



Booker T. Washington National Monument

Visitor Study Summer 1995

Report 81
Visitor Services Project
Cooperative Park Studies Unit



University of Idaho



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Mark A. Patterson

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Mark Patterson is a research associate with the VSP based at the Cooperative Park Studies Unit, University of Idaho. I thank Glen Gill, Margaret Littlejohn and the staff of Booker T. Washington National Monument for their assistance with this study. The VSP acknowledges the Public Opinion Lab of the Social and Economic Sciences Research Center, Washington State University, for its technical assistance.

Visitor Services Project
Booker T. Washington National Monument
Report Summary

- This report describes the results of a visitor study at Booker T. Washington National Monument during August 10-20, 1995. A total of 239 questionnaires were distributed and 173 returned, a 72% response rate.
- This report profiles Booker T. Washington NM visitors. A separate appendix contains visitors' comments about their visit. This report and the appendix contain summaries of visitor comments.
- Eighty percent of Booker T. Washington NM visitors were in family groups. Visitor group size was most commonly either 2 people (45%) or 4 people (21%). Visitor ages ranged from 1 to 81 with the largest cluster of visitors being 15 years or younger (27%) and 41 to 50 years old (22%).
- There were not enough international visitors to provide reliable information. Forty-five percent of the United States visitors to Booker T. Washington NM reside in Virginia. Smaller percentages of visitors came from North Carolina, Pennsylvania, Maryland and 23 other states.
- Eighty-four percent of visitors were visiting Booker T. Washington NM for the first time. It was the first visit to an NPS site with a focus on African American history for 6% of the visitor groups. Most visitors (89%) stayed at the site for 1 or 2 hours.
- Eighty-two percent of visitors stated that learning about Booker T. Washington was the reason for their visit. Forty-nine percent of the visitors felt that the discussion of subjects such as racial discrimination, lynching and slavery conditions was "extremely important" or "very important" to their visit.
- The activities that visitors participated in most frequently were talking with the park staff (83%), visiting the farm area (82%) and watching the slide show (80%). Visitors stated that the main ideas they learned at Booker T. Washington NM included: the life of Booker T. Washington, his accomplishments, his personality traits, and that you can achieve/succeed with hard work and determination.
- The most used visitor services and facilities at Booker T. Washington NM were the park brochure (85%), assistance from park staff (82%) and the restrooms (68%).
- Visitors rated living history presentations, road/trail-side exhibits, the restrooms, assistance from park staff, and the park brochure as the most important visitor services and facilities. The park brochure, assistance from park staff, the restrooms and the book sales area received the highest quality ratings.
- Ninety-four percent of visitors rated the overall quality of visitor services as "very good" or "good."
- On a future visit to Booker T. Washington NM, visitors stated they would be interested in learning about emancipation (61%), slavery (60%) and reconstruction (52%).
- Visitors made 192 comments about what they would plan for the future of Booker T. Washington NM. The majority of these comments were about interpretive services. One hundred thirty-six additional comments were also provided by visitors.

<p>For more information about the Visitor Services Project, please contact Dr. Gary E. Machlis, Sociology Project Leader, University of Idaho Cooperative Park Studies Unit, College of Forestry, Wildlife and Range Sciences, Moscow, Idaho 83844-1133 or call (208) 885-7129.</p>

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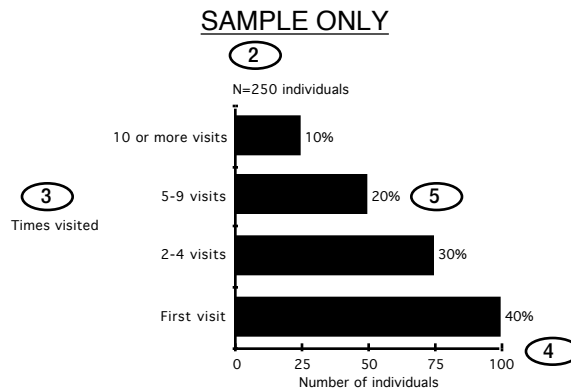
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INTRODUCTION

This report describes the results of a study of visitors to Booker T. Washington National Monument (referred to as "Booker T. Washington NM"). This visitor study was conducted August 10-20, 1995 by the National Park Service (NPS) Visitor Services Project (VSP), part of the Cooperative Park Studies Unit at the University of Idaho.

A Methods section discusses the procedures and limitations of the study. The Results section follows, including summaries of visitor comments. Next, an Additional Analysis page helps managers request additional analyses. The final section has a copy of the Questionnaire. The separate appendix includes comment summaries and the visitors' unedited comments.

Many of this report's graphs resemble the example below. The large numbers refer to explanations below the graph.



1 Figure 4: Number of visits

- 1: The figure title describes the graph's information.
- 2: Listed above the graph, the 'N' shows the number of visitors responding and a description of the chart's information. Interpret data with an 'N' of less than 30 with **CAUTION!** as the results may be unreliable.
- 3: Vertical information describes categories.
- 4: Horizontal information shows the number or proportions in each category.
- 5: In most graphs, percentages provide additional information.

METHODS

General strategy

Interviews were conducted and questionnaires distributed to a sample of visitors visiting Booker T. Washington NM during August 10–20, 1995. Visitors completed the questionnaire after their visit and returned it by mail.

Questionnaire design and administration

The questionnaire design used the standard format of previous Visitor Services Project studies. See the end of this report for a copy of the questionnaire.

Visitors were sampled as they approached the Booker T. Washington NM visitor center. Visitor groups were greeted, briefly introduced to the purpose of the study and asked to participate. If visitors agreed, the contact interview took approximately two minutes. These interviews included determining group size, group type and the age of the adult who would complete the questionnaire. This individual was asked his or her name, address and telephone number for the mailing of a reminder/thank you postcard.

Two weeks following the survey, a reminder/thank you postcard was mailed to all participants. Replacement questionnaires were mailed to participants who had not returned their questionnaires four weeks after the survey. Eight weeks after the survey, second replacement questionnaires were mailed to visitors who still had not returned their questionnaires.

Data analysis

Returned questionnaires were coded and the information entered into a computer. Frequency distributions and univariate statistics were calculated using a standard statistical software package. Respondents' answers to open-ended questions were summarized.

This study collected information on both visitor groups and individual group members. Thus, the sample size ("N"), varies from figure to figure. For example, while Figure 1 shows information for 173 visitor groups, Figure 3 presents data for 522 individuals. A note above each figure's graph specifies the information illustrated.

**Sample size,
missing data
and reporting
errors**

Occasionally, a respondent may not have answered all of the questions, or may have answered some incorrectly. Unanswered questions create missing data and cause the number in the sample to vary from figure to figure. For example, although 173 questionnaires were returned by Booker T. Washington NM visitors, Figure 4 shows data for only 169 respondents.

Questions answered incorrectly due to carelessness, misunderstanding directions and so forth, turn up in the data as reporting errors. These create small data inconsistencies.

Like all surveys, this study has limitations which should be considered when interpreting the results.

Limitations

1. It is not possible to know whether visitor responses reflect actual behavior. This disadvantage applies to all such studies and is reduced by having visitors fill out the questionnaire soon after they visit the park.

2. The data reflect visitor use patterns of visitors to the Booker T. Washington NM visitor center or picnic area during the study period of August 10–20, 1995. The results do not necessarily apply to visitors during other times of the year.

3. Caution is advised when interpreting any data with a sample size of less than 30, as the results may be unreliable. Whenever the sample size is less than 30, the word "**CAUTION!**" is included in the graph, figure or table.

High temperatures (most days topping 100 degrees F) and the threat of a hurricane may have affected visitation to the site during the study period.

**Special
conditions**

RESULTS

Visitors contacted

Two hundred forty-four visitor groups were contacted; 98% accepted questionnaires. One hundred seventy-three visitor groups completed and returned their questionnaires, a 72% response rate.

Table 1 compares information collected from the total sample of visitors contacted and the actual respondents who returned questionnaires. Based on the variables of age and group size, non-response bias was insignificant.

Table 1: Comparison of total sample and actual respondents

Variable	Total sample		Actual respondents	
	N	Avg.	N	Avg.
Age of respondent (years)	239	45.6	171	47.0
Group size	239	3.5	173	3.7

Demographics

Figure 1 shows that visitor group size was most commonly either 2 people (45%) or 4 people (21%). The largest group reported was 33 people. Eighty percent of visitors were in family groups (see Figure 2). Other group types reported were church groups, scout groups and family.

Figure 3 shows that visitor ages ranged from 1 to 81. The largest cluster of visitors were 15 years or younger (27%). Twenty-two percent of the visitors were between 41 and 50 years old. Eighty-five percent of the visitors were white, not of Hispanic origin (see Figure 4). Black, not of Hispanic origin, was the second largest group and comprised 17% of the visitors. Figure 5 shows that 84% of visitors were visiting Booker T. Washington NM for the first time.

There were not enough international visitors to provide reliable information (see Table 2). United States visitors came from Virginia (45%), North Carolina (9%), Pennsylvania (6%), Maryland (5%), New York (4%) and 22 other states, as shown in Map 1 and Table 3.

