

**Public Perception of the Star-Spangled Banner**

**Background Studies for the  
National Museum of the American History**

**INSTITUTIONAL STUDIES**



Smithsonian  
Institution

**Public Perception of the Star-Spangled Banner**

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National Museum of American History**

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## Abstract

The Star-Spangled Banner has been a central display in the National Museum of American History (NMAH) in Washington, DC since it opened in 1964. Later this year, the flag will be taken down for preservation, then re-installed in a new exhibition. The purpose of this series of studies (1997-98) was to provide information about visitors' perceptions of the flag that could be useful in planning for the new exhibition.

The studies indicate that the Star-Spangled Banner is seen as a symbol of the same enduring values symbolized by all American flags: Patriotism, Freedom, and Independence. However, only about one in ten first-time visitors to NMAH were aware that the Star-Spangled Banner was the actual flag that inspired Francis Scott Key to write the poem that became the national anthem.

Visitors' thoughts on what the museum should emphasize in communicating American history were more varied. Visitors preferred Progress/change (22%), Freedom (17%) and Tradition (17%) as themes for communicating American history. Patriotism, Diversity, Independence and Pride were secondary themes. Overall, visitors' responses reflected their positive opinions about American society.

The studies suggest that NMAH is in a unique position to provide Americans with a tangible way of expressing deeply held national values. When the Star-Spangled Banner is presented as the central symbol for the nation's many struggles to gain, defend and protect freedom and independence, the act of supporting its preservation and re-installation becomes a way of reaffirming one's own enduring patriotism.

## Summary

The Star-Spangled Banner has been a central display in the National Museum of American History (NMAH) in Washington, DC since it opened in 1964. In 1998 the flag will be taken down for preservation, then later re-installed in a new exhibition. The purpose of these studies was to provide information about visitors' responses to the flag that could be useful in planning for the new exhibition.

Discussions with the project team led to three research topics.

**Knowledge.** How familiar are visitors with the Star-Spangled Banner and with American flags and flag protocol in general?

**Symbolism.** What does the Star-Spangled Banner symbolize for visitors? (What themes do they associate with the Star-Spangled Banner and the American flag?)

**Communicating American history.** Since the Star-Spangled Banner is a national treasure and has an enormous physical presence in the Mall entrance of the museum, what are the themes that visitors think the museum should emphasize in communicating American history? How are they related to the themes visitors associated with the Star-Spangled Banner and the American flag in general?

These questions were addressed in three separate, related studies. The first study (the Fact Study), conducted in July 1997, was a short hand-out designed to assess visitors' knowledge about the history of the Star-Spangled Banner, their awareness of Flag protocol and their experience with flags. The second study (the Theme Study), conducted in August 1997, asked visitors to associate themes with the Star-Spangled Banner, the American flag in general and NMAH. We conducted a third study, (the Replication Study) in March 1998 to determine the influence of questions about the Star-Spangled Banner on visitors' responses to the question about communicating American history (the final question in the Theme Study).

### **Knowledge of the Star-Spangled Banner**

The visitors who filled out questionnaires were representative of NMAH's summer audience. Three out of five U.S. residents indicated that they own a flag, and two out of five said they displayed the flag regularly or on holidays.

Over half of the visitors had seen the Star-Spangled Banner on the day of their interview and altogether nearly two-thirds had seen it at least once in their lives. Familiarity with basic facts about the Star-Spangled Banner is related to exposure. Visitors who had seen the flag, and who, presumably, had read

some of the accompanying textual materials, were more likely to remember basic facts about it.

Even without an extensive description, three out of four visitors expressed interest in watching the conservation of the Star-Spangled Banner on TV monitors in the museum. Over half of the respondents indicated that they are somewhat interested in watching conservation activities and another fourth said that they are very interested in a closed circuit presentation.

### **What the Star-Spangled Banner Symbolizes to Visitors**

The Star-Spangled Banner is seen as a symbol of the same enduring values symbolized by all American flags: Patriotism, Freedom, and Independence.

However, only about one in ten first-time visitors to NMAH were aware that the Star-Spangled Banner was the actual flag that inspired Francis Scott Key to write the poem that became the national anthem.

When asked what the museum should emphasize in communicating American history, visitors preferred Progress/change (22%), Freedom (17%), and Tradition (17%) as themes. Secondary choices were Patriotism, Diversity, Independence, and Pride.

Visitors' association of themes with the Star-Spangled Banner, the American flag, and communicating American history were remarkably consistent across all visitor demographic characteristics, with only one notable exception:

- Older visitors associated patriotism with the American flag twice as often as visitors under age 20.

### **A Closer Look at the Key Themes for American History**

#### **PROGRESS/CHANGE - 22%**

The four major sub-themes under this heading were: technological progress (primarily industrial progress, such as transport), preservation and progress (i.e., history as a context for recognizing progress), struggle and progress (e.g., war), and social progress (especially women's rights and civil rights).

#### **FREEDOM AND INDEPENDENCE - 26% (COMBINED)**

The responses to the question about communicating American history suggest that visitors thought of freedom and independence as nearly identical concepts. Three major sub-themes emerged from the data: the historical struggle for freedom and independence; freedom and independence as the foundation of

American society; and freedom and independence as embodying American individualism.

TRADITION - 17%

Half of the visitors who selected tradition as the theme the museum should communicate referred to the need to preserve either our national history or our culture and values, especially for future generations. An additional one-fifth of the explanations cited military events.

### **Discussion of Visitors' Views of American History**

Overall, visitors' responses reflected their positive opinions about American society. Within the responses as a whole, we can identify seven key ideas that surfaced consistently in visitors' explanations of what they thought the museum should emphasize:

**STRUGGLE**—America's history of struggle, either in war, (particularly the American Revolution and the Civil War), or in the more contemporary struggle for civil rights (the theme of struggle was mentioned by 35 percent of all visitors);

**PRESERVATION**—The necessity to preserve American culture and values, as well as objects of historical importance (mentioned by 33 percent of visitors);

**FOUNDATIONS**—The most important historical foundations that the country was built on and which continue to define the United States as a nation (22 percent of visitors);

**NATIONAL SPIRIT**—America as the "home of the brave," highlighting national Pride (19 percent of visitors);

**ETHNICITY**—The United States as a nation of different ethnic groups and of immigrants both past and present (17 percent of visitors);

**INDIVIDUALISM**—America as the "land of the free," emphasizing personal Freedom (14 percent of visitors); and,

**TECHNOLOGICAL PROGRESS**—The industrial revolution, machinery, transportation, computers (mentioned by 12 percent of visitors in the Replication Study).

We interpret these themes as an outline of the basic ideas that visitors hold on the subject of American history. They are probably very influenced by school experiences as well as by visits to other history museums and historical sites. To

some degree they probably also reflect visitors' views of the Smithsonian Institution in general and NMAH in particular as the central repository of the nation's history.

## **Implications**

### THE STAR-SPANGLED BANNER AS A SYMBOL OF THE MUSEUM

When we compare the ideas that visitors linked to the Star-Spangled Banner with the ideas they thought the museum should emphasize, we see that the Star-Spangled Banner can function as a symbol for freedom, independence, patriotism and pride. It is less effective as a symbol of progress/change, tradition, and diversity, the other main ideas that visitors believe the museum should emphasize when communicating American history.

### CONTEXTUALIZING THE STAR-SPANGLED BANNER

The study shows that the Star-Spangled Banner is seen as a symbol of the same enduring values symbolized by all American flags. When asked to give examples of historical events associated with these values, visitors frequently mentioned struggles, either wars, (especially the Revolutionary War and the Civil War) or the Civil Rights Movement. Visitors discussed military heritage generally as an historical means by which core values are gained and preserved, not as a central theme worthy of its own focus. The study results suggest to us that a successful context for the Star-Spangled Banner would need to balance a focus on freedom and independence with a description of the struggles to gain and defend those values.

### IMPLICATIONS FOR RAISING PUBLIC AWARENESS

The studies suggest that NMAH is in a unique position to provide Americans with a tangible way of expressing deeply held national values. When the Star-Spangled Banner is presented as the central symbol for the nation's many struggles to gain, defend and protect freedom and independence, the act of supporting its preservation and re-installation becomes a way of reaffirming one's own enduring patriotism.

The museum is also in a unique position to make a major contribution to the education of all Americans, especially school children, about their cultural heritage. By highlighting the toll of time on this "real" object, it can encourage a sense of ownership in all our cultural artifacts and the value of understanding our rich historic past.

## Acknowledgments

We welcome the opportunity to acknowledge the individuals who worked with us on this study of the Star-Spangled Banner at the National Museum of American History (NMAH).

The Star-Spangled Banner project team at NMAH initiated the study. Kathryn Henderson, Jennifer Locke and Nancy McCoy, a subcommittee of the project team, were actively involved in all aspects of the study. In addition to this subcommittee, other members of the Star-Spangled Banner project team are Harold Aber, Ronald Becker, Carol Frost, Valeska Hilbig, Danyelle Kensey, Ruth Sexton, Lonn Taylor, and Suzanne Thomassen-Krauss.

In the Institutional Studies Office (ISO), Sheri Klein, an intern from the University of Connecticut, assisted with questionnaire development and the logistics of data collection. Our former colleague, Audrey E. Kindlon assisted with the initial development of the study. The high visitor cooperation rate (86% at the Mall Entrance and 96% at the Star-Spangled Banner) and data quality reflect the work of several professional interviewers. Anne Kazimirski, an intern at ISO after graduating from Oxford University, analyzed the tape-recorded portion of the Theme Study interviews (about communicating American history) and wrote the section that discusses those results.

Almost 1,000 people took the time to respond to our questions and offer comments. We appreciate their participation; without it, the studies could not have been conducted.

Zahava D. Doering, Director  
Institutional Studies Office



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## 1. Introduction

The Star-Spangled Banner is the American flag that flew over Fort McHenry in the War of 1812 and that inspired Francis Scott Key to write the poem that became the national anthem. This flag has been a central display in the National Museum of American history (NMAH) since it opened in 1964. The flag was the focal point of the museum's 1950's design, rising three stories above the floor at the back of the large center hall (Flag Hall) near the museum entrance from the National Mall. Later in 1998 the Star-Spangled Banner will be taken down for preservation, then re-installed in a new exhibition for the turn of the millennium. The new exhibition will be part of a major renovation in the museum.

The project team members responsible for the dismantling, preservation, and display of the Star-Spangled Banner asked the Institutional Studies Office to study public perception of the flag. This information would be useful in planning. Discussions with the project team led to three research topics.

**Knowledge.** How familiar are visitors with the Star-Spangled Banner and with American flags and flag protocol in general?

**Symbolism.** What does the Star-Spangled Banner symbolize for visitors? (What themes do they associate with the Star-Spangled Banner and the American flag?)

**Communicating American history.** Since the Star-Spangled Banner is a national treasure and has an enormous physical presence in the Mall entrance of the museum, what are the themes that visitors think the museum should emphasize in communicating American history? How are they related to the themes visitors associated with the Star-Spangled Banner and the American flag in general?

These questions were addressed in three separate, related studies. The first study conducted in July 1997 was a short hand-out, the Fact Study, designed to assess visitors' knowledge about the history of the Star-Spangled Banner, flag protocol and their experience with flags.

The second study (the Theme Study), conducted in August 1997 asked visitors to associate themes with the Star-Spangled Banner, the American flag in general and NMAH. The Theme Study was an in-depth study of two sets of visitors – those who were entering NMAH and those who approached the Star-Spangled Banner. In addition to themes, questions in this survey addressed visitors' awareness of the Star-Spangled Banner before their visit, familiarity with NMAH and ascertained demographic characteristics, such as age, gender and education.

After we reviewed a preliminary report of the results from the Fact Study and Theme Study with the Star-Spangled Banner project team, we recognized that the

questions about the Star-Spangled Banner and the American flag may have influenced visitors' responses to the query about communicating American history, the final question in the Theme Study. We conducted a third study (the Replication Study) in March 1998 to address these concerns.

In the Replication Study, we asked the question about communicating American history at the start of the interview, asked some of the other questions from the Theme Study and added some new questions. Since the Replication Study was conducted six months after the Theme Study, there are some slight differences in the populations of visitors.<sup>1</sup> For this reason, we reference results from the Replication Study where they are appropriate, but provide the additional findings in the methods section.

## 2. Knowledge of the Star-Spangled Banner

This section is based on the results from the first study, the Fact Study, conducted on July 24, 1997.<sup>2</sup> Visitors were asked to fill out a one-page questionnaire which assessed their flag use, knowledge about the Star-Spangled Banner and flag protocol, hanging preferences and interest in watching conservation activities.<sup>3</sup>

### FLAG USE

The majority of Americans<sup>4</sup> indicated that they own a flag (62%). Of these flag owners, 72 percent displayed the flag regularly or on holidays.<sup>5</sup> Overall, 60 percent of Americans reported either that they displayed the flag regularly or on holidays, or that their parents displayed the flag regularly or on holidays.<sup>6</sup> We considered that military affiliation might affect flag use and

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<sup>1</sup> We expected some variation in the population because of seasonal differences. As the year-long study showed, the demographic characteristics of visitors varies across seasons. In particular, there are more school and tour groups during the spring season than the summer season. See Kindlon, A.E., Pekarik, A.J. & Doering, Z.D. Visitors to History. Report 96-3B. Washington, DC: Smithsonian Institution, Institutional Studies Office.

