

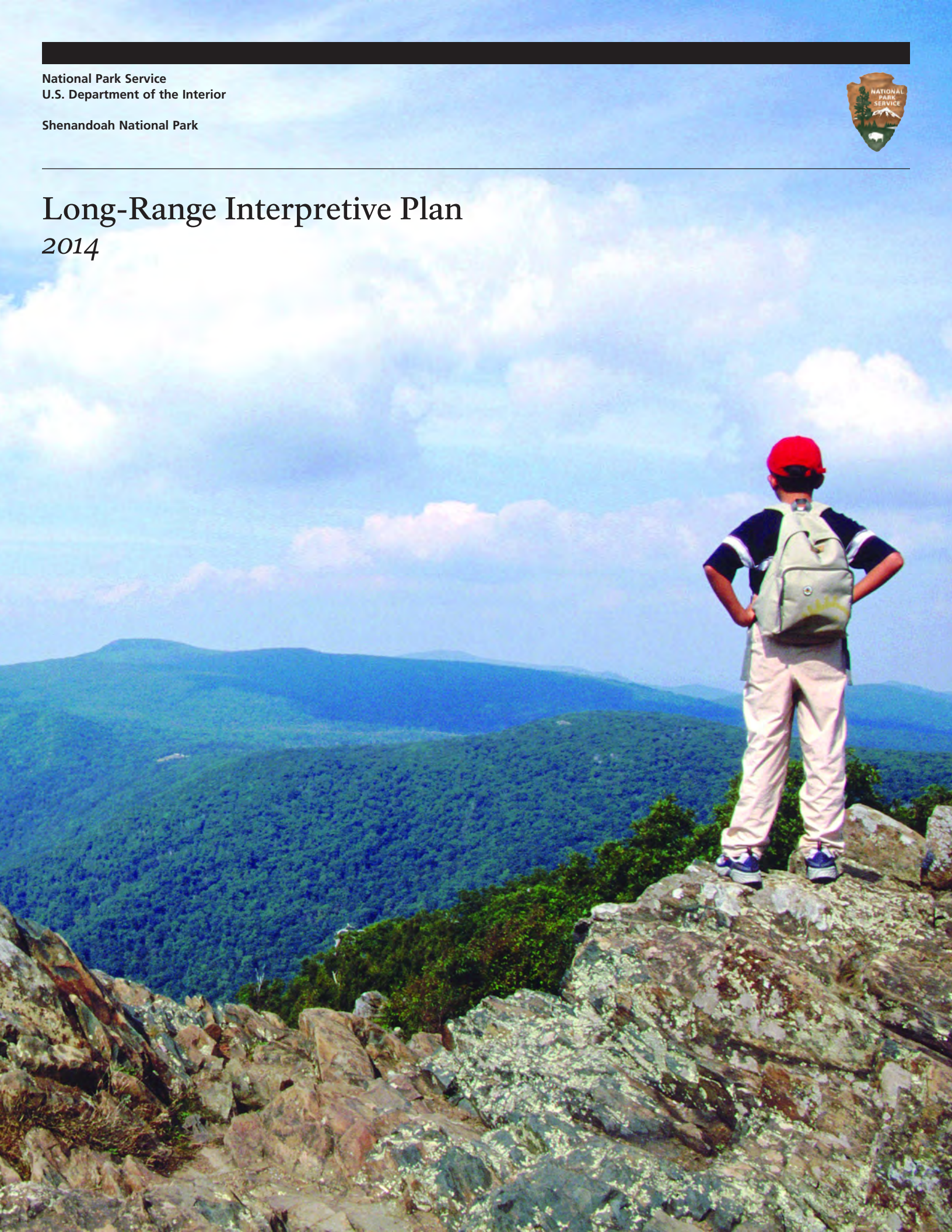
National Park Service
U.S. Department of the Interior

Shenandoah National Park



Long-Range Interpretive Plan

2014



A young hiker contemplates the scenic view

Long-Range Interpretive Plan

2014

Shenandoah National Park
Virginia

Produced by

Shenandoah National Park
Northeast Regional Office
Harpers Ferry Center

National Park Service
U.S. Department of the Interior
Washington, DC

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Plan Highlights

During the next five to seven years, Shenandoah National Park will provide audiences with opportunities to increase their understanding and appreciation of the park and its resources; to engage in local educational opportunities; and to participate in nationally significant events.

To provide an active, engaging interpretive program, park staff and partners will work together focused on the following goals:

- Offer a suite of interpretive media services.
- Offer a broad-based personal services program.
- Continue to provide place-based, curriculum-based education programs and develop new opportunities to meet the needs of the educational community.
- Create stronger resource protection and safety messages.
- Improve orientation/trip planning resources.
- Strengthen interpretive and educational partnerships.
- Welcome all audiences.
- Expand volunteer opportunities.
- Effectively reach and engage youth.
- Conduct planning and evaluation.
- Take thoughtful professional risks, and when we fail, we'll strive to "fail forward."

Shenandoah's numerous entrances make the Park readily accessible to millions of visitors



The Planning Process

This Long-Range Interpretive Plan (LRIP) outlines recommendations for future interpretive services, facilities, and media. Park staff, partners, and stakeholders worked together to develop a comprehensive tool that will outline educational and recreational opportunities for visitors to develop intellectual and emotional connections to the natural and cultural resources found within Shenandoah National Park. Our goal is to promote Shenandoah National Park's resource values through specially planned audience experiences and excellence in interpretation.

This LRIP recommends actions that should occur over the next five to seven years. It identifies park themes, describes visitor experience goals, and recommends a wide variety of personal and non-personal interpretive services and outreach activities that will best communicate the park purpose, significance, and themes. Developed in concert with the park Annual Implementation Plan and Interpretive Database, it completes the Comprehensive Interpretive Plan for the park, as established in Director's Order 6.

The planning process has been customized to meet the needs of Shenandoah National Park, and the conditions and special circumstances that exist there. The ultimate product is a cost-effective, tightly focused, high-quality park interpretive program that achieves management goals, provides appropriate visitor opportunities, and facilitates desired visitor experiences.

A scoping trip was conducted on May 30-31, 2012, and the Project Agreement was signed in

June 2012. An Interpretive Themes workshop was held July 25, 2012, followed by a Foundation workshop with 27 participants on August 15-16, 2012. The Recommendation workshop for this LRIP was held December 5-6, 2012, with 26 participants, and an Implementation Strategy meeting was held April 3, 2013. Park interpretive staff also conducted additional workshops to refine the numerous recommendations. Those in attendance at the meetings represented park and NPS regional staff, partners, and local community members.

Barring legislative changes or major new revelations, the foundational elements expressed in this LRIP – purpose, significance, themes, and visitor experience goals – will remain constant over the life of the plan. Specific recommendations about media and programs may need to be updated as staffing, funding, technology, or resource conditions change. Further design documents must be produced to implement some of the goals and recommendations in this plan.

The Blue Ridge of Virginia. . . constitute, in our judgment, the outstanding and logical place for the creation of the first national park in the southern Appalachian.

