drug Store</li> <li>● Tours: Guided tours of historic site and inside of the high school; waysides for self-guided tours</li> <li>● Museum Collection/Archives: Possibly museum collection at visitor center; archives at the University of Arkansas, Little Rock</li> </ul>
<p><b>Resource Conditions:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Maintain as today</li> <li>● Central High School: Maintain by School District</li> </ul>	<p><b>Resource Conditions:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Maintain front exterior as today; possibly expand for visitor services</li> <li>● Central High School: Maintain front exterior and landscaping through partnership</li> <li>● Ponder's Drug Store: Renovate and rehabilitate through partnership</li> <li>● Streetscape: Restore and maintain through partnerships</li> </ul>
<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: remains as today</li> <li>● Parking: remains as today</li> </ul>	<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Possibly expand with auditorium/theater</li> <li>● Visitor Center: Possibly construct new with auditorium/theater</li> <li>● Ponder's Drug Store: Restore exterior, rehabilitate interior</li> <li>● Parking: Northeast corner/share with existing lots</li> </ul>
<p><b>Partners:</b></p> <ul style="list-style-type: none"> <li>● The Little Rock School District</li> <li>● The Central High Museum, Inc.</li> </ul>	<p><b>Partners:</b> Same as Alt. 1 plus</p> <ul style="list-style-type: none"> <li>● Owners of residences along South Park Street</li> <li>● Owners of Ponder's Drug Store</li> <li>● Owners of proposed Civil Rights Institute</li> <li>● Possibly the University of Arkansas, Little Rock</li> </ul>

Common to all Alternatives: ● Sculpture Garden developed by the museum board and maintain

ALTERNATIVE 3: THE CITY	ALTERNATIVE 4: INTERNATIONAL IMPACT
<p><b>Focus:</b> The alternative provides an in-depth look at the Civil Rights issue as it relates to state and federal legislation. Visitors would have the opportunity to visit the national historic site and related sites within the city of Little Rock. Visitors would be provided with full orientation and visitor services at a nearby location and within the historic site's boundary.</p>	<p><b>Focus:</b> The alternative provides for in-depth scholarly study of the Civil Rights movement in the United States and its national and international affects. Visitors would be able to visit the historic site and have access to a wide-range of educational tools and activities. Visitors would be provided with full orientation and visitor services at an Education Center within the historic site's boundary.</p>
<p><b>Visitor Experience/Interpretation:</b></p> <ul style="list-style-type: none"> <li>● Orientation/Visitor Services: Rental space in nearby building</li> <li>● Interpretation/Education: Expand education programs to include the development of school district-wide programs from elementary through senior high; possibly exhibits at Ponder's Drug Store</li> <li>● Tours: Guided or self-guided tours of the historic site. Shuttle tours of historic site and related sites.</li> </ul>	<p><b>Visitor Experience/Interpretation:</b></p> <ul style="list-style-type: none"> <li>● Orientation/Visitor Services: Existing visitor center</li> <li>● Interpretation/Education: Education Center with presentation and telecommunication links to academic institutions; satellite for teleconferencing and class room presentations; Central High School classroom for visiting student groups; possibly interpretive or traditional use at Ponder's Drug Store</li> <li>● Tours: Self-guided or guided walking tours of the historic site</li> </ul>
<p><b>Resource Conditions:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Maintain front exterior as today; interior for interpretation</li> <li>● Central High School: Maintain front exterior and landscaping through partnership</li> <li>● Ponder's Drug Store: Renovate and rehabilitate through partnership</li> <li>● Related Sites in Little Rock: Preserve and interpret through partnerships</li> </ul>	<p><b>Resource Conditions:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Same as Alt. 1</li> <li>● Central High School: Maintain front exterior and landscaping through partnership</li> <li>● Ponder's Drug Store: Rehabilitate and renovate</li> </ul>
<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Remains as today</li> <li>● Orientation Center: Rental space nearby</li> <li>● Auditorium/theater: construct new or share existing</li> <li>● Ponder's Drug Store: Possibly rehabilitate and renovate</li> <li>● Parking: Orientation Center and Mobil Gas Station</li> <li>● Shuttle System: Develop through partnerships</li> </ul>	<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>● Mobil Gas Station: Remains as today:</li> <li>● Education Center: Construct new</li> <li>● Ponder's Drug Store: Possibly rehabilitate and renovate</li> <li>● Parking: Education Center</li> </ul>
<p><b>Partners:</b> Same as Alt. 1 plus</p> <ul style="list-style-type: none"> <li>● Managers/owners of related civil rights sites in the city of Little Rock and immediate area</li> <li>● The City of Little Rock</li> <li>● Little Rock Convention and Visitors Bureau</li> <li>● Neighborhood associations</li> <li>● Owners of Ponder's Drug Store</li> </ul>	<p><b>Partners:</b> Same as Alt. 1 plus</p> <ul style="list-style-type: none"> <li>● Neighborhood associations</li> <li>● Owners of Ponder's Drug Store</li> <li>● National and international civil rights related academic programs, libraries, universities, school districts and Private industry</li> <li>● Partnerships to organize conferences, symposiums, scholarly publications, and presentations</li> </ul>
<p>y the National Park Service</p>	