<sup>2</sup> Interviewing was restricted to voluntary visitors, age 12 or older; i.e., individuals clearly leaving the museum as part of a group were not intercepted.

<sup>3</sup> The questionnaire is in Appendix D of this report.

<sup>4</sup> This is defined on the basis of U. S. residence, as citizenship was not asked.

<sup>5</sup> A few flag owners (6%) indicated that they could not display the flag they own at their current residence.

<sup>6</sup> This includes individuals who do not own flags.

found that very few visitors (3%) were currently serving in the Active Military or the Reserves.<sup>7</sup>

## KNOWLEDGE

Over half of the visitors had seen the Star-Spangled Banner on the day of their interview (56%) and altogether nearly two-thirds (63%) had seen it at least once in their lives. Familiarity with basic facts about the Star-Spangled Banner is related to exposure. Visitors who had seen the flag, and who, presumably, read some of the accompanying textual materials, were more likely to remember basic facts. Compared to those who did not see the Star-Spangled Banner, those who had seen it were more likely to<sup>8</sup>:

- know that it was "real" -- 81% vs. 14%;
- correctly identify it as the Star-Spangled Banner -- 63% vs. 24%;
- associate it with the War of 1812 -- 44% vs. 18%; and
- know where it had been flown -- 45% vs. 18% .

## FLAG PROTOCOL

Visitors were asked to rate their familiarity with flag protocol. "Familiarity" was self-defined. Overall, about 65 percent indicated that they were somewhat or very familiar with protocol. Those who indicated familiarity were more likely to:<sup>9</sup>

- be over 40 years of age,
- live in the United States outside the Washington, DC area,
- have completed high-school, and
- report that they or their families displayed the flag.

## HANGING PREFERENCE

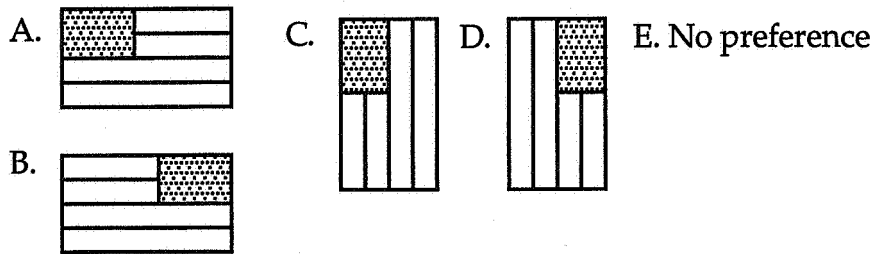
We asked visitors to indicate a preference among four options, pictured below, for hanging the Star-Spangled Banner in the future. The brochure shown to visitors along with the questionnaire shows the Star-Spangled Banner hanging vertically with the stars on the left (option C).

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<sup>7</sup> A somewhat larger percentage had prior military service (6%) or a family member with current or past Armed Forces experience (6%). Altogether, these individuals with direct or indirect military experience comprised 15 percent of those interviewed.

<sup>8</sup> See Appendix B, Table 2 for detailed results.

<sup>9</sup> See Appendix B, Table 3 for detailed results.



About two out of five of those (38%) who had seen the flag preferred the current installation (option C), compared to 13 percent who had not seen it. An almost equal percentage of those who saw it (32%) preferred the common display, horizontal with stars on the left (option A). The 'common display' option was selected by 50 percent of those who did not see the flag. The remainder of the respondents either expressed no preference or chose vertical with stars on right (option D).

### INTEREST IN WATCHING CONSERVATION ACTIVITIES

Three out of four visitors expressed interest in watching the conservation of the Star-Spangled Banner on TV monitors in the museum. Our experience has shown that visitors have difficulty visualizing displays from simple written descriptions. Thus, the responses to this question are an estimate, at best. There is evidence to suggest that an engaging presentation on closed circuit TV would attract considerable attention.<sup>10</sup> Even without an extensive description, over half of the respondents indicated that they are somewhat interested (53%) and another fourth (22%) that they are very interested in a closed circuit presentation.

### 3. What the Star-Spangled Banner Symbolizes to Visitors

This section looks at visitors to the Star-Spangled Banner, their awareness of the Star-Spangled Banner, and what they see as key themes for the Star-Spangled Banner and the American flag.

#### VISITORS TO THE STAR-SPANGLED BANNER

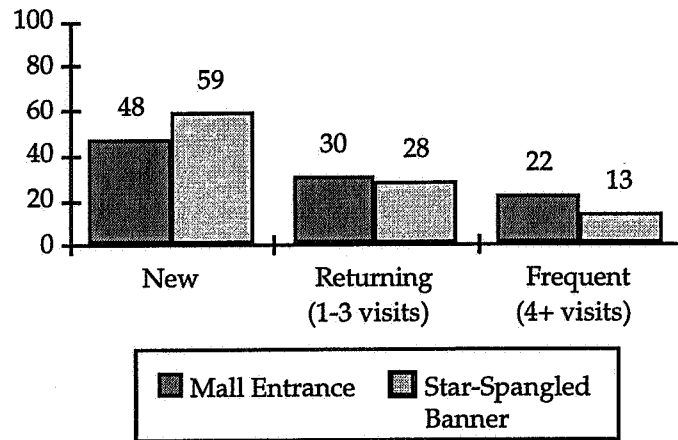
The visitors we interviewed were representative of the summer audience at NMAH.<sup>11</sup> Visitors to the Star-Spangled Banner differed from general NMAH visitors in just a few ways. The most important was their degree of familiarity with the museum.

<sup>10</sup> See Kalata, J.M., Doering, Z.D., & Pekarik, A.J. (1997) On the Road with Rock and Soul. *Curator*, 40 (4), 259-278.

<sup>11</sup> See Appendix B, Tables 4 through 6 (Theme Study).

About 60 percent of the Star-Spangled Banner visitors were on their first visit to NMAH while under half of Mall Entrance visitors were new to NMAH.

**Figure 1. Location of Interview, by NMAH Visitor Type<sup>12</sup>**  
(in percent)



Source: Appendix B, Table 5.

Frequent Visitors were less likely to stop at the Star-Spangled Banner probably because so many of them had seen it already.

#### **AWARENESS OF THE STAR-SPANGLED BANNER**

We asked visitors if they knew about the Star-Spangled Banner before their visit to NMAH, if they were aware that it was the actual flag that inspired the national anthem and if they had heard anything about the plans for its preservation. We found that Frequent Visitors to NMAH were more aware of the Star-Spangled Banner than New Visitors. Awareness about the Star-Spangled Banner was also associated with visitors' agendas for their Smithsonian visit and their experience with other historical sites in or near Washington, DC.

#### **NEW AND FREQUENT VISITORS AWARENESS OF THE STAR-SPANGLED BANNER<sup>13</sup>**

Although Frequent Visitors to NMAH were less likely to visit the Star-Spangled Banner, they were much more acquainted with it than New Visitors. Almost nine out of ten Frequent Visitors were aware of the Star-Spangled Banner before they came to the museum that day, compared to about 16 percent of New Visitors. In addition, about seven out of ten Frequent Visitors knew that the Star-

<sup>12</sup> The categories we use are: New Visitors (first-time visitors), Returning Visitors (who have been to NMAH one to three times in the past), and Frequent Visitors (who have been to NMAH four or more times in the past).

<sup>13</sup> Data about New and Frequent Visitors are based on the results from the Theme Study.

Spangled Banner is the actual flag that the national anthem was written about, compared to about one out of ten (12%) New Visitors (see Appendix B, Table 7).

The difference in awareness between New Visitors and Frequent Visitors extended to knowledge about the future plans for the Star-Spangled Banner. Frequent NMAH visitors (most of whom are local residents) were three times more likely to have heard about the preservation than New Visitors (see Appendix B, Table 7). Most of these visitors read about the financial aspects of the preservation in the newspaper or heard about it on television or radio.

The Star-Spangled Banner caught the attention of New Visitors with its size (43%), location (17%) and tattered appearance (12%). About eight percent of new visitors got information about the banner from NMAH or the Smithsonian Information Center on the day of their visit (see Appendix B, Table 9).

#### VISITORS' AGENDAS<sup>14</sup>

Visitors on a tour or with a school group were much more likely to be aware of the Star-Spangled Banner than visitors who came to the museum in other social groups.

We might expect visitors on a tour or in school groups to be aware of the Star-Spangled Banner because these groups are likely to have an agenda or menu indicating the "highlights" or "treasures" of the museum. The Star-Spangled Banner would probably be included on that list if the group relies on Smithsonian brochures, information or the web page to plan their visit.

Even excluding tour or school groups, visitors in other social groups who came to the Mall specifically to see NMAH were more aware of the Star-Spangled Banner (64%) than visitors who were on a general visit to the Smithsonian (37%). Also, visitors who came to NMAH to see something in particular were more aware of the Banner (65%) than those who were on a more general visit (35%). See Table 12 for a detailed list of objects, exhibitions or subjects visitors came to see at NMAH.

#### VISITORS' EXPERIENCE WITH HISTORICAL SITES IN THE AREA

We also asked visitors to tell us if they had ever visited any of eight area sites listed on a card. Eighty-five percent of visitors had been to at least one of the eight sites, while 15 percent had not been to any. The eight sites, in descending order of the percent of visitors who had been to each of them, were:

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<sup>14</sup> Data about visitors' agendas and experience with historical sites in the area are based on results from the Replication Study.

- Arlington Cemetery (65%)
- White House (59%)
- Mount Vernon (43%)
- Gettysburg Battlefield (39%)
- Colonial Williamsburg (38%)
- Ford's Theater (37%)
- Manassas Battlefield (21%)
- Fort McHenry (17%)

Excluding tour and school groups, visitors who had ever been to four or more area sites were much more likely to be aware of the Star-Spangled Banner (66%) than visitors who had only been to one or none at all (37%).

Visiting three specific area sites is slightly associated with awareness of the Star-Spangled Banner. Visitors who had been to Arlington Cemetery, Ford's Theater and Mount Vernon seemed more aware of the Star-Spangled Banner than visitors who had not been to those sites. A visit to Fort McHenry was not associated with visitor's awareness of the Star-Spangled Banner.

Collectively, the people we talked to had visited over 100 different historical sites or museums throughout the United States during the year before the Replication Study, March 1997 to March 1998 (an abridged list of sites is in Appendix B).

Awareness of the Star-Spangled Banner is not associated with visiting historical sites in general but it is clearly associated with visitors' familiarity with NMAH and other local sites<sup>15</sup>.

#### **KEY THEMES FOR THE STAR-SPANGLED BANNER AND THE AMERICAN FLAG**

In developing this part of the Theme Study, we conducted taped interviews with about 50 visitors who were looking at the Star-Spangled Banner . As a result of these interviews, and after consultation with the project team, we identified nine major themes that visitors raised when talking about the Star-Spangled Banner. The nine themes, listed alphabetically, are:

Diversity	Military heritage	Progress/change
Freedom	Patriotism	Tradition
Independence	Pride	Unity

These ideas were incorporated into the Theme Study survey administered from August 18 to August 28, 1997.<sup>16</sup> We asked visitors which one of the nine they would most associate with the Star-Spangled Banner in particular and with the American flag in general.

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<sup>15</sup> Data on file, ISO.

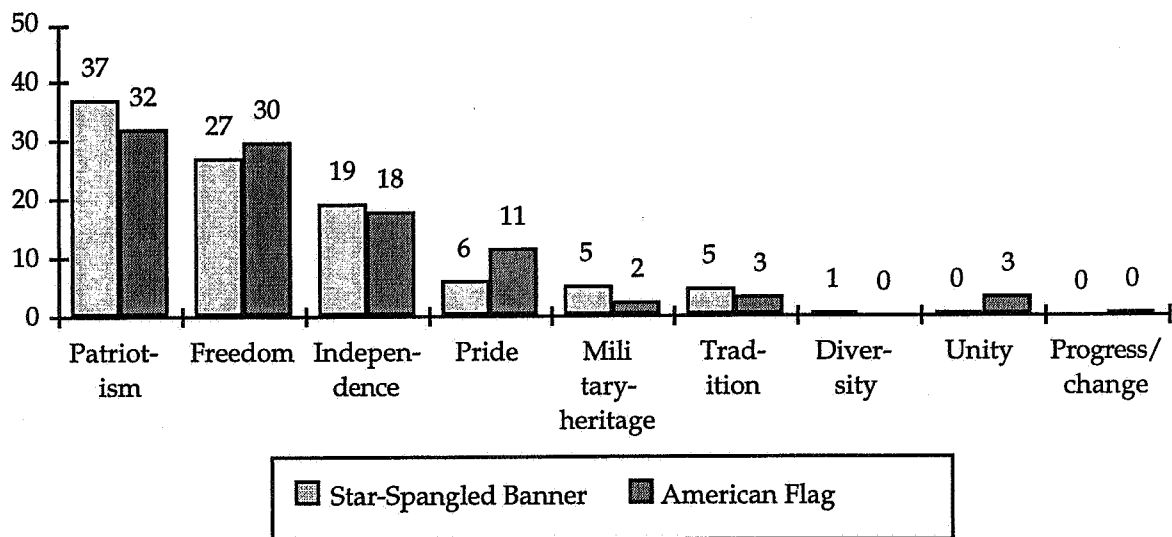
<sup>16</sup> The questionnaires and additional notes on the methodology are in Appendix D (Theme Study).