It will surprise the American people to learn that a national park site with fine scenic and recreational qualities can be found within a three-hour ride of our National Capital and within a day's ride of 40,000,000 of our inhabitants. It has many canyons and gorges, with beautiful cascading streams. It has some splendid primeval forests, and the opportunity is there to develop an animal refuge of national importance. Along with the whole southern Appalachians, this area is full of historic interest, the mountains looking down on valleys with their many battle fields [sic] of Revolutionary and Civil War periods, and the birthplaces of many of the Presidents of the United States. Within easy access are the famous caverns of the Shenandoah Valley.

The greatest single feature, however, is a possible skyline drive along the mountain top following a continuous ridge and looking down westerly on the Shenandoah Valley from 2,500 to 3,500 feet below, and also commanding a view of the Piedmont Plain stretching easterly to the Washington Monument, which landmark or our National Capitol may be seen on a clear day. Few scenic drives in the world could surpass it.

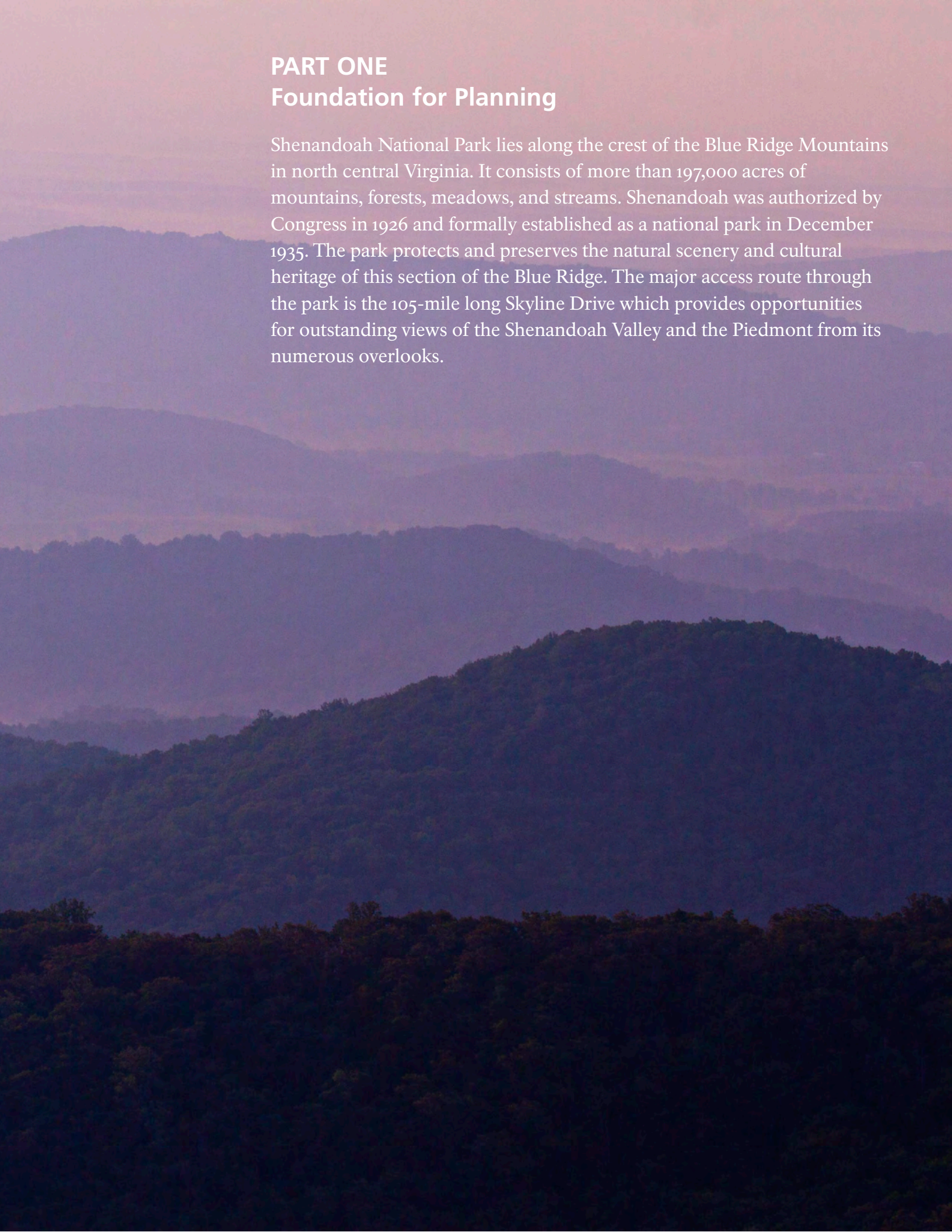
Report to Accompany H.R. 11980: Providing for the Acquisition of Lands in the Southern Appalachian Mountains for Park Purposes. Approved by Hubert Work, Secretary of the Interior, December 12, 1924

Skyline Drive was constructed to provide visitors with scenic views of the mountains, VA piedmont and Shenandoah Valley.

PART ONE

Foundation for Planning

Shenandoah National Park lies along the crest of the Blue Ridge Mountains in north central Virginia. It consists of more than 197,000 acres of mountains, forests, meadows, and streams. Shenandoah was authorized by Congress in 1926 and formally established as a national park in December 1935. The park protects and preserves the natural scenery and cultural heritage of this section of the Blue Ridge. The major access route through the park is the 105-mile long Skyline Drive which provides opportunities for outstanding views of the Shenandoah Valley and the Piedmont from its numerous overlooks.



Park Purpose

Park purpose statements describe why an area was set aside and what specific purposes exist for that park. Purpose statements are derived from legislation, legislative history, public participation, and public rule-making.

According to the Shenandoah National Park Five-Year Strategic Plan, Fiscal Years 2001-2005 (revised July 14, 2000), the purposes of the park are based on the authorizing legislation and legislative history. Shenandoah National Park was established for the following purposes:

- To protect the natural and cultural resources of the northern Blue Ridge and immediate area.
- To have a “national park” here, at this location, providing scenery, serving as a refuge and pleasuring ground, and including the developed visitor amenities traditionally found in other “national parks.”
- To construct and maintain a “sky-line drive” to provide outstanding views of the scenic and historic Shenandoah Valley and Piedmont of Virginia.

Park Significance

Statements of significance describe a National Park System unit’s distinctive natural, cultural, and recreational resources and values that are the specific rationale for national recognition of the site.

A group of park staff, stakeholders, and partners met on July 25, 2012, to revise and update the statements of significance listed in the Shenandoah National Park Five-Year Strategic Plan, Fiscal Years 2001-2005 (revised July 14, 2000).

Shenandoah National Park is significant for the following reasons:

- Established near the Nation’s Capital, Shenandoah is the first national park to provide that large metropolitan population with a “natural, western national park” experience including lodging, camping, hiking, and other outdoor recreational opportunities.
- To most visitors, the park is a wild, natural, and scenic landscape minimally impacted by humans, but for thousands



Ten CCC Camps operated within the boundaries of today's Park



Habitat protection and biodiversity are important Park stories today

of years people have traveled through, settled in, and used the 197,439 acres of today's Shenandoah National Park for many purposes, including recreating, hunting, gathering, farming, logging, resource extraction, transportation of goods, and commercial development.

