
Visitor Services Project
San Juan Island
National Historical Park



Visitor Services Project Report 70
Cooperative Park Studies Unit



University of Idaho



Visitor Services Project San Juan Island National Historical Park

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Report 70

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Margaret Littlejohn is VSP Western Coordinator, National Park Service, based at the Cooperative Park Studies Unit, University of Idaho. I thank Francis Achana and the staff at the San Juan Island National Historical Park for their assistance with this study. The VSP acknowledges the Public Opinion Lab of the Social and Economic Sciences Research Center, Washington State University, for its technical assistance.

Visitor Services Project San Juan Island National Historical Park Report Summary

- This report describes the results of a visitor study at San Juan Island National Historical Park during August 10-16, 1994. A total of 518 questionnaires were distributed and 406 returned, a 78% response rate.
- This report profiles San Juan Island National Historical Park visitors. A separate appendix has visitors' comments about their visit; this report and the appendix contain a comment summary.
- Visitors were often in family groups (64%). Groups often consisted of two people (35%) or three to four people (38%). The most common visitor ages were 36-50 years old (37%) and 15 years or younger (21%). Most (68%) were first-time visitors to the park. International visitors comprised 6% of all visitors. International visitors were often from Canada (55%) and the United Kingdom (12%). United States visitors came from Washington (49%), California (13%) and Oregon (9%) and 37 other states.
- Common activities for visitors were sightseeing (94%), walking/hiking on trails (78%), taking photographs (70%) and viewing wildlife (45%). The most visited sites in the park were the historical camp at English Camp (72%), the American Camp Visitor Center (57%), the historical camp at American Camp (50%) and the Redoubt/earthen fort (40%). One-fourth of the visitors (25%) went to the Friday Harbor Visitor Center before visiting the other park sites.
- Just over half of the visitors (51%) said they were aware of the existence of the park. Most visitors learned about the park from maps/brochures (32%), travel guides (25%), friends and relatives (24%) and several other sources.
- Most visitors (87%) used the ferry to get to San Juan Island. To get to the park, most visitors (65%) used a private vehicle, followed by rental cars/vans (16%).
- The park was not the primary destination for 80% of the visitors. Visitors said their reasons for visiting were to view scenery (87%) and learn about history (64%).
- The most used interpretive services were the historical buildings/features (86%), visitor centers (72%), and outdoor exhibits (71%).
- Twelve percent of the visitors live on San Juan Island either year round or part of the year.
- Over one-third of the visitors (38%) estimated their total expenditures during this visit as up to \$100. Twenty percent said they spent \$251 or more. The average visitor group expenditure during the visit was \$169; the average per capita expenditure was \$51.
- The subjects visitors would most like to learn about in the future are natural history (68%), Native American inhabitants (64%) and the history of early settlers (63%). The most preferred methods of learning the cultural and natural history in the future are trailside exhibits (63%) and visitor center exhibits (62%).
- Visitors made many additional comments.

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

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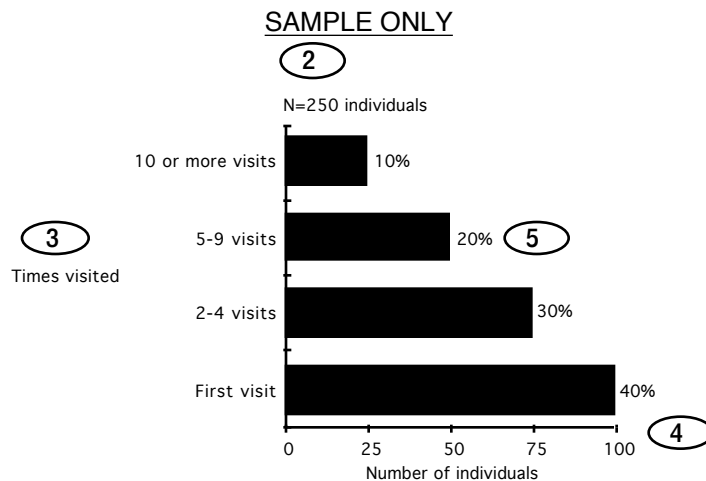
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INTRODUCTION

This report describes the results of a study of visitors to San Juan Island National Historical Park (referred to as "San Juan Island NHP"). This visitor study was conducted August 10-16, 1994. The study was conducted by the National Park Service (NPS) Visitor Services Project (VSP), part of the Cooperative Park Studies Unit at the University of Idaho.

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

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



1 Figure 4: Number of visits

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

METHODS

Questionnaire design and administration

Interviews were conducted and questionnaires distributed to a sample of selected visitors using San Juan Island National Historical Park during August 10-16, 1994. Visitors completed the questionnaire during or after their trip and then returned it by mail.

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

Visitors were sampled as they entered the three park sites: American Camp, English Camp and Friday Harbor Visitor Center.

Visitor groups were greeted, briefly introduced to the purpose of the study and asked to participate. If visitors agreed, the interview took approximately two minutes. These interviews included determining group size, group type and the age of the adult who would complete the stamped questionnaire. This individual was asked his or her name, address and telephone number for the later mailing of a reminder-thank you postcard.

Two weeks following the survey, a reminder-thank you postcard was mailed to all participants. Replacement questionnaires were mailed to participants who had not returned their questionnaires four weeks after the survey. Two months after the survey, a second replacement questionnaire was sent to a random sample of visitors who had not returned their questionnaires.

Data analysis

Returned questionnaires were coded and entered into a computer. Frequency distributions and cross-tabulations were calculated using a standard statistical software package. Respondents' comments were summarized.

This study collected information on both visitor groups and individual group members. Thus, the sample size ("N"), varies from figure to figure. For example, while Figure 1 shows information for 398 groups, Figure 4 presents data for 1355 individuals. A note above each figure's graph specifies the information illustrated. Occasionally, a respondent may not have answered all of the questions, or may have answered some incorrectly. Unanswered questions create missing data and cause the number in the sample to vary from figure to figure. For example, although 406 questionnaires were returned, Figure 1 shows data for only 398 respondents.

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

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

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

Limitations

1. It is not possible to know whether visitor responses reflect actual behavior. This disadvantage applies to all such studies and is reduced by having visitors fill out the questionnaire as they visit the park.
2. The data reflect visitor use patterns of visitors to the selected sites during the study period of August 10-16, 1994. The results do not necessarily apply to visitors using other sites in the park or to visitors during other times of the year.
3. Caution is advised when interpreting any data with a sample size of less than 30, as the results may be unreliable. Whenever the sample size is less than 30, the word "**CAUTION!**" is included in the graph, figure or table.

During the summer of 1994, water became scarce on San Juan Island. Visitors were being asked to buy bottled drinking water. On August 11, at the outset of the study, the park was forced to close the American Camp restrooms and replace them with portable toilets. These conditions were an inconvenience for visitors, but should not have greatly impacted their park visit.

**Special
Conditions**

RESULTS

Visitors contacted

A total of 568 visitor groups were contacted; 91% accepted questionnaires. Four hundred and six visitor groups completed and returned their questionnaires, a 78% response rate.

Table 1 compares information collected from the total sample of visitors contacted and the actual respondents who returned questionnaires. Non-response bias was insignificant.

Table 1: Comparison of total sample and actual respondents

Variable	Total sample		Actual respondents	
	N	Avg.	N	Avg.
Age of respondent (years)	518	42.5	391	43.9
Group size	518	3.9	398	4.2

Demographics

Figure 1 shows group sizes, which varied from one person to 31 people. Thirty-five percent of visitors came in groups of two people; 38% came in groups of three or four. Sixty-four percent of visitors came in family groups, as shown in Figure 2. "Other" groups included bicycle tours.

Visitors were asked whether they were with a guided tour group during this visit (see Figure 3). Some visitors (3%) were with guided tour groups.

Figure 4 shows the distribution of visitor age groups; the most common age group was visitors aged 36-50 (37%), followed by children aged 15 or younger (21%). Most visitors (68%) were visiting San Juan Island National Historical Park for the first time (see Figure 5).

Visitors from foreign countries comprised 6% of all visitation. Map 1 and Table 2 show that most international visitors came from Canada (55%) and the United Kingdom (12%). Most United States visitors came from Washington (49%), California (13%) and Oregon (9%), with smaller proportions from 37 other states (see Map 2 and Table 3).

