

Comprehensive Interpretive Plan

October 1999

Upper Delaware Scenic and Recreational River

United States Department of the Interior -- National Park Service

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An implementing plan of the Upper Delaware Scenic and Recreational River's *River Management Plan*

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INTRODUCTION

This Long-Range Interpretive Plan (LRIP) is the first section of the Upper Delaware Scenic and Recreational River's (UPDE) Comprehensive Interpretive Plan (CIP). It describes the desired future for the park's entire interpretive program and presents the actions the park will take over the next 5-10 years to achieve it. This plan focuses on how interpretation and education will help to achieve the mission goals established in the park's Strategic Management Plan. This comprehensive approach to interpretive planning considers and encompasses the purpose and significance of the unit, the parkwide interpretive themes, and the desired experience for all people interested in the park resources and stories. It then selects a variety of interpretive methods and programs, both personal and non-personal (media), to effectively convey messages about the park's purpose, significance, themes, and park issues to all visitors, both on- and off-site. The desired future interpretive program is also guided by "*The Road Ahead*," the Northeast Region's 1997 Interpretation and Education Strategy. Together with annual implementation plans and an interpretive database, this plan provides a comprehensive blueprint for interpretation and education at Upper Delaware Scenic and Recreational River.

The primary intended audience for this plan includes National Park Service (NPS) personnel duty stationed at UPDE, UPDE volunteers – especially those who have a role in the interpretive program – and other NPS personnel with an interest in UPDE, and park partners as appropriate.

A listing of main planning team participants appears in the back of this document.

PART I: FOUNDATION FOR UPPER DELAWARE SCENIC AND RECREATIONAL RIVER'S INTERPRETIVE PROGRAM

PARK PURPOSE

- The purpose of the Upper Delaware Scenic and Recreational River (UPDE) is to conserve, protect, and interpret the river, its surrounding landscape and other values that qualified the Upper Delaware River for inclusion in the National System of Wild and Scenic Rivers.

PARK SIGNIFICANCE:

- The Delaware River is the only major river along the eastern United States coast that remains undammed.
- The water quality is so high that special designation and protective actions have been taken by the Delaware River Basin Commission to prevent degradation. The Delaware River serves the water needs of ten (10) percent of the United States population, approximately two billion gallons daily.
- The river and its environs contain diverse habitats which support significant fish and wildlife populations including a major American bald eagle wintering area and one of the finest rivers in the Northeast for warm and cold water fisheries including migratory species.
- The river valley is rich in cultural, historical, and archeological resources, with over 200 National Register and pre-historic sites. Included are the home of Zane Grey (the renowned author and world record-holding fisherman); a portion of the Delaware and Hudson Canal; and the National Historic Landmark Delaware Aqueduct (Roebing Bridge) reputed to be the oldest wire suspension bridge in the New World.
- The combination of the river, forests, fields, and small towns, coupled with the low levels of pollution (air, water, noise, etc.) contribute to the high quality of life and scenic value of the Upper Delaware Valley, all within 150 miles of over 35,000,000 people.
- The Upper Delaware's resources afford outstanding recreational opportunities, particularly for sightseeing, boating, hunting, fishing, and bird watching. Proximity to major metropolitan areas and consistent flows support the largest canoe livery industry in the nation.

DIRECTION FOR INTERPRETATION IN PLANNING DOCUMENTS

Interpretation does not operate in a vacuum, but works with other park programs to accomplish the park's mission. Several key plans and documents are:

Enabling Legislation (1978)

A copy is in the Interpretive Database.

Strategic Management Plan (GPRA)

Mission goals 1a, 1b, IIa and IIb all have direct implications for interpretation. A copy is in the Interpretive Database.

Resource Management Plan (revised 1999)

This plan documents the park's diverse natural and cultural resources, identifies threats to these resources and prescribes action programs to manage and protect them. The plan serves as the primary plan for addressing critical resource issues and problems at Upper Delaware Scenic and Recreational River and as such, is a primary resource in interpretive planning. Interpretation must be a component of all park resource projects and management. Resource managers must constantly convey information to the public through interpreters, and interpreters must tell compelling resource management stories. A copy is in the Interpretive Database.

River Management Plan (1986)

The *River Management Plan*, approved November 1986, identifies the "provision of cultural and natural resources interpretation, boating and safety programs, and visitor protection services on the water surface for the public" as NPS responsibilities (page 35). The NPS is to "play an active role in the preservation and interpretation of the valley's cultural resources" including "public programs to encourage appreciation of cultural and archeological resources" (page 79). More specifically, at Roebling's Delaware Aqueduct, a property owned by the NPS, the Service is to "provide interpretation of the toll house, the bridge, and its builder...through the use of exhibits, signs, and other programs." In addition, the NPS is to "tell the story of the Delaware and Hudson Canal at this site" (page 82). Finally, the plan calls for a visitor center, contact stations, information kiosks, and ranger stations where the NPS will provide visitors with information about "public facilities and commercial establishments within the river corridor" (page 87). These are familiar roles for NPS interpreters. As usual, rangers provide visitors with information and help them to enjoy recreational activities safely.

Fostering public understanding, appreciation, and protection of park resources while ensuring visitor safety is paramount in visitor services. Perpetuating natural, cultural, and scenic resources is paramount in managing park resources. Use of protection, inventorying, monitoring, education, and enforcement actions are needed. All of the above is made more difficult and more sensitive when the NPS owns just 30 acres out of the 55,575 acres within the authorized boundary. Yet, through a working partnership with private landowners, towns and townships and counties within two states, the goals are being met as outlined in the *River Management Plan*, which serves as the park's General Management Plan. A copy is in the Interpretive Database.

Northeast Region's Interpretation and Education Strategy (1997)

The six goals of "*The Road Ahead: A Strategy to Achieve Excellence in Interpretation and Education in the National Park Service, Northeast Region*" and actions identified to achieve them appear throughout this plan, and the entire document can be found in the plan's Interpretive Database.

PARKWIDE INTERPRETIVE THEMES

In the National Park Service, interpretive themes are key ideas that capture the meaning of nationally significant resources associated with units of the National Park System. They provide the focus for the park's entire interpretive program, including personal services and media.

Interpretive themes set the political, economic, social and intellectual context for the park story, connecting park resources to the larger processes, systems, ideas, and values of which they are a part. They embody a complete, well-rounded perspective and do not reflect bias or a particular point of view.

The park's interpretive themes, goals, and objectives were developed as a result of a series of workshops involving a rich cross-section of park staff, but particularly the interpretive personnel and the park's management team. The themes, goals, and objectives that follow are organized under five headings: Management/Orientation/Safety; The River Valley; Delaware & Hudson Canal; Roebling's Delaware Aqueduct; and the Zane Grey House/Museum.

Management/Orientation/Safety

The co-management philosophy of the area requires explanation. And, since so many different groups are involved, it requires considerable coordination of the delivery of orientation and safety information, in order to avoid wasteful duplication of effort. The following themes, goals, and objectives define a logical approach to meet these needs and are applicable throughout the area. All interpretive media should address them.

Themes

1. Although the Upper Delaware Scenic and Recreational River embodies the preservation and use mission of the National Park Service, it represents a non-traditional, innovative, cooperative approach to managing nationally significant resources.
2. The Upper Delaware offers a variety of recreational opportunities, while preserving natural and cultural resources of outstanding quality and maintaining most land in private ownership.
3. A pleasant experience on the Upper Delaware River depends upon the knowledge and practice of safe river conduct.

Goal

1. To provide pre-, on- and post-site information, which will enable visitors to learn more about the park and its resources, reduce impact on the resource and private landowners, and have a safe and enjoyable visit.

Objectives

By using the personal and non-personal services available from Upper Delaware S&RR, visitors will be able to...

- ⇒ obtain information on services available in the river valley.
- ⇒ list activities, interpretive programs, and recreational opportunities available at the Upper Delaware.
- ⇒ describe the educational resources/programs available from the Upper Delaware and others in the area.
- ⇒ explain that the Upper Delaware is managed differently from most other NPS units but that it still embodies the preservation and use ethic of the NPS.
- ⇒ identify public versus private property.
- ⇒ use park resources with minimal impact.
- ⇒ describe river safety hazards and how to avoid injury.
- ⇒ locate emergency services.

The River Valley

As is usually the case with units of the NPS, the Upper Delaware enfolds a rich diversity of resources and associated themes. While other messages surely exist and will be communicated whenever staffing, resources, and opportunity allow, a few primary themes must form the core of the interpretive effort.

Themes

The primary themes of Upper Delaware, those messages that should be communicated to all visitors, are:

1. By learning more about the interrelationships of the Upper Delaware River Valley's geology, climate, plants, animals, and human occupation and use, the value and the fragility of the ecosystem can be better appreciated and preservation ensured.

2. The superior quality of water in the free-flowing Delaware River not only provides excellent habitat for a large number of biologically diverse native plants and animals, it is also important to the daily lives of the 30 million people who live within a 150-mile radius.
3. Responsible use and stewardship of the Upper Delaware River Valley environment includes recycling efforts that help to keep the river clean and save energy.
4. The natural landscape of the Upper Delaware River Valley provided favorable conditions for the development of local and regional transportation systems (rafting, canals, railroads, highways, and pipelines) that, in turn, made possible and profitable the delivery of the area's raw materials (lumber, coal, bluestone, oil) to markets in the increasingly industrial northeastern U.S.
5. The significance of this area/region to, and the living condition of, prehistoric (Native American) and historic (pioneer) settlements and their relationship to the land, allows special opportunities to compare modern land ethics and uses.

Goals

1. To provide visitors with a basic knowledge of biological, geological, and archeological/cultural resources in the river valley as well as an understanding of their relationships.
2. To maintain the superior quality of the river.
3. To promote wise land management use in the future by discussing river land use practices of the past.
4. To encourage recycling and other efforts to keep the river clean and save energy.
5. To relate the area's natural landscape to the evolution of transportation systems.

Objectives

After experiencing interpretive programs at the Upper Delaware Scenic and Recreational River, visitors will be able to...

⇒ cite several threats to the Upper Delaware River ecosystem.

- ⇒ describe some of the more common historic human uses of the river valley, including several that illustrate a harmonious relationship with the natural environment.
- ⇒ describe several current human activities in the area and how those activities affect the quality of life and the natural environment.
- ⇒ describe the nature and extent of the area's biological diversity, including some of the individual species represented in the area.
- ⇒ describe some of the natural interdependencies upon which the area's environmental health depends.
- ⇒ describe the various transportation systems that relied on and, to some extent, exploited the natural landscape of the river valley.

Delaware & Hudson Canal

While the canal obviously existed because of the local rivers and is included in the themes listed above, there are additional stories that are appropriately told to visitors at the site of canal resources. Coordinated interpretation will take place through cooperative ventures with other D&H Canal sites.

Themes

1. The Delaware & Hudson Canal system, which crossed the Delaware River at Lackawaxen, functioned as a major supplier of anthracite coal for New England, New York City and upstate New York, and for 70 years helped fuel the region's burgeoning physical, industrial, and commercial development.
2. The Delaware & Hudson Canal Company and its transportation systems are prime examples of 19th-century entrepreneurial and technological ingenuity connecting natural resources to markets.
3. The physical presence of the Canal created a multiplicity of business endeavors and impacts on adjacent areas. Canal life was unique.

Goals

1. To provide visitors with a basic understanding of the function of the Canal illustrated by the remnants that they see along the river and in the vicinity of Roebling's Delaware Aqueduct.
2. To help visitors understand the role played by canals in 19th-century America.

3. To help visitors understand the life of those who worked for and were affected by the Canal.

Objectives

After experiencing interpretive programs, visitors will be able to...

- ⇒ describe how the Canal and aqueduct worked.
- ⇒ summarize the importance of the Canal to northeastern United States.

Roebbling's Delaware Aqueduct (Roebbling Bridge)

Similarly, there are several specific messages that should be communicated to visitors to the aqueduct.