- The Commonwealth of Virginia, private businesses, and local citizens, with support from the federal government, advocated for the creation of this national park, through the use of eminent domain (condemnation) of privately owned land, to provide economic benefit and to protect the scenery of the Blue Ridge Mountains.
- Skyline Drive follows a 105-mile continuous ridge through Shenandoah National Park, offering spectacular views into the Shenandoah Valley and Piedmont Plain, and was constructed to combine recreational motoring with the conservation of the nation's finest scenery and natural resources. This work laid the conceptual foundation (and overlook prototypes) for the subsequent design of the Blue Ridge Parkway.
- Encompassing 308.5 square miles of the Blue Ridge Mountains in the southern Appalachians, Shenandoah National Park is an outstanding example of the Blue Ridge/Central Appalachian biome that includes globally diverse and rare animal and plant populations, habitats, and migratory bird nesting and breeding grounds.
- Shenandoah National Park is the largest fully protected area in the mid-Appalachian region and includes well-

exposed strata of the Appalachians, one of the oldest mountain ranges in the world.

- The park protects the forested headwaters of three watersheds which perpetuate numerous streams flowing from uplands to lowlands.
- Rapidan Camp (Camp Hoover), located within Shenandoah National Park, was the summer retreat of President Herbert and Lou Henry Hoover from 1929 to 1933 and is a National Historic Landmark. It served as the summer "White House" during the Hoover presidency; was the site of many national and international policy meetings; and retains significant rustic architectural and landscape architectural structures and features.
- The longest segment of the Appalachian Trail (A.T.) in a national park is the backbone of Shenandoah National Park's trail system.
- An integral part of FDR's New Deal, the Civilian Conservation Corps initially camped at Big Meadows and Skyland and used native stone and timber to construct the landscape, infrastructure, and features located along Skyline Drive, including overlooks, guardrails, culvert headwalls, retaining walls, comfort stations, equipment sheds, and water fountains, two years before the park was established.
- In 1950, more than a decade before the 1964 Civil Rights Act became law, Shenandoah National Park, by order of the Secretary of the Interior, became a legally desegregated public space with fully integrated visitor facilities.
- Shenandoah National Park includes the third largest congressionally designated Wilderness (re-generated wilderness that meets the standards of the Wilderness Act of 1976) in the east and the second largest in an eastern unit of the National Park System.
- The Skyline Drive National Historic Landmark District contains several outstanding examples of NPS, Civilian Conservation Corps, and concessionaire-built architecture commonly called "parkitecture," that includes the Big Meadows Lodge, Dickey Ridge Lodge (Visitor Center), and Pinnacles Picnic Pavilion. Other related historic structures important to the park's history include Massanutten Lodge, Byrd's Nest, Fell, and other cabins over 100 years old at Skyland Resort.

Interpretive Themes

Interpretive themes are organizational tools. They provide the conceptual framework for visitor experience planning and programming. Interpretive themes are derived from and capture the essence of park purpose, park significance, resources, and values. They can help explain why a park story is relevant to people who may be unconnected to an event, time, or place. Themes go beyond a description of an event or process; they reflect the context and effects of those events or processes in order to foster opportunities to experience and consider the meanings, concepts, and values represented by park resources.

While themes are important as a framework to help guide interpretation and management decisions, they are not necessarily intended for public use. They serve to focus the development of visitor experience, services, and programming.

An interdisciplinary team of NPS staff, stakeholders, and partners worked together to confirm these themes and associated stories/topics at a workshop held on July 25, 2012. Appendix C is an Interpretive Theme Matrix that describes each theme statement using examples of concepts/ideas appropriate to the theme and examples of topics and stories that fit within each theme.

A Western National Park in the East (Park Establishment)

Made possible by the personal sacrifices of many, the creation of Shenandoah National Park illustrates a milestone in the park and conservation movements by fulfilling



Female Northern Cardinal in winter

a vision shared by local, state, and federal advocates to create a “western” national park experience in the east. Readily accessible to major metropolitan populations, Shenandoah preserves the scenic beauty of Virginia’s Blue Ridge Mountains and provides economic and recreational benefits for the greater good of the American people.

A Park for the People (Recreation and Development)

Influenced and shaped by economics, politics, public expectations, and prevailing social norms, Shenandoah National Park provides visitors access to diverse outdoor recreational opportunities. Shenandoah offers escape from everyday life, challenge for the mind and body, and the rejuvenation, relaxation, and renewal fostered by immersion in a natural mountain landscape.

Nature Reclaimed (Natural Resources)

Although it may appear to be untouched and natural, Shenandoah National Park’s dynamic and ever-changing environment is rather the product of thoughtful land management decisions to reclaim, restore, and protect the mountain ecosystem, wilderness, and headwaters of three watersheds; to preserve the ecological and natural processes of the Blue Ridge/Central Appalachian biome; and to provide refuge for globally rare and endangered flora and fauna.

History Revealed (Cultural Resources)

Within the boundaries of Shenandoah National Park is evidence of the stories of thousands of years of human interactions with the mountain landscape illustrating dramatic changes; from being a place for home, sustenance, and livelihood to being a place for refuge, recreation and re-creation for millions.

Caring for the Gift (How We Manage)

Forever connected with the surrounding world, Shenandoah’s survival is dependent upon effective management of numerous complex challenges brought by local, regional, and global environmental threats and society’s changing demands. The park’s future depends on the application of the most current scientific knowledge and sound visitor and resource management practices, combined with the active support and commitment of a caring citizenry.

Youth programming is a growing emphasis area for Park staff



Interpretive Management Principles

The following interpretive management principles reflect how the Interpretation and Education team's work supports broader park management goals with an emphasis on helping people understand the value of the resource and fostering a sense of stewardship.

Goal A:

Core Interpretive Program

Shenandoah National Park staff will identify, develop, and sustain a contemporary and relevant "basic interpretive program" of orientation, information, interpretation and education programs, products and services that: are readily available and free to the public; offered on a consistent and seasonally appropriate basis; and incorporate both personal and non-personal service formats.

Goal B:

Professional Excellence/Professional Standards/Training

Shenandoah's comprehensive interpretive program, regardless of provider, will be grounded in current scholarship; the best available social science regarding audiences and learning styles; incorporate contemporary interpretive techniques and methods; consider park and audience relevance; and will be regularly reviewed for interpretive effectiveness.

Goal C:

Collaborate with Formal and Informal Partners to Help Achieve Shared Goals

Partnerships, both formal and informal, will be identified and developed to expand the park's reach fostering a sense of pride and

ownership; stewardship of park resources; resource protection, and an awareness of the park's contribution to local and regional economies and the quality of life.

Goal D:

Interpretive Programs, Products, and Services Will Reach Out to New and Underserved Audiences

Park staff will develop a variety of interpretive programs, products, and services supporting targeted community outreach efforts with a focus on forming connections with new and underserved audiences in the surrounding communities and local area.

Goal E:

Interpretive Products Will Reflect the Diversity of Delivery Methods Taking Into Account Changing Demographics and Emerging Technology

The overall interpretive program will purposefully match park messages, delivery techniques, methods, and audiences with particular emphasis on changing demographics, emerging technologies, and contemporary relevance of park resources to diverse audiences.

