BARRIERS TO MINORITY PARTICIPATION
IN INTERPRETIVE PUBLIC PROGRAMS
AT INDIANA DUNES NATIONAL LAKE SHORE

By

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To the cherished memories of

John Thiele, Jr.

and

Elizabeth Hertel

mentors, colleagues and friends

who taught me to love the Dunes,

see beauty in details,

and never squelch

one’s creative spirit.
ABSTRACT

From a political and fiscal standpoint, the future survival of the National Park Service is inextricably linked to its ability to connect all park visitors to the meanings of park resources. Studies have consistently shown that members of traditional minority groups generally do not visit or participate in educational or recreational activities at national parks. Indiana Dunes National Lakeshore, a unit of the National Park Service, is concerned about the lack of diverse audience participation in their interpretive public programs – particularly regarding Gary, Indiana, a large neighboring community that is mostly African-American. The purpose of this project was to investigate the reasons that residents of Gary do not participate in public programs at the Indiana Dunes National Lakeshore, and to develop recommendations for incorporating the needs and interests of minority audiences into National Lakeshore interpretive programming.

Focus group discussions with National Lakeshore public program participants revealed that current interpretive program attendees enjoy and connect with public programs in three major ways: they seek a firsthand experience with park resources, want to learn more about the National Lakeshore, and point to the interpretive skills of the park ranger as a major factor in impacting their enjoyment of the experience. In addition, participants identified the intangible ideas of preservation, peacefulness, a sense of wonder, and uniqueness as significant meanings the park holds for them. Indiana Dunes National Lakeshore will use this information as a model in attempting to create new interpretive connections with non-park visitors.

In-depth interviews and focus group discussions conducted with community leaders and residents revealed four major visitation barriers and perceptions held by the
Gary community about the National Lakeshore. Those barriers are: a lack of information about interpretive public programs, a lingering perception of racial discrimination at the park, a lack of appreciation for nature and/or the outdoors, and a lack of interest in National Lakeshore program offerings. Recommendations for addressing these barriers include increasing program promotion efforts and aligning them more closely with Gary information and media sources; creating an expanded outreach initiative to the Gary community, involving all interpretive staff and focusing on ‘inviting’ the community to the park to make them feel welcome; centering public programs around the concept of building an awareness and appreciation for nature; and providing exciting, provoking, hands-on interpretive experiences – using topics that connect, or ‘bridge’ the interests and experiences of Gary residents and park resources. One specific pilot program topic (the Underground Railroad) is recommended, and suggestions for other potential ‘bridging’ topics are included.

The results from this research will be used by Indiana Dunes National Lakeshore as a guide in developing new interpretive programs and policies addressing the needs and interests of a diversity of audiences. This project will help Indiana Dunes National Lakeshore to adequately serve visitors from a variety of diverse communities through interpretive programming, and has the potential to serve as a model for National Park Service units and communities nationwide.
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CHAPTER 1 – THE PROBLEM AND ITS SETTING

Introduction and Importance of the Study

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

--National Park Service Mission

Since 1916, the National Park Service has embraced the task of providing recreation, protecting natural and cultural resources, and interpreting those resources for the public. In an age of efficient travel and frequent relocation, traditional park audiences have changed dramatically. Historically, national parks have been enjoyed primarily by white middle- and upper-class visitors. However, as the demographic composition of America has changed, the parks have become more physically and financially accessible for all citizens.

Today, National Park Service areas are visited by American and international visitors from all walks of life with a variety of ethnicities and backgrounds. More than ever, the parks are concerned with serving a diversity of audiences in addition to the traditional visitor. From a political and fiscal standpoint, the survival of the National Park Service is inextricably linked to its ability to connect all visitors to the meanings of park resources. Strong public support is crucial to the continued success of the Park Service as a federal agency and for the future preservation of our national parks.

This may, in some cases, involve a radically different approach to interpretive programming than has previously been taken. Besides being physically and
economically accessible, national parks also need to be *culturally* accessible – simply getting into the park does not mean that the visitor will be able to find the resources of the park relevant to his or her interests. Indiana Dunes National Lakeshore, a unit of the National Park Service, is particularly concerned about the lack of diverse audience participation in their interpretive public programs. The National Lakeshore is surrounded by a number of ethnic and racial minority communities residing in various cities and towns spanning three counties – however, their main visitor audience tends to come from the white middle- to upper-middle class. Indiana Dunes National Lakeshore has determined that new insights into the interests and needs of surrounding ethnic communities are needed in order to adequately serve visitors from those communities through interpretive programming, thereby helping to fulfill their mission as a unit of the National Park Service.

**THE STATEMENT OF THE PROBLEM**

The purpose of this study is to investigate the reasons why few minorities attend interpretive public programs at the Indiana Dunes National Lakeshore (National Park Service unit) and, through analysis of these factors, to develop recommendations for incorporating the needs and interests of minority audiences into National Lakeshore interpretive programming.

**SUBPROBLEMS**

1. To determine the barriers and perceptions that prevent many minorities from participating in public programs at Indiana Dunes National Lakeshore.

2. To identify and analyze the needs and interests of minorities regarding Indiana Dunes National Lakeshore.

3. To identify and analyze the interests and needs of Indiana Dunes National Lakeshore program attendees and the reasons for their participation in various National Lakeshore public programs.
4. To interpret the data and identify patterns and trends in the interests and perceptions of both non-visitors and visitors to Indiana Dunes National Lakeshore.

5. To use the identified trends in developing recommendations for addressing the needs and interests of minority audiences in Indiana Dunes National Lakeshore programming.

**DELIMITATIONS**

1. This study will not attempt to examine barriers and perceptions among Indiana Dunes National Lakeshore program attendees.

2. This study will not implement the recommendations developed in response to the interpretation of the data analyses.

**DEFINITIONS OF TERMS**

**Audience.** A loosely defined group of people that can potentially utilize a site by participating in activities or visiting a facility.

**Indiana Dunes National Lakeshore.** A unit of the National Park Service comprising approximately 15,000 acres and located along the southern shore of Lake Michigan.

**Interpretation.** A process that seeks to facilitate connections between the meanings of the resource and the interests of the visitor. (Dahlen et al., 2000)

**Minority.** Traditionally, a person who self-identifies with a non-European ethnicity; also referred to as a ‘person of color’.

**National Park Service.** An agency of the federal government, administered by the U.S. Department of the Interior. Its mission is to preserve and conserve natural and cultural resources for the public trust and to interpret them for public benefit. Each park has a particular mandate determined by enabling legislation and based on strength and type of resource. (Tevyaw, 1991)

**Program.** An activity specifically designed and sponsored by the park.

**Visitor.** A person that comes to a [National Park Service] site for recreational or educational purposes.
ABBREVIATIONS

NPS is an abbreviation used for the National Park Service.

National Lakeshore is an abbreviation for Indiana Dunes National Lakeshore.

INDU is the official National Park Service acronym for Indiana Dunes National Lakeshore

ASSUMPTIONS

1. Certain existing barriers and perceptions prevent many minorities from attending public programs at Indiana Dunes National Lakeshore.

2. Both visitors and non-visitors of Indiana Dunes National Lakeshore will be willing to offer input regarding their interests and reasons for attending or not attending public programs.

3. It will be possible to concretely assess the reasons which stand in the way of minority participation in National Lakeshore interpretive programming.

4. It is possible to incorporate the needs and interests of a particular audience into interpretive programming through specific recommendations.

5. Minorities will be more likely to attend National Lakeshore interpretive programs if their needs and interests are incorporated into the programming.
CHAPTER 2 - LITERATURE REVIEW

The purpose of this study is to investigate the reasons why few minorities attend public programs at the Indiana Dunes National Lakeshore (National Park Service unit) and, through analysis of these factors, to develop recommendations for incorporating the needs and interests of minority audiences into National Lakeshore interpretive programming. While situations such as these are only recently being addressed at Indiana Dunes National Lakeshore and in parks across the nation, the overall problem has lingered for many years, even decades. This section will explore the involvement of minority audiences with the National Park Service, the role of interpretation in the NPS and recent methodological trends in examining visitor perceptions and interests, the history and surrounding communities of Indiana Dunes National Lakeshore, and the relationship between Indiana Dunes National Lakeshore and the city of Gary, Indiana.

CHAPTER OUTLINE

Minority Audiences
- NPS Visitation and Use
- Recent Research
Interpretation
- Definitions and Trends
- Determining Visitor Interests
Indiana Dunes National Lakeshore
- History
- Surrounding Communities
- Indiana Dunes National Lakeshore Interpretive Goals
- The City of Gary and Indiana Dunes National Lakeshore
Summary
Minority Audiences

NPS Visitation and Use

Traditionally, national parks have been managed and frequented by middle- to upper-class Caucasian citizens and international visitors (Taylor, 2000). There is little statistical data on minority use of national parks, but in general, studies consistently show that a significantly higher proportion of whites visit national parks than do minority groups (Floyd, 1999). Although the use of public lands by ethnic minorities does occur and is suspected to have gradually increased during the last twenty years as socioeconomic conditions have improved nationwide, it is obvious to “even the casual observer” (Roberts, 2000) that the vast majority of visitors to National Park Service sites are still white. In particular, African-Americans are consistently underrepresented at NPS sites nationwide; the 2000 National Park Service Comprehensive Survey of the American Public (National Park Service, 2001) showed that 14% of African-American respondents had recently visited a park site, compared to 27% of Hispanic/Latino respondents, 33% of Asian respondents and 35% of white respondents (Gramann, 2002).

A myriad of factors, both historical and current, may potentially contribute to this trend; reasons for low representation are still not clearly understood. In a recent NPS Social Science Research Review article (Floyd, 1999), four theoretical perspectives are outlined regarding minority use of national parks: the marginality hypothesis (historical patterns of discrimination have resulted in a lack of access to socioeconomic resources), the subcultural hypothesis (differences in recreation behaviors and visitation patterns are due to cultural differences in values and socialization patterns), assimilation theory
(“park use reflects an acquisition of the dominant culture’s characteristics”), and the 
discrimination hypothesis (perceptions of discrimination, whether actual or not, 
negatively impact visitation). Any or all of these factors may be present at a given park 
site, depending on the history of the park’s relationship with surrounding communities 
and current local perceptions of the park (Floyd, 1999).

In general, numerous studies of recreation and leisure patterns over the past thirty 
years have documented consistent variation between African-Americans and white 
Americans in both urban and rural recreation (Gramann, 1996). Aside from being less 
likely to visit wildland areas, African-Americans often choose recreational opportunities 
closer to home and are less likely to travel for recreation (Gramann, 1996; Solop et al., 
2003). With regard to national parks in particular, African-Americans also tend to 
identify high costs, being too busy, and not having information about what to do inside a 
park as important reasons for not visiting (Solop et al., 2003). In addition, perceived 
discrimination as outlined by the discrimination hypothesis seems to play a role more 
often with African-Americans than Asian-Americans or Hispanic-Americans. Detailed 
analysis of the 2000 National Park Service Comprehensive Survey of the American 
Public (National Park Service, 2001) revealed that although generally very few people 
feel unwelcome in NPS units (Gramann, 2002), African-American respondents were 
three times as likely as others to feel that parks were uncomfortable places for people 
such as themselves (Solop et al., 2003).

The situation, however, is exacerbated by the fact that the presence of people of 
color in wild land areas is frequently associated by managers and staff with the 
degradation of the resource (Taylor, 2000). Unfortunately, this perception is often
echoed by other park visitors. A 1994 National Parks magazine article advocating that national parks take measures to increase the diversity of park visitors (Goldsmith, 1994) was met with strong negative response from some readers. The following letter demonstrates some of these sentiments:

“Your recent article ... was way off target. To modify the National Park Service to lure ethnic minorities would be a disaster and one more facet of our country that would be changed to please a few, ignoring the desires of the majority. Bringing more minorities into the parks would probably raise the crime rate when the rangers are being forced to spend more of their time in law enforcement than ever before. If minorities do not like going to the parks, it is their loss. But, please don’t let us be duped into thinking it is our loss. Many of us look to the parks as an escape from the problems ethnic minorities create. Please don’t modify our parks to destroy our oasis.” (Lucier, 1994)

Attitudes such as these undoubtedly contribute to a prevailing reluctance of minority groups to visit national parks. Many people of color have recounted being stared at and made to feel highly uncomfortable by fellow users upon their visits to national parks (Taylor, 2000). This can create an extremely hostile atmosphere for minority visitors. In addition, with a widespread lack of images of people of color using wildland areas (in publicity materials and audio-visual presentations) and the low employment percentage of minorities in federal land management agencies (Taylor, 2000), it seems that there is little to assure the minority visitor of a warm reception in national parks and other federal or state lands.

Recent Research

At Rocky Mountain National Park, located near Denver, Colorado, a couple of preliminary studies have begun to more closely investigate the interaction of minorities
with national parks. A recent project sponsored by the Rocky Mountain Nature Association has attempted to examine minority perceptions of the park and attitudes towards interpretive programs through the use of focus groups (Roberts, 2000). Results from this study indicate that, overall, different minority groups had varying ideologies regarding national parks and the outdoors (Roberts, 2000). That being said, the idea of the park having a more ethnically diverse workforce was a key factor for African-Americans and Native Americans, who identified that factor as pivotal in their decision to visit the park (Roberts, 2000). Language barriers were a strong issue for Asians and Hispanics, and transportation accessibility was a secondary (yet important) factor for everyone.

In addition, a recent doctoral dissertation examined the role that history and park meanings played in impeding African-American visitation to Rocky Mountain National Park (Erickson, 2001). African-Americans who were current visitors were consulted, as well as those who are considered non-park users. Although results differed widely among different groups of study subjects, a variety of constraints were identified, including a lack of information about the park, high entrance fees, historical and perceived discrimination, negative meanings of natural areas, and intracultural constraints, i.e. visiting the park is viewed as a White thing to do (Erickson, 2001). Studies such as these are few and far between – and there is some question as to how widely the conclusions can be applied. It is likely that many factors influencing minority visitation occur at a local, case-specific level, and may not happen at every park site. The phenomenon of low African-American visitation and use is well-documented, however, and certainly more research is needed to begin to more fully understand it.
Definitions and Trends

Interpretation, although practiced by the National Park Service and other organizations for many decades, was first defined in 1957 by Freeman Tilden in the seminal publication *Interpreting Our Heritage*: “An educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information.” (Tilden, 1957) The six interpretive principles outlined by Tilden have guided the interpretive field for over 40 years. Interpretation professors Larry Beck and Ted Cable have reworked Tilden’s original principles and defined interpretation as “a process, a rendering, by which visitors see, learn, experience, and are inspired firsthand” (Beck and Cable, 1998). While Tilden placed great emphasis on the educational groundings of interpretation, more recent applications such as that of Beck and Cable focus on the process itself – the incorporation of the feelings and transformative idea formation experienced by the audience.

In the mid-1990’s, the National Park Service initiated the Interpretive Training and Development Program to help foster the professional development of interpretation. During the creation of Module 101, one of many NPS interpretive competencies that now serve as national standards for interpretation, a new definition of interpretation emerged: “Interpretation is a process that facilitates a connection between the meanings of the resource and the interests of the visitor” (Dahlen et al., 2000). This definition is now
being used widely by the NPS as well as other organizations and reflects a distinct shift in emphasis; audience interests and preferences have taken on a new significance. In an era of changing policies and administrations, public support is crucial to the survival of national parks. Interpretation can serve as a powerful tool in protecting our national lands; once visitors care about the resource, they can then begin to care for the resource (Larson, 1997). Linking the interpretive themes of a site to visitor interests fosters a sense of concern within the audience, as well as a strong connection with the resource.

However, interpretive messages should not be forced upon the visitor. In order to effectively communicate the messages and themes of a site, one has to recognize that the visitor will unconsciously choose which ideas to internalize and carry away. Recent research in the National Park Service has focused on identifying the particular meanings visitors ascribe to parks and the varying ways in which they relate to the site (Goldman, Chen and Larsen, 2001). At its best, interpretation will carefully consider the needs and interests of an audience – and, through emphasizing the meanings people attach to the resource, succeed in connecting those visitors with a given park or place.

Determining Visitor Interests

Recently, there has been a flurry of activity within the National Park Service to examine the concept of visitor interests and meanings that visitors attribute to the resource. Studies at West Virginia University (Goldman, et al, 2001) and Indiana University (Barrie, 2001) have attempted to more closely examine the meanings that visitors associate with national parks. Although most visitors “ascribe and connect with meanings they can only vaguely decipher” (Goldman, et al., 2001), the fact remains that
participants relate very closely to the meanings of the resource on a personal level and actually tend to rally around specific ideas as being highly significant and relevant. Incorporating these identified meanings into the design of interpretive programs would help to facilitate establishing meaningful intellectual and emotional connections between visitors and a particular site. In this vein, identifying concepts that are meaningful to non-visitors may help to draw those audiences into the park through designing programs that invoke relevant meanings.

Indiana Dunes National Lakeshore

“The Dunes National Park actually was created by citizen pressure, and it has actually been planned by citizen pressure. So while it may not be the biggest park and it may not be the first urban park, as we sometimes refer to them, it is the first citizen’s park.”

(Greg Reising, Miller Citizen’s Corporation, January 16, 1980.)

History

Although Indiana Dunes National Lakeshore was officially authorized by Congress in 1966, efforts to establish a national park along the southern shores of Lake Michigan had begun many years previously. The opening of the South Shore Railroad in 1908 provided a thruway from Chicago to South Bend, IN, and made the natural wonders of the Dunes accessible to hundreds of thousands of Chicagoans, who quickly fell in love with the pristine beaches and expansive, unspoiled wilderness. Scientists, artists and nature lovers alike combined forces and convinced Stephen T. Mather - a Chicago industrialist who later became the first director of the National Park Service - to bring a proposal stipulating a 12,000-acre Sand Dunes National Park before Congress in 1916.
World War I, however, put an unexpected halt to this movement. Although local activists were successful in getting the State of Indiana to authorize a 2,182-acre Indiana Dunes State Park in 1923, it would take fifty years of citizen lobbying against continuing residential and industrial development before Indiana Dunes National Lakeshore was to become a reality (Sullivan, 1997).

Today, the park consists of 15,138 acres of wetlands, woodlands and sand dunes stretching across the three counties of northwest Indiana – Lake, Porter and LaPorte. The Indiana Dunes are recognized internationally for their significance in biological diversity and their unique geological features. Indiana Dunes State Park is included within the boundaries of the National Lakeshore; the two parks function separately but work cooperatively. The mission of Indiana Dunes National Lakeshore is described in the following purpose statements:

- Preserve, maintain, and restore the integrity and character of natural resources and processes and protect cultural resource values at the lakeshore.
- Provide educational, inspirational, and recreational opportunities compatible with preserving natural and cultural resource values.
- Inspire in the public an appreciation and a sense of personal stewardship for lakeshore resources.
- Interpret, encourage, and conduct scientific research in the tradition of pioneer investigators (National Park Service, 1997).

At Indiana Dunes National Lakeshore, these overall objectives pervade all facets of operation as a National Park Service unit; including planning, maintenance, law enforcement, education, scientific research, visitor services, and interpretation.
Surrounding Communities

The boundaries of the National Lakeshore fall within the cities of Gary, IN, on the west end and Michigan City, IN, on the east. The park is somewhat fragmented from west to east; sections are sandwiched between large industrial complexes (steel mills, power plants, etc.) and long-established residential communities. The latter include the towns of Ogden Dunes, Burns Harbor, Dune Acres, Porter, Pines, and Beverly Shores. Additionally, neighboring cities and towns such as Hammond, East Chicago, Merrillville, Hobart, Portage, Chesterton, and Valparaiso all fall within 10 miles of National Lakeshore property.

While many of the smaller surrounding towns are fairly homogenous in terms of racial and ethnic demographics, the larger communities of Gary, East Chicago, and Michigan City are quite diverse. According to the 2000 census, 85.3% of Gary residents identified themselves as black or African American, with 4.9% identifying themselves as Hispanic or Latino. (13.0% White/Caucasian, 0.7% Native American/Alaskan Native, 0.3% Asian, 2.7% some other race.) For East Chicago, these numbers were 36% and 51.6% respectively; in Michigan City, 26.3% of residents identified themselves as black/African American with 3.1% identifying themselves as Hispanic/Latino (U.S. Census Bureau, 2001). However, the involvement of community residents with the National Lakeshore is disproportionately skewed; a majority of park volunteers and public program participants come from the communities of Chesterton, Porter, Valparaiso, Ogden Dunes, and Dune Acres. Over 1,700,000 people visit the National Lakeshore every year, and it is estimated that the number of visitors from Gary, East Chicago, and
Michigan City is not at all representative of the relative population of those communities (National Park Service, 1993).