Themes

1. The Delaware Aqueduct allowed competing industries (timber rafting and canals) to coexist.
2. The Delaware Aqueduct illustrates mid-19th-century state-of-the-art aqueduct building and is the oldest surviving example of the application of new technologies like wire rope.
3. The history of the Delaware Aqueduct parallels the evolution of transportation in the Upper Delaware River Valley.
4. John Roebling was an immigrant who made significant engineering contributions to 19th-century America.

Goals

1. To instill in visitors an awareness and appreciation of the innovations Roebling incorporated into the aqueduct.
2. To allow visitors to learn the transportation history of the area.

Objectives

After experiencing interpretive programs at the Delaware Aqueduct, visitors will be able to...

- ⇒ list several innovations that Roebling made.
- ⇒ describe the competing interests that made the aqueduct necessary.

⇒ explain how the aqueduct worked, i.e., where the water was, where the mules walked, etc., and how the aqueduct improved the canal's operation

⇒ describe the evolution of transportation systems in the river valley.

Zane Grey House/Museum

Similarly, there are several specific messages that should be communicated to visitors to the Zane Grey House/Museum.

Themes

1. Zane Grey, "father of the western novel," was responsible for many of our popular images of the American West and was one of the most popular literary figures of his time and one of the world's best selling authors.
2. The Zane Grey House and museum collection reveal the multi-faceted character and diverse abilities and accomplishments of a man commonly associated with only one thing: western novels.
3. Zane Grey's descriptive writings, often based on places he visited and people he met, reflect a man keenly aware of both social and physical environments.
4. Zane Grey found Lackawaxen to be an environment conducive to writing.
5. Dolly Grey was very instrumental in the success of her husband.

Goals

1. To use the Grey property and collection to provide insights into Grey's character, family life, accomplishments, and literature.
2. To provide visitors with a more balanced impression of Grey's accomplishments.

Objectives

After experiencing interpretive programs at the Zane Grey House/Museum, visitors will be able to...

- ⇒ list some of the commonly held images of the West that can be traced to Zane Grey.
- ⇒ describe some of Grey's diverse interests and relate to literary themes other than the West.

- ⇒ describe a novel plot/scenario that illustrates how Grey's personal observations of a natural or human condition found their way into his writing.
- ⇒ describe Grey's family and the nature of family life at Lackawaxen.
- ⇒ describe how Zane Grey's love of fishing influenced his life and writings, and his significant contribution to fishing.
- ⇒ list two professions Zane Grey engaged in before he began his career as an author.
- ⇒ describe the role "Dolly" played in the development and success of Zane Grey's writing career.

OVERALL DESIRED VISITOR EXPERIENCE

Pre-arrival

Visitors will be able to obtain accurate park information from a variety of sources (telephone, mail, mail order, computer) and receive accurate, well-designed orientation materials in a timely manner. This experience should include:

- Access to a good park map
- Exposure to UPDE's themes
- Formation of realistic expectations for what will be found at UPDE
- Suggestions for appropriate visitor activities
- Access to answers for specialized park questions
- Sources for regional non-park information
- Accurate park information from non-park tourist and partnership sources

Arrival

At designated key gateways, visitors will feel welcome, receive orientation to Upper Delaware Scenic and Recreational River, know how to find their way, and know how to be safe while in the park. This experience should include:

- Affirmation of arrival in a unit of the National Park System
- Easily identifiable contact stations with open access
- Clear information provided by non-personal sources (signs, radio, etc.)
- Opportunities for personal contact with trained staff
- Clean, safe facilities to meet physical needs such as restrooms
- Exposure to park themes and goals
- Information necessary to pursue a high-quality resource-related experience
- Reminders of appropriate behavior

Park Information/Contact Stations

Visitors will be able to readily locate and identify park contact stations and have personal contact with trained staff and access to in-depth information. This experience should include:

- Adequate health and safety orientation
- Universal access
- Easy to understand sources of information
- Widely advertised and strictly followed hours of operation
- Reinforcement of themes and goals
- Reinforcement of appropriate behavior and activity choices
- Receipt of adequate information about activities so each visitor can make informed choices

Interpretive Programs

Visitors of diverse ages, abilities, and interests will have opportunities to participate in an array of high-quality interpretive programs designed to meet their physical, intellectual, developmental, and emotional needs. This experience should include:

- Reinforcement of program-specific park themes and goals
- Varied levels of physical challenges (from sedentary interpretive demonstrations to easy walks on flat terrain, to more strenuous guided hikes, to river-related boating events)
- Program variety (locations, topics, seasons, times, and lengths)
- Appropriate balance of fee and non-fee, formal and informal programs
- Opportunities for small group experiences with park staff

Prominent Natural Features

Visitors will have access to natural features so that their memories are of the resource, not just the recreation. Visitors will be encouraged to follow proper park behaviors so that their actions are non-destructive and non-intrusive. This experience should include:

- Informed expectations regarding solitude, crowds, the river, sunrise/sunset, weather
- Safety information
- Possibilities for shared experiences
- Reminders that features are part of a National Park System unit
- Reinforcement of park themes and goals

Cultural Features

Visitors will experience some cultural context for the site/structure and understand the importance of cultural stewardship. This experience should include:

- Exposure to the park's history
- Exploration of preservation challenges
- Activities/programs that offer a sense of connection to the land over time
- Reinforcement of park themes, goals, and issues

Museums and Exhibits

Visitors should have an engaging, accessible experience that welcomes involvement and stimulates them to learn more about the resources/topics presented. This experience should include:

- Exposure to authentic artifacts
- Reassurance about National Park Service methods of collection and conservation
- Answers to item-specific questions
- Variety in the level of technical information
- Reinforcement of park themes, goals (including a sense of stewardship) and issues

Departure

Visitors should leave the park with lasting personal impressions of peak experiences, understanding of challenges and issues facing the park, and a sense of pride and stewardship. This experience should include:

- Awareness of a variety of park resources
- Feelings of reverence
- Eagerness to return
- Understanding of challenges and issues facing the park and the world
- Understanding of the park's themes and overall park stewardship
- Information about other National Park System areas
- High-quality, park-approved sales items

Outreach

Nearby neighbors and partners of the park should have opportunities to have any or all of the visitor experiences described in previous sections. Because of the unique co-managed aspect of the park and because of their close proximity and opportunities to visit, utilize, and affect park resources more, neighbors and partners should be challenged to participate in park stewardship.

Adults: Park neighbors should have opportunities to learn about UPDE and stay informed of current park operations, park policies and decisions, and the reasons behind them. Park neighbors should enjoy the park, participate in high-quality educational programs, and have chances to understand the park mission, the reasons behind the mission, and staff actions. Park neighbors (this includes teachers and other professionals) should feel encouraged to give feedback and to become involved in park challenges and issues. This experience should include:

- Exposure to the park's themes and goals
- Specially targeted programs or media on natural and cultural resources
- Exposure to recent research results and resource management actions and information
- Opportunities to discuss park themes, goals, and issues
- Park orientation/information for persons employed in non-park visitor services
- Assistance in creating non-park interpretive brochures, displays, and exhibits

Youth: To reach effectively younger park neighbors requires a different type of program than merely watering down adult presentations. Interpreters with skills and experience working with children in educational programs are needed. Youth leaders, local families with young children, youth camp directors and participants, school students, administrators, and teachers should be encouraged to visit and experience Upper Delaware Scenic and Recreational River. This positive park resource-based experience should include:

- Curriculum-based school programs tailored to meet both park and school objectives and eliminate redundancy for students visiting throughout their school career
- Pre- and post-visit study materials
- Valuable educational resources for integrating multiple disciplines
- Activities that foster understanding of the park's role (and theirs) in stewardship and in protecting resources
- Programs for youth groups tailored to meet both park and group objectives
- Orientation to park resources and access to library references for teachers and youth leaders
- Materials that encourage discovery and interaction between adults and children
- Youth-oriented sales items designed to reinforce park themes and messages
- Opportunities to learn about the park via youth-oriented media

Virtual Visitors

Many people will only visit Upper Delaware Scenic and Recreational River via the World Wide Web, or may use computer access to prepare for an actual visit. This experience should include:

- Accurate information
- High-quality page design that is easily understood
- Access to a good park map
- Graphics and text options for further information on specific topics
- Access to scientific research results
- Exposure to park themes, mission and significance
- Information that fosters understanding of the park's role (and theirs) in protecting resources
- Opportunities to purchase additional materials specific to UPDE

VISITOR PROFILES

Visitor Studies

Several studies have looked at the impact that river users have on river valley resources.

The first watercraft user study on the Upper Delaware was conducted in 1979 by C. P. Dawson and D. J. Decker. A 1984-85 study conducted for the Conference of Upper Delaware Townships also focused on water users. Among the interesting conclusions were: 80% of the users surveyed were between 18 and 40 years of age with 35% between 18 and 25; nearly 97% came to the river as their main destination rather than a stopover; over half traveled at least 2 1/2 hours to get to the river; 73% were repeat visitors.

A 1986 study conducted by Knopf, Graefe, and Schreyer assessed visitor attitudes toward the management of river resources. Interesting findings include: at least 1/3 of the visitors surveyed were uninformed about use regulations; 2/3 felt that they were provided with adequate information although 30% said they had no information at all; most were generally happy with the level of regulation and management.

A 1996 survey by Cornell provided managers with many observations about watercraft user characteristics and preferences. Some of the important comparisons between the results of the 1979 and 1996 studies that have management implications are: 1) An increased use of 2- to 6-person rafts (up to 47% in 1996) as the watercraft of choice has management implications due to the larger social group involved in each watercraft, slower travel, less distance traveled, and other factors; 2) An increase in the percentage of private trips and organized groups suggests shifts in user types; 3) There is a high level of demand for a new visitor center, preferably in the Hawks Nest / Mongaup River area, and watercraft users are interested in seeing it provide services and informational materials; 4) Approximately half of the watercraft users felt that watercraft encounter levels were what they expected and a majority did not feel that the level of encounters with other watercraft were too few or too many; 5) Over one-third of all watercraft users were on an overnight trip. More than half of the watercraft users would like to camp on the river if more sites were available.

In 1998, a Government Performance and Results Act (GPRA) study to determine visitor satisfaction and visitor understanding was undertaken with 398 surveys being distributed. Results showed that 96% of visitors were satisfied with the overall quality of visitor facilities, services, and recreation opportunities at UPDE, and 83% understood something of the significance of the Upper Delaware Scenic and Recreational River. While the majority of visitors come for river-related recreational opportunities, more emphasis on the value of the cultural and biological resources of the park should be undertaken. The complete study is located in the Interpretive Database.

Upper Delaware Scenic and Recreational River CY-98 Visitation

The park receives around 300,000 recreation visits annually. In 1998, the distribution of visitors varied throughout the year as follows:

JAN	1,262	.4%
FEB	2,270	.8%
MAR	2,643	.9%
APR	5,195	1.8%
MAY	32,838	11.2%
JUN	38,176	13.1%
JUL	78,565	26.9%
AUG	64,440	22.0%
SEP	50,400	17.2%
OCT	12,420	4.2%
NOV	2,199	.8%
DEC	1,837	.7%

General Visitor Profile

While 1998 visitation statistics are not available for all categories, several main activities stand out:

Boating	63.6%
Fishing	5.3%
Swimming	3.6%
Information Center	1.0%
Roebing Bridge	8.7%
Zane Grey Museum	2.0%
Other Rec. Visits	13.2%
Tours & Programs	2.6%

VISITATION BY SITE/LOCATION:

Narrowsburg Information Center

Typically, users of Narrowsburg include: local residents who come for a variety of reasons (everything from gathering information about NPS programs and activities, to asking for identification of a particular snake or mushroom, to compliments or complaints about the NPS in general); local children; visitors looking for information on lodging, restaurants, service stations, real estate, etc.; visitors to the adjacent Arts Alliance; visitors and residents looking for a rest room; telephone callers asking about canoe liveries, special events, etc.