Goal F:

Develop a Comprehensive Youth Program

Shenandoah National Park will develop and provide a comprehensive parkwide Youth Program designed to engage youth in educational, recreational, and workforce development opportunities which support stewardship, skill development, and potential career opportunities resulting in meaningful connections with the park and National Park Service.

Desired Visitor Experiences

Desired visitor experiences describe the physical, intellectual, and emotional experiences should be available for visitors to Shenandoah National Park. These experiences will be available for audiences of all abilities, including those with visual, auditory, mobility, or cognitive limitations.

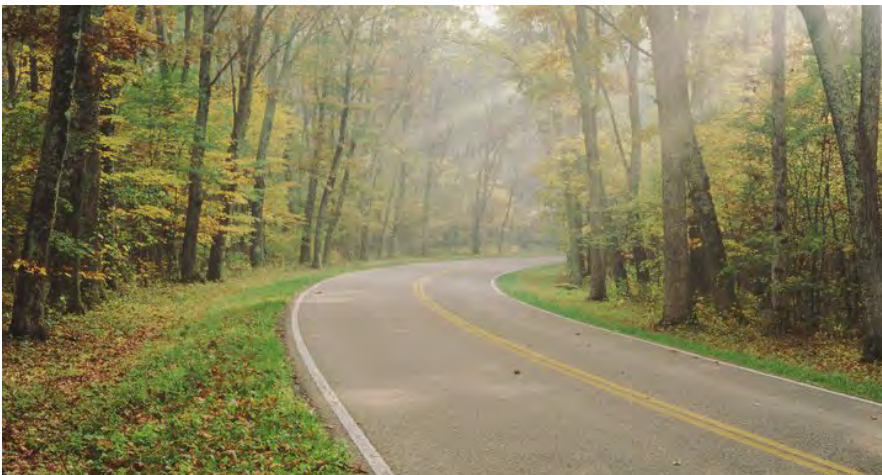
Visitors to Shenandoah National Park will have seasonally appropriate opportunities to:

Parkwide

- Safely drive well-maintained routes to accessible high-elevation vistas and mountain views.
- Hike well-maintained trails to high-elevation vistas and mountain summits.
- Experience readily available, accessible, safe, and well-maintained facilities and services.
- Receive stellar service from park staff and/or facilities immediately upon entering the park.
- See wildlife in its natural environment and understand how to safely and appropriately observe wildlife.
- Determine the best places to see wildlife and plant communities, including threatened and endangered species, bear and other wildlife in their natural habitats.
- Hike, camp, and backpack at their particular level of comfort, ability, and personal challenge.
- Experience quiet, solitude, and dark night skies with as little distraction from everyday life as possible.
- Connect to the many facets of human history found throughout the park.
- Talk with a park ranger and participate in ranger-led activities.

THIS PAGE: Morning on the Skyline Drive is a quiet and beautiful time

OPPOSITE PAGE: Old Rag's elevation change and rock scrambles provides for a rewarding experience



- Sleep, eat, play, and stay within Shenandoah National Park.
- Have a park experience that is personally meaningful and memorable to them
- Readily find and observe flora, fauna, and natural features.
- Engage in safe, outdoor, family-friendly, educational, park-sponsored, recreational activities, programs and services.
- Connect and reconnect to nature through educational, recreational, and interpretive activities.
- Experience long-distance views.
- Experience the sights, sounds, and powerful forces of nature.
- Contribute to the long-term well-being of the park and help to preserve park resources.
- Take comfort in knowing that this park is protected and preserved for future generations.
- Have informal interactions with a ranger or informed staff member.
- Learn about the science and research going on within the park.
- Discover the diverse natural features throughout the park including summits, wetlands, waterfalls, streams, and pools.
- Discover the unique cultural features throughout the park including the Skyline Drive and associated structures, historic lodges and cabins, early home sites and their landscapes, and other evidence of the human past.
- Ride a horse on a trail.
- Receive effective and accurate orientation and information.
- Camp in a campground or the backcountry.
- Experience exceptional day and night viewsapes.
- Hike and/or camp in a wilderness area or along the Appalachian National Scenic Trail.
- Discover the diverse natural features in the area, including flora and fauna, and unusual geologic exposures.

North

- Discover the cultural features in the area, including mountain homestead remnants, Piney River CCC camp, Fox Hollow, and archeological sites.
- Hike to the tallest waterfall in the park.
- Stop at the Dickey Ridge Visitor Center to interact with park staff, view exhibits and



- movies, and purchase relevant educational items from SNPA
- Compare and contrast views of developed and undeveloped private land bordering the park.
- Shop and dine at Elkwallow Wayside.

Central

- Enjoy the natural features in the area, including the highest peaks in the park, unusual geologic exposures, and globally rare habitat at Big Meadows.
- Realize the threats to park resources.
- Discover the cultural history at Rapidan Camp, Skyland Resort, and the CCC camp site at Big Meadows.
- Stop at the Byrd Visitor Center to interact with park staff, view exhibits and movies, and purchase relevant educational items from SNPA
- Explore on an accessible trail at Limberlost.
- Dine and stay overnight at the historic Big Meadows and Skyland lodges, with opportunities to purchase educational materials and appropriate commemorative souvenirs.
- Have a “Track Trails – Kids in Parks” experience.

South

- Experience solitude in an area of the park that is less developed and has lower visitation than other districts.
- Have adventures on the A.T. and in the park’s largest wilderness areas.
- Discover the unique natural and cultural features in the area including the quartzite exposures (this would include Brown Mtn. & other places in South District skolithos fossils, rare plant communities, Mt. Vernon furnace, and Black Rock Springs.
- Dine and shop at Loft Mountain.
- See the unusual geology of Blackrock Summit.

Wilderness

- Hike Old Rag Mountain with less congestion and more opportunities for solitude.
- Understand the meanings of wilderness.
- Experience less resource damage and more “natural conditions” than other backcountry locations.

- Take comfort in knowing there is at least some land protected at the highest level known.
- Hike, camp, and backpack in wilderness.
- Experience wilderness as a place for discovery, adventure, self-reliance, solitude, inspiration, and rejuvenation.

Skyline Drive

- Safely drive on a recreational mountain roadway and enjoy the scenic vistas and other natural sites.
- Experience the ever-changing flora and fauna as well as the natural smells and sounds along the Drive.
- Share the experience with family and friends.
- Experience the scenic vistas the park and road were created to provide.

Virtual

- Have appropriate opportunities to plan their trip before coming to the park.
- Stay connected (Internet, cell service, etc.) if they so choose.
- Receive real-time information and updates about the park on demand.
- Get oriented to the best way to safely experience the park.
- Share experiences with the park and each other before, during, and after their visit.
- Have interpretive opportunities to form connections with all primary themes and significant park resources and stories.
- Experience the park without actually going to the park.
- Find out about interpretive events, educational opportunities, and special events and activities.
- Have in-depth pre- and post-visit opportunities to learn about the park and its resources.
- Have access to educational resources and opportunities.

Appalachian Trail

- Discover the experience and challenge of long-distance hiking.
- Hike on a well-maintained trail.
- Hike on part of this famous National Scenic Trail.
- Receive real-time information and updates on trail conditions, water sources, food services, and weather.