In the July 2001 report “Rethinking the National Parks for the 21st Century”, the National Park System Advisory Board points out that national parks have always tried to be ‘people-friendly’. However, they emphasize that for the future there must be a new focus on the particular interests of NPS audiences. “In an age of growing diversity, the Service must continually ask whether the way in which it tells these [American] stories has meaning for all our citizens. The Service must look anew at the process and make improvements.” (National Park Service Advisory Board, 2001.) For Indiana Dunes National Lakeshore, this means attempting to better serve the interests of community residents and increase their involvement with the park.

**Indiana Dunes National Lakeshore Interpretive Goals**

In the 1993 “Statement for Management” report, Indiana Dunes National Lakeshore outlines a number of management objectives, which include:

- Interpretive programs, devices, and exhibits provide a quality experience which communicates the values of the natural and cultural resources of the park such that visitors’ appreciation, protection, and understanding of these resources is enhanced.

- Interpretive themes for the National Lakeshore shall highlight the interrelated, dynamic, evolving lakeshore environment; portray the social and natural forces which have produced the distinctive features of the lakeshore; and explore the park’s function as an island of preserved natural and cultural resources existing in the midst of a highly industrialized and urbanized region.
• Special populations of all types are provided with reasonable access to facilities, resources, and programs which meet their special needs and interests.

• Cultural and ethnic populations of all types are served by a variety of programs which acknowledge their place in America’s cultural heritage. These populations are represented on the National Lakeshore’s staff in proportion to their presence in the neighboring population base (National Park Service, 1993).

The National Lakeshore uses these objectives as guidelines to help direct operations and shape future developments and projects. However, the actual state of affairs does not quite match the ideals. While interpretive projects and exhibits seem to provide a quality experience highlighting appropriate themes, different populations are not being adequately served. Cultural program themes center around Potawatomi Indians, French fur traders and voyageurs, and Swedish-American farmers. While these ethnic groupings do have a strong local history and connection with the land, programs about that history tend to be very specific, almost to the point of being exclusionary in terms of their relevance to other cultures.

In the 1997 “Interpretive Plan” report, the National Lakeshore includes a number of visitor experience goals that provide visitors with opportunities to:

• Learn the stories and information summarized in the interpretive themes in ways that are related to their backgrounds, age, learning styles, and interests.

• Participate in theme-related and resource-related park experiences with reasonable ease and safety and with minimal deleterious impacts to
resources or park neighbors, including opportunities in less-used areas and seasons.

- Visit and understand significant park resources, including dunes, Lake Michigan, wetlands, and historic sites.
- Choose from a variety of experiences to experience the park alone or in groups, ranging from solitary experiences (such as hiking alone) to social or structured activities (such as festivals or guided walks).
- Enjoy barrier-free park access, including physical and programmatic access for people with disabilities, cultural or social access for populations with little previous experience in national parks, and economic access, such as readily available transportation.
- Experience personal benefits such as relaxation, enjoyment, education, and inspiration (National Park Service, 1997).

Indiana Dunes National Lakeshore strives to meet these goals through their interpretive programming, exhibits, and visitor services. To date, the only consistent evaluation tool used to determine how well the park meets these goals is the NPS’s Visitor Survey Card (VSC) survey, a service-wide initiative overseen by the University of Idaho Park Studies Unit. The surveys have been conducted at the National Lakeshore every summer since 1998, and are distributed to visitors during the month of July at a variety of locations throughout the park. According to the 2006 Visitor Survey Card Data Report, the satisfaction measure of visitors (responses rated either “very good” or “good”) with ranger programs, under the services category, was 88%—this figure averaged 89% from 1998-2005. ‘Learning about nature, history, or culture’ in the recreational category was also 88%, averaging 91% over the previous eight-year period. The overall satisfaction measure for quality of facilities, services, and recreational opportunities at Indiana Dunes National Lakeshore was 88% for 2006, averaging 91%
from 1998-2005 (Hoger Russell, 2006). Although the survey does not examine specifics regarding exactly what visitors enjoyed about ranger programs, it is clear that visitors to Indiana Dunes National Lakeshore have been consistently satisfied with the overall quality of their interpretive experiences.

However, at the initiation of this project in the fall of 2001, the National Lakeshore did not feel that they were adequately meeting the goals outlined above for all segments of their desired audience, especially with regard to interpretive public programming. Although outreach efforts have resulted in increased participation in environmental education programs by schools in all surrounding communities, interpretive public programs consistently lack participants from the cities of Gary, East Chicago, and Michigan City. For Indiana Dunes National Lakeshore, it is critical to take a new look at these audiences and explore the reasons for their continuing disconnection with the park. As long as a significant portion of surrounding communities are not participating in park programs, the National Lakeshore feels that they are not adequately fulfilling their mission (Holmaas, 2001).

The City of Gary and Indiana Dunes National Lakeshore

In 1980, Congress authorized the establishment of the Douglas Center for Environmental Education within the Indiana Dunes National Lakeshore in Gary, IN, and the building officially opened its doors during the fall of 1985. The opening of the Douglas Center was viewed as a new opportunity for the National Lakeshore to more effectively connect with communities within the city of Gary. However, the actual purpose of the building was to serve schoolchildren by providing facilities for
environmental education day programming. To this end, the building has been quite successful; schools from many surrounding cities and communities have participated in environmental education programs at the Douglas Center for fifteen years, and during the year 2000 over 8,000 students attended these programs (National Park Service, *Indiana Dunes National Lakeshore: 2001 Outreach Work Plan*, 2001). Although the number of Gary schools participating in environmental education programs at the Douglas Center has increased in recent years through intensive outreach efforts by National Lakeshore staff, the building is still underutilized, and the majority of the schools that attend programs at the Douglas Center are not from the city of Gary.

In addition, recent informal interviews and discussions with community members have revealed that many Gary citizens are highly interested in being involved with the Douglas Center, but feel in many ways that they are not welcome there. Reasons for this perception may include a lack of public information regarding programs and activities at the Douglas Center, the previous relocation of National Lakeshore interpretive staff to another building (interpreted by the community as an abandonment of the center), and the rather excessive security features that surround the building, including an iron fence and a series of gates. In many respects, attempting to increase the participation of Gary citizens in National Lakeshore interpretive public programs will necessitate the involvement of the Douglas Center facility. To ignore the desire of the community to utilize the Douglas Center would only serve to further inflame the current tensions surrounding the use of that particular facility and ultimately impede any efforts in public program involvement.
The available literature on audience interests and minority use of national parks indicates that there is still much work to be done regarding minority interests and needs and the meanings that audiences identify with national park sites. This study has the potential to combine both of these important research areas through using identified minority interests and needs to increase relevancy and provide meanings that a diverse American public can relate to within interpretive public programs. At Indiana Dunes National Lakeshore, this issue has been identified as a priority – providing a unique opportunity to strengthen relationships between the park and surrounding communities, and to further enable the widespread dissemination of interpretive messages and meanings to diverse audiences in northwest Indiana.
CHAPTER 3 - METHODOLOGY

The purpose of this study is to investigate the reasons why few minorities attend public programs at the Indiana Dunes National Lakeshore (National Park Service unit) and, through analysis of these factors, to develop recommendations for incorporating the needs and interests of minority audiences into National Lakeshore interpretive programming. Currently, there is little definitive information about the specific needs and interests of these audiences with regard to the National Lakeshore. Among the data needed are local perceptions of Indiana Dunes National Lakeshore, opinions and impressions of National Lakeshore programs and their purpose, and insights into motivating factors for visiting the National Lakeshore. A more detailed picture of National Lakeshore audiences and their interests is needed in order to more completely understand their reasons for choosing to attend or not to attend interpretive public programs.

Therefore, it was necessary to utilize qualitative research procedures in order to adequately examine the nature and depth of this problem. A quantitative approach would not have provided the sort of information needed. Although no demographic data currently exists to show that people of color are not attending National Lakeshore public programs, the phenomenon was so glaringly obvious that confirming it quantitatively would have been superfluous – and uninteresting for the park. In addition, since the reasons for the phenomenon were unknown, the flexibility of an open-ended methodology was necessary in order to obtain as accurate a picture of the situation as
possible without influencing it through suggestion; this type of exploratory approach is not well-suited to a quantitative study.

Qualitative Methods

Interviews are a common qualitative technique, chosen for this study primarily because interviews enable the researcher to “[understand] the experience of other people and the meaning they make of that experience” (Seidman, 1988). Although other qualitative methods such as observation allow us to view behaviors in action, interviews give us insight into the motivations behind the behavior and enable us to place it in an appropriate context (Seidman, 1988). As such, one-on-one interviewing would seem to be an ideal mechanism for examining the problem of this study. However, interviews are extremely time-consuming to conduct and to analyze.

Another powerful tool for addressing many of the issues within this study is the focus group discussion. A focus group is a type of semi-structured interview in which a small group of people who are similar in some specific way are asked to reflect on questions asked by the interviewer (Patton, 1987; Diamond, 1999). Focus group interviews are a highly efficient means of collecting data; information can be gathered from several people at once instead of just one person, making the sample size significantly larger and saving a considerable amount of time in both collecting and analyzing the data (Morgan, 1997). In addition, focus group interviews elicit group interaction through discussion of an identified topic. Participants frequently respond spontaneously and in reaction to the other viewpoints expressed, which places more emphasis on participant perspectives and less on their interaction with the interviewer.
This often results in the generation of ideas and insights that might not emerge from a series of one-on-one individual interviews (Morgan, 1997). The dynamic nature of focus group interviews also provides for quality control in that participants tend to provide ‘checks and balances’ on each other, effectively filtering out false or extreme views (Patton, 1987).

The major drawback to using focus groups for the purposes of this study is that participants generally need to have some sort of common experience with the topic being discussed. This is indeed the case for visitors who participate in National Lakeshore interpretive and educational programs – but it is difficult to ensure that non-visitors will all have a similar experience with Indiana Dunes National Lakeshore. In addition, it can be challenging to gather a sufficient number of people together to conduct a focus group; although financial compensation for participating in focus group discussions is common in the corporate world of market research, that approach was simply not feasible in this case (Morgan, 1997). It is, however, possible to establish commonalities on the basis of some other variable relevant to the study, such as involvement in a specific community activity. However, one-on-one semi-structured interviews were also determined to be appropriate for soliciting feedback from key community members who have unique insights and/or experience with this particular issue.

In conducting both focus group interviews and one-on-one semi-structured interviews, an interview guide is generally developed beforehand. An interview guide refers to an established list of questions or issues that are to be explored during the course of an interview (Patton, 1987). Depending on the study, these questions can be asked in a specific sequence – or, in a more flexible approach, covered at some point during the
interview without any particular order to the questioning. An interview guide helps to keep the discussion focused while allowing individual perspectives and opinions to emerge (Patton, 1987). It allows for researchers to ask spontaneous follow-up questions at their discretion to elicit additional discussion of specific topics. This flexibility is especially important in a study such as this one, where it is not yet clear which issues are more relevant and salient (Diamond, 1999).

Recording the interaction – generally on audiocassette – is a crucial component of conducting both focus groups and semi-structured interviews. This is to allow the moderator to direct their full attention to the discussion at hand without having to worry about taking detailed notes. It is important for the moderator to establish an appropriate yet comfortable rapport with subjects – not too much, and not too little (Seidman, 1988). The moderator also adds field notes immediately after the discussion, either by recording them on the tape or writing them down.

Analysis of Qualitative Data

Following an interview, the audio recording is transcribed and can be analyzed by using an ethnographic approach (relying heavily on direct quotations from the discussions) or through a systematic coding via content analysis (Morgan, 1997). This involves determining data segments (each containing one idea or piece of information), coding those segments to create a list of categories, then grouping the data segments by interview question and developing categories for each of those groupings (Barrie, 2001). Utilizing both of these methods enables the researcher to qualitatively illustrate the salient points emerging from the data and also conduct a semi-quantitative analysis by
detecting which responses were most prevalent in a given category for each question (Morgan, 1997; Barrie, 2001). It is also recommended to have the categorized data reviewed by an independent researcher in order to ensure both content and face validity of the summaries and categories (Barrie, 2001).

Focus group analysis varies somewhat from semi-structured interview analysis; although the data is also transcribed, the transcripts are generally shorter but more complex, with different participant comments woven together. The classic approach for analyzing focus group data involves the ‘long table’ method, where questions are laid out on large sheets of paper and the focus group transcripts are cut up with scissors and separated, one idea at a time, then rearranged (Krueger, 1998). Prior to beginning the analysis, each transcript is marked in such a way that any given section or quote can be identified later, either through printing different focus group transcripts on different colors of paper or highlighting the margins of each sheet with a different marker pattern, etc. At first, comments are generally separated according to questions; they are then grouped and regrouped into categories, often rearranged several times, until patterns and themes begin to emerge from the data (Krueger, 2000).

Study Methods

This methodology was utilized in addressing subproblems 1-4 of this study; subproblem 5 involves making specific recommendations for how the park can effectively address the barriers and programming needs identified through the research. The specific procedures for addressing the subproblems are described below.
Subproblem 1: To determine the barriers and perceptions that prevent many minorities from participating in public programs at Indiana Dunes National Lakeshore.

Subproblem 2: To identify and analyze the needs and interests of minorities regarding the Indiana Dunes National Lakeshore.

First, to establish a precedent for the lack of participation of minorities in public programs, fifteen semi-structured interviews were conducted with National Lakeshore interpretive field staff and mid-level managers. An interview guide was developed with guidance from a validity panel to establish face validity. This panel consisted of graduate committee members (Dr. Michael Gross, Dr. Michael Nelson, Dr. Richard Wilke and Ronald Zimmerman) and Julia Holmaas, the chief of the National Lakeshore’s interpretation division. The interview was piloted with one National Lakeshore interpretive staff member, and then conducted with the rest of the staff. Since the researcher had worked in the interpretation division at Indiana Dunes National Lakeshore previously, a comfortable rapport was easily established with the interview subjects. Subjects were asked about their impressions of National Lakeshore program participant demographics, if many Gary residents and/or minorities attended public programs, how they would describe the situation, and if they had ideas as to what factors were influencing the phenomenon. Other interview questions sought information about interpretive programs in the past, during a time when many programs were conducted at the National Lakeshore’s environmental education center in Gary (the Paul H. Douglas Center).

Second, semi-structured interviews were conducted with key Gary community leaders. An interview guide was developed with guidance (to establish face validity)
from the validity panel as well as National Lakeshore management staff and additional regional experts familiar with both the park and the Gary community. Although these interviews were not piloted due to time constraints, the amount of feedback and input solicited in advance resulted in an interview guide that didn’t require any revision.

Subjects were selected using a type of “purposeful sampling” process (Patton, 1987), a reputational survey. As the definition of a ‘community leader’ is somewhat subjective, the focus was placed on identifying key individuals who had at least some degree of experience with Indiana Dunes National Lakeshore and would be able to provide valuable insights and specialized knowledge about the issue. National Lakeshore interpretive staff, at the conclusion of their interviews, were asked to recommend Gary community ‘leaders’ who should be interviewed. Also consulted were National Lakeshore management staff and other regional experts familiar both with the park and the Gary community. Subjects were chosen based upon the frequency that they were recommended and the strength of the recommendations. In addition, as community leader interviews were conducted, subjects were asked for additional recommendations for interviews, leading to more interview subjects through the “snowballing effect” process (Seidman, 1988). Due to the time-consuming nature of forming the networks required to identify, contact and select key community leaders, only seven interviews were conducted during August of 2002.

The third aspect of this part of the study involved conducting focus groups with individuals from the Gary community. An interview guide of focus group questions was developed with assistance from the validity panel (to establish face validity) as well as National Lakeshore management staff and additional regional experts familiar with both
the park and the Gary community. The questions were designed specifically to generate discussion about perceptions of the park, reasons for not visiting the park, and interest in the park and its resources – while keeping the focus group to an appropriate time length (generally, approximately 30 minutes). A similar focus group had been piloted by the researcher a year earlier, and was used as a point of reference in developing the questions for this section of the study. Using the networks and contacts made through conducting community leader interviews, groups of people affiliated with churches – bible study groups, choir members – were targeted, due to their involvement in community activities and the fact that churches serve as a defining cornerstone of most African-American communities (there are over two hundred churches within the city limits of Gary). In addition, involving groups of people who were having a meeting anyway and already knew each other would increase the comfort level of the discussion, eliminate potential challenges in gathering them together to conduct the focus group, and result in a diverse representation of individuals – a wide variety of ages, both sexes – from the community. Four focus groups, comprising a total of 33 participants (ranging in size from 6 to 12 people per focus group) were conducted during March of 2003.

While establishing a sense of trust and a comfortable rapport is always important when conducting interviews and focus groups, it was absolutely crucial for this study. Some of the questions could potentially touch on highly sensitive subjects, such as unfavorable impressions of the National Lakeshore or past racial discrimination. It was vital that the researcher establish a comfort zone for the participants so that they would feel comfortable speaking frankly about their opinions, ideas and perceptions. Although ideally it should be possible for any researcher to conduct studies like these, it cannot be
denied that interviewees and focus group participants may not have opened up as freely had this researcher not been African-American. Other researchers have reported similar challenges, finding that it was difficult to build trust with African-Americans as a perceived outsider (Erickson, 2003) or even being told explicitly by the respondents that they would not have been as honest had the researcher not also been a person of color (Roberts, 2002).

Subproblem 3: To identify and analyze the interests and needs of Indiana Dunes National Lakeshore program attendees and the reasons for their participation in various National Lakeshore public programs.

The third interview guide, consisting of focus group questions developed with assistance from the validity panel (to establish face validity), focused on discussion of existing interpretive programs at the Indiana Dunes National Lakeshore and the reasons that visitors attend them. The researcher had conducted two pilot focus groups with public program participants the previous summer, and used those as a reference for designing the interview guide for this part of the study. In consultation with National Lakeshore interpretive management staff, three different types of National Lakeshore public programs were identified to use for focus group discussions – ‘Sunset Saunter’ (a bi-weekly dune hike at sunset, held at various locations along the shore of Lake Michigan), ‘Trekking the Bog’ (a tour of a kettle-lake bog, conducted three times each weekend), and ‘Feeding Time at the Chellberg Farm’ (an interactive program where participants feed the farm animals, held three times each weekend at the historic Chellberg Farm). These programs were selected both because of the frequency with
which they were offered throughout the summer, and due to the fact that each program
topic typified a distinct aspect of National Lakeshore interpretive programming:
recreation (Sunset Saunter), natural resources (Pinhook Bog), and cultural resources
(Feeding Time). At the beginning of each program, the park ranger introduced the
researcher, who informed the group that she would meet with them at a designated spot
(usually in or near the parking lot) immediately following the conclusion of the program.
After the program ended, the park ranger departed and focus groups were conducted with
the program participants who chose to stay for it. Between 06/30/02 and 08/09/02,
eighteen focus groups with a total of 145 participants were conducted with National
Lakeshore public program participants – five focus groups from Sunset Saunter programs,
five from Pinhook Bog programs, and four from Feeding Time programs. Focus group
sizes ranged from 5 to 12 people per group.

In keeping with a requirement of the University of Wisconsin – Stevens Point that
all studies using human subjects must receive university approval, the Institutional
Review Board (IRB) for the Protection of Human Subjects reviewed the project proposal
and determined that participants were not at any risk from participating in the study. All
focus group discussion participants and interview subjects in this study signed a consent
form, with a brief explanation provided regarding the importance and implications of the
study to the National Park Service and/or to the Gary community. Participants were also
assured confidentiality, and promised that any easily identifiable information would be
omitted from all future reports regarding the study. As an incentive for participation, a
gift from the park (an Indiana Dunes National Lakeshore lapel pin) was provided to each
participant. Since many focus groups were conducted outside during the summer, cold lemonade was also provided.

Subproblem 4: To interpret the data and identify patterns and trends in the interests and perceptions of both non-visitors and visitors to Indiana Dunes National Lakeshore.

Audiotapes from all of the focus groups and interviews were transcribed word-for-word and reviewed. All focus group discussions and all community leader interviews were actually transcribed by the researcher; but due to the sheer volume of material, an outside transcriber was eventually hired to complete the process and transcribed some of the National Lakeshore interpretive staff interviews. All transcripts were checked against the audiocassettes for accuracy of content.

Focus group and interview transcripts were analyzed line-by-line through the process of open coding to establish potentially relevant categories (Strauss, 1990), from which axial coding enabled the researcher to further define categories and propose relationships between them (Strauss and Corbin, 1990). Ideas were first separated from one another – in long-table analysis of the focus groups, they were literally cut apart and physically isolated. (Prior to this, colored lines were drawn down the margins of each transcript page, forming a vertical pattern that extended to the bottom of the paper. This enabled the researcher to quickly identify which focus group an individual idea came from.) The data were grouped initially by question; this was done deliberately to facilitate the comparison of focus group data with interview data containing overlapping questions. As the researcher reviewed the data multiple times and gained familiarity with
it, similar ideas were grouped together into initial categories. At times, ideas were moved to different questions entirely; it was not uncommon for focus group participants and interviewees to respond to a question by answering a question previously asked, or addressing a question that had yet to be asked.

