

# Tuskegee Airmen National Historic Site



Long Range Interpretive Plan  
October 2003

# **INTRODUCTION**

## **THE PLAN**

This Long-Range Interpretive Plan sets a direction for the future of interpretation and education at the Tuskegee Airmen National Historic Site. For the next five to ten years, the planning, design, and operation of interpretive exhibits, facilities, and programs shall reflect the Long Range Interpretive Plan. It addresses both personal services and media, provides the foundation elements for the Annual Interpretation Plan, and is consistent with Service and site legislation, the Moton Field/Tuskegee Airmen Special Resource Study (1998), and the Report to the U.S. Congress: Proposed Partnership for the Development of the Tuskegee Airmen National Center (2002). The plan should be reviewed annually at the park level. Minor revisions falling within the development requirements set forth in PL 105-355, Section 304(d)(4) [Operation and development of the historic site shall reflect Alternative C, Living History . . . . Subsequent development . . . shall reflect Alternative D . . . ] can be made with the review and approval of the Regional Director, Southeast Region.

## **IMPORTANT ASPECTS FOR PARK DEVELOPMENT**

The Tuskegee Airmen National Historic Site truly has developed on a fast track. Going from a concept to a law in near record time, the site is now poised to become a landmark in the interpretation of the American experience. Stepping “back in time” at Moton Field will provide visitors with a more traditional National Park Service experience. Two ideas will move visitors well beyond the traditional. They are: the Tuskegee Airmen Oral History Project and the Tuskegee Airmen National Center. Both are essential ingredients in our efforts to provide opportunities to form emotional and intellectual connections between people and the past.

## **ORAL HISTORY INTERVIEWS VITAL, CENTRAL TO INTERPRETATION**

This project is poised to make the Tuskegee Airmen story perhaps the best documented aspect of American history interpreted by the National Park Service. For every Tuskegee Airmen pilot, there were perhaps a dozen men and women who provided ground support. They came from every part of the country, and every circumstance. The stories of their origins, experiences, expectations, and contributions will be the foundation for the interpretation and education programs. In virtually every exhibit, images and voices will reach out to forge unforgettable links with the personal experiences of our visitors. Through the Congressionally funded Oral History Project, 1500 of these men and women will explain their history in their own words. There is no better way to either gather or present this “living” history to our visitors.

## **INNOVATIVE NATIONAL CENTER COMPLETES THE SITE**

Preferred Alternative “D” calls for building a Tuskegee Airmen National Center on a bluff adjacent to the Historic Complex at Moton Field. Without the building, the requirements of Public Law 105-355, Section 302 (b) [Purposes], and Section 304 (b) [Purposes of National Center] cannot be adequately realized. Here, visitors will find context for the story and explore, in depth, a combination of military, aviation, and civil rights themes. When completed, the facility will have a broad national appeal and take its place as one of four major aviation museums arcing from Savannah to Warner-Robbins to Pensacola. Built with private funding and operated through a Federally-legislated trust, the facility could be an outstanding interpretive services model for the National Park Service in an era of shrinking public funding.

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**Part 1:**  
**FOUNDATION**

# Purpose and Significance

This section presents a brief narrative of the legislated purpose of the park and a description of its overall significance. The statements are based on the park's legislative history and historic resource study.

Public Law 105-355 established the Tuskegee Airmen National Historic Site on November 9, 1998. The site's purposes are:

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

(2) To commemorate and interpret:

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

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

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

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

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

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

The site and its associated stories are significant for several reasons:

(1) The struggle of African Americans for greater roles in North American military conflicts spans four centuries. Opportunities for African American participation in the U.S. military were always very limited and controversial. Quotas, exclusion, and racial discrimination were based on the prevailing attitude in the United States, particularly on the part of the U.S. military, that African Americans did not possess the intellectual capacity, aptitude, and skills to be successful fighters. **Political pressure exerted by the black press, civil rights groups, historically black colleges and universities, and others, resulted in the formation of the Tuskegee Airmen, making them an excellent example of the struggle by African Americans to serve in the United States military.**

(2) In the early 1940s, key leaders within the United States Army Air Corps (Army Air Forces) did not believe that African Americans had the intellectual capacity to become successful military pilots. After succumbing to the pressure exerted by civil rights groups and black leaders, the army decided to train a small number of African American pilot cadets under special conditions. **Although prejudice and discrimination against African Americans occurred throughout the nation, it was more intense in the South where it had hardened into rigidly enforced patterns of segregation. Such was the environment that the military chose to locate the training of the Tuskegee Airmen.**

(3) **The military selected Tuskegee Institute (Tuskegee University) as a civilian contractor for a variety of reasons. These included the school's existing facilities, engineering and technical instructors, and a climate with ideal flying conditions year round; and the racial climate of central Alabama.** Tuskegee Institute's (Tuskegee University's) strong interest in providing aeronautical training for African American youth was also an important factor, Tuskegee's students

and faculty had designed and constructed Moton Field as a site for its military pilot training program and named it for the school's second president Robert Russa Moton.

(4) In 1941, the Army Air Corps (Army Air Forces) awarded a contract to Tuskegee Institute (Tuskegee University) to operate a primary flight school at Moton Field. Consequently, **Tuskegee Institute (Tuskegee University) was one of a very few American institutions - and the only African American institution - to own, develop, and control facilities for military flight instruction.**

(5) Moton Field was the only primary flight training facility for African American pilot candidates in the U.S. Army Air Corps (Army Air Forces) during World War II. Thus, **the facility symbolizes the entrance of African American pilots into the Army Air Corps (Army Air Forces) and the singular role of Tuskegee Institute (Tuskegee University) in providing economic and educational resources to make that entry possible, although on a segregated basis.**

(6) The Tuskegee Airmen were the first African American soldiers to successfully complete their training and enter the Army Air Corps (Army Air Forces). **Almost 1000 aviators were produced as America's first African American military pilots. In addition, more than 10,000 military and civilian African American men and women served in a variety of support roles.**

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

(8) The success of the Tuskegee Airmen proved to the American public that African Americans, when given the opportunity, could become effective military leaders and pilots. **Modeled on the**

**professionalism of Chief Alfred Anderson, Benjamin O. Davis, and Daniel “Chappie” James, their performance helped pave the way for desegregation of the military, beginning with President Harry S Truman's Executive Order 9981 in 1948.** It also helped set the stage for civil rights advocated to continue the struggle to end racial discrimination during the civil rights movement of the 1950s and 1960s. **Consequently, the story of the Tuskegee Airmen constitutes a powerful and seminal metaphor for the struggle of black freedom in America.**

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

# Themes

Themes define the most important ideas or concepts communicated to the public about a park. They convey the tangible/intangible meanings and universal concepts inherent in the park's resources. Themes are the building blocks on which interpretive services and educational programs are built. They convey the tangible/intangible meanings and universal concepts inherent in the park's resources. Themes for the Tuskegee Airmen National Historic Site appear below in a random list. They are grouped under categories identified in the National Park Service's thematic framework developed in 1996.

## **Peopling Places**

Moton Field was a place of opportunity. The Tuskegee Airmen seized that opportunity, overcame tremendous obstacles, and accepted the challenge.

The Tuskegee Airmen came from across the United States to a place where they learned special skills from special people, and developed camaraderie and confidence that has followed them to this day.

## **Creating Social and Political Movements**

Tuskegee Institute and the Tuskegee Airmen aimed for excellence at Moton Field and elsewhere. This opportunity to prove that African Americans could excel was the result of the struggle for civil rights on the part of progressive American individuals, organizations, and public officials.

The lack of opportunities for African American bombardiers led to protests at Freeman Field, Indiana. These protests heightened changes in attitudes of key figures in the military command.

## **Expressing Cultural Values**

Those who became Tuskegee Airmen valued education and achievement before they came to participate in what became known as the "Tuskegee Airmen Experiment." They were the very best, and determined to dispel the myth that African Americans could not fly, fight, lead, and work together as a cohesive unit.

Tuskegee Institute, under the leadership of President Patterson and with the support of blacks and whites together, actively sought and laid the foundation for the Tuskegee Airmen program.

## **Developing the American Economy**

The Tuskegee Airmen were leaders and creators. They multiplied their talents and became leaders in industry, business, organizational development and politics.

Military "experiments," including the Tuskegee Airmen and the GI Bill, generated a wide variety of skilled men and women who carried their talents into the work force after World War II.

World War II spurred the economy, redefined national attitudes toward work, and opened vast opportunities for civilian men and women of all ethnic and racial backgrounds.

## **Shaping the Political Landscape**

From the beginning of the American experience, military opportunities for African Americans, by tradition and policy, provided only very limited roles in a segregated environment. The U.S. Army Air Corps was totally segregated and unique in the U.S. military, and Moton Field was the only place where African Americans could become military pilots/airmen.

## **Expanding Science and Technology**

The Tuskegee Airmen demonstrated their skills and abilities for the first time in World War II and imparted them to future generations, especially through African American ROTC programs.

### **Changing Role of the U.S. in the World Community**

President Truman's support for military desegregation in 1948 set the tone for future national civil rights actions and legislation.

General Benjamin O. Davis Jr. was the epitome of extraordinary leadership and individual achievement.

The American civil rights movement encouraged other human rights movements throughout the world.

The great combat successes of the Tuskegee pilots earned them the highest respect of the German Luftwaffe.

### **Transforming the Environment**

Moton Field - its story suppressed, ignored and forgotten for almost half a century - is worthy of preservation and interpretation for future generations as Tuskegee Airmen National Historic Site, a unit of the National Park Service.

# Management Goals

Goals describe management's intent in offering interpretive and educational programs and services. They are founded in the park's mission statement and expressed in greater detail in the park's Strategic Plan. This section also contains objectives that define specific outcomes for the interpretive and educational programs, such as bolstering community support, building future constituencies, and providing opportunities for life-long learning.

**Mission Statement:** The mission of Tuskegee Army National Historic Site is to preserve and interpret the historic resources at Moton Field, Tuskegee, Alabama, and tell the full story of the thousands of Americans known as Tuskegee Army.

## **Government Performance and Results Act Goals (Interpretation):**

Mission Goal 1a: Natural and cultural resources and associated values are protected, restored, and maintained in good condition and managed within their broader ecosystem and cultural context.

Mission Goal 2a1: At least 80% of park visitors are satisfied with appropriate park facilities, services, and recreational opportunities.

Mission Goal 2b11 At least 60% of park visitors understand and appreciate the significance of the park they are visiting.

# Desired Visitor Experiences

The description of visitor experience relative to interpretation defines how the interpretive process will facilitate a physical, intellectual, and emotional experience based on previously described purpose, significance, themes, and goals. Visitor experience goals describe opportunities for the public and suggest how interpretation may change the way the public, including organized groups, will think, feel, or act as a result of their park experience. With regard to educational programs this section describes what educators, teachers, and students will experience when participating in an educational program.