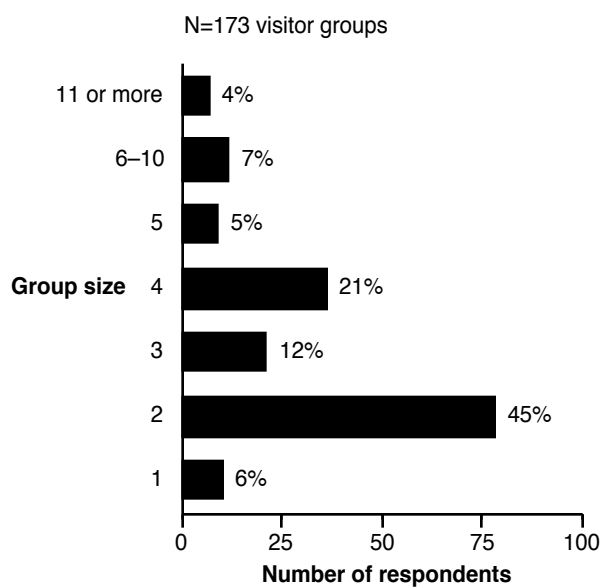


Figure 1: Size of visitor group

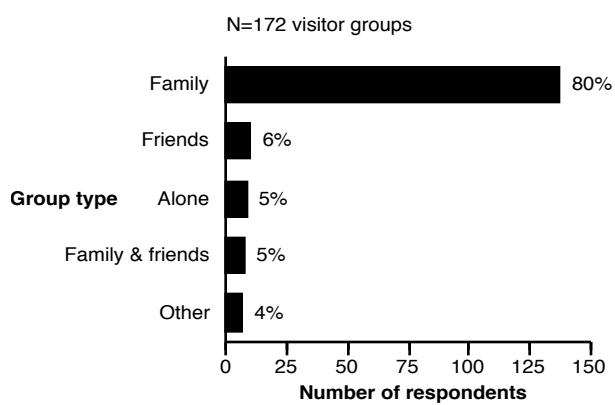
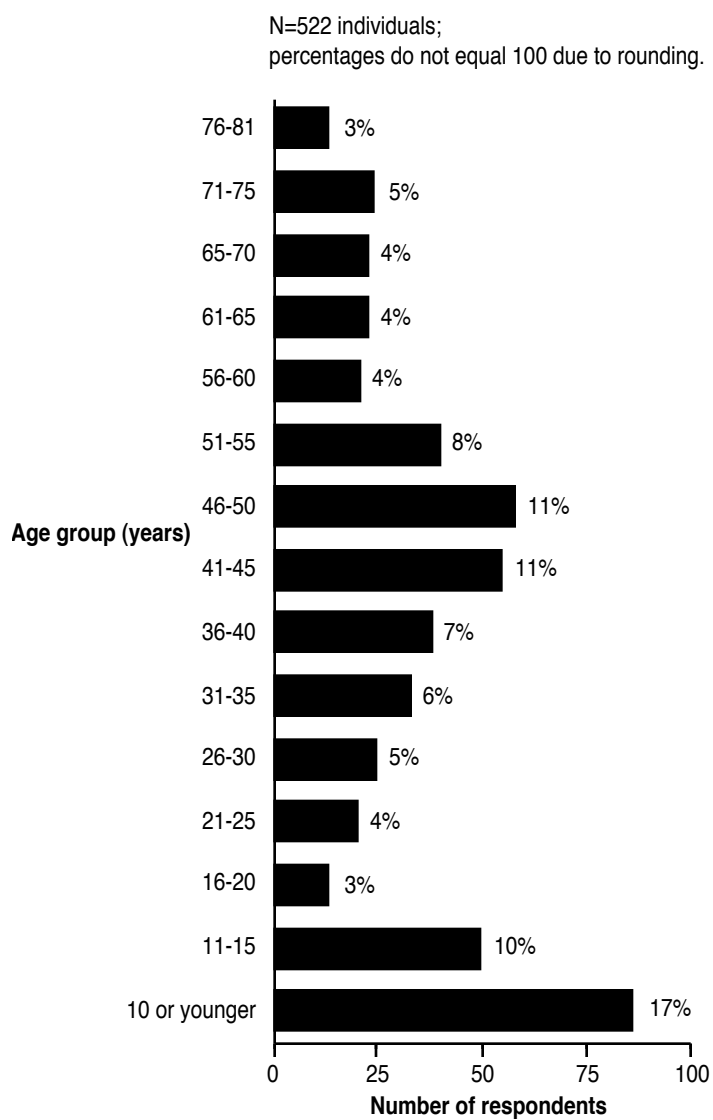
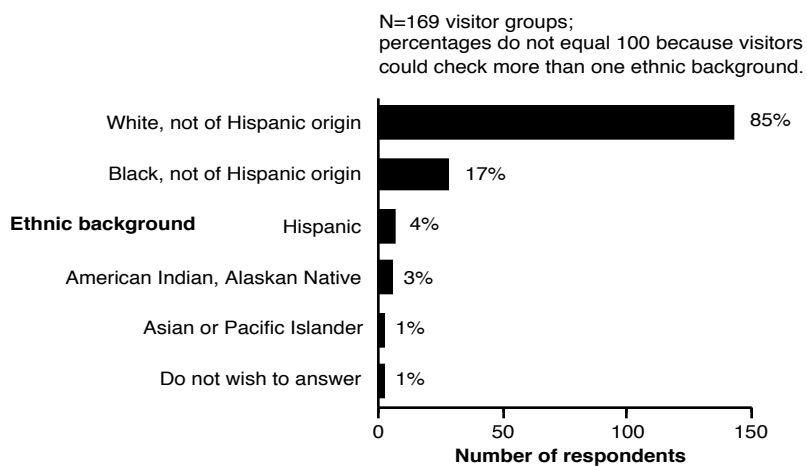
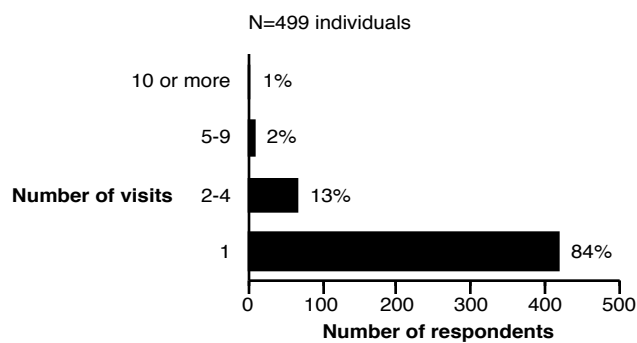


Figure 2: Type of visitor group

**Figure 3: Visitor ages**

**Figure 4: Ethnic background****Figure 5: Number of visits to Booker T. Washington NM**

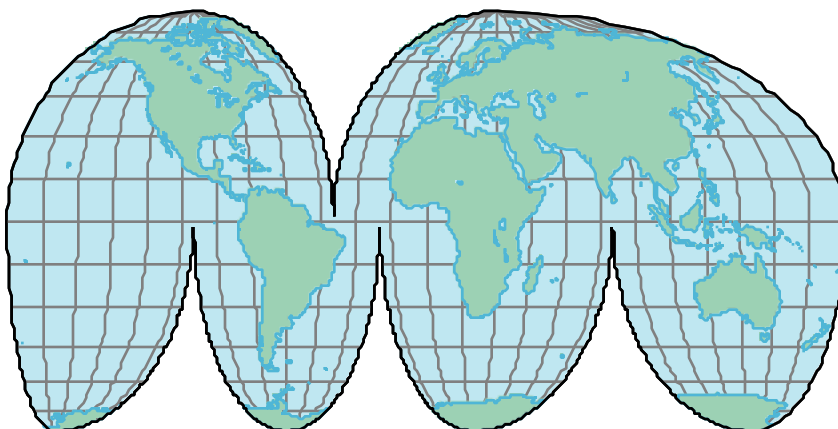
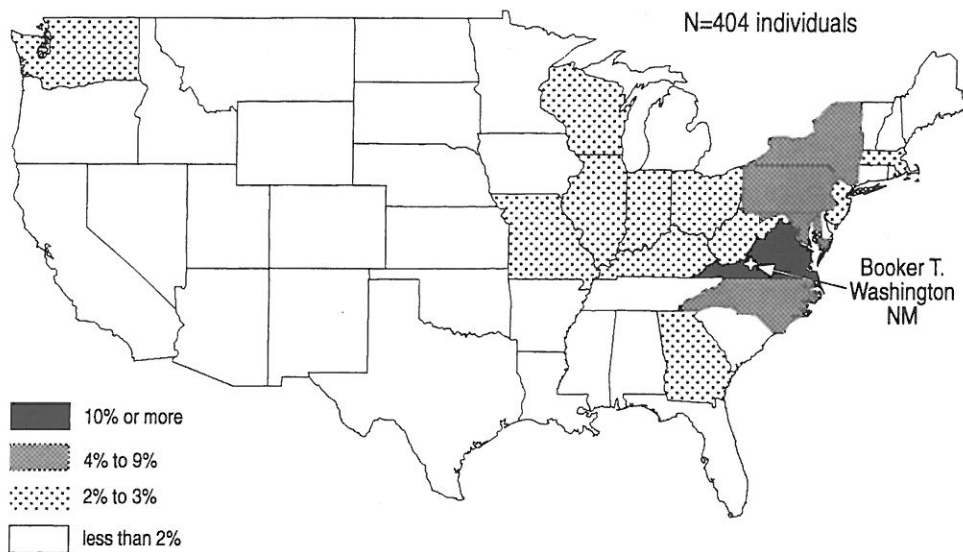


Table 2: International visitors by country of residence

N=10 individuals

CAUTION!