For interview data, each separate idea was given a code: P1, P2, P3, etc. (P stood for Point). They were later labeled according to the assigned interview number and – if not actually answering the question being asked – the question they were voiced in response to. Ideas were renumbered (starting again at P1) for each question. (Ex: Under the heading of Question 6, the labeling of an idea as IV1.Q9.P4 signifies that the idea came from Interview 1, answered Question 9 – although it was voiced in response to question 6 – and was the 4th idea mentioned by the respondent. Also under the heading of question 6, the labeling of an idea as IV4.P1 signifies that the idea came from Interview 4, and was Point 4 mentioned by the respondent. The idea was voiced in response to question 6, and accordingly there is no Q_ in the label for that idea.)

Coding summaries were reviewed by an independent researcher to establish content validity and internal reliability, then compiled and examined to gain a clearer picture of all of the elements involved in the perceptions and interests of visitors and non-visitors. Common themes and trends in needs, interests, perceptions, and barriers for non-visiting minorities and general National Lakeshore visitors were identified.

Subproblem 5: To use the identified trends in developing recommendations for addressing the needs and interests of minority audiences in Indiana Dunes National Lakeshore programming.
Based on the results from the Gary community and National Lakeshore public program coding analyses, and using the researcher's understanding of National Lakeshore interpretive themes and objectives as a framework, recommendations have been made outlining concrete guidelines and strategies for addressing minority interests and needs within National Lakeshore interpretive programming. This includes one specific example for a pilot program and suggestions for others, illustrating possible implementation strategies for the recommendations described in the guidelines.

It may be possible in the future to generalize the findings of this research to larger underserved populations and their relationships with other National Park Service units, but for the purpose of this project it is more appropriate to examine the problem on an individual, case-study basis. Certainly the approach can easily be applied elsewhere, however. Although replication of this study cannot be guaranteed, it is believed that other comparably qualified researchers would discover similar phenomena given a similar setting.
CHAPTER 4 – RESULTS

The results presented in this chapter are the manifestation of subproblem 4.

(Subproblem 4: To interpret the data and identify patterns and trends in the interests and perceptions of both non-visitors and visitors to Indiana Dunes National Lakeshore).

Accordingly, the results for subproblems 1, 2, and 3 are presented below. Subproblem 5 (Subproblem 5: To use the identified trends in developing recommendations for addressing the needs and interests of minority audiences in Indiana Dunes National Lakeshore programming) will be addressed in ‘Chapter 5 – Discussion and Recommendations’. Interview guides and summaries of coding categories, including participant quote summaries, are located in the referenced appendices.

Subproblem 1: To determine the barriers and perceptions that prevent many minorities from participating in public programs at Indiana Dunes National Lakeshore.

Thirteen one-on-one semi-structured interviews were conducted with Indiana Dunes National Lakeshore interpretive staff, and six additional semi-structured interviews were conducted with individuals who were considered community leaders within Gary. Four focus group discussions were also conducted with groups of individuals from the Gary community. Results are summarized and presented below by question.
There seems to be a general impression that not many Gary residents attend public programs here at Indiana Dunes National Lakeshore, and also that not many people of color – or ‘traditional minorities’ – participate in public programs. In your opinion, how accurate are these statements – and according to your experience, how would you describe the situation? (National Lakeshore staff only, Appendix B.)

All thirteen National Lakeshore staff interviewed unanimously confirmed that few people of color attend interpretive public programs, although there were a variety of additional impressions:

- “Oh, those statements are very accurate.”

- “I would say that while that may be changing to a small extent, that that would still basically be true. There is not a high percentage of what have traditionally been called minorities attending programs in any part of the park...”

- “Well, as old people used to say, can’t eat that meat ‘cause there’s lots of salt and not a lot of pepper.”

- “…the people of color...[who] participate in programs tend to be – the new people moving into the region participate more frequently, or easier, than lifelong residents.” (Appendix B.)

Many staff stated that they had no way of knowing whether program attendees were Gary residents or not, although most had the impression that the majority of their audiences tended to be white, upper-to-middle class, middle-aged individuals or families from either Porter County or outside the NW Indiana region.

What do the words 'national parks' make you think of? What do national parks mean to us? (Focus groups only, Appendix D.)

The three main impressions focus group participants had of national parks were an association with wildlife or animals; the fact of them being national, or government-run; and identifying them as untouched natural areas:
• “Wildlife.”

• “I think national park is where animals are raised and secured and protected by the government... keeping them from - certain species from becoming extinct.”

• “I think of a land that's supported by our national government for recreation... and, you know, preservation of what was there before we got here, before we started to build houses and homes. Just an area that's set apart.”

• “A place where you go and, like, relaxation; kind of like walk through the park, take in scenery, you know; it's kind of like a place where - places, like I say, you find family time, or some kind of relaxation. I don't really see it as a place of business.” (Appendix D.)

Other minor associations included camping, preservation, and recreation or family activities. One group specified that it meant “somewhere I could never go” (Appendix D) because of being too far or too expensive. When asked about park areas they had visited, many cited Indiana Dunes and/or Marquette Park, while others named other national parks nationwide – and often mistakenly identified local or private park areas as ‘national parks’. In general, there was a distinct identity confusion regarding Indiana Dunes National Lakeshore versus Indiana Dunes State Park, as well as other park areas.

The National Lakeshore feels that not many members of the Gary community tend to come to public programs at Indiana Dunes National Lakeshore. In your opinion, what are some reasons why this is happening? (Community leaders, Appendix C; and focus groups, Appendix D. For National Lakeshore staff: What factors do you feel may keep Gary residents and/or minorities from coming to Indiana Dunes National Lakeshore? Appendix B.)

A lack of information or promotion emerged very clearly as the second most frequently cited category for both the community interviews and focus groups in response to this question. It was often the first idea mentioned. Most respondents felt that people
in Gary didn’t know anything about activities happening in the park, and that the activities weren’t being publicized or promoted:

- “Nobody knows about it.”
- “So we don't really know anything about what's going on there. And if it is, it's really subdued; we don't know anything about it.”
- “Primarily it's just that no one has any information; we don't even know what they have to offer out there besides... hiking trails and campgrounds, you know.”

Although not often mentioned initially or immediately, by far the category encompassing the most frequently cited responses for the focus groups had to do with a perception of racism or discrimination in the National Lakeshore area:

- “And for so long, members of the Gary community were only allowed (his emphasis) to go into, uh, Marquette Park and Lake Street Beach; you know, we weren't allowed to go into West Beach and a lot of those other places for so long... and so I believe that stigma, that stigma's just still around.”
- “I think its' location has a lot to do with it. With the, uh... non-desire from the Gary people to go out in there because where it's located, it's surrounded by a lot of what you call redneck community. You know, and these are people that are really... Klan; Klan-builders.”
- “That cloud still hangs over, you know, your mind - do they want us out here, can we go out... I mean, I think the further out you go, it's still - we're still unwelcome.” (Appendix D.)
interviews). Although most agreed that blatant incidents of racial discrimination in the park are largely a thing of the past, the overriding impression was that the further eastward into Porter County (from Gary or Lake County) one travels, the more likely one is to be subjected to negative racial incidents. National Lakeshore staff pointed out that this reluctance to travel to Porter County is matched by a reluctance of Porter County residents to travel westward into Lake County or Gary. It was also stated by community interviewees and focus group participants that most minorities – and/or people of Gary – don’t believe that they have access to the lakeshore area since they were historically denied it, and continue to feel unwelcome in parts of the lakeshore close to and even within the Gary city limits (Miller Woods, West Beach, Marquette Park).

Community leaders, however, felt strongly that Gary residents don’t attend National Lakeshore public programs because of a lack of exposure to and a lack of appreciation of nature – both as children and therefore later on as adults:

- “...until our young people can visit the National Parks... visit them and learn to enjoy them as young people, they will not learn to enjoy them as adults.”

- “Cause like I said, these kids don’t go camping. Parents don’t have time, and it gets cold real quick. So summertime there’s usually... you know, let me play outdoors, but not in an environment that’s, you know, unlike, that’s not like the city. So naturally, definitely, their inexposure to outdoor life is really hindering a lot of that. And I would say that’s why there hasn’t been a great demand on them [INDU] from the youth.”

- “Anyway... I grew up in a concrete jungle. So, they’re not familiar with it, they’re not used to it. Even though you’ve got the most beautiful lakefront, they don’t go out there.” (Appendix C.)

On a related note, focus group participants actually specified that there was never anything of interest happening at the National Lakeshore; it was their third most
frequently cited category. Some felt that people just didn’t care. A few community leaders pointed out that the program offerings may not be attracting Gary residents; some National Lakeshore staff felt this as well.

Other minor responses to this question included the idea that the lakeshore was “too far to travel to” (Appendix D; this may possibly be related to the discrimination category), or that lack of public transportation was a factor; the latter was also mentioned by National Lakeshore staff. A few focus group respondents mentioned that Gary schools are not as involved with the National Lakeshore as they could (or used to) be, and also cited the idea that one shouldn’t have to pay to go to a park.

Do you think people have any fears or uncertainties about going to the National Lakeshore? (Focus groups, Appendix D; and community leaders, Appendix C.)

This question was a probe question and was not always asked, depending on the direction the discussion took. Some respondents from both interviews and focus groups felt that fear didn’t play a factor. However, others indicated that it did, specifically a fear of crime or theft – in natural areas in general, and in the Miller area of the National Lakeshore in particular.

Subproblem 2: To identify and analyze the needs and interests of minorities regarding the Indiana Dunes National Lakeshore.

Specific questions were included in the community interviews and focus group discussions to address this subproblem. Results are summarized and presented below by question.
What could the National Lakeshore do better to help visitors feel comfortable and welcome at the park? (Focus groups only, Appendix D.)

Focus group participants tended to respond to this question by answering other questions instead, but those who did answer it concurred that the lakeshore could reach out to them and make itself more welcoming; specifically, more friendly.

- “Let us feel welcome, you know…”
- “Making it more friendlier, too…”
- “Just need to reach out to us; you know, it's like… they want us there, let us know that, you know, 'we want you there'…” (Appendix D.)

A couple of community leaders also mentioned that the National Lakeshore should make a concerted effort to be more friendly and welcoming. A suggestion from one focus group involved having more park employees of color visible; this idea also emerged from the community interviews, although not as a response to this question.

Similarly, some National Lakeshore staff also mentioned the lack of diversity within park staff. Participants from one focus group also commented that people would feel more comfortable attending programs and events in large groups rather than as small family groupings.

What do you think would attract people of the Gary community to the National Lakeshore? (Community leaders, Appendix C; focus groups, Appendix D; National Lakeshore staff, Appendix B.)

Focus group participants were very clear in answering this question; they repeatedly indicated that the National Lakeshore should “find something to offer them” (Appendix D); something that they would be interested in:
• “Let the community know what's there, besides sand and water. I mean, really, because what could a young person - or whoever, child, teenager - think that's there besides sand and water?”

• “Besides what we bring to the beach, what do you all have to offer us out there? You know, we can come up with our own events, but what do you have there for us to do after we done with what we were doing?” (Appendix D.)

This also emerged as a category with the community leaders, although they recommended focusing on activities to draw youth; two suggested holding more large-scale events like festivals. National Lakeshore staff also felt that Gary residents would be drawn to programs if the programs more closely matched their interests.

Focus group participants also stated repeatedly that the lakeshore needed to advertise or promote more:

• “Just me, they need to advertise a little more so people will know about it, you know, especially those folk who are in the state or the surrounding areas; it needs to be more advertised, in the newspapers, or posters, or whatever.”

• “Well, just to round it out, in my opinion, it needs... an awareness campaign needs to be formed, and worked, worked diligently in the Gary area, because a lot of people are not aware of the opportunities at the dunes. They're not aware of it.” (Appendix D.)

Both community leaders and National Lakeshore staff also indicated that the National Lakeshore should improve its program promotion, increase outreach, and build relationships with the Gary community. Another category of responses for the focus groups involved providing some form of mass transportation to the park.

Community leaders felt that the lakeshore needed to “be creative” to draw people and promote program offerings:
• “...so, I had to actually write my own manual, in a sense. You got to do the same thing with the lakeshore. If they expect to reach the Gary community that’s 85% black with their manuals, you can forget it. You gotta go outside the box. You gotta be creative, you’ve got to be a visionary. And that’s the only way it’s going to happen.” (Appendix D.)

Essentially, they suggested that park staff should take a new, unique approach to the situation and try things they’d never done before. National Lakeshore staff also indicated that they felt more creativity was needed in approaching the situation.

What are some programs or activities you’d like to see offered at the National Lakeshore? (Community leaders, Appendix C; and focus groups, Appendix D.)

When asked about specific program ideas, focus group participants overwhelmingly mentioned music or concerts as activities that would draw interest. Sports-related activities were also frequently indicated, and others stated that the park should just have more activities. Minor categories included activities that don’t fit well in a NPS site (petting zoo, water slide, etc.) as well as some things the National Lakeshore already offers – nature walks and an information center. Community leaders strongly supported programs involving up-close and personal experiences with nature (fishing, live animals, overnight tent camping, night hikes, and the existing Junior Ranger program) as attractants. This is likely related to the ‘lack of exposure to nature’ category that emerged from subproblem 1. A minor category involved doing programs with (or for) church groups, and other assorted suggestions were offered.

What are some ways that the National Lakeshore could get more involved with the Gary community? (Community leaders, Appendix C; and focus groups, Appendix D.)
Interestingly, more involvement with youth groups and schools was the main category indicated for both community leaders and focus groups:

- “I don't know how you deal with the Boy Scouts in this area, but that would be one of your inroads as far as building programs. That's an organization already formed, and if you offer for the lakeshore, the park, to be open to them, that's one way. If there's picnic areas, and this kind of thing, it's always good for this area.” (Appendix D.)

- “And, uh... a continuation of the programs that attract young people, primarily with the Scouts, with church groups, school groups, all community groups, so…” (Appendix C.)

The perception seemed to be that adults are too busy to do things on their own, but would make time to participate in activities with – or for – their children. In addition, a minor category indicated for community leaders involved developing relationships with community organizations, and making outreach to the community a priority.

What activities did you participate in [at park areas]? (Focus groups only, Appendix D.)

Many respondents indicated that they participated in some nature-based activity, such as nature watching, walking trails, and camping. However, another frequently cited category was eating – most often barbequing, and also picnicking.

What kinds of things do you enjoy doing for fun or recreation in your spare time? (Focus groups only, Appendix D.)

This question was a probe question and was not always asked, depending on the direction the discussion took. However, respondents from one group indicated that they enjoyed participating in sports – basketball, bowling, and baseball. Another group specifically stated that they enjoyed taking walks.
Subproblem 3: To identify and analyze the interests and needs of Indiana Dunes National Lakeshore program attendees and the reasons for their participation in various National Lakeshore public programs.

Focus groups were conducted with participants from three different interpretive public programs, each offered multiple times throughout the summer at Indiana Dunes National Lakeshore. The three selected programs were ‘Sunset Saunter’, ‘Trekking The Bog’, and ‘Feeding Time at the Chellberg Farm’. Results are presented below from each program, and then summarized as a whole. Appendix E contains detailed coding categories and quote summaries for this section; however, due to the large number of focus groups involved – 14, with 145 total participants – actual quotes themselves are not included.

Sunset Saunter (5 focus groups, 59 participants)

A majority of participants were attracted to this particular program because of the sunset. The program involves a hike through the dunes, ending with the sun setting over Lake Michigan, and participants cited the aesthetic appeal of this as a major factor in choosing to attend the program. In addition, some attendees were local residents, and specified that the time of day that this program was offered (early evening, after work hours) enabled them to attend. Participants were also seeking a general recreational activity to participate in, and wanted to learn more about and/or experience the dunes firsthand.
When asked what they liked about the programs, participants responded in two major ways: they felt that the park rangers presenting the programs were excellent and provided a memorable experience, and they listed various things they had learned, or information they had acquired during the program. Other categories that emerged from the data, although not nearly as frequently cited, included the design and logistics of the program, experiencing nature, and favoring the small group size.

Sunset Saunter participants expressed a variety of sentiments when asked about the intangible ideas they associated with the tangible physical resource around them (in this case, the dunes and shoreline). A small majority indicated that they were glad the resource had been preserved. Other major ideas included a sense of wonder about how the dunes were formed; the peaceful, quiet atmosphere; and that their surroundings were not what they had expected.

Biting flies were overwhelmingly cited as the primary negative aspect of the program experience. Additional minor complaints included cloudy conditions (preventing a good view of the sunset and/or Chicago skyline), and the difficulty level of the hike. However, some participants also expressed that “there wasn’t anything not to like” about their experience. The most frequently suggested ideas for improvements included clarifying some of the program logistics (specifically the hike’s starting location, which varied according to the date), expanding public awareness of the program, and providing participants with literature detailing some of the information described during the program. Frequently cited categories for miscellaneous comments included being surprised – at Lake Michigan’s size, and that this was part of Indiana – as well as additional praise for the program.
Trekking The Bog (5 focus groups, 54 participants)

Trekking The Bog is considered a specialty program, involving a tour of an otherwise publicly inaccessible area – Pinhook Bog. Accordingly, participants definitively stated that they were drawn to this program because of the interesting, unique experience it entailed. Specifically, many wanted to see the bog and the rare, insectivorous plants that grow there. Other minor motivations included an existing familiarity with bogs, and being brought along by others (friends, family) who had an interest in the bog.

Participants most enjoyed three major aspects of the program: seeing the unique plants, eating wild blueberries, and the park ranger (citing their skills in providing an enjoyable experience). Other categories, not as frequently indicated, included learning the history of Pinhook Bog as well as historical aspects of the word ‘bog’, and having a hands-on experience.

The intangible ideas program participants most often associated with Pinhook Bog were preservation and the fragility of the bog. However, many respondents also indicated the antiquity of the bog (length in time of formation) as a major idea. Other minor categories included the uniqueness of the bog environment, its physical juxtaposition with modern developed areas, and surprise that there was this type of natural beauty in Indiana.

Overwhelmingly, participants indicated that they would have preferred to experience a longer hike to see more of the bog – and cited this just as often as an area for improvement. Attendees also mentioned the lack of written explanations about the bog.
(detailed information available beforehand, or as a handout) both as a negative aspect of the program and a suggestion for improving future programs. In one particular focus group, participants complained that their ranger gave too extensive an introduction before beginning the hike, and a small number of people expressed disappointment that they couldn’t actually walk on the floating mat of peat moss. In addition, participants from one focus group wanted more information on how human activity impacts the environment, and people in another focus group indicated that the bog formation timeline should be presented as a theory rather than as fact. Overall, however, participants commented that the program was extremely interesting and that they had gotten more out of it than they originally expected.

Feeding Time at Chellberg Farm (4 focus groups, 32 participants)

This program proved to be the most challenging in terms of recruiting focus group participants; most attendees were families with young children who often declined to stay afterwards. However, Feeding Time participants clearly and overwhelmingly indicated their major reason for attending the program: enabling their children to see and help feed the farm animals. A few respondents did indicate that they were attracted to the program because of an interest in history, area settlement, or historical reenactment.

Accordingly, the vast majority of responses also indicated that the most successful (or, most important) aspect of this program involved the children interacting with the animals. Participants also, however, enjoyed the historic nostalgia of visiting the early 20th-century Swedish farmstead. One focus group specified that the farmer (park ranger or volunteer) provided them with an enjoyable experience.
A large majority of participants cited the difficulty of farm life as an intangible idea they associated with the Chellberg Farm. The other major category that also emerged was a feeling of peacefulness. A few respondents articulated the following ideas: a simple life; an original historic setting; nothing being wasted on a farm; and the National Lakeshore as a wonderful gift to the public.

The only major negative comment participants had about the program involved the weather – it was characterized as being too hot and too humid. A very minor category involved complaints about the flies. The most frequent category of suggestions for improvement, however, was to incorporate more hands-on farm activities for children to participate in. A few participants requested more information about the site (posted, or available as a handout) and indicated that they would like to actually go inside the farmhouse. In one focus group, people also stated that having farm snacks and/or water available would improve the program. Miscellaneous comment categories were highly varied; a small number of comments involved concerns about park trails. Participants also remarked that they’d enjoyed their experience, mentioned that better highway signs were needed to get to the park, and expressed disappointment about beach closures due to high *E. coli* levels.

**Summary of Public Program Data**

In examining the successful connections that current interpretive public program participants are making with the park and its resource(s), three distinct themes emerged. In all three public programs, participants wanted to physically experience the resource, either firsthand or with a hands-on approach. They also wanted to learn information
about park resources and repeatedly requested that the park provide printed informational materials for visitors to take away with them. In addition, the park ranger stood out as a critical element in impacting the quality of public programs and participants’ enjoyment of them.