## Visitor Goals

During their stay at Tuskegee Airmen National Historic Site, visitors should have opportunities through signage, facilities, interpretive media, and personal services, to:

- ❑ Find the visitor center.
- ❑ Access park facilities without encountering barriers.
- ❑ Orient themselves to park, community, Tuskegee University, and regional facilities and resources.
- ❑ View exhibits in the National Center and Historic Complex.
- ❑ Hear the voices and see the images of Tuskegee Airmen as they describe their experiences in their own words.
- ❑ Watch an audiovisual program in the theater.
- ❑ Talk to a ranger at a contact station information desk.
- ❑ Participate in conducted interpretive programs.
- ❑ Participate in a simulated flight training experience.
- ❑ Attend an in-depth education experience.
- ❑ View aviation students in flight training status reminiscent of the period 1941-46.

- ❑ Research the Tuskegee Airmen and associated stories.
- ❑ Participate in professional enhancement activities for educators.
- ❑ Have a commemorative, outdoor museum experience at the Moton Field Historic Complex.
- ❑ Take an airplane ride from the adjacent Moton Field Municipal Airport.

### **Visitor Experience Statements**

During the course of their visit to Tuskegee Airmen National Historic Site, it is expected that visitors - through interacting with interpretive media and participating in personal services programs - will develop or increase their:

- ❑ Understanding that the National Park Service administers Tuskegee Airmen National Historic Site as a unit of the National Park System.
- ❑ Understanding that the National Center and Historic Site operate through a partnership among the National Park Service, Tuskegee University, and Tuskegee Airmen, Inc.
- ❑ Awareness of safety hazards in the park
- ❑ Knowledge of the park's interpretive themes and stories.
- ❑ Appreciation of the park's cultural resources
- ❑ Sense of stewardship in protecting the park's resources.
- ❑ Personal achievement modeled after the tradition of excellence exemplified by the Tuskegee Airmen.

# Issues and Influences Affecting Interpretation

This section includes long-range service-wide initiatives, influences and opportunities inside and outside the park, resource-based issues, and internal issues that affect interpretation and education.

## **Service-wide Initiatives:**

Within its Strategic Plan of 1997 -- mandated by the Government Performance and Results Act (GPRA) -- the National Park Service set a number of long-term Mission Goals to be achieved by September 30, 2002. Among its goals and initiatives, the National Park Service emphasized the following areas of service-wide priorities:

- ❑ Preservation of Natural and Cultural Resources
- ❑ Natural and Cultural Resources Inventories
- ❑ Visitor Safety and Satisfaction with Park Facilities
- ❑ Visitor Understanding and Appreciation of Resources
- ❑ Visitor Demographics
- ❑ Workforce Diversity
- ❑ Employee Competencies Training/Certification
- ❑ Employee Safety
- ❑ Cost-effectiveness
- ❑ Partnerships
  - Community Groups/Non-Profits
  - Other Government Agencies
  - Corporate Sponsors
  - Academic Institutions
- ❑ Education Outreach
- ❑ Scientific and Historical Research
- ❑ International Assistance

### **External Issues**

- ❑ Highway access and need for improvement
- ❑ Interstate highway signage
- ❑ Alabama state tourism promotion
- ❑ Moton Field Municipal Airport development
- ❑ Viewshed impact from economic development
- ❑ Broad constituency

### **Resource-based Issues:**

- ❑ Curatorial storage and maintenance, particularly of oral history tapes and transcripts as primary resources
- ❑ Transportation system impact
- ❑ Historic structure restoration schedule and adaptive use issues

### **Internal Issues**

- ❑ Interpretive training requirements
- ❑ Shared responsibilities with Tuskegee Institute National Historic Site
- ❑ Operational partnership issues

# Visitor Profile

This is a broad description of park audiences and their needs including both actual and potential audiences. It should include in-park, out-of-park, and education audiences. Generally, this analysis should depend on systematic surveys.

The Tuskegee Airman National Historic Site remains closed to visitors during its rehabilitation. Planning workshops, a marketing study done in conjunction with the park's feasibility study, and data from the nearby Tuskegee Institute NHS, provide some information on the visitor potential.

The list of significant potential visitors includes:

- ❑ National civil rights audience (interest in social impacts)
- ❑ National military personnel and veterans groups
- ❑ National aviation audience (fly-ins/airport relations)
- ❑ Regional tourists (Interstate 85 drive-bys)
- ❑ Local education
  - Department of Aeronautics and Aviation Science
  - Tuskegee University students
  - Elementary/secondary school students on day trips
- ❑ National education audience (teacher seminars)
- ❑ National history audience (enthusiasts)
- ❑ National Park Service enthusiasts
- ❑ Attraction goers/visitors (spontaneous)
- ❑ Researchers/scholars
- ❑ Genealogy enthusiasts
- ❑ Interstate rest stop users ("non-audience")
- ❑ Older adults (e.g. World War II generation)
- ❑ Football fans
- ❑ National conference/special events audience
- ❑ Families
- ❑ African-American children
- ❑ Very young children
- ❑ Internet users

The travel industry was one of the fastest growing sub-sectors in the Alabama economy in 1996. Interest has been high in developing a larger tourist economy. In 2000, the Alabama Bureau of Tourism and Travel, and Auburn University, Montgomery, conducted an economic impact study for the Tuskegee Airmen National Historic Site, based on a complete build-out including the National Center. The study targeted a 50% market penetration by the fifth year of operation. At this penetration level, the National Center could expect 457,745 annual visitors and total traveler spending of just over \$33 million. Total money introduced into the Alabama economy could reach \$65.5 million. Over 1450 new jobs would be created in the travel industry and other support sectors. This would increase employment opportunity in Macon County by almost 20%.

The study estimates appear reasonable given that the park's location is adjacent to Interstate 85 and within four miles of Tuskegee Institute National Historic Site. In addition, Montgomery and its growing number of tourist attractions is a thirty-minute drive west of Tuskegee. Currently, many visitors come from metropolitan Atlanta, a two hour drive east.

Other factors affecting visitor use of the historic site include the widespread visibility and interest in the Tuskegee Airman story, interest in general aviation history, and the upcoming centennial of the Wright Brothers' first flight at Kitty Hawk, North Carolina, in December 2003.

# Existing Interpretive Condition

Historic resources at Tuskegee Airmen National Historic Site are closed to visitors pending rehabilitation and site development for public use. Currently, the Airmen story is told through museum exhibits, audiovisuals, and personal services housed in a temporary contact station adjacent to the parking lot off Chappie James Drive. Center hours are 9:00 am to 4:30 p.m. daily, except for Thanksgiving, Christmas, and New Year's Day. The center bookstore sells several Tuskegee Airmen books, videos, posters, and other interpretive materials. The park staff makes every effort to provide visitors with guided walks to a nearby historic complex overlook. The short walks provide opportunities for talks on the Airmen story and future plans for the site.

On the campus, about four miles from Moton Field, Tuskegee University owns and operates the General Chappie James Memorial Hall. The hall features several museum exhibits on James's distinguished military career, beginning as a Tuskegee Airmen. The airmen story is told through "Black Wings," an exhibit produced by and given to the university by the Smithsonian Institution. All told, the exhibit collection has several hundred items ranging from James's personal collection of African art to an F4 Phantom aircraft he flew during a tour of duty in Southeast Asia.

# **PART 2: FUTURE INTERPRETIVE PROGRAM**

This part describes the mix of services and facilities, both personal and non-personal, that are necessary to communicate the park themes and facilitate identified visitor experiences. The elements in this section will be based on the goals and visions established in Part 1: FOUNDATION. Care should be taken to consider the diversity of park visitors, including education audiences, in all planning. Potential visitors must be considered as well. There is a wide range of approaches in describing and achieving a park's future interpretive program.

# Visitor Scenarios

Visitors come to parks with their own sets of preconceptions and needs. Over time, patterns emerge as visitors interact with park resources and themes. To some extent, interpretive planning can help shape how the visitor experience unfolds. At the Tuskegee Airmen National Historic Site, it is anticipated that most visitors will experience one of the following general experiences:

## **HIGHWAY REST STOP (FORTY-FIVE MINUTES)**

Fifteen minutes: rest room break and brief orientation at the information desk.

Fifteen minutes: watch video

Fifteen minutes: walk past the Wall of Honor and Historic Complex Overlook on return to car.

## **WALK -THROUGH (NINETY MINUTES)**

Fifteen minutes: rest room break and casual orientation at the information desk.

One hour: visit to the Historic Complex.

Fifteen minutes: rest room break and visit to the bookstore.

## **FAMILY TOUR (FOUR HOURS)**

Thirty minutes: restroom break and full orientation.

Thirty minutes: lunch at the Ready Room Café.

Two and one-half hours: visit to Historic Complex.

Thirty minutes: restroom break and visit to the bookstore.

**DESTINATION TOUR (UP TO EIGHT HOURS)**

Thirty minutes: restroom break and full orientation.

[Thirty minutes: lunch at the Ready Room Café.]

[Five hours: tour of the National Center museum including audiovisual presentation, "Teach Me to Fly" training simulation, and "Red Tails in Battle" combat simulation.]

One hour: tour of the Historic Complex.

Thirty minutes: restroom break and snack at the Ready Room Café.

Thirty minutes: visit to the bookstore.

**SCHOOL GROUP TOUR (UP TO FOUR HOUR AND FIFTEEN MINUTES)**

Fifteen minutes: restroom break and brief orientation.

One hour: conducted education activity in the National Center.

Thirty minutes: box lunch in the picnic area.

Two and one-half hours: tour of the Historic Complex and educational activity.

Fifteen minutes: restroom break and brief visit to the museum store in the National Center.

# Personal Services

This section describes the role that personal services play in providing significance and context to the overall visitor experience. These services are also relevant for off-site educational activities, where preliminary connections are made through individuals rather than places. The potential use of facilities or media for educational purposes (i.e., education centers, residential programs, electronic field trips, etc.) should be explored here.

## PERSONAL INTERPRETIVE SERVICES AND PROGRAMS

Personal services at the Tuskegee Airmen National Historic Site will consist of orientation and information, conducted walks, talks, and tours; off-site presentations; and formal education. A specific set of complementary services will be offered at the National Center and Historic Complex. Program delivery will rely heavily on volunteers.

### Historic Complex

At the Historic Complex, rangers and volunteers will provide information and orientation to visitors at a contact station in Hangar 1 until the National Center is constructed. This service will be available daily, except New Year's Day, Thanksgiving, and Christmas, from 9:00 a.m. to 4:30 p.m., with extended hours during summer.

Once the National Center is open, it will become the primary information and orientation site. Information services should be available in both locations; however, there may be times during off-season or non-peak hours when the Historic Complex desk could go unstaffed.

Daily talks and guided tours through the complex will be available to visitors on the hour from 10:00 a.m. to 4:00 p.m. during the high season, with reduced schedules at other times. An advanced

reservation system will be in place for tour groups of more than 20 people. These tours will operate outside of the hourly programs provided for the general visitor. Rangers in uniform or historic costume will be expected to lead about 20% of all conducted activities.

Although most interpretation will occur inside the park, rangers and volunteers also will conduct off-site presentations for schools, civic groups, and other organizations. Presentations will include talks, costumed presentations, and demonstrations.

Roving interpretation or "interpretation by wandering around," will be an important part of the visitor experience at the Historic Complex.

### **National Center**

For a complete description of the facilities and programs of the National Center, readers should refer to Report to the U.S. Congress: Proposed Partnership for the Development of the Tuskegee Airmen National Center, November 2002. This document was prepared by National Park Service, Southeast Regional Office, in cooperation with Tuskegee University and Tuskegee Airmen, Inc., as required in Public Law 105-355.

### Museum

In the museum, day-to-day visitor services will be conducted almost exclusively through a well-organized and managed volunteer program. National Park Service rangers will be available to fill in behind volunteers when necessary.

Volunteers will be available at the tourist information desk to provide information on state-wide as well as local attractions and orientation to the national center. Visitors also will pay their interpretive service fee at the desk. The desk will be open daily - except New Year's Day, Thanksgiving, and Christmas - from 9:00 a.m. to 5:00 p.m., with extended hours during summer.

The Center's varied exhibits will be designed around themes, and visitors will be encouraged to enjoy them at a leisurely pace. For those persons who prefer more than an orientation, short introductory talks and tours will be offered. In addition, volunteers will be roving among the exhibits to provide visitors with information and brief talks about specific themes. Roving volunteers also will also provide first-line security for the museum and safety for visitors.

Interpretive services for tour groups will be another important aspect of Center operations. Unlike the Historic Complex, an ideal setting for guided tours, the National Center will be designed for self-guiding exploration. The need for any comprehensive "walk-through" experience led by a ranger or volunteer will be minimal. Still, many groups will ask for a special service, and Center staff would be wise to manage group visits in order to avoid crowding. To accommodate these needs, museum staff will encourage groups of 20 or more to make reservations for their visit. On arrival, the group will receive a special briefing about the museum and its services, and be released to enjoy the site at their own pace.

#### Learning Laboratory

The Learning Laboratory will offer specialized education services for students and teachers. As stated in the Report to the U.S. Congress, programs will be "based on presenting the Tuskegee Airmen as inspirational role models through applications of math, science, aeronautics, problem solving, and technology in a real world context." It will be a computerized learning facility aimed at developing and extending the technical skills of primary and secondary school students of the Black Belt region. The program will be staffed with a director, coordinator and four classroom teachers. The teachers also will provide professional support and assistance at the teacher resource center. This will be especially important once the center develops its in-residence program.

Using the concept of a school within a museum, the laboratory will be the focal point for learning programs using the exhibits and artifacts of the National Center as teaching tools. Student-visitor interface, where students play active roles in interpretation for visitors, will also be coordinated from the laboratory.

During the school year, the program will operate as a non-residence facility offering one to five-day learning experiences. During summer break, the laboratory will offer up to three five-day sessions as an in-residence program through a cooperative agreement with Tuskegee University.

#### Teacher Resource Center

The Teacher Resource Center will be an applied learning facility focusing on assistance to educators. The center will be staffed with a program coordinator and program assistant. The center will assist in curriculum development and teaching based on the use of the Tuskegee Airmen as practical role models for today's youth. In close cooperation with the learning laboratory, the center will provide teachers with the necessary concepts, information, and class materials to facilitate student learning both at the National Center and at their own schools. Although much of the assistance will be distributed electronically, the resource center should develop an in-residence program featuring up to 40 hours of continuing education credit for teachers.

#### Library and Archives

This facility will serve as the national repository for all information on the Tuskegee Airmen. Preserving all historical records of the Tuskegee Airmen in print and electronic media, the facility will be open to the general public, and facilitate research on all aspects of the Airmen story.

#### Museum Store

Traditionally, National Park Service bookstores - operated by cooperating associations - are a fundamental extension of the interpretive program. They offer a wide variety of media that allows a much deeper exploration of park themes than can be offered through on-site interpretation. With its broad and rich themes, this museum store will be an important source of understanding and appreciation for visitors. The manager, assistant manager, and clerical staff often will serve as adjunct interpreters as they assist visitor-customers with purchases.

# **Non-personal Services**

This section assesses the need for interpretive and educational media that includes exhibits, waysides, publications, audio-visual programs, mass and/or electronic media, study guides, workbooks, educational kits, and traveling exhibits. This section includes cost estimates and future media needs. Media should allow for multiple levels of visitor awareness and understanding in order to meet the needs of a diverse public.

## **TUSKEGEE AIRMEN MEMORIAL WALL OF HONOR**

As a dramatic uplifting and memorable introduction to the Tuskegee Airmen National Center, this heroic memorial will feature a wall of honor listing the names of each of the more than 15,000 men and women called Tuskegee Airmen. The memorial wall will be an outdoor exhibit near the proposed Historic Complex overlook. It will be designed to convey a powerful message of pride, preparation, and perseverance, the three dominant qualities that enabled the Tuskegee Airmen to achieve success despite tremendous obstacles. For many visitors, especially those with limited time to spend at the site, a visit to the wall and the overlook may be their total experience.

The combination has all of the makings of a tremendous attraction, including a “sacred ground” experience. As such, it will require careful planning and design to accommodate a full range of experiences, ranging from significant emotional events to recreation.

## **MUSEUM EXHIBITS - HISTORIC COMPLEX**

### **Cultural Landscape**

In order to enhance the experience of "stepping back in time," the Historic Complex grounds will be a "furnished" cultural landscape. In many ways, it will be an outdoor museum experience where visitors can be immersed in the primary flight training experience that occurred at Moton Field. Here, visitors can explore aircraft used for primary flight training, vehicles, signs, and other objects they would have encountered during the historic period 1941-46. Preservation guidelines will determine whether the objects are originals, reproductions, or stylized representations.

### **Orientation Center**

The existing orientation center will be temporarily located adjacent to the existing parking lot off Chappie James Drive. It will provide limited orientation and interpretive services. Orientation functions eventually will move to the National Center, at which time the temporary facility will be removed. This site may be determined as ideal for staging transportation to the Historic Complex. In that case, the temporary facility may be considered for adaptive use.

### **Hangar #1**

Hangar #1 housed the main activities at the airfield, including pilot debriefings and primary maintenance. The brick and corrugated metal hangar consists of a 78' x 94' open interior space surrounded by a series of one-story office, class, and storage room additions to the north, west, and south of the main structure. This building will be restored and appropriately furnished to represent the Tuskegee Airmen training experience of 1941-46. As such, it is the ideal location for an exhibit focusing on Depression-era Tuskegee, Alabama, during World War II.

The hangar bay will feature a fully equipped PT-17 and/or a PT-19 Stearman, and J3 Piper Cub trainer. The intent will be to depict aircraft maintenance activities that were conducted in Hangar #1. An

exhibit commemorating First Lady Eleanor Roosevelt's well-publicized flight with Chief Anderson should be located near the J3 Piper Cub. Other elements of primary maintenance, including engine and landing gear overhaul, and flight control surface maintenance will be interpreted through a simulated hangar setting. Every opportunity should be taken to develop interactive audiovisual exhibits allowing visitors to see and hear participants in the historic experience talking about the experience in their own voices and their own words.

Most of the exterior rooms on the north hangar and south hangar walls will be restored to their historic functions. Significant spaces include: Cadet Waiting Room, Dispatcher's Office, Operations Office, Waiting Room, Colonel Parrish's Office suite, Machine Shop, TOI Maintenance, Record Room, Tea Room, Chief Maintenance Office, and Supply Room.

Significant functions on the west wall include the Repair Shop and Machine Room containing several large boilers for a steam jenny used to clean the aircraft.

The overhead office in the main hangar may have some interpretive use, but specific recommendations should be deferred until the completion of a structural analysis.

## **Hangar #2**

This reconstruction will be a new structure with an exterior closely resembling the original. The main portion will house a visitor center and museum. The museum will use a variety of media to introduce the Tuskegee Airmen experience beyond the primary training phase at Moton Field. The interior spaces in Hangar #2 would be ideal for exhibiting scale model combat aircraft, e.g., AT-6, PT-19, and P-40.

The museum should include the “Teach Me To Fly” simulation experience and “In Their Own Words” interactive exhibit planned for the National Center.

Hangar #2 also will provide dedicated space for the Charles Alfred Anderson Department of Aerotechnology and Aviation Science. The program will be administered by Tuskegee University and occupy the rooms around the perimeter of the hangar. More than 50 years ago, pilot trainees learned specialized skills at Moton Field. This educational program would restore that program and provide an added dimension to the visitor experience by allowing visitors to see students learning in the tradition of the Tuskegee Airmen.

Such an arrangement provides for some interesting interpretive and educational opportunities. Displayed artifacts and exhibits in the building would serve a dual purpose of interpretation and education. Students and teachers would be responsible for assisting with special interpretive and "living history" programs as part of the curriculum activities. Interaction between visitors and students would be an integral part of the experience for both.

### **Locker Building**

The locker building was first used as an administration and classroom building. Later, it was converted into a bathhouse with locker and toilet rooms, and a first aid station for cadets and crews at Moton Field. This plan recommends restoration to the latter setting as an exhibit, but reserves some space for administrative functions. Visitors will have visual access to the restored spaces through any of several windows.

### **Skyway Club**

This building provided for social needs at Moton Field. It contains a large open room, a library-conference room, kitchen, rest rooms, bath room,

and several other rooms possibly used as offices, living rooms, or bedrooms. The club also has several large shed porches.

The Skyway Club will be rehabilitated and serve as a window into the social lives of the Airmen at Moton Field. Rooms open to visitors will retain their historic character, but furnishings will enable them to enjoy the spaces in much the same way as the cadets and officers. Porches will feature several comfortable rocking chairs inviting visitors to relax and enjoy informal conversations with park interpreters. As the "social center" for the park, the Skyway Club will house volunteer operations in the historic complex. Staff and volunteers will be on site during operating hours. Panel and small case exhibits throughout the club will enhance personal services interpretation. The oral history transcripts should be in a prominent exhibit.

The club also had a library. Continuing in this tradition, the park's library and archives should be housed here until the National Center is completed.

The tennis courts at the rear of the Skyway Club are significant elements of the cultural landscape and should be restored for interpretive purposes.

The Skyway Club will be an ideal site for intercepting visitors who use the proposed trail to access the complex from the National Center parking lot off Route 199.

#### **"Ghost" Structures:**

**Flight Commander's Office**

**Army Supply Building**

**Water Systems Building**

**Physical Plant Building**

"Ghost" structures will help reestablish the feeling of the complete complex by erecting three-dimensional frameworks or outlines to depict the shape and size of the buildings. In addition to construction drawings, several historic photographs show these buildings in great detail. If there is a

need to house mechanical systems outside of Hangar 1 and 2, these buildings should be constructed as façade exhibits, based on the photographic evidence.

### **Maintenance Building**

This building will be interpreted as a maintenance operation from the historic period, 1941-46.

### **Oil Storage Building Dope Storage Building Fire Building**

These small structures will be restored and furnished appropriately.

## **MUSEUM EXHIBITS - NATIONAL CENTER**

### **Ready Room Café**

The café will be an attractive extension of museum themes featuring panel exhibits, small wall mounted case exhibits, and music from the World War II era. An original or duplicated interior from a period officers or enlisted club would be ideal. A new décor, incorporating architectural elements from Moton Field, could also be effective.

### **Women in Flight**

The roles and contributions of women in the development of aviation will be chronicled through this exhibit. This exhibit will also commemorate their perseverance in spite of denials to be active pilots and enlist in the military where they could use their skills as pilots. Media used will include panel and case exhibits with audiovisual and interactive components.

### **Jobs**

This exhibit commemorates the wide variety of supporting tasks performed by the thousands of male and female airmen who acted as nurses, parachute riggers, administrative and clerical personnel, navigators, mechanics, bombardiers, and more. This exhibit will further the journey of a transfer of skills from "learning to fly" to creating a class of people and their culture. Media should focus heavily on audiovisual and interactive components.

### **African Americans in the Military**

The successes of the Tuskegee Airmen represent one victory in the long struggle by African Americans for greater roles in defending their country. This exhibit will trace the complex and varied history of African Americans in the United States military from the Colonial Wars and the American Revolution, War of 1812, Civil War, Buffalo Soldier Era, Spanish American War, World War I, World War II, Korean Conflict, Vietnam Conflict, Operation Desert Storm, to Operation Iraqi Freedom, and the contemporary experience. Military desegregation will be a dominant theme in this exhibit.

This exhibit will have a highly visible world history timeline element. It will be arranged as a series of chronological alcoves. Each alcove will feature a different conflict, interpreted through panel and case exhibits, and audiovisual components.

### **Teach Me to Fly**

Visitors will "learn to fly" in this exhibit/experience featuring a flight simulator based on the historic Link trainer. It will be a highlight of a National Center visit.

Edwin A. Link, an organ builder from Binghamton, New York, developed his device using pneumatic technology developed for the organ and player piano industry. Patented as an amusement ride in 1930, it was quickly recognized as a safe, valuable tool for instrument flight training. The pilot entered

the fully-instrumented cockpit from the side and closed the cover. An operator sat nearby and "radioed" a flight plan to the pilot. As the pilot followed the plan, the Link Trainer simulated climbing, banking, and descending. A pen device traced the course on a map on a table so pilot and instructor could review performance.

"Teach Me to Fly" will be an experience designed for one or two people per trainer. The trainer "theater" should be designed to accommodate up to 30 people at one time. "Flight instructors" will provide orientation, training, monitoring, and review for the "pilots." This experience will provide each "pilot" with a souvenir - the flight trace - of their visit to the National Center. Depending on price structure and associated costs, this interpretive experience could be operated on a fee basis. If there is a fee for this experience, the National Center should provide similar experiences for individuals and groups at no cost. For example, the free experience could range from an opportunity to sit inside a static Link Trainer, to one that simulated motion through video projection.

### **Red Tails in Battle**

This experience will be a motion control simulation experience for groups of 20 to 30 people at a time. Much like a theme park ride concept, Red Tails in Battle will provide exciting entertainment value. At the same time, it also will provide significant interpretive opportunities for all age groups. Incorporating historic film footage, computer simulation, and narratives by the Tuskegee Airmen themselves, this 10-15 minute multimedia experience will leave visitors with an appreciation of air combat in the European and African theaters of World War II.

### **American Heroes - the Tuskegee Airmen**

An exhibit focusing on the combat success as heroic excellence, honors received, and obstacles overcome by the Tuskegee Airmen. Media will include panel and case exhibits with audiovisual

and interactive components. The exhibit will expand and guide the visitor through a "past, present, and future" legacy of this historic program, including its impact on civil rights struggles in the United States, and similar movements throughout the world.

### **In Their Own Words**

In this gallery, a series of interactive exhibits will provide visitors with opportunities to see and hear the airmen, their support personnel, and their families describe their experiences.

### **Tuskegee Airmen Aircraft Exhibit**

In this large central gallery, visitors will be able to view original World War II aircraft flown by the Tuskegee Airmen in training and combat. Training aircraft not exhibited in the Moton Field Historic Complex will also be displayed in this gallery. These planes include the BT13 "Valiant," AT6 "Texan," AT10 "Wichita," UC78 "Bobcat," and Twin Beech/C45 "Expeditor." Combat aircraft to be displayed include the P39 "Airacobra," P40 "Warhawk," P47D "Thunderbolt," P51D "Mustang," and B25 "Mitchell." Scale models are an appropriate solution for display purposes when original aircraft are unavailable.

## **WAYFINDING**

A well-designed sign system will help first time visitors find the site. The system also will establish the site's "National Park" identity with local residents. Both are important challenges to successful communication and interpretation given the potential for confusion with Tuskegee Institute National Historic Site.

The site needs four types of signs at several locations to achieve these goals:

### **Advance Notice Signs**

1. Two signs - On Interstate 85 to capture east and westbound traffic at the Notasulga Road (Alabama 81) exit

### **Traveler Information Signs (Low-band radio broadcast alert)**

2. Two signs - On Interstate 85, east and west-bound
3. Two signs - On Notasulga Road, north and southbound

Exact sign location will be determined by antenna placement for optimum three to five-mile radius broadcast.

### **Directional Signs**

4. Two signs - Notasulga Road (Alabama 81) exit on Interstate 81
5. Two or four signs - Notasulga Road at exit stop sign
6. Two signs - Notasulga Road north and south of General Chappie James Drive intersection

(This intersection will likely need to be reconfigured to a 90 degree or “T” intersection for safety considerations.)

For visitors at Tuskegee Institute NHS headquarters/Carver Museum –

7. One sign - Old Montgomery Road and Franklin Road intersection
8. One sign - Old Montgomery Road and North Main Street intersection
9. One sign - Old Montgomery Road and Lincoln Gates Road
10. One sign - North Main Street and Water Street intersection
11. One sign - Wright Street and Northeast Crawford Street intersection

For visitors traveling US80/29/Alabama 15 –

12. Two signs - US80/29/Alabama 15 and General Chappie James Drive intersection

### **Entrance Sign(s)**

13. One two-sided sign - General Chappie James Drive at parking lot entrance(s)

### **Wayfinding On-site**

Once visitors arrive at the orientation center parking lot, the three-sided wayside kiosk will provide some immediate site orientation.

The waysides also will direct them to the center where they can obtain more detailed information.

Successful wayfinding relies more on signs alone. For visitors who need directional cues in verbal form, the orientation center information desk will provide an initial contact. Others may need maps or photographs to represent the physical environment around them. In these cases, a large-scale "You are Here" map and assorted photographs at the wayside kiosk should provide the necessary communication. In addition, the park may choose to dispense the park Unigrid brochure, site bulletins, or other printed guides at the kiosk as well as inside the orientation center..

## **WAYSIDE EXHIBITS - HISTORIC COMPLEX**

### **Orientation Center Parking Lot**

Two upright panels should be planned, designed, and produced and installed along with one standard NPS bulletin case in a kiosk between the parking lot and contact station. This kiosk will provide essential information for travelers using the site as a highway rest stop. The panels will include:

- Exhibit 1      One upright panel (42" x 36") on "Orientation to and Significance of Tuskegee Airmen National Historic Site"
  
- Exhibit 2      One upright panel (42" x 36") on "Regional Attractions" to include, among others, NPS sites, Alabama state parks, and Montgomery museums.
  
- Exhibit 3      One upright bulletin case (36' x 48")  
For announcement, program, and safety information.

When the National Center opens, these Exhibits 1, 2 and 3 will be duplicated as Exhibits 15, 16 and 17 and placed on the pedestrian route between the parking lot and the National Center. The two kiosks and their exhibits should provide ample orientation

for visitors in what is likely to become a very large parking area.

### **Entrance Gate**

Exhibit 4 One cantilevered low profile panel (36" x 24") on "Moton Field: To Fly and Fight," an introductory statement featuring historic photography of the gate with the historic complex as background. This wayside will have a strong resource protection message, as well.

### **Chief Anderson Street**

Exhibit 5 One cantilevered low profile panel (36" x 24") on "Command, Protection, and Supply." This panel will explain the ghost structure technique visitors will encounter at the site. Panel to feature historic photography and text on Flight Commander's Office, the Army Supply Building, and the extant Fire Protection Building.

### **Locker/Administration Building**

This building is centrally located on the site and provides an opportunity for general orientation. The double inline wayside cluster at this location will be ideal staging area for conducted activities.

Exhibit 6 One upright panel (36" x 48") on "The Ability to Soar" will provide a brief introduction to the site for those persons who choose not to visit the contact station, and a sense of arrival for others. Exhibit will include a large-scale map with labels.

Exhibit 7 One upright bulletin case (36" x 48") for announcements, program, and safety information

## **Hangar #2**

- Exhibit 8 One cantilevered low profile panel (36" x 24") on "Learning to Fly." The panel will focus on training activities carried out in the building. Wayside to be located at the midpoint of the door track on the west "façade."

## **Parachute Drying Tower**

- Exhibit 9 First Floor: One wall-mounted upright panel (36" x 24") on "Flight Observation" and other activities - parachute drying - in the building. This exhibit will have an audio unit attached enabling visitors to hear a Tuskegee Airman talk about flying as a young cadet. (In addition, the first floor should have photographs of the contemporary view from the "fourth floor" wood frame observation deck. An exterior elevator will provide access to the floor immediately below the deck.
- Exhibit 10 Observation Deck: One sled based, cantilevered low profile panel (36" x 24") on "Tuskegee Airmen National Historic Site" showing a labeled, oblique view of the Historic Complex. The exhibit will be positioned near southwest corner of the building.
- Exhibit 11 Observation Deck: One sled based, cantilevered low profile panel (36" x 24") on "One of the Most Thrilling Moments of My Life" showing historic photographs of the flight line and airfield. Centered on the east wall, this exhibit will have an audio unit featuring a Tuskegee Airman describing his initial solo flight. An open speaker will broadcast live

radio traffic between aircraft and the Atlanta Air Route Traffic Control Center or the Montgomery frequency (122.55 MHz) of the Anniston Automated Flight Service Station.

### **Taxiway**

There is an excellent site perspective at the point where the north side of the taxiway intersects with the pavement between the two hangars. The use of historic photography on the wayside will provide vivid interpretation of airport operations at Moton Field.

Exhibit 12      One cantilevered low profile panel (36" x 24") on "Going to the Flight Line" The panel will focus on the wide range of activities necessary to keep Moton Field in operation.

### **Skyway Club**

The Skyway Club will be the first building visitors encounter if they choose to walk into the Historic Complex on the trail from the National Center Overlook. As an important interpretive experience where visitors can be greeted by a volunteer, the club should not be overlooked.

Exhibit 13      One cantilevered low profile panel (36" x 24") on "Some of the Finest"  
The panel will use historic photographs and captions to illustrate friendships, social life, and activities at the club. The wayside will be located at the intersection of the main trail with the building access. Most likely, access will be from the east side of the club, to the terrace, and into the north entrance.

### **Maintenance Building**

Exhibit 14 One cantilevered low profile panel (36" x 24") on "Vehicle Maintenance." The panel will focus on the wide range of activities necessary to keep Moton Field's vehicles in operation

## **CENTER WAYSIDE EXHIBITS - NATIONAL**

### **Parking Lot**

Once the National Center opens, it will assume the orientation function performed earlier by the temporary center.

Two upright panels should be planned, designed, and produced and installed along with one standard NPS bulletin case in a kiosk between the parking lot and National Center. This kiosk will provide essential information for travelers using the site as a highway rest stop. The panels will include:

Exhibit 15 One upright panel (42" x 36") on "Orientation to and Significance of Tuskegee Airmen National Historic Site"

Exhibit 16 One upright panel (42" x 36") on "Regional Attractions" to include, among others, NPS sites, Alabama state parks, and Montgomery museums.

Exhibit 17 One upright bulletin case (36' x 48") For announcement, program, and safety information.

## **HISTORIC COMPLEX OVERLOOK**

The perspective from this elevated location will take visitors "back in time" to 1941-46 at Moton Field. Here visitors will contemplate the site's significance as a primary flight training facility as they view activities taking place on the "furnished"

landscape below. At the same time, visitors need only lift their eyes from the Historic Complex to see present-day aircraft operations. The overlook and bluff area also will be ideal locations for viewing air shows at the municipal airport.

Exhibit 18 One masonry or rail-mounted low profile panel (42" x 24" or custom) on "Moton Field: Pride, Preparation, Perseverance," with an introductory statement featuring a period photograph of the facility taken from the same perspective. Buildings will be labeled. This wayside also will have a purpose statement on the Airmen legacy and a strong resource protection message.

## **OTHER LOCATIONS**

### **Chehaw**

Virtually all of the cadets arrived for duty at the train station at Chehaw, about three miles northwest of Moton Field on Alabama Highway 199. Cadets came from all over the nation. For many of them it was a defining moment as they stepped off the train to face a new life in the segregated, rural South.

The rail line remains active, but the station has been reduced to little more than a foundation and scattered debris.

Exhibit 19 One cantilevered low profile panel (36" x 24") on "Chehaw: The Golden Opportunity." The panel will focus on the passionate struggle to achieve success in the program in an environment of segregation and prejudice in the American South.

### **Tuskegee Army Air Field**

Tuskegee AAF - now private property - has been abandoned for almost 50 years and is virtually

unrecognizable as an airfield. The gate area adjacent to the north runway is in ruins, but could be cleared and stabilized for interpretive purposes. Arrangements should be made with the Alabama Historical Association, State of Alabama, Department of Archives and History, to erect an official marker here. The official marker would attract attention from the roadway. The smaller wayside would provide graphic information to accompany text on the official marker.

Exhibit 20 One cantilevered low profile panel (36" x 24") on "Tuskegee Army Air Field" Graphics should include a site map and historic photos of the gate, personnel and aircraft operations.

## **SIGNS**

The Oil Storage, Dope Storage, and Fire Protection buildings will be marked with identification signs. Additional printed interpretation of these structures will be available on site bulletins and self-guided tour handouts.

## **AUDIOVISUALS - SITE-WIDE**

A radio message, or series of messages, will be developed for broadcast by a local 530-AM traveler information station. This 2-3 minute program will allow visitors to tune in and learn about park interpretive themes and activities while approaching the Interstate highway exit for the park. The station could be operated jointly with Tuskegee Institute National Historic Site.

The message will be site-wide in content and can be useful to all site personnel. Also, the systems are very flexible and easily maintained. New messages can be dialed into the station and recorded on a solid state chip.

## **AUDIOVISUALS - HISTORIC COMPLEX**

## **Orientation Center**

An audiovisual room will feature a 10-12 minute orientation video to be shown "on demand" most of the year and on a schedule during peak season. The video will focus on Moton Field as a place of opportunity where skills learned by the Tuskegee Airmen - pilots and support staff alike - carried them through World War II and the U.S. Civil Rights movement of the mid-20<sup>th</sup> century. The room should be equipped with the four speaker sound system and flat, 50" high-definition monitor.

A computerized biographical index based on the official records from Tuskegee Airmen, Inc. – the Johnson database – would be available for visitors.

A self-guiding audio tour using narration by Tuskegee Airmen would be available here, as well.

## **AUDIOVISUALS - NATIONAL CENTER**

### **Visitor Information Desk**

The information desk will incorporate at least two Internet stations for visitor use.

### **Theater**

This space will be equipped with a surround sound system, laser disc player, super box, captioning board, and video projection system based on the latest technology meeting National Park Service standards. The theater will host documentary presentations, conferences, and seminars.

A major film/video on the history of the Tuskegee Airmen will be the feature presentation in the theater. The quality of this 15-20 minute program will meet or exceed that of the IMAX DOME and/or PSE (Personal Sound Environment).

## **PUBLICATIONS - GENERAL**

### **Official Folder**

Harpers Ferry Center, Division of Publications will produce the official folder for Tuskegee Airmen National Historic Site. The official folder, to be revised annually, will provide essential information on the Historic Complex, and show the footprint and progressive development of the National Center.

The Tuskegee Airmen National Center Trust will develop an official folder for the National Center. Eventually, the Trust may assist with all publication production costs at the park.

### **Rack Card**

A four-color rack card will be developed for bulk distribution to Alabama state welcome centers and other tourism facilities. The card should be developed as soon as the site becomes operational. By doing so, the park will be able to preserve its supply of official brochures for distribution to on-site visitors.

The Trust should develop a similar card once the center opens to the public.

### **Site Bulletin**

The staff, with the assistance of the Southeast Region Division of Education and Interpretation, should develop a site bulletin on the proposed development of the Tuskegee Airmen National Center. The bulletin can be adapted from the Southeast Region's promotional brochure, *The Tuskegee Airmen. A National Memorial: The Unknown Story of Struggle, Glory, and Triumph*.

The park staff may elect to produce additional site bulletins on the individual park themes identified earlier in this plan. A self-guiding tour bulletin should be a priority.

### **Handbook**

In lieu of an official handbook, park staff should consider developing a soft cover Tuskegee Airmen book in, or similar to, the "Story Behind the Scenery" format produced by KC Publications, Las Vegas, Nevada. This series has been highly successful as an interpretation and sales item throughout the Service. Although originating as a nature series, it branched into history with the publication of books on Alcatraz, Civil War Parks, Colonial, Fort Clatsop, Scotty's Castle, and the Stature of Liberty. The series retails for \$5.95, which is less than the cost of almost all official Service handbooks.

The brief history of the Tuskegee Airmen, written as part of the National Park Service's 1998 Special Resource Study, would be an excellent source for text. Historic photography is abundant, and color photography of Moton Field could be done when the park opens for visitor use.

Once the National Center Trust is operational, the staff should consider funding the revision of the existing "scenery" book to include National Center exhibits. In addition, the Trust may want to market the book in hard cover as most facilities of this type produce "coffee table" books.

## **HISTORIC FURNISHINGS - INTERIORS**

One of the justifications for creating the Tuskegee Airmen National Historic Site was its relatively intact building complex. To complement the "furnishing" of the cultural landscape or exterior spaces, the interpretation of these buildings, with historic furnishings or representations thereof, will be an exciting experience for visitors.

Many of the spaces inside the following buildings will be interpreted through the use of historic interiors:

Hangar #1  
Flight Control Tower

Warehouse (Vehicle Storage)  
Locker/Administration Building  
Skyway Club

Historic furnishings also will be used in the National Center primarily as "set dressing" for aircraft exhibits.

# Partnerships

This section identifies those partners involved in the delivery of interpretive services and specifies their role. Partners include cooperating associations, friends groups, concessionaires, other agencies, schools, and other educational institutions. The plan should provide the flexibility to take advantage of partnership opportunities, including services or facilities appropriate for private sector initiatives.

While the National Park Service will rehabilitate, preserve, and interpret the Moton Field Historic Complex, a partnership with strong participation and leadership from other private and public sources will be necessary to develop and operate the Tuskegee Airmen National Center. The primary partners recognized in Public Law 105-355, which established the National Historic Site, are the **National Park Service, Tuskegee University, and Tuskegee Airmen, Inc.** Potential partners include the **National Park Foundation, Friends of Tuskegee Airmen National Historic Site, the Tuskegee Airmen National Center Trust,** and participation and assistance from private corporations, foundations, individuals, and federal, state, and local agencies.

The Tuskegee Airmen National Center Trust will be the entity that can bring together, develop, and manage the complex network of partners required for the successful operation of the National Center. Operating within the U.S. Department of the Interior in cooperation with the National Park Service, the Trust would ensure the fulfillment of the obligations and requirements of the laws and policies that govern units of the National Park System. Its status as a government corporation under the Government Corporation Control Act (31 U.S.C. 9101-9110) would allow the Trust to operate with greater flexibility than the National Park Service to carry out the diverse programs at the National Center. The precedent and model for such

a Trust has been established through Congressional legislation (1997) for the Oklahoma City National Memorial.

Following is a list of possible roles for each of the primary partners:

**National Park Service**

Interpret Moton Field Historic Complex and provide interpretive staff assistance to the National Center on a reimbursable basis.

**Tuskegee University**

Provide pre-college and college curriculum in the tradition of the Tuskegee Airmen, and provide student interpreters and volunteers in the Historic Complex and National Center.

**Tuskegee Airmen, Inc.**

Provide volunteer interpreters and interpretive consultation.

**Tuskegee Airmen National Center Trust**

Develop and manage the National Center's interpretation and education staff and programs in cooperation with the partners.

**State of Alabama Bureau of Tourism and Travel**

Provide staff and volunteers for the tourist information desk in the Contact Center, and later, in the National Center.

Planning efforts have also identified several potential interpretation and education program stakeholders/partners. They include:

**Eastern National Park and Monument Association** (bookstore operation)

**Alabama State Board of Education**

**Macon County**

**Macon County Board of Education**

**Macon County Community Development  
Corporation**

**City of Tuskegee**

**Maxwell Air Force Base**

**Auburn University**

# Library and Collection Needs

As Tuskegee Airmen National Historic Site is a new park in the early stages of development, it has a wide range of library and collection needs. Generally, new units of the National Park Service take several years to build reference libraries. Most likely, this will not be the case with the National Center due to the central function of its library and the comprehensive oral history program.

## **LIBRARY NEEDS**

The park needs to acquire appropriate library materials associated with the site, its mission, and resource management activities. A Library Management Plan will be developed to support this effort.

In the interim, park management needs to continue an aggressive effort to conduct oral history interviews and acquire media produced by the Tuskegee Airmen. Other materials of interest include secondary sources featuring the Airmen, and support histories providing broader views and context for the Airmen story and other National Center themes.

## **COLLECTIONS NEEDS**

A Scope of Collections Statement needs to be developed to provide park management with a tool to guide acquisition. Inventories developed as part of the media planning and design process should become part of the statement as soon as such plans are approved.

# Research Needs

This section identifies research needed to support the actions of this plan. Research should contribute to the efforts to identify "untold stories" within the park. Collaborations between interpreters, educators, historians, ethnographers, scientists, and other park divisions are essential. Research related to analyzing the visitor experience, evaluating the effectiveness of existing media, and post-occupancy evaluation for new media is also important.

The most critical interpretive need is the completion of approximately 1500 oral interviews with the Tuskegee Airmen, their families, and associates. The ethnographic information derived from these interviews is especially significant and imperative as many of the critical participants are more than 75 years of age. Furthermore, accurate and effective interpretation of the Tuskegee Airmen story depends on this research.

Many aspects of interpretive planning must await, at least, the start of cultural resource inventories and planning. Essential resource information will be determined in the following plans:

- Historic Structures Reports
- Cultural Landscape Report

Specific plans relating to the development of interpretive exhibits include:

- Museum Exhibit Concept, and Plan and Design
- Wayside Exhibit Plan and Design
- Audiovisual Plan and Design
- Publications Plan
- Historic Furnishings Plan

# Staffing Needs

## CORE INTERPRETIVE STAFF

Interpretive and education services will be delivered by a combination of personnel from the National Park Service, the Tuskegee Airmen National Center Trust, and Tuskegee University. Estimated costs include salary and 15% benefits.

### National Park Service:

□ Chief Interpreter, GS-11	\$54,176
□ Park Ranger, GS-09	44,776
□ Park Ranger, GS-09	44,776
□ Park Ranger, GS-09	44,776
□ Park Guide, GS-05/06	29,551*
□ Park Guide, GS-05/06	29,551*
□ Park Guide, GS-05/06	29,551**
□ Park Guide, GS-05/06	29,551

\* Funded by National Center

\*\* One half funded by National Center

Sub-total (less NC staff): \$395,361

### Tuskegee Airmen National Center:

#### Daily Programs

Chief of Operations	\$49,100
Volunteer and Events Coordinator	35,100
Marketing Specialist	35,100
Visual Information Specialist	43,875
Computer Specialist	43,875

Sub-total: \$207,050

### Tuskegee Airmen National Center:

#### Learning Laboratory

Education Program Director	\$70,200
Program Coordinator	52,650
Instructor	38,025
Instructor	38,025
Instructor	31,590
Instructor	31,590
Sub-total:	\$262,080

**Tuskegee University:**  
**Department of Aeronautics and Aviation Science**

(To be developed by Tuskegee University)

# Interpretive Program Costs

This is based upon a clear definition of the personal and non-personal analysis; this analysis will help establish annual and projected budgets. This section also identifies alternative management and funding strategies, and a strategy for acquiring funds for projects.

All figures include planning (P), design (D), construction (C), and installation (I), unless stated otherwise.

## HISTORIC COMPLEX

Interpretive development in the Historic Complex will be funded by congressional appropriation.

### Phase I

Wayside Exhibits	171,100
Museum Exhibit (P) (D)	1,750,000
Chief Anderson Statue	donation

### Phase II

Hangar #1 Exhibits (C)	1,000,000
Landscape Furnishing	500,000

### Phase III

Landscape Furnishing	232,480
Chehaw, TAAF waysides and visitor access	193,607
Museum Exhibits Hangar 2	2,400,000

## NATIONAL CENTER

Interpretive development in the National Center can be funded through joint efforts of the National Park

Service, Tuskegee University, the Friends of Tuskegee Airmen, the National Park Foundation, the State of Alabama, and the Tuskegee Airmen National Center Trust.

Wall of Honor	4,000,000
Museum Exhibits	12,100,000
Learning Lab/Teacher Resource Center	2,300,000*
Library, Archives, and Research Center	1,100,000*
Operations Endowment	7,500,000*
Tuskegee University Dept.	8,000,000*

\*Indirect costs for interpretation

# Implementation Plan

This action plan lists those actions necessary to implement the Long-Range Interpretive Plan, assigns responsibility, and sets target dates. This section is a critical element; each Annual Implementation [Operations] Plan (AIP) over the next five to ten years will be based on this LRIP action summary.

## **HISTORIC COMPLEX**

The rehabilitation of the Moton Field Historic Complex, and its interpretive exhibits, has not been scheduled at this time. Work on this project is dependent upon appropriation of the \$29.1 million authorized for the development of the Tuskegee Airmen National Historic Site in Public Law 105-355.

## **NATIONAL CENTER**

The results of the capital campaign feasibility study indicate that an effort to raise private and other public (non-NPS) funds in the range of \$50-60 million to build the Tuskegee Airman National Center has a high probability of success. The fundraising potential would be fully explored through an implementation process consisting of a series of interim steps to develop and operate the center. These steps include (1) organizing the fundraising capability; (2) evaluating the potential to raise the necessary funds; (3) preparing a fundraising and marketing plan; (4) preparing detailed project/program proposals for portions of the National Center; (5) securing commitments for lead gifts and other major contributions; and (6) announcing the campaign to the public and securing the balance of funds needed to reach the goal.

The time frame for completing steps 1-5 is estimated to be approximately eighteen months.

If the fundraising goal requires 5-10 years or longer, fundraising as well as facility construction would need to follow a phased approach. Each phase would be treated as an individual project. Once the fundraising goal for a particular phase has been fulfilled, work on the next phase would begin.

# Planning Participants

Many people have contributed to the Tuskegee Airmen interpretive planning process that began in 1998. At all times, the National Park Service core planning team has placed the intentions of the Tuskegee Airmen in the forefront of their planning efforts. Interpretive developments were no exception. On two occasions, the core planning team met with several Tuskegee Airmen and other members of the Education and Interpretation Committee to develop this plan. The meetings were held February 22-24, 2000 in Tuskegee, and December 4, 2000 in Montgomery. By March 2001, a draft interpretive plan was ready for initial review. Contributors include the following:

## **CORE TEAM MEMBERS**

Willie C. Madison, Superintendent, Tuskegee  
Institute NHS

Richard V. McCollough, Planning Project Manager,  
Southeast Regional Office (SERO), National  
Park Service (NPS)

Barbara Tagger, Historian, SERO, NPS

Christine Trebellas, Historian, SERO, NPS

John Beck, Resource Education Specialist, SERO,  
NPS (Primary Author)

Dean Rowley, Historian, Martin Luther King Jr.  
National Historic Site

## **EDUCATION AND INTERPRETATION COMMITTEE**

\*Maj. General Lucius Theus, USAF (Retired),  
Bloomfield Hills, Michigan

\*Mildred H. Carter, Tuskegee, Alabama

Dr. Carl Marbury, Leeds, Alabama

\*LTC Charles W. Dryden, USAF (Retired), Atlanta,  
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Col. Roosevelt J. Lewis, Jr., USAF (Retired),  
Tuskegee, Alabama

\*Theopolis "Ted" W. Johnson, Atlanta, Georgia

William F. Holton, Columbia, Maryland

\*Col. Louis D. Hill, USAF (Retired), Los Angeles,  
California

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Vascar Harris, Tuskegee, Alabama

Capt. Anthony C. Ramsey, USAF, Tuskegee,  
Alabama

Brad Lafferty, Montgomery, Alabama

Christina L. Lafferty, Montgomery, Alabama

Robert C. Macon, National Museum of Naval  
Aviation, Pensacola, Florida

Major Holland, Tuskegee, Alabama

Drew Steketee, Airplane Owners and Pilots  
Association, Frederick, Maryland

Barbara Dunn-Harrington, Tuskegee, Alabama

Brenda Caldwell, Deputy Superintendent, Tuskegee  
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John Chambless, Chambless & Associates  
Architects, Montgomery, Alabama

Don Brown, Brown Associates Architects,  
Montgomery, Alabama

Patricia Roberson, Curriculum Developer, HQ  
AFOATS/CR, Maxwell AFB, Alabama

\*Maj. General Titus C. Hall, USAF (Retired), Palm  
Bay, Florida

Judge Mark Kennedy, Children's Trust Fund,  
Montgomery, Alabama

\*Tuskegee Airmen

# **PART 3:**

## **APPENDICES**

- A. Enabling legislation for Tuskegee Airmen
- B. Harpers Ferry Center Accessibility Guidelines  
for Interpretive Media
- C. Tuskegee Airmen NHS Media/Theme Matrix
- D. Attendees: Interpretive Concepts Meeting  
Montgomery, February 1998
- E. Attendees: Tuskegee Airmen Workshops,  
Savannah, Georgia, and Tuskegee,  
Alabama, February 1998
- F. Questionnaire, Tuskegee Airmen Workshops,  
February 1998
- G. Attendees: Interpretive Planning Meeting,  
Tuskegee, November 2002

## APPENDIX A - ENABLING LEGISLATION

Public Law 105-355  
105th Congress

[[Page 112 STAT. 3254]]

TITLE III--TUSKEGEE <<NOTE: 16 USC 461 note [table].>> AIRMEN NATIONAL HISTORIC SITE, ALABAMA

### SEC. 301. DEFINITIONS.

As used in this title:

(1) Historic site.--The term ``historic site'' means the Tuskegee Airmen National Historic Site as established by section 303.

(2) Secretary.--The term ``Secretary'' means the Secretary of the Interior.

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

(4) Tuskegee university.--The term ``Tuskegee University'' means the institution of higher education by that name located in the State of Alabama and founded by Booker T. Washington in 1881, formerly named Tuskegee Institute.

### SEC. 302. FINDINGS AND PURPOSES.

(a) Findings.--The Congress finds the following:

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

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

was the environment where the military chose to locate the training of the Tuskegee Airmen.

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

[[Page 112 STAT. 3255]]

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

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

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

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

(8) <<NOTE: Harry S. Truman.>> The successes of the

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

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

(b) Purposes.--The purposes of this title are the following:

[[Page 112 STAT. 3256]]

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

(2) To commemorate and interpret--

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

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

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

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

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

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

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

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

(b) Description of Historic Site.--

(1) Initial parcel.--The historic site shall consist of approximately 44 acres, including approximately 35 acres owned by Tuskegee University and approximately 9 acres owned by the

City of Tuskegee, known as Moton Field, in Macon County, Alabama, as generally depicted on a map entitled ``Tuskegee Airmen National Historic Site Boundary Map'', numbered NHS-TA-80,000, and dated September 1998. Such map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

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

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

[[Page 112 STAT. 3257]]

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

(d) Administration of Historic Site.--

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

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

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

(4) Development.--Operation and development of the historic site shall reflect Alternative C, Living History: The Tuskegee

Airmen Experience, as expressed in the final special resource study entitled ``Moton Field/Tuskegee Airmen Special Resource Study'', dated September 1998. Subsequent development of the historic site shall reflect Alternative D after an agreement is reached with Tuskegee University on the development of the Tuskegee Airmen National Center as described in section 304.

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

#### SEC. 304. TUSKEGEE AIRMEN NATIONAL CENTER.

(a) Cooperative Agreement for Development.--The Secretary shall enter into a cooperative agreement with Tuskegee University to define the partnership needed to develop the Tuskegee Airmen National Center on the grounds of the historic site.

[[Page 112 STAT. 3258]]

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

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

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

#### SEC. 305. GENERAL <<NOTE: Deadline.>> MANAGEMENT PLAN.

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

SEC. 306. AUTHORIZATION OF APPROPRIATIONS.

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

**APPENDIX B -**

**PROGRAMMATIC ACCESSIBILITY**

**GUIDELINES FOR INTERPRETIVE MEDIA**

**National Park Service**

**Harpers Ferry Center**

**June 1996**

**Prepared by**

**Harpers Ferry Center**

**Accessibility Task Force**

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## Statement of Purpose

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access that can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive media contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to comply with NPS policy:

**"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."** NPS Special Directive 83, Accessibility for Disabled Persons

## Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the

conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

### **Guidelines Affecting Mobility Impaired Visitors**

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 2.1.2(18c).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be laced in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

### **Guidelines Affecting Visually Impaired Visitors**

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

### **Guidelines Affecting Hearing Impaired Visitors**

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(1 Bb).

### **Guidelines Affecting Learning Impaired Visitors**

1. Unnecessarily complex and confusing concepts will be avoided.

2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free in unnecessary jargon and technical information.

### **Exhibits**

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, they may incorporate sensitive artifacts that require special environmental controls, and room décor or architectural features may dictate certain solutions. All in all, exhibit design is an art that defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communications through physical modification or by providing an alternate means of communication.

### **Guidelines Affecting Mobility Impaired Visitors**

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform to UFAS 4.8.
4. Important artifacts, labels, and graphics will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and labels. Position of video monitors associated with exhibits will provide for comfortable viewing by all visitors.
5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.

6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).
7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3).
8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32" to 34", with at least a 30" clearance underneath. The width should be a minimum of 32" vertical, with additional space provided for cash registers or other equipment, as applicable.
10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.
11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

#### **Guidelines Affecting Visually Impaired Visitors**

1. Exhibit typography will be selected with readability and legibility in mind.
2. Character and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3).
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and elevators. (UFAS 4.30).

#### **Guidelines Affecting Hearing Impaired Visitors**

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.

2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.
3. Written text of all audio narration will be provided.
4. All narrated audiovisual programs will be captioned.
5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

### **Guidelines Affecting Learning Impaired Visitors**

1. Exhibits will avoid unnecessarily complex and confusing topics.
2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

### **Historic Furnishings**

Historically furnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can tell the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

### **Guidelines Affecting Mobility Impaired Visitors**

1. The exhibit space should be free of architectural barriers or a method of alternative accommodation should be provided, such as slide programs, videotaped tours, visual aids, diorama, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a rise of 1" in 12" run, and conform to UIFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas that represent difficulty for the physically impaired.

### **Guidelines Affecting Visually Impaired Visitors**

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. When appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

### **Guidelines Affecting Hearing Impaired Visitors**

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all audiovisual programs relating to historic furnishings.

### **Guidelines Affecting Learning Impaired Visitors**

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations, which utilize the physical space as a method of providing multi-sensory experiences, will be encouraged.

### **Publications**

A variety of publications are offered to visitors, ranging from park folders that provide an overview and orientation to a park to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updateable "Accessibility Site Bulletin" which could include a detailed information about specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be .in reasonably large type, 18 points or larger.

### **Guidelines Affecting Mobility Impaired**

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

### **Guidelines Affecting Visually Impaired Visitors**

1. Publications will be designed with the largest type size appropriate for the format.

2. Special publications designed for use by the visually impaired should be in 18 point type.
3. The information contained in the park folder should also be available on audiocassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

### **Guidelines Affecting Hearing Impaired Visitors**

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

### **Guidelines Affecting Learning Impaired Visitors**

1. The park site bulletin should list any special service available to this group.

### **Wayside Exhibits**

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantage to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with slight impairments, wayside offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools that visitors can use to enhance their appreciation of a park.

### **Guidelines Affecting Mobility Impaired Visitors**

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors, including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the heights of 6-28 inches.
3. Trailhead exhibits will include an accessibility advisory.
4. Wayside exhibit sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

#### **Guidelines Affecting Visually Impaired Visitors**

1. Exhibit type will be legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

#### **Guidelines Affecting Hearing Impaired Visitors**

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

### **Guidelines Affecting Learning Impaired Visitors**

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided when needed.
4. Text will be concise and free of long paragraphs and wordy language.

## **APPENDIX C - MEDIA/THEME MATRIX**

**Numbers appearing on the horizontal axis of the charts refer to individual themes. For your convenience, a list of themes can be found at the end of this document.**

# Tuskegee Airmen National Historic Site and National Center

## Personal Services

Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Location</b>																		
<b>Historic Complex</b>																		
Contact Station	X				X					X					X		X	X
Conducted Activities	X	X		X	X	X		X	X	X							X	
<b>National Center</b>																		
Information Desk	X				X	X	X								X		X	X
Conducted Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Learning Laboratory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Teacher Resource Center	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Library and Archives	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Museum Store	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

# Tuskegee Airmen National Historic Site and National Center

## Museum Exhibits

Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Location</b>																		
<b>Historic Complex</b>																		
Contact Station	X	X				X		X	X	X	X				X		X	
Hangar #1					X			X	X	X								
Locker/Admin Bldg					X			X	X									
Skyway		X			X		X			X							X	
<b>National Center</b>																		
Memorial Exhibit	X	X				X		X	X	X	X				X		X	
Ready Room Café		X			X													
Women			X		X		X	X	X									
Jobs			X				X	X	X						X			
African American Military			X	X			X	X			X	X	X	X	X		X	
Teach Me To Fly	X				X								X					
Red Tails In Battle					X		X						X			X		
American Heroes	X	X			X					X			X		X			
In Their Own Words		X			X				X				X		X			
Aircraft Exhibits					X		X	X					X					

# Tuskegee Airmen National Historic Site and National Center

## Wayside Exhibits

	Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Location</b>																			
<b>Historic Complex</b>																			
#1		X				X												X	
#2																			X
#3 Bulletin Case																			
#4		X	X				X				X				X			X	
#5																		X	
#6		X					X				X				X				
#7 Bulletin Case																			
#8			X			X		X											
#9						X					X								
#10		X																	
#11						X													
#12			X						X										
#13			X																
<b>National Center</b>																			
#14		X				X												X	
#15																			X
#16		X				X	X					X							
#17 Bulletin Case																			
#18		X				X					X							X	X
#19				X	X														
#20			X							X	X					X			

## Tuskegee Airmen National Historic Site and National Center

### Audiovisuals

	Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
<b>Traveler Info Station</b>																				X
<b>Location</b>																				
<b>Historic Complex</b>																				
10-12 minute video		X	X			X				X	X					X			X	
<b>National Center</b>																				
Internet Stations																				X
Theater video						X		X		X						X				

## Tuskegee Airmen National Historic Site and National Center

### Publications

Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Official NPS folder	X				X		X	X	X						X		X	X
Rack Card																		X
Site Bulletin *																	X	
Hand Book	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bookstore inventory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

\*First site bulletin will be on National Center development. Site bulletins may be developed on any number of themes, especially for use in the Historic Complex.

# Tuskegee Airmen National Historic Site and National Center

## Furnished Landscapes and Interiors

	Theme	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Location</b>																			
<b>Historic Complex</b>																			
Hangar #1						X	X		X			X							
Flight Control Tower						X													X
Taxiway/Flight Line/Tarmac						X		X	X										X
Warehouse			X						X										
Locker/Admin Bldg			X						X										
Skyway Club		X	X			X		X						X				X	

## **Tuskegee Airmen National Historic Site - Abbreviated Themes**

1. Moton Field was a place of opportunity.
2. The Tuskegee Airmen came from across the United States.
3. Tuskegee Institute and the Tuskegee Airmen aimed for excellence at Moton Field.
4. The lack of opportunities among African American bombardiers led to protests at Freeman Field, Indiana.
5. Those who became Tuskegee Airmen valued education and achievement . . . They were the very best.
6. Tuskegee Institute . . . actively sought and the laid the foundation for the Tuskegee Airmen program.
7. The Tuskegee Airmen were leaders and creators. They multiplied their talents . . .
8. The "Airmen Experiment" generated . . . skilled men and women who carried their talents into the work force after World War II.
9. World War II spurred the economy, redefined attitudes toward work and opened vast opportunities . . .
10. Moton Field was the only place where African Americans could become military pilots/airmen.
11. The Tuskegee Airmen demonstrated their skills and abilities in World War II and imparted them to future generations.
12. President Truman's support for military desegregation on 1948 set the tone for future . . . actions and legislation.
13. General Benjamin O. Davis Jr. was the epitome of extraordinary leadership and individual achievement.
14. Executive decisions by military leaders provided strategic opportunities for African Americans in World War II.
15. The American civil rights movement became a model for human rights movements throughout the world.
16. The great combat successes of the Tuskegee pilots earned them the highest respect of the German Luftwaffe.
17. Moton Field and its story - suppressed, ignored, and forgotten for almost half a century - is worthy of preservation . . .
18. Site orientation