Just like Virginia, Shenandoah is for lovers too!

Park Audiences

In order to design the most effective interpretive and educational programming as well as employ the most effective techniques, parks must identify intended audiences including both existing audiences who actively visit the park (onsite and virtually) and potential new audiences that well-planned services may encourage. Because different audiences have different needs and expectations, specific interpretive and educational strategies and methods should be developed to meet the needs of each.

Current Audiences

More than 1.2 million visitors enter Shenandoah National Park annually. This figure is based on a five-year average of monthly public use data taken during calendar years 2007-2011 (<https://irma.nps.gov/Stats/Reports/Park>). There was a slight decrease in visitation between 2010 (1,253,386) and 2011 (1,209,883). Peak visitation occurs between May and October when interpretive, educational, and concessions services are available and the flora and fauna sightings are most dramatic. During the winter, weather conditions may require that sections of Skyline Drive be closed, reducing access and, as a result, visitation. About 33% (394,693 in FY2011) of the visitors stop at either the Byrd or Dickey Ridge visitor centers.

The University of Idaho conducted comprehensive visitor studies for the park in 2001 and in 2011 (<http://psu.uidaho.edu/c5/vsp/vsp-reports/>) as part of the NPS Visitor Services Project. Both studies had similar findings. As the authorizing legislation intended, most visitors to Shenandoah National Park come from the metropolitan area surrounding the Nation's Capital. Most do not do a lot of pre-planning before traveling to the park, and most visit in family groups. Visitors predominantly identified themselves as white, educated, ages 36-70 years. While many people were visiting for the first time, almost half were repeat visitors. The sources of information most used by visitor groups were knowledge gained through previous visits (57%), travel guides (34%), and friend/relatives (33%). Interestingly, for future visits, 38% indicated that the park website would be their preferred method to learn about the park. The most important reasons for visiting the park were to view the scenic drive/overlooks (87%) and enjoy solitude/natural quiet (75%).

The 2011 study findings revealed differences between the activities, park uses, and needs of current visitors and those who visited 10 years earlier. Current visitors are using electronic devices in a variety of new ways; have physical conditions that affect their ability to access

or participate in some activities; want to learn about scientific research in the park; and would consider attending 30- to 60-minute programs offered between 10:00 a.m. and noon.

Park staff has offered a range of formal personal services programs (talks, tours, hikes and illustrated programs, reaching 25-30,000 visitors annually) along with scheduled informal “roving” shifts around the park. In recent years, most of the activity has been in the Skyland and Big Meadows areas, but park staff is actively working to reach visitors with both formal and informal opportunities parkwide. In FY’12, a 50% increase in scheduled and dedicated roving time resulted in a substantial (three-fold) increase in the number of visitors contacted in this manner. Continuing to explore and experiment with alternative programs and delivery strategies, evaluating and documenting outcomes, will allow more and/or different visitors to have positive educational interactions with park staff.

For elementary school groups from surrounding counties, the park has an established set of curriculum-based education programs that meet the requirements of teachers and students while also addressing the mission of the park and the National Park Service. These formal education programs, both ranger-led and teacher-led are conducted in the spring and fall at designated sites within the park reaching an average of 9,500 students annually. Staff also provides teacher workshops for area educators so that teachers can effectively integrate the park’s education programs and materials into their school curriculum and lesson plans.

Targeted Audiences

Parks seek to appeal to a wide range of visitors of varied backgrounds and ages with different motivations for visiting. This Long-Range Interpretive Plan recognizes that interpretive and educational techniques and audiences are intimately connected; some techniques are better adapted to, or appeal to, particular audiences.

While it is important to recognize that all audiences are welcome and invited to participate, the potential new audiences targeted [or listed] here will receive focused attention because they are either inadequately served by existing interpretation, need different strate-

gies for engagement, and/or require specific methods to open communications and sustain relationships. Factors to consider when developing interpretive and educational programs and services include the life experiences of the individual or group, level of education, learning styles, languages, cultural traditions, time available for interaction, and others.

Education Groups

Transportation and time constraints make it challenging for inner city and suburban schools in Washington, D.C., Richmond, and Baltimore to travel to the park. Distance learning opportunities may expand the park’s educational outreach to these students, and to the world beyond. The development and delivery of ranger-led classroom-based programs is another potential method for conveying important park messages to large numbers of children in targeted grades. Opportunities for expanding these programs include reaching out to all school districts surrounding the park, and additional local home schools and private schools. Public schools in nearby Albemarle County and in Charlottesville and Harrisonburg in Rockingham County represent economically disadvantaged and ethnically diverse communities that may also welcome educational programming and materials, allowing students to learn about the national park in their back yard.

Older Audiences and Retirees

With the “baby boomer” generation retiring at a rapid rate, staff should consider how to effectively reach them and what techniques and methods will help this audience connect with park meanings and values. This demographic is a mix of both highly active and mobility-limited individuals. Sometimes they can engage in longer visits than others; sometimes they are part of a structured tour group or organization. Consider the wide range of potential ways to reach out to this expanding audience with a variety of appropriate program types and venues.

Changing Demographics

Existing park programs and media may not address the interests of the growing Hispanic populations located near the park, or the large African American, Middle Eastern, and Asian populations living in the D.C. metropolitan area. These audiences may not currently be



The Park is actively reaching out to traditionally under-served audiences

aware of or find relevance in park stories; they may not speak English, and may have a variety of important cultural and spiritual needs that park experiences might address. Intentional, proactive outreach through programs and services that consider and incorporate the ways in which these audiences wish to use parks (multi-generational families, larger group size, picnicking and family-time, etc.) may help attract them to Shenandoah National Park and help ensure they have a meaningful and safe experience.

Local/Boundary (50-mile radius) Visitors

Anecdotal evidence suggests that many people living on the park boundary or within a 50-mile radius of the park may not be able to afford to visit the park, choose not to visit the park, or visit after hours to avoid crowds or paying entrance fees. Some of these local visitors believe that Shenandoah National Park is their family home place and do not want to pay entrance fees to “go home.” The park will need to continue to explore a variety of outreach methods to accurately understand, effectively engage, and promote stewardship among these local residents.

Virtual Audiences

As the 2011 survey indicated, virtual audiences are visiting while on- as well as off-site, using a variety of electronic devices. They are using a variety of social and digital media to find trip planning information and emergency alerts, current conditions, conversation, and community. For many, the virtual visit is the only visit they’ll ever experience. Since this trend is likely to continue, the park will need to develop strategies to use emerging technologies to reach these audiences in cost effective and sustainable ways.

Youth

Current studies indicate that most youth are disconnected from nature and the outdoors. This disconnect may be a result of fear, health-related issues, competition for time, family history/diversity/ethnicity, or lack of access. Exploring ways to effectively engage youth through educational programs, service-learning projects, organized groups, employment opportunities, and within family units will ultimately create opportunities for them to become future employees, stewards, advocates, voters, and decision-makers.

Challenges and Opportunities Affecting Interpretation

Shenandoah National Park has many assets upon which to build an effective interpretive program, including evocative and compelling stories, outstanding natural and cultural resources, ongoing research, and dedicated staff and supporters. The park also faces a number of challenges. Well-designed programs can build on interpretive strengths to help overcome these challenges.