Country	Number of individuals	% of foreign visitors
England	4	40
Nigeria	4	40
France	1	10
Japan	1	10



Map 1: Proportion of United States visitors by state

Table 3: United States visitors by state of residence

N=404 individuals;
percentages do not equal 100 due to rounding.

State	Number of individuals	% of U.S. visitors
Virginia	180	45
North Carolina	37	9
Pennsylvania	25	6
Maryland	21	5
New York	15	4
Wisconsin	11	3
Massachusetts	10	3
New Jersey	10	3
Ohio	10	3
Illinois	8	2
Georgia	7	2
Indiana	7	2
Missouri	7	2
Kentucky	6	2
West Virginia	6	2
Washington	6	2
Other states (11)	38	9

**Sources of
park
information**

Visitors were asked how they and their group got information about Booker T. Washington NM before this visit. The most often used sources were roadside signs (48%), brochure/map (28%) and travel guide/tour book (25%), as illustrated in Figure 6. Eight percent of visitors received no information prior to this visit. "Other" sources included the NPS Passport book, hotels and friends.

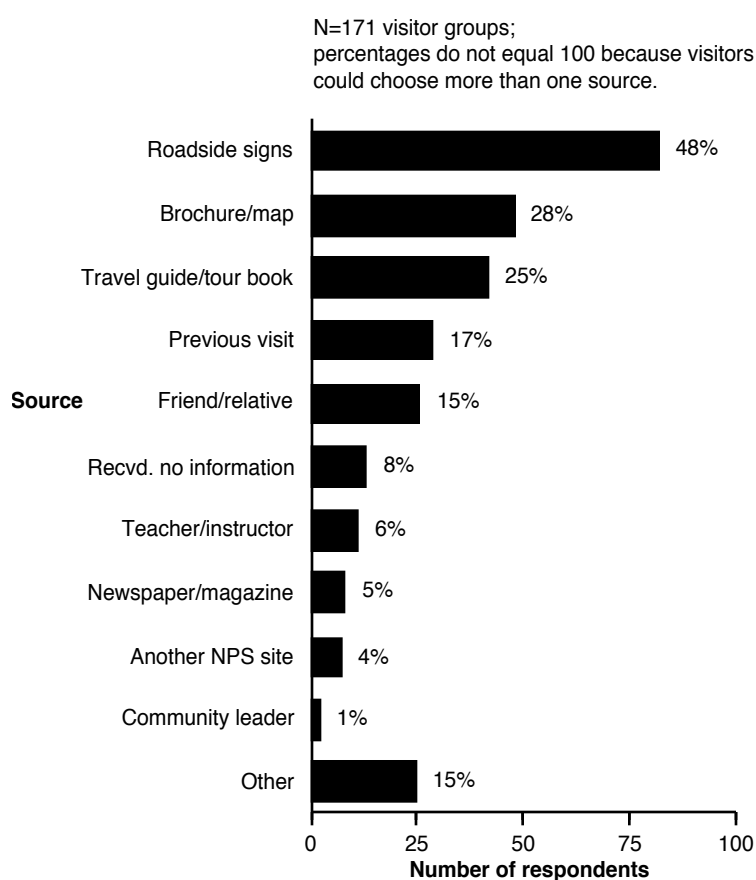


Figure 6: Sources of park information

Visitors were asked if they had any difficulty locating Booker T. Washington NM. Figure 7 shows that 95% of the visitors had no difficulty. The 4% of visitors that did have difficulty suggested that locating the site could be made easier by having more signs and better signs.

Locating site

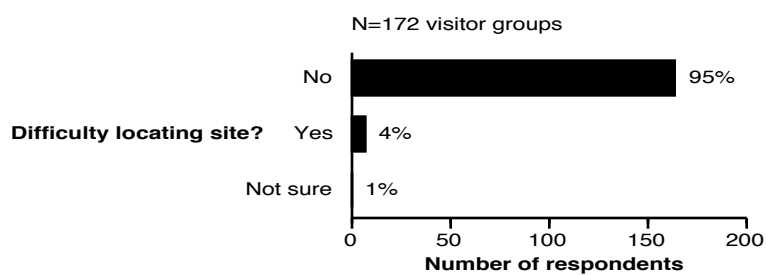


Figure 7: Difficulty locating Booker T. Washington NM

**First visit to
NPS site
with an
African
American
focus**

Visitors were asked if this was their first visit to a national park site with a focus on African American history. Sixty-two percent of the visitors said that it was not their first visit to this type of site, while 32% were not sure (see Figure 8). Six percent said it was their first visit to a site with a focus on African American history.

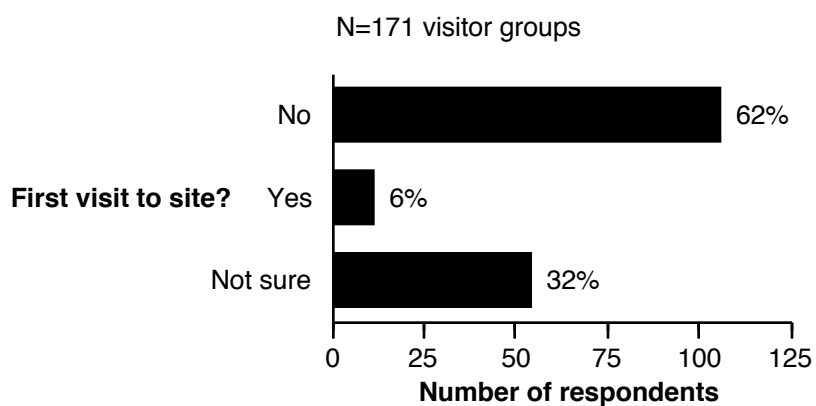


Figure 8: First visit to NPS site with a focus on African American history

Fifty-two percent of visitor groups stayed at Booker T. Washington NM for 1 hour (see Figure 9). Thirty-seven percent of visitors stayed for 2 hours, and 9% of visitors stayed at the site for 3 to 5 hours. **Length of stay**

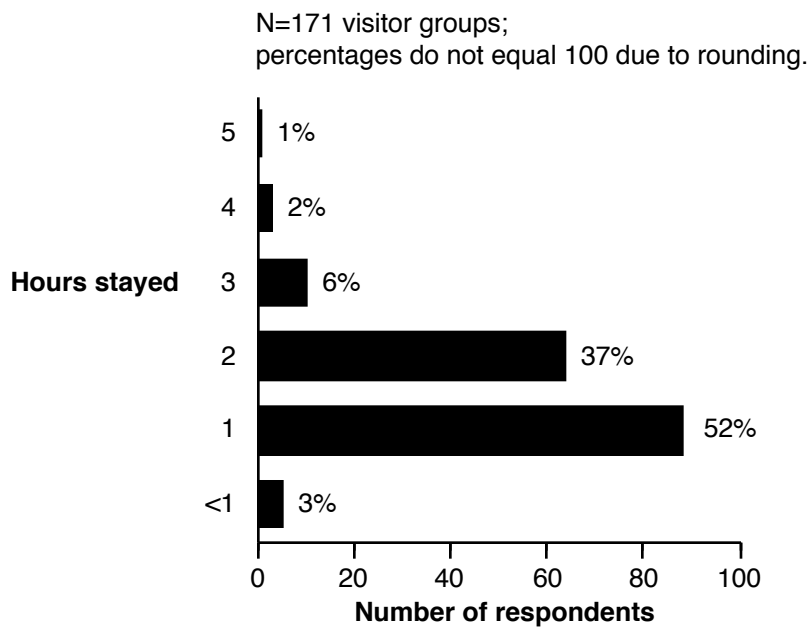


Figure 9: Length of stay

Reasons for visit

Visitors were asked their reasons for visiting Booker T. Washington NM. Figure 10 shows that learning about Booker T. Washington was a reason for 82% of the visitors. Visitors also visited to learn about African American history (41%), visit an NPS site (37%) and learn about slavery (37%). Table 4 presents some of the "other" reasons that visitors stopped at the site.