Station has been restored and will be maintained in its current condition.

Development: The existing visitor center would remain the main orientation area for visitors. No expansion of the visitor center would occur. There are currently 12 parking spaces available at the visitor center with bus parking available at the curb.

Partners: The Little Rock School District and the Central High Museum, Inc. would continue to be the primary partners of the national historic site.

## ALTERNATIVE TWO: THE SITE

Focus: This alternative would emphasize an array of interpretive and visitor services within the boundaries of the national historic site. Visitors would be provided with full orientation and interpretive services to understand the events of 1957 and how those events influence the educational system today. In this alternative, the National Park Service would seek Congressional authorization to expand the boundary of the national historic site to include the houses located along South Park Street (across from the front of the school) to preserve and interpret the site, inclusive of the immediately adjacent neighborhood.

Visitor Experience/Interpretation: Visitors would receive orientation at either the expanded visitor center (Mobil Gas Station) or at a newly constructed visitor center. The visitor center would offer media presentations and interpretive exhibits, expanded educational opportunities and visitor services, and contain an auditorium/theater. Visitors would receive information on self-guided or guided tours. Visitors would have an opportunity to see the inside of the high school under scheduled tours arranged by the National Park Service and the Little Rock School District. A museum collection could be developed, and archived collections could be located at the University of Arkansas, Little Rock. Visitors would arrive at the site in personal cars, vans, and tour buses. Interpretive exhibits could be placed in Ponder's Drug Store.

Resource Conditions: The National Park Service would provide advisory assistance to the high school in the maintenance of the building's front facade and landscaping. The restored front exterior of the Mobil Gas Station would remain as it is today though additional space might be added to accommodate greater numbers of visitors. The rehabilitation of the exterior and the renovation of the interior of Ponder's Drug Store could be accomplished through a cooperative

agreement between the National Park Service and the owners of Ponder's Drug Store (the Capel Building). The park would work to establish cooperative agreements with the homeowners located along South Park Street to maintain and restore the streetscape.

Development: Either the existing visitor center would be expanded or a new visitor center developed on the northeast corner of South Park and West 14th streets to accommodate visitor orientation, park administration, and interpretation including an auditorium/theater. The exterior of Ponder's Drug Store could be rehabilitated, and its interior could be renovated. Parking would be expanded and/or shared with nearby, existing lots.

Implementation Partners: The National Park Service would enter into partnerships with the Central High School, the Little Rock School District, the University of Arkansas, Little Rock, the Central High Museum Inc., and the owners of the houses along South Park Street and the Capel Building.

## ALTERNATIVE THREE: THE CITY

Focus: This alternative places the events at the Central High School within the context of the city and state. Visitors would have the opportunity to learn about the events that took place not only at the high school but also at related sites throughout the city of Little Rock. The accompanying map indicates some of the sites that could be linked as partners with the national historic site.

Visitor Experience/Interpretation: Visitor orientation and park administration would be located off-site in a nearby building. From a central orientation point visitors would be provided information on other civil rights sites in the city of Little Rock. Visitors would be able to take a shuttle or walk the few blocks from the visitor orientation center to the national historic site. Once on site, visitors would participate in guided or self-guided tours. The national historic site would be the center or focal point for interpreting the larger story surrounding the events of 1957. Visits to related sites would be primarily by shuttle bus. Interpretation would be expanded to provide more in-depth understanding of the larger civil rights issues of the Little Rock crisis as they relate to the civil rights movement.