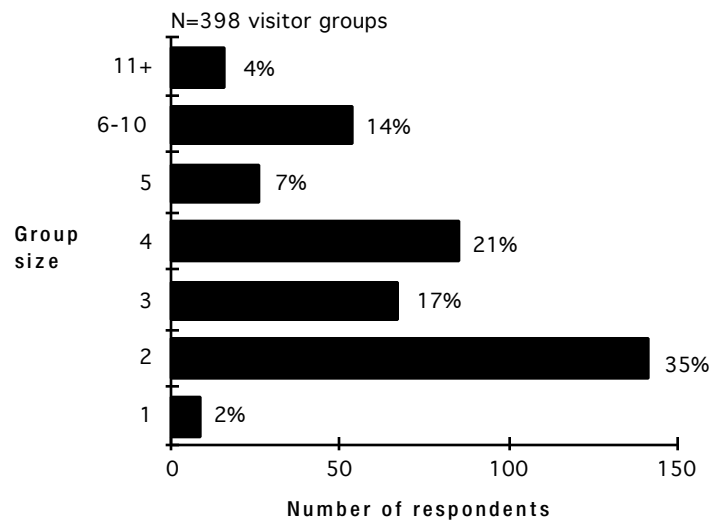


Figure 1: Visitor group sizes

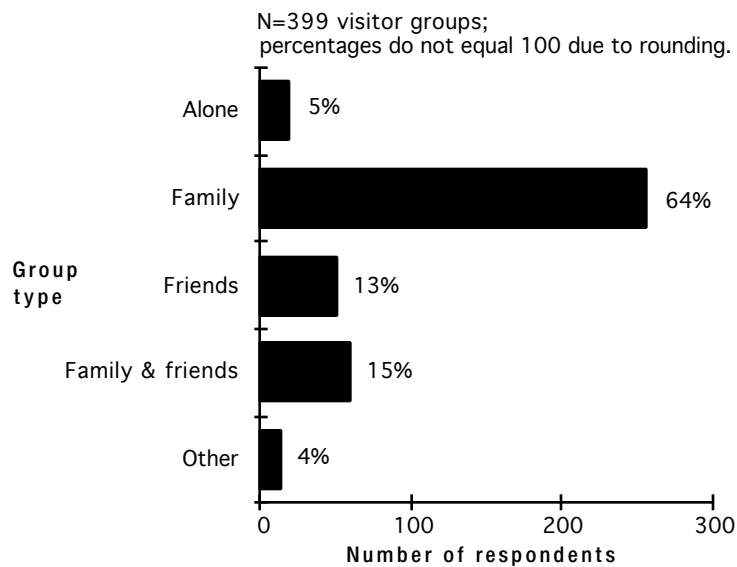


Figure 2: Visitor group types

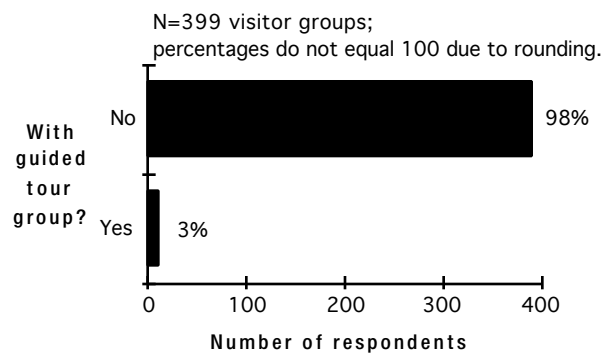


Figure 3: Visitors with guided tour groups

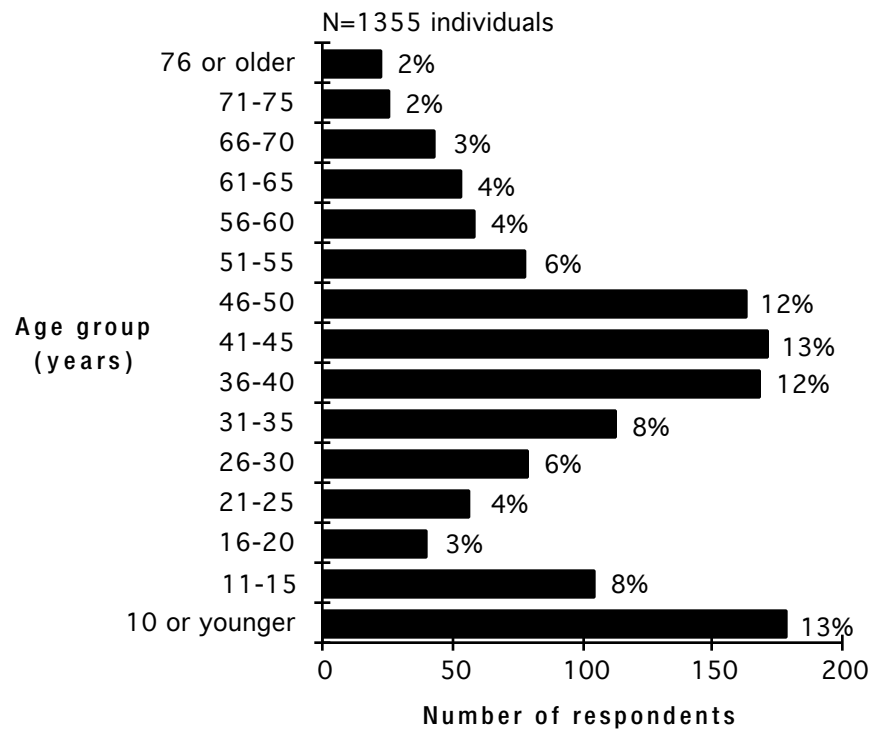


Figure 4: Visitor ages

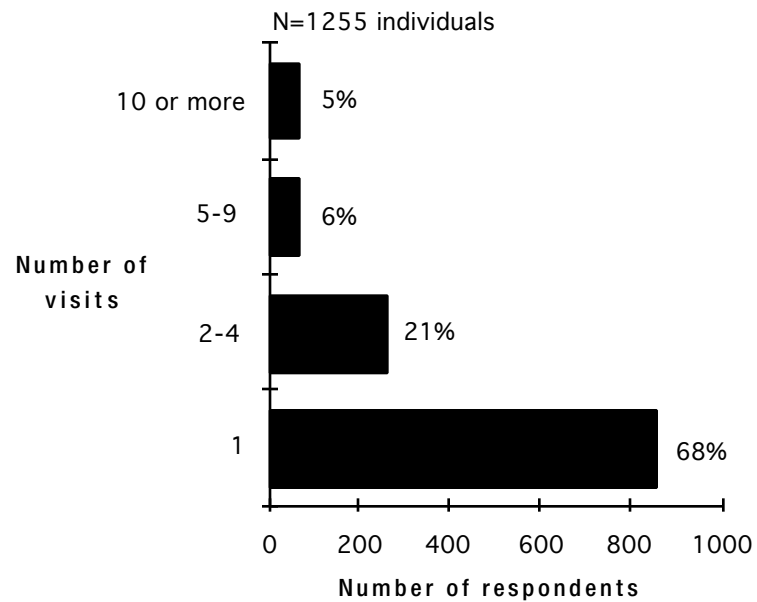
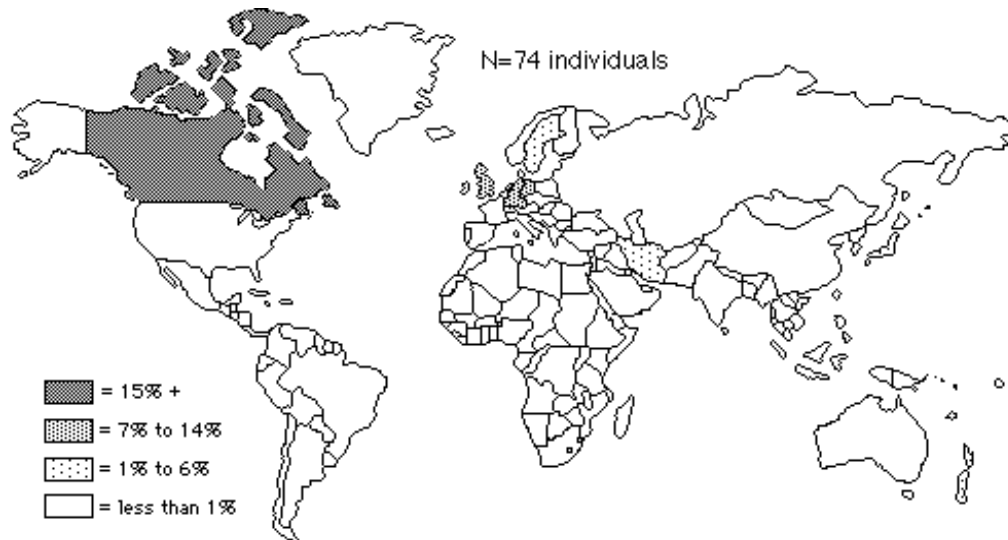


Figure 5: Number of visits

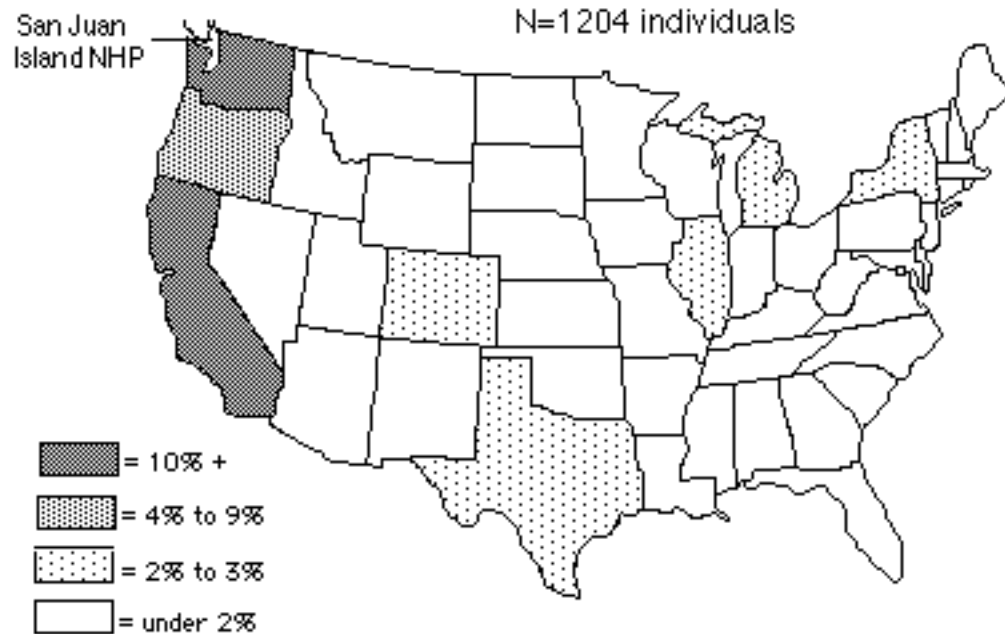


Map 1: Proportion of international visitors by country

Table 2: Visitors by country of residence

N=74 individuals;
percentages do not equal 100 due to rounding.

Country	Number of individuals	% of international visitors
Canada	41	55
United Kingdom	9	12
Germany	5	7
Holland	5	7
Japan	4	5
Ireland	3	4
Sweden	2	3
Austria	1	1
Iran	1	1
Malta	1	1
New Zealand	1	1
Switzerland	1	1



Map 2: Proportion of visitors from each state

Table 3: Proportion of visitors from each state

N=1204 individuals;
percentages do not equal 100 due to rounding.

State	Number of individuals	% of U.S. visitors
Washington	593	49
California	151	13
Oregon	110	9
Colorado	25	2
Michigan	23	2
Texas	21	2
New York	19	2
Illinois	18	2
Arizona	16	1
Florida	16	1
Virginia	16	1
Montana	15	1
Idaho	14	1
Massachusetts	13	1
Connecticut	11	1
Ohio	11	1
New Jersey	10	1
Alaska	8	1
Minnesota	8	1
Pennsylvania	8	1
Other states (20) + Washington, D.C. + Puerto Rico + Virgin Islands	98	8

Visitors were asked how much time on this visit they stayed at sites that are part of San Juan Island National Historical Park. Most visitors (72%) stayed up to three hours (see Figure 6).

Length of stay at park and on island

Visitors were also asked how long they stayed on San Juan Island during this visit. Of the visitors who stayed less than one day, most visitors (60%) stayed between six and ten hours on the island (see Figure 7). Over one-fourth of visitors (27%) stayed less than one day on the island (see Figure 8). Among visitors staying more than one day, most stayed two to three days (43%).