At the end of the interview, we again showed visitors the list of nine ideas and we tape-recorded their responses to the following question: "Which idea do you think the museum should emphasize in communicating American history?" We conducted the survey in two locations – directly in front of the Star-Spangled Banner and at the Mall Entrance to the museum. We completed interviews with 468 visitors, 219 at the Star-Spangled Banner and 249 at the entrance.

As Figure 2 illustrates, visitors associated both the Star-Spangled Banner and the American flag with the same three ideas to the same degree – Patriotism (35-37%), Freedom (27-29%), and Independence (17-19%).<sup>17</sup> The only differences are that the Star-Spangled Banner was slightly more associated with Military heritage and Tradition, while the American flag was slightly more associated with Pride and Unity.

**Figure 2. Symbolism of the Star-Spangled Banner and the American flag, Theme Study (in percent)**



Source: Appendix B: Table 8

Visitors' association of ideas with the Star-Spangled Banner and the American flag, were remarkably consistent across all visitor demographic characteristics. The only difference was that older visitors associated Patriotism with the

<sup>17</sup> Very few individual visitors selected the same theme for both the Star-Spangled Banner and American flag questions. This tells us two things: First we look at visitors as a group, as a total audience, we know that they associate Patriotism, Freedom and Independence with both the Star-Spangled Banner and the American flag. Second, because all three answers are nearly identical in their percentage for both questions, the choice of one over the other is near random.

American flag twice as often as visitors under age 20 (37% vs. 17%). Visitors under age 20 showed no preference for a particular theme.

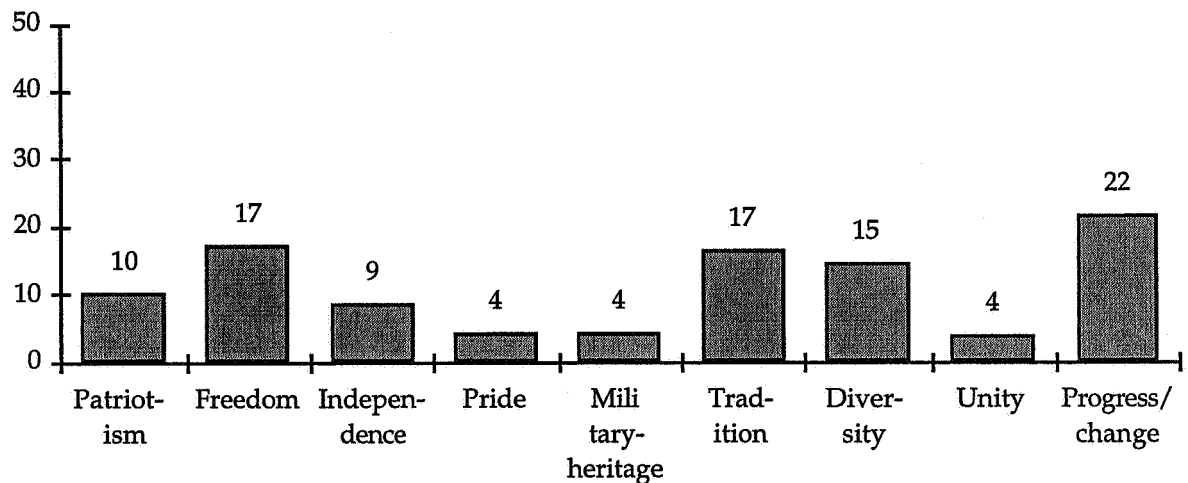
#### 4. Communicating American History

This section looks at the themes visitors think the museum should emphasize in communicating American history and how they are related to the themes visitors associate with the Star-Spangled Banner and the American flag. After we discuss the statistical results that indicate the key themes in communicating American history, we take a closer look at the explanations and examples visitors gave in support of those themes.

##### KEY THEMES FOR COMMUNICATING AMERICAN HISTORY

As Figure 3 shows, visitors' selections for what theme NMAH should use in communicating American history varied much more among seven of the nine ideas than their theme selections for the Star-Spangled Banner and the American flag. For communicating American history, Progress/change was the first choice (22%), followed by Freedom and Tradition (17% each), Diversity (15%), Patriotism (10%) and, Independence (9%). Only three themes were selected by less than 5 percent of visitors – Pride, Unity and Military heritage (4% each).

Figure 3. Themes for Communicating American History, Replication Study (in percent)



Source: Appendix B: Table 8

A handful of visitors offered a theme or idea that was not represented among the nine we provided for them.<sup>18</sup>

The Replication Study showed that visitors' who selected Freedom as the theme that the museum should emphasize in communicating American history tended to be less familiar with NMAH and have less experience visiting other historical sites or museums than those who selected Progress/change and other themes.

## A CLOSER LOOK AT COMMUNICATING AMERICAN HISTORY

The rest of this section is based on the in-depth, tape-recorded explanations and examples that visitors gave in support of the themes which they thought the museum should emphasize.

### PROGRESS /CHANGE

Twenty-two percent of visitors chose Progress/change as the idea that the museum should emphasize in communicating American history.

### TECHNOLOGICAL PROGRESS

About one-third of the explanations for choosing progress and change in the Theme Study dealt with technology. Most of these explanations focused on industrial progress, such as transport:

We're constantly changing. I feel like it's probably what made America so great, the progress that was made and the changes that were made. Oh the last century, we changed from the basic horse and buggy to the moon, a lot of change that's been. (ID 793)

### PRESERVATION AND PROGRESS

One quarter of the explanations included references to preservation. These explanations cite history as the context for recognizing progress:

I guess there's [sic] other areas here that kind of cover the other monuments, the Independence and Freedom and that. Sometimes it's nice to see where we started from, where we're progressing to... (ID 12)

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<sup>18</sup> Additional themes mentioned by 10 visitors were: culture, popular culture, tolerance, nationalism, inspiration, heritage, education, historical contingency, historical accuracy and no emphasis on any theme (neutral approach).

## STRUGGLE AND PROGRESS

One in seven explanations mentioned war or struggle. These responses, ranging from the Revolution to World War II, suggest that struggle, sometimes in the form of war, contributes to progress and change.

Interviewer: What idea do you think the museum should emphasize in communicating American history?

Respondent: Progress and change.

Interviewer: What makes you say that?

Respondent: Because they've contributed to so much change in the years.

Interviewer: What one historical event do you most associate with progress and change?

Respondent: Slavery and segregation. Because so much has changed like segregation in schools, slavery, civil rights, all that stuff. (ID 711)

## SOCIAL PROGRESS

One in eight explanations stressed social progress. They mentioned women's rights and civil rights:

Respondent: Well historically, the United States had gone through many changes, [...] Just like civil rights and that would go well with all the progress as well. How one looks at it.

Interviewer: So in terms of changes of attitude?

Respondent: Yeah, attitude, perceptions, women's rights and all that kind of stuff politically speaking. (ID 779)

## FREEDOM AND INDEPENDENCE

The responses to the question about communicating American history suggest that visitors thought of Freedom and Independence as nearly identical concepts. In about a third of Freedom responses and over half of Independence responses, visitors linked the two ideas together. More importantly, the issues that visitors identified in their discussion of both concepts were virtually synonymous.

Altogether 26 percent of visitors said that the museum should emphasize either Freedom or Independence in communicating American history. In talking about Freedom and Independence, visitors clearly made a distinction between the concept of national Freedom (as opposed to colonialism), and personal Freedom, which came up less frequently, but within more diverse and thoughtful responses. Three major themes emerged from the data: the historical struggle for Freedom and Independence; Freedom and Independence as the foundation of American society; and Freedom and Independence as embodying American individualism.

## HISTORICAL STRUGGLE FOR FREEDOM AND INDEPENDENCE

Visitors associated national Freedom with historical struggle in about half of their explanations. In particular, at least half of the responses linking Freedom with historical struggle mentioned the American Revolution or Independence from Britain. Some visitors referred more specifically to the reasons for the Revolution in terms of personal rights:

Just because that's really what we were fighting for during the war, the Revolutionary War. We were fighting for Freedom to get the same rights as [the] British, people that lived in Britain, not in the colonies. That was one of the main reasons that we wanted equal rights and to be free, not to be like subjects of Great Britain. So we should really learn that that's why we fought. (ID 17)<sup>19</sup>

That's because that's what the United States was founded on, Freedom from persecution. They wanted to get away from Europe to be free to do what they wanted to do. [...] We were revolting against government, government persecution... (ID 92)

A small number of visitors made non-military references to the American fight for Freedom and Independence, general war references to the great number of people who died for Freedom, and also mentioned the World Wars and the Vietnam War. These visitors framed their answer in terms of duty and respect for American soldiers. The Civil War was also discussed in some responses as representing Freedom:

Interviewer: What one historical event or object do you most associate with Freedom?

Respondent: I guess mostly the Civil War.

Interviewer: What about the Civil War represents Freedom to you?

Respondent: Well like I guess slavery, and the blacks were freed from their enslavement... (ID 90)

## THE FOUNDATION OF AMERICAN SOCIETY

In 40 percent of the explanations for choosing Freedom or Independence visitors expressed the idea of Freedom as the basis for the founding of the United States, as a fundamental hallmark or cornerstone of American society. Some spoke of this guiding principle as representing the United States to the rest of the world:

I think that's our most fundamental national ethic of our national heritage. I think it's what international visitors associate with us... (ID 76)

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<sup>19</sup> Appendix C contains selected characteristics of the visitors making the comments quoted in the text, organized by ID number.

One in ten explanations of Freedom and Independence conveyed the message that the United States is unique in comparison to some other countries, and, in some responses, in comparison to all other countries:

Because I think it's one of the cornerstones of our heritage that we have Freedom and Independence to do things that other countries didn't have. Some countries still don't... (ID 700)

Because this is the most independent country in the world. [...] there [are] less rules and regulations an individual has to follow,... (ID 185)

#### AMERICAN INDIVIDUALISM AND PERSONAL FREEDOM

As in the latter quote above, one in four explanations mentioned rules and regulations, connecting Freedom and Independence with the idea of American individualism. Many of these visitors talked about personal Freedom in general, while a small number specifically mentioned Freedom of expression, or even suggested that the American government has too much control in individuals' lives.

The discussion of personal Freedom tended to focus on historical events, particularly, on the original movement to the United States to seek a better life and the Civil Rights Movement:

[A]nything to do with the growing of America to me was always a feeling that everybody came here to be free and do what they can in order to live a better life. (ID 506)

Respondent: For me, the Civil Rights Movement.

Interviewer: What about that associates Freedom with you? [...]

Respondent: To me, Freedom is represented by personal Freedom and personal choice. And the Civil Rights Movement embodies our nation becoming aware of the need for personal choice and personal Freedom and the right for all people to have that. (ID 184)

Other social and political issues, such as women's rights, and the right to vote, were also mentioned as examples of Freedom and Independence.

[...] I think that's what makes [our country] progress so much more. [...] The citizens or different events that pursue the cause of Freedom. I guess that revolutionary attitude. And like rights for people with AIDS, rights for people with [sic] different races, civil rights, things like that. (ID 46)

In summary, visitors were overwhelmingly positive about the state of Freedom in the United States. The only negative opinions were the few that put forward

the views that there is too much government control, that Freedom is being taken for granted, or that individual rights and American ideals of Freedom are being lost.

Freedom and Independence were treated by the majority of visitors as simple concepts that did not need specification, particularly when they referred to national Freedom rather than personal Freedom. More specific types of Freedom, such as those of speech, political affiliation or faith were not mentioned. Political or judicial rights and religion were only mentioned in a couple of responses.

The lack of depth in visitors' responses to Freedom and Independence also suggests that the association of these ideas with American history may be, for some visitors, more a matter of practice than of feeling or understanding.

### TRADITION

Altogether one in six visitors said that the museum should emphasize Tradition in communicating American history. Half of the explanations these visitors gave referred to the need to preserve either our national history or our culture and values, especially for future generations. An additional one-fifth of the explanations cited military events.