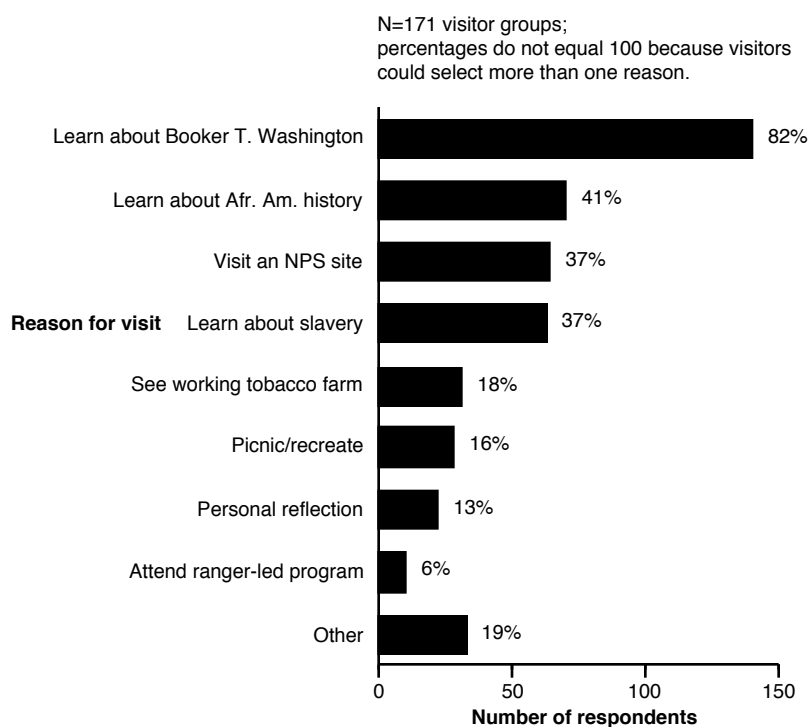


Figure 10: Reasons for visit

Table 4: "Other" reasons for visit to Booker T. Washington NM
N=27 comments

Reasons	Number of individuals
Educate children	5
Wanted to see history	4
Driving by/on way to destination	3
Get information	2
Other comments	13

Visitors were asked to report all of the activities that their group participated in during this visit to Booker T. Washington NM. Many visitors talked with park staff (83%), visited the farm area (82%) and watched the slide show (80%), as shown in Figure 11. Attending a ranger-led program (10%) and eating in the picnic area (13%) were activities with the least participation. Two percent of the visitors reported participating in "other" activities which included attending a birthday party and seeing the animals.

Activities

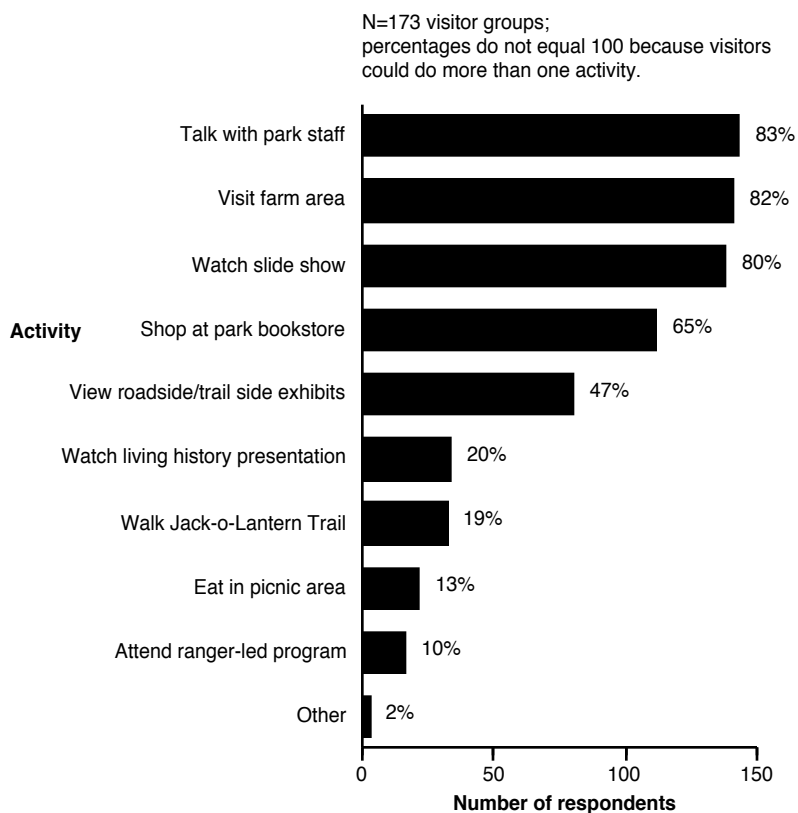


Figure 11: Visitor activities

**Use of
visitor
services
and
facilities**

The most commonly used visitor services and facilities were park brochures (85%), assistance from park staff (82%) and the restrooms (68%), as shown in Figure 12. The least used services and facilities were ranger-led programs (10%) and the picnic area (14%).

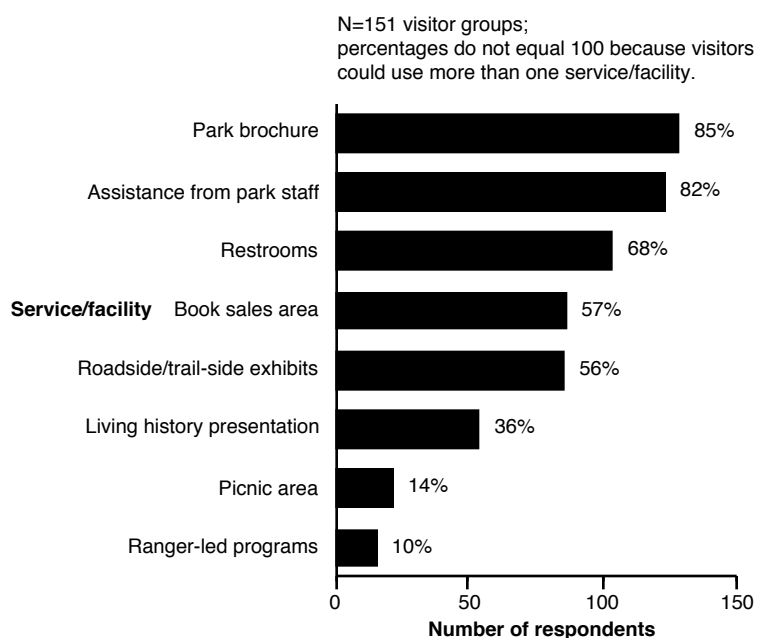


Figure 12: Use of visitor services and facilities

Visitors were asked to rate the importance and quality of the visitor services and facilities that they used during this visit to Booker T. Washington NM. They were asked to rate 8 items using a five point scale for both importance and quality (see scales below).

Figure 13-A and 13-B, on the next page, show the average importance and quality scores plotted for each service or facility. An average score was determined for each service or facility based on ratings by visitors that used the service or utility. All of the visitor services and facilities were rated above average in importance and quality.

NOTE: ranger-led programs and the picnic area were not rated by enough visitors to provide reliable information.

**Importance
and quality
of visitor
services
and
facilities**

IMPORTANCE
1=extremely important
2=very important
3=moderately important
4=somewhat important
5=not important

QUALITY
1=very good
2=good
3=average
4=poor
5=very poor

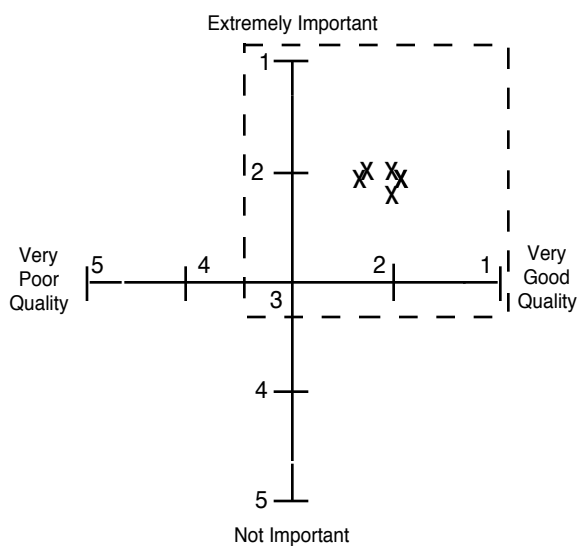


Figure 13-A: Average ratings of visitor services and facilities importance and quality

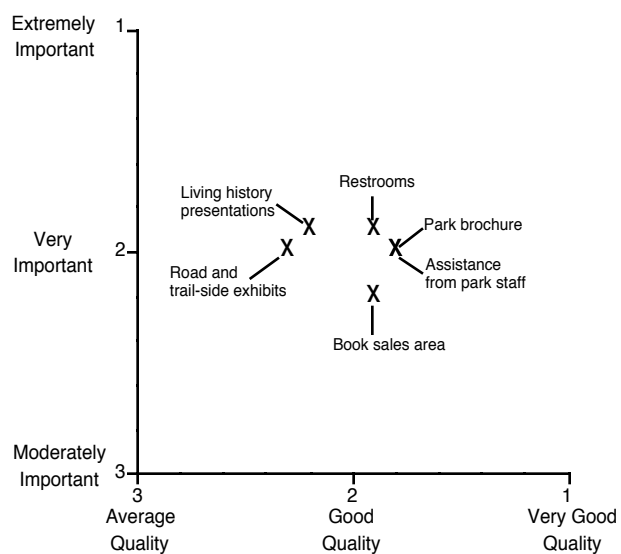


Figure 13-B: Detail of average ratings of visitor services and facilities

Figures 14-21 show that several visitor services and facilities received the highest "very important" to "extremely important" ratings: living history presentations (77%), road and trail-side exhibits (77%), restrooms (77%), assistance from park staff (76%) and the park brochure (75%). The highest "not important" rating was for the living history presentations (14%).