Zane Grey House/Museum

Many who are over 50 years of age grew up reading Zane Grey novels. Movies based on Grey novels were in vogue in the 1920s, 30s, and 40s. Some who come to the museum were vacationing in the area and saw signs along the road. Some saw articles in newspapers. Some are curious about his home. Some have a local connection to the house or to the Grey family. Some anglers know about Grey because of his reputation and fishing accomplishments. Finally, members of the Zane Grey's West Society sometimes make a special point of coming to the museum.

A special group of museum visitors comes via weekend train tours packaged by the Wayne County Chamber of Commerce. Currently offered seven times a year, in the autumn, the train ride takes 90 minutes and spends an additional 90 minutes at Lackawaxen. It is a short walk or shuttle bus ride from the terminus of the train ride to the Zane Grey Museum and most who make the trip arrive at the museum at the same time. They account for the majority of museum visitors in the autumn. Although a live narration is presented over the loudspeaker during the train trip, many either do not listen or do not hear it. The composition of the groups is varied.

Roebing's Delaware Aqueduct/Bridge and Tollhouse

Signs along the road attract some visitors to the aqueduct/bridge. Visitors with very specific interests include: engineers, canal buffs, and those who know about Roebling. The D&H Transportation Heritage Council directs visitors to this site. It is common for visitors to the Zane Grey Museum to visit the aqueduct/bridge and vice versa. Occasionally visitors who are disoriented or lost stop for directions.

River and Kiosks

For the majority of those contacted on the river or at the kiosks, recreation is their primary goal. They are: anglers; boaters (canoes, rafts, tubes, kayaks); and swimmers. Others come to the kiosk sites looking for picnic areas; a place to sunbathe; information; rest rooms; first aid or emergency help; advice on scenic spots; or, occasionally, a place to snorkel or scuba. Day-users include Boy Scouts, summer camp groups, ethnic and non-English speaking groups, and bird/nature watchers. White males predominate. In the winter, a growing number of people stop at river accesses, especially Lackawaxen, to watch bald eagles.

Miscellaneous

Others are attracted to the area by special events, county fairs, arts festivals, etc., and by non-NPS owned historic sites in the river valley (Fort Delaware and Minisink Battleground Park). Visitors to the Catskill and Pocono Mountains may also visit the river valley. A growing number of visitors are introduced to UPDE through its Website.

In addition to those that we know use the Upper Delaware Valley, there are several important constituencies whose interest might be increased if interpretive programs designed for them were to be created or expanded:

School groups are an important audience that should be addressed further. Upper Delaware's potential for environmental education is obvious, but cultural history should not be overlooked. From water quality to engineering to Zane Grey, the topics and resources exist to create interdisciplinary curriculum-based educational programs centered on valley resources. The park is expanding its school outreach programming.

Local residents, particularly those who have moved into the area recently, may merit additional attention. Many of these newer residents are retired, highly educated, and interested in nature and local history.

Canoe liveries are required to provide their customers with basic river safety and canoe skills orientation. These customers, however, often have no direct interaction with the NPS. They have a pleasant experience on the river but leave without learning about the environment through which they just floated.

A number of requests for Upper Delaware information are received at the Delaware Water Gap information office. More interaction and cooperative

programming between the two units could enhance the experience of those who normally stay south of Milford, PA.

ISSUES AND INFLUENCES AFFECTING INTERPRETATION

Issues that affect interpretation surface in a variety of ways and park planning documents identify many of the most pressing problems. Our uniqueness in the Service creates its own set of challenges: Owning just 30 acres out of the 55,575 within the authorized boundary; working with two states, five counties, 15 towns and townships, the Delaware River Basin Commission, and thousands of individual land owners.

River Management Plan

Interpretive programs should help to achieve the planning goals identified by the *River Management Plan*:

1. Protect and maintain the scenic, cultural, and natural qualities of the Upper Delaware River corridor.
2. Maintain and enhance the corridor's social and economic vitality and diversity.
3. Conserve the resources of the Upper Delaware primarily through local, state and voluntary private actions.
4. Allow the use and enjoyment of the river corridor by residents and visitors while protecting private property rights.
5. Provide for planned growth while maintaining the character of the river valley.
6. Maintain and improve fisheries and wildlife habitat to ensure public enjoyment of hunting, fishing and trapping.
7. Foster recognition of the Upper Delaware River Valley as a place with its own identity, continuing history, and destiny shaped by its residents.
8. Provide for continued public use and enjoyment of a full range of recreational activities.
9. Encourage involvement by local governments, private landowners and citizen groups in management of the Upper Delaware.

Clearly, cooperation, respect for private property and the rights of landowners are crucial to the success of any plan proposed for the Upper Delaware. All interpretation should begin with the assumption that those concerns will be considered and, wherever appropriate, communicated to program audiences. In addition, interpretation must be involved in managing the growing demand for recreational activity by diverse user groups who are not always safety conscious.

Visitation and Use

Some of the park's most sensitive resources (the river, cultural sites) are susceptible to overuse. Availability of adequate river rest stops and access sites (and attendant parking) is a limiting factor in providing proper orientation and interpretive programming.

Orientation and Arrival

There are multiple entry points into the park and little sense of arrival, making orientation difficult or confusing. The distinction between the information stations of the National Park Service and commercial services is often blurred. Wayfinding is a challenge at times and currently inadequate, particularly in regards to signage on the Interstate and major state and federal highways.

The *River Management Plan* recommends a visitor center to be developed near the southern gateway of the park, along NY Route 97 near the Mongaup River. However, federal funding for design and construction is unlikely in the near future although diligent efforts are being undertaken in this regard.

A Wayside Exhibit Plan is being produced with the assistance of Harpers Ferry Center.

Barryville Office

This small facility is the first NPS building encountered by visitors heading north on RT 97. The interpretive and orientation materials at this site are inadequate presently. A short, self-guided trail has potential for this area and a larger orientation facility should be developed.

Tollhouse / Roebling Aqueduct

Heading north from the Barryville Office and about a third of the way up the river corridor, visitors next come to the Tollhouse located at the Roebling Aqueduct / Bridge. The Tollhouse has limited parking and visitors must cross a potentially dangerous intersection to enter the facility. Limited exhibitry and orientation materials are available. A total remake of the exhibitry is needed.

Zane Grey Museum

Across the river and upstream slightly near the confluence of the Lackawaxen and Delaware Rivers, lies the Zane Grey Museum. This facility serves as the focus for the interpretive operation and the building houses all the permanent and seasonal staff. The facility is inadequate to house and support the interpretive function. Work and storage space is substandard and minimal. Existing space is cramped, not too flexible, and much too segmented. For example, both exhibitry production and Eastern National storage is located on all three floors due to space limitations. The size and layout of the sales area is inadequate. Restrooms are on the second floor, are not easily accessible, are too small, the stairs leading to them are steep and narrow, and visitors have access to second-floor office space. Overall exhibitry is poor. The Cultural Landscape Treatment Plan (1999) will help address the interpretive component.

Information Center

The Information Center in Narrowsburg is in fairly good shape and provides a needed service. Staffing constraints limit the hours this facility can be open, yet visitation is low during the week. Adequate sales offerings are present. A children's nature table allows exploration of the natural world and interpretive window exhibits are changed monthly. Basic information and orientation exhibitry is adequate.

Headquarters Complex

No outside orientation materials are available and basic informational brochures can be secured by walk-in visitors. Visitation is extremely low. Information for after-hours visitors should be provided.

Milanville Office

This office in Milanville, PA, houses the Resource Management operation and provides limited informational services through bulletin boards and signage. There is also a small inside exhibit on the Lenape Indians. No interpretive personnel staff this facility and it is open only when protection personnel happen to be in the building. Additional outside information and orientation materials need to be developed, particularly pertaining to the Resource Management operation of the park. A short, self-guided nature trail has potential for this area.

River Access Areas

Several river access sites are situated along both the New York and Pennsylvania shores. Singlewide, doublewide and homemade bulletin boards are utilized. A more uniform approach to orientation materials (content and facility) is being addressed in the Wayside Exhibit Plan to improve appearances and to enhance visitor safety and awareness of important resource management concerns.

Partnerships

Relations with adjacent landowners and park neighbors are servicewide concerns and park managers are encouraged to continue the park's good neighbor policy and the development of strategies to build effective partnerships. Levels of awareness by community members vary concerning park issues. There is a need for continuous exposure to information about park issues and concerns, and partners can help address some of that need through their activities. Several park employees serve on steering committees to develop multi-county or watershed based protection, resource management, or interpretive planning. Major partners include:

The **Upper Delaware Council** provides overall coordination for the area. They are the mechanism that brings together local governments and agencies. They should be encouraged to continue to provide brochures on the area, directions and maps, and a newsletter designed to keep all interested parties informed of river valley issues and news.

The **National Canoe Safety Patrol** is a major advocate in the valley for safe boating activities. They provide safe boating materials and assist on the river during busy visitation.

- Staff should explore asking the Patrol to help in three additional ways: sponsor and conduct organized canoe trips that would include both safety and interpretive messages; work with school groups on water safety; and assist with development of safety materials.

The **Upper Delaware Heritage Alliance** sponsors National Register nominations, an old house recognition program, and supports NPS cultural resource efforts. They emphasize historic house preservation and restoration and give out Heritage Awards. Their newsletter is a source of information on cultural resources in the valley.

The **Delaware Valley Arts Alliance** is a valley advocacy group and has their own gallery where they display traveling exhibits. Their Tusten Theater is available for special programs.

Friends of the Roebling Bridge serve as an advocacy group for the aqueduct.

- Proposed developments on-site may provide impetus for re-invigorating this group.

Sullivan County (NY) Department of Public Works owns and operates both Minisink Battleground Park and Fort Delaware. However, both the county and the UDC would like the NPS to provide increased interpretive services at Minisink and a cooperative agreement has been signed to formalize that relationship.

There are several advantages to an increased interpretive presence at Minisink.

1. The park is under-used and important valley stories (Native American occupation and the Revolutionary War battle at Minisink) are only peripherally interpreted.
2. Because there is purposely a limited NPS land base, the Minisink Battleground Park provides a resource that is both natural and cultural.
3. Minisink, when combined with the aqueduct and the Zane Grey House, provides a more complete picture of human presence in the river valley. It extends the story back to Native Americans and the Revolutionary War.

Proposed NPS involvement in interpreting Minisink includes:

- Staff may present walks and talks.
- The NPS may provide technical assistance on development of interpretive signs throughout the park, exhibits in the park shelter, and revisions for audio stations.
- The NPS may help publicize these interpretive activities by preparing news releases, a special event folder, TIS messages, and word of mouth.

The **Wayne County (PA) Chamber of Commerce** sponsors excursion train trips from Honesdale to Lackawaxen and provides buses to transport train riders around Lackawaxen.

Other Chambers of Commerce sponsor activities in which the NPS may participate.

The **Eagle Institute** sponsors programs on flora and fauna and specifically eagles. They offer instruction on water quality monitoring and are active with the Eldred Preserve's elder hostel programs. The NPS assists with program development and exhibits.

The **New York State Department of Environmental Conservation** is a member of the Upper Delaware Council. The NPS provides information and interpretive services at river access sites owned by the State of New York. Discussions are underway which could result in a river reststop in the Mongaup area and a site for the proposed NPS visitor center in the Mongaup area has been designated.

In Pennsylvania, river access sites are co-managed with the **Pennsylvania Fish and Boat Commission**. The NPS provides information and interpretive services.

The **Greater New York Councils of the Boy Scouts of American** operate one of the largest boy scout camps in the East. The NPS needs to continue presenting camp programs. The NPS leases a river rest stop at Quicks Eddy and an access area at Ten Mile River. In 1999, the NPS and BSA entered into an agreement to allow visitors to utilize the boy scout's Tusten Mountain Trail near the Ten Mile River access area.