### PRESERVING NATIONAL HISTORY

When a visitor chose Tradition, they were basically affirming the expected role of a national museum of history to preserve the core elements of a nation's history. One out of three responses about Tradition mention that it is important because keeping Traditions is how we preserve our national history.

Tradition, because there's no future without a past. (ID 505)

It's a museum of American history. I come here to see what's happened in the past. (ID 532)

### PRESERVING AMERICAN CULTURE AND VALUES

One out of five of the explanations of Tradition mentioned preserving American culture and values, including the mix of cultures (usually meaning ethnic groups) in America, and family values. In this sense, Tradition refers to beliefs and ideals:

[...] The whole set of Traditions [...] we've passed down and we don't want to forget about. [...] Values that America holds and cherishes. The Traditions that we don't want to forget about that may slowly pass into oblivion if we don't remember them. (ID 694)

Several visitors also noted the importance of preserving values, history, Tradition and culture for future generations. The overall message was that it is important for American youth to learn about and appreciate their country and its history.

Because I don't feel that the young people know what the heritage is about. It's the same, from Washington's philosophy to today. It's the same philosophy. It doesn't change [...] It's firm. It's absolute. (ID 80)

We need to learn from the past. (ID 695)

I don't think the flag gets enough attention. I have to tell my students about it, and they've been here [before]. I don't think it gets enough press, Diversity. I would like to say that I particularly enjoyed the internment exhibit. [...] Because of the way it uses the Constitution and ties it into internment, Japanese internment. I really thought that was an excellent way of teaching the Constitution, by giving the example of how people's lives were violated. (ID 692)

#### MILITARY EVENTS

One-fifth of the explanations of Tradition mentioned a particular military event as the basis of Tradition, or the founding of American Traditions. The predominant wars mentioned were the Revolution and the Civil War:

Respondent: Tradition would be the best thing. [...] How the things, the culture has changed throughout the years and it's evolving.

Interviewer: When you say Tradition, you mean both the Tradition of the state...

Respondent: Yeah, the people as well, culturally. [...]

Interviewer: What one historical event or object do you most associate with Tradition?

Respondent: I guess the American Revolution.

Interviewer: And you think of that as a symbol of Tradition culturally, too?

Respondent: It's like a symbol more, not just the facts. More like a symbol of change in the world, a new idea brought into the world... (ID 787)

Probably the Civil War, because it defined the future of the country... (ID 180)



## DIVERSITY

Altogether about 15 percent of visitors said that the museum should emphasize Diversity in communicating American history. Visitors who selected Diversity gave more constructive feedback on what the museum should emphasize than did visitors who selected some of the more popular themes.

## ETHNICITY

The explanations for choosing Diversity strongly reflected visitors' perceptions of American society. About 60 percent of them discussed ethnicity. When different cultural groups were mentioned by name, there was more emphasis on Hispanics and European groups than Native Americans, African Americans, or Asian Americans. Many speak of different racial or ethnic groups without naming any specific one.

I would be interested in seeing some more in Diversity. Just the diverse cultures that are in America, the Native American heritage that was here before white people came over. And then [...] so many people immigrated here from other cultures. How those have all come together and formed an American culture that take bits and pieces from all these others. (ID 55)

I think it's too easy to get one clear, linear idea of American history without inspecting all the different experiences totally different people had. You have Native Americans and immigrant Japanese to etcetera, etcetera [sic]. I'm not being very articulate here, but I would say that would be the most important, the most interesting thing the museum could emphasize. (ID 643)

## IMMIGRATION

Visitors made a strong positive association between Diversity and the movement or immigration of peoples to the United States.

You can't stress just one or two cultural backgrounds. You've got to stress them all, because everyone makes up the country. You had waves of immigration, so there were periods here in United States history that you had different waves. [...] Each group had an impact, but a different part of, and a different time in the history of the United States. (ID 13)

American history is made up of people from so many different cultures and backgrounds, and countries that -- and they're all part of it. Yeah, there were different waves of immigrants at different times. The last 20 years has been....Southeast Asia is one of the bigger ones and a lot of Hispanic people are moving up. At other times, it's been the Irish, or the Germans, Scandinavia. (ID 304)

## DIVERSITY AND PRESERVATION

One out of five explanations made a strong link between Diversity and preservation, as it is the past that has led to the present situation. Preservation in this context included history, culture, and values.

Respondent: I don't think you can talk about the United States of America or the flag without bringing in the role of Diversity that we have today.

Interviewer: What do you mean by Diversity?

Respondent: The diverse cultures, the diverse backgrounds, the diverse people that are here within the United States. And the Diversity of this country that has created the heritage. That has created the history behind it all. (ID 198)

I think that our present Diversity is different from our original, and that's really neat. It just shows that we have a lot of Diversity and it's always changing. When I travel and I see. I people watch and I think that's really cool, because in my own little community, we really don't have the Diversity that I can see here. But I think, even my kids mentioned it, we have to realize we are a very diverse population and take that into account. It's wonderful. It's a nice success. (ID 88)

## DIVERSITY AS THE BASIS OF AMERICA

Fifteen percent of the Diversity explanations discussed Pride in the United States' ability to "blend" different heritages or cultures, seeing it as the basis of America, or its primary strength. A few mentioned the benefits and success of Diversity in encouraging social and technological progress:

Because I think we're so diverse in America, that our states are made up of so many different people and beliefs. That we all manage to live together and it's the most important thing for our country now today more than ever. [...] how those beliefs have come together to make our country one nation. How that's helped us find a lot of different new things that if we didn't have Diversity, we probably wouldn't have come up with so many new things in our country... (ID 312)

Respondent: I think there are lots of times when the contributions of many people are missed. And so to bring attention to the contributions of lots of different kinds of Americans would be helpful. I think that [the Woolworth's Counter Sit in] is a good example in terms of African American students at that point.

Interviewer: I guess maybe a little bit more of what I'm trying to get at is if you think Diversity is important to show [to] communicate American history?

Respondent: Contributions of various Americans I think in terms of paying attention to representing maybe where those people came from. See it's really building on a sense of sort of that we still really are a huge nation of immigrants. (ID 316)

## **PATRIOTISM AND PRIDE**

Ten percent of visitors selected Patriotism and four percent selected Pride as ideas that should be emphasized in communicating American history. However, when they explained their answers, visitors discussed the two themes in the same way, and brought up identical issues. Overall, they focused their responses on the continuous need to inspire American Pride and Patriotism. One-third of the responses focused on the preservation of and need to instill Pride and Patriotism, particularly in American youth, another third emphasized the role of historical struggles, and about one-quarter referred to personal feelings of Pride in America and Americans.

## **INSTILLING PRIDE AND PATRIOTISM**

One dominant association visitors made with Pride and Patriotism was the need for preservation, particularly in terms of history, as preserving history is seen as part of being patriotic. Several visitors emphasized the importance of instilling Pride and respect for their country in younger American generations through preserving history, particularly as some felt that the country is losing its 'principles':

I think Patriotism. I think as we move through the decades, people are getting away from core ideals and fundamentals on which our union is based... (ID 64)

## **PRIDE IN AMERICAN STRUGGLES**

Most of those who explained their choice of Pride and Patriotism in terms of wars and struggles discussed the American Revolution, as it represents the beginning of the country to which they felt Patriotism is due. Many expressed Pride in the changes that took place as a result of the Civil War. Visitors also talked about respect due to the patriotic soldiers who fought for the United States:

Respondent: Patriotism maybe, many people lost their lives.

Interviewer: And you feel that Patriotism is the most important because they should recognize that?

Respondent: Out of respect for the people who died. (ID 640)

## PRIDE IN AMERICA AND AMERICANS

Visitors who talked about Pride and Patriotism were boastful of America and Americans. Most of the feelings of national Pride and Patriotism seemed to refer to a sense of achievement as a nation and as individuals:

It's a very unique country. It's the greatest thing in the world to be born and living here. I've been all over the world and there's nothing like it. It's the greatest... (ID 36)

I think that's what our country is all about. Pride of where we are, who we are and what our country stands for. I teach children learning English as a second language. For me, having them learn English and be part of American culture is very important. Not to lose their own, but [...] I hope that being part of America is developing a sense of Pride in being here. (ID 602)

## DECLINE AND LOSS

Two out of five of the explanations of Pride and Patriotism mentioned decline or loss of Patriotism and Pride. A number of these referred to a lack of respect for the United States government, but varied in their reasons for this decline. Some visitors suggested the leadership itself is unsatisfactory, while others showed a more positive attitude towards it:

Because we've lost a lot of the guideposts that made our country great. And it seems to me that we've lost the reason for our country existing. And I think that we don't have at this point the leadership that would inspire us for Patriotism, because not everything is dollar and cents. (ID 555)

I just feel strong that we are getting away from American Pride somewhat. [...] just like the Oklahoma City bombing and stuff. It seems like there shouldn't be some people that are really struggling against the government as such. I think we need to promote that I guess. (ID 179)

Some visitors linked this theme of loss of respect for the United States to respect for God:

Respondent: Patriotism, because it's lost.

Interviewer: What makes you say that?

Respondent: Because I'm 65 years old and I've seen a lot of changes in 50 years or so. Because people don't respect the United States and God like they used to... (ID 601)

## UNITY

Four percent of visitors chose Unity. Those visitors who chose Unity made strong links with Diversity -- ten percent of the explanations specifically mention Diversity and 25 percent mention ethnicity.

## UNITY AND ETHNICITY

These explanations suggest that the idea of Unity inevitably involves the question of who is being united, and, as in the Diversity discussions, visitors divided American society into ethnic groups above any other possible divisions (regions, political groups, religion, class, etc.):

Respondent: I think what the museum should emphasize is the unity in Diversity in our country.

Interviewer: Unity in Diversity.

Respondent: Because we're all different, but there's something that joins us together. You could start with Martin Luther King's speech, the "I have a dream" speech... (ID 82)

Approximately half of the responses suggested that Unity is already a significant aspect of American society. Others indicated that it needs to be emphasized in the museum because divisions in society are increasing.

## MILITARY HERITAGE

Four percent of visitors chose Military heritage as the theme to emphasize when communicating American history. The explanations of these responses are mostly concerned with the significance of war and military actions to U.S. history, and are generally vague. The explanations focus on the preservation of military history, particularly for children. The Civil War, World War II, the Vietnam War, and war in general were mentioned:

[...] I guess because a lot of the drastic things that happened in our country was due to some type of war [...] battle or war: World War II and Vietnam, those had a great impact on society. (ID 206)

## 5. Discussion of Visitors' Views of American History

This section addresses the explanations and examples that were common to many of the visitors' responses about themes the museum should emphasize in communicating American history.

Overall, visitors' responses reflected their positive opinions about American society. However, visitors were likely to be especially enthusiastic about the United States, having chosen to visit an establishment dedicated to its history. The rare critical remarks centered on the need to improve still inadequate rights for ethnic minorities, insufficient understanding between different cultural groups and a perceived decline in Patriotism and loyalty to American ideals.

Within the responses as a whole, we can identify seven major ideas that surfaced consistently in visitors' explanations of what they thought the museum should emphasize:

**STRUGGLE**—America's history of struggle, either in war, (particularly the American Revolution and the Civil War), or in the more contemporary struggle for civil rights (the theme of struggle was mentioned by 35 percent of all visitors);

**PRESERVATION**—The necessity to preserve American culture and values, as well as objects of historical importance (mentioned by 33 percent of visitors);

**FOUNDATIONS**—The most important historical foundations that the country was built on and which continue to define the United States as a nation (22 percent of visitors);

**NATIONAL SPIRIT**—America as the "home of the brave," highlighting national Pride (19 percent of visitors);

**ETHNICITY**—The United States as a nation of different ethnic groups and of immigrants both past and present (17 percent of visitors);

**INDIVIDUALISM**—America as the "land of the free," emphasizing personal Freedom (14 percent of visitors); and,

**TECHNOLOGICAL PROGRESS**—The industrial revolution, machinery, transportation, computers (mentioned by 12 percent of visitors in the Replication Study).

We interpret these ideas as an outline of the basic notions that visitors hold on the subject of American history. They are probably very influenced by school

experiences as well as by visits to other history museums and historical sites. To some degree they probably also reflect visitors' views of the Smithsonian Institution in general and NMAH in particular as the central repository of the nation's history.

## **6. Implications For The Re-Installation Of The Star-Spangled Banner**

In this section we discuss what we think the results of this study imply for the re-installation of the Star-Spangled Banner.

### **THE STAR-SPANGLED BANNER AS A NATIONAL ICON**

A minority of visitors (10%) gave some indication of the depth of emotion they felt towards the American flag or the Star-Spangled Banner as they were discussing what themes the museum should emphasize in communicating American history. These visitors were clearly enthusiastic about the American flag or the Star-Spangled Banner. Their enthusiasm can be categorized into two types of sentiments. One type of sentiment described the flag or the Star-Spangled Banner as "thrilling" or "meaningful" or said that it gave them "goose bumps." The second type maintained that people should "respect," "appreciate," "celebrate" and "pay more attention to" the flag or the Star-Spangled Banner.