Participants also specifically identified a few intangible ideas with the tangible physical resource around them. Preservation came across strongly in both of the natural history programs, with ‘past hardships of farm life’ emerging as the most common intangible idea in the cultural history program. Participants in both natural history programs also identified a sense of wonder regarding the formation of dunes and Pinhook Bog respectively, as well as a feeling of surprise at the natural areas being more beautiful than they expected. However, peacefulness stood out as a distinct intangible idea for both the dune hike and farm programs. The bog resource was also associated with the ideas of being unique, as well as a ‘juxtaposition of nature and development’. Although no intangible idea was common to all the programs, a few ideas did overlap between two of the three programs in combination as described above.
Subproblem 5: To use the identified trends in developing recommendations for addressing the needs and interests of minority audiences in Indiana Dunes National Lakeshore programming.

It is clear from the results of this research that there are significant barriers preventing many Gary residents (mostly African-American) from attending interpretive public programs at Indiana Dunes National Lakeshore. They can be summarized as follows:

1. a lack of information about interpretive public programs
2. a lingering perception of racial discrimination in the National Lakeshore area
3. a lack of appreciation for nature and/or the outdoors, and
4. a lack of interest in National Lakeshore program offerings.

Barrier 1: Lack of Information About Interpretive Public Programs

Comparatively speaking, it should be fairly simple to address the issue of public program promotion. The question “How do people of Gary find out about community events? What is the best way to get information out to the Gary community?” prompted a flurry of responses from community leaders and focus group participants. Newspapers – both large regional papers and small community papers – as well as television stood out as the strongest categories. Other strong categories included local radio stations, targeted outreach to organizations and churches, and word of mouth. It seems that the ways in which the lakeshore disseminates information about interpretive public programs –
through their *The Singing Sands* publication (distributed to all members of their Friends group) as well as general media releases – do not match the way the Gary community receives information.

Large regional newspapers – the Post-Tribune, and the Times – are the exception to this, since they do receive media releases from the National Lakeshore, but respondents in all areas (community leaders, focus groups, and National Lakeshore staff) mentioned their frustration with the newspapers’ tendency to publish different editions for the different counties. Since the newspaper staff often equates Indiana Dunes National Lakeshore with Porter County, information about National Lakeshore public programs is generally only published in the Porter County edition of these papers – even if the event itself is actually taking place in Lake County. Involving the superintendent’s office of Indiana Dunes National Lakeshore in reaching out to large regional newspapers at a management level could help, as the park superintendent and assistant superintendent may be able to effectively lobby for media coverage of National Lakeshore events in all county editions of the newspapers.

Many interpretive sites – both NPS and non-NPS – have discovered that targeting minority communities through outreach efforts results in increased visitation by minorities (Morris, 1998; Falk & Dierking, 2000), enabling the site to successfully reach a more diverse audience (Rodriguez and Roberts, 2002). Accordingly, focusing on specific ways that the Gary community receives information when promoting public programs should result in increased participation of Gary residents in those programs. Community newspapers like the Gary Crusader and the Gary Info should regularly receive media releases about National Lakeshore public programs. Targeting non-print
media sources such as local radio and television stations – the Gary municipal cable television channel, a Merrillville-based cable station, and two Lake County-based radio stations – could also increase public awareness of program offerings. Radio and television may not be traditional media sources for most national park service units, but it is likely that they could be quite effective in this case if utilized. In addition, expanding the mailing list for *The Singing Sands* publication to include many Gary youth-based organizations, as well as churches, would help to spread information about interpretive public programs.

Barrier 2: Lingering Perception of Racial Discrimination at Indiana Dunes National Lakeshore

More challenging is the perception of racial discrimination at Indiana Dunes National Lakeshore. There is a strong historical basis for this particular perception; certain park and beach areas that are now part of (or near) Indiana Dunes National Lakeshore have a disturbing history of racial violence. Marquette Park, West Beach and the Miller neighborhood of Gary, along with other Gary city park areas, were racially segregated – effectively ‘off-limits’ – to minorities, especially African-Americans, for decades. City government upheld the segregation “by denying black citizens police protection” (Hurley, 1995, p. 120). Beginning in the post-war era of the late 1940’s, some African-American Gary residents began to challenge the situation and agitate for access to Marquette Beach. They organized a large-scale protest and were met with violent mob action by white residents (Hurley, 1995).
Many similar incidents of violence towards African-Americans occurred in these areas on an ongoing basis through the 1950’s and 60’s, in spite of occasional lukewarm attempts by Gary mayors to maintain a police presence on the beaches. African-Americans adopted an “avoidance strategy” by staying away from the beaches while white residents were there, visiting instead during the evening (Taylor, 2002). They also chose to utilize other beach and park areas instead, congregating in large groups in a small area for safety. It was not until Gary’s first black mayor, Richard Hatcher, was elected in the late 1960’s – coincidentally, Indiana Dunes National Lakeshore was established as a National Park Service unit in 1966 – that African-Americans felt safe visiting the beaches in the National Lakeshore area (Hurley, 1995).

Although in many cases generations have passed since the incidents themselves occurred, the knowledge and impression of them linger on in the Gary community. African-American families pass the stories down to their children, and the perception of ‘not being allowed access’ survives intact today. Focus group participants and community leaders told stories of instead using other nearby recreational areas as children, such as Lake Etta and Lake Street Beach in Gary. Some would even travel long distances – Washington Park in Michigan City, beaches in Illinois – rather than risk going to the Indiana Dunes. Of course, it is beyond the National Lakeshore’s power to effectively eradicate the stain of historical racial incidents in the areas now located within the park. However, given this disturbing history, a deliberate and focused effort to actually ‘invite’ Gary residents to the National Lakeshore is needed to convince many that, unlike in the past, they are in fact welcome there today.
An expanded outreach initiative within the Gary community could work towards accomplishing this. In fact, in the five years since this study began, a loose conglomerate of Gary-based environmental and youth organizations has formed, referred to as “The Community Partnership”. Spearheaded by Indiana Dunes National Lakeshore and the City of Gary Parks Department, the group has created a joint annual large-scale celebration entitled “Green Gary Day”, held each April (close to Earth Day) at Marquette Park and the Douglas Center in Gary for the past four years. Although the impact of Green Gary Day has not been extensive, the program is gaining recognition within the Gary community and overall attendance has increased slightly every year. However, attendance at National Lakeshore programs other than Green Gary Day remains low.

In order for The Community Partnership to be a success, the National Lakeshore needs to aggressively and consistently pursue joint projects and promotion of interpretive public programs through the partner organizations in Gary – not only for Green Gary Day in April, but year-round. A constant ‘media blitz’ of information would eventually arouse curiosity and result in more groups of Gary residents affiliated with these organizations visiting (and attending programs) at the park. Community leaders pointed out that the National Lakeshore needs to be dedicated to this effort; organizations will respond only if they see that the park has made it a priority, and is committed to building an active long-term relationship with the Gary community. This would involve face-to-face networking and outreach; building relationships with organizations and key community leaders; and unceasingly promoting public programs through all available avenues. Since interpretive staffing levels at Indiana Dunes National Lakeshore continue to shrink year by year, this initiative would need to be embraced and pursued by the
Barrier 3: Lack of Appreciation for Nature and/or the Outdoors

Regarding the ‘lack of appreciation for nature’ of Gary residents and their corresponding lack of interest in outdoor activities, it is likely that there is a difference in values at play in this situation. Some focus group participants specifically mentioned the lack of development (facilities, etc.) at the National Lakeshore as being negative; comments such as “I heard they were supposed to be redeveloping it” and “they’ve been working for years out there, but nothing’s changed” were made. The perception that “there’s nothing out there but sand and water” suggests that many Gary residents – urban city-dwellers – don’t find anything of value in natural, undeveloped areas. In spite of the strong history of environmental preservation and activism in northwest Indiana, the accompanying legacy of racial discrimination at Gary-area beaches may play a role here, as it is likely that the local African-American community became indifferent to issues of lakefront and dune preservation as a result of decades of exclusion from those areas (Hurley, 1995). “Denied the use of public beaches, most African-Americans were not willing to devote their energies to protecting them” (Hurley, 1995, p. 123) and it can be argued that they also ceased to care about or appreciate those areas. In addition, it is quite possible that Gary’s economic blight of the past few decades has engendered a mentality of success being equated with [economic] development, often involving the construction or rehabilitation of buildings and facilities. Many recreational sites cited by
focus group participants were highly developed areas with extensive facilities, where nature is presented within a (somewhat) controlled setting.

Without overtly attempting to change their values – or constructing extensive developed facilities in the park – Indiana Dunes National Lakeshore is essentially faced with the challenge of teaching Gary residents to love and appreciate nature. Obviously, that is no easy task. An established tenet of environmental education underscores the importance of this issue; the UNESCO/UNEP Tbilisi Declaration of 1978 outlines the [somewhat sequential] progression towards achieving environmental literacy as Awareness → Knowledge → Attitudes → Skills → Participation (Tbilisi, 1978).

Although scholars have since refined this progression and created alternative models, awareness nonetheless serves as the keystone upon which environmental literacy must be built. Generally, an initial sense of awareness is thought to be established during childhood experiences with the outdoors; as people mature, they increase their knowledge base about the environment, develop attitudes that lead them to value and appreciate the environment, and move towards learning skills and finally participating in society as an active environmentally literate citizen.

In urban environments such as Gary, however, people often do not develop an awareness of nature or the outdoors as children – therefore, as adults they have nothing to build on in terms of learning about or appreciating it. This phenomenon is now receiving a great deal of attention with the recent publication of *Last Child In the Woods* (Louv, 2006). Placing a renewed emphasis on exposure to natural environments and learning to love and appreciate nature, rather than focusing on conveying information about it,
should begin to address the current dissociation of Gary urban dwellers with the natural world.

**Barrier 4: Lack of Interest in National Lakeshore Program Offerings**

Given the aforementioned lack of interest in nature and/or the outdoors, it follows as a matter of course that many Gary residents are also uninterested in National Lakeshore public program offerings – many of which are conducted outdoors or related to the natural environment. Many public programs, although conducted in an engaging and interpretive manner, are nonetheless geared towards conveying knowledge about the subject and inspiring appreciation based on the increased knowledge. While this approach works well with many current National Lakeshore program attendees, people who are not already attuned to the subject matter are not motivated to attend those types of programs.

The example of how current National Lakeshore public program participants connect with the National Lakeshore provides some insight into how National Lakeshore staff can approach building environmental awareness with the Gary community through interpretive programming. Most public program participants, of course, were already past the initial awareness stage – many of them sought out interpretive experiences in order to gain knowledge and information. However, they were still seeking first-hand experiences with nature – the very thing that community leaders cited Gary residents as lacking. In addition, the interpretive skills of the park ranger were extremely important in helping public program participants connect with the resource, which they then associated with preservation, beauty, appreciation, and – perhaps most importantly – a
sense of wonder. Interestingly, Gary focus group participants most often associated national parks with wildlife and untouched natural areas (as well as being government-run); however, it was unclear as to whether these meanings were positive, negative, or relevant for them.

In order to attract Gary residents, interpretive public programs will have to provide exciting hands-on encounters with nature – and in an attention-grabbing, unusual, unique way that is relevant to their lives and life experiences. Dynamic programs involving live animals and immersion experiences such as overnight camping should be emphasized as much as possible. In addition, program topics that can ‘bridge’ the gulf between the life experiences and/or values of Gary residents and the resources of the natural lakeshore are likely to be extremely effective. Although often disconnected from the idea that natural, undeveloped areas are wonderful places, many African-American audiences consistently express the desire to expose their children to cultural/historical heritage (National Park Service, *Communicating the National Park Service Mission*, 2001) and tapping into this interest would begin to forge some connections with the resource – especially at an urban interface park such as Indiana Dunes National Lakeshore.

One excellent example of a ‘bridging’ topic would be the consistent use of the Underground Railroad in National Lakeshore interpretive programming. The natural landscapes of northwest Indiana played a significant role in the Underground Railroad during the first half of the 1800’s, peaking in the 1850’s with the establishment of railroad tracks throughout the region and ending only with the advent of the Civil War. The Underground Railroad is an important chapter in the history of slavery in the United States, and a topic that is almost irresistible to African-Americans – yet not one that most
would initially associate with the National Lakeshore. Conducting programs about this topic on National Lakeshore property, immersing attendees in the outdoor resource and conveying the importance of the natural landscape to escaping ex-slaves through exploring survival techniques and edible wild plants, hiking outside at night in the dark, etc., would be an ideal way to begin to connect Gary residents to the natural world of Indiana Dunes National Lakeshore. Other possible ‘bridging’ topics include the history and establishment of the city of Gary, the controversies and politics surrounding the establishment of Indiana Dunes National Lakeshore, restoring native plants and wildflowers (a connection with gardening), and recreational sports activities such as fishing and ‘adventure’ hiking.

Suggestions for Future Research

Although the lack of minority attendance at public programs has been widely observed throughout the interpretive field, there is a severe dearth of research surrounding this phenomenon. While the situation is extremely obvious in many cases, most interpretive sites – including national parks – do not keep demographic data about visitors who attend public programs. Until the National Park Service decides to collect such information, quantitative demographic studies are recommended to gain a clearer picture of the phenomenon and examine just who is – or is not – attending interpretive public programs. More qualitative information is also needed on how these participants are connecting with the resource, to serve as models for forming additional connections with audiences who are not currently attending interpretive programming.
The conclusions reached through this study are applicable to Indiana Dunes National Lakeshore, but similar studies conducted with other African-American communities (rural or suburban communities, different parts of the country, etc.) might not reveal similar barriers or perceptions regarding the relationship of those communities to national parks or other natural areas. More qualitative studies are needed to examine the factors involved in these types of situations.
CONCLUSION

The creativity and versatility of National Lakeshore interpretive staff will be needed to create unforgettable experiences in order to effectively increase the appreciation of Gary residents for Indiana Dunes National Lakeshore. Without that appreciation, the ‘disconnect’ between the Gary community and the park is likely to continue indefinitely, and Gary residents will continue to stay away from National Lakeshore activities. Although initiatives of this scope often take months to implement and years to effect change, the long-term benefit to the park would be immense.

Although the results of this study cannot be generalized to apply to African-American populations at large, there is nonetheless a startling parallel with the results of doctoral research conducted at Rocky Mountain National Park (RMNP) by Elizabeth Erickson. The two studies had some similarities – the use of qualitative methodology, subjects that were African-Americans living in (or near) a large urban area, examining perceptions of and constraints to visiting a nearby national park – but were conducted completely independently of each other in very different parts of the country. Certainly, Rocky Mountain National Park is not at all similar to Indiana Dunes National Lakeshore – one contains vast, unspoiled tracts of wilderness, while the other is a fragmented urban interface park with many developed areas nearby. However, the research conducted at Rocky Mountain National Park revealed that the main visitation constraint identified by non-park users was a lack of information about the park. Other key constraints included a lack of interest (connected to a lack of exposure as children), financial constraints (RMNP has an entrance fee), and a perception of discrimination in the park with a
historical basis for it (Erickson, 2001). The similarities are stunning. However, there is a considerable lack of qualitative research examining perceptions of African-American non-park users and visitation constraints. Additional studies need to be conducted at a variety of park sites and with a diversity of African-American communities – rural and suburban as well as urban – in order to determine if these trends are widespread or simply localized on a case-by-case basis.

Someday, the very survival of the National Lakeshore and other National Park Service units may depend on the strength of their connections to local communities, aside from their national significance. Through aggressively and steadily working to eliminate the existing barriers to forging those connections, particularly with communities that are currently underserved, parks can increase their constituencies – and help to mold a new generation of environmentally literate individuals who love and appreciate natural areas. An interpretive approach is a highly appropriate way to meet this challenge, and Indiana Dunes National Lakeshore is an excellent place to begin the process of creating unique opportunities for everyone to find meanings in the national parks that are the pride and joy of our country.


Holmaas, Julia (2001, 8 November). Personal communication.


APPENDIX A

Interview Guides

INDU Staff Interview Guide
Gary Community Leaders Interview Guide
Gary Community Focus Groups Interview Guide
INDU Public Program Focus Groups Interview Guide
Interview Guide for INDU Interpretive Staff

Introductory/Demographic Information
1. How long have you been an employee of the National Park Service?
2. How long have you worked at Indiana Dunes National Lakeshore (INDU)?
3. What town do you currently live in?
4. How would you describe the race or ethnicity that you most closely identify with?
5. What age range do you fall in – twenties, thirties, forties, fifties, etc.?

Program Attendance and Meaningful Program Elements
6. Please describe your duties here at INDU.
7. Which types of programs do you conduct more often – school programs or public programs?
8. What themes or subjects do you typically address during these programs?
9. What ideas and impressions do you think audiences walk away with?
10. On any given day, how many people on average tend to participate in a public program?
11. What are some factors you have observed that affect public program attendance?
12. In your opinion, which of these factors seems to affect attendance the most?
13. How does program attendance vary with the location of the program within the park? (If not already addressed)
14. As far as you can tell, what are some general demographic characteristics of INDU public program participants?

Impressions of Gary/Minority Attendance
15. There seems to be a general impression that not many Gary residents attend public programs here at INDU, and also that not many people of color – or ‘traditional minorities’ – participate in public programs. In your opinion, how accurate are these statements?
16. According to your experience, how would you describe the situation?
17. What factors do you feel may keep Gary residents and/or minorities from coming to INDU?
18. What factors do you think would attract more Gary residents and more people of color to INDU public programs?
19. What is your opinion of the new partnership being formed between INDU and the Gary community?
20. Do you feel it will help strengthen the involvement of the Gary community in INDU? What are your reasons for thinking this?

Background on Douglas Center/Black History Programs (if appropriate, per question 2)
21. When half of the interpretive staff had their offices in the Douglas Center, were you located at the Visitor Center or the Douglas Center?
22. Were there more public programs held in the West Unit of the park then than there are now?
23. I have heard that INDU used to conduct black history programs. Can you describe the black history programs?
24. How do you think program participants reacted to these programs?
25. How did you feel about conducting these programs?
26. In your opinion, how does the overall involvement of the Gary community with INDU back then compare to now?
Interview Guide for Gary Community Leaders  
*(Possible probe questions in italics)*

**Introductory Information**
1. What is the mission or purpose of the organization you are involved with? What sorts of activities do you do?  
2. What is your role within the organization?  
3. How long have you been with the organization?  

**Main Questions**
4. How familiar are you with Indiana Dunes National Lakeshore?  
5. Have you ever been to Indiana Dunes National Lakeshore? If so, what activities did you participate in there?  
6. The National Lakeshore feels that not many members of the Gary community tend to participate in INDU public programs. In your opinion, what are some reasons why this is happening? What do you think is keeping Gary residents away from the park?  
   a. Do you think there are any fears or uncertainties that may play a role in this?  
   b. Have you felt – or heard of others experiencing – discrimination of any kind at Indiana Dunes National Lakeshore?  
7. What do you think would attract people of the Gary community to the National Lakeshore?  
   a. What are some programs or activities you’d like to see offered at the National Lakeshore?  
   b. From your perspective, what are some things that Gary residents like to do for fun or recreation?  
8. What are some ways that the National Lakeshore could get more involved with the Gary community?  
9. How do people of Gary find out about community events? What is the best way to get information out to the Gary community?  
10. Is there anything else you’d like to add about the Gary community and Indiana Dunes National Lakeshore?
Focus Group Interview Guide for Gary Community Members
(Possible probe questions in italics)

• What do the words 'national parks' make you think of? What do national parks mean to us?
  ○ Have you visited any park areas (city, state, or national)?
    ▪ If so, where? What activities did you participate in there?
  ○ What kinds of things do you enjoy doing for fun or recreation in your spare time?

• Have you ever heard of Indiana Dunes National Lakeshore? If so, what have you heard about it?

• The National Lakeshore feels that not many members of the Gary community tend to come to public programs at Indiana Dunes National Lakeshore. In your opinion, what are some reasons why this is happening?
  ○ Do you think people have any fears or uncertainties about going to the National Lakeshore?
  ○ Have you ever heard of people experiencing discrimination of any kind at Indiana Dunes National Lakeshore?

• What could the National Lakeshore do better to help visitors feel comfortable and welcome at the park?

• What do you think would attract people of the Gary community to the National Lakeshore?
  ○ What are some programs or activities you’d like to see offered at the National Lakeshore?

• What are some ways that the National Lakeshore could get more involved with the Gary community?

• How do people of Gary find out about community events? What is the best way to get information out to the Gary community?

• Is there anything else you’d like to add about the Gary community and Indiana Dunes National Lakeshore?
Focus Group Interview Guide for INDU Program Participants
(possible probe topics in italics)

INTRODUCTION
- Where are you from?
- Is this your first time visiting Indiana Dunes National Lakeshore?
  - If not, how many times have you been here?
  - What types of things have you done while here?
- How did you find out about this program?