Future audiences may have different expectations and needs for media and technology to better help them understand park stories and to make connections with park resources. The park does not currently have the infrastructure or capacity to handle some types of technology. The cooperating association and concession's ability to offer certain products and services is affected by this lack of infrastructure, but as non-governmental organizations they have the greatest flexibility to fill this void. Park staff will need to stay informed about changing technologies they can use to create park stewards.

In the future, a potential new Loft Mountain or south district visitor center may create a shift in visitor use patterns that will lead to greater demand for interpretive resources. The park will need to be flexible and consider whether personal services will be available in the new facility and what alternatives exist to fill any gaps in staffing.

Formal and informal partnerships and networks are critical to implementing this interpretive plan. Existing partnerships will need to be strengthened and maintained. New partnerships will need to be identified and established. Park staff and partners will need to collaborate and work with and through others to provide interpretive programs and services.

Park Interpretation and Education staff should continue to support improvements to internal communications that increase all staff and partner's understanding of park events, management actions, field work, etc. that might have a positive or negative impact on visitors, then develop and implement strategies for communicating what's going on

in the park to current and future visitors. This will both support operational effectiveness and help ensure that the visitors' experience isn't negatively affected any more than necessary.

As the capital investment strategy is implemented there may be an effect on the maintenance and quality of facilities and services available within the park. Visitors will need to be given sufficient notification to plan for and prepare before arriving at the park and going out on the trails. In particular:

- A variety of maintenance projects along Skyline Drive, in concession's facilities, and within the campgrounds may cause a disruption of services and limit access to services, including the availability of potable water.
- As new wayside exhibits and trailhead exhibits are installed, there may be a delay between removal and installation that will limit visitor access to necessary safety and interpretive content.

A new concessions contract was awarded to DNC Parks & Resorts at Shenandoah, Inc. (DNC) in 2013. This new contract provides an outstanding opportunity for the park to work with a new partner to develop and provide complementary interpretive programs – products and services that fill identified gaps in the menu of programming. This new relationship may affect the locations and types of future interpretive activities offered, and will require employee training.

The 50th anniversary of the Wilderness Act and the 100th anniversary of the National Park Service will both occur within the lifetime of this plan. The park needs to plan early to provide appropriate activities including more NPS-focused programs and services. These special events might include more fee-free days, cause visitation to increase, and divert staff and funding from regularly scheduled programming and services. Any special event planning and commitments of staff time should be realistic and achievable.

Models for educational programming are changing, and budget constraints—for both schools and the park—will necessitate new ways of imagining and doing business with



SHEN is using the 50th anniversary of the Wilderness Act to refocus their wilderness stewardship



Junior Ranger programs are just one component of the Park's overall youth program

educators. As budgets tighten, park staff will need to develop business strategies and consider new, different, and perhaps entrepreneurial fee-based ways to provide interpretive and educational services.

Some schools are not able to come to the park, so outreach alternatives will need to be identified such as providing teacher resources so teachers can present information to students in their classrooms or be prepared to lead their students through education experiences in the park. Collaborating on programming with educators and their networks will leverage resources to reach education audiences. Staff should also consider the development and delivery of a sustainable classroom program that delivers key park messages to appropriate grade levels.

In a rapidly changing world with dynamic budgets, staffing constraints and multiple (sometimes seemingly conflicting) priorities, interpretive managers should explore the range of partners, funding strategies, and new and emerging technologies, to provide the

highest-priority services to the most important audiences. Difficult decisions will need to be made, some requiring staff to replace traditional services and audiences with new services and different audiences.

Natural systems will continue to be affected by climate change, extreme weather events, light pollution, catastrophic mortality, disease, insect infestation, and the listing and de-listing of endangered species, invasive and non-native species. These changes to the resource may affect visitor health and experience. They also represent opportunities for critical resource interpretation. It will be incumbent upon park staff and partners to identify those changes and be flexible in addressing them.

Becoming a more climate-friendly operation and reducing the carbon footprint of the park is imperative. Ironically, lowering gas consumption and energy use is in conflict with the layout and legislated intent of the park: an automobile experience along a long linear road corridor. Visitors and staff will have to work together to achieve this goal, and the park should be a model of responsible use of energy resources.

Shenandoah National Park's location makes it highly susceptible to many external environmental threats that will require adequate planning and cooperation with local, regional, and national organizations and agencies to maintain the water table, water quality, viewshed, air quality, soundscape, and visitor experience.

The ways in which visitors choose to spend their time are changing. As demands are placed on leisure time there are limited amounts of time available for, or even interest in participating in, ranger-led activities and programs. Offering a range of options including short, provocative programming must be explored. Informal offerings, taking programs to visitors, and incorporating ways visitors can actively participate in their own experiences will shape future program offerings. Observation and consideration of visitor interests, behaviors, and activities can help inform the complementary programs, products, and services that are important for reaching a broader cross-section of visitors and community members.

PART TWO

Existing Conditions

The following is a brief and generalized description of visitor experiences and interpretive services that existed in FY2013. The purpose of this section is to document a baseline assessment that can help to justify some of the plan's proposed actions.



Facilities and Services

Many park visitors enter through Front Royal at the north entrance to the park and drive along Skyline Drive before exiting the park at Thornton Gap or Swift Run Gap. Dickey Ridge Visitor Center, located a short distance from the entrance station, offers the first dramatic views of the park, and the first visitor services. Dickey Ridge is often used by visitors as a brief orientation and information stop. There are films, exhibits, a bookstore, and an information desk available in the visitor center. During the summer and fall of 2013, interpretive ranger programs and roving were offered at Dickey Ridge Visitor Center, Elk-wallow Wayside, Mathews Arm Campground, and other locations in the North District.

Interpretive and educational programming and services are offered primarily in and near Byrd Visitor Center. Big Meadows is within walking distance and Skyland is within a short driving distance making it easy for staff to offer programs at these adjacent areas. This is the most developed area of the park and the destination for most visitors. There are films, exhibits, a bookstore, and an information desk available in the visitor center. Because the Big Meadows Wayside is the first visible structure, visitors sometimes get confused about where the visitor center is located. Improved signage might alleviate this problem.

For those continuing on to Rockfish Gap or entering from the south entrance, there are no designated contact facilities south of Swift Run Entrance Station. Park staff experimented with providing interpretive programs at various locations in the South District during the 2012 and 2013 seasons, along with dedicated roving assignments at a variety of high profile locations. Interpretive content is also delivered through wayside exhibits, orientation kiosks, trailhead exhibits, and other media. When visitors enter the park at Rockfish Gap, they are primarily dependent upon the entrance station staff and concessions staff at Loft Mountain to provide personal orientation, information, and even interpretive support until they reach Swift Run Gap Entrance Station or Byrd Visitor Center.

The interpretation and education program at Shenandoah National Park is seasonal. Park visitor centers are typically open from April

through November. As a result, most staff members are seasonal or permanent subject-to-furlough and only a few employees work year-round. For the first time in over 20 years, permanent staff and volunteers have had the Byrd Visitor Center open on winter weekends (when the Skyline Drive is open). NPS and volunteers handle sales for Shenandoah National Park Association (SNPA). This pilot program has been highly successful and welcomed by visitors.