When visitors used a superlative like "thrilling" to describe the flag or Star-Spangled Banner, they cited specific settings that inspired this sentiment. For example, two visitors mentioned the "thrill" they felt in past visits when a screen protected the Star-Spangled Banner and unveiled it to the audience every hour. Several visitors mentioned that they "got goose bumps" when they heard the national anthem played in connection with the Star-Spangled Banner or with the flag. A couple of visitors also said they sometimes feel these sentiments when they see the flag flying or when they hear or say the Pledge of Allegiance.

One thing that I am disappointed in is the display now. The first time I saw [the Star-Spangled Banner] was when it was behind...there was a panel and every hour it was [lowered]. And, that [...] just the thrill of that being lowered and the playing of the Star-Spangled Banner gave more meaning to it. (ID 729)

When visitors mentioned the need to "appreciate" or "celebrate" the flag or Star-Spangled Banner they identified them as symbols of American history just like the Statue of Liberty, the Liberty Bell, the Gettysburg Address, Dr. Martin Luther King Jr.'s "I have a dream" speech, Colonial Williamsburg, the Constitution, or even the Fourth of July.

I think what they should do is concentrate, like, the Constitution, Declaration of Independence, flag and the things that really, truly show our Independence, and Tradition – and all of these [themes], together all in one central area. That would just knock 'em out!. (ID 313)

Interviewer: What idea do you think the museum should emphasize in communicating American history?

Respondent: Pride

Interviewer: What makes you say that?

Respondent: Because the flag burners and everything like that. I want to take a stick and knock them on their heels. I would say that the flag means a lot to me. I was raised in a time when the flag really meant something. We always pledged allegiance to the flag, and when I hear the song or see the flag, it gives me goose bumps. (ID 142)

Some visitors also suggested that Americans show respect for the flag by owning flags, because we are a "flag-flying nation" and because we have many Traditions associated with the flag.

Another group of about 15 visitors volunteered some information on what they like to see in history museums or exhibitions in general. Some of these visitors talked about making exhibitions tangible and appealing for children by providing interactive components and showing "everyday life." Other visitors expressed the thought that it is often more meaningful and exciting to see "actual things from events in history, seeing the beautiful way that they are displayed and orchestrated and laid out." (ID 58)

These visitors' enthusiastic sentiments about seeing the "real thing" echo some of the same feelings other visitors expressed about seeing the American flag or the Star-Spangled Banner displayed in certain settings. However, as we saw earlier, only about one out of ten (12%) new NMAH visitors were aware that the Star-Spangled Banner was the actual flag about which the national anthem was written.

#### **THE STAR-SPANGLED BANNER AS A SYMBOL OF THE MUSEUM**

When we compare the ideas that visitors linked to the Star-Spangled Banner with the ideas they thought the museum should emphasize, we see that the Star-Spangled Banner can function as a symbol for Freedom, Independence, Patriotism and Pride. It is less effective as a symbol of Progress/change, Tradition, and Diversity, the other main ideas that visitors believe the museum should emphasize when communicating American history.



As part of the planning process for the future, it might be useful to consider which of the museum's treasures might function most effectively as symbols of Progress/change, Tradition, and Diversity.

#### **CONTEXTUALIZING THE STAR-SPANGLED BANNER**

The study shows that the Star-Spangled Banner is seen as a symbol of the same enduring values symbolized by all American flags. When asked to give examples of historical events associated with these values, visitors frequently mentioned struggles, either wars, (especially the Revolutionary War and the Civil War) or the Civil Rights Movement. Visitors discussed Military heritage generally as an historical means by which core values are gained and preserved, not as a central theme worthy of its own focus. The study results suggest to us that a successful context for the Star-Spangled Banner would need to balance a focus on Freedom and Independence with a description of the struggles to gain and defend those values.

#### **IMPLICATIONS FOR RAISING PUBLIC AWARENESS**

The studies suggest that NMAH is in a unique position to provide Americans with a tangible way of expressing deeply held national values. When the Star-Spangled Banner is presented as the central symbol for the nation's many struggles to gain, defend and protect Freedom and Independence, the act of supporting its preservation and re-installation becomes a way of reaffirming one's own enduring Patriotism.

The museum is also in a unique position to make a major contribution to the education of all Americans, especially school children, about their cultural heritage. By highlighting the toll of time on this "real" object, it can encourage a sense of ownership in all our cultural artifacts and the value of understanding our rich historic past.

## Appendix A: Study Method

### OVERALL DESIGN

Data for this study were collected in three parts. First, we handed out a short questionnaire for visitors to fill out before exiting the National Museum of American History (NMAH) at Constitution Avenue. Second, we conducted personal interviews with visitors entering NMAH via the entrance off of the National Mall and with visitors who stopped to view the Star-Spangled Banner. Third, we replicated some of the questions from the original interviews and added some new questions in a follow-up interview study at the Mall entrance of NMAH. The hand-out questionnaire and both types and locations of interview surveys were based on independent and systematic samples. The hand-out was conducted on July 24, 1997, the first interviews were conducted between August 18 and August 28, 1997 and the second interviews were conducted between March 14 and March 28, 1998.

For this project we used a "continuous sampling" technique, a special procedure developed for sampling a mobile population.<sup>1</sup> We used teams of two or three people (one to select respondents for interviewing plus one or two interviewers) to conduct the study. The hand-out and interviewing was restricted to voluntary visitors, age 12 or older; i.e., individuals clearly leaving the museum as part of a group were not intercepted.

Visitor cooperation with the study was high, 69.2 percent of visitors completed the hand-out, 86.2 percent completed interviews at the Mall Entrance, 95.6 percent at the Star-Spangled Banner and 86.5 percent in the Replication Study.

### HAND-OUT QUESTIONNAIRE

This brief study of visitors' knowledge of the Star-Spangled Banner was conducted to provide information to the Star-Spangled Banner project team at the NMAH. 148 visitors exiting the museum near the information desk on the Constitution Avenue side of the building were systematically selected from 1606 visitors who passed the interviewing location. They were asked to fill out a one-page questionnaire attached to a clipboard. Visitors were given either a postcard or an NMAH pencil in return for their cooperation.

The questionnaire ascertained visitors' knowledge of the history of the Star-Spangled Banner and flag protocol, as well as, their military background, whether or not they display a flag and their basic demographic characteristics, including age, residence, education and gender. The questionnaire is in Appendix D.

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<sup>1</sup> The procedure and its rationale are described in Z. D. Doering, A. E. Kindlon and A. Bickford, *The Power of Maps: A Study of an Exhibition at the Cooper-Hewitt National Museum of Design*. Report 93-5. (Washington, D. C.: Smithsonian Institution, 1993).

## PERSONAL INTERVIEWS

### THEME STUDY

Interviews were conducted on each day of the week. Mall Entrance and Star-Spangled Banner location surveys were coordinated so that the same people could not be selected for both. A total of 289 interviews were completed at the Mall Entrance and 229 interviews at the Star-Spangled Banner. The intercepted individuals represent a population of 8752 visitors to NMAH and 2417 visitors to the Star-Spangled Banner during the survey period. In appreciation for their cooperation respondents were given NMAH pencils.

In order to develop this study, taped interviews were conducted with about 50 visitors who were looking at the Star-Spangled Banner. As a result of these interviews, and after consultation with NMAH staff, we identified nine major topics that visitors raised when talking about the Star-Spangled Banner. The nine topics are:

Diversity	Military heritage	Progress/change
Freedom	Patriotism	Tradition
Independence	Pride	Unity

We asked visitors which one of the nine they would most associate with the Star-Spangled Banner in particular and with the American flag in general. At the end of the interview, we again showed visitors the list of nine ideas and we tape-recorded their response to the following question: "Which idea do you think the museum should emphasize in communicating American history?" To encourage conversation, interviewers probed with, "What makes you say that?" and "What one historical event or object do you most associate with [that choice]?"

An identical set of personal background characteristics was collected from all visitors: residence, who accompanied the respondent to NMAH, age, educational attainment, racial/ethnic identification and gender.

The questionnaire also included a section for recording administrative information. This included the time, date and location of the interview, and the reason, if applicable, that an interview was not completed (e.g., Smithsonian employee). An interviewer training manual was developed for the study.<sup>2</sup>

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<sup>2</sup> General interviewing instructions were based on Institutional Studies, *A Manual for Interviewers*. Prepared for the 1988 National Air and Space Survey. Report 88-3. (Washington, D. C. : Smithsonian Institution, 1988). The general instructions and question-by-question specifications for this study are available from the Institutional Studies Office.

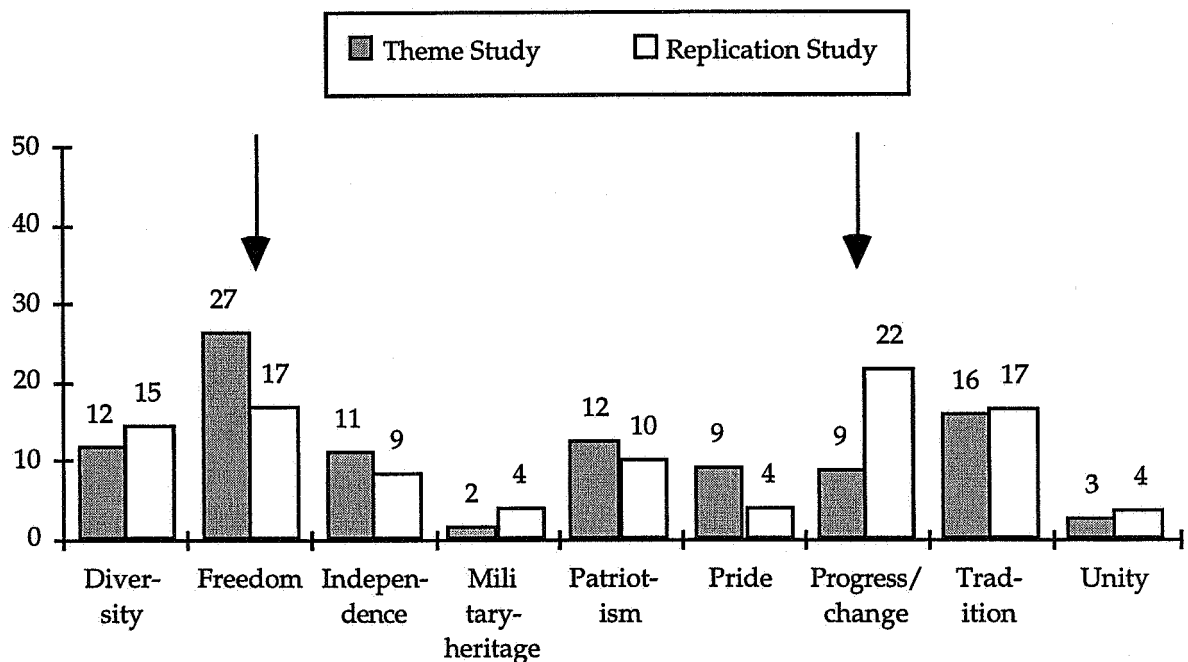
## REPLICATION STUDY

The sample design, replicated questions and methods used for the Replication Study are exactly the same as those used in the original Theme Study, except for question order. In order to test for the influence of question order on visitors' responses to the final question about communicating American history, we asked the question about communicating American history at the start of the Replication Study interview. Like the original Theme Study, interviews were conducted on each day of the week. A total of 321 interviews were completed at the Mall Entrance. The intercepted individuals represent a population of 19,605 visitors to NMAH during the survey period. In appreciation for their cooperation respondents were also given NMAH pencils.

The Replication Study showed that question order somewhat influenced visitors' selection of themes. The questions about the Star-Spangled Banner and the American flag influenced visitors to select Freedom as the theme the museum should emphasize in communicating American history, and consequently, masked the importance of Progress/change. Progress/change responses were more common in the Replication Study (a 13% difference) and Freedom responses were less common (a 10% difference).

In addition, fewer visitors selected Pride in the Replication Study (a 5% difference). The percent of visitors who selected other themes varied by less than three percent from the Theme Study to the Replication Study. Figure 4 illustrates the changes.

**Figure 4. Changes in Theme Selections for Communicating American History, Theme Study and Replication Study (in percent)**



As we noted above, the Replication Study showed that the question order influenced the selection of themes that the museum should emphasize in communicating American history. Progress/change responses were more common in the Replication Study (a 13% difference) and Freedom responses were less common (a 10% difference). The Replication Study included new questions meant to explore the possibility that other factors besides repeat visitation might also be strongly associated with awareness of the Star-Spangled Banner.