When possible, the NPS may provide programs for campers at **Girl Scouts'** camps.

Orange & Rockland Utilities provides utility service to a portion of southeastern New York State and northeastern Pennsylvania. Properties include a proposed developed white-water boating access to the lower Mongaup River. The water level of the river is affected by water releases from utility dams.

Eastern National is the cooperating association that operates sales outlets in NPS facilities. They also provide assistance with production of site-specific books, postcards and videos. Through an available donation account, they enable the park to enhance its library collection and add to exhibit development. Eastern National enables the Cultural History branch at the park to pursue oral history documentation through funded research grants. They also provide financial return to the park based on yearly sales.

Zane Grey's West Society is a national advocacy group that promotes interest in both Grey and reading. They publish a quarterly review and literary magazine and serve as a source of research on Grey. They have provided donations to the museum. By providing either funds or expertise, they could become a stronger partner in the development of new museum exhibits.

Liveries, campgrounds, and fishing guides are among the most important partners. They interact with many river users. Under the Incidental Business Permit, each livery and fishing guide agrees to provide users with river safety information. They provide bulletin board space for important resource and safety messages. At least one livery provides a canoe trip that interprets river valley wildflowers. River clean-ups are held annually and have won "Take Pride in America" awards. The NPS provides the liveries with interpretive materials on river safety. The NPS dispatcher assists in relaying messages to liveries and river users.

The **New York State Department of Transportation** provides locations for park TIS equipment and directional signs. They also own some of the canal features adjacent to the Delaware Aqueduct.

Research and Research Dissemination

The park's Resource Management Plan project statements contain recommendations for additional research and actions designed to communicate research data to the public as well as development of the park's research capabilities, and incorporation of research into interpretive and education programs.

Internally, good communication between NPS divisions is essential. Interpretive managers participate equally with other park division managers on work teams. Frequent communication between park interpreters and resource managers is the lifeblood of meaningful resource issue interpretation. Explaining resource concerns to the public requires transferring information between resource managers, researchers, and interpreters via the information superhighway, printed materials, cross-training, professional workshops, and daily contact. Further development of the park's interpretation of research capabilities and research results is recommended.

Natural and Cultural Resource Management

Upper Delaware Scenic and Recreational River's resource management program faces a number of increasingly complex and challenging issues. These include: 1) impacts of recreation on visitor experiences as well as natural and cultural resources; 2) protection of federal and/or state listed endangered, threatened, or rare species and communities; 3) restoration of disturbed habitats and cultural landscapes; 4) exotic plants and animals; 5) poor condition of historic facilities and towpaths/trails; 6) significant backlog of artifact conservation needs; 7) lack of baseline information about park natural and cultural resources.

Water quality is an issue that receives Servicewide attention and is directly relevant to the Upper Delaware where the water quality of the Delaware River is extremely high and warrants special care and regulations.

The park's cultural resources are significant, and current personal service interpretive programs address these resources, although more can be done. However, historic artifacts and structures could be used more extensively in interpretation.

Integration of resource management and interpretation can only happen if everyone takes responsibility. Interpretation should always be considered in resource management plans and resource management should always be considered in interpretive planning.

Limited Financial and People Resources

Internally, the park is facing austere budgets. This complicates efforts to obtain adequate staff and visitor facilities to support interpretive and other services. Demand and personnel costs and fixed station operations outstrip the ability to provide interpretive services. The number of programs offered to visitors has steadily declined since 1993 as funding for seasonal interpreters has been diverted to cover Ranger Careers and other permanent position costs.

Major non-personal interpretive media such as exhibits, websites, wayside exhibits, and publications are at present more easily funded via increased fee demonstration project revenues than at any time in the past 20 years, and the park has tapped into the 20% Fee Demo funding to assist with some of the backlog. However, text development, design, and procurement are challenging due to minimal staffing, and the backlog to be addressed is somewhat daunting. Strong partnerships and curriculum-based educational programs take time to develop and sustain. The seasonal nature of the park's operation and workforce adds to the time required to prepare facilities and train staff each year and, because so many of the seasonal interpretive staff are volunteers, the high turnover rate only exacerbates the recruitment and training problem.

Changing Technologies and Communications Methods

Internet access is changing the way visitors receive information and plan visits as well as altering access to research and library data.

Educational Programming

The development of curriculum-based educational outreach is a Servicewide and regional concern, and education program development at the park has been an area of focus as contacts are made with local schoolteachers and school district curriculum coordinators. Progress has been made by working with the curriculum coordinator for Northeast Intermediate Unit 19 (NEIU 19) which encompasses all of Pike and Wayne Counties in Pennsylvania. Plans are being developed to host teacher workshops and to expand our 4th-grade emphasis into other grades, especially high school activities. Two travelling trunks have been funded under the Parks-As-Classrooms program and two more are awaiting funding.

Under the Parks-As-Classrooms program the park established the Roebling Bridge School Days wherein about 1,000 4th-grade students receive classroom visits by a costumed interpreter who describes life on the Delaware and Hudson Canal. Later, these students visit the Roebling Bridge (the former Delaware Aqueduct) to see the world's oldest existing wire suspension bridge that carried the D & H Canal over the Delaware River. The Aqueduct's designer and builder, John Augustus Roebling, later went on to design the world famous Brooklyn Bridge.

Benefits to the park from the education programs in recent years include an increased number of contacts with school-aged children and their parents; greater school community awareness of the NPS purpose and presence; more positive relationships with local youth and the education

community; and a means to meet the park's interpretive goals while at the same time meeting the schools' educational goals.

Opportunities exist to strengthen and further develop partnerships with non-traditional groups, organizations, and government agencies to broaden the scope and delivery of educational messages. There is a need to cultivate relationships with national and international environmental education and outdoor recreation organizations.

PART II: UPPER DELAWARE SCENIC AND RECREATIONAL RIVER'S FUTURE INTERPRETIVE PROGRAM

It is important for organizations to have a clear sense of what is most important. As a result of the Government Performance and Results Act (GPRA), the park developed a Strategic Plan that identified the park's Mission Statement and the park's significance. Upper Delaware S&RR staff were asked to verbalize what they would like to be known for, and they identified the following:

- The development of co-management and preservation partnerships and strategies, including implementation of the River Management Plan.
- Programs on river safety, water quality, cultural and natural history, recreational opportunities, and recycling.
- High quality cultural restoration projects.

PARK IMAGE

The co-management concept contained in the River Management Plan is subject to differing interpretations. Over the years, it will be required, no doubt, to adapt to changing conditions. Likewise, the role played by the National Park Service in the Upper Delaware River Valley is still evolving. Initial distrust of the NPS persists but shows positive signs of diminishing. Because NPS actions will affect and be affected by this evolution of relationships, careful consideration must be given to the image projected by the NPS. The nature of the NPS presence in the river valley must be the result of conscious policy decisions. It is important for all NPS employees to understand the desired NPS identity and how to achieve it.

There is a certain tension in the NPS's presence. On the one hand it is important that the NPS blend in with the river communities. The NPS must become part of the landscape. Preservation is a basic goal and radical change is a local concern. The land is private and most current owners are determined to keep it that way.

Still, the NPS must make a difference. NPS presence serves as an example. Everyone not only is, but should be, watching. As often as possible, NPS actions should serve as models. Others should want to follow because of the quality of what the NPS does. While the NPS must blend in, its actions must also stand out because they illustrate how to accomplish tasks well. While only high standards are acceptable, to be successful the end product must be achievable by all. It must suit the comfort level of these landowners in this place. Cookie-cutter solutions are not an option. "Any park USA" design solutions must be avoided.

This philosophy converts to the following actions:

- Consider additional Travelers' Information Stations (TIS) at primary entrance routes. The brief message should include a welcome (perhaps a joint welcome from the NPS, Upper Delaware Council (UDC), a concise description of the area management philosophy, and advice for more information.

- All other media should underscore the point that the NPS is a partner and wherever the visitors go, they should understand that private owners are sharing the valley with them. Cooperation is an important concept that needs to be underscored and reinforced.
- Visual guidelines should be written that describe ways to sensitively reuse appropriate local details and, in the process, provide examples of quality design.

ORIENTATION MATERIALS

Because the area is co-managed, multiple sources of information exist. In addition to the NPS and UDC, there are county and municipal governments, private commercial operators like liveries, and organizations like the Eagle Institute. Duplication of effort is very possible even while some basic messages are overlooked. In addition, there is no single logical entry point to valley resources. Visitors approach the river from many directions using a number of routes. No one obvious orientation facility or source of information exists.

The NPS should concentrate on resources under our control. Nevertheless, the NPS will provide information produced by us and others.

Certain specific actions need to be taken:

- The staff should know where to get information about what others are doing. If certain kinds of information are routinely requested either in person or via the mail, sources should be identified and materials acquired. Whenever actual materials are not available, the NPS should provide sources of information, perhaps via an insert in a regular mailing.
- All NPS-produced materials should be reviewed to make sure that messages about the area's purpose as well as basic regulations are included. Specifically, visitors must be told about the importance of personal flotation devices (PFDs); what they are required to do to fish and boat legally and safely; what river conditions are likely to be; why water quality is important and how to protect it; and the need to respect private property.
- Materials routinely mailed to visitors should be reviewed to make sure that the available materials match the need.
- In order to meet the need for pre-visit information, the rack card should receive wider distribution.
- Since the NPS has such a limited land base, visitors need to understand that opportunities to participate in activities that are traditionally associated with natural park areas -- hiking for example -- will be limited. Information should be provided directing these visitors to appropriate locations.
- In order to provide the most efficient delivery of information, more data on visitors is needed. Options for data collection and analysis should be reviewed and a strategy adopted.

- The expanded WebPage is maintained for the Internet, with layered levels and hyperlinks to related WebPages. The WebPage is an efficient means of providing comprehensive and up-to-date information to a wide audience.
- The area's unigrid folder should be reviewed, with perhaps utilizing a new format that includes an insert for the Lackawaxen area and its numerous cultural sites.

ON THE RIVER

The river is the focus of activity at Upper Delaware. Even the existing cultural resources derive their significance from their association with the river. River-based activities are a main ingredient in the NPS presence.

PERSONAL SERVICES

The primary points of contact between river users and interpreters are the various landing sites. Via personal services and signs posted on kiosks, river users are oriented to river conditions and provided with safety information. Rangers on site can be flexible in the messages that they communicate and ensure that specific visitor needs are addressed. They need to have a broad base of knowledge including recreational skills. However, only a small percentage of those who float along the river are actually contacted by uniformed NPS employees.

While the kiosk provides a focal point at the landing as well as a convenient place to keep the "tools" needed to answer questions and provide assistance, it should not become a refuge into which the ranger retreats. Rangers must be the friendly subject-matter experts as well as the congenial enforcers of regulations and monitors of information provided by canoe liveries. To be successful, they need to be outgoing in their approach to visitors. Often they simply point the way to the rest rooms or telephone. They gather statistics on river use, disseminate local weather forecasts, handle lost and found objects and people, and encourage recycling and the preservation of water quality. Occasionally they are involved in rescues.

The importance of these personal contacts has been amply demonstrated and they will continue to be a primary means of communication with river users. Over the lifetime of this plan, however, several other areas should be either expanded or explored:

- Those who use the landings to launch their river craft provide a potential audience for short programs on river safety, water quality, and even valley wildlife. Camp groups should be encouraged to notify the NPS of the time and date of a river trip so a ranger can spend time getting the group started out properly. While this is done informally, more camps might take advantage of the ranger knowledge if the contact appeared more formalized and if a little something extra, i.e., some interpretation, were provided.
- Assigning rangers to "rove" the river should be continued. It is important to go where visitors are concentrated and the contacts that fulfill a useful role.
- Off-site camp programs not only provide a ready audience, they forestall accidents by providing important safety information. These programs provide an opportunity to teach about the interrelationships within the valley, and the effects of actions in the watershed on

the Delaware River. Contacts with scout camps should be expanded and a program designed to provide similar services to other private camps, either on- or off-site, should be further developed. As a part of the program, campers and their counselors could be asked to perform one of a number of defined volunteer tasks. For example, they might clean up any streams that run through their own camp, volunteer to clean up a county or township campground or play area, operate a recycling program at the camp, etc.