Resource Conditions: The national historic site would work cooperatively to develop a partnership with the Little Rock School District to preserve the front exterior and front landscaping of Central High School. The restored Mobil Gas Station would remain as it is today. If acquired from a willing seller, efforts would be made to



- |                               |                         |
|-------------------------------|-------------------------|
| 1 Central High School         | 6 Terry Mansion         |
| 2 Visitor Center              | 7 Governor's Mansion    |
| 3 Dunbar Jr. High School      | 8 U.S. Courthouse       |
| 4 Home of Mrs. Daisy Bates    | 9 State Capitol         |
| 5 Horace Mann Jr. High School | 10 Bethel A.M.E. Church |

rehabilitate and renovate Ponder's Drug Store to house additional exhibits. Through partnerships, related sites in the Little Rock area would be preserved and interpreted.

Development: Full visitor services, orientation and park administration would be located close to the national historic site. Ponder's Drug Store would be rehabilitated and renovated. Primary parking would be provided at the off-site visitor center. A shuttle system would be operated in conjunction with other related sites. Facilities to support the shuttle system would be developed at the national historic site.

Implementation Partners: Partners would be owners of related civil rights sites in the Little Rock area. The Little Rock School District, the Central High Museum Inc., the City of Little Rock, the Little Rock Convention and Visitors Bureau and neighborhood associations would be involved in implementing this alternative. The National Park Service would encourage and support efforts to construct a civil rights institute, although the National Park Service itself would not develop the institute. The National Park Service would participate as an interested partner in advancing institute programs that were consistent with the purpose of the park.

#### ALTERNATIVE FOUR: INTERNATIONAL IMPACT

Focus: This alternative is designed for in-depth, scholarly study of the events at Central High School, the civil rights movement in the United States, and their affect on the national and international civil rights movement. This alternative provides a wide range of educational tools for students and visitors. The National Park Service would strive to serve the national and international audiences of the site by creating an exciting, provocative experience for students all over the world.

Visitor Experience/Interpretation: Visitor orientation would continue in the Mobil Gas Station and an education center would be located on the northeast corner of South Park and West 14th streets. The focus of the education center would be to provide classroom experiences to organized groups on the 1957 event and its impact on civil rights nationally and internationally. A variety of education media would be used to highlight and explore the story.

At the education center, visitors would have access, through information technology systems, to the story of the Little Rock Nine and the impact it had on the national and international civil rights movement. A wide variety of education and interpretive media would be used to highlight and explore the national historic site's story. Classes in the education center would be designated for visiting student groups. The education

center would provide for traveling exhibits that would be linked to curriculum. Schools and teachers would have access to extensive web-based resources, satellite or web classroom presentations, and the ability to create learning centers for student research and activities. Visitors would be able to visit the education center, and take guided or self-guided tours of the national historic site. This alternative would offer a curriculum-based experience through partnerships with libraries, universities, school districts and local historical entities.

Resource Conditions: The national historic site would work cooperatively to develop a partnership with the Little Rock School District to preserve the front exterior and front landscaping of Central High School. The Mobil Gas Station would remain as it is today. The exterior of Ponder's Drug Store would be rehabilitated, if acquired from a willing seller, and the interior would be adaptively reused for traditional use or classroom space.

Development: New construction would occur for the Education Center/Park Administration/Park Headquarters on the northwest corner of West 14th and South Park streets. Parking for school buses and visitor cars would be at this location or nearby. The exterior of Ponder's Drug Store would be rehabilitated and the interior adaptively used.

Implementation Partners: Partnerships would be developed to organize conferences and symposiums, conduct research, and produce scholarly publications. Partnerships would be developed to preserve the streetscape through a "preservation district overlay."