Visitors who came to the museum with a tour or school group were almost absent in the Theme Study but prevalent in the Replication Study due to seasonal differences. Their presence in the Replication Study increased the overall awareness of the Star-Spangled Banner.

### **SAMPLE DESIGN AND SELECTION**

Interviews were conducted every-other day and, within each day, there were four interviewing sessions per day (10:30-11:30 AM, 11:45 AM -12:45 PM, 2:00-3:00 PM and 3:15-4:15 PM).<sup>3</sup>

Sample selection followed procedures established by ISO for its studies. Within each time interval selected for the survey, a team leader, or "counter," used a mechanical counter and a stop watch to keep track of the number of persons exiting (or entering) the exhibition within 15 minute intervals. The counter also identified the visitors to be intercepted, whenever an interviewer had completed one interview and was ready to begin the next.<sup>4</sup> For logistical and technical reasons, interviews were not conducted with members of school or tour groups. Thus, our data pertain to "voluntary visitors."

### **DATA PREPARATION AND CODING**

The questionnaires were reviewed in the office to ensure that the data file included the appropriate information for weighting the data, and the codes assigned to the open-ended survey questions.

The taped portion of the Theme Study interview was professionally transcribed and the text was coded in NUD\*IST (version 4), a computer program for text analysis.

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<sup>3</sup> The schedule is on file, ISO.

<sup>4</sup> This method of selecting a sample keeps the interviewers fully occupied, compared to an equal interval selection method; the counter is essentially incorporating a self-adjusting selection interval.

## COMPLETION RATES AND RESPONSE BIAS

### THEME STUDY

Table 10, in Appendix B, summarizes the results of the field work. As shown, 13.8 percent of all persons intercepted in the Mall Entrance survey and 4.4 percent at the Star-Spangled Banner refused to participate in the survey. While a few refusals were due to language difficulties, the majority of refusals were for "other" reasons (e.g., visitors in a hurry, not wanting to detain companions, etc.).

To check for possible bias, we compared separate demographic characteristics available for both visitors who completed interviews and visitors who refused for any reason (from observations). These include, residence, age, gender, and racial/ethnic identification. Because of the high response rate, there was no detectable bias.

### REPLICATION STUDY

Table 10 also shows that 14 percent of visitors intercepted in the Replication study refused to participate in the survey. Again, the majority of refusals were for similar reasons such as visitors in a hurry, not wanting detain companions, etc.

Like the Theme Study, because of the high response rate in the Replication Study, there was no detectable bias in visitors who completed interviews compared to visitors who refused to complete an interview. As noted above, seasonal differences in the number of school and tour groups distinguished the visitors in the Replication Study from the visitors in the Theme Study. Visitors who came to NMAH in school and tour groups were 16 percent of the Replication Study sample and 1 percent of the Theme Study.

## Appendix B: Supplementary Tables

Table 1  
**Demographic Characteristics**  
 July 1997, Fact Study, Constitution Ave. Entrance  
 (In Percent)

Demographic Characteristics	SSB Study	1994-95 NMAH Study (July Data)	
<b>11. # Before today, how many times have you been to this American History Museum?</b>			
Never	50.3	47.9	
1-3 times	34.0	52.1 *	
4 or more times	<u>15.7</u>		
Total	100.0	<u>100.0</u>	
<b>12. What is your age? _____</b>			
12--19	23.0	17.0	
20--39	35.8	35.4	
40 & over	<u>41.2</u>	<u>47.6</u>	
Total	100.0	100.0	
(Age: Mean=35.3, S.D.=15.5, Q1=21.5, Q3=45.5)			
<b>13. Where do you live?</b>			
DC Metro area	12.8	17.2	
Elsewhere in the U.S.	79.1	70.9	
Outside of the U.S.	<u>8.1</u>	<u>11.9</u>	
Total	100.0	100.0	
<b>14. Your education is...</b>			
		<u>Age 25+</u>	<u>Age 25+</u>
Have not completed high school	21.7	1.8	14.0 0.8
High school graduate/ some college	19.4	19.4	35.8 46.9
College graduate/ advanced degree	<u>58.9</u>	<u>78.8</u>	<u>50.3</u> <u>52.3</u>
Total	100.0	100.0	100.1 100.0
<b>15. You are:</b>			
Female	49.8	43.1	
Male	<u>50.2</u>	<u>56.9</u>	
Total	100.0	100.0	
<b>10. Which of the following describes you? (Mark all that apply)</b>			
		U.S. <u>Residents</u>	
I own an American flag	58.1	62.4	
I am/was a Girl Scout/Boy Scout	49.6	53.6	
I display the flag on holidays	41.1	44.7	
I display the flag regularly	16.1	17.5	
I can't display a flag because of where I live	7.7	7.1	
My parents display(ed) the flag on holidays	39.1	42.6	
My parents display(ed) the flag regularly	16.3	17.8	
I currently serve in the Act Mil/Reserves	2.5	2.7	
I served in the Active Military/Reserves	5.7	6.2	
My spouse/child serves/served in the Active Military/Reserves	6.2	6.8	
None of these	17.5	12.0	

#Question number; see p.4.

\*Definitions not comparable for other two categories.



Table 2  
Experience with Star-Spangled Banner  
 July 1997, Fact Study, Constitution Ave. Entrance  
 [Total and Statistically Significant Differences Only (Chi-square test, p<.05)]

	Total Percent	Experience*	
		Saw The Flag 63.4%	Did Not See 36.6%
<b>1. Did you see this flag (at right) in the museum today?</b>			
Yes	55.5		
No	<u>44.5</u>		
Total	100.0		
<b>2. Have you seen this flag on a previous visit to the museum?</b>			
		<u>Previous Visitors</u>	
Yes	31.4	60.1	
No	<u>68.6</u>	<u>39.9</u>	
Total	100.0	100.0	
<b>3. Is the flag which is displayed here in the museum the real flag or a replica?</b>			
Real	57.2	81.0	13.7
I don't know/Replica <sup>^</sup>	<u>42.8</u>	<u>19.0</u>	<u>86.3</u>
Total	100.0	100.0	100.0
<sup>^</sup> Replica combined w/DK; Replica total = 2.7%			
<b>4. Which historical flag is this?</b>			
Old Glory	15.1	20.3	6.3
Betsy Ross Flag	5.3	4.4	6.8
Star-Spangled Banner	48.1	62.5	23.8
None of these/I don't know <sup>^^</sup>	<u>31.5</u>	<u>12.8</u>	<u>63.2</u>
Total	100.0	100.0	100.1
<sup>^^</sup> None of these combined w/DK; None total=1.9%			
<b>5. With which war do you associate this flag?</b>			
Revolutionary War	27.6	29.9	23.6
War of 1812	34.6	44.3	17.6
Civil War	9.7	5.9	16.5
None of these/I don't know <sup>^^^</sup>	<u>28.2</u>	<u>20.0</u>	<u>42.4</u>
Total	100.1	100.1	100.1
<sup>^^^</sup> None of these combined w/DK; None total=2.5%			

\*Includes those who saw flag on this visit (Q1) and previous visits (Q2)

Table 2 (cont.)  
**Experience with Star-Spangled Banner**  
 [Total and Statistically Significant Differences Only (Chi-square test, p<.05)]

	Total Percent	Experience*	
		Saw The Flag 63.4%	Did Not See 36.6%
<b>6. Where was it flown?</b>			
Ft. Sumter	10.2	9.2	12.2
Ft. McHenry	35.6	45.4	16.5
Ft. Ticonderoga	2.2	2.3	2.0
None of these	2.7	1.9	4.1
Don't know	<u>49.4</u>	<u>41.2</u>	<u>65.3</u>
	100.1	100.0	100.0
<b>7. Right now the flag hangs vertically with the stars on the left. Which way would you prefer to see the flag hang in the future?</b>			
A. Horizontally with stars on left	38.7	32.2	50.4
B. Horizontally with stars on right	0.0	0.0	0.0
C. Vertically with stars on left	29.0	37.7	13.4
D. Vertically with stars on right	9.3	9.7	8.5
No preference	<u>23.1</u>	<u>20.5</u>	<u>27.8</u>
	Total 100.1	100.1	100.1
<b>8. How familiar are you with the rules (protocol) for displaying the American Flag?</b>			
Not at all familiar	13.5		
Not very familiar	21.6		
Somewhat familiar	52.4		
Very familiar	<u>12.5</u>		
	100.0		
<b>9. How interested would you be in watching the flag restoration on closed circuit television?</b>			
Not at all interested	6.1		
Not very interested	19.3		
Somewhat interested	52.6		
Very interested	<u>22.0</u>		
	Total 100.0		

\*Includes those who saw flag on this visit (Q1) and previous visits (Q2)

Table 3  
Familiarity with Flag Protocol  
 July 1997, Fact Study, Constitution Ave. Entrance  
 [Statistically Significant Differences & Totals Only (Chi-square test, p<.05)]

	How familiar are you with flag protocol?				Total
	Not at all	Not very familiar	Somewhat familiar	Very Familiar	
<b>What is your age?</b>					
12--19	20.4	16.7	28.4	34.6	100.1
20--39	15.8	23.0	57.2	3.9	99.9
40 & over	7.7	23.0	61.0	8.4	100.0
<b>Where do you live?</b>					
DC Area	9.1	29.2	57.7	4.0	100.0
Elsewhere in the U. S.	8.5	20.6	56.5	14.5	100.1
Outside U. S.	67.6	20.4	6.0	6.0	100.0
<b>Your education is...</b>					
Not completed HS	17.7	15.8	32.2	34.3	100.0
HS graduate/Some college	9.0	17.7	65.8	7.4	99.9
College graduate/Advanced degree	13.4	23.9	55.6	7.2	100.1
<b>Who displays the flag?</b>					
Self/parents display(ed) flag	5.6	19.6	58.9	15.9	100.0
No one displays flag	25.9	24.2	42.5	7.4	100.0
Total	13.5	21.6	52.4	12.5	100.0

Table 3a  
Experience with Star-Spangled Banner, by Age  
 [Statistically Significant Differences & Totals Only (Chi-square test, p<.05)]

	Total Percent	Age			Total
		12 -- 19	20 -- 39	40 & Over	
<b>Which of the following describes you?</b>					
<b>U.S. Residents Only</b>					
I display the flag on holidays	44.7	17.7	28.6	53.7	100.0
My parents display(ed) the flag on holidays	42.6	12.8	36.2	51.0	100.0
Self/parents display(ed) flag*	64.9	20.3	34.0	45.7	100.0

\*Includes those who own a flag, as well as those who do not.

Table 4  
Gender, Age, Racial/Ethnic Identification and Residence  
 August 1997, Theme Study  
 (In Percent)

	<u>Location</u>	
	<u>Mall Entrance</u>	<u>S-SB</u>
<u>Gender</u>		
Female	56.3	44.9
Male	<u>43.7</u>	<u>55.1</u>
Total	100.0	100.0
N	256	220
<u>Age</u>		
12 to 19	13.1	10.0
20 to 24	15.3	9.3
25 to 34	15.7	19.2
35 to 44	24.0	33.1
45 to 54	19.5	18.6
55 +	<u>12.4</u>	<u>9.9</u>
Total	100.0	100.0
N	256	220
<u>Racial/Ethnic Identity--U.S. Only</u>		
<b>Minority</b>	<b>15.7</b>	<b>11.8</b>
African American/Black	4.4	1.3
Asian/Pacific Islander	4.1	3.0
Hispanic/Latino	2.8	3.1
Native American/Multiple	4.4	4.4
<b>White</b>	<b><u>84.3</u></b>	<b><u>88.2</u></b>
Total	100.0	100.0
N	225	194
<u>Residence</u>		
Washington, DC	4.7	0.6
MD/VA Suburbs	18.6	10.0
Other U.S.	64.8	77.8
Foreign	<u>12.0</u>	<u>11.6</u>
Total	100.0	100.0
N	256	220

Table 5  
Social Composition of the Visit Group and NMAH Visitor Type  
 August 1997, Theme Study  
 (In Percent)

<u>Configuration of Group</u>	<u>Location</u>	
	<u>Mall Entrance</u>	<u>S-SB</u>
<b>One adult</b>	<b>10.7</b>	<b>7.5</b>
<b>Two adults</b>	<b>32.5</b>	<b>29.0</b>
<b>Several adults</b>	<b>19.1</b>	<b>21.2</b>
<b>Adult(s) and child(ren)</b>	<b>36.4</b>	<b>42.3</b>
Adult with child(ren)	13.0	15.0
Sev. adults with child(ren)	16.4	21.1
Children	7.1	6.2
<b>School/Tour/Teens</b>	<b>1.3</b>	<b>0.0</b>
School trip	0.6	0.0
Tour group	0.4	0.0
Group of teens	<u>0.2</u>	<u>0.0</u>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>
<b>N</b>	<b>256</b>	<b>220</b>
 <u>NMAH Visitor Type</u>		
<b>New</b>	<b>47.6</b>	<b>59.3</b>
<b>Returning (1-3 visits)</b>	<b>30.4</b>	<b>27.6</b>
<b>Frequent (4+ visits)</b>	<b>21.9</b>	<b>13.2</b>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>
<b>N</b>	<b>256</b>	<b>220</b>