Importance of visitor services and facilities

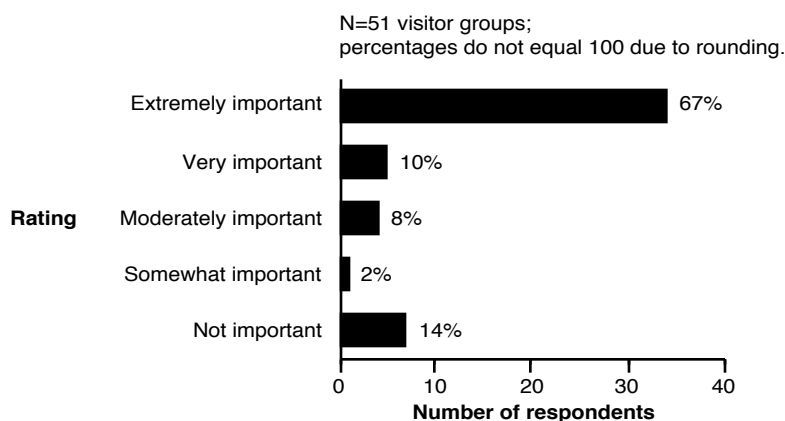


Figure 14: Importance of living history presentations

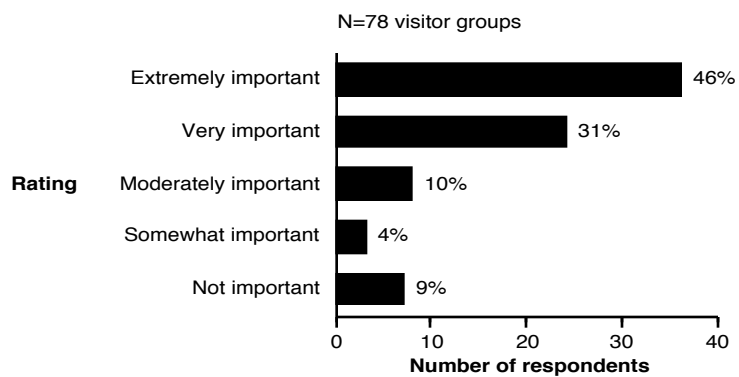


Figure 15: Importance of road and trail-side exhibits

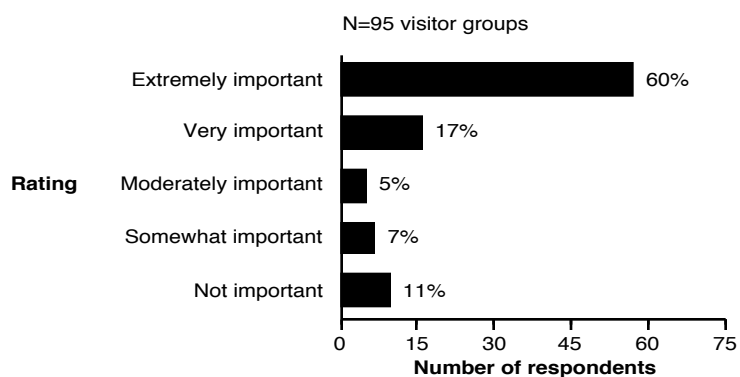


Figure 16: Importance of restrooms

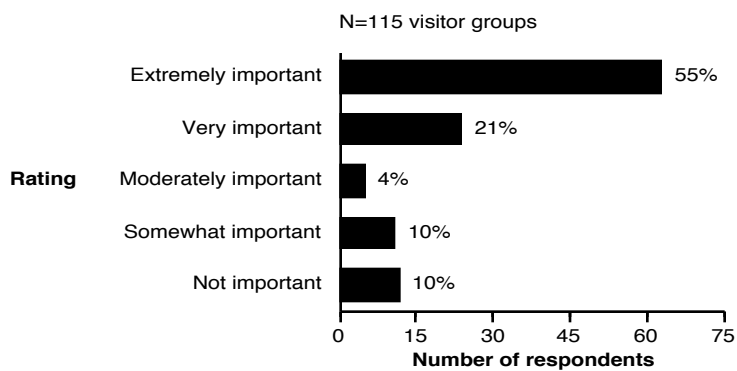


Figure 17: Importance of assistance from park staff

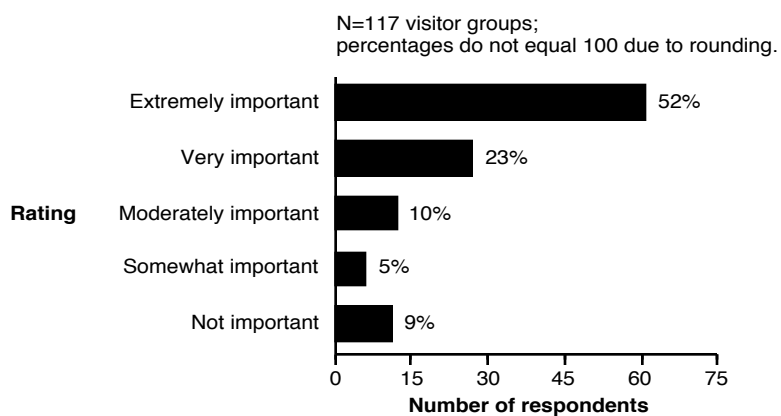


Figure 18: Importance of park brochure

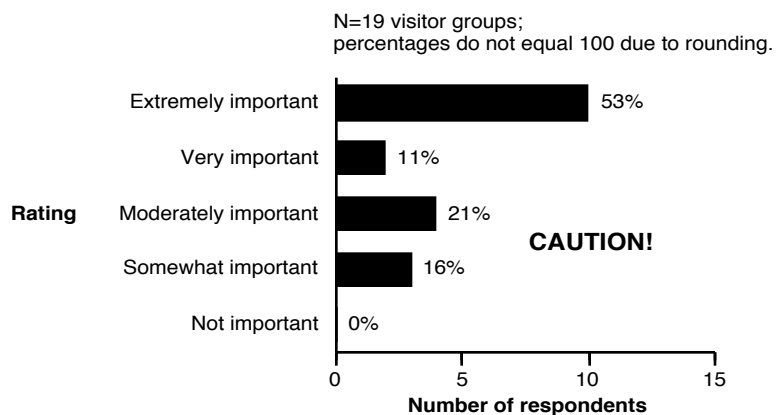


Figure 19: Importance of picnic area

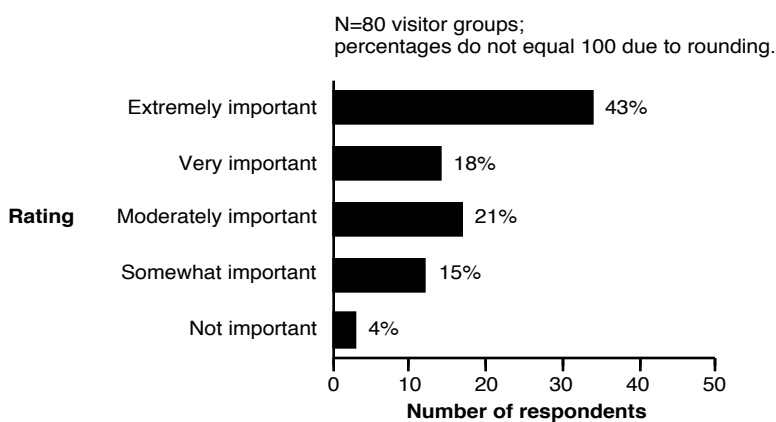


Figure 20: Importance of book sales area

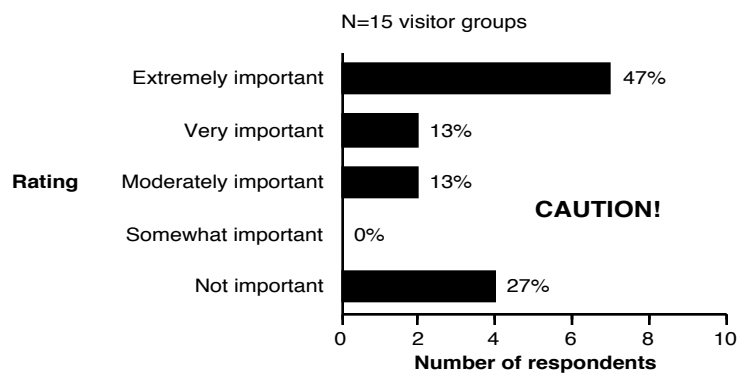


Figure 21: Importance of ranger-led programs

**Quality of
visitor
services
and
facilities**

Figures 22-29 show that several visitor services and facilities received the highest "good" to "very good" ratings: the park brochure (84%), assistance from park staff (82%), the restrooms (78%) and the book sales area (75%). The services or facilities receiving the most "very poor" ratings were the restrooms (11%) and assistance from park staff (11%).