Information and Orientation

The Headquarters building front desk receptionist handles most phone, mail, and email requests. However, this position is not filled year-round. An automated telephone answering system includes selections for pre-recorded visitor information and current park conditions. There is limited staff time available to keep the recorded phone messages current and accurate. The website, Facebook page and Twitter are the most heavily used sources of information about the park. Visitor centers and the HQ front desk also take a large volume of phone and email information requests.

Signs

Throughout the year more than 46 bulletin boards require program schedules, resource management issues, and safety posters to be updated, printed, and installed. There is a need for a parkwide analysis of orientation issues and the development of a sign plan.

A new template for trailhead panels has been created that includes improved maps, relevant site interpretation, and safety information. In 2012, staff placed a few samples in the park to field test the design. Unfortunately, a feedback mechanism was not developed to determine whether the panels effectively met visitor needs.

Website

The park website (www.nps.gov/shen) is a popular way to gain information about the park. Virtual visitors access the website to learn about the park's natural and cultural resources, history, interpretive programs and operating hours, and find directions to the park. The park recognizes the importance of the website as a tool to reach "armchair" visitors, and long-distance researchers, and as a pre-visit information opportunity. The current website has many layers—perhaps too many



Like today's visitors President and Mrs. Hoover also found renewal in the mountain environment.

—of information and in-depth resources. As website revisions occur, consider ways to improve access to the information.

The interpretive media team maintains and updates the website. While there is some trip planning information currently available online, visitors have expressed a need for more and better hiking and programmatic details to help them make informed choices based on level of difficulty, time, and distance.

The park has an active presence on social media sites such as Facebook, Twitter, Flickr, and YouTube. Visitors are able to engage in dynamic conversations with park staff using these sites. As connectivity continues to improve along Skyline Drive, greater use of social media and other web-based technologies should be considered.

Consider Alternatives for the Obsolete Traveler Information System (TIS)

The park's TIS system is obsolete and in the process of being removed. Staff should continue to explore a range of 21st century alternatives for providing readily accessible real-time information to park visitors and those planning their visits. Park staff are using social media effectively. What other methods exist given limited connectivity, etc. as visitors approach and travel through the park?

Interpretive Media

Digital Media

The films *The Gift*, *Experience Shenandoah*, and *The CCC Boys* are offered by request at both visitor centers. Other videos are shown too. Podcasts are available for viewing on the park's YouTube channel. This content could be repurposed for a variety of future uses. A continuous-play information/orientation PowerPoint show is displayed on a monitor at the Byrd Visitor Center information desk. The park has the ability to film and produce high-quality short films which can be used across delivery platforms. Consider the development of a new park film to highlight the updated interpretive themes and significance statements.

Publications

The *Explore Shenandoah* visitor guide is printed twice a year and is also available digitally on the park website. Due to a shift in function and purpose, the interpretive team believes that this publication will benefit from a continued analysis of its orientation and interpretive effectiveness as well as visitor use. Making the guide a year-round publication, reducing the number of pages, and removing the three month (summer season) facilities and program schedule are all options being considered.

The park produces 23 site bulletins (in print and digitally) about selected trails, campgrounds, park events, and regulations for free distribution at entrance stations, visitor centers, and concession facilities. A project is underway to revise and update all of the trail guides with current maps, accessibility, distances, levels of difficulty, and safety information.

Other relevant park publications are written and produced in collaboration with the Shenandoah National Park Association when funding is available.

Wayside Exhibits

Since 2011, staff has been working on developing new and replacement panels for over 70 wayside, trailhead and orientation exhibits at overlooks along Skyline Drive, at trailheads, and at developed areas parkwide. Some of these panels are being fabricated and installed, while others are final planning stages. Upon completion of this project in early FY15, every exterior exhibit in Shenandoah will be new.

Exhibits

During the past seven years, exhibits have been updated or replaced at both Byrd and Dickey Ridge Visitor Centers. The interactive technology used within the exhibits has added new responsibilities and costs to effectively protect and maintain the exhibits. The wilderness exhibit, for example, uses software that is now dated, so while the “container” is new, the content will need to be further updated. Staff is currently developing a touch-screen driven exhibit on air quality and climate change for the Byrd Visitor Center. This exhibit will provide for the delivery of a large volume of content in a small amount of space.

Children’s Programming

Currently, Junior Ranger programs (designed for ages 7-12) and Junior Ranger Explorer programs (designed for teens) are available. The booklets can be downloaded for free online or purchased at the park. Each program has specific criteria. Once a set number of activities

are completed, the child may earn a sticker, patch or badge, and certificate. Explorer backpacks are also available for use within the park and may be rented at the visitor centers. Both of these programs require a great deal of time to complete, thus a limited number of children complete the program annually. The park should consider a shorter version to meet the needs of visiting children. There is a free “Scavenger Hunt” booklet with certificate for children hiking the Story of the Forest Trail. Park staff have received a grant from the Shenandoah National Park Trust to revise the entire Junior Ranger Program, with the goal of having the program be free and readily achievable during a typical (less than a day) visit to the park.

Personal Services

Education

The park has an established comprehensive set of science-based programs and teacher workshops for K through 6th grades and the *Exploring Earth Science in Shenandoah National Park: An Integrated Curriculum for Grades 7-12* for middle and high school Earth science students. All programs correlate with Virginia Standards of Learning and national science standards. These programs reach approximately 10,000 students annually.

Curriculum-based education programs are primarily presented in the spring and fall; however, statewide budget cuts and testing



To connect with broadest audience possible, the Park is expanding opportunities for informal visitor contacts at a diversity of locations.



Byrd Visitor Center is located in the middle of Shenandoah. There is currently no visitor contact facility in the southern half of the Park.

have limited the number of schools that are able to participate. Perceived staffing challenges have limited the number and locations of programs offered. Curriculum-based education programs have not been available year-round, because the park does not have many year-round staff and year-round indoor facilities. Few classroom programs are offered because the park has historically placed an emphasis on getting children to the park and into the resource.

Personal Services Interpretive Programs

Shenandoah National Park offers traditional interpretive talks and conducted activities on many different trails throughout the park. During 2012, conducted activities were offered on the following trails: Fox Hollow Trail, Appalachian Trail (various sites: Mount Marshall, Stony Man, Timber Hollow Overlook, Milam Gap, Blackrock, Loft Mountain, Fishers Gap), Piney River Trail, Traces Nature Trail, Stony Man Trail, Millers Head Trail, Lumberlost Trail, Passamaquoddy Trail, Story of the Forest Trail, Big Meadows, Mill Prong Trail, Frazier Trail, and Little Stony Man, in the campgrounds, at the waysides, at historic venues (Skyland, CCC Camp, Big Meadows, Rapidan Camp), and in/near the two visitor centers.

An open house format at Massanutten Lodge was offered for the first time in 2012 to engage more visitors. Depending upon location, some programs are popular in the morning (Blackrock walks) and others are not (Frazier walks). Some are popular in the evening (campground programs), and others are not (Loft Mountain walks). During inclement weather, interpretive staff has found alternative covered sites to engage visitors when possible, rather than cancelling a program.