- A variation on the off-site program reaches out to the counselors by providing them with training. Training the trainers can be very effective and should be encouraged as a less time-intensive practice than making direct contact with the campers themselves.
- This NPS unit revolves around partners, and volunteers provide many useful services. The park's strong volunteer program is somewhat limited by the lack of housing for non-residents. Nevertheless, additional opportunities to use volunteers should be explored.

SIGNS AND BULLETIN BOARDS

A more difficult communication problem emerges when rangers are not present at the designated landings. How do visitors then receive information? Posted signs seem the logical remedy. Some river users will, of course, choose not to read the notices on kiosks and bulletin boards. A few basic messages should be the focus of our efforts and those few should be presented visually when possible. Additional information can be provided but a design hierarchy should make it obvious at a glance what messages are most important. Change can be implemented by:

- Installing roadside information boards at the northern and southern terminus points. These boards will include: a description of the area's management philosophy, an explanation of private property rights, and information on recreational opportunities. A limited amount of parking will be provided.
- Installing brochure boxes at all accesses.
- Evaluating the current contents of bulletin boards at accesses/landings and developing a hierarchy of messages.
- Redesigning "posters" that will effectively deliver those messages defined as the most important.
- Designing similar materials in Spanish, or providing bi-lingual materials.
- Offering these materials to liveries and other co-managers.

In addition, warning signs are needed at several places along the river. These signs must be both visible and professionally prepared. On-going challenges includes:

- Evaluate current signs for readability, effectiveness, and professional quality.
- Evaluate the locations of current signs and determine the need for additional locations.

LANDING LOCATIONS

In addition to the information provided at the landings, their location is crucial to success. Since the NPS does not own the riverbanks, official landings and rest stops are the result of cooperative efforts with others. The demand for and use of landings is shifting to the south during the summer months. Indications are that the two Narrowsburg landings receive less summer use while there appears to be growing need south of Lackawaxen where there are limited landings. The Pond Eddy and Mongaup River areas are prime locations for additional public access areas or river rest stops. A few more landings should also be made available in the northern section.

Locations upstream should be studied to determine if use merits renewed staffing. For example, visitation to the Buckingham Access has increased markedly due to Spring trout fishing use. Use at other locations should also be investigated to make sure that current coverage is adequate and occurs at the most heavily used times.

Recycling is strongly encouraged and every effort should be made to make it easy to accomplish. Since the park has a good recycling program, the facilities designed to support the effort should be equally noteworthy. Design of a recycling shelter that includes a basic recycling and water quality message should be undertaken and the shelter produced.

PUBLICATIONS

A system of site bulletins addresses the main interpretive themes. Content should be regularly reviewed and revised as necessary. Three main orientation/recreation titles are distributed in outdoor brochure boxes: UPDE map and Guide; Planning Your River Trip; Fishing on the Upper Delaware. When it is available, the Upper Delaware Council's "Visitor Information Map and Guide" is also placed in the brochure boxes.

A Publications Plan, Scope of Sales Plan, and appropriate sales offerings should be re-evaluated regularly.

AUDIO VISUALS

The NPS should revise the river safety video and include a water quality message along with a general facilities orientation. The new video should be distributed to liveries, local camps, and tourism organizations.

PARTNERS

The National Canoe Safety Patrol provides on-river assistance particularly at treacherous stretches of the river. In addition, they help train NPS employees.

As water safety experts, they might be recruited to provide text for and even fund river safety panels for use at landings and at rental locations.

WATER QUALITY

Since water quality is of paramount importance, the NPS should be continually looking for new ways to communicate a clean water message effectively to river users such as:

- The NPS should work closely with the many cooperators in the river valley who will, in turn, be the primary conduit for information on water quality to residents. Information sharing is extremely important, as is participation in cooperator programs and activities.
- Water quality posters could be developed and distributed to liveries.
- A water quality message should be added to the safety videotape distributed to liveries, camps, schools, etc.
- School programs should include a water quality lesson plan or plans. Students need to be able to define good water quality.
- Interpretive training, an NPS strength, should be offered to cooperators and liveries.
- Mechanisms to facilitate information transfer with the academic community should be created.
- Opportunities for actual involvement and participation in efforts to maintain water quality should be designed with local and long-term users in mind.

DISTRICT OFFICES

The ranger stations will continue to provide walk-in service, with the Barryville Office advertised as the first information contact point for visitors approaching from the south. Orientation displays are available in the lobby area and a doublewide bulletin board is sited in the visitor parking lot. A covered kiosk/pavilion should be developed for the Barryville parking lot. The small display of archeological objects in the Milanville Office will be retained and redesigned. Information, emergency assistance, and orientation are the primary purposes of these offices. An enclosed, doublewide bulletin board should be installed at the Milanville Office and short interpretive trails should be developed for both areas. Moreover, there is excellent potential for a nature/education center at the Milanville Office complex.

NARROWSBURG INFORMATION CENTER

The NPS presence in Narrowsburg via the Information Center makes the NPS a part of the community. This facility is a recommendation in the Final River Management Plan.

Until the main visitor center is constructed at Mongaup, Narrowsburg will function as the central contact facility. Visitors will be introduced to the shared management philosophy of the area (the information center itself is rented and the income helps with the preservation of the building), the primary park interpretive themes, the cultural and natural resources as well as the range of recreational opportunities in the valley. Personal services are and will remain the primary interpretive medium but sales and some exhibits are important to the site.

The following projects are appropriate:

- Maintain use of the window display space to highlight seasonal as well as interpretive stories.

- Find a new home for the aqueduct model. This impressive exhibit is out of place in Narrowsburg and should be relocated to a proper facility, perhaps adjacent to the aqueduct itself.
- Encourage visitors to walk across the street to see Big Eddy. Help them to understand how it was formed and used.
- Redesign the wayside on the deck that overlooks the river.
- Produce more hands-on exhibitry geared toward children.

DELAWARE AQUEDUCT COMPLEX

All of the resources in the vicinity of the Delaware Aqueduct need to be dealt with in a comprehensive way. In 1995, the Denver Service Center prepared a schematic plan for the area. Based on this, funding was put into the construction program for 1998-99. Adjacent properties have been purchased which will have to be examined within the larger context of the aqueduct and the community of Lackawaxen.

The story at the aqueduct can best be told visually. Visitors need to see how the aqueduct worked and how it tied into the canal. Exhibits need to supplement the physical appearance of the aqueduct. Visitors need to see and understand how the canal functioned at several different points in time. They need to visualize the change from canal to canal/aqueduct and then from aqueduct to toll bridge.

In order to accomplish this visual orientation to the story, exhibits should be planned and installed in a facility within view of the aqueduct. While the Tollhouse may appear to be suited to this purpose, additional investigation is needed. Significant modifications would be required including structural reinforcement, space conditioning, and moisture control. Provisions would have to be made to provide physical accessibility and ensure visitor safety when entering and leaving. An alternative consideration would be the Margold property on the upstream, Pennsylvania side of the Roebling Bridge.

Whatever location is chosen, it should accommodate exhibits that will show visitors how the area looked at three different times: pre-aqueduct; aqueduct; and Tollhouse and bridge. Drawings, models, historic photos, and durable artifacts or reproductions can all be used. Text should be kept to a minimum. The existing model of the aqueduct would be ideal for this location. A small contact station will be needed. Sales should be evaluated in light of developments at the Zane Grey House and whether adequate staffing would permit a selling station at the bridge.

Although the bridge itself can be viewed as an exhibit, the story it tells is incomplete.

- Interpretive media will be needed to focus visitor attention on the innovations that Roebling incorporated into his design.
- Wayside exhibits will also be used. The Towpath Trail along the river passes remnants of the canal, including a lock. While a wayside plan will provide final details on wayside

location and content, preliminary investigation suggests waysides interpreting: the aqueduct itself; Tollhouse and the evolution of transportation; canal locks and towpath; timber rafting and commercial products. In addition, there should be trailheads with area maps at each of the parking lots. Some of these waysides will be in the flood plain, a fact that needs to be reflected in their final design. Some may need to be removable.

- Until professional waysides are installed, doublewide information boards will be maintained at each end of the bridge. Contents will include: brief interpretation of the D & H Canal and aqueducts, hours of operation, and services available at the Tollhouse, Zane Grey House, and the Minisink Battleground Park.
- During busier seasons, scheduled ranger walks may be offered, according to a pre-arranged and well-publicized schedule.
- Curriculum-based educational materials should be maintained for the entire area. On-site ranger-led tours are one possible activity in this package. A pre-visit slide program at the school best precedes this complex story.
- Until a new interpretive facility is developed in the aqueduct area, the first floor of the Tollhouse may continue to function as a contact station. Because of uncertain staffing levels due to budget constraints and the need to concentrate limited resources where the visitors are – the river – visitors to the Tollhouse may best be served through self-guiding exhibitry. With a self-guided facility, it can be opened in the morning and closed at night, allowing visitors to view exhibits throughout the day rather than only when employees could be scheduled.

ZANE GREY HOUSE

The Cultural Landscape Treatment Plan and Report (1999) for the Zane Grey House and surrounding properties addresses the relationships between immediately adjacent properties. In contrast, this CIP will deal with the realities that are likely to exist over the next 3-5 years.

Although Zane Grey and his family lived in this house, the recommendation is not to create a traditional historic house with refurbished rooms. There are three reasons for this. First, there is not enough documentation to accurately refurbish any of the rooms entirely. Second, Grey's national significance includes, but also transcends, his years at Lackawaxen. The story is more than "home life of the famous author." Last, there are interesting items in the collection that can be more effectively interpreted when included in exhibits rather than used as room furnishings. Grey's diverse interests, for example, would be an excellent subject for an exhibit and there are ample 3-dimensional objects in the collection that can illustrate that message.

In only one instance will the collection support recreation of a room setting, and recreation will only be partial. There are several items that can be traced to Grey's "office," his workspace. Those will be grouped and used to underscore the message that Grey, in fact, worked on some of his most famous books while at Lackawaxen.

In considering the nature of the interpretive program at the house over the next 3-5 years, plans should be prepared for the entire first floor. In addition, adjacent properties that were once owned by the Grey family have been purchased or are in the final stages of being purchased.

The following actions are recommended:

- Research on the collection is a high priority. The authenticity of items was determined so they could be properly interpreted or culled from the collection, and the curator will provide information to the interpretive staff.
- A new operating plan for the entire first floor will be developed, so that the exhibits become self-guiding. Visitors may continue to enter the current (east) entrance to receive an orientation to the site. An NPS ranger or a volunteer will be on hand to welcome visitors and collect the interpretive fee. A lobby space should remain open and flexible. The sales area will make it possible for visitors to purchase a wide range of Grey titles as well as videos of Grey movies and posters from films based on his books. Books about Grey should be available. Smaller sections on river valley natural and cultural history, the Delaware & Hudson Canal, water quality and recycling should be available.
- Exhibits will explain the multi-faceted nature of Grey's talents; illustrate the impact of Grey's writings on our perception of the West; and discuss the years that he spent at Lackawaxen. Visitors will be able to see the exhibits at their own pace. While there will be no need for a formal tour, a second ranger or volunteer could be available to provide interpretation of the furnishings used by Grey in his "office" and to answer questions.
- In addition to new exhibits, the house needs rearranged support space. Adjacent properties, once owned by the Grey family, could provide more adequate museum storage, staff offices, and library space. Many of these functions are now on the second floor of the museum, placing a heavy load on the structure.
- Since the books available about Grey tend to be expensive, additional inexpensive publications should be explored, dealing with other aspects of Grey's life.
- Visitors are interested in the friezes in the museum and the feasibility of making miniature reproductions and/or postcards available needs exploration.
- A publication interpreting the Lackawaxen area would be useful. Included would be the Grey Museum, several surviving 19th-century structures in the town of Lackawaxen, the cemetery where Grey and his wife are buried as well as an unknown Revolutionary War soldier, Roebling's Delaware Aqueduct, D & H Canal remnants, and the Minisink Battleground Park. This brochure should be a cooperative venture and might be developed by local organizations. The NPS should work closely with interested groups, perhaps preparing a site bulletin in the interim.