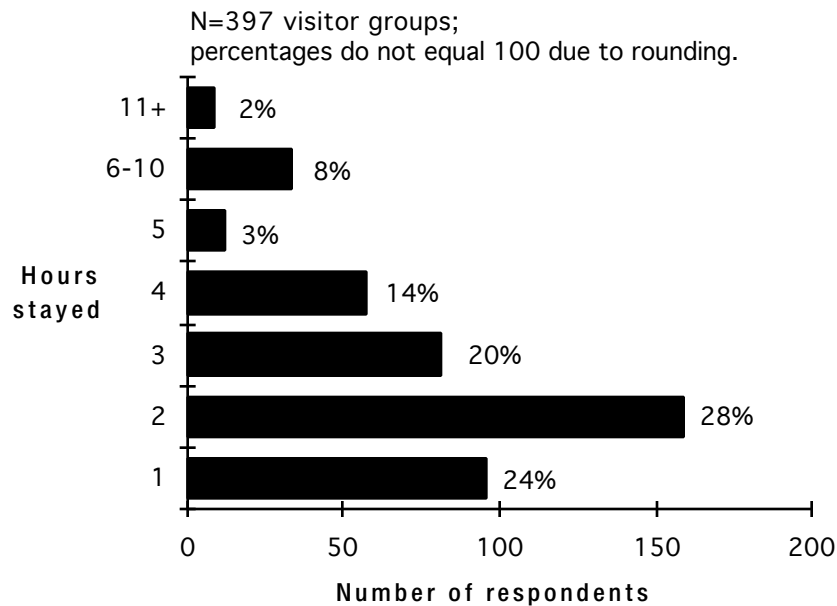


Figure 6: Length of stay at park (less than one day)

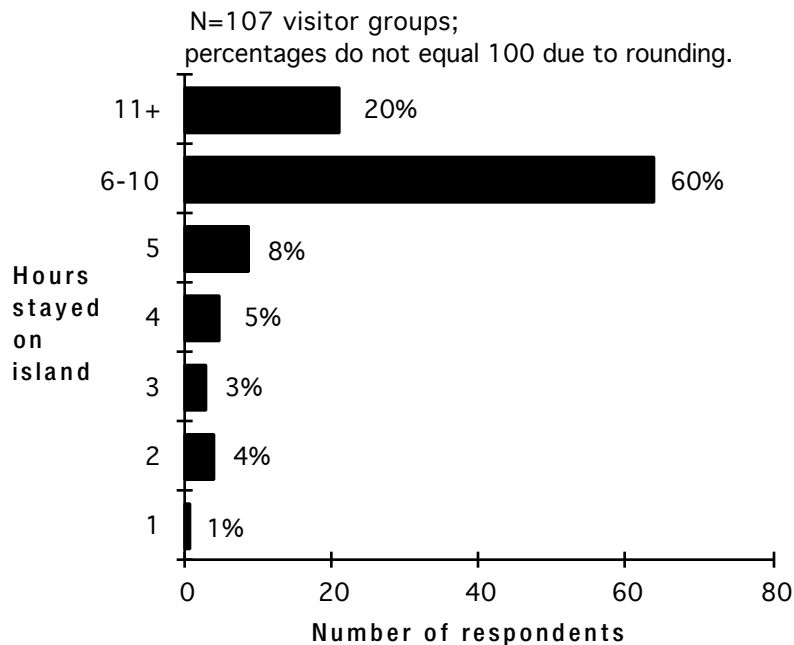


Figure 7: Number of hours on island (for visitors staying less than one day)

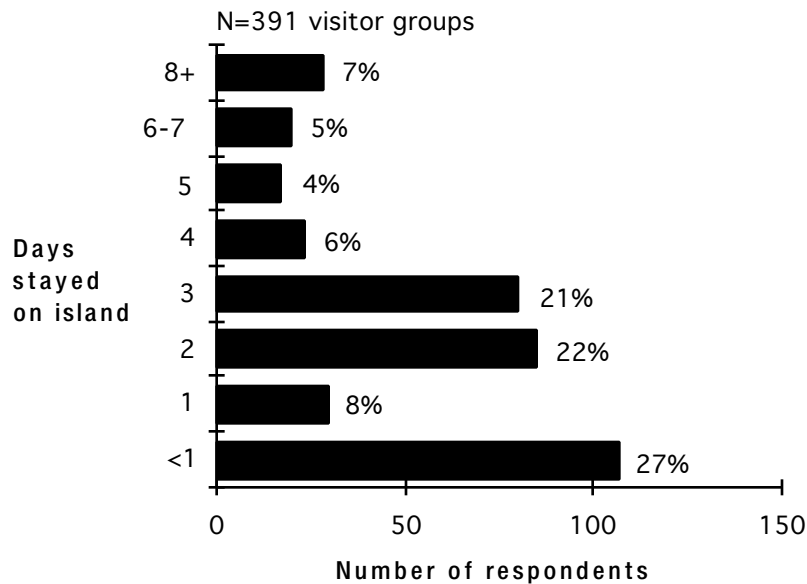


Figure 8: Number of days on island

Figure 9 shows the activities which visitors participated in during this visit. Common activities were sightseeing (94%), walking/hiking on trails (78%), taking photographs (70%), and viewing wildlife/birds (45%). Thirteen percent of the visitors described "other" activities they pursued, such as watching presentations/ re-enactments, riding bicycles, shopping, camping, and boating.

Activities

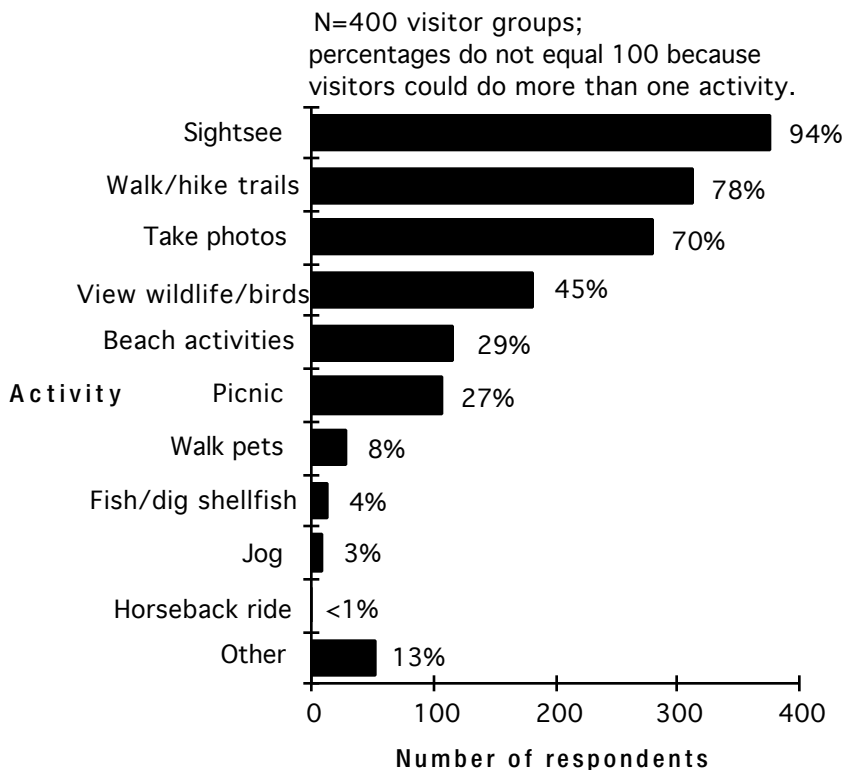


Figure 9: Visitor activities

Awareness of park's existence

Just over half of the visitors (51%) said they were aware of the existence of San Juan Island National Historical Park before their visit (see Figure 10). Forty-six percent said they were not aware of the park, and 3% said they were not sure.

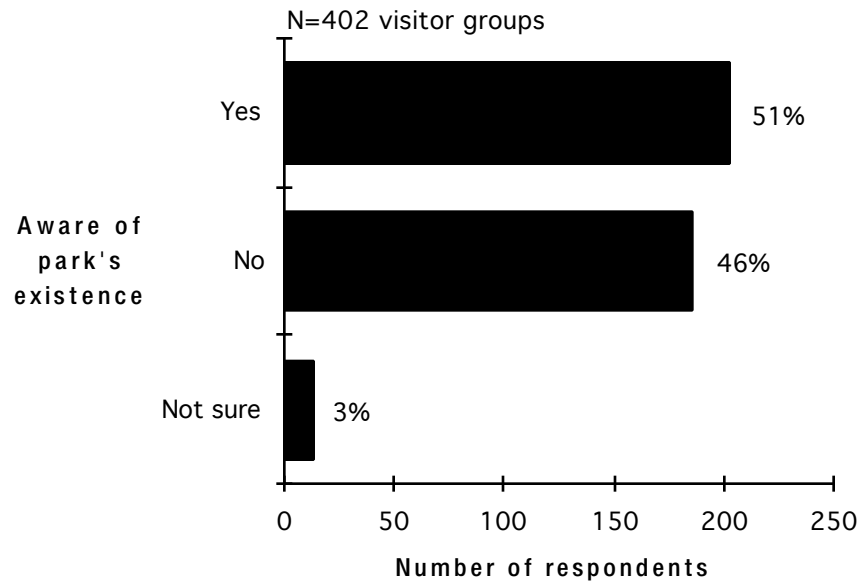


Figure 10: Awareness of park's existence

Prior to visiting, the most often used sources of information about the park were maps and brochures (32%), travel guides/tour books (25%), friends and relatives (24%) and previous visits (22%), as shown in Figure 11. Twenty-four percent of the visitors had received no information prior to their visit. "Other" sources of information included from living in the area, a history class, history book, *National Geographic*, and national park passport book.