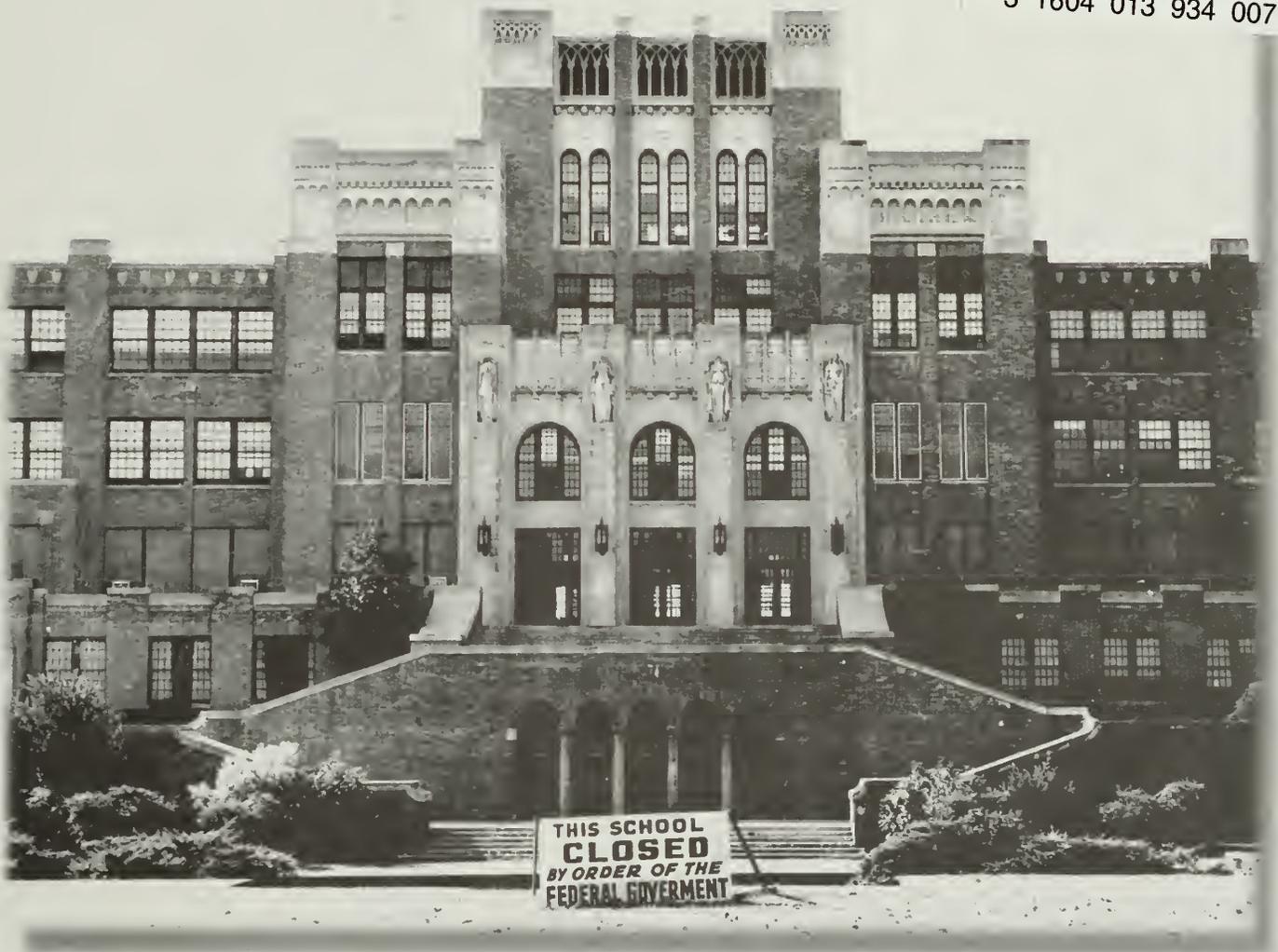
#### *what we need from you, the public*

Your comments and ideas are key to preparing a viable plan for this important site. Your comments and suggestions will help in the selection of a preferred alternative.

There are several ways you may comment on the draft conceptual alternatives and the work completed to date. Fill out and return the enclosed prepaid comment form or contact:

Superintendent Forney  
National Park Service  
Federal Building  
P.O. Box 3527  
Little Rock, AR 72205  
phone: 501-661-1892 ☐ fax: 501-376-4728  
email: Dave\_Forney@nps.gov.

Please feel free to share this newsletter with friends and neighbors.



### *what's next*

After we have heard your response to these draft conceptual alternatives, we will incorporate your ideas and concerns. Later this summer the planning team will conduct a workshop to select the National Park Service's preferred alternative for the national historic site. A draft GMP/EIS, containing the preferred alternative will be published and made available for your review in the Spring of 2001. Comments received on this newsletter will be utilized to create the draft document. The draft GMP/EIS will be placed on review for 60 days. During that time the National Park Service will hold public meetings to provide you with another opportunity to comment on the future of the national historic site.

Please be aware that due to public disclosure requirements, the National Park Service, if requested, is required to make public the names and addresses of commentors. This typically occurs in sites in which there is considerable controversy regarding park plans. If you wish us to withhold your name and/or address, you must state this prominently at the beginning of your comment. The National Park Service will then determine whether the information can be withheld under the Freedom of Information Act, and we will honor your request to the extent allowed by law. We will make all submissions from organizations or businesses, and from individuals identifying themselves as representatives or officials of organizations or businesses, available for public inspection in their entirety.

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