EDUCATIONAL PROGRAMS

Upper Delaware's educational programming will focus on those schools in the counties and townships that correspond to the park boundaries. Primary emphasis will be on the 4th and 5th grades. Visits to schools will be an important component of this effort.

Specific actions include:

- Development of pre-visit, on-site, and follow-up materials. Programs must be curriculum-based and relate to the themes of the area. Appropriate materials will be shared with the NPS staff at Delaware Water Gap and the educators at the Pocono Environmental Education Center to avoid duplication of effort.
- Teacher workshops will be developed. Natural and cultural resource managers will be included along with interpretation and visitor services. These workshops should be a one-stop description of what school programs are available from the NPS. They should also include some instruction on topics like river ecology, monitoring water quality, Native Americans, etc. Initially one workshop per year will be offered. A goal of two workshops yearly would be the next step. Incentives such as educational credit and pay for substitute teachers using Eisenhower Grants will be investigated.
- Use of the excursion trains by school groups may require development of specific materials.
- The Junior Ranger program will be available to schools and family visitors. The primary component will be a workbook with activities to be completed and "redeemed" for a certificate and embroidered patch.

Other possible educational outreach projects include:

- Cooperative activities with area community colleges. On-site programs could be developed in conjunction with college classes. In return, faculty expertise could assist with resource management and staff training.
- Programs with area camps. Camp counselor workshops will provide both safety and resource training. Regular interpretive programs have been offered off-site to camp groups and should continue. Camps provide relatively large and guaranteed audiences and, even considering travel, are very cost effective. They also reach potential future river users.
- Elder hostel groups visit in the spring and fall. Workshops for group leaders should be considered.

SPECIAL EVENTS

Special events play an important role in celebrating the values of the river valley and providing positive visibility for the NPS. NPS participation in selected local events should continue.

- The NPS should encourage and provide leadership in observing Earth Week and National Park Week on an annual basis, perhaps with a clean water theme.

- The NPS should continue participation in the Annual Delaware River Sojourn in recognition of National Rivers Month.

OUTREACH

Outreach is an important component of the shared management concept. More staff, time, and resources need to be devoted to communication than in more traditional park areas.

- Staff should be actively engaged in discussing how the Upper Delaware concept works; serving as advisors to others facing similar management problems; promoting recycling, cultural restoration, and water quality; maintaining channels of communication with historical societies, service clubs, schools and colleges; and developing means to contact users even before they arrive in the river valley.
- Recruitment of volunteers needs to be expanded following identification of well-defined projects.

PARTNERS IN INTERPRETATION

Since Upper Delaware is rooted in the concept of shared management, there are many partners who also interpret the river valley. Major partners have been listed in a previous section.

NON-ENGLISH SPEAKING USERS

An increasing number of diverse visitors are entering the river valley and participating in a variety of activities.

- Because the number of non-English speaking river users may continue to increase, the NPS should explore with the liveries possibilities for providing information in other languages: safety, regulations, private property, etc. Medium could include Travelers' Information Stations, waysides, and/or publications.

SALES

A formal Scope of Sales Statement is in effect and includes:

- A few titles on the National Park System, i.e., camping guide, etc.
- The largest category represents titles on the river valley's cultural and natural history, including selections on the Delaware and Hudson Canal, Zane Grey, and Native Americans in the Delaware Valley.
- Site specific river and topographic maps.
- A small selection of natural history guides relative to the area.
- A few high quality visual products like postcards, posters, and videos. They are site specific whenever possible.

- Children's materials directly related to area themes. There are possibilities for non-print items that children can enjoy, such as bug boxes. Materials for teachers could evolve out of the park's educational initiative.
- The Zane Grey House provides additional sales opportunities. Reprints of Grey's books will be carried along with the best biographical and analytical titles. If possible, these items should reflect the whole range of topics in which Grey was interested. Video and audio items based on Grey's work exist and illustrate his lasting and varied impact.
- In addition to implementing this general scope of sales, the staff should research and recommend development of items recommended in the "Publication" section to reflect cultural, natural, recreational themes.

IMPLEMENTATION

A. Pre-Arrival

A-1 Refine and implement further an outreach strategy, which enhances public recognition of this unit of the National Park System utilizing a variety of media and places including:

- Newspapers
- Professional journals
- Magazines
- Popular and specialized publications
- Radio stations with broad and diverse audiences, especially public radio
- Television and cable (such as features, community calendars, public access)
- Welcome centers on interstate highways and in towns
- Tourist information bureaus and regional tourism groups
- Chambers of commerce

A-2 Offer familiarization tours (FAM tours) to tourism entities in the area.

A-3 Develop an enhanced travelers information system (TIS).

A-4 Evaluate existing wayfinding signs throughout the region directing visitors to the park and make needed improvements.

A-5 Continually update park web page and create appropriate links to other related web sites. Include more specifics on what visitors will find during their visit.

A-6 Add virtual tours of Roebling Aqueduct and Zane Grey Museum to web page.

A-7 Create a basic Spanish version of web page.

A-8 Place park description and location on all possible travel location maps and brochures.

A-9 Correct misnomers currently appearing on maps/brochures such as Upper Delaware *National* Scenic and Recreational River.

A-10 Develop a system of “Fact Sheets” in 8 ½” x 11” format that can be distributed to area tourism groups and which can be photocopied as needed.

A-11 Develop a park orientation video to include river safety and water quality components.

B. Park Orientation and Access

B-1 Continue involvement in the Delaware River corridor planning and related implementation of the River Management Plan including the development of the Mongaup Visitor Center.

- B-2 Develop a Wayside Exhibit Plan that identifies orientation sites and panel contents.
- B-3 Develop a site orientation map at the Roebling Aqueduct, New York parking lot area.
- B-4 Erect a display board outside park headquarters entrance which provides visitor orientation materials.
- B-5 Greet every visitor at the fixed stations and inquire about their length of stay and purpose and with this information provide a park brochure and other information on how best to experience the park given the amount of time the visitor has available.
- B-6 Develop and install an accessible roofed multi-paneled information/orientation kiosk on a concrete pad at the South District Office parking area.
- B-7 Upgrade Travelers' Information Station at Sparrowbush, NY.
- B-8 Locate an appropriate site in or near Hancock, NY, and install a Travelers' Information Station with appropriate signage on NY Route 17 (I-86).
- B-9 Locate an appropriate NPS-owned site in Lackawaxen, PA, and install a Travelers' Information Station with appropriate signage on NY Route 97 and PA Route 590.
- B-10 Develop a Lackawaxen area walking tour brochure.
- B-11 Develop a park logo that can be used on publications, travelling exhibits, website, etc.

C. On-Site Exploration

Personal Services

- C-1-1 On a daily basis during the visitor season, rove the outdoor grounds of the fixed stations to provide opportunities for visitors to have a personal contact with the ranger to receive information and interpretation.
- C-1-2 At regularly scheduled pre-determined, pre-announced times provide formal walks and talks created around the park's interpretive themes.
- C-1-3 Partner with other academic and interpretive organizations to create special programs by sharing resources and developing a series of events.
- C-1-4 Expand roving canoe trips to increase contacts with river users and to impart information about natural/cultural resources, rule/regulations, and stewardship concerns.
- C-1-5 Increase interpretive programming and presentations to area youth camps, especially the Ten Mile River boy scout reservation.

C-1-6 Rove to each access site bi-weekly during the visitor season to restock brochure boxes and clean/update information boards

Non-personal Services

C-2-1 Create an exhibit and/or site bulletin conveying the extent of the original Zane Grey complex.

C-2-2 Create more hands-on activities on a discovery basis for children and adults at the Information Center.

C-2-3 Develop a storage area for rotating discovery activity packages for the Information Center

C-2-4 Find opportunities to link the park story and resources with those beyond the park boundary. Incorporate links to related resources at the time media is updated, such as web page, park brochures, site bulletins, articles. Maintain the “Other Sources of Information” site bulletin and update yearly.

C-2-5 Update all site bulletins and park brochure yearly; digitize.

C-2-6 Produce a River Guide to replace the *Planning Your River Trip* site bulletin.

C-2-7 Produce an audio tour of the Zane Grey Museum after it is self-guiding.

C-2-8 Produce an audio tour of the Roebling Aqueduct / Bridge.

C-2-9 Produce a self-guided interpretive brochure for the Calkins Creek Trail.

C-2-10 Produce a self-guided interpretive brochure for the Corwin Farm complex.

C-2-11 Produce a self-guided interpretive brochure for the Towpath Trail.

C-2-12 Produce a self-guided interpretive brochure for the Tusten Mountain Trail.

C-2-13 Produce a Fact Sheet on hiking opportunities in the river valley.

C-2-14 Develop a Wayside Exhibit Plan for the park with major subsets being the Roebling Aqueduct, Zane Grey House complex, River Access sites.

C-2-15 Design and install waysides for the Roebling Aqueduct subset of the Wayside Exhibit Plan.

C-2-16 Design and install waysides for the Zane Grey House subset of the Wayside Exhibit Plan.

C-2-17 Design and install waysides for the River Access subset of the Wayside Exhibit Plan.

C-2-18 Upgrade parkwide orientation panels on bulletin boards to convey visitor and access locations, emergency procedures and numbers, safety and resource protection messages, landowner rights, UPDE's unique management philosophy, and site-specific helps.

C-2-19 Establish a self-registration box for the Tusten Mountain Trail and increase visitor awareness of this trail.

C-2-20 Upgrade Tollhouse exhibitry and self-guiding SOPs to increase use and improve understanding of the Roebling Aqueduct.

C-2-21 Continue use of the window exhibit format for the Information Center and consider adding one new exhibit yearly.

C-2-22 Expand storage area for Information Center window exhibits.

C-2-23 Place a kiosk and/or information/orientation board in the Mongaup area in cooperation with New York State Department of Environmental Conservation.

Education Program

C-3-1 Complete the park's Education Plan

C-3-2 Create a traveling trunk for 10th-grade students addressing Zane Grey and his writing.

C-3-3 Create a traveling trunk addressing water quality issues in the Upper Delaware River.

C-3-4 Actively expand the Junior Ranger Program into schools.

C-3-5 Explore feasibility of establishing a nature center at the North District Office with the potential of using this facility for on-site curriculum-based school programs.

C-3-6 Continue offering the Roebling Bridge School Days with pre-site visits to schools followed by on-site visits by 4th-grade students.

C-3-7 Explore expansion of the curriculum-based programs for middle and high school students.

C-3-8 Actively recruit higher grades to the park for both natural and cultural resources.

C-3-9 Expand the annual National Park Week poster contest for area 4th-graders and work more directly with teachers.

C-3-10 Continue working with the educational community in the park's service area to examine the park's current education program and, with the involvement of educators, create new programs which meet Pennsylvania and New York standards and aid in the teaching of curriculum.

C-3-11 Develop teacher workshops as curriculum-based / school-endorsed programs are established.

C-3-12 Develop comprehensive self-guiding lesson plans and helps for the *Lenape* and *D&H Canal* travelling trunks as an aid to teachers and other educators using the trunks.

C-3-13 Develop pre- and post-visit educational materials as needed by teachers to tie in with their curriculum including self-guiding options.