Source of information

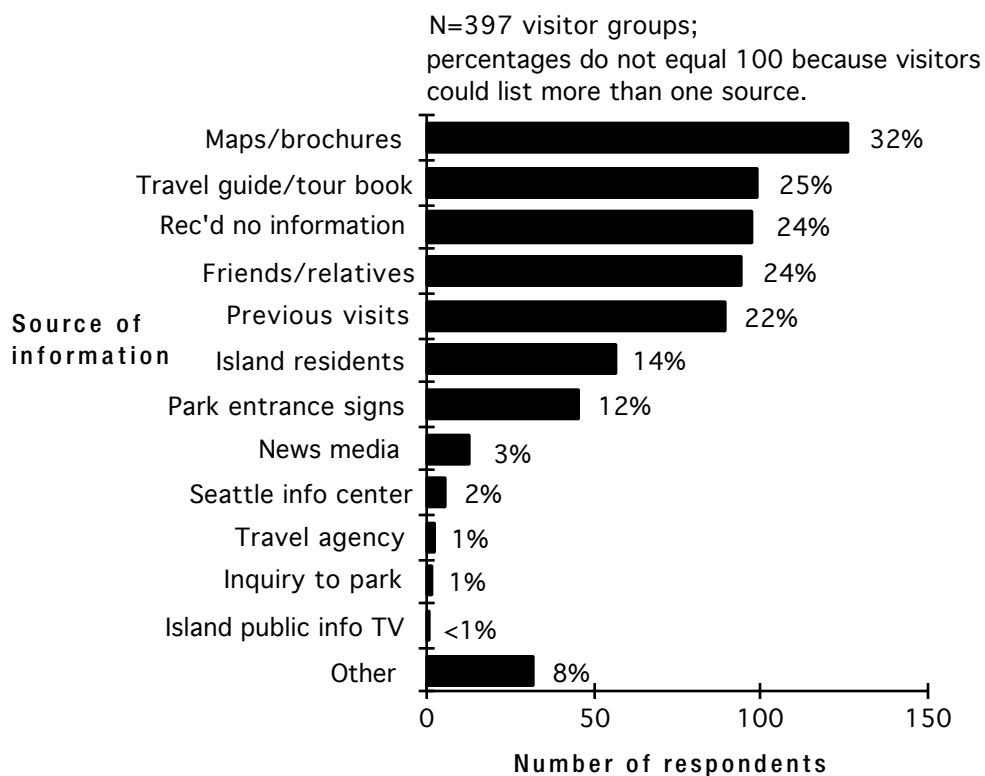


Figure 11: Sources of information

Forms of transportation to get to San Juan Island

The most common form of transportation visitors used to get to San Juan Island was the ferry (87%), followed by private boat (9%) and commercial plane (7%), as shown in Figure 12. "Other" forms of transportation mentioned were cars and tour buses.

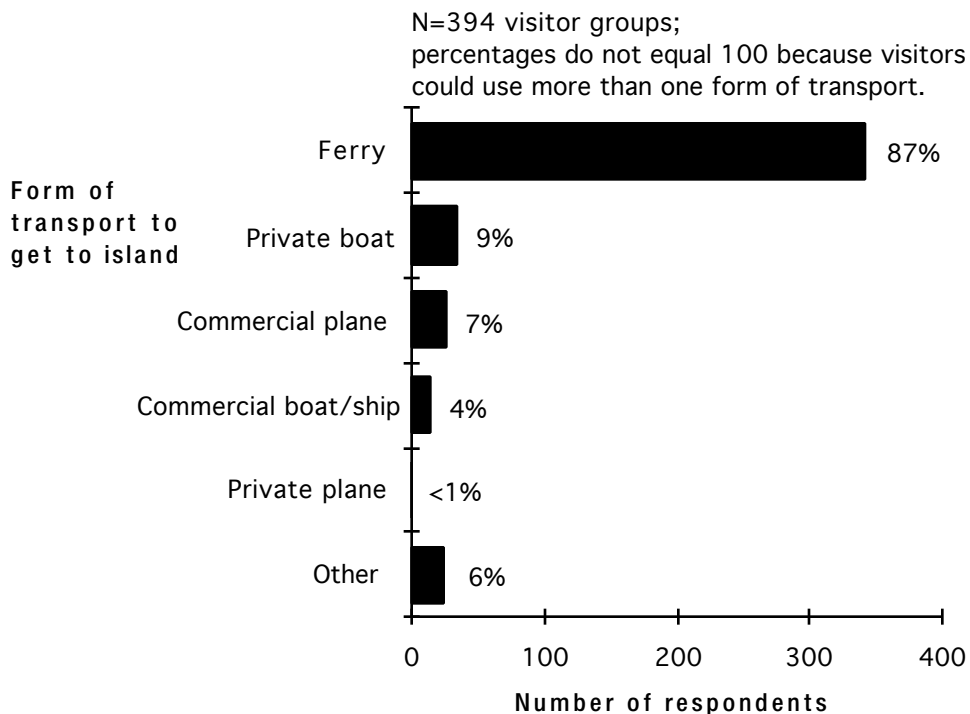


Figure 12: Forms of transportation used to get to San Juan Island

After arriving on San Juan Island, most visitors (65%) used private vehicles to get to the park, followed by rental vehicles (16%) and bicycles (12%), as shown Figure 13. "Other" forms of transportation included boats, walking, motorcycles, and tour buses.

Forms of transportation to get to San Juan Island National Historical Park

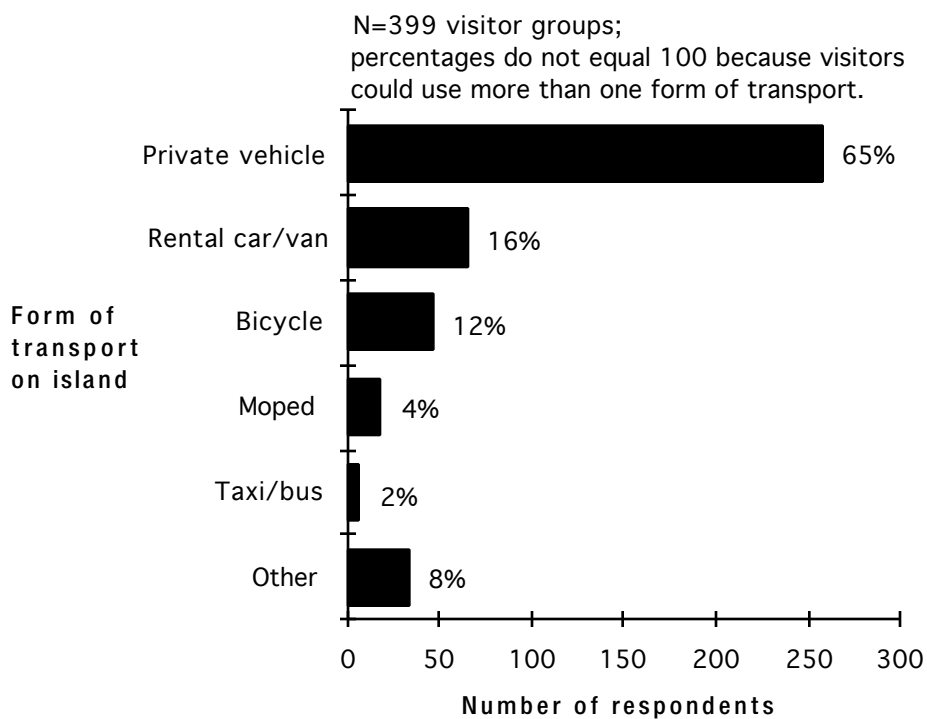
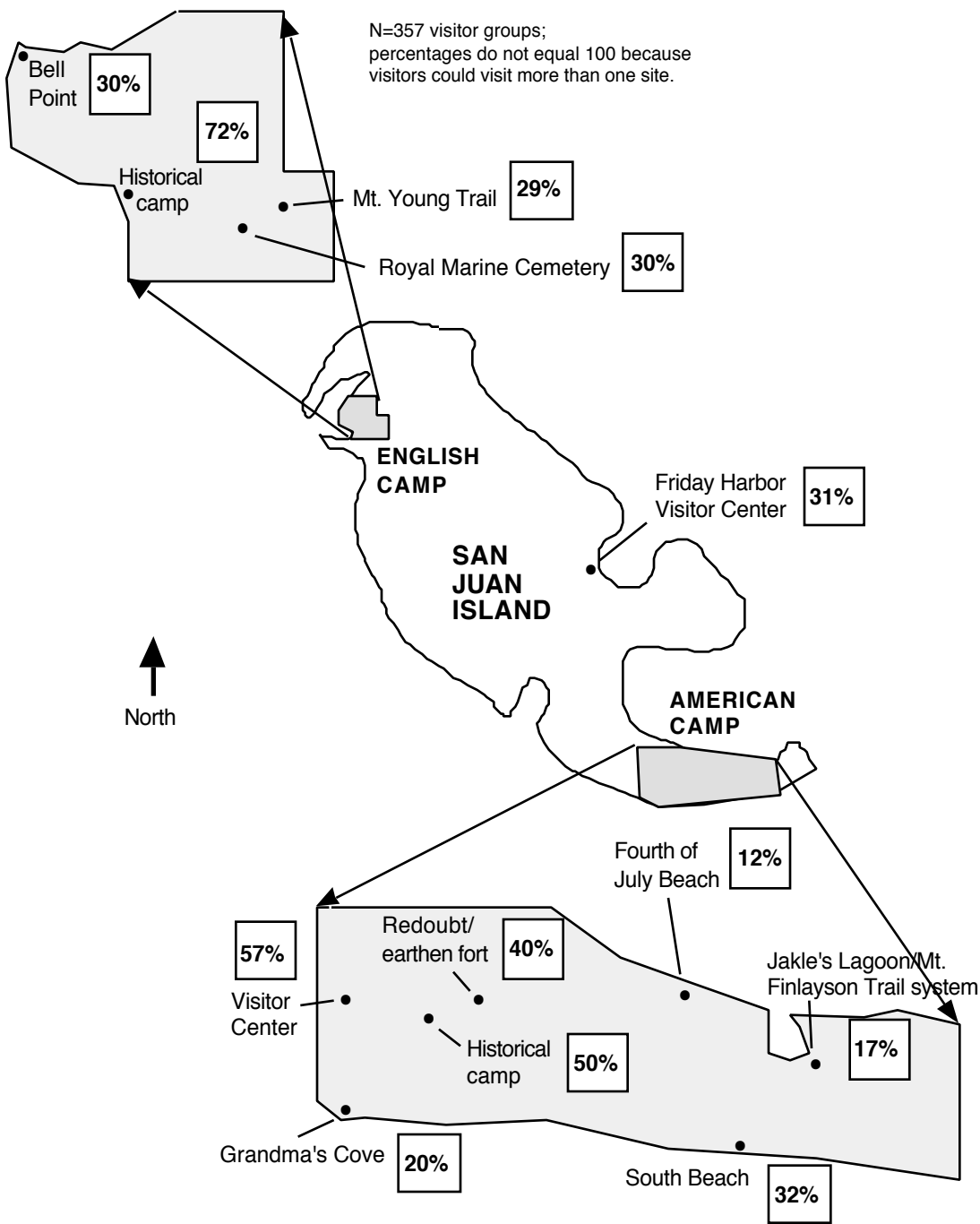


Figure 13: Forms of transportation used to get to San Juan Island National Historical Park

Sites visited

The most visited sites at San Juan Island NHP were the historical camp at English Camp (72%), American Camp Visitor Center (57%), the historical camp at American Camp (50%) and the Redoubt/earthen fort (40%), as shown in Map 3. Thirty-one percent of the visitors went to the Friday Harbor Visitor Center. The least visited site was Fourth of July Beach (12%).