PROGRAM-SPECIFIC QUESTIONS
- What attracted you to today’s program? What are some of your reasons for attending?
- What did you like about the program?
  - Why did you find ____ particularly interesting?
  - What does ____ mean to you?
- As you look around here at [Chellberg Farm, Pinhook Bog, or Mt. Baldy/Central Beach], what thoughts go through your mind? What do you think of when you look at this place?
- What didn’t you like about the program?
- How can the National Lakeshore improve this program? What would you like to see changed or added?
- Is there anything else you’d like to say about your experience today at Indiana Dunes National Lakeshore?
APPENDIX B

INDU Interpretive Staff Interviews, Spring/Summer '02
Coding Summary

N = 13 interviews

Coding key (example: IV1.Q9.P4):

IV1 = Interview #1
Q9 = Question 9 (included only when answer was given at a different point in the interview than the question it actually addressed.)
P4 = Point #4 under a specific question within a given interview. Note that numbering was restarted at 1 for each question within each interview.

Although all transcripts were completed, not all INDU staff data was coded and analyzed; data presented here are from the questions that were coded, including pertinent ideas that were mentioned in other sections of the transcripts. Direct quotes referenced in the text from question 15 and 16 are included here; otherwise quotes are summarized only.

There seems to be a general impression that not many Gary residents attend public programs here at INDU, and also that not many people of color – or ‘traditional minorities’ – participate in public programs. In your opinion, how accurate are these statements? (question 15) and according to your experience, how would you describe the situation? (question 16)

**STATEMENTS ARE ACCURATE FOR MINORITIES**
Extremely accurate (IV10.P1)
It’s accurate (IV6.P1)
That’s accurate from my perception (IV3.P1)
Very accurate (IV15.P1)
I agree (IV2.P1)
Accurate (IV11.P1)
Oh, very accurate (IV7.P1)
Somewhat accurate (IV17.P1)
Agreed (IV8.P2)  
There are very few – it’s a rare thing (IV14.P1)  
Still basically true, although changing to small extent (IV4.P1)  
True – majority of audience is Caucasian (IV13.P1)  
Drastically low number of people of color participate in programs (IV4.P3)  

**DON’T KNOW ABOUT GARY RESIDENTS**  
Hard to say if someone’s a Gary resident or not (IV4.P2)  
Don’t necessarily know where people of color are from (IV13.P2)  
Some residents of Gary who are not people of color do come (IV5.P2)  
New [minority] arrivals to the region come more frequently than lifelong minority residents (IV5.P1)  

**OTHER:**  
Depends on where in park you are – more likely to have person of color if you’re closer to Gary; people in east end don’t like to travel to west end, and vice-versa (IV17.P2)  
Varies by time – no local blacks/Hispanics on beach before 2:30 pm. If so, they’re not from Indiana (IV11.P2)  
State Park has much more diversity of visitors, while Miller Beach is more white (IV3.P2)  
Some Gary folks will come to Douglas Center programs (IV8.P1)  
Gary schools also aren’t taking advantage of park offerings (IV6.P1)  

*Representative Quotes:*  
“...the people of color...[who] participate in programs tend to be – the new people moving into the region participate more frequently, or easier, than lifelong residents.”

What factors do you feel may keep Gary residents and/or minorities from coming to INDU? (question 17)
**NOT PART OF THEIR EXPERIENCE**
Because we’re a national park – people don’t think the national park is for them for whatever reason (IV10.Q16.P2)
Traditional Park Service outdoor activities aren’t really done by lots of African-Americans (IV4.P2)
May be perceived as something white people do (IV13.P7)
Doesn’t seem like it’s part of the Black experience (IV8.P2)
Idea that these programs aren’t really for them (IV3.P3)
It’s not in their background – weren’t exposed to parks as kids (IV14.P1)

**HISTORICAL RACIAL DISCRIMINATION**
Historically people had violent racial confrontations, especially at West Beach (IV11.P1)
In past, African-Americans didn’t drive into Porter County; racial tensions (IV7.P1)
A feeling that people of color aren’t welcome in the park (IV4.P1)
Some racial name-calling continues today (IV11.P2)
Parents remember when they were restricted and aren’t excited about coming back (IV11.P3)
Perception that they’re not welcome... West Beach having been White Beach (IV3.P5)

**DOESN’T APPEAL TO THEM**
Not necessarily appealing to them (IV11.Q28.P2)
Subject isn’t interesting or intriguing enough (IV14.Q16.P3)
A lack of knowledge, lack of understanding (IV13.P2)
Why do I need to go there, there’s nothing there (IV7.P2)
Are the things we’re offering appealing to them? (IV3.P6)

**FEAR/DISLIKE OF NATURE**
Fear or dislike of nature – wildlife, etc. (IV13.P8)
They’re comfortable with urban and feel we’re out in the country; fear of the unknown (IV17.P2)
Wooded areas themselves – fear of natural creatures such as bugs or reptiles (IV15.P1)
May have a priority doing indoor activities (IV14.P2)
They aren’t into the environment, the outdoors (IV6.P2)

**DON’T FEEL SAFE GOING FAR FROM GARY**
Gary folks don’t feel safe outside of Gary (IV11.P7)
They don’t travel much in this direction (IV17.P1)
Not wanting to cross the county line (IV3.P4)
Don’t want to travel to Chesterton, why isn’t there anything in Gary area (IV7.P5)
People don’t want to cross over county line between Lake and Porter Counties; regional barrier (IV5.P3)

**DOUGLAS CENTER ISSUES**
Huge chain-link fence at Douglas Center perpetuates a negative image (IV13.P1)
Douglas Center looks like an intimidating fortress (IV6.P1)
Place is fenced-up; not a welcoming place (IV2.Q16.P3)
Once you’ve seen the Douglas Center, you’ve seen it; not much reason to come back (IV13. P4)
Douglas Center is only open during daytime (IV2.Q16.P2)

**ADVERTISING PROBLEMS**
Not communicating what’s offered at park to audience (IV4.P3)
Could be marketing – not using the right avenues (IV3.P1)
We’re not getting the word out through the avenues that they learn about activities (IV14.Q16.P2)
Much of non-white population lives further away, may not know about it (IV5.P3)

**LAW ENFORCEMENT**
Maybe they associate our uniform with police officers (authority) and are afraid; color barrier (racial profiling?) (IV10.Q16.P3)
Law enforcement encounters due to picking plants for medicinal uses (IV10.P1)

**NOT COMFORTABLE – LACK OF DIVERSITY**
Maybe that not too many INDU staff are people of color (IV10.Q16.P4)
They may think they’d be the only black person there, and would feel uncomfortable (IV7.P3)
Not a lot of other African-Americans on the beach unless you’re at West Beach (IV2.P1)

**TRANSPORTATION**
Transportation is another barrier – can’t get to the park (IV14.Q16.P4)
Transportation – hard to get to park (IV8.P4)

**TOO BUSY**
We don’t go to the things offered in our backyards; too busy (IV14.P5)
Too much day-to-day stuff to worry about (IV8.P3)

**OTHER:**
Cultural differences (IV10.Q16.P1)
Not just African-Americans; all minorities stay away (IV8.P1)
Distance is too far – ½ hr – for an hour-long program (IV5.P1)

**What factors do you think would attract more Gary residents and more people of color to INDU public programs? (question 18)**

**SOMETHING THEY’RE INTERESTED IN**
Having a connection (ex: history) with a program topic (IV14.Q17.P3)
Need to give people something they can relate to, that they want (IV11.P1)
Maybe things about local Gary history or arts, that are big in Gary (IV3.P1)
Survey their interests, find out what they’d like to see (IV6.P3)
Find out if people are interested in what we offer (IV4.P2)
We’re not offering what they’re looking for (IV2.P2)
Helping the park to present a program or exhibit; foster a sense of ownership
(IV14.Q17.P4)
Having programs that relate directly to their experience (IV8.P1)

OUTREACH AND ADVERTISING/PROMOTION
Need to promote programs more (IV17.P2)
Communicate what we offer in terms of programs (IV4.P1)
Word of mouth advertising... if someone you know and respect promotes it, you’re more
likely to come (IV13.P3)
Getting the word out (IV8.P3)
Spend some time going to them [Gary communities] (IV14.Q20.P1)
Make program offerings more visible in Gary (IV6.P1)
Knowing the programs exist; getting papers to publish in all editions (IV5.P1)
Being specifically invited (IV8.P2)

MAKING THEM FEEL WELCOME
Making it known that everyone is welcome (IV13.P2)
Let folks know that they’re welcome here (IV4.P3)
Once people realize that they’re not going to be treated differently when they come
(IV13.Q19.P1)
Need to present ourselves in a way that people feel it’s safe to come, they won’t be
abused (IV11.P3)

START WITH KIDS
Bring more of the youngsters in – they can go home and tell the parents about it, bring
them next time (IV15.P1)
Start at younger age with kids (IV6.P2)

DOING SOMETHING ATTENTION-GETTING
Having something fabulous that will draw them to the Douglas Center (IV14.Q20.P2)
Woods at night doesn’t seem to be cool enough to draw them (IV7.P2)

CREATIVE APPROACH
Having more of a creative staff willing to try new things (IV10.P1)
Need to take a non-traditional approach, go outside usual parameters (IV14.Q20.P4)

OTHER:
I have no idea what they would want (IV7.P1)
Targeting people of color [based on color] can be insulting (IV11.P3)
Offer programming for organized groups (IV3.P2)

Need to get over government perception/stereotype (IV11.Q20.P4)

Look closely at Gary and try to understand psyche (IV11.Q20.P1)

Establishing more of a presence in the areas closest to Gary (IV17.P1)

Get more involved with Gary Schools/Deep River (IV17.Q28.P1)

Look at how people use other park districts – county parks, Deep River (IV11.Q28.P3)

Changing the program topic isn’t necessarily the answer (IV13.P1)

Maybe see more people of color on the staff, get rid of perception that it’s just for white people (IV13.P2)

Getting people comfortable with the out of doors (IV8.P4)
APPENDIX C

Gary Community Leader Interviews, August ‘02
Coding Summary

N = 6 interviews

Coding key (example: IV1.Q9.P4):
IV1 = Interview #1
Q9 = Question 9 (included only when answer was given at a different point in the interview than the question it actually addressed.)
P4 = Point #4 under a specific question within a given interview. Note that numbering was restarted at 1 for each question within each interview.

Direct quotes from the transcripts that are representative of responses for the main categories are included at the end of each question section.

The National Lakeshore feels that not many members of the Gary community tend to come to public programs at Indiana Dunes National Lakeshore. In your opinion, what are some reasons why this is happening? What do you think is keeping Gary residents away from the park? (question 6)

LACK OF EXPOSURE TO NATURE
Gary youth don’t have experience with or see the benefit of the outdoors (IV1.Q9.P4)
Kids don’t learn to enjoy it when young and so don’t appreciate it as adults (IV2.P2)
-As a result, adults don’t view it as a place to take their children (IV2.P3)
Very few inner-city kids interested in nature (IV6.Q6b.P5)
-Only thing youth interested in is ‘how much money do you make?’ (IV6.Q6b.P7)
They’re not familiar with it; they’re not used to it. (IV4.P1)
Blacks in Gary just aren’t into nature – or public programs, although they love gardening (IV6.P4)

LACK OF PROMOTION/OUTREACH
Not enough publicity about it (IV1.P1)
There isn’t enough publicity (IV2.Q7.P1)
Could be more information in the media (IV3.P7)
Limited community outreach (IV3.P3)
It’s easier to target organizations and schools that have resources and are easy to reach (IV3.P4)
RACISM/DISCRIMINATION
Much of that area was off-limits to minority people in the past (IV2.P1)
Maybe past discrimination could be a factor; don’t know (IV6.Q6b.P3)
You couldn’t go out there; you weren’t wanted out there, and that psychological imprint
is still there. (IV4.P2)

PROGRAMS AREN’T INTERESTING
No activities taking place that would attract them (IV2.P4)
Have to look at types of programs/activities that are having (IV3.P14)

OTHER:

People get busy with other things (IV6.P2)

Some Miller residents are artsy/sophisticated; don’t want to go in woods (IV6.P1)
-Sometimes quality of programs is not what it could be (IV6.P3)

Would be interesting to know how/why national lakeshore drew this conclusion... they
probably have data that gives them answers (IV3.P1)

The national lakeshore needs to look at: how info is disseminated, when (timing)
programs/activities are offered, what age groups are being targeted, how did they decide
that these programs/activities are what constituency is interested in, have they questioned
transportation issue – how people will get there (IV3.P2)

Representative Quotes:

- “...until our young people can visit the National Parks... visit them and
learn to enjoy them as young people, they will not learn to enjoy them as
adults.”

- “‘Cause like I said, these kids don’t go camping. Parents don’t have time,
and it gets cold real quick. So summertime there’s usually... you know, let
me play outdoors, but not in an environment that’s, you know, unlike,
that’s not like the city. So naturally, definitely, their in-exposure to
outdoor life is really hindering a lot of that. And I would say that’s why
there hasn’t been a great demand on them [INDU] from the youth.”

- “Anyway... I grew up in a concrete jungle. So, they’re not familiar with it,
they’re not used to it. Even though you’ve got the most beautiful lakefront,
they don’t go out there.”

- “I would say maybe not enough publicity about it. The only events I
heard about were the ones we were actually initiating... we needed to use
the facility, so we sought it out. But I’d never heard of any... up until
recently. I’d never heard of any activities for the public by the Indiana
Dunes. So I would say that would be maybe a major one.”
• "Well, I don’t think that there’s enough publicity to make it attractive."

• “Now, why I think there are limited… there’s limited participation is because of, by and large, limited community outreach. I think when you put in little community outreach, you get little results.”

• “Well… I could recall in the past when much of that area was off-limits… *(What do you mean by off-limits?)* Well, the lakeshore as a park surrounds communities that had restrictive clauses or restrictive policies in terms of who could live there, and for years none of the beach areas were accessible to the minority people in the city. And, as a matter of fact, even the local beach was out-of-bounds for them.”

• “…course, there was racism in Gary. You couldn’t go out there. You weren’t wanted out there. So we used to travel all the way to Michigan City, IN to go to Washington Park… well [now], there are no white folks in Gary (laughs); there’re only about 15% whites and Hispanics. So, that’s not the problem now. But, the psychological imprint is still there. So that’s one big reason, one big hurdle.”

• “…and, you know, you have to look at the types of programs and activities you have there.”

• “…I don’t know if there’s any kind of activities presently that are taking place that would attract them, you know.”

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**Do you think there are any fears or uncertainties that may play a role in this? (question 6a)**

**NO**

Can’t see any (IV1.P1)

Don’t think so (IV6.P1)

No, not fears (IV5.P1)

**SAFETY/FEAR FACTOR**

There used to be a lot of fear in Miller regarding crime, including Douglas Center and beaches; people may still be scared away (IV6.Q7.P2)

There’s a safety factor to not wanting to attend Douglas Center Halloween program, parents don’t know what’s been put in candy; should rename program (IV5.Q8.P2)

**OTHER:**

Always uncertain about things you’ve never done before (IV3.P1)

Maybe transportation; how are they going to get there (IV1.P2)

**Representative Quotes:**
• “And then of course they had this fear – there was a time where there was lots of 
fear here in Miller because of all the crime and break-ins. And it didn’t help that 
the Douglas Center was broken into and there were all kinds of problems over 
here... All of that is better. It’s better now... but people like that, they scare 
people away from everywhere.”

Have you felt – or heard of others experiencing – discrimination of any kind at Indiana 
Dunes National Lakeshore? (question 6b, only asked if not otherwise mentioned by 
interviewee )

YES
Oh, yes (IV6.P1)
Just heard about that recently from others (IV1.P1)
West Beach/Miller/Marquette always perceived as being white beaches (IV6.P2)
In past, never observed any black people visiting Marquette beach (IV6.P3)
Miller was once a place where black people weren’t invited or welcomed (IV3.P1)
  -That mentality was also part of scheme of things with Douglas Center (IV3.P2)
*2 mentions of racial discrimination without asking (IV2.Q6.P1, IV4.Q6.P2)

OTHER:

Aren’t many blacks working for National Park Service here; perhaps they’ve not felt 
comfortable in that career in the past (IV6.P4)

Still lines of separation along affluent lines in Miller (IV1.P2)

Representative Quotes:

• “Well, I think maybe West Beach was perceived as being a white beach, but then 
  Miller was always perceived – Marquette Park was always perceived as being 
  that.”
• “...but to say that there’s much segregation and division in terms of facilities and 
  places, you know; the Douglas Center’s located in Miller, and Miller was once a 
  place where, for the most part, black people weren’t invited or welcomed. And 
  that mentality was also part of the overall scheme of things with the Douglas 
  Center. That is in part why it has been used the way it has been used by the 
  people who have used it.”
• “West Beach happens to be located just right across the county line, and it’s in 
  Porter County. And of course, uh, there were few or no minority families in 
  Porter County when the lakeshore was established; and of course many times 
  there would be... once the lakeshore was established and people began visiting 
  West Beach, many times minority members experienced negative actions, or 
  comments, and on occasions required perhaps assistance from the rangers.”
What do you think would attract people of the Gary community to the National Lakeshore? (question 7)

**ACTIVITIES TO DRAW YOUTH**
- Inner-city kids need to learn to appreciate nature (IV2.P3)
- Adults, if not already interested, have to be drawn through their children (IV5.Q6.P1)
- Youth-based entertainment/activities, with youth organizations like Scouts (IV1.P2)
  - If youth are there, might realize that can come later with parents (IV1.P3)
- Get the kids on the draw, parents have to bring them (IV5.Q9.P3)
- Need to get kids involved – can make parents do things they don’t want to otherwise! (IV6.Q6a.P2)
- Many younger parents work & go to school... need a ‘hook’ to draw them and their kids (IV5.Q6a.P2)

**DO MORE OUTREACH/PUBLICITY**
- Network in communities within Gary where people are already drawn (IV1.Q10.P2)
- Need more in the way of outreach; advertising (IV2.Q10.P1)
- Recruitment, face-to-face (IV1.Q10.P3)
- Talk to people, more than has been done in the past (IV3.Q9.P6)
- Find certain [Gary community] people, and build relationships with them (IV4.Q7a.P2)
- Volunteer within Gary community, it’ll better public relations & increase trust level (IV1.P5)
- Have staff go into schools/organizations and make presentations (IV3.Q6.P8)

**BE CREATIVE/VISIONARY**
- There are lots of things that park could do if looked at in different light (IV3.Q6.P11)
- Need to go outside the box, write your own manual, and be creative; be a visionary (IV4.Q10.P1)
- People are often looking for something different – have to be creative and visionary in creating possibilities (IV3.Q6a.P2)
- It’s different from an educational setting, so have to use different things to get them to come (IV4.P5)
- Be creative regarding how facilities can be used (IV3.Q6.P9)
- Tickle their fancy and they’ll become interested in what you have to offer (IV4.Q8.P4)
- Try some out-of-the-box things; it can’t hurt (IV5.P1)
- Want to draw different segments of people; use different things (IV4.Q8.P3)
- Use national lakeshore employees who live in Gary creatively to advocate on behalf of national lakeshore (IV3.Q6.P13)

**FIND SOMETHING THEY’RE INTERESTED IN**
- Nothing there to make it attractive, if one isn’t already attuned to the park (IV2.P5)
- Need to find a ‘hook’ to get them there and use it in different venues (IV4.P1)
- People have to be interested in what’s going on (IV3.Q7a.P3)
You have to introduce people to things that are new and sell them on it (IV3.Q7a.P4)

**LARGE-SCALE EVENTS**
Big event – music concert or contest or art exhibit (IV1.Q7a.P4)
More inner-city folks tend to come to large festival events (IV2.P4)
Plenty of festivals (IV1.P1)
Some type of exhibit, or an expo... entertainment & food combination (IV1.P4)

**BE FRIENDLY/WELCOMING**
You need to have congenial, friendly rangers that treat people with respect and don’t have attitude (IV6.P3)
Need to put forth concerted effort to differentiate from past racism association (IV3.Q6b.P3)

**OTHER:**
Need consistency; offer programs at Douglas Center more regularly, like weekly (IV6.P1)
Don’t think that basketball courts, etc. should be built; too far to travel to utilize (IV2.P2)

**Representative Quotes:**

- “And I’m thinking that first of all, inner-city kids must learn to appreciate nature, learn to appreciate the out-of-doors, not just to play basketball but as a place to enjoy the sounds and the sights of nature.”
- “As far as for youth... entertainment, also the activities of some of the organizations like the Boys & Girls Clubs or Cub Scouts, Girl Scouts. Because if those organizations are notified, hey – we want to do an event out here – then the youth are there, they might realize that this is a place that they can come on their own later, bring Mom & Dad, yeah.”
- “...today’s world with the younger parents who are working and going to school, they have kids... there needs to be a hook, a hook to draw them... So, they would take the time to do something with the kids, ‘cause they already don’t do anything... So if they’re looking for an opportunity to find a place for the family to go and do something, maybe that would be a way to do it...”
- “...there has to be a little more in the way of outreach; advertising... there must be more advertising or there must be more communication between the Park Service and the general public, you know.”
- “Recruitment is the main thing with every organization, and it’s all face; it’s all face. Flyers are ok only if they can attach it to a face.”
- “But you have to begin to talk to people more than what has been done in the past. And I think by doing that, you’re automatically going to build interest and people are automatically going to come. That’s just how I see it.”
- “And then, building relationships with people. Find certain people, and build relationships. Let me take you out to – let’s have lunch together. Let’s do
something together. And you build up relationships with those people. [I]
remember what ______ said when he was here in October.... he said, “with black
folks, you gotta sit down and talk and build a relationship. With white people,
you just sit down and do business.”