C-3-14 Build relationships with teachers to evaluate the park's education program on an on-going basis and involve them in development of the program.

C-3-15 Develop a list of "untold stories" and incorporate them into the interpretive program.

C-3-16 Contribute to the development of a Delaware & Hudson Canal and Gravity RR generic 4th-grade curriculum-based package.

Life-Long Learning

C-4-1 Partner with existing providers of adult programs to develop and offer programs for adults that are created around park themes.

C-4-2 Create opportunities for adults to participate in park research as appropriate.

D. Visitor Departure and Post-Visit

D-1 Develop – and give to every visitor – a handout of nearby federal sites including places such as Steamtown NHS, Delaware Water Gap National Recreation Area, and Grey Towers National Historic Site.

D-2 Place the NPS System Map and Guide unigrid brochure in a visible spot at the Information Center, Zane Grey Museum lobby, Tollhouse, South District Office, North District Office, and Headquarters.

D-3 Have available local and regional maps so visitors can find their way.

D-4 Provide visitors a listing of upcoming programs when offered.

E. Support for the Interpretive Program

Research

E-1-1 Using appropriate interpretive media, provide distilled messages regarding process, progress and results of all natural and cultural resources research and other special projects as it relates to the park themes and protection of resources.

E-1-2 Update the cultural resources inventory completed by SUNY Binghamton in 1980s.

E-1-3 Complete a cultural landscape treatment plan for the Zane Grey complex.

E-1-4 Complete identified oral history interviews.

E-1-5 Transcribe oral history interviews.

E-1-6 Complete an administrative history of the park.

Library Collection

E-2-1 Update a scope of collection for the library which includes deciding on its users and uses. Address the following questions such as:

- Whom does the library serve such as park staff, the general public, scholars, and schools?
- What documents and publications should be maintained, purged, collected.

E-2-2 Organize archival brochure and site bulletin system

Slide Collection

E-3-1 Develop scope of collection for the slide collection.

E-3-2 Develop a slide cataloging system.

E-3-3 Catalog slides into collection.

Museum Collection

E-4-1 Review the existing scope of collection for objects and revise as needed so that the park has clear guidelines on objects to seek, to decline, and to de-accession.

E-4-2 Bring museum collection to standard.

Zane Grey Museum

E-5-1 Develop a Zane Grey Museum Exhibit Plan and make the exhibit area self-guiding.

E-5-2 Reproduce friezes.

Sales

E-6-1 Review and revise as appropriate a scope of sales which includes a variety of items, especially publications, for all age levels at reasonable prices.

Volunteers and Interns

E-7-1 Identify specific tasks for volunteers, especially those in visitor services. Recruit more volunteers according to skills/talents.

E-7-2 Expand award incentive program for long-term volunteers.

E-7-3 Increase scope of contacts for schools that provide internship opportunities, especially for diverse students.

E-7-4 Work with volunteer staff to achieve interpretive competencies as appropriate.

E-7-5 Meet with volunteers on a regular basis to keep them abreast of overall park activities and upcoming events so they feel connected to park operations, their message stays current to the public, they are on top of late breaking information, and they have an opportunity to express their ideas and observations to park management.

E-7-6 Provide a mid-summer luncheon for volunteers as a means of recognizing their efforts and to grant incentive awards.

Park Staffing

E-8-1 Recruit minorities for Student Temporary Experience Program (STEP), and Student Career Experience Program (SCEP), and for permanent positions when they become vacant.

E-8-2 Create and fill a subject-to-furlough education specialist position.

Professional Development

E-9-1 Find opportunities for all interpretive staff to demonstrate competency in the Interpretive Development Program at all grades.

E-9-2 Entire park staff, and especially the interpretive staff, should meet on a regular basis to exchange information and to receive instructions and training.

E-9-3 Provide a variety of professional development opportunities for the interpretive staff who express the desire to be more involved in the interpretive program. Meet with each staff member to explore opportunities, which could include:

- Details to other parks or central offices
- Cross training in different disciplines
- Shadowing
- Mentoring programs
- Participate in larger projects that reach beyond UPDE's boundaries within and outside the NPS

E-9-4 Encourage staff to contribute to professional organizations, publications, and other efforts by way of contributing expertise, research, journalism, and training.

Universal Access

E-10-1 Evaluate all facilities and programs to determine if they allow visitors with diverse abilities the fullest access possible to park facilities and programs. Make needed improvements based on latest scholarship, research and technology so that all visitors may fully experience the park story.

E-10-2 Train interpretive staff in the park's universal accessibility program including expanding everyone's awareness of universal accessibility issues and the tools and programs the park has in place to provide access to facilities and programs, including off-site programs.

Resource Management Plan

E-11-1 Place all proposed interpretive projects in the Resource Management Plan (RMP) and show the relationship between park resources and the interpretive need.

E-11-2 Integrate resource management goals as outlined in the RMP into the interpretive program.

INTERPRETIVE PLANNING TEAM

Park Staff

Mary Curtis, Cultural Resources Specialist
Roy Given, Chief of Interpretation and Visitor Services
Calvin Hite, Superintendent, Upper Delaware S & RR
Constance Lloyd, Park Ranger
Dorothy Moon, Park Curator
Ingrid Peterec, Education Specialist
Sandra Speers Schultz, Assistant Superintendent
Paula Valentine, Interpretive Specialist

Consultants

Ron Thomson

Annual Implementation Plan

October 1999

Upper Delaware Scenic and Recreational River

United States Department of the Interior -- National Park Service

ANNUAL IMPLEMENTATION PLAN

PART 1. SUMMARY OF ANNUAL PLAN

PART 2. ANALYSIS OF CURRENT PROGRAM

PART 3. MANAGEMENT ISSUES FACING INTERPRETATION

Rangers, supplemented by exhibits, provide information and on-site interpretation primarily in three locations: the Narrowsburg Information Center; Zane Grey House; and the Tollhouse at Roebling's Delaware Aqueduct. Rangers also staff kiosks at up to five locations along the river plus two district ranger offices. Specific schedules vary, but most facilities are open from early May to September or October. Staff also provide roving interpretation along the river, participate in special events, and provide programs at schools, youth camps, senior citizen centers, libraries, etc., as needed.

Aging wayside exhibits are in place at Roebling's Delaware Aqueduct and at Big Eddy in Narrowsburg. Bulletin boards are at most river accesses, rest stops, district ranger offices, and on both sides of Roebling's Delaware Aqueduct. A Wayside Exhibit Plan will be finalized in FY-2000 and several aspects implemented.

In recent years, tours of the Zane Grey Museum were offered up to fourteen (14) times daily from the end of May through September, on weekends in May, and on weekends in October. Tours in the "off-season" are by appointment only.

On weekends from mid-May to Labor Day, staff permitting, rangers rove the river by canoe and conduct canoe skills demonstrations.

A Travelers' Information Station and a river hot line (recorded telephone message) provide year-round basic information about the Upper Delaware.

Numerous site bulletins augment exhibits and personal services. Titles include: Zane Grey Museum; Roebling's Delaware Aqueduct; Fishing on the Upper Delaware; Bald Eagles; D&H Canal; Planning Your River Trip; Other Sources of Information, Indian Life.

Park brochures and the rack card are distributed at local and regional information centers.

There are Eastern National sales outlets at the Narrowsburg Information Center and the Zane Grey House.

When available, park staff provide on- and off-site interpretive programs on a variety of subjects to area schools, youth camps, and community organizations. On-going curriculum-based education programs include an orientation to the National Park Service/System. Area 4th-graders participate in a poster contest during National Park Week and in the Roebling Bridge School Days in late May and early June.

The park has developed and maintains an expanded WebPage (www.nps.gov/upde).

The work year for interpretation begins with October's final personal services programs at the Zane Grey House and Roebling Aqueduct/Bridge. Thousands of visitors arrive in the river valley to view the spectacular fall foliage. A number of these visitors arrive in the Lackawaxen area via the Stourbridge Line's Fall Foliage Train Tours. The Information Center in Narrowsburg closes in mid-October to coincide with the last train tour and, usually, the end of the fall foliage. Numerous reports are completed in October and November including the Servicewide Interpretive Report, Annual Volunteers-In-Park Activity Report, GPRA's Annual Performance Report, and the drafting of budgets and GPRA's new Annual Performance Plan. Furloughs and winter leave are scheduled. Late fall and early winter bring intense work on budget, procurement, exhibit repair and rehabilitation, and publication review and revision. The Zane Grey House opens for Grey's birthday on the weekend on or before January 31. Late winter and early spring see much time devoted to updating bulletin boards; hiring seasonals, SCAs, Interns, VIPs; organizing and delivering training; and preparing for and delivering school programs both on- and off-site. Seasonal cleaning and stocking in preparation for the busy season continues. Various meetings are held to further refine budget allocations including one-year and other special monies including fee demo projects.

Interpretive employees are routinely involved in planning and overseeing several segments of the Annual Delaware River Sojourn and other partnership events. Interpretive supervisors audit programs, coach employees, perform evaluations, and put out numerous fires that always ignite.

Each year is similar, yet different, and challenges always present themselves.

The interpretive position with primary responsibility to develop outreach school programs and assist the Interpretive Field Supervisor is vacant. Recruiting and filling the vacancy has been delayed.

Practical discussions concerning parkwide strategies to implement resource issue education are urgently needed between interpreters and resource managers to maximize limited staff and project dollars.

With the retirement of the Chief Park Ranger scheduled for late December, the park is implementing its reorganization plan which calls for the two current District Rangers to each become division chiefs. One will become the Chief of Protection and other the Chief of Resource Management. Accompanying this move, the district operations will be consolidate, some staffing assignments redirected, and the curatorial operation currently in the Division of Interpretation and Visitor Services will move to the new Division of Resource Management. Moreover, office space is being created at Headquarters to allow all division chiefs to be stationed at Headquarters, necessitating the move of three employees from the field. Consequently, the park will be undergoing some "growing pains" as staff cope with new divisions, new supervisors, new office locations, and revised means of communicating with each other.

The park's heavy involvement with numerous partners, our limited land base, some lingering animosity towards the National Park Service, the nation's largest canoe livery operation, and

some strong landowners' rights advocates, calls for sensitive and often innovative approaches to management.

Park staff are addressing a backlog of health and safety, resource, facility, exhibit and media projects, while maintaining the successful programs and media already established. New projects involve acquiring funding, attending meetings, and providing project management, interpretive design services, engineering oversight, and procurement services. Staff are adapting to these shifts in workload and exploring all alternatives to fund the work, protect resources, and serve visitors. NPS one-year funds, fee interpretation, fee demonstration, grant, and donation revenues are all being utilized to fund the work.

Special efforts are being taken to develop a visitor center in the Mongaup area of the southern corridor just north of the Hawks Nest section of New York Route 97. The establishment of this visitor center will have many positive ramifications for NPS operations.

PART 4. ANNUAL WORK PLAN

A. Pre-Arrival

A-1 Refine and implement further an outreach strategy, which enhances public recognition of this unit of the National Park System utilizing a variety of media and places including:

- Newspapers
- Professional journals
- Magazines
- Popular and specialized publications
- Radio stations with broad and diverse audiences, especially public radio
- Television and cable (such as features, community calendars, public access)
- Welcome centers on interstate highways and in towns
- Tourist information bureaus and regional tourism groups
- Chambers of commerce

A-3 Develop an enhanced travelers information system (TIS).

A-4 Evaluate existing wayfinding signs throughout the region directing visitors to the park and make needed improvements.

A-5 Continually update park web page and create appropriate links to other related web sites. Include more specifics on what visitors will find during their visit.

A-8 Place park description and location on all possible travel location maps and brochures.

A-9 Correct misnomers currently appearing on maps/brochures such as Upper Delaware *National* Scenic and Recreational River.

A-10 Develop a system of “Fact Sheets” in 8 ½” x 11” format that can be distributed to area tourism groups and which can be photocopied as needed.