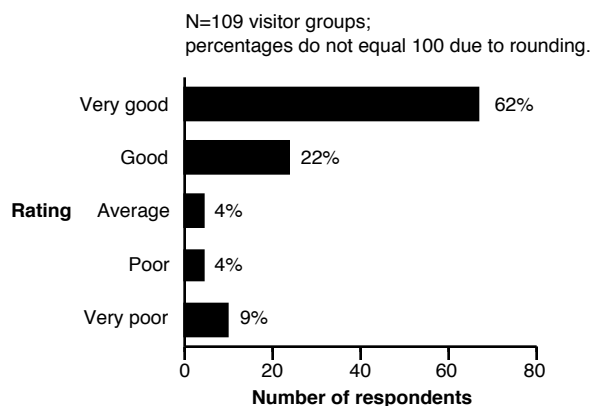


Figure 22: Quality of park brochure

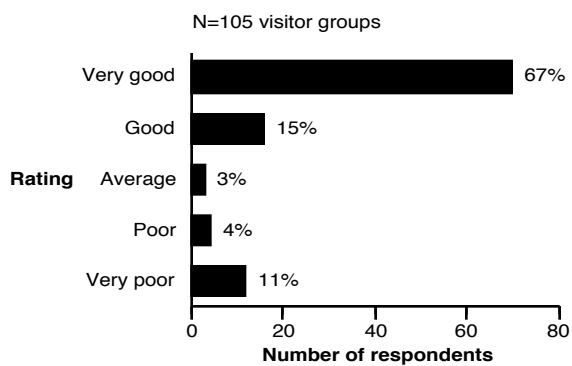


Figure 23: Quality of assistance from park staff

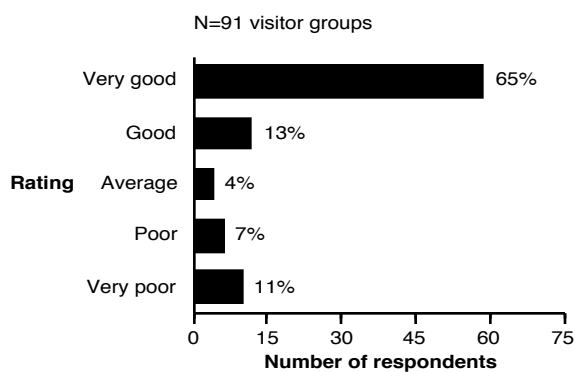


Figure 24: Quality of restrooms

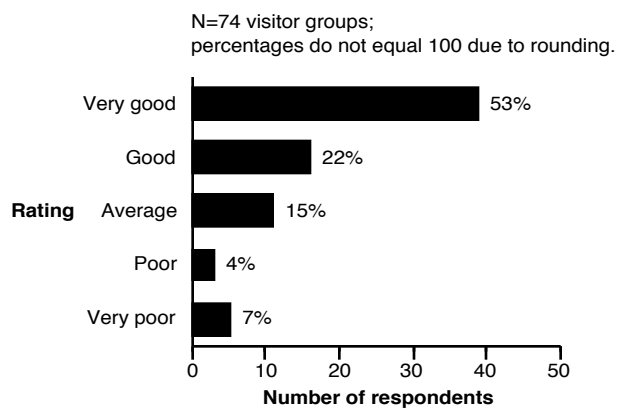


Figure 25: Quality of book sales area

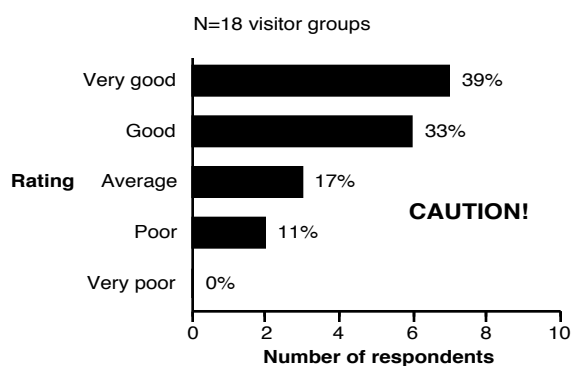


Figure 26: Quality of picnic area

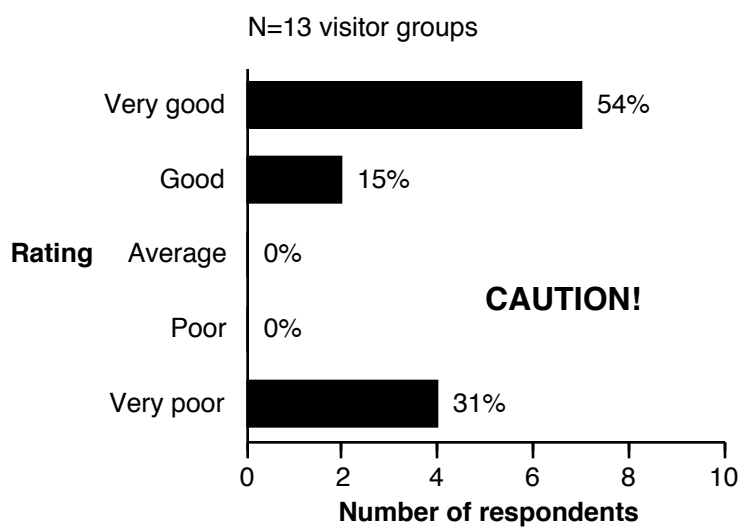


Figure 27: Quality of ranger-led programs

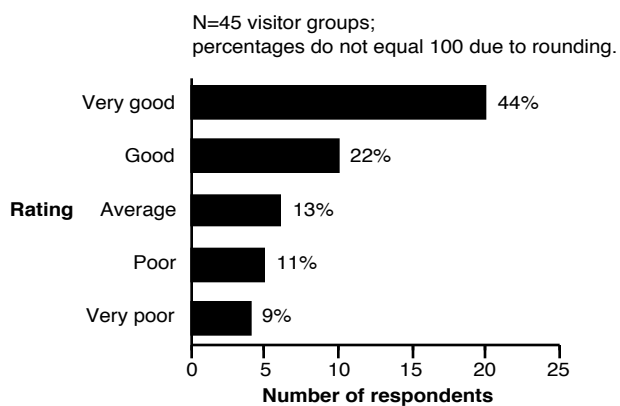


Figure 28: Quality of living history presentations

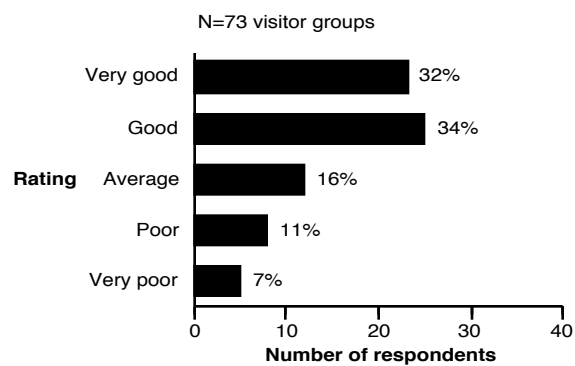


Figure 29: Quality of road and trail-side exhibits

Ninety-four percent of Booker T. Washington NM visitors rated the overall quality of visitor services as "very good" or "good" (see Figure 30). One percent of the visitors rated the overall quality of visitor services as "poor."

**Overall
quality
of visitor
services**

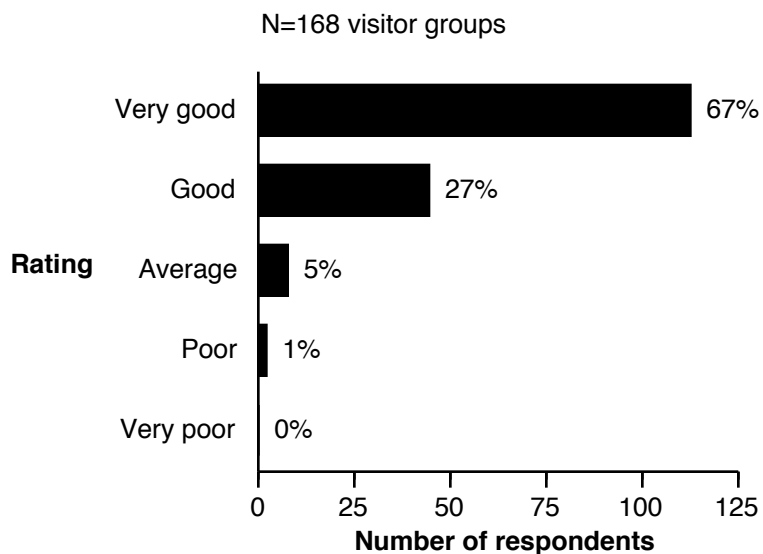


Figure 30: Overall quality of visitor services

Ideas learned

Visitors were asked to write, in their own words, the main ideas they learned at Booker T. Washington NM. Seventy-eight percent of the visitor groups (134) provided one or more statements. The most mentioned ideas included: the life of Booker T. Washington, that he was founder of Tuskegee Institute, that he overcame many obstacles to become educated, the living conditions on a small farm under slavery, and that a person can succeed with determination (see Table 5).