Table 6  
Educational Attainment  
 August 1997, Theme Study  
 (In Percent)

<u>Educational Attainment</u>	<u>Location</u>	
	<u>Mall Entrance</u>	<u>S-SB</u>
<u>Age 12 or Older</u>		
High School Graduate or Less	7.8	7.5
AA/Jr. College/Technical	14.3	13.9
Some College	18.8	20.6
Bachelor's Degree	34.6	33.9
Some Graduate School	3.1	2.3
MA/PhD/Professional	<u>21.3</u>	<u>21.8</u>
Total	100.0	100.0
N	256	220
<u>Ages 25 or Older</u>		
High School or Less	0.5	1.5
AA/Jr. Coll./Tech/Some Coll.	31.0	33.4
Bachelor's/Some Graduate	38.8	38.6
MA/PhD/Professional	29.7	26.4
Total	100.0	100.0
N	183	177

Table 7  
Visitors Awareness about S-SB by Visitor Type  
 August 1997, Theme Study, Mall Entrance  
 (In Percent)

	<i>Visitor Type of NMAH (Mall) Visitors</i>		
	New	Returning (1-3 visits)	Frequent (4+ visits)
<i>Were you aware of S-SB before your visit today?</i>			
Yes, aware	15.8	55.6	86.8
No, not aware	<u>84.2</u>	<u>44.4</u>	<u>13.2</u>
Total	100.0	100.0	100.0
<i>Were you aware that S-SB is the original banner that the national anthem was written about?</i>			
Yes, aware	11.7	36.5	68.9
No, not aware	<u>88.3</u>	<u>63.5</u>	<u>31.2</u>
Total	100.0	100.0	100.0
<i>Have you heard about the planned preservation?</i>			
Yes, did hear	7.6	13.6	23.8
No, did not hear	<u>92.4</u>	<u>86.4</u>	<u>76.2</u>
Total	100.0	100.0	100.0
N	122	78	56

Table 8  
Themes associated with S-SB, American Flag, American History and Total  
 August 1997, Theme Study and March 1998, Replication Study  
 (In Percent)

<u>Themes</u>	<u>Theme Study</u>		<u>Replication Study</u>
	<i>S-SB</i>	<i>American Flag</i>	<i>American History</i>
Diversity	0.6	0.0	14.6
Freedom	27.1	28.9	17.0
Independence	19.0	17.1	8.6
Military heritage	5.0	0.3	4.0
Patriotism	37.2	35.3	10.1
Pride	6.1	11.4	4.0
Progress/change	0.0	0.0	21.5
Tradition	4.7	1.7	16.5
Unity	<u>0.4</u>	<u>5.2</u>	<u>3.6</u>
Total	100.0	100.0	100.0
N	218	217	321

Table 9  
How did the Star-Spangled Banner catch new visitors' attention?  
 August 1997, Theme Study  
 (In Percent)

	<i>New Visitors to the Star-Spangled Banner</i>
Its size	42.6
A friend or family member pointed it out/wanted to see it	13.3
It looked old or worn	11.5
Saw it from the entrance/pendulum	10.7
Saw it from the east/west wing	5.9
NMAH information desk or other SI information	7.6
Knew it was here before visit	5.0
Other	<u>3.3</u>
Total	100.0
N (New visitors)	130



Table 10  
Completion Rates  
 Theme Study, Replication Study, Fact Study  
 (Frequency and Percent)\*

Type	<u>Theme Study</u>				<u>Replication Study</u>		<u>Fact Study</u>	
	Mall Entrance		S-SB		N	%	N	%
	N	%	N	%				
<u>A. Disposition, All Eligible Visitors</u>								
Interviews	249	86.2	219	95.6	276	85.8	148	69.2
Non-Interviews	40	13.8	10	4.4	45	14.2	66	30.8
Refusal, Language Difficulty	14	4.8	2	0.9	15	2.9	na	na
Refusal, Other Reason	26	9.0	8	3.5	30	11.3	na	na
Total	289	100.0	229	100.0	321	100	214	100.0
<u>B. Response Rates</u>								
All Eligible Visitors	86.2		95.6		85.8		69.2	

\* Frequencies and percents are based on unweighted data.

Table 11

Based on 40% of visitors - what specific things they came to see.

March, 1998 Replication Study

(In Percent)

<u>Percent</u>	<u>Percent</u>
Cultural History	History of Information Technology
Entertainment Icons	(including Numismatics)
6.0 Ruby Slippers	0.3 Information Age
3.3 Fonzie's Jacket	0.5 Money & Metals Hall
0.0 Mr. Roger's Sweater	0.0 Printmaking (Graphic Arts Hall)
0.7 Archie Bunker's Chair	4.5 TV unspecified
Musical Instruments	History of Science and Medicine
0.0 Guitars	0.0 Science in American Life
0.0 Violin/String Instruments	0.0 A Material World
2.4 Musical Instruments unspecified	2.1 Pendulum
Specific Exhibitions	1.2 Science/medicine unspec.
0.4 Field to Factory	Social History
0.0 Sitting For Justice	21.2 First Ladies
2.9 Ella Fitzgerald	0.0 Parlor to Politics
0.0 American Encounters	1.3 Presidential Memorabilia
History of Technology	0.0 Ceramics Hall
Military (Armed Forces Hall)	0.0 After the Revolution: Life in America
0.0 A More Perfect Union (Japanese Internment)	3.8 Star-Spangled Banner
2.0 Personal Legacy: Healing of a Nation	0.4 Native American History
2.2 Civil War	Misc.
0.0 Korea	3.9 Shop
0.8 World War II GI	8.5 Eat
2.6 The Gunboat "Philadelphia"	0.0 Archives/Library
1.1 Military unspecified	2.0 Exhibitions that no longer exist
Transportation	1.1 Misinformed
2.3 Railroad Hall	6.1 Other
0.5 Ships & Maritime	1.3 Hands on History
5.8 Automobiles	2.6 Alaska Pipeline
2.0 Transportation unspecified	
General Technology	
0.7 Engines of Change	
0.0 Agricultural Hall	
0.0 Bridges & Tunnels	
0.0 Timekeeping	
3.5 Technology unspec.	

\*40% of visitors came to see something in particular.  
60% of visitors were on a general visit.

Table 12

Alphabetical List of Sites Visited in the United States, March 1997 to March 1998

## March 1998, Replication Study

- |   |                                      |
|---|--------------------------------------|
| 1 Air & Space, Smithsonian                | 49 Lincoln's Home                    |
| 2 Alamo                                   | 50 Manassas Battlefield              |
| 3 Antietam                                | 51 Maritime Museum, CA               |
| 4 Appomattox                              | 52 Martin Luther King, AL            |
| 5 Archives                                | 53 Military Base/site (contemporary) |
| 6 Arlington Cemetery                      | 54 Mint                              |
| 7 Battlefields (not civil war/Gettysburg) | 55 Monticello                        |
| 8 Battleship Museum                       | 56 Mormon Tabernacle                 |
| 9 Biltmore House                          | 57 Mount Vernon                      |
| 10 Buffalo Bill's Birth place             | 58 Mystic Seaport, CT                |
| 11 Bunker Hill                            | 59 Natural History, Smithsonian      |
| 12 Carnegie, Pittsburgh                   | 60 Natural History other             |
| 13 Civil War Sites                        | 61 Naval Academy, Annapolis          |
| 14 Cloisters, NYC                         | 62 New Orleans Museum                |
| 15 NPS House Museum, CO                   | 63 Newseum                           |
| 16 Cooperstown                            | 64 Ohio History Soc.                 |
| 17 Duelling grounds, MD                   | 65 Other                             |
| 18 El Morro                               | 66 Panhandle Plans Hist. Museum      |
| 19 Everything in DC                       | 67 Parks/Nature                      |
| 20 FDR Memorial                           | 68 Pearl Harbor Memorial             |
| 21 First Mission                          | 69 Places/cities incl. unspec. site  |
| 22 Ford's Theater                         | 70 Plantations                       |
| 23 Fort Boonesborough                     | 71 Postal Museum                     |
| 24 Fort Conde                             | 72 Railroad Museum, NYC              |
| 25 Fort Desoto, FL                        | 73 Roanoke Lost Colony               |
| 26 Fort Macon                             | 74 Robert E. Lee House               |
| 27 Fort McHenry                           | 75 Santa Barbara Mission             |
| 28 Fort Morgan                            | 76 Saratoga Battlefield              |
| 29 Fort Nashburn                          | 77 Saugus Ironworks, MA              |
| 30 Fort Sumter                            | 78 St. John's Cathedral              |
| 31 Fort unspec. or other                  | 79 State capitols                    |
| 32 Fort Washington                        | 80 Statue of Liberty                 |
| 33 Fredricksburg Battlefield              | 81 Stone Wall Jackson                |
| 34 Freedom Trail, Boston, MA              | 82 Tomb of Naval Hero                |
| 35 Gettysburg Battlefield                 | 83 Trenton, NJ Sites (Rev. War).     |
| 36 Grave of Rev. War Soldier, AL          | 84 U. S. Capitol                     |
| 37 Historic Homes unspec. or other        | 85 U.S.S. Constitution               |
| 38 Holocaust Museum                       | 86 Valley Forge                      |
| 39 Independence Square, Philadelphia      | 87 Vietnam Memorial                  |
| 40 Indian Reservation/sites               | 88 Washington Monument               |
| 41 Jamestown                              | 89 White House                       |
| 42 Jefferson Memorial                     | 90 Williamsburg, VA                  |
| 43 JFK Memorial Library, Boston           | 91 Wright Brothers, Dayton, OH       |
| 44 Johnson Space Center                   | 92 Yorktown                          |
| 45 Kennedy Center                         | 93 DC other                          |
| 46 L.B. Johnson House                     | 94 Sturbridge                        |
| 47 Lexington                              | 95 Harpers Ferry                     |
| 48 Lincoln Memorial                       | 96 Missions                          |

## Appendix C: Selected Characteristics of Quoted Visitors

ID	Gender	Age	Education	Visit Group	Visitor Type	Residence
12	male	42	Bachelor's degree	Several adults	New	Minnesota
13	male	35	MA/Ph.D/Professional	Adults & Children	Returning	Wisconsin
17	male	16	Less than HS	Several adults	New	Illinois
36	male	63	Bachelor's degree	Adults & Children	Returning	Illinois
46	female	42	MA/Ph.D/Professional	Adults & Children	Returning	Missouri
55	female	31	MA/Ph.D/Professional	Two adults	Returning	Wisconsin
58	male	46	MA/Ph.D/Professional	Adults & Children	New	Illinois
64	male	46	MA/Ph.D/Professional	Adults & Children	New	New Jersey
76	male	48	MA/Ph.D/Professional	Two adults	Returning	Ohio
80	female	55	Some college	Adults & Children	New	Florida
82	female	41	Bachelor's degree	Adults & Children	New	Vermont
88	female	43	MA/Ph.D/Professional	Adults & Children	Returning	New York
90	female	42	Bachelor's degree	Adults & Children	New	Maryland
92	male	52	Some college	Several adults	New	Virginia
126	male	35	Bachelor's degree	Two adults	Returning	New York
142	female	60	Some college	Adults & Children	New	California
179	male	39	HS graduate	Adults & Children	Returning	Kansas
180	male	31	MA/Ph.D/Professional	Adults & Children	Frequent	MD/VA suburbs
184	female	45	MA/Ph.D/Professional	Adults & Children	Frequent	Colorado
185	male	31	Bachelor's degree	Alone	Returning	Virginia
198	male	21	Some college	Alone	New	MD/VA suburbs
206	male	30	Bachelor's degree	Adults & Children	New	Maryland
304	female	40	MA/Ph.D/Professional	Two adults	New	Minnesota
312	female	34	Some college	Adults & Children	Returning	Washington St.
313	female	36	Some college	Adults & Children	Returning	New Mexico
316	female	57	MA/Ph.D/Professional	Two adults	New	Illinois
505	female	35	MA/Ph.D/Professional	Adults & Children	New	New York
506	female	49	Some college	Adults & Children	New	New York
532	female	34	Bachelor's degree	Two adults	Returning	Arizona
555	male	60	MA/Ph.D/Professional	Several adults	New	New York
601	female	55	Some college	Adults & Children	New	Alabama
602	female	52	MA/Ph.D/Professional	Adults & Children	Returning	New York
640	male	19	Some college	Several adults	New	Massachusetts
643	male	28	MA/Ph.D/Professional	Alone	Returning	New Jersey
692	female	36	MA/Ph.D/Professional	Alone	Frequent	California
694	female	39	MA/Ph.D/Professional	Two adults	Returning	Georgia
695	male	39	MA/Ph.D/Professional	Adults & Children	Returning	New York
700	female	39	MA/Ph.D/Professional	Two adults	Frequent	MD/VA suburbs
729	female	49	HS graduate	Several adults	Frequent	Ohio
779	female	21	Some college	Two adults	Frequent	Indiana
787	male	23	Bachelor's degree	Alone	Returning	MD/VA suburbs
793	male	54	Bachelor's degree	Several adults	Frequent	MD/VA suburbs

## Appendix D: Study Questionnaires

*The museum is planning to remove, restore and change the display of the large flag near the Mall entrance and wants to find out what visitors know about this flag. A picture of the flag is at the right.*

**Fill in the appropriate circle.**

1. Did you see this flag (at right) in the museum today?       Yes       No

2. Have you seen this flag on a previous visit to the museum?       Yes       No

3. Is the flag displayed here in the museum the real flag or a replica?  
 Real       Replica       I don't know

4. Which historical flag is this?  
 Old Glory       None of these  
 Betsy Ross Flag       I don't know  
 Star-Spangled Banner

5. With which war do you associate this flag?  
 Revolutionary War       None of these  
 War of 1812       I don't know  
 Civil War

6. Where was it flown?  
 Ft. Sumter       None of these  
 Ft. McHenry       I don't know  
 Ft. Ticonderoga

7. Right now, the flag hangs vertically with the stars on the left. Which way would you prefer to see the flag hang in the future? Mark one.