- “...so, I had to actually write my own manual, in a sense. You got to do the same
thing with the lakeshore. If they expect to reach the Gary community that’s 85%
black with their manuals, you can forget it. You gotta go outside the box. You
gotta be creative, you’ve got to be a visionary. And that’s the only way it’s going
to happen.”

- “Oftentimes, people are looking for something different... so you have to be
creative in creating possibilities of what they can do there, you know.... but you
have to be creative; you have to think about things, and you just can’t leave it in
the purview of what your job is; it’s only this. You know, as long as it’s only that,
you will never accomplish some of the things that we’re talking about. Because
you have to be creative and visionary in terms of looking at how you can do
something different – and yet do your job, you know...”

- “And, uh... that’s perhaps the only thing the Park Service can do, to me right now,
is to make the invitation more attractive. Oftentimes they’re just little dry,
descriptive things of what’s going to be done at a certain time, but there’s nothing
there to make it attractive, you know. You must already be a person that’s
attuned to nature to want to go on this tour or take part in this, you know, but if
you’re not attuned to the park already, that little blurb about a hike... won’t really
appeal to people...”

- “...you have to have interest, you know, people have to be interested in what’s
going on... you have to talk to people to find out what their interests are.”

- “So, finding the hooks.... you’ve gotta take the hook and use it in different
venues.”

*What are some programs or activities you’d like to see offered at the National Lakeshore? (question 7a)*

**NATURE UP CLOSE & PERSONAL**

Jr. Ranger program is great (IV1.P1)
Overnight camping would be a good attention-getter for inner-city kids who’ve never had
that experience (IV3.Q7a.P5)
Night hikes are great (IV1.P2)

**CHURCH INVOLVEMENT**

Something for churches... gospel fest or picnic (IV1.P3)
Get churches involved, will get adults attending (IV1.P5)
Get church groups to bring kids to programs (IV5.Q8.P3)
FISHING

Lakeshore can attract [black] adults through fishing; it’s something they know and love to do (IV4.Q6.P1)

- Start off with fishing and move them into other programs/activities (IV4.Q6.P2)
- Fishing contest, or a fishing camp (IV4.Q9.P2)

OTHER:

- Music or a concert (IV1.Q6b.P5)
- Honoring community/organizations or leaders (IV1.P6)

Have an adult component to children’s programs (IV5.Q8.P1)

Current activities are fine; problem is getting people to take advantage of them (IV5.P1)

Needs to be a better mechanism to ask people what they’d like to do; put something in papers and have readers call with suggestions; have a community visioning process (IV3.Q7a.P1)

Can’t expect people to tell you what they’d like to do when they haven’t been doing anything (IV3.Q7b.P2)

I can’t say what everyone else would like (IV3.Q7a.P2)

Representative Quotes:

- “I think that it could be a good camping experience for local kids, you know... do some type of rough overnight or whatever; you know; right here in an urban setting, you now, that they could be able to do that... I think that would be a great attraction-getter to inner-city kids who have never had that experience.”

- “The churches. If you do some type of gospel fest, or picnic, for the churches... churches are a great network... But the faith-based community would be a huge drawing card for adults... You get the churches in there, you’ll get your grown folk – I’ll tell you right now.”

- “Now, on the other end, there’s a lot of blacks who love to fish. And if one of the ways the lakeshore can attract adults is with the fishing... I’m saying, fishing is something that blacks understand and they know, and they love to do. So, the ways to get people interested is to start off with the fishing and move ‘em into the other.”
What are some ways that the National Lakeshore could get more involved with the Gary community? (question 8)

**WORK MORE CLOSELY WITH SCHOOLS/SCOUTS**

Park Service needs to make EE programs easier for teachers to justify; longer duration (IV2.P1)
We’ve got to do something, with education (IV6.Q6b.P8)
Provide teachers with things that carry over into the classroom/curriculum (IV2.P2)
Should target church schools, different from public schools; appreciate nature because God made it (IV6.P3)
Need to target youth groups like Scouts, also youth church groups (IV2.P2)
Needs to be a working relationship with the Scouts (IV4.Q10.P3)

**OTHER:**

Join ‘Career Days’ and promote park ranger as a career choice, on a consistent basis throughout school years (IV1.P2)

Where do you find money and staffing to do more getting involved? (IV6.P1)

Hard to get newspaper involved; only will publicize to a certain extent (IV6.P2)

Start with the community leaders and become a friend (IV4.P1)

Develop some kind of positions for people in the community (IV4.P2)

Do parades (IV1.P1)

*Representative Quotes:*

- “But I think the Park Service must adapt their program a bit and make some changes so that the teachers will not mind bringing children out – as I’ve said before, teachers don’t want to pack their children up on a bus for a one-hour program someplace and then come right back. You’ve got to have a program that will take up the majority of the day for them…”
- “And, uh… a continuation of the programs that attract young people, primarily with the Scouts, with church groups, school groups, all community groups, so…”
- “There needs to be a working relationship with the Scouts – find out who the scoutmaster is, find out who the scout leaders are… the different churches have scouting programs, and you all purposefully get out the box and go build relationships with these people.”
How do people of Gary find out about community events? What is the best way to get information out to the Gary community? (question 9)

**TV**
- Local TV station – Ch. 56, Merrillville (IV6.P2)
- Channel on cable TV that airs Gary city council meetings (IV6.P4)
- Advertise on TV (IV4.P4)
- Use Gary municipal channel (IV3.P3)

**NEWSPAPERS**
- Newspaper – Post-Tribune and Times, although are zoned by county (IV6.P1)
- Crusader & Info community papers (IV4.P3)
- Community newspapers – Crusader, Info (IV3.P4)

**OUTREACH/PUBLICITY TO ORGANIZATIONS [IN UNIFORM]**
- Make presentations for lots of organizations and pertinent entities (IV3.P5)
- Community organizations (IV1.P2)
  - Make a good personal contact within an organization (IV1.P5)
  - Send program activity calendar out to organizations (IV3.P1)
  - Go out in uniform – they’ll see the hat as power, and want one too (IV1.P6)
  - Go talk to people & be visible in uniform (IV3.Q9.P4)

**CHURCHES**
- Through the churches (IV1.P1)
  - Churches are a great way; and those people have friends in other churches all over Gary (IV5.P1)
  - If pastor’s busy and not already keyed into lakeshore, may not promote it (IV5.P2)

**WORD OF MOUTH**
- We’ve never advertised; parents go and tell people they work with & also family members (IV5.Q7a.P3)
- Word will spread through word of mouth (IV3.Q6.P10)

**OTHER:**
- Increase mailing list of places you send information (IV3.P2)
- Teachers unions, for teacher support (IV1.P3)
- College alumni/Greek fraternities & sororities (IV1.P4)
- May be a local radio station (IV6.P3)
- Find a celebrity who’s into the environment (IV4.P1)
Representative Quotes:

- "I think that using the media – using the municipal channel; Gary has a municipal channel – using that, using local cable..."

- "Probably the newspaper – they have a community calendar, they will put things in there (Post-Tribune). The problem is – and with the Times too – they’re zoned; there’s one edition for north Lake Cty, another one for south Lake Cty, another one for Porter, etc. So if it’s happening at the Douglas Center, it will only be in the Gary edition, and if it’s happening in Porter Cty, it’ll only be in the Porter edition.”

- "...the black newspapers... The Crusader and the Info; and the Crusader’s owned by the Crusader in Chicago... yeah, they own the one in Gary.”

- "go on some of the talk shows that people have and advocate on behalf of the national lakeshore and its programs and activities... Go there and be visible; have on the uniform, and go talk to people and say, this is what we’re doing and these are the types of things we have done and we’re looking for new things to do... you know, here we are: come on!”

- "Make a good personal contact within an organization – they get a lot of flyers. If [someone I know] hands me something, I won’t just hand it out, hey, take a look at this – I’ll actually do follow-up... how many are going?”

- “Best way is through the churches. Absolutely. It’s dynamic.”

- "(Are churches a really good way to get the word out to people?) Mm-hmm. Because these people not only belong to a particular church, they work, they have friends that are all over the city, all over the area, yeah.”

- "And once you do it, you don’t have to continue to do it at that same level, that same intensity, you know, because it’ll be out there; people will know. And it’ll pass, you know, word of mouth; you know...”

Is there anything else you’d like to add about the Gary community and Indiana Dunes National Lakeshore? (question 10)

NEEDS TO BE A PRIORITY
If you genuinely want people there, you can make it happen; it can’t be just a job (IV4.P2)
It’s a matter of priority; how you use your time and what you prioritize (IV3.Q6.P12)

DISCONNECT WITH NATURE *one interview
Gary community is used to city life and needs a break from it (IV1.P1)
Gary youth are completely out of touch with nature (IV1.P3)
**BE CREATIVE**

*one interview*

**OTHER:**

Do something with libraries; reading program (IV1.P4)

Look at other area facilities and see how community uses their facility (IV3.Q9.P7)

Disappointed that more people don’t participate (IV6.P1)

Lots of people don’t want to come to Gary out of fear (IV6.P2)

You have to earn the right to be heard (IV5.Q7a.P2)

Having (black?) people of your caliber out there helps (IV6.P3)

Need to question internally why things are the way they are (IV3.Q6b.P5)

You have to seek people’s input in what they’re interested in (IV3.Q6.P5)

Let people know what the mission, objectives, and goals of the lakeshore are (IV3.Q6.P6)

**Representative Quotes:**

- “Well, I don’t think that it’s even... some of the things, I don’t think it’s even a matter of resource; I think it’s a matter of priority. I think it’s a matter of how you use your time, and what you prioritize.”

- “Gary community – is used to city life; and needs a break. It does; needs a break from city life to see that there’s a world out there.”
APPENDIX D

Gary Community Focus Groups Spring ‘03
Coding Summary

N = 33 participants (4 focus groups)

The “# of responses” cannot be quantified in percentages (ex: 66% of participants said ____ ) because not every participant addressed every question. In cases where it was noted that a respondent agreed with an idea, verbally or non-verbally (e.g. shaking their head or nodding) that response is included. These response numbers are for internal coding usage only. Direct quotes from the transcripts that are representative of responses for the main categories are included at the end of each question section.

**What do the words 'national parks' make you think of? What do national parks mean to us?**

<table>
<thead>
<tr>
<th>Category</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WILDLIFE/ANIMALS (7)</strong></td>
<td></td>
</tr>
<tr>
<td>General ‘wildlife’</td>
<td>3</td>
</tr>
<tr>
<td>Refuge, animals protected</td>
<td>2</td>
</tr>
<tr>
<td>Don’t feed animals</td>
<td>1</td>
</tr>
<tr>
<td>Natural habitat</td>
<td>1</td>
</tr>
<tr>
<td><strong>GOVERNMENT/NATIONAL (7)</strong></td>
<td></td>
</tr>
<tr>
<td>Preserving natural habitats for wildlife &amp; recreation</td>
<td>3</td>
</tr>
<tr>
<td>Nationally known, everyone welcome</td>
<td>2</td>
</tr>
<tr>
<td>Government-run</td>
<td>2</td>
</tr>
<tr>
<td><strong>UNTOUCHED NATURAL AREA (7)</strong></td>
<td></td>
</tr>
<tr>
<td>Peaceful, relaxing place</td>
<td>2</td>
</tr>
<tr>
<td>Forest preserves</td>
<td>2</td>
</tr>
<tr>
<td>Wooded areas</td>
<td>1</td>
</tr>
<tr>
<td>Green grass</td>
<td>1</td>
</tr>
<tr>
<td>Sand dunes</td>
<td>1</td>
</tr>
<tr>
<td><strong>CAMPING (5)</strong></td>
<td></td>
</tr>
<tr>
<td>Camping/campgrounds</td>
<td>3</td>
</tr>
<tr>
<td>Boys &amp; Girls camps, scouts</td>
<td>1</td>
</tr>
<tr>
<td>Cabins</td>
<td>1</td>
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<tr>
<td><strong>PRESERVATION (4)</strong></td>
<td></td>
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<tr>
<td>Preserving environment/trees</td>
<td>2</td>
</tr>
</tbody>
</table>
Preserving what was there before we got here  
General ‘preservation’  

**RECREATION/FAMILY ACTIVITIES (3)**  
Recreational place  
Picnics and family gatherings  
Family-oriented  

**SOMEBODY COULD NEVER GO (5)** *one focus group*  
Too far  
Too expensive  

**TOURIST ATTRACTIONS (1)**  
**SECURED (1)**  
**RESERVED AREA (1)**  
**MONUMENTS (1)**  
**YOGI BEAR (1)**  

**Representative Quotes:**  
• “Wildlife.”  
• “Do not feed the animals.”  
• “Like a refuge for animals.”  
• “I think national park is where animals are raised and secured and protected by the government... keeping them from - certain species from becoming extinct.”  
• “Government-run.”  
• “I think of a land that's supported by our national government for recreation... and, you know, preservation of what was there before we got here, before we started to build houses and homes. Just an area that's set apart.”  
• “A place that's nationally known, a nationally landmarked park, basically.”  
• “A place where you go and, like, relaxation; kind of like walk through the park, take in scenery, you know; it's kind of like a place where - places, like I say, you find family time, or some kind of relaxation. I don't really see it as a place of business.”  
• “Untouched, peaceful, tranquility.”  

*Have you visited any park areas (city, state, or national)?*  
*If so, where?*  

---  

# of responses
### Dunes/Marquette Park (9)
- Indiana Dunes
- Dunes and Marquette
- Marquette Park

### Other Park Areas (8)
- ‘National parks’ in Detroit: 2
- National park in Michigan UP: 2
- ‘Washington National Park’ in St. Louis: 2
- Yellowstone National Park: 1
- ‘Jellystone National Park’ in Ohio: 1

### Local/City Parks (2)
- Bennett Park
- General ‘local parks’

### Representative Quotes:
- “The Dunes park out here in Miller.”
- “Marquette, Dunes, been there.”
- “I visited a national park in St. Louis, Washington National Park. We used to go there every year.”
- “Jellystone National Park [in Ohio].”
- “I like the aquarium, and I’ve only been to the national parks in Detroit, and some of them have been developed like she said…”

### What activities did you participate in there? # of responses

<table>
<thead>
<tr>
<th>Activity</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching nature/nature walks &amp; trails</td>
<td>7</td>
</tr>
<tr>
<td>Camping out</td>
<td>2</td>
</tr>
<tr>
<td>BBQ</td>
<td>4</td>
</tr>
<tr>
<td>Eating</td>
<td>3</td>
</tr>
<tr>
<td>Picnicing</td>
<td>1</td>
</tr>
</tbody>
</table>

### Concerts at Marquette Park (1)

### Amusement Parks (2)

### Swimming and Basketball (1)
**Kids recreation area (1)**

**Survival skills in wild (1)**

**School assignments pertaining to nature (1)**

*Representative Quotes:*

- “Walk the trails, like do the nature walks, those are nice.”
- “Oh, the bike trails, um, swimming, camping, like she mentioned. The walk trails, stuff like that.”
- “Mostly like I’ve done is just the walking and the sightseeing, and just like camping out, maybe sitting around, and...”

*What kinds of things do you enjoy doing for fun or recreation in your spare time?*

<table>
<thead>
<tr>
<th>SPORTS (7)</th>
<th># of responses</th>
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</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>4</td>
</tr>
<tr>
<td>Bowling</td>
<td>2</td>
</tr>
<tr>
<td>Baseball</td>
<td>1</td>
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<thead>
<tr>
<th>WALKS (4)</th>
<th># of responses</th>
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<tbody>
<tr>
<td><em>one focus group</em></td>
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<tr>
<th>READ (1)</th>
<th># of responses</th>
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<tbody>
<tr>
<td><em>one focus group</em></td>
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<tr>
<th>LISTEN TO MUSIC (1)</th>
<th># of responses</th>
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<tbody>
<tr>
<td><em>one focus group</em></td>
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</table>

*Representative Quotes:*

- “Basketball, bowling.” “Sports.”
- “Usually they give us lunchtime or spare time to walk on our own and take hikes around the park, take trails... you know, just take time to view wildlife.”

*Have you ever heard of Indiana Dunes National Lakeshore? If so, what have you heard about it?*

<table>
<thead>
<tr>
<th># of responses</th>
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<tbody>
<tr>
<td>94</td>
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</tbody>
</table>
The National Lakeshore feels that not many members of the Gary community tend to come to public programs at Indiana Dunes National Lakeshore. In your opinion, what are some reasons why this is happening?

**RACISM/DISCRIMINATION (20)**

*wasn’t usually first response

- The further into Porter Co. you go, more racism
- Gary folks/blacks don’t think they have access
- Park is located in unwelcoming community
- Park doesn’t want to work with Gary b/c of race

---

**HAVEN’T HEARD MUCH (4)**

- Haven’t heard much
- Heard nothing so far
- Just heard of it

**A PLACE FOR CAMPING (3)**

- Just a campground
- A place for camping

**STILL BEING DEVELOPED (2)**

- Not completely developed; still developing it
- Supposed to be redeveloping it, but still the same

**DIFFERENT PROGRAMS FOR CHILDREN (1)**

**RECREATIONAL FACILITIES (1)**

**DUNEMOBILES & DUNE RACES IN PAST (1)**

**LAKEFRONT EROSION (1)**

*Representative Quotes:*

- “Just heard of it.” “I’ve heard nothing, nothing so far.”
- “I haven’t heard that much about it, so...”

- “That – yeah, it’s just a place for camping.”
- “I just know of it as a campground.”

- “That it's not completely developed, you know, they're still developing it; I've heard that.”
- “I heard they were supposed to be redeveloping it, and that was some years ago.”
More racial tension now than in past

LACK OF INFORMATION/PROMOTION (10)
- No one knows about anything happening there 5
- Not being promoted/publicized 5

NEVER ANYTHING OF INTEREST [HAPPENING] THERE (9)
- Nothing that appeals/draws interest 4
- Just drive right past it 2
- It’s not developed/built up 2
- Nothing happens there 1

TOO FAR TO TRAVEL (6) *possibly related to racism category
- Other beaches/areas are close by 3
- It’s separate from rest of Gary community 2
- Transportation – have to travel 30 min 1

GARY SCHOOLS AREN’T INVOLVED (3)
- Schools don’t take trips/expose kids 2
- Other school systems do, but not Gary 1

JUST DON’T CARE (3)
- Don’t care 1
- Don’t care about sand dunes 1
- City folk want to disassociate from country/nature 1

SHOULDN’T HAVE TO PAY (2)
- Never going if it costs$ 1
- Parks/beaches are supposed to be free 1

WE DON’T WANT TO SUNBATHE (2)

Representative Quotes:

- “And for so long, members of the Gary community were only allowed (his emphasis) to go into, uh, Marquette Park and Lake Street Beach; you know, we weren’t allowed to go into West Beach and a lot of those other places for so long... and so I believe that stigma, that stigma’s just still around.”
- “I think its' location has a lot to do with it. With the, uh... non-desire from the Gary people to go out in there because where it's located, it's surrounded by a lot of what you call redneck community. You know, and these are people that are really... Klan; Klan-builders.”
- “I believe everybody'll agree with this right here - that I believe that the people of Gary don't think or believe that they've got access to that... I believe they think it's just for the people that's out there in the Miller community.”
“Me personally, I don't go out there, like you said, because of the racism, so, you know; you feel kind of uncomfortable out there, so you try…”

“That cloud still hangs over, you know, your mind - do they want us out here, can we go out... I mean, I think the further out you go, it's still - we're still unwelcome.”

“Nobody knows about it.”

“So we don't really know anything about what's going on there. And if it is, it's really subdued; we don't know anything about it.”

“Primarily it's just that no one has any information; we don't even know what they have to offer out there besides... hiking trails and campgrounds, you know.”