Interpreters' programs provide opportunities for visitors to better understand the critical resources management issues of human-wildlife interface, water and air quality, and climate change. Short bear talks seem to be more popular than the ranger's choice program. There is no clear indication of whether this is due to the subject matter (bears) or because visitors prefer advance notice about the topic.

Informal interpretation is offered at some of the more popular overlooks along Skyline Drive. Coffee talks as well as roving rangers on park trails and at Dark Hollow Falls have been well received. Visitors have commented positively about seeing rangers in different and atypical

locations. In an attempt to reach Hispanic and other underserved visitors, interpreters have started roving a diverse range of popular visitor locations parkwide, resulting in increased informal contacts with audiences not usually seen.

The *Rapidan Camp Program* is a popular and very labor-intensive program. Only 12 visitors at a time can go on the three-hour tour that is offered five to six times per week. Reservations are required, and visitors travel by shuttle bus to the site. Volunteers at the site offer informal interpretation and access to the Brown House (President's Cabin) in addition to formal programs offered by NPS staff. The park should consider ways to provide more public access to this site and for making the program self-sustaining by considering fee-based services.

Birds of Prey is also a popular and very labor-intensive program. The program is offered up to four days per week during the spring, summer, and fall seasons. The birds must be cared for year-round. For the past 18 years, a volunteer program has been underway to provide winter care for the birds. This program is based on an old partnership with the Wildlife Center of Virginia. The agreement is extremely out of date and should be revised to include taking the birds off-site for school programs.

Approximately 42,000 visitors are contacted annually through personal services programs. This is less than 4% of the annual park visitation. A variety of methods have been tried to advertise programs, including postings on the website, bulletin board posters, visitor center monitors, and temporary stands placed in front of the Byrd Visitor Center. An evaluation needs to be done to determine the best methods to attract visitors to programs and services. This evaluation may also help park staff assess visitor preferences from the 2011 visitor study for shorter programs offered in the mornings.

Staffing

The approved April 2012 organizational chart for the Interpretation and Education Branch indicates a four-part structure that is managed by the Chief of Interpretation and Education (GS-0025-13) and is supported by an Administrative Assistant. The four sections are education, interpretive and visitor center operations,

interpretive media, and parkwide volunteer and youth programs.

The education section is managed by the Supervisory Park Ranger (GS-0025-12) who also is designated as the Deputy Chief of Interpretation and Education. There are two permanent STF Park Ranger (GS-0025-9) positions in this work group; one is currently vacant (2/2014). A range of temporary Park Ranger/Interpreters (mostly GS-0025-05 plus one GS-0025-07), a Teacher-Ranger-Teacher, and Student Conservation Association interns, support the education, interpretation and youth program functions.

The interpretive and visitor center operations section combines what had originally been two separate functions: interpretive programming and visitor center operations. A Supervisory Park Ranger (GS-0025-11) manages the section. The section is subdivided into Byrd Visitor Center and Dickey Ridge Visitor Center operations. One Supervisory Park Ranger (GS-0025-9) is assigned to the Dickey Ridge Visitor Center along with five temporary Park Ranger/Interpreters (GS-0025-05) in 2013. One permanent full-time Park Ranger (GS-0025-9), one permanent STF Park Ranger (GS-0025-9), and one permanent STF Visitor Use Assistant (GS-0303-5) are assigned to the Byrd Visitor Center. Ten to thirteen temporary Park Ranger/Interpreters (GS-0025-05) support this function and the education program operations. Student Conservation Association, GeoCorps and other intern interpreters are also support interpretive and educational operations during the summer and fall.

The interpretive media section is managed by an Interpretive Specialist (GS-0025-11). This program is also supported by a base-funded Visual Information Specialist (GS-1084-11) and a variety of project-funded temporary Visual Media Assistant (GS-1084-07) and Park Ranger/Interpreters (GS-0025-05/07). A variety of volunteer photographers also support this work group.

The Volunteer and Youth Programs Coordinator (GS-0301-09) oversees volunteer and youth program areas park-wide and provides great support for the Interpretation and Education Division's efforts in these two areas.

According to the FY2011 Volunteer Report, 3,662 hours of volunteer service were provided for interpretation. Student Conservation Association and GeoCorps program volunteers provide interpretive programs and services to visitors, supplementing the regular interpretation and environmental education program schedules. Other volunteers assist at the Byrd Visitor Center information desk. Some lead hikes and present special programs during Wildflower Weekend and Wilderness Weekend. Working with the park's Museum Curator, volunteers interact with the public at Rapidan Camp. Volunteers also serve as winter caretakers for the birds of prey, take photographs for interpretive media and exhibit projects, and have served as editors and researchers.

Some of the permanent interpretive team has participated in the peer-review certification program as part of the NPS Interpretive Development Program and there are trained peer coaches on staff. Lead staff has been actively incorporating the on-line NPS/Eppley interpretive training courses in regular staff professional development.

Formal Partnerships

Shenandoah National Park Trust

The mission of the private, non-profit Shenandoah National Park Trust supports the preservation of the outstanding natural beauty and cultural heritage of Shenandoah National Park for the use and enjoyment of present and future generations by encouraging private philanthropy and fostering public awareness. Current projects that the Trust is helping to fund include the Climate Change Education Program and the Teacher-Ranger-Teacher program.

Potomac Appalachian Trail Club (PATC)

PATC is a non-profit volunteer organization and member club of the Appalachian Trail Conference. The club is responsible for cooperative maintenance and visitor services for the section of the Appalachian Trail that runs through Shenandoah National Park along with 200 other miles of trails. Volunteer crews are established to monitor and maintain one- or two-mile sections of trail.

Shenandoah National Park Association

The Shenandoah National Park Association (SNPA) supports the interpretive and educational activities of the park. Support comes

from the sales of books, videos, park hiking guides and maps, nature guides, history guides, t-shirts, postcards, and other items reflective of the park and the National Park Service. The Scope of Sales is reflective of the overall park significance, goals, and themes as identified in previous park planning documents. Upon completion of this LRIP, the Scope of Sales document will be revised to incorporate the revised significance statements and new interpretive themes.

Wildlife Center of Virginia

The Wildlife Center of Virginia began a unique partnership with the park in 1986 by providing live raptors (on permanent loan to the park), along with training, advice, and regular physical exams and beak/talon coping for the birds. The goal is to help more people understand the value of raptors in the ecosystem, using Shenandoah as the habitat example.

Emerging Partnerships

NatureBridge Park staff, DNC, and Nature-Bridge (formerly Yosemite National Institutes) are currently planning for a potential residential and summer environmental education camp program. DNC will provide lodging/meals resulting in increased use of concessions facilities during off-season periods; park staff will provide oversight and guidance along with park-specific messaging; and Nature-Bridge will bring their well-developed residential education business model and technical experience from Yosemite, Olympic, Muir Woods, and various other NPS sites.

Concession Services

DNC Parks & Resorts at Shenandoah, Inc. (DNC) DNC operates the lodges, restaurants, waysides and a gas station and is committed to providing thematic displays and