A.        C.        D.   
 B.        No preference

8. How familiar are you with the rules (protocol) for displaying the American flag?  
 Not at all familiar       Somewhat familiar  
 Not very familiar       Very familiar

9. How interested would you be in watching the flag restoration on TV monitors in the museum?  
 Not at all interested       Somewhat interested  
 Not very interested       Very interested

10. Which of the following describes you?  
Mark all that apply  
 I own an American flag  
 I am/was a Girl Scout/Boy Scout  
 I display the flag on holidays  
 I display the flag regularly  
 I can't display the flag because of where I live  
 My parents display(ed) the flag on holidays  
 My parents display(ed) the flag regularly  
 I currently serve in the Active Military/Reserves  
 I served in the Active Military/Reserves  
 My spouse/child serves(ed) in the Military/Reserves  
 None of these

11. Before today, how many times have you visited this American History Museum?  
 Never       1 to 3 times       4 or more times

12. What is your age? \_\_\_\_\_

13. Where do you live?  
 DC Metro Area  
 Elsewhere in the U.S.  
 Outside of the U.S.

14. Your education is...  
 Have not completed high school  
 High school graduate/some college  
 College graduate/advanced degree

15. You are:       Female       Male

**THANK YOU FOR HELPING US.**

for office use:	q12age	session	<input type="radio"/> 1 <input type="radio"/> 4	status	<input type="checkbox"/>
id	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> 2 <input type="radio"/> 5	<input type="checkbox"/> complete	Count
			<input type="radio"/> 3 <input type="radio"/> 6	<input type="checkbox"/> refusal	



Count \_\_\_\_\_

# SSB 1997 Visitor Study

## SSB

id

interv

Hi. My name is \_\_\_\_\_. I work for the Smithsonian and we're talking to visitors about flags today. I'd like to ask you a few questions.

### 1. How did this flag catch your attention?

- Size  Info desk
- Repeat Visit  Brochure
- Knew it was here  Physical appearance (not size) (record)
- I/group saw it from the entrance
- I/group saw it from the sides
- Other \_\_\_\_\_

Now I'd like to ask you a few questions about you and your visit here today.

### 6. Is this your first visit to this museum?

- Yes [go to Q7]  No

### 6A. Before today, how many times have you been here? (record number)

times

### \*7. Where do you live?

- Washington, DC  Other US \_\_\_\_\_
- MD/VA suburbs  Foreign \_\_\_\_\_

statecity

### \*8. What is your age?

age

### 9. What is the highest level of education you have completed?

- Less than HS  Bachelor's degree
- HS grad  Some graduate study
- Assoc/Some college  MA/Ph.D/Profess.

### \*10. Who are you here with today?

- Alone  Adults w/children
- One other adult  Group of teens
- Several adults  Tour group
- Child(ren)  School group
- Adult w/children

### \*11. What is your cultural/racial/ethnic identity?

- African American/Black  Hispanic/Latino
- Asian/Pac. Islander  Native Am./AK Native
- Caucasion/White  Other \_\_\_\_\_

### \*12. Gender: Female Male

I'd like to tape my final question if that is okay with you.

### 13. Which idea do you think the museum should emphasize in communicating American history? [SHOW CARD]

Mark [AHB] circle in Q4.

What makes you say that?

What one historical event or object do you most associate with . . . ?

X1  X2  X3

### 2. Were you aware of it before you came to the museum today? Yes No

### 2A. Have you seen or heard anything about the proposed preservation of the flag?

- Yes  No [go to Q3]

### 2B. Where did you hear about it?

- Newspaper  Friends/Family
- TV/Radio  Other \_\_\_\_\_

### 2C. What did you hear about it?

### 3. Were you aware that this is the actual flag that the national anthem was written about? Yes No

4. Intro: (As you know) The museum is planning to take down the flag to preserve it and re-hang it in a new exhibition. The curators would like to know what ideas visitors associate with this flag.

Which ONE of the ideas on this card do you MOST associate with this flag? Mark [SSB] circle below

[SSB] [Flag] [AHB]

[SSB] [Flag] [AHB]

- Diversity  Pride
- Freedom  Progress/change
- Independence  Tradition
- Military heritage  Unity
- Patriotism  Other \_\_\_\_\_ [SSB]

### 5. Which ONE of the themes on this card do you MOST associate with the American flag in general?

Mark [Flag] circle above

q4ssb  q4flag  q13ahb

ADMIN:

location	card	segment	session	status
<input type="radio"/> Mall	<input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 3	<input type="text"/>	<input type="radio"/> Interview <input type="radio"/> Ref: lang
<input type="radio"/> SSB	<input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 4	<input type="text"/>	<input type="radio"/> SI staff <input type="radio"/> Ref: other
	<input type="radio"/> 3			<input type="radio"/> Inelig.



Count \_\_\_\_\_

# SSB 1997 Visitor Study MALL

id

interv

Hi. My name is \_\_\_\_\_. I work for the Smithsonian and we're talking to visitors about flags today. I'd like to ask you a few questions.

1. Is this your first visit to this museum?

- Yes [go to Q2]  No

1A. Before today, how many times have you been here? (record number) \_\_\_\_\_

2. Were you aware of the large Star Spangled Banner Flag that is hanging over there before you came to the museum today?  Yes  No

[go to Q2A]

2\*\*. Were you aware that this is the actual flag that the national anthem was written about?

- Yes  No

2A. Have you seen or heard anything about the proposed preservation of the flag?

- Yes  No [go to Q4]

2B. Where did you hear about it?

- Newspaper  
 TV/Radio  
 Friends/Family  
Other \_\_\_\_\_

q2both

2C. What did you hear about it?

4. Intro: (As you know) The museum is planning to take down the flag to preserve it and re-hang it in a new exhibition. The curators would like to know what ideas visitors associate with the American flag.

Which ONE of the ideas on this card do you MOST associate with the American flag?

Mark [Flag] circle below

- |                       |   |                       |                                       |
|-----------------------|---|-----------------------|---------------------------------------|
| [Flag]                | [AHB]                                   | [Flag]                | [AHB]                                 |
| <input type="radio"/> | <input type="radio"/> Diversity         | <input type="radio"/> | <input type="radio"/> Pride           |
| <input type="radio"/> | <input type="radio"/> Freedom           | <input type="radio"/> | <input type="radio"/> Progress/change |
| <input type="radio"/> | <input type="radio"/> Independence      | <input type="radio"/> | <input type="radio"/> Tradition       |
| <input type="radio"/> | <input type="radio"/> Military heritage | <input type="radio"/> | <input type="radio"/> Unity           |
| <input type="radio"/> | <input type="radio"/> Patriotism        | Other _____           | [Flag]                                |
|                       |   | _____                 | [AHB]                                 |

ADMIN:	location	card	segment	session	status
	<input checked="" type="radio"/> Mall	<input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 3	<input type="text"/>	<input type="radio"/> Interview <input type="radio"/> Ref: lang
	<input type="radio"/> SSB	<input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 4		<input type="radio"/> SI staff <input type="radio"/> Ref. other
		<input type="radio"/> 3			<input type="radio"/> Inelig.

Now I'd like to ask you a few questions about you and your visit here today.

7. Where do you live?

- Washington, DC  Other US \_\_\_\_\_  
 MD/VA suburbs  Foreign \_\_\_\_\_

statecity

8. What is your age?

age

9. What is the highest level of education you have completed?

- Less than HS  Bachelor's degree  
 HS grad  Some graduate study  
 Assoc/Some college  MA/Ph.D/Profess.

10. Who are you here with today?

- Alone  Adults w/children  
 One other adult  Group of teens  
 Several adults  Tour group  
 Child(ren)  School group  
 Adult w/children

11. What is your cultural/racial/ethnic identity?

- African American/Black  Hispanic/Latino  
 Asian/Pac. Islander  Native Am./AK Native  
 Caucasion/White  Other \_\_\_\_\_

12. Gender:  Female  Male

I'd like to tape my final question if that is okay with you.

13. Which idea do you think the museum should emphasize in communicating American history? [SHOW CARD]

Mark [AHB] circle in Q4.

What makes you say that?

What one historical event or object do you most associate with .. ?

q4flag

q13ahb

X1

X2

X3





Count \_\_\_\_\_

# SSB 1998 Replication Study

id

interv

Hi. My name is \_\_\_\_\_. I work for the Smithsonian. I'd like to ask you a few questions before your visit today.

1. Is this your first visit to this museum?  
 Yes [go to Q2]  No

1A. How many times have you been here before today?  
(record number) \_\_\_\_\_ q1times

2. Today, did you come to the Mall only to visit American History or as part of a general visit to the Smithsonian?  
 NMAH only  General/Smithsonian  
 NMAH & others if time q3partb

3. Was there something in particular you wanted to see or do in THIS museum?  
 No [Go to Q4]  Yes - What was that?  
\_\_\_\_\_

4. The museum staff are planning to make some changes in the museum. They would like to know what ideas visitors think should be emphasized. Which idea do you think the museum should emphasize in communicating American history? [SHOW CARD]

- Diversity  Pride
- Freedom  Progress/change
- Independence  Tradition  other
- Military heritage  Unity
- Patriotism  Other \_\_\_\_\_

4A. What one historical event or object do you most associate with...?  
\_\_\_\_\_ event

5. Were you aware of the large Star Spangled Banner Flag that is hanging over there before you came to the museum today?  
 Yes  No [Go to Q7]  SIBinfo q14num

6. Were you aware that this is the actual flag that the national anthem was written about?  
 Yes  No

7. Aside from this museum, have you ever visited any other historical sites anywhere in the United States? [incl. homes and battlefields]  
 Yes  No [Go to Q10]

8. Which ones did you visit in the last year, that is, since March 1997?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. How many times did you visit it/each of them since March 1997? RECORD # ABOVE

10. Have you ever visited any of these historical sites in the area?  
 a. Arlington Cemetery  e. Gettysburg  i. none  
 b. Colonial Williamsburg  f. Manassas  
 c. Ford's Theater  g. Mount Vernon  
 d. Fort McHenry  h. White House

Now I have a few questions about you.  stactery

\*11. Where do you live?  
 Washington, DC  Other US \_\_\_\_\_  
 MD/VA suburbs  Foreign \_\_\_\_\_

\*12. What is your age? \_\_\_\_\_ age

13. What is the highest level of education you have completed?  
 Less than HS  Bachelor's degree  
 HS grad  Some graduate study  
 Assoc/Some college  MA/Ph.D/Profess.

\*14. Who are you here with today?  
 Alone (goto q15)  Adults w/children\*  
 One other adult\*  Group of teens\*  
 Several adults\*  Tour group (goto q15)  
 Child(ren)\*  School group (goto q15)  
 Adult w/children\*

14A. What is/are the ages of your family/grp. members? Are you related? or How are they related? REMEMBER SI  
Adults \_\_\_\_\_ Children \_\_\_\_\_

\*15. What is your cultural/racial/ethnic identity?  
 African American/Black  Hispanic/Latino  
 Asian/Pac. Islander  Native Am./AK Native  
 Caucasion/White  Other \_\_\_\_\_

\*16. Gender:  Female  Male

ADMIN:	card	segment	session	status
<input checked="" type="radio"/> Rep	<input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 3	<input type="text"/>	<input type="radio"/> Interview <input type="radio"/> Ref: lang
	<input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 4		<input type="radio"/> SI staff <input type="radio"/> Ref. other
	<input type="radio"/> 3			<input type="radio"/> Inelig.