“Really, it is an awareness factor. It's not too publicized in the area. I'm a former principal, assistant principal at Bailly Middle School, and the dunes' advertisement for even school activities - very low, very low. And I don't know why, but it is low. So an awareness factor.”

“Well, they really don't have anything that - as far as the national park putting on something - nothing that appeals to us; you know what I'm saying? “

“And there's never anything held out there, never nothing going on out there.”

“There's nothing that would actually even draw your interest to it, other than the sign sayin' this is right here. I mean, there's nothing to say, 'come here'.”

“I have visited the Dunes National Park, but not in recent years; it doesn't - to me it doesn't have the development the other national parks have. I may be wrong, but from what I've seen, it was just, maybe... like sand, and it was a place to camp, but it wasn't a place to go and enjoy yourself.”

“I think the transportation factor is a big thing. A lot of people don’t like to go way... to us, that would probably be more or less over a half an hour drive. And you know, sometimes when you think in terms of relaxation, you don't want to go very far to just take in scenery or just to relax, and so that takes the enjoyment out of it if you have a long transit.”

“It's closer to Portage; and when we talk about beaches around here, we talk right off the bat, Marquette. You know…”

“And people in Gary will tend to go to what is close by, what's happening at Marquette Beach, West Beach, Wolf Lake.”

“And it's so closer to the Porter border line, too... close to the Porter border line…”

“I mean, even though that is a part of the city, but you know, it sits out (his emphasis) from the central part of Gary. So nobody wouldn't have no idea…”

“And a lot of us are not real, real concerned about a sand dune in the first place. Because we don't know, we don't care much about it.”

“...most of our lack of interest in these things is because we are not nature-lovers. We're just not really nature-lovers... Ok, when you're born in the city - most people in the city come from the country; but when they get in the city they don't
want no more to do with the country, they don't want you to think they ever lived in the country, so what they do? They stay away from anything that seem country.”

• “Another thing that I would say is that when I was coming up as a kid, you know, you never heard about paying to go to a park, you know; and going to the beach, you never heard about having to pay, you know; and now, it really... you know, it startled me when I came back here, moved back here and found out that you got to pay to go out on the lake or you got to pay to go to a park, Lake Etta, or something like that. You know, it's ridiculous; a park is supposed to be, you know... so I really have a problem with that. I really do. You know, I can stay at home, you know?”

Do you think people have any fears or uncertainties about going to the National Lakeshore?

<table>
<thead>
<tr>
<th>Response</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (3)</td>
<td>one focus group</td>
</tr>
<tr>
<td>YES – FEAR OF CRIME/THEFT (2)</td>
<td>one focus group</td>
</tr>
<tr>
<td>YES – AREN’T MANY BLACKS THERE (1)</td>
<td></td>
</tr>
</tbody>
</table>

Uncertainty About Sand (stability) (1)

Representative Quotes:

• “I'm not too familiar about the dunes, here in Indiana, but the national parks that we have gone to, our concern is the crime rate, like most - you know. You're afraid to walk through the woods because you don't know what will happen. You know, you might not make it back to your campsite. But that's one of our concerns, 'cause you wanted to know if the fear of going to the parks... crime.”

• “Yes, 'cause you don't see many of us out there in the first place.”

• “Out at the Dunes? There could possibly be, because a lot of people is conscious of sand. Sand gives away. You know?”

Have you ever heard of people experiencing discrimination of any kind at Indiana Dunes National Lakeshore?

<table>
<thead>
<tr>
<th>Response</th>
<th># of responses</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>98</td>
</tr>
</tbody>
</table>
YES – PLENTY OF IT (19)
- Racial slurs – other visitors didn’t want you there: 9
- Black folks weren’t allowed [way] out there: 6
- Racial profiling by police – safety/security concern: 3
- Yes: 1

PERCEPTIONS STILL LINGER TODAY (9) • agreement with a question

NOT LATELY (4) • same focus group as ‘no’ category

No (1) • general shaking of heads

Extended discussion in one group about economic discrimination at NW Indiana recreational areas.

Representative Quotes:

- “Black folk weren’t allowed out there.” “Black folk were limited there.”
- “Back in the day, you know, there was… that, you know, there were racial slurs and, you know, like, people didn't want you there.”
- “And I'll say this, from personal experience, when I was a child, 'cause like I said - we went out there every week in the summer when I was a kid. And back then, it was - black folks - you know, it wasn't too good; they didn't treat you too good out there at the lakeshore.”
- “All the time. Indiana is a very, very prejudiced state ("that's right" echoed by others) - and up in that area, white people seem - white people there seem to feel like everything belongs to them. So, when you want to go into these park areas, they look at you cross-eyed. Or they treat you like you're different. This is the truth; this has been going on, it didn't just start. I'm not talking about something new. Indiana, Michigan, up in these public areas like that, you'll find it's very prevalent.”
- “Well, for me personally, it's the police officers (others: "yep"); if you're out there driving, say for instance, especially if you're - being with my husband, if we're driving, they see a young black couple, they'll pull us over for nothing, you know (others: "true"); that's mainly what you're concerned about, getting pulled over. It's not really the people that are out there in the parks, it's just getting to the parks; you don't know if you're going to be pulled over and harassed by the police when you're on your way home.”

What could the National Lakeshore do better to help visitors feel comfortable and welcome at the park?

VISITORS ATTENDING IN LARGE GROUP (10) • one focus group

# of responses

99
**MAKE IT MORE WELCOMING (5)**

- Make it friendlier/more comfortable
- Have more people of color in positions
- Tell police to back off

**REACH OUT TO US (1)**

**ADDRESS SAFETY/SECURITY** – lifeguards, theft (1)

*Representative Quotes:*

- “Let us feel welcome, you know…”
- “Making it more friendlier, too…”
- “And I think if they would put people of color, such as yourself, in positions of, let's say, authority, that we would feel more welcome when we see some of our own, you know, in charge of more than just the popcorn, maybe. (Gentle, agreeing laughter) And if something goes wrong, maybe we can make a complaint to that person, you know, and they can relate to us and understand what we're saying.”

- “Just need to reach out to us; you know, it's like... they want us there, let us know that, you know, 'we want you there'. 'Cause right now, you know, you feel like - you know, they don't care if you come or not, so... they need to reach out to us, to the Gary community, and let us know that they want us to be involved in the National Lakeshore.”

- “--I think if you had your church involved, start showing... if you got the churches to bring the congregation out -
  --Right, right, right, right...
  --...then you wouldn't feel so, uh, what's the word I'm looking for...
  --Ostracized, from the communities...
  --You would feel unity; while I'm with my church, you know, they ain't gonna do nothing to me.
  --Mmm. (laughter)
  --Not like that, but -
  --Yeah, like that. Yeah, like that.
  --It works well, too.
  --Confidence.
  (many general sounds of agreement)
  --You know, you're right.
  --You know, you feel safe, safety in numbers.
  --You are absolutely right. And in order - and that oughta be our attitude.
  --Okay
  --Yep
--And then you say, but we went with my church, you know, it was nice - and, you - I might go without my church one time, once I feel comfortable.”

What do you think would attract people of the Gary community to the National Lakeshore?

# of responses

**FIND SOMETHING TO OFFER US (16)**
- There’s nothing there, nothing to do 10
- Come up with things that interest us 3
- Diversity of activities/offerings 2
- Family-oriented 1

**ADVERTISE/PROMOTE MORE (12)**
- Advertise in Gary via papers, flyers, banners, etc. 6
- Awareness campaign/outreach to organizations 4
- Let us know that they’re there & what’s offered there 2

**TRANSPORTATION TO GET TO PARK (3)**
- Have shuttles to the park during the summer 1
- Can’t get to Dunes without a car or charter bus 1
- Could take youth groups if it were accessible to get there 1

**Representative Quotes:**

- “Let the community know what's there, besides sand and water. I mean, really, because what could a young person - or whoever, child, teenager - think that's there besides sand and water?”
- “Besides what we bring to the beach, what do you all have to offer us out there? You know, we can come up with our own events, but what do you have there for us to do after we done with what we were doing?”
- “They have to continue to plan things that appeal to the Gary community... we need to - we shouldn't have to have special marketing, but if you want our interest, then you have to do something to invite an interest. I think about the old Aesop’s tale when the fox invited the pelican to dinner - and he fed him food out of a plate. Well, the pelican couldn't eat anything, because he couldn't eat from the plate. And so the pelican invited the fox, to his dinner. And he gave him food that was in a tube. And the fox could not eat. Well, if you want me to come, and sit at your table, make it so I can enjoy what you're serving.”
- “Another thing I think we need to - they would need to do is come up with a plan that - an event or number of events that would reach every different community or... saying, for instance, it's like... a lot of church folks don't
want to be around hip-hop stuff, just taking me for instance. I mean, if you gave something out there for like, gospel, for church people, something like that, all at the same time having something else for different various groups of people.”

- “Let us know that they're there…” “Just advertise…”
- “Just me, they need to advertise a little more so people will know about it, you know, especially those folk who are in the state or the surrounding areas; it needs to be more advertised, in the newspapers, or posters, or whatever.”
- “Well, just to round it out, in my opinion, it needs… an awareness campaign needs to be formed, and worked, worked diligently in the Gary area, because a lot of people are not aware of the opportunities at the dunes. They're not aware of it.”
- “Well, actually, go and - what you're doing now, making us more aware of it. Also, uh, flyers, invitations - basically, networking. If you make it available for certain people, especially in the inner-city, I believe they would come out there more.”
- “I would like to see, I would like to see a lot more people from Gary out there. Because this church, our church here, we deal with a lot of children, and that would be a nice place to take them, if it was more accessible for us to get there. You know, um…”
- “One more thing, transportation to the dunes. We - our transportation system here goes to different places, but unless you get a charter bus or you have your own car, you're not going to the dunes.”

What are some programs or activities you’d like to see offered at the National Lakeshore?  

<table>
<thead>
<tr>
<th>MUSIC/CONCERTS (9)</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical concerts</td>
<td>4</td>
</tr>
<tr>
<td>We like music</td>
<td>3</td>
</tr>
<tr>
<td>Even gospel</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPORTS-RELATED ACTIVITIES (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAVE GREATER NUMBER OF ACTIVITIES (4)</td>
</tr>
<tr>
<td>INAPPROPRIATE ACTIVITIES (3)</td>
</tr>
<tr>
<td>Petting Zoo</td>
</tr>
<tr>
<td>Water Slide</td>
</tr>
<tr>
<td>Aquarium</td>
</tr>
</tbody>
</table>
Things INDU already has (2)

Nature walks 1
Informational center 1

Sand Dunes are nice (2)  *same focus group

A Retreat (1)

We’re not into sailing (3)  *same focus group

Representative Quotes:

• “Do they ever have any, like, musical events, like some of the - people, like bands or names - you know, some people that draw, you know; something like a concert or something, you know, something on the lake that would, like you say, that they would, want (her emphasis) to see. Now that's the thing about it; it has to be someone that they would be interested in seeing.”

• “Athletic competitions; like summer-a-thons, you know what I'm saying, where they can do whatever. That would be nice.”

• “Have more activities… a variety of activities.”

• “I would like for them to - to have maybe, uh, tours that could show them the nature walks and take a tour of the park and show them - ya'll said, the natural things. They don't have that.”

What are some ways that the National Lakeshore could get more involved with the Gary community?

Partner with schools/youth groups (7)

Work with schools like Deep River does 6
Work with organizations like Boy Scouts 1

Adults don’t have time – stick to youth (1)

Representative Quotes:

• “Deep River's in like, Lake Station… place where… yeah, in Lake Station; where they go walk through the woods… because they make it available for the children; they come through the school system, they let the scho- you know what I'm saying, they sponsor trips for the kids to come…”

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• “Gary Community Schools can partnership with anybody, I mean, you know... I'm for sure they could partnership with the lakeshore, or with lake - you know what I'm saying, but anything, I mean, all kind of things with children, open - to broaden our children's eyes...”

• “I don't know how you deal with the Boy Scouts in this area, but that would be one of your inroads as far as building programs. That's an organization already formed, and if you offer for the lakeshore, the park, to be open to them, that's one way. If there's picnic areas, and this kind of thing, it's always good for this area.”

• “That's just my opinion, you know, for the younger generation; for us as older folks, you know, we working all the time; we just ain't got time. (laughter)”

How do people of Gary find out about community events? What is the best way to get information out to the Gary community?

<table>
<thead>
<tr>
<th></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEWSPAPERS (11)</strong></td>
<td></td>
</tr>
<tr>
<td>Post-Tribune</td>
<td>7</td>
</tr>
<tr>
<td>General ‘newspapers’</td>
<td>1</td>
</tr>
<tr>
<td>Times</td>
<td>1</td>
</tr>
<tr>
<td>Smaller papers – Crusader, Info</td>
<td>2</td>
</tr>
<tr>
<td><strong>RADIO (9)</strong></td>
<td></td>
</tr>
<tr>
<td>88.7</td>
<td>5</td>
</tr>
<tr>
<td>General ‘radio’</td>
<td></td>
</tr>
<tr>
<td>107.5</td>
<td>1</td>
</tr>
<tr>
<td>106.3</td>
<td></td>
</tr>
<tr>
<td><strong>TELEVISION (8)</strong></td>
<td></td>
</tr>
<tr>
<td>Cablevision</td>
<td>4</td>
</tr>
<tr>
<td>General ‘television’</td>
<td>4</td>
</tr>
<tr>
<td><strong>WORD OF MOUTH (6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CHURCHES (3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PLACES MOTHERS GO (2)</strong></td>
<td></td>
</tr>
<tr>
<td>Schools, WIG &amp; welfare offices</td>
<td>1</td>
</tr>
<tr>
<td>PTA</td>
<td>1</td>
</tr>
<tr>
<td><strong>GENERAL MARKETING ACROSS THE BOARD (1)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Representative Quotes:
• “The marketing for information in Gary is basically done through our local newspapers. We have two community-owned newspapers, the Info and the Crusader. And then we have the regional newspapers, the Times and the Post-Tribune. The Tribune breaks down their news according to areas, which I detest. If you're in Merrillville and Crown Point, you get one edition. If you're in Gary, you get another edition. If you're in Valparaiso and Chesterton, you get a totally separate edition. So you don't know what's going on in each community unless you happen to have somebody that knows, or unless you know somebody in each community.”

• “Radio. (Which stations?) FM stations, and Gary got their own 88.7, then GCI, 107.5 - I mean, they support Gary events too. --Right. WYCA, 106.3”

Is there anything else you’d like to add about the Gary community and Indiana Dunes National Lakeshore?

<table>
<thead>
<tr>
<th>Confusion Over Park Identity (6)</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most folks don’t think it’s part of Gary</td>
<td>3</td>
</tr>
<tr>
<td>Part of dunes – Deep River – is in Portage</td>
<td>2</td>
</tr>
<tr>
<td>Is this the Indiana State Park in Monticello?</td>
<td>1</td>
</tr>
</tbody>
</table>

I THINK PEOPLE WOULD REALLY ENJOY IT (3)

IF IT’S OPEN TO PUBLIC, I’M GOING REGARDLESS OF DISCRIMINATION (4) *one focus group

IT’S IN MY BACKYARD, BUT I DON’T WANT TO GO (1)

THEY’VE GOT A LOT OF DEER OUT THERE (1)

Representative Quotes:

• “I mean, I think - I believe children'll love it. I believe they'll love it. I mean, if they knew about it, you know. Like, take for instance, I'm 24 years old. My first time ever going into West Beach was last year, last summer, when we was taking some kids out there with the national park, and I didn't know all that was back up in there until I went there, you know; and I've been in Gary all my life. And I'm like, you know, wow - this is here, and didn't even know about it, you know, so…”
APPENDIX E

Public Program Focus Groups Summer ‘02
Coding Summary

Sunset Saunter N = 59 participants (5 groups); Trekking The Bog N = 54 participants (5 groups); Feeding Time N = 32 participants (4 groups)

The “# of responses” cannot be quantified in percentages (ex: 66% of participants said _____) because not every participant addressed every question. In cases where it was noted that a respondent agreed with an idea, verbally or non-verbally (e.g. shaking their head or nodding) that response is included. These response numbers are for internal coding usage only. Due to the large number of focus groups involved – 14, with 145 total participants – actual quotes themselves are not included.

1. What attracted you to the program today?

<table>
<thead>
<tr>
<th>Sunset Saunter</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TIMING/SUNSET (7)</td>
<td></td>
</tr>
<tr>
<td>Sunset</td>
<td>4</td>
</tr>
<tr>
<td>Time of day (evening)</td>
<td>3</td>
</tr>
<tr>
<td>GENERAL RECREATIONAL OPPORTUNITY (5)</td>
<td></td>
</tr>
<tr>
<td>Something (nice) to do</td>
<td>3</td>
</tr>
<tr>
<td>The only thing going on tonight</td>
<td>1</td>
</tr>
<tr>
<td>Been to other nature programs in parks and know how nice they are</td>
<td>1</td>
</tr>
<tr>
<td>WANTING TO LEARN (4)</td>
<td></td>
</tr>
<tr>
<td>Interesting; good education</td>
<td>1</td>
</tr>
<tr>
<td>Educational; wanting to be led, not just walk</td>
<td>1</td>
</tr>
<tr>
<td>To learn more about the dunes</td>
<td>1</td>
</tr>
<tr>
<td>Guided tour; more info than could get on own</td>
<td>1</td>
</tr>
<tr>
<td>SEEING A DUNE (3)</td>
<td></td>
</tr>
<tr>
<td>Never seen an actual dune before</td>
<td>1</td>
</tr>
<tr>
<td>Love the sand dunes/Mt. Baldy</td>
<td>1</td>
</tr>
<tr>
<td>Wanted to see Mt. Baldy</td>
<td>1</td>
</tr>
<tr>
<td>PROMIXITY (1)</td>
<td></td>
</tr>
<tr>
<td>Close to house</td>
<td>1</td>
</tr>
</tbody>
</table>
### SPECIAL INTEREST (1)
- Description mentioned fossils

### Trekking The Bog

<table>
<thead>
<tr>
<th>INTERESTING/UNIQUE (7)</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting to see</td>
<td>3</td>
</tr>
<tr>
<td>Something unusual to do</td>
<td>2</td>
</tr>
<tr>
<td>Learn more about this unique environment</td>
<td>1</td>
</tr>
<tr>
<td>Unique opportunity that won’t get often</td>
<td>1</td>
</tr>
</tbody>
</table>

### SEE THE BOG/INSECTIVOROUS PLANTS (6)
- Unique plants that grow here
- Plants and stuff that don’t see very often
- Insectivorous plants
- Interested in plants, animals
- Bog and insects

### BEEN TO BOGS BEFORE (4)
- Been to (at least 1) bog before – interesting
- Forestry student; bogs are special interest
- Visited in 1987 with a class – wanted to see it again

### CAME BECAUSE OF OTHERS (4)
- Came with son
- Didn’t know was coming until this morning
- Was told that was going to come
- Never would have sought it out without someone else bringing them

### Feeding Time

<table>
<thead>
<tr>
<th>KIDS SEEING/FEEDING ANIMALS (12)</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The animals</td>
<td>4</td>
</tr>
<tr>
<td>The horses</td>
<td>4</td>
</tr>
<tr>
<td>Feeding the animals</td>
<td>2</td>
</tr>
<tr>
<td>For the kids</td>
<td>2</td>
</tr>
</tbody>
</table>

### INTERESTED IN HISTORY (4)
- Big history buff
- Like do things that take them back in time
- Docent at a historical museum
- Like learning about why places were settled

### SERENDIPITOUS/RANDOM (1)
Got rained out from Mt. Baldy

2. What did you like about the program?

Sunset Saunter

# of responses

**THE RANGER (12)**
- Ranger was good/very good/excellent
- Gave lots of chances to ask questions
- Knew his/her subject very well
- Lots of enthusiasm
- Was very interesting
- Is a pleasant person

**THE INFORMATION (12)**
- Very informative
- Explanation of a variety of topics

*Named things they learned about:*
- History of the dunes
- Dunes, vegetation, fish, sand flow
- Succession
- Zebra mussels
- Explanation of living vs. non-living dune
- Learning about uses of trees
- Glacier and volcanic rock

**THE DESIGN/LOGISTICS (7)**
- Was interesting for everybody
- Blend of information and quiet space
- Geared well towards kids
- An easy walk
- Paced for the various strengths of individuals
- Good turnout, but could still see and hear

**PREFER THE SMALL GROUP SIZE (6)**
- *one focus group*
  - Like it not being a good size, not being advertised
  - Don’t want crowds and commercialism
  - Like having park to oneself
  - Hope that not many others find out about it

**THE EXPERIENCE (5)**
- The nature
- Guided tour through the woods
- Looking at the flowers
- Finding a fossil
### The Kid-Oriented Activities (3)
- The beach bingo 2
- Making sand out of sandstone 1