Table 5: Summary of ideas learned

N=353 ideas/comments from 134 visitor groups;
many visitors listed more than one idea/comment.

Idea/comment	Number of times mentioned
Booker T. Washington: early years/history	
The life of Booker T. Washington	26
How he grew up/his early years/life as a slave	18
Location of his birth	3
He was 1/2 white/his father was Saunders	3
Involvement in anti-slavery movement	3
Even as a slave he had big ideas	1
Farm works influence on his later life	1
Booker T. Washington: education	
All the things he had to overcome to learn/become educated	15
How much education meant to him	6
Had a hunger/passion for education	4
Traveled 400 miles to get an education	4
The relationship between work and learning	4
Booker T. Washington: accomplishments	
Founder/president of Tuskegee Institute	16
Involvement in African American education	10
He accomplished a great deal	6
He became successful/respected/influential	6
A great man/leader/American/	5
An inspiration/role model/example for young children	5
Had contact/advised 3 presidents	3
His impact on American history	3
What he contributed to his race	1

Idea/comment	Number of times mentioned
Booker T. Washington: personality traits	
Worked hard to achieve his goals	8
Overcame adversities	8
Had an inner drive to succeed	6
Knew how to fulfill his dreams	3
He was dedicated/focused	2
He was intelligent	2
He was ambitious	2
He was courageous	2
Came across as a warm/nice/genuine person	2
Worked to leave the world a better place	2
Had enormous strength of character	1
Perseverance personified	1
He was inventive	1
Gave to people around him	1
Turned negative thoughts and tasks into positives	1
Booker T. Washington: miscellaneous	
His differences with DuBois and other blacks	1
Some considered him an "Uncle Tom"	1
Controversial views on segregation	1
Country not supportive of those like him	1
Wonder if he was just in the right place at the right time	1
We need more of his kind today	1
Didn't confuse him with George Washington Carver	1
Slavery / African American History	
Living conditions on a small farm with a few slaves	13
Harsh reality/oppression of slavery/how hard their lives were	11
Saw how a small, poor farm operated	7
Small farms were more common than large plantations	5
The rural farm history of the area/life during this era	4
About black history and slavery	4
Difficulty newly freed slaves had in making a life for themselves	4
Slavery doesn't necessarily stop a person from being successful	3
Added meaning to end of the civil war and freedom from slavery	2
Tenacity and perseverance of former slaves	2
It's hard, but black people can progress	2
Most slaves owned by middle class who worked alongside	1
One female slave had to cook for all on the plantation	1
First view of slave quarters	1
Institutional legacy slavery created -- discrimination	1
Erases stereotypical impressions of Afr. Amer. during period	1
More need to try in today's world	1
Education	
How important it is to become educated	5
Importance of work and book learning	3
Must learn from people and experiences	1
Need to study hard	1
Feel better about education, if build/maintain class/school	1
Some whites in the south helped blacks to gain an education	1

Idea/comment	Number of times mentioned
Character Traits	
You can achieve/succeed with determination	15
You can achieve/succeed with hard work	14
No matter who you are, you can succeed/accomplish your goals	11
You can achieve/succeed with perseverance	7
Hard work and perseverance build good character	2
Man can overcome the worst circumstances and be a better person	2
You can achieve/succeed with spirit	2
You can achieve/succeed with personal courage	1
You can achieve/succeed with strength	1
Doesn't matter where you start, what matters is that you get started	1
Success only comes by pushing through adversity	1
Finish what you start	1
Be successful so you can return to others what you have gained	1
Help others	1
Respect for fellow men	1
One man can change the world	1
Importance of Site	
Every school child should be familiar with BTW's life	2
Being there helped kids begin to comprehend slavery	2
Visit made an impact on the children	1
Visit personalized and humanized BTW's struggles and sacrifices	1
Reading ledger sheet/people as property brought tears to my eyes	1
Monument forms pride/good example for black boys and men	1
Wanted to see how park reflected what I felt as I read his words	1
I was inspired and challenged	1
His story is one of hope	1
Other comments	
Learned a lot/informative	4
Film was good	2
Didn't learn much/anything new	2
Learned lots from 81 year old woman (local) who was with me	1
Kids liked farm animals	1
Nephew liked statue of Booker T. Washington	1
The American way	1
God is good and no one can change that	1

Visitors were asked how important to their visit was the discussion of subjects such as racial discrimination, lynching and slavery conditions. Forty-nine percent of the visitors felt these subjects were "extremely important" or "very important" (see Figure 31). Thirteen percent of visitors felt that discussion of these subjects was not at all important to their visit.

Importance of topics

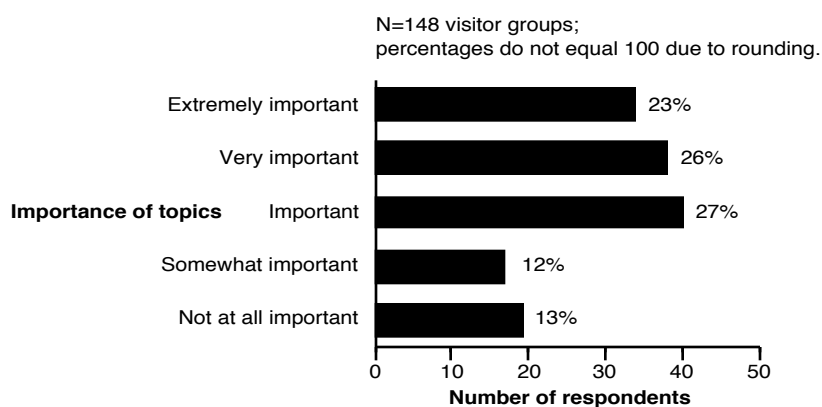


Figure 31: Importance of topics

**Future
interpretive
subjects**

Visitors were asked which subjects they would be most interested in learning about on a future visit to Booker T. Washington NM. Figure 32 shows that emancipation (61%), slavery (60%) and reconstruction (52%) were the subjects preferred by the most visitors. "Other" subjects described by visitors included Booker T. Washington's influence on Martin Luther King, Jr., the need for more talks on specific subjects, and the need for more interpretive signs.

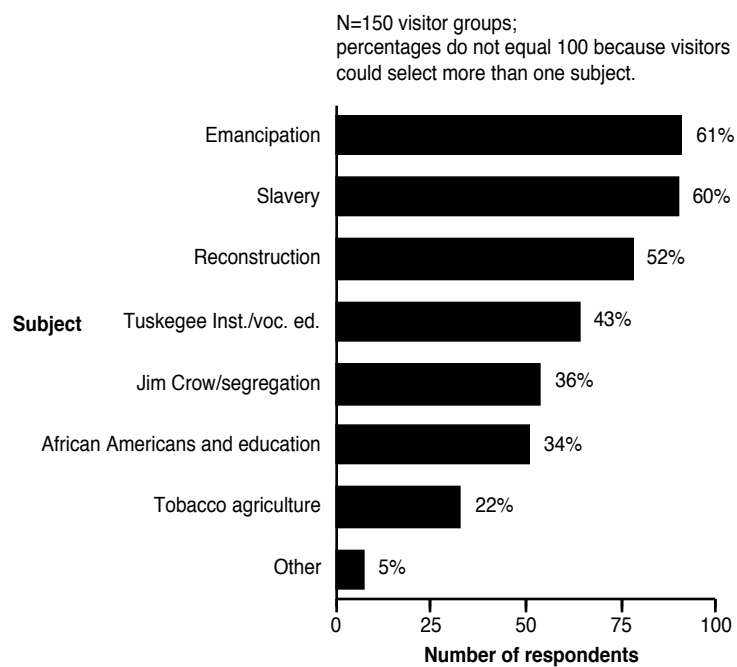


Figure 32: Preferred future interpretive subjects

Visitors were asked what they liked most about their visit to Booker T. Washington NM. Ninety-one percent of the visitor groups (157) provided one or more statements. Many visitors liked the slide show, the farm and farm animals, the park staff, the buildings and learning about history (see Table 6).

**What
visitors
liked most**

Table 6: Summary of visitors' likes

N=252 comments from 157 visitor groups;
many visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
Rangers/staff helpful or friendly	19
Talking with staff	3
Other comments	2
INTERPRETIVE SERVICES	
Slide show	43
History	17
Books available in bookstore	11
Ranger-led tour	10
Living history presentation/demonstrations	7
Exhibits	5
Ability to tour at your own pace	3
Other comment	1
FACILITIES AND MAINTENANCE	
Farm	19
Buildings	18
Nature trail	17
Clean park	7
Air conditioning	3
Gardens	2
Other comments	2
GENERAL IMPRESSIONS	
Farm animals	17
Natural environment	14
Seeing Booker T. Washington's home	6
Educational	6
Everything	4
Well organized	4
Site is authentic	4
Moved by Booker T. Washington	2
Interesting	2
Other comments	4

What visitors liked least Visitors were asked what they liked least about their visit to Booker T. Washington NM. Sixty-one percent of the visitor groups (105) provided one or more statements. Table 7 shows that among visitors' dislikes were the heat, the lack of information, demonstrations, exhibits, and too few rangers on the grounds.