B. Park Orientation and Access

B-1 Continue involvement in the Delaware River corridor planning and related implementation of the River Management Plan including the development of the Mongaup Visitor Center.

B-2 Develop a Wayside Exhibit Plan that identifies orientation sites and panel contents.

B-3 Develop a site orientation map at the Roebling Aqueduct, New York parking lot area.

B-5 Greet every visitor at the fixed stations and inquire about their length of stay and purpose and with this information provide a park brochure and other information on how best to experience the park given the amount of time the visitor has available.

B-6 Develop and install an accessible roofed multi-paneled information/orientation kiosk on a concrete pad at the South District Office parking area.

B-7 Upgrade Travelers' Information Station at Sparrowbush, NY.

B-8 Locate an appropriate site in or near Hancock, NY, and install a Travelers' Information Station with appropriate signage on NY Route 17 (I-86).

B-9 Locate an appropriate NPS-owned site in Lackawaxen, PA, and install a Travelers' Information Station with appropriate signage on NY Route 97 and PA Route 590.

B-11 Develop a park logo that can be used on publications, travelling exhibits, website, etc.

C. On-Site Exploration

Personal Services

C-1-1 On a daily basis during the visitor season, rove the outdoor grounds of the fixed stations to provide opportunities for visitors to have a personal contact with the ranger to receive information and interpretation.

C-1-2 At regularly scheduled pre-determined, pre-announced times provide formal walks and talks created around the park's interpretive themes.

C-1-3 Partner with other academic and interpretive organizations to create special programs by sharing resources and developing a series of events.

C-1-4 Expand roving canoe trips to increase contacts with river users and to impart information about natural/cultural resources, rule/regulations, and stewardship concerns.

C-1-5 Increase interpretive programming and presentations to area youth camps, especially the Ten Mile River boy scout reservation.

C-1-6 Rove to each access site bi-weekly during the visitor season to restock brochure boxes and clean/update information boards

Non-personal Services

C-2-2 Create more hands-on activities on a discovery basis for children and adults at the Information Center.

C-2-3 Develop a storage area for rotating discovery activity packages for the Information Center

C-2-4 Find opportunities to link the park story and resources with those beyond the park boundary. Incorporate links to related resources at the time media is updated, such as web page, park brochures, site bulletins, articles. Maintain the "Other Sources of Information" site bulletin and update yearly.

- C-2-5 Update all site bulletins and park brochure yearly.
- C-2-6 Produce a River Guide to replace the *Planning Your River Trip* site bulletin.
- C-2-11 Produce a self-guided interpretive brochure for the Towpath Trail.
- C-2-13 Produce a Fact Sheet on hiking opportunities in the river valley.
- C-2-14 Develop a Wayside Exhibit Plan for the park with major subsets being the Roebling Aqueduct, Zane Grey House complex, River Access sites.
- C-2-15 Design and install waysides for the Roebling Aqueduct subset of the Wayside Exhibit Plan.
- C-2-18 Upgrade parkwide orientation panels on bulletin boards to convey visitor and access locations, emergency procedures and numbers, safety and resource protection messages, landowner rights, UPDE's unique management philosophy, and site-specific helps.
- C-2-19 Establish a self-registration box for the Tusten Mountain Trail and increase visitor awareness of this trail.
- C-2-21 Continue use of the window exhibit format for the Information Center and consider adding one new exhibit yearly.
- C-2-22 Expand storage area for Information Center window exhibits.
- C-2-23 Place a kiosk and/or information/orientation board in the Mongaup area in cooperation with New York State Department of Environmental Conservation.

Education Program

- C-3-1 Complete the park's Education Plan
- C-3-2 Create a traveling trunk for 10th-grade students addressing Zane Grey and his writing.
- C-3-3 Create a traveling trunk addressing water quality issues in the Upper Delaware River.
- C-3-5 Explore feasibility of establishing a nature center at the North District Office with the potential of using this facility for on-site curriculum-based school programs.
- C-3-6 Continue offering the Roebling Bridge School Days with pre-site visits to schools followed by on-site visits by 4th-grade students.
- C-3-7 Explore expansion of the curriculum-based programs for middle and high school students.

C-3-9 Expand the annual National Park Week poster contest for area 4th-graders and work more directly with teachers.

C-3-10 Continue working with the educational community in the park's service area to examine the park's current education program and, with the involvement of educators, create new programs which meet Pennsylvania and New York standards and aid in the teaching of curriculum.

C-3-12 Develop comprehensive self-guiding lesson plans and helps for the *Lenape* and *D&H Canal* travelling trunks as an aid to teachers and other educators using the trunks.

C-3-14 Build relationships with teachers to evaluate the park's education program on an on-going basis and involve them in development of the program.

C-3-15 Develop a list of "untold stories" and incorporate them into the interpretive program.

C-3-16 Contribute to the development of a Delaware & Hudson Canal and Gravity RR generic 4th-grade curriculum-based package.

Life-Long Learning

C-4-1 Partner with existing providers of adult programs to develop and offer programs for adults that are created around park themes.

C-4-2 Create opportunities for adults to participate in park research as appropriate.

D. Visitor Departure and Post-Visit

D-2 Place the NPS System Map and Guide unigrid brochure in a visible spot at the Information Center, Zane Grey Museum lobby, Tollhouse, South District Office, North District Office, and Headquarters.

D-3 Have available local and regional maps so visitors can find their way.

D-4 Provide visitors a listing of upcoming programs when offered.

E. Support for the Interpretive Program

Research

E-1-1 Using appropriate interpretive media, provide distilled messages regarding process, progress and results of all natural and cultural resources research and other special projects as it relates to the park themes and protection of resources.

E-1-3 Complete a cultural landscape treatment plan for the Zane Grey complex.

E-1-4 Complete identified oral history interviews.

E-1-5 Transcribe oral history interviews.

Library Collection

E-2-1 Update a scope of collection for the library which includes deciding on its users and uses. Address the following questions such as:

- Whom does the library serve such as park staff, the general public, scholars, and schools?
- What documents and publications should be maintained, purged, collected.

E-2-2 Organize archival brochure and site bulletin system

Slide Collection

E-3-1 Develop scope of collection for the slide collection.

E-3-2 Develop a slide cataloging system.

Museum Collection

E-4-1 Review the existing scope of collection for objects and revise as needed so that the park has clear guidelines on objects to seek, to decline, and to de-accession.

Sales

E-6-1 Review and revise as appropriate a scope of sales which includes a variety of items, especially publications, for all age levels at reasonable prices.

Volunteers and Interns

E-7-1 Identify specific tasks for volunteers, especially those in visitor services. Recruit more volunteers according to skills/talents.

E-7-2 Expand award incentive program for long-term volunteers.

E-7-3 Increase scope of contacts for schools that provide internship opportunities, especially for diverse students.

E-7-4 Work with volunteer staff to achieve interpretive competencies as appropriate.

E-7-5 Meet with volunteers on a regular basis to keep them abreast of overall park activities and upcoming events so they feel connected to park operations, their message stays current to the public, they are on top of late breaking information, and they have an opportunity to express their ideas and observations to park management.

E-7-6 Provide a mid-summer luncheon for volunteers as a means of recognizing their efforts and to grant incentive awards.

Park Staffing

E-8-1 Recruit minorities for Student Temporary Experience Program (STEP), and Student Career Experience Program (SCEP), and for permanent positions when they become vacant.

E-8-2 Create and fill a subject-to-furlough education specialist position.

Professional Development

E-9-1 Find opportunities for all interpretive staff to demonstrate competency in the Interpretive Development Program at all grades.

E-9-2 Entire park staff, and especially the interpretive staff, should meet on a regular basis to exchange information and to receive instructions and training.

E-9-3 Provide a variety of professional development opportunities for the interpretive staff who express the desire to be more involved in the interpretive program. Meet with each staff member to explore opportunities, which could include:

- Details to other parks or central offices
- Cross training in different disciplines
- Shadowing
- Mentoring programs
- Participate in larger projects that reach beyond UPDE's boundaries within and outside the NPS

E-9-4 Encourage staff to contribute to professional organizations, publications, and other efforts by way of contributing expertise, research, journalism, and training.

Universal Access

E-10-1 Evaluate all facilities and programs to determine if they allow visitors with diverse abilities the fullest access possible to park facilities and programs. Make needed improvements based on latest scholarship, research and technology so that all visitors may fully experience the park story.

Resource Management Plan

E-11-2 Integrate resource management goals as outlined in the RMP into the interpretive program.

PART 5. NEW INDIVIDUAL PROGRAM PLANS

New individual program plans are now being developed as the result of the new Long-Range Interpretive Plan and will be included in the Interpretive Database as they are completed.

PART 6. STATUS OF IMPLEMENTATION PLAN

This is the first year of the Long-Range Interpretive Plan. Progress for the first year will be summarized in next year's Annual Implementation Plan.

Interpretive Database

October 1999

Upper Delaware Scenic and Recreational River

United States Department of the Interior -- National Park Service

INTERPRETIVE DATABASE

The Interpretive Database is a compilation of legislation, plans, inventories, and reports that influence the park's interpretive program. It is updated on at least an annual basis to incorporate new information.

Most items are located in the Interpretive Database section of Office Library in the Zane Grey House.

ITEMS:

National Park Service Organic Act
1916

Wild and Scenic Rivers Act, P.L. 90-542
1968

UPDE Enabling Legislation
1978

UPDE Strategic Plan
1997

UPDE Annual Performance Plan for FY-99
1998

UPDE Annual Performance Report for FY-98
1998

River Management Plan
1986

Statement for Management
1996

GPRA Visitor Satisfaction and Understanding Study
1998-

Annual Interpretive Program Report
1986-1998

Annual VIP Report
1993-1998

Wayside Exhibit Plan
1999 (in draft)

Annual Public Use Reports

1989-1998

Interpretive Prospectus

1988

Park Folder

1996-1999

Resource Management Plan

Ongoing input of data

Collection Management Plan

1995

Scope of Collections (Museum)

1998

Scope of Collections (Library)

2000 (draft)

Scope of Collections (Slides)

2000 (draft)

Landscape Treatment Plan and Report for Zane Grey House

1999

Historic Structures Report (Zane Grey House)

1992

Audio Visual Media Inventory

1998

Northeast Region Interpretation and Education Strategy, “The Road Ahead”

1997

Comprehensive Interpretive Plan

1999

A Summary Report on Watercraft Users on the Upper Delaware Scenic and Recreational River in 1996 and 1979

1997

Organization Charts for Upper Delaware Scenic and Recreational River

1999

Position Descriptions

- 4870-008 – Chief of Interpretation and Visitor Services
- 4870-015 – Interpretive Specialist
- 4870-016 – Supervisory Field Interpreter
- 4870-020 – Park Curator
- 4870-026 – Park Ranger (EN Coordinator, Interpreter)
- 4870-801 – Secretary
- 4870-655 – Seasonal Interpreter GS-2/3/4 (STEP)
- 4870-904 – Seasonal Interpreter GS-4 (Visitor Use Assistant)
- 4870-913 – Seasonal Interpreter GS-5 (Ranger)

Required Reading List

- *UPDE Enabling Legislation*
- *River Management Plan*
- *Comprehensive Interpretive Plan*
- *Cultural Landscape Treatment Plan* (Zane Grey House)
- *Roebeling's Delaware & Hudson Canal Aqueduct*, Vogel
- *Zane Grey book of choice*
- *Each current UPDE site bulletin*

Suggested Reading List

- *Interpreting Our Heritage*, Tilden
- *Interpreting the Environment*, Sharpe
- *Coalboats to Tidewater*, Wakefield
- *The Delaware and Hudson Canal*, Lowenthal
- *Stories of the Raftsmen*, Curtis
- *Tales of the Upper Delaware*, Curtis
- *Zane Grey: A Photographic Odyssey*, Grey