### Everything (3)
- It was great 1

### The Sunset/View (2)
- The sunset 1

### Everything (3)
- Everything 2
- It was great 1

### Trekking The Bog

<table>
<thead>
<tr>
<th>Trekking The Bog</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### The Unique Plants (8)
- (General) plants were interesting/unique 4
- Insectivorous plants were neat/cool 3
- Different seeing plants in real life vs. in books 1

### Eating Blueberries (7)

### The Ranger (7)
- Projected well – everyone could hear 2
- Very receptive 1
- Had good sense of humor 1
- Very patient with all the kids 1
- Very clear and detailed with everything talked about 1
- Great tour guide 1

### History of Bog (4)
- Details of how it was formed this way 2
- History incorporated into the tour 1
- Background to how bog has changed 1

### Hands-On Experience (4)
- *one focus group
- You got to touch things 3
- Hands-on experience 1

### Saw/Found Things (6)
- *one focus group; young kids
- Liked seeing dragonflies and bugs 1
- Saw a snake 1
- Found an ant and a butterfly 1
- Saw the rarest butterfly (Karner?) 1
- Found spiders swimming in the water 1
- Found a dead worm 1

### Learning about ‘Bog’ Language (3)
- Language things 1
- Getting “bogged down” 1
The “Boggyman”

**WALKWAY (2)**
- Walkway made it easy to get out there
- Bouncy feeling of platform

**VISUALS (2)**
- Pictures helped a lot
- Visuals, pictures that were shown

**BOG’S PRESERVATION ABILITIES (1)**

**VERY INTERESTING (1)**

**GREAT ASIDE FROM PERFECT KNOWLEDGE OF EVERYTHING (1)**

---

**Feeding Time** # of responses

**KIDS INTERACTING WITH ANIMALS (24)**
- Hands-on/interactive for young people 9
- Feeding the animals 6
- Picking up/sitting on/touching animals 6
- Everyone had a chance to be involved 3

**HISTORIC NOSTALGIA (6)**
- Piled up the stubble the way they used to years ago 1
- Tours of the house with people in dress telling how things were 1
- Seeing the old stuff and the way it was made 1
- Shows how spoiled we are today compared to the past 1
- Layout of the farm and grounds; not too many improvements 1
- Seeing the garden and the way they used to lay it out 1

**THE RANGER (3)**  *one focus group*
- She’s a precious person 1
- She made it really good 1
- Very knowledgeable, loves her work 1

**NO SAND (2)**

**PEACEFUL (1)**

**GROUNDS KEPT NICE (1)**

**ALL OF IT (1)**
3. As you look around here at... what do you think of when you look at this place?

Sunset Saunter

<table>
<thead>
<tr>
<th><strong>Glad It’s Preserved (3)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>National treasure; should be preserved</td>
<td>1</td>
</tr>
<tr>
<td>Beautiful; glad they’ve preserved it</td>
<td>1</td>
</tr>
<tr>
<td>Thankful it was saved</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How’d It Get Here? (2)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did it get formed?</td>
<td>1</td>
</tr>
<tr>
<td>How’d it all get here?</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Quiet/Peaceful (2)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get away from the cities, quiet</td>
<td>1</td>
</tr>
<tr>
<td>Peaceful, quiet, nature</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Not What Expected (2)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought of steel mills, not nature</td>
<td>1</td>
</tr>
<tr>
<td>Surprised to see so much sand and water</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dangers of Dune Moving (2)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>*same focus group</td>
<td></td>
</tr>
<tr>
<td>Burying South Shore railroad</td>
<td>1</td>
</tr>
<tr>
<td>Flattening out in a storm</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sand (2)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>*same focus group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liked Experience (1)</strong></th>
<th># of responses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Plants (1)</strong></th>
<th># of responses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>It’s Big (1)</strong></th>
<th># of responses</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>God (1)</strong></th>
<th># of responses</th>
</tr>
</thead>
</table>

Trekking The Bog

<table>
<thead>
<tr>
<th><strong>Fragile Environment/Preservation (7)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important to preserve it</td>
<td>3</td>
</tr>
<tr>
<td>How fragile our environment really is</td>
<td>2</td>
</tr>
<tr>
<td>Will this be here in 5, 10 years</td>
<td>1</td>
</tr>
<tr>
<td>Greatly endangered</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Age Of The Bog (6)</strong></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old this place is</td>
<td>3</td>
</tr>
<tr>
<td>How long it took to be created</td>
<td>3</td>
</tr>
</tbody>
</table>

**Very Unique (3)**
How unique it is  
Pretty unique; glad it's still around

**Juxtaposition of Nature & Development (3)**
- Primitive location, next to freeway 1
- Close to everything, but at same time in wilderness 1
- Beautiful area in middle of all homes 1

**Surprise That This Is In Indiana (2)**
- Surprised at natural beauty in Indiana 1
- Indiana has more than corn 1

**Can’t Tell How Big It Is (2)**

**Mr. Jackman (1)**

<table>
<thead>
<tr>
<th>Feeding Time</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hard Life of Farmers (15)</strong></td>
<td></td>
</tr>
<tr>
<td>How much work there is on a farm</td>
<td>4</td>
</tr>
<tr>
<td>Hardships pioneers/settlers had to go through</td>
<td>3</td>
</tr>
<tr>
<td>How much harder life used to be than now</td>
<td>2</td>
</tr>
<tr>
<td>How many people it took to do all the work</td>
<td>2</td>
</tr>
<tr>
<td>Farmers didn’t live as long back then</td>
<td>2</td>
</tr>
<tr>
<td>Modern times are good</td>
<td>1</td>
</tr>
<tr>
<td>Young people miss a lot today; take food for granted</td>
<td>1</td>
</tr>
<tr>
<td><strong>Peaceful (7)</strong></td>
<td></td>
</tr>
<tr>
<td>Peaceful</td>
<td>4</td>
</tr>
<tr>
<td>Sounds of planes and trains wouldn’t be here back then</td>
<td>2</td>
</tr>
<tr>
<td>Special feeling about old farms</td>
<td>1</td>
</tr>
<tr>
<td><strong>Simple Life (3)</strong></td>
<td></td>
</tr>
<tr>
<td>Good, clean life</td>
<td>1</td>
</tr>
<tr>
<td>Simple life</td>
<td>1</td>
</tr>
<tr>
<td>Unhurried existence</td>
<td>1</td>
</tr>
<tr>
<td><strong>Original Setting (3)</strong></td>
<td></td>
</tr>
<tr>
<td>Real original</td>
<td>1</td>
</tr>
<tr>
<td>Well-kept in the way it used to be</td>
<td>1</td>
</tr>
<tr>
<td>Brought me back a hundred years</td>
<td>1</td>
</tr>
<tr>
<td><strong>National Lakeshore Is A Wonderful Gift (2)</strong></td>
<td></td>
</tr>
<tr>
<td>Sometimes the government spends money wisely</td>
<td>1</td>
</tr>
<tr>
<td>Dislike congested/polluted areas except for places like this</td>
<td>1</td>
</tr>
<tr>
<td><strong>Nothing Is Wasted On A Farm (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Farm Addresses Every Need; A Mini-World (1)</strong></td>
<td></td>
</tr>
</tbody>
</table>
4. What didn’t you like about the program?

<table>
<thead>
<tr>
<th>Sunset Saunter</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEIRD TO HAVE GEESE</strong> (1)</td>
<td></td>
</tr>
<tr>
<td><strong>NASTY INSECTS AND PLANTS</strong> (14)</td>
<td></td>
</tr>
<tr>
<td>Biting flies (“... it was really hard to concentrate.”)</td>
<td>12</td>
</tr>
<tr>
<td>Poison ivy</td>
<td>1</td>
</tr>
<tr>
<td>Cucumber beetles</td>
<td>1</td>
</tr>
<tr>
<td><strong>CLOUDY</strong> (4)</td>
<td></td>
</tr>
<tr>
<td>Couldn’t see sunset</td>
<td>2</td>
</tr>
<tr>
<td>Wasn’t clear enough to see Chicago</td>
<td>2</td>
</tr>
<tr>
<td><strong>WASN’T ANYTHING NOT TO LIKE</strong> (3)</td>
<td></td>
</tr>
<tr>
<td><strong>DIFFICULT HIKE</strong> (2)</td>
<td></td>
</tr>
<tr>
<td>Hike back up the hill (“Can we count that?”)</td>
<td>1</td>
</tr>
<tr>
<td>Got tired – but was inspired by ranger’s example</td>
<td>1</td>
</tr>
<tr>
<td><strong>DIDN’T LIKE STOPPING</strong> (2)</td>
<td></td>
</tr>
<tr>
<td><strong>COULD BE EVEN LONGER</strong> (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trekking The Bog</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIKE TOO SHORT</strong> (6)</td>
<td></td>
</tr>
<tr>
<td>Walking distance too short; expected more of a hike</td>
<td>5</td>
</tr>
<tr>
<td>Would like to see more of bog</td>
<td>1</td>
</tr>
<tr>
<td><strong>LACK OF WRITTEN EXPLANATION/INFORMATION</strong> (3)</td>
<td></td>
</tr>
<tr>
<td>Wanted more detailed information beforehand</td>
<td>2</td>
</tr>
<tr>
<td>Something that can be passed out, besides program description</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOO MUCH INTRO</strong> (5) *one focus group – April’s long program</td>
<td></td>
</tr>
<tr>
<td>Participants (especially kids) were squirming</td>
<td>3</td>
</tr>
<tr>
<td>Ranger was a little long-winded before going down</td>
<td>1</td>
</tr>
<tr>
<td>And it was very hot</td>
<td>1</td>
</tr>
<tr>
<td><strong>CAN’T GO ON PEAT</strong> (2)</td>
<td></td>
</tr>
<tr>
<td>Too bad we can’t go on the peat</td>
<td>1</td>
</tr>
<tr>
<td>Plastic decking doesn’t demonstrate buoyancy well</td>
<td>1</td>
</tr>
</tbody>
</table>
COULDN'T HEAR RANGER FROM BACK OF GROUP (1)

DRIVING MULTIPLE VEHICLES NOT ENVIRONMENTAL (1)

DIDN'T SEE ANY WILDLIFE (1)

Feeding Time # of responses

HEAT/HUMIDITY (6)
   Too humid  4
   Too hot   2

NOTHING (3)
   Can't think of anything  2
   What was given was a gift  1

THE FLIES (2)

PROGRAM COULD HAVE BEEN A LITTLE LONGER (1)

WOULD HAVE LIKED TO GO INTO HOUSE (1)

DIDN'T ENJOY DISCUSSION RE: COWS DYING (1)

WANTED MORE INFORMATION OUT/AVAILABLE ON-SITE (1)
5. How can the National Lakeshore improve this program?

<table>
<thead>
<tr>
<th></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunset Saunter</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OVERVIEW ON HIKE LOGISTICS/LENGTH (6)</strong></td>
<td></td>
</tr>
<tr>
<td>Confusion on where hike was to start/meet</td>
<td>4</td>
</tr>
<tr>
<td>Beginning overview – how much walking involved</td>
<td>1</td>
</tr>
<tr>
<td>Didn't know what time hike was to start</td>
<td>1</td>
</tr>
<tr>
<td><strong>NEED MORE PUBLIC AWARENESS OF THE PROGRAM (6)</strong></td>
<td></td>
</tr>
<tr>
<td>Just happened to see it in paper</td>
<td>3</td>
</tr>
<tr>
<td>More advertising needed</td>
<td>2</td>
</tr>
<tr>
<td>Concerned about frequency and turnout</td>
<td>1</td>
</tr>
<tr>
<td><strong>WRITTEN INFORMATIONAL SHEET (5)</strong></td>
<td></td>
</tr>
<tr>
<td>A historical sheet, or a reference</td>
<td>2</td>
</tr>
<tr>
<td>Written information re: what’s discussed during program</td>
<td>2</td>
</tr>
<tr>
<td>A little pamphlet to be handed out</td>
<td>1</td>
</tr>
<tr>
<td><strong>WARNING ABOUT BITING FLIES (3)</strong></td>
<td></td>
</tr>
<tr>
<td>*one focus group</td>
<td></td>
</tr>
<tr>
<td>Warning to wear long pants and jacket</td>
<td>2</td>
</tr>
<tr>
<td>No flies</td>
<td>1</td>
</tr>
<tr>
<td><strong>MORE CHILDREN’S PROGRAMS (2)</strong></td>
<td></td>
</tr>
<tr>
<td>*one focus group</td>
<td></td>
</tr>
<tr>
<td>More hands-on children’s activities</td>
<td>1</td>
</tr>
<tr>
<td>Programs geared towards children</td>
<td>1</td>
</tr>
<tr>
<td><strong>CLIMB UP THE SAND DUNES (2)</strong></td>
<td></td>
</tr>
<tr>
<td>*one focus group, WB hike (mostly on boardwalk)</td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO ABOUT HISTORY/FORMATION OF DUNES (1)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trekking The Bog</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LONGER BOARDWALK/SEE MORE OF BOG (13)</strong></td>
<td></td>
</tr>
<tr>
<td>Longer boardwalk</td>
<td>4</td>
</tr>
<tr>
<td>Circular boardwalk</td>
<td>4</td>
</tr>
<tr>
<td>Would be nice to see more of bog</td>
<td>3</td>
</tr>
<tr>
<td>More trails</td>
<td>1</td>
</tr>
<tr>
<td>Helicopter tour</td>
<td>1</td>
</tr>
<tr>
<td><strong>HANDOUT (5)</strong></td>
<td></td>
</tr>
<tr>
<td>Guided reference brochure</td>
<td>3</td>
</tr>
<tr>
<td>Species (ID) list handout</td>
<td>2</td>
</tr>
<tr>
<td><strong>MORE INFO RE: HOW WE’RE IMPACTING ENVIRONMENT (5)</strong></td>
<td></td>
</tr>
<tr>
<td>*one focus group</td>
<td></td>
</tr>
<tr>
<td>Effect of I-94</td>
<td>2</td>
</tr>
</tbody>
</table>
How we’re affecting environment 1
Relevance to us 1
Salt getting in bog 1

**Bog Timeline as Theory, Not Fact (7)**  
*one focus group; large Christian fundamentalist family*
- No real or written documentation 2
- It’s just a speculation/theory 2
- Could lead to further incorrect assumptions 2
- No proof of this 1

**More Info About Studies Done in Past (1)**

**More Explanation of What to Expect (1)**

**Suggest Participants Wear Long Pants (1)**

**Not a Thing (1)**

<table>
<thead>
<tr>
<th>Feeding Time</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Farm Activities for Kids To Do (15)</td>
<td></td>
</tr>
<tr>
<td>Have a cow that kids could milk</td>
<td>5</td>
</tr>
<tr>
<td>Pump water</td>
<td>4</td>
</tr>
<tr>
<td>Rides for kids – hayrides, buggy rides, sled rides</td>
<td>3</td>
</tr>
<tr>
<td>Churn butter</td>
<td>2</td>
</tr>
<tr>
<td>Ride horses</td>
<td>1</td>
</tr>
</tbody>
</table>

**Have Posted Information (4)**
- Sign on building to explain why it’s there 1
- Something at every building to read 1
- Literature out about what each building was used for 1
- Have Feeding Times posted at farm 1

**Would Like to Go Inside House (3)**
- Didn’t realize house was ever open 1
- Would like to see upstairs 1
- Would like to see inside house 1

**Have Farm Snacks in Farmhouse (3)**  
*one focus group*

**No Place to Get Water (3)**  
*one focus group*

**Have More Animals on Farm (1)**
6. Is there anything else you’d like to say about your experience here today?

**Sunset Saunter**

<table>
<thead>
<tr>
<th>Comment</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SURPRISED (13)</strong></td>
<td>mostly one focus group</td>
</tr>
<tr>
<td>Lake Michigan is so large</td>
<td>8</td>
</tr>
<tr>
<td>Don’t realize you’re in Indiana</td>
<td>4</td>
</tr>
<tr>
<td>Best-kept secret</td>
<td>1</td>
</tr>
<tr>
<td><strong>NEED MORE PUBLIC AWARENESS OF THE PROGRAM (6)</strong></td>
<td>mostly one focus group</td>
</tr>
<tr>
<td>Just happened to see it in paper</td>
<td>3</td>
</tr>
<tr>
<td>More advertising needed</td>
<td>2</td>
</tr>
<tr>
<td>Concerned about frequency and turnout</td>
<td>1</td>
</tr>
<tr>
<td><strong>GREAT PROGRAM (6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RACCOON CULL? (4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SHOULD HAVE MORE PROGRAMS AT OTHER PARK AREAS (3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LEARNED SOMETHING (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PREFER THIS BEACH TO OCEAN BEACHES (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>E. COLI CONCERNS (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LAKE VERY CLEAR (1)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Trekking The Bog**

<table>
<thead>
<tr>
<th>Comment</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VERY INTERESTING (9)</strong></td>
<td></td>
</tr>
<tr>
<td>Worth preserving; glad we’re protecting it</td>
<td>4</td>
</tr>
<tr>
<td>Very interesting</td>
<td>4</td>
</tr>
<tr>
<td>Plants were very interesting</td>
<td>1</td>
</tr>
<tr>
<td><strong>DID A GREAT JOB; GOT MORE OUT OF IT THAN EXPECTED (7)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WISH TURNOUT WERE BETTER (5)</strong></td>
<td>one focus group</td>
</tr>
<tr>
<td>Should have wait list, last minute signups</td>
<td>2</td>
</tr>
<tr>
<td>Shame to do it without full numbers of people</td>
<td>1</td>
</tr>
<tr>
<td>Should have daily activities prominently posted</td>
<td>1</td>
</tr>
<tr>
<td>More people would have come if they’d known</td>
<td>1</td>
</tr>
<tr>
<td><strong>DON’T WANT A BIGGER GROUP (2)</strong></td>
<td>one focus group</td>
</tr>
<tr>
<td><strong>INTERNET INFORMATION WAS ACCURATE &amp; HELPFUL (2)</strong></td>
<td>one focus group</td>
</tr>
</tbody>
</table>
CONCERNS ABOUT TRAILS (7)
- Destructive to have people walking over Mt Baldy 2
- We were shifting the dune 1
- Direct path going over dunes very steep, no stairs 1
- Is park going to upgrade trails that they have closed 1
- Widen trail to Bailly Homestead 1
- Cut back foliage from trail 1

GOOD EXPERIENCE (3)
- Keep up the good work 1
- Was fine, enjoyable 1
- If you ever need an employee, call me 1

NEED BETTER SIGNS TO GET TO PARK (2)
- Aren’t many obvious signs coming from highways 1
- Drove around a lot to get here 1

EMPLOYEES WERE VERY FRIENDLY/HELPFUL (2)
- Everyone’s been real friendly 1
- Everyone asked if visitors needed info or had questions 1

BEING ABLE TO SWIM AT BEACH (HIGH E. COLI LEVELS) (2)
- Was disappointed that couldn’t swim b/c of bacterial levels 1
- Would like to change that 1

MORE INTERPRETIVE SIGNS/PEOPLE (1)

MORE AND BETTER PUBLIC SUPPORT FOR PARK (1)

MORE PICNIC AREAS (1)

AREA SET ASIDE TO ENJOY WATERFRONT WITH ANIMALS (1)
APPENDIX F

Public Program Focus Groups Demographic Data
6/30/02 - 8/9/02

Sunset Saunter 59 participants

Where from: Chicagoland (5) IL (10) South Bend (5) Gary (5)
Porter/Chesterton (4) Lowell (3) New Whiteland (3) Valpo (3)
Portage (1) Indy (1) other states (15), + 4 from Ottawa, Canada

First time visitor? Yes (34) No (25)

How find out? visitor center (14) newspaper (10) website (7)
word of mouth (5) campground (3) magazine? (3)
brochure? (1) Singing Sands (1)

Feeding Time 32 participants

Where from: Chicagoland (5) Anderson, IN (5) Chesterton/Porter (3)
Valpo (1) Hebron (1) Hobart (1) other states (16)

First time visitor? Yes (6) No (26)

How find out? word of mouth (15) visitor center (13) Singing Sands (3)
newspaper (2)

Trekking The Bog 54 participants

Where from: Chicagoland (6) IL (3) West Lafayette (9) Lafayette (7)
Indy (4) Hobart (3) Brown County (2) Hammond (2)
Michigan City (2) other states (15) France (1)

First time visitor? Yes (27) No (27)

How find out? website (32) word of mouth (4) Singing Sands (2)
called the VC (5; 1 from INDU map, 1 from previous visit)
Totals: 145 participants

--Where from:
out-of-state 31.7% (not including Illinois)
other Indiana 24.8%
NW Indiana 20.0%
Chicagoland 11.0%
other Illinois 9.0%
international 3.4%

--First-time visitor?
Yes (45.5%)  No (54.5%)

--How find out?
website
word of mouth
visitor center
newspaper
Singing Sands
brochure