Map 3: Sites visited

Most visitors (75%) did not stop at the Friday Harbor Visitor Center before visiting American Camp and/or English Camp (see Figure 14). One-fourth of the visitors (25%) stopped at the visitor center first.

**Visits to
Friday Harbor
Visitor Center**

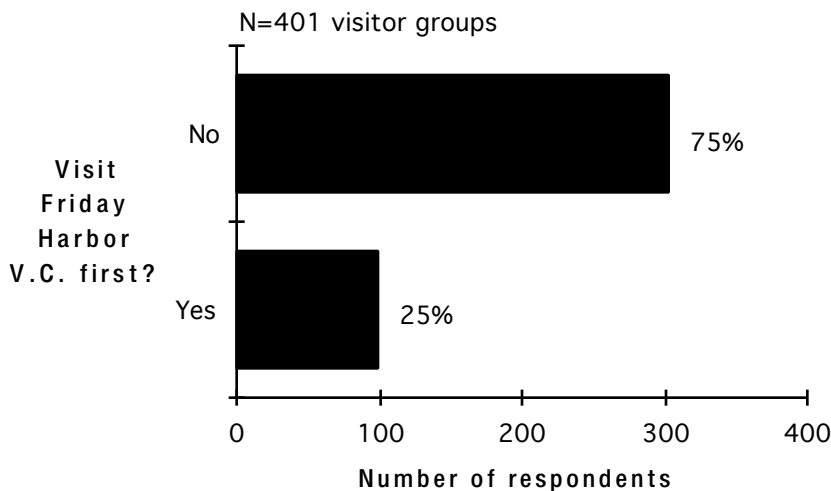


Figure 14: Visits to Friday Harbor Visitor Center before other park sites

Interpretive services used

The most used interpretive services were historic buildings/features (86%), visitor centers (72%), outdoor exhibits (71%), visitor center exhibits (64%) and the English Camp slide show (52%), as shown in Figure 15. Ranger program/re-enactments were used by 13% of the visitors.

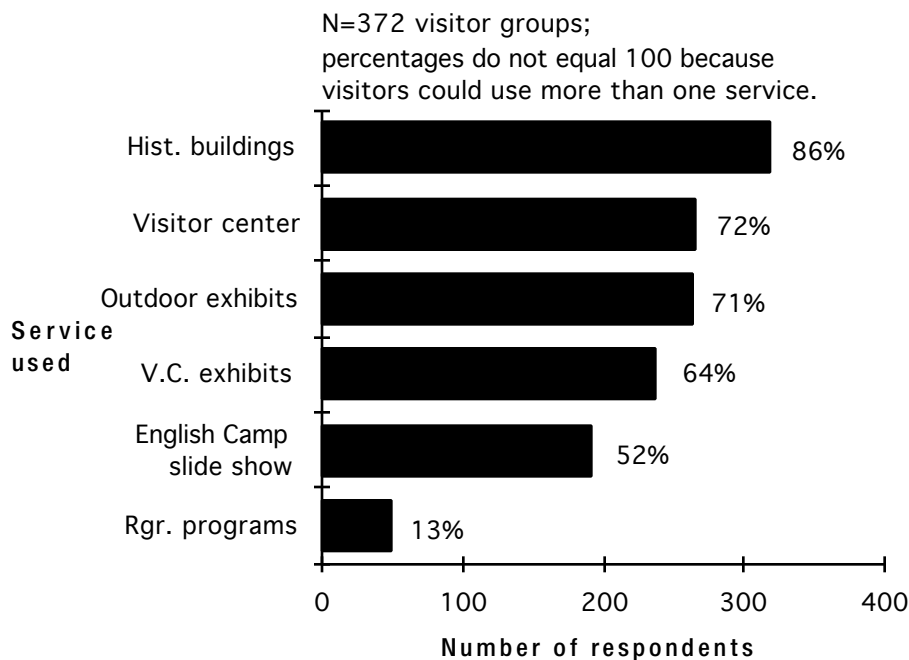


Figure 15: Interpretive services used

Visitors were asked their reasons for visiting San Juan Island National Historical Park on this visit. The most often identified reasons included viewing scenery (87%) and learning about history (64%), as shown in Figure 16. "Other" reasons cited were: to relax, view wildlife, visit the beach, walk the dog, show the children, use the restroom, and get national park passport stamped.

Reasons for visit

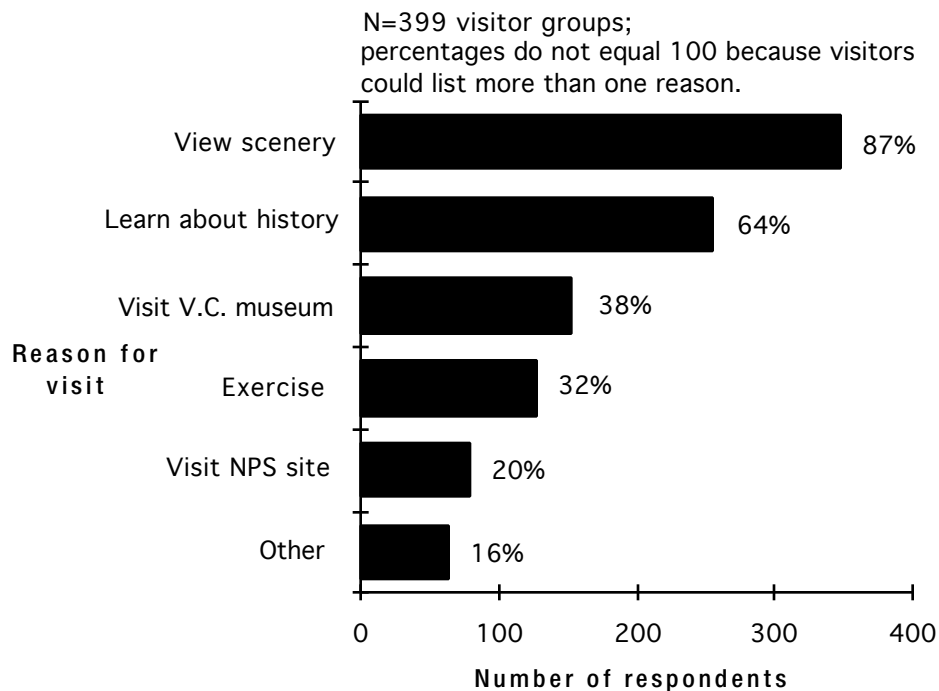


Figure 16: Reasons for visit

Primary destination

Visitors were asked if San Juan Island National Historical Park was their primary destination on this visit. For 20% of the visitors, the park was their primary destination (see Figure 17). Eighty percent of the visitors did not have the park as their primary destination.

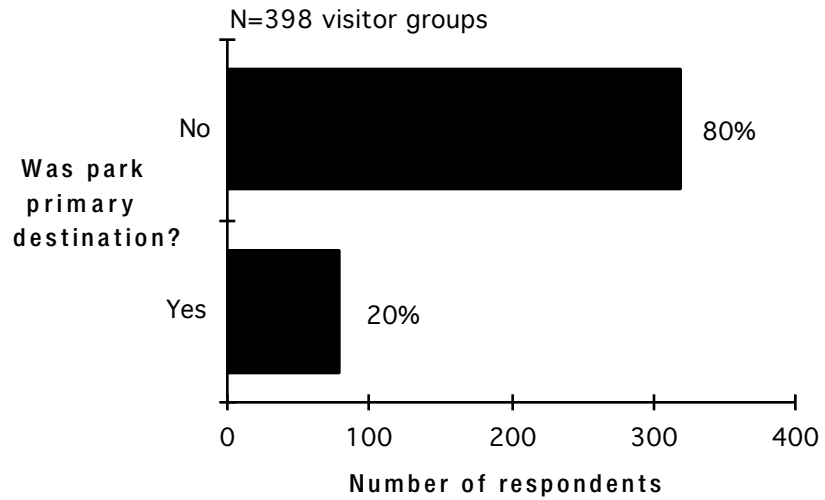


Figure 17: Park as visitors' primary destination

Visitors were asked if any members of their group were year-round residents or part-year residents (who live and/or work on the island for 6 months or less) of San Juan Island. Twelve percent of the groups said they had members who live on the island either year-round or part of the year (see Figure 18).

Residency on San Juan Island

Visitor groups were then asked how many of their members were year-round residents and how many were part-year residents (see Figures 19 and 20). Among the groups with year-round residents, 75% had up to three year-round members. Not enough groups with part-year residents answered to provide reliable information.

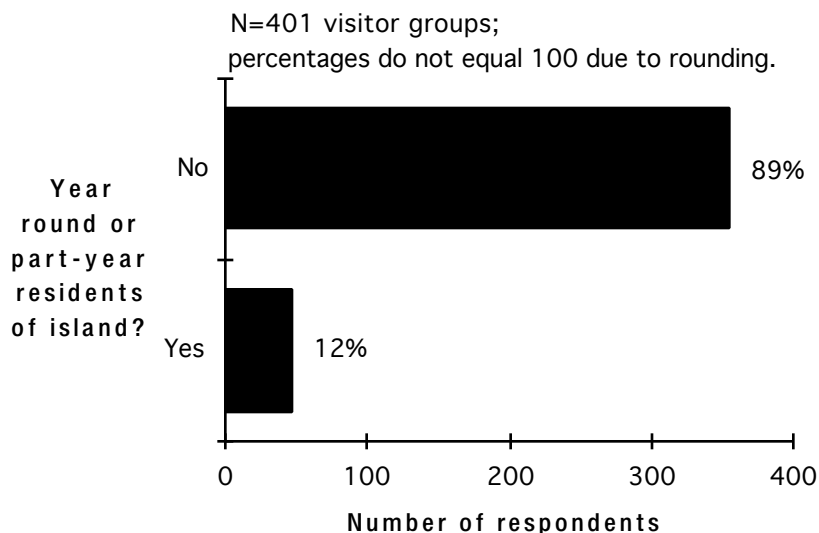


Figure 18: Residency on San Juan Island

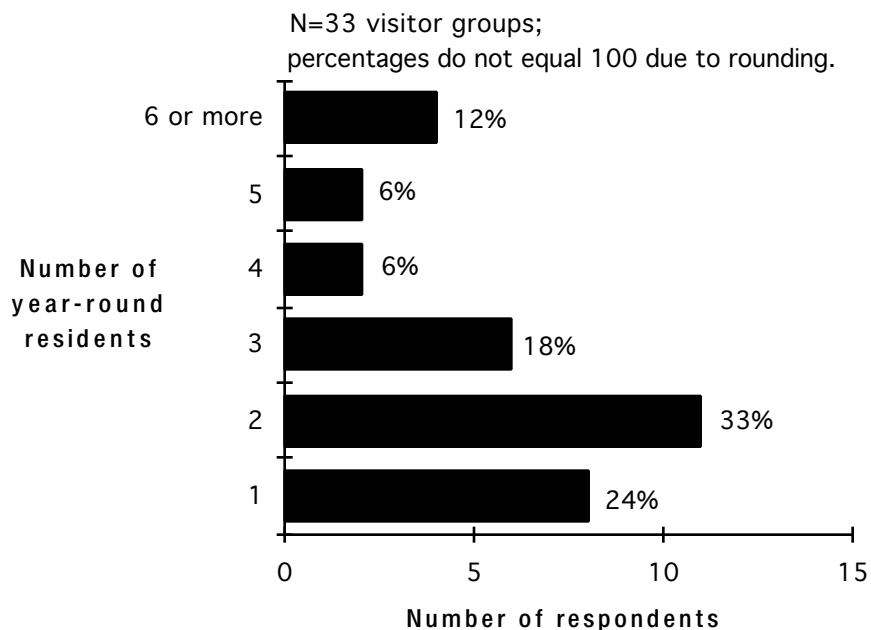


Figure 19: Number of year-round residents in groups with at least one year-round resident

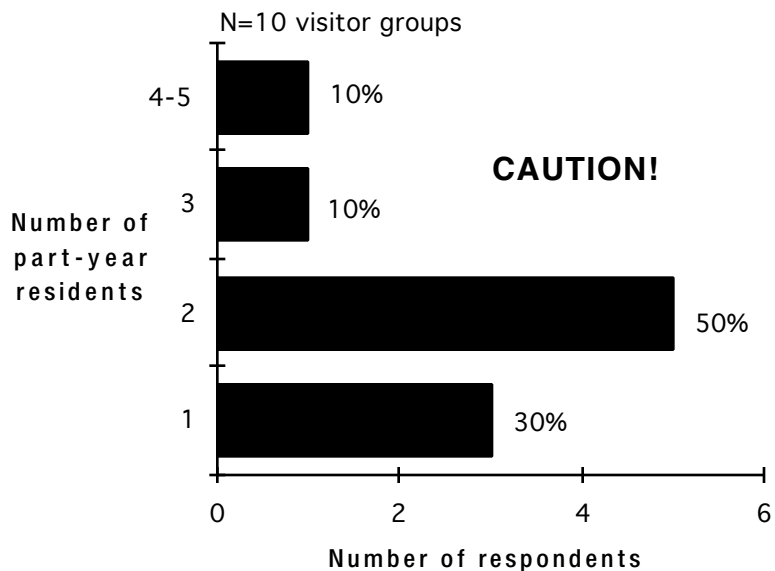


Figure 20: Number of part-year residents in groups with at least one part-year resident

Expenditures

Visitor groups were asked how much money they spent for lodging (hotel, motel, camping, etc.), travel (gas, bus, taxi, plane fare, etc.), food (restaurant, groceries, etc.) and other items (souvenirs, film, gifts, etc.) during their visit.

Thirty-eight percent of the visitor groups spent up to \$100 for lodging, travel, food and "other" items during their visit (see Figure 21). Twenty percent spent \$251 or more. The largest proportion of visitors' money was spent on lodging (40%) and food (33%), as shown in Figure 22.

For lodging, over one-third of the visitors (34%) spent no money during this visit. Of those spending money for lodging, 16% spent \$76-100 and 14% spent \$151 or more. In each of the expenditure categories (travel, food and "other"), the greatest proportion of visitors spent \$50 or less (see Figures 23 to 26).

The average visitor group expenditure during the visit was \$169. The average per capita expenditure during the visit was \$51.

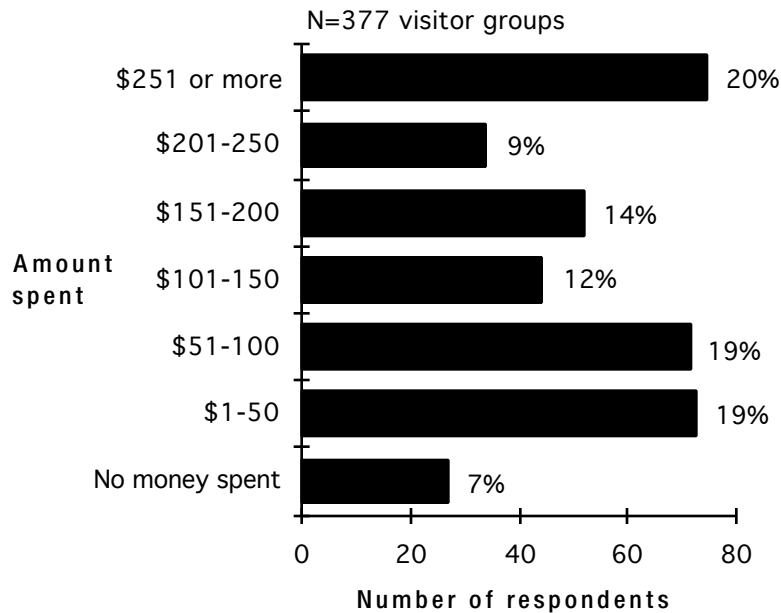


Figure 21: Total visitor expenditures

N=377 visitor groups;
percentages do not equal 100 due to rounding.

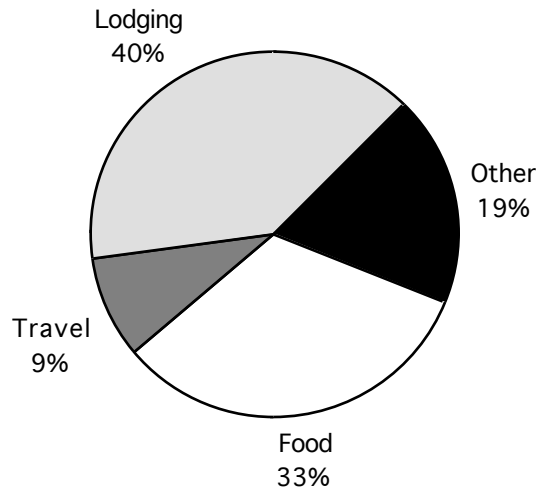


Figure 22: Proportion of visitor group expenditures by category

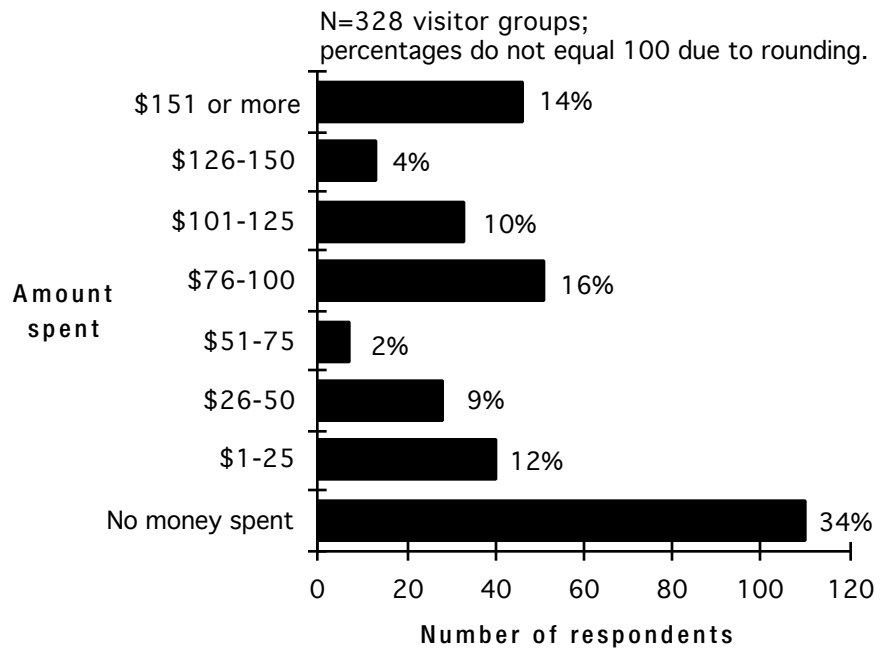


Figure 23: Visitor expenditures for lodging

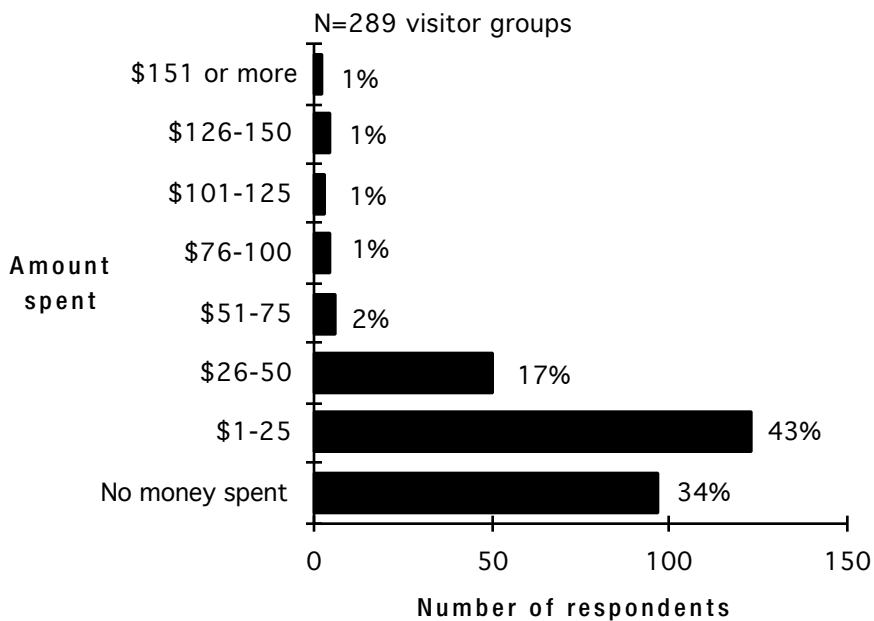


Figure 24: Visitor expenditures for travel

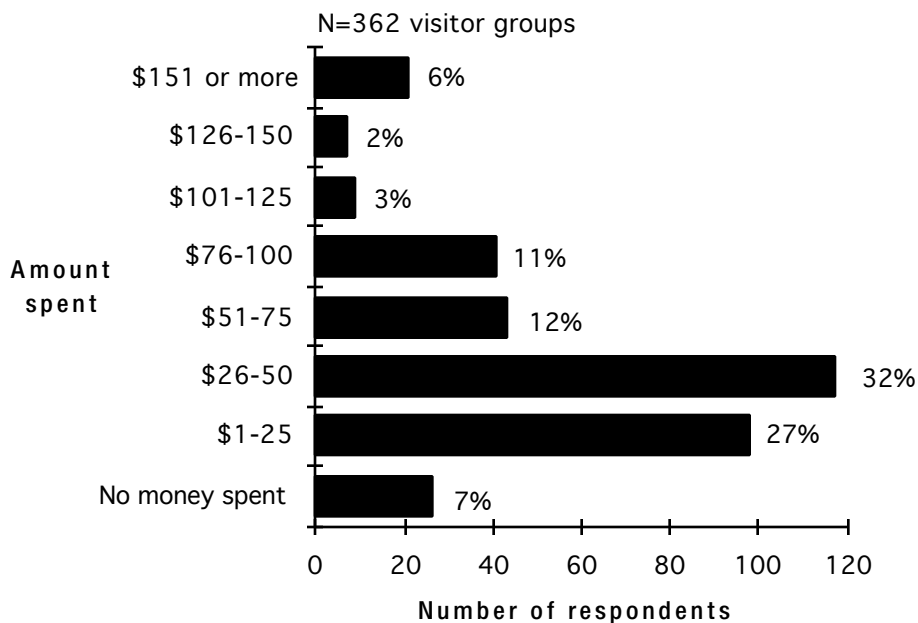


Figure 25: Visitor expenditures for food

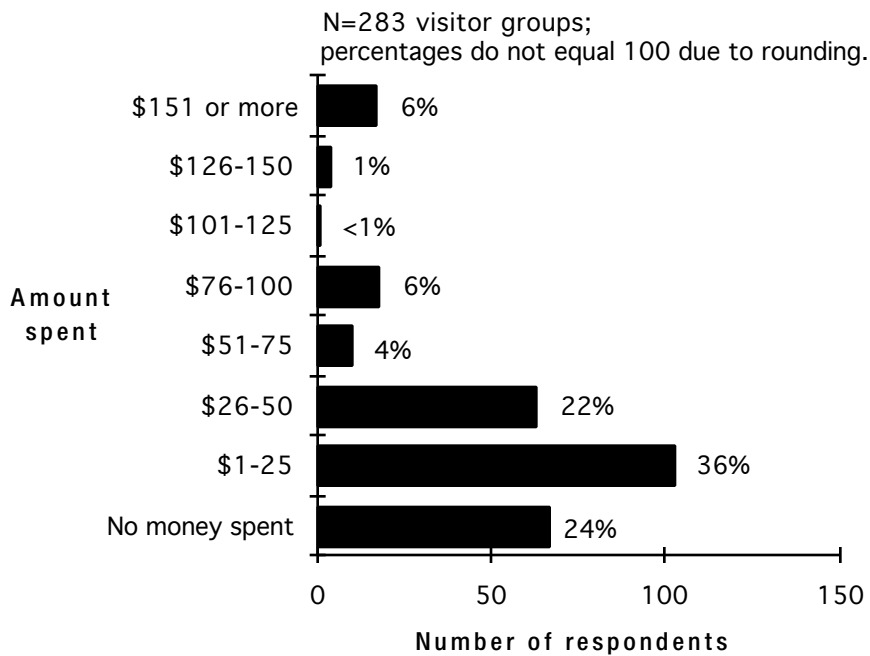


Figure 26: Visitor expenditures for "other" items

Visitors were asked, "In your own words, what are the main ideas that you learned about the history of San Juan Island National Historical Park?". Table 4 lists the main ideas that visitors learned, with the "Pig War" identified by the greatest proportion of visitors.

**Main ideas
learned
about park
history**

Table 4: Ideas learned about park history

N=338 comments

<u>Ideas learned</u>	<u>Number of respondents</u>
"Pig War"	69
Dispute was settled peacefully	41
English and American soldiers lived on island at the same time	34
Cause of the dispute was over a pig	31
The British lived better than the Americans	27
Boundary dispute	26
Relations between U.S., Britain, and Canada	25
Lifestyles of the soldiers	25
Dispute was settled by a German diplomat	17
Took 12 years to settle the dispute	13
General history of the island	13
American history	8
Lifestyles of the soldiers' families	6
Didn't learn anything	3

Subjects of interest in future

When asked what subjects they would be most interested in learning about in the future, visitors chose several subjects (see Figure 27). Natural history (68%), Native American inhabitants (64%), the history of early settlers (63%) were the three most preferred topics. One "other" subject of interest to visitors was marine ecology.

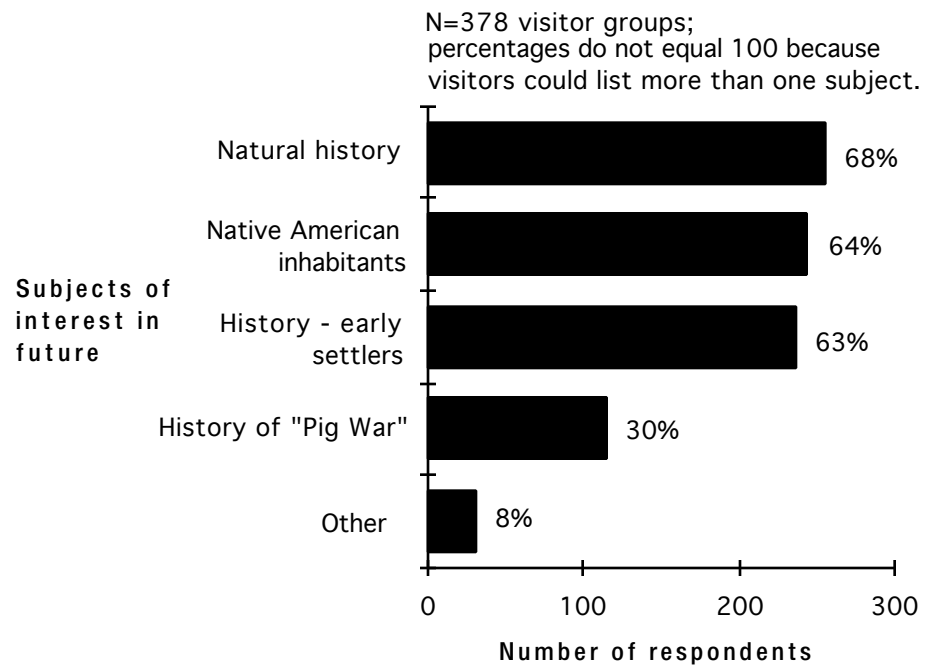


Figure 27: Subjects of interest in the future

Visitors were asked how they would prefer to learn about the cultural and natural history of the park on a future visit. The most preferred methods were trailside exhibits (63%), visitor center exhibits (62%), printed materials (46%) and audiovisual methods, including videos, movies, and slide shows, (45%), as shown in Figure 28. The least preferred method of learning was interactive computers (13%).

Preferred methods of learning cultural and natural history

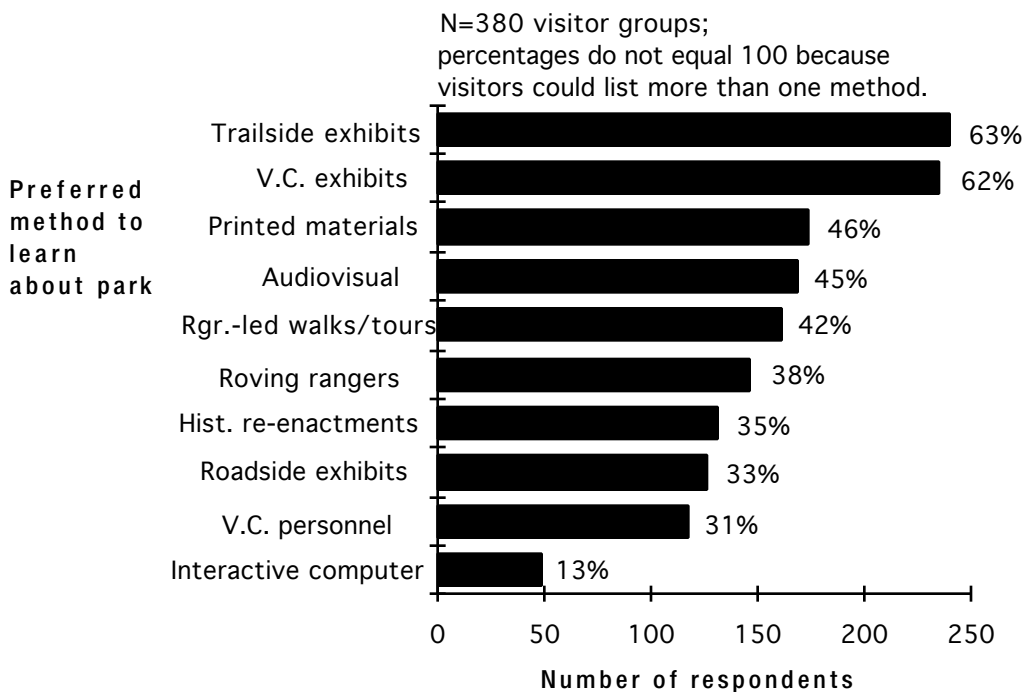


Figure 28: Preferred methods to learn about park in the future

**Planning for
the future**

Visitors were asked "If you were planning for the future of San Juan Island National Historical Park, what would you propose? Please be specific." A summary of their responses is listed below and in the appendix.

Planning for the future

N=370 comments; many visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
Dress rangers in historic clothing	7
More rangers to answer questions	4
INTERPRETIVE SERVICES	
More natural history	21
More displays/exhibits	20
More publicity	19
Offer more re-enactments	14
Better information available on the ferry	12
More trailside exhibits/signs	12
More Native American history	11
Need more interpretive signs	10
More history about the families that lived on island	7
Offer more interpretive activities	7
Offer bus shuttle service	7
More guided tours	6
More history	5
More children's activities	5
Update slide show	3
Offer more movies/videos	2
Other comments	8
FACILITIES AND MAINTENANCE	
Restore buildings/open to the public	29
Improve restrooms	17
More picnic areas	13
Improve road directional signs	12
Better marked hiking trails	9
More bike paths	7
Improve roads	5
More hiking trails	5
Place benches at scenic views	4
Improve handicapped access	2
More parking	2
Need more trash cans	2
Plant flowers	2
Other comments	9

POLICIES

Allow overnight camping	6
Other comments	3

RESOURCE MANAGEMENT

Limit commercialism	8
Manage for wildlife	4
Preserve the park	3
Other comments	2

GENERAL IMPRESSIONS

Don't change anything	34
Offer food services	10
Add a gift shop	2

Comment Summary Many visitors wrote additional comments, which are included in the separate appendix of this report. Their comments are summarized below and in the appendix. Some comments offer specific suggestions on how to improve the park; others describe what visitors enjoyed or did not enjoy about their visit.

Visitor Comment Summary

N=272 comments; many visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
Staff/rangers helpful, friendly	33
Other comment	1
INTERPRETIVE SERVICES	
Too much emphasis on "Pig War"	6
Enjoyed slide show	4
Enjoyed interpretive signs	3
Enjoyed exhibits	2
Enjoyed re-enactments	2
Enjoyed the history	2
Other comment	1
FACILITIES AND MAINTENANCE	
Park clean/well kept	19
Enjoyed trails	2
Other comments	4
POLICIES	
Comments	3
RESOURCE MANAGEMENT	
Preserve the park	8
Limit commercialism	2

GENERAL IMPRESSIONS

Enjoyed visit	60
Thank you	28
Beautiful	20
Keep up the good work	13
Educational/interesting	12
Enjoyed the view	10
Will return	8
Unremarkable/boring	7
Wish we had more time	7
Enjoyed wildlife	5
Yellow jackets were biting	4
Waste of government money	2
Other comments	4

MENU FOR FURTHER ANALYSIS

Park personnel who wish to see other tables, graphs, and maps to learn more about their visitors may request such information from the VSP. Two kinds of analyses are available:

1) Two-way comparisons compare two characteristics. For example, to learn about correlations between reasons for visit and length of stay, request a comparison of reason for visit by length of stay; to learn about the sites visited by activities, request a comparison of sites visited by activity.

2) Three-way comparisons compare a two-way comparison to a third characteristic. For example, to learn about first time visitors' reasons for visiting and the sites they visited, request a comparison of (reasons for visiting by first time visitors) by sites visited; to learn about ages of visitors who used the visitor center exhibits and future preferred subject of learning, request a comparison of (ages by visitor center exhibits use (service)) by future subject of learning.

Consult the list of characteristics for San Juan Island National Historical Park backcountry visitors; then complete the appropriate blanks on the order form. Make a copy of the order form which follows the example below.

SAMPLE

Visitor Services Project Analysis Order Form
San Juan Island National Historical Park
Report 70

Date of request: / /

Person requesting analysis/Title: _____

Phone number (commercial): _____

The following list has the variables available for comparison from your park's visitor survey. Use this list to find the characteristics for which you want to request additional two-way and three-way comparisons. Be as specific as possible--you may select a single program/service/facility instead of all those listed in the questionnaire.

- Aware of park's existence	- Group size	- Number of year-round residents
- Source of information	- Group type	- Number of part-year residents
- Friday Harbor V.C. first	- Guided tour group	- Total expenditures
- Forms of transport to island	- Age	- Lodging expenditures
- Forms of transport to park	- State of residence	- Travel expenditures
- Length of stay at park	- Country of residence	- Food expenditures
- Length of stay on island	- Number of visits	- Other expenditures
- Sites visited	- Reasons for visit	- Future subjects of learning
- Activity	- Park primary destination?	- Preferred method of learning
- Interpretive service used	- Island residency	

Two-way comparisons (write in the appropriate variables from the above list)
reason for visit by length of stay
 by _____
 by _____

Three-way comparisons (write in the appropriate variables from the above list)
reason for visit by first-time visitor by sites visited
 by _____
 by _____

Special instructions Tell us the reason you need the information, what you are trying to find out, etc.

Mail to: Visitor Services Project, CPSU
College of Forestry, Wildlife, and Range Sciences
University of Idaho
Moscow, Idaho 83844-1133

Visitor Services Project Analysis Order Form
San Juan Island National Historical Park
Report 70

Date of request: ____/____/____

Person requesting analysis/Title: _____

Phone number (commercial): _____

The following list has the variables available for comparison from your park's visitor survey. Use this list to find the characteristics for which you want to request additional two-way and three-way comparisons. Be as specific as possible--you may select a single program/service/facility instead of all those listed in the questionnaire.

- Aware of park's existence
- Source of information
- Friday Harbor V.C. first
- Forms of transport to island
- Forms of transport to park
- Length of stay at park
- Length of stay on island
- Sites visited
- Activity
- Interpretive service used
- Group size
- Group type
- Guided tour group
- Age
- State of residence
- Country of residence
- Number of visits
- Reasons for visit
- Park primary destination?
- Island residency
- Number of year-round residents
- Number of part-year residents
- Total expenditures
- Lodging expenditures
- Travel expenditures
- Food expenditures
- Other expenditures
- Future subjects of learning
- Preferred method of learning

Two-way comparisons (write in the appropriate variables from the above list)

_____ by _____

_____ by _____

_____ by _____

Three-way comparisons (write in the appropriate variables from the above list)

_____ by _____ by _____

_____ by _____ by _____

Special instructions _____

Mail to:

Visitor Services Project, CPSU
College of Forestry, Wildlife, and Range Sciences
University of Idaho
Moscow, Idaho 83844-1133

QUESTIONNAIRE



NPS D-51

April 1995



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Visitor Services Project Publications

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

1985

5. North Cascades National Park Service Complex

1986

6. Crater Lake National Park

1987

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

1988

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

1989

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

1990

28. Canyonlands National Park
29. White Sands National Monument
30. National Monuments
31. Kenai Fjords National Park

1990 (continued)

32. Gateway National Recreation Area
33. Petersburg National Battlefield
34. San Juan Island National Historical Park
35. Glacier National Park
36. Scott's Bluff National Monument
37. John Day Fossil Beds National Monument

1991

38. Jean Lafitte National Historical Park
39. Joshua Tree National Monument
40. The White House Tours, President's Park
41. Natchez Trace Parkway
42. Stehekin-North Cascades National Park/Lake Chelan National Rec. Area
43. City of Rocks National Reserve
44. The White House Tours, President's Park

1992

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

1993

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

For more information about the Visitor Services Project, please contact Dr. Gary E. Machlis, Sociology Project Leader, University of Idaho Cooperative Park Studies Unit, College of Forestry, Wildlife and Range Sciences,

Moscow, Idaho 83844-1133 or call (208) 885-7129.

Visitor Services Project San Juan Island National Historical Park

Appendix

Visitor Services Project Report 70
Cooperative Park Studies Unit



Visitor Services Project San Juan Island National Historical Park

Appendix

Margaret Littlejohn

Report 70

April 1995

This volume contains a summary of visitors' comments for Questions 19, 22, and 23. The summary is followed by their unedited comments.

Margaret Littlejohn is VSP Western Coordinator, National Park Service, based at the Cooperative Park Studies Unit, University of Idaho. I thank Francis Achana and the staff at San Juan Island National Historical Park for their assistance with this study. The VSP acknowledges the Public Opinion Lab of the Social and Economic Sciences Research Center, Washington State University, for its technical assistance.

Ideas learned about park history

N=338 comments

Ideas learned	Number of respondents
"Pig War"	69
Dispute was settled peacefully	41
English and American soldiers lived on island at the same time	34
Cause of the dispute was over a pig	31
The British lived better than the Americans	27
Boundary dispute	26
Relations between U.S., Britain, and Canada	25
Lifestyles of the soldiers	25
Dispute was settled by a German diplomat	17
Took 12 years to settle the dispute	13
General history of the island	13
American history	8
Lifestyles of the soldiers' families	6
Didn't learn anything	3

Planning for the future

N=370 comments; many visitors made more than one comment.

Comment	Number of times mentioned
PERSONNEL	
Dress rangers in historic clothing	7
More rangers to answer questions	4
INTERPRETIVE SERVICES	
More natural history	21
More displays/exhibits	20
More publicity	19
Offer more re-enactments	14
Better information available on the ferry	12
More trailside exhibits/signs	12
More Native American history	11
Need more interpretive signs	10
More history about the families that lived on island	7
Offer more interpretive activities	7
Offer bus shuttle service	7
More guided tours	6
More history	5
More children's activities	5
Update slide show	3
Offer more movies/videos	2
Other comments	8
FACILITIES AND MAINTENANCE	
Restore buildings/open to the public	29
Improve restrooms	17
More picnic areas	13
Improve road directional signs	12
Better marked hiking trails	9
More bike paths	7
Improve roads	5
More hiking trails	5
Place benches at scenic views	4
Improve handicapped access	2
More parking	2
Need more trash cans	2
Plant flowers	2
Other comments	9
POLICIES	
Allow overnight camping	6
Other comments	3

RESOURCE MANAGEMENT

Limit commercialism	8
Manage for wildlife	4
Preserve the park	3
Other comments	2

GENERAL IMPRESSIONS

Don't change anything	34
Offer food services	10
Add a gift shop	2

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N=272 comments; many visitors made more than one comment.

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Staff/rangers helpful, friendly	33
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Other comments	4