**For complete theme statements and context, see pp. 8-10.**

**APPENDIX D:**

**Tuskegee Airmen NHS  
Interpretive Concepts Meeting  
Montgomery, Alabama  
February 19, 1998**

Rick McCollough	NPS Southeast Regional Office, Atlanta
John Beck	NPS, Southeast Regional Office, Atlanta
Christy Trebellas	NPS, Southeast Regional Office, Atlanta
Lynn Battle	Historic Black Colleges and Universities Commission, State of Alabama, Montgomery
Andy Weaver	Auburn University, College of Education, Auburn
Walter Oldham	Tuskegee University, Tuskegee
Carl Marbury	Black History Project, State of Alabama, Montgomery
Col. R. J. Lewis	Air Tuskegee, Tuskegee
Dr. Silas Christien	Tuskegee University, Tuskegee
Dr. Velma Blackwell	Tuskegee University, Tuskegee
Mark Kennedy	Montgomery
John Chambliss	Montgomery
L.H. Howard	NPS, Tuskegee Institute NHS, Tuskegee
William Foster	City of Tuskegee
Phillip Meyers	Concordia, Inc., New Orleans
Thomas Casson	Office of Congressman Riley, Opelika
Steven Bingler	Concordia, Inc., New Orleans
Willie Madison	NPS, Tuskegee Institute, NHS, Tuskegee

## APPENDIX E:

### Attendees

#### Tuskegee Airmen Workshops

#### Savannah, Georgia, and Tuskegee, Alabama

February 1998

Roscoe Draper	Haverford, Pennsylvania
Hiram E. Mann	Titusville, Florida
James A. Hurd	Sarasota, Florida
Nasby Wynn	Sarasota, Florida
Roscoe Brown	Riverdale, New York
Harry Stewart	Bloomfield Hills, Michigan
Henry Sanford	McLean, Virginia
William Broadwater	Washington, D.C.
Donald Williams	Merritt Island, Florida
Robert Decatur	Titusville, Florida
Jean Esquerre	Tampa, Florida
George Abercrombie	Odessa, Florida
Brew Graham	Riverdale, Georgia
William Kate	Silver Spring, Maryland
Charles Hill	Port St. Lucie, Florida
Charles Holiday	Rockledge, Florida
Lee Archer	New Rochelle, New York
Lewis J. Lynch	St. Louis, Missouri
Ira O'Neal	Washington, D.C.
A. N. Temple	Columbus, Mississippi
Bill Phears	(no address)
S. Watson	Westbury, New York
James Harvey	Denver, Colorado
Manny Reid	Sarasota, Florida
John Suggs	Washington, D.C.
Charles McGee	Bethesda, Maryland
Carol Boone	Satellite Beach, Florida
Lucius Theus	Bloomfield Hills, Michigan
Harry Sheppard	Arlington, Virginia
Yenwith Whitney	Sarasota, Florida
Harry Ford	Melbourne, Florida
LeRoy Ebey	Atlanta, Georgia
Richard Macon	Detroit, Michigan
Edgar Lewis	Atlanta, Georgia
Michael Caruso	(no address)
Owen Hague	Atlanta, Georgia
Theo Johnson	Atlanta, Georgia

**APPENDIX F:**

**Moton Field Special Resource Study  
Tuskegee Airmen Questionnaire and List of Respondents**

(distributed January 1998 to approximately 580 airmen through Tuskegee Airmen, Inc.)

**TUSKEGEE AIRMEN QUESTIONNAIRE  
MOTON FIELD SPECIAL RESOURCE STUDY**

Purpose: To offer a means for the Tuskegee Airmen to provide input to the study in terms of historical information and suggested ways of memorializing their important contributions to the United States.

Name of Airman: \_\_\_\_\_  
Title/Job Classification with Army Air Corps \_\_\_\_\_

---

Questions (Please attach additional pages where more space is necessary to answer questions)

1. Why did you decide to join the Army Air Corps?
2. Why did you want to become a pilot for the Army Air Corps?
3. Please describe your most vivid memories of:
  - a.) Training and military life at Moton Field
  - b.) World War II overseas duty
  - c.) Other experiences with the Airmen
4. What should be done at Moton Field to commemorate the Tuskegee Airmen?
5. Describe how you feel about the contributions you made to your country.
6. Where should the story of the Tuskegee Airmen begin (date or event)?
7. What did you personally experience in military or civilian life after World War II?
8. After World War II, how were you able to use the training that you received at Moton Field?

9. What artifacts, equipment or memorabilia do you have that you would be willing to offer as part of a museum or similar facility to commemorate the Airmen?

10. Please provide any other important information that you believe should be considered in the study.

Please mail the completed questionnaire by no later than January 20, 1998 to:

Willie C. Madison  
Superintendent  
Tuskegee Institute National Historic Site  
Drawer 10  
1212 Old Montgomery Road  
Tuskegee, Alabama 30687-0010

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The following Airmen responded to the above questionnaire:

Lt. Col. Robert Ashby (USAF Ret.)	Avondale, Arizona
Thomas Austin	East Cleveland, Ohio
William H. Bailey	Diamond Bar, California
Howard Baugh	Midlothian, Virginia
Charles S. Bland	Richmond, Virginia
George C. Bolden	Cherry Hill, New Jersey
Dr. James E. Bowman	Des Moines, Iowa
John Beaman	Howell, New Jersey
Samuel L. Broadnax	Richmond, Virginia
Kenneth L. D. Caines	Orange, California
William A. Campbell	Seaside, California
Robert C. Chandler	Allegan, Michigan
Wilson H. Clemmons	Kansas City, Kansas
Granville C. Coggs, M.D.	San Antonio, Texas
Claude C. Davis	Inglewood, California
Dr. John H. Driver	Carry, North Carolina
John P. Edgan	Detroit, Michigan
Thomas M. Ellis	San Antonio, Texas
Clarence Finley	Los Angeles, California
Oscar C. Gadsen	Tuskegee Institute, Alabama
Brew O. Graham	Riverdale, Georgia
Leo R. Gray	Fort Lauderdale, Florida
Owen E. Hague	(no address for questionnaire)
Henry Jacques Hall	Washington, D.C.
Arthur C. Harmon	San Raphael, California

James H. Harvey III  
Robert M. Higginbotham  
Franklin A. Hill  
David H. Hinton  
Calvin C. Hobbs  
Vernon Hopson  
Willis J. Hubert  
L. B. Jackson  
Melvin T. Jackson  
Donald S. Jameson  
Lt. Col. Alexander Jefferson  
(USAF Ret.)  
Richard Jennings  
Theopolis W. Johnson  
Lt. Col. James V. Kennedy  
(USAF Ret.)  
William F. Keene  
Utha Knox  
Harold L. Lingo  
Wendell R. Lipscomb, M. D.  
Franklin J. Macon  
Dr. Marion Mann  
Dr. Theodore Mason  
Robert A. Matthews  
Charles Edward McGee  
Earl Matthew Middleton  
Vernon Mitchell  
Lt. Col. John W. Mosley  
(USAF Ret.)  
Walter J. Palmer  
Frederick D. Pendleton  
William D. Phears, Ph.D., P.E.  
Thurman Pirtle  
A. L. Pittard  
Matthew Wesley Plummer, Sr.  
Maj. Monte B. Posey (USA Ret.)  
Bernard Proctor  
Lt. Col. William Richardson II  
(USAF Ret.)  
John D. Ricks  
John A. Riley  
Rev. Amos A. Rogers  
Nelson B. Robinson  
Cicero Satterfield  
Rudolph K. Silas  
John Stewart Sloan, Sr.

Denver, Colorado  
Rancho Mirage, California  
Indianapolis, Indiana  
Trenton, New Jersey  
Rancho Cordova, California  
Minneapolis, Minnesota  
Atlanta, Georgia  
Detroit, Michigan  
Sarasota, Florida  
Wilmington, Delaware  
  
Detroit, Michigan  
Detroit, Michigan  
Atlanta, Georgia  
  
Goleta, Georgia  
Detroit, Michigan  
South Hill, Virginia  
Milwaukee, Wisconsin  
Berkeley, California  
Colorado Springs, Colorado  
Washington, D.C.  
Shaker Heights, Ohio  
Davis, California  
Bethesda, Maryland  
Orangeburg, South Carolina  
Tuskegee, Alabama  
  
Aurora, California  
Indianapolis, Indiana  
Richmond, Virginia  
Melbourne, Florida  
San Diego, California  
Cincinnati, Ohio  
Houston, Texas  
San Diego, California  
West Chester, Pennsylvania  
  
Fairfax, Virginia  
New Haven, Connecticut  
Cincinnati, Ohio  
(no return address)  
Chula Vista, California  
Takoma Park, Maryland  
San Bernardino, California  
Chicago, Illinois

Lt. Col. John J. Suggs (USAF Ret.)	Washington, D.C.
Wade Hamilton Thomas, Sr.	Asheville, North Carolina
Andrew L. Wallace	Los Angeles, California
Robert B. Walker, Sr.	Ocala, Florida
George Watson, Sr.	Lakewood, New Jersey
Dr. Yenwith Whitney	Sarasota, Florida
Eldridge Williams	Miami, Florida
Grant S. Williams, Sr.	Hampton, Virginia
Maj. James Williams, Jr. (USAF Ret.)	Rancho Cordova, California
Leslie Alan Williams	Belmont, Georgia
Theodore A. Wilson	So. San Francisco, California
Kenneth O. Wofford	Golden Valley, Minnesota
Perry H. Young	(no return address)

## **APPENDIX G:**

### **Attendees**

#### **Tuskegee Airmen NHS Long Range Interpretive Planning Meeting Tuskegee Institute NHS November 2002**

Representing Tuskegee Airmen, Inc.:

Ted Johnson  
Bill Holton  
Wardell Polk  
Col. Herbert Carter  
Mildred Carter

Representing Tuskegee University:

Lacy Ward

Representing the Tuskegee community:

Victoria Gray Adams  
Elaine Thomas  
Col. Roosevelt Lewis

Representing the National Park Service:

Tom Tankersley, Harpers Ferry Center  
Todd Moye, Tuskegee Airmen Oral History Project,  
Southeast Regional Office  
George McDonald, Washington Office  
Brenda Mobley, General Superintendent, Central Alabama Parks  
John Bundy, Site Manager, Tuskegee Airmen NHS  
Tyrone Brandyburg, Chief Ranger, Central Alabama Parks