Table 7: Summary of visitors' dislikes

N=117 comments from 105 visitor groups;
some visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
No rangers on grounds	4
No African Americans working at park	2
Other comments	2
INTERPRETIVE SERVICES	
Lack of information on buildings	7
Lack of live demonstrations	6
No living history presentations	5
Not having a replica of main house	5
Not enough information provided	5
Lack of exhibits	4
Other comments	6
FACILITIES AND MAINTENANCE	
Buildings in poor condition	2
Park not maintained	2
Grass was not cut	2
Poison ivy by picnic area	2
Poor directional signs	2
Other comments	3
GENERAL IMPRESSIONS	
Nothing	24
Heat	19
Pigs	2
No food concession	2
This survey	2
Other comments	9

Visitors were asked, "If you were a manager planning for the future of Booker T. Washington NM, what would you propose? Please be specific." **Future planning proposals**

Sixty-six percent of the visitor groups (112) responded to the question. The most frequently listed comments included: providing more live demonstrations, activities, and interpretive signs and exhibits, reconstructing the main house, and putting more rangers on the grounds. A summary of visitor proposals appears in Table 8.

Table 8: Summary of future planning proposals

N=192 comments from 112 visitor groups;
many visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
Have more rangers on the grounds	10
Hire African Americans	5
Dress staff in historic clothing	3
INTERPRETIVE SERVICES	
Provide live demonstrations	15
Put more interpretive signs at each site	13
Offer more hands-on activities	12
Include more exhibits	11
Tell more about life during Washington's time	11
Provide more children's activities	9
Offer more guided tours	7
Provide more information about Washington's family	5
Have local schools visit more often	4
Expand bookstore	3
Include more information about owners of the farm	3
Place interpretive signs on buildings	3
Expand slide show	3
Offer more brochures	3
Offer multi-media presentations	2
Keep book prices down	2
Other comments	12

Comment	Number of times mentioned
FACILITIES AND MAINTENANCE	
Re-construct the main house	15
Raise more crops	3
Better maintain the park	2
More highway directional signs	2
Improve picnic areas	2
Take better care of the herb garden	2
Provide better access for elderly	2
Other comments	7
GENERAL IMPRESSIONS	
Sell more souvenirs	6
Don't change anything	4
Provide concession services	4
Keep the park open	3
Have more farm animals	2
Other comments	2

Visitors were asked, "Is there anything else you and your group would like to tell us about your visit to Booker T. Washington NM?" Forty-three percent of the visitor groups (73) provided one or more comments. As shown in Table 9, most of the comments were positive statements about an enjoyable visit, an educational experience, or praise for the helpful, friendly staff.

Additional comments

Table 9: Summary of additional comments

N=136 comments from 73 visitor groups;
many visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
Staff/rangers helpful, friendly	16
INTERPRETIVE SERVICES	
Provide more information in visitor center	4
Advertise more	4
Wanted to see Living History presentation	3
Other comments	6
FACILITIES AND MAINTENANCE	
Site needs to be renovated	4
Other comments	3
GENERAL IMPRESSIONS	
Enjoyed visit	21
Visit was educational	12
Do not change anything	9
Nice park	6
Wish we had more time	5
We'll be back	5
Thank you	5
Park was a pleasant surprise	4
Very important place	3
Feel inspired by Washington	3
Keep up the good work	3
Enjoyed the scenery	2
Park should charge an admission fee	2
Enjoyed farm animals	2
Other comments	14

ADDITIONAL ANALYSIS

Booker T. Washington National Monument

The Visitor Services Project (VSP) offers you the opportunity to learn more from your VSP Visitor Study.

Additional Analysis:

Additional analysis can be requested using the park's VSP Visitor Study data. Two-way and three-way cross tabulations can be conducted for any of the characteristics, activities and opinions listed below. In your request be as specific as possible — you may select a single program/ service/ facility instead of all that were listed in the questionnaire. Include your name, address and phone number in the request.

Visitor Characteristics	Trip Characteristics	Visitor Opinions
Group size	Sources of park information	Importance of services and facilities
Group type	Locating site	Quality of services and facilities
Visitor ages	First visit to NPS site with Afr. Am. focus	Overall quality of visitor services
Ethnic background	Length of stay	Importance of topics
Number of visits	Visitor Activities	Future interpretive topics
Visitor residence	Reasons for visit	
	Activities	
	Use of services and facilities	

VSP Database:

A database is being created containing all of the VSP visitor study results from 1988 to the present. The database will be operational beginning April 1996. To use the database it will be necessary to have a database catalog, which lists the information contained in the VSP Database. Queries to the database will be accepted by phone, mail, cc:mail, e-mail or fax and the same forms of media will be used to return answers to you. Through the database, you can learn how the results of this VSP Visitor Study compare with those across the nation, within a specific region or with other national monuments. Data can also be compared in many other ways. Contact the VSP for details and to receive a catalog.

Phone/send requests to:

Visitor Services Project, CPSU
College of Forestry, Wildlife, and Range Sciences
University of Idaho
Moscow, Idaho 83844-1133
Phone: 208-885-7863
FAX: 208-885-6226
e-mail: littlej@uidaho.edu
cc:mail: Margaret Littlejohn NP--PNR

Visitor Services Project Publications

Reports 1-4 (pilot studies) are available from the University of Idaho Cooperative Park Studies Unit. All VSP reports listed below are available from the parks where the studies were conducted.

1985

5. North Cascades National Park Service Complex

1986

6. Crater Lake National Park

1987

7. Gettysburg National Military Park
8. Independence National Historical Park
9. Valley Forge National Historical Park
10. Colonial National Historical Park
11. Grand Teton National Park
12. Harpers Ferry National Historical Park
13. Mesa Verde National Park
14. Shenandoah National Park
15. Yellowstone National Park
16. Independence National Historical Park:
Four Seasons Study

1988

17. Glen Canyon National Recreational Area
18. Denali National Park and Preserve
19. Bryce Canyon National Park
20. Craters of the Moon National Monument

1989

21. Everglades National Park
22. Statue of Liberty National Monument
23. The White House Tours, President's Park (summer)
24. Lincoln Home National Historical Site
25. Yellowstone National Park
26. Delaware Water Gap National Recreation Area
27. Muir Woods National Monument

1990

28. Canyonlands National Park
29. White Sands National Monument
30. National Monuments
31. Kenai Fjords National Park
32. Gateway National Recreation Area
33. Petersburg National Battlefield
34. Death Valley National Monument
35. Glacier National Park
36. Scott's Bluff National Monument
37. John Day Fossil Beds National Monument

1991

38. Jean Lafitte National Historical Park
39. Joshua Tree National Monument
40. The White House Tours, President's Park (spring)
41. Natchez Trace Parkway

1991 (continued)

42. Stehekin-North Cascades NP/ Lake Chelan NRA
43. City of Rocks National Reserve
44. The White House Tours, President's Park (fall)

1992

45. Big Bend National Park
46. Frederick Douglass National Historic Site
47. Glen Echo Park
48. Bent's Old Fort National Historic Site
49. Jefferson National Expansion Memorial
50. Zion National Park
51. New River Gorge National River
52. Klondike Gold Rush National Historical Park
53. Arlington House-The Robert E. Lee Memorial

1993

54. Belle Haven Park/Dyke Marsh Wildlife Preserve
55. Santa Monica Mountains National Recreation Area
56. Whitman Mission National Historic Site
57. Sitka National Historical Park
58. Indiana Dunes National Lakeshore (summer)
59. Redwood National Park
60. Channel Islands National Park
61. Pecos National Historical Park
62. Canyon de Chelly National Monument
63. Bryce Canyon National Park

1994

64. Death Valley National Monument Backcountry
65. San Antonio Missions National Historical Park
66. Anchorage Alaska Public Lands Information Center
67. Wolf Trap Farm Park for the Performing Arts
68. Nez Perce National Historical Park
69. Edison National Historic Site
70. San Juan Island National Historical Park
71. Canaveral National Seashore
72. Indiana Dunes National Lakeshore (fall)
73. Gettysburg National Battlefield

1995

74. Grand Teton National Park (winter)
75. Yellowstone National Park (winter)
76. Bandelier National Monument
77. Wrangell-St. Elias National Park & Preserve
78. Adams National Historic Site
79. Devils Tower National Monument
80. Manassas National Battlefield Park
81. Booker T. Washington National Monument

For more information about the Visitor Services Project, please contact
Dr. Gary E. Machlis, Sociology Project Leader, University of Idaho Cooperative Park Studies Unit,
College of Forestry, Wildlife and Range Sciences, Moscow, Idaho 83844-1133 or call (208) 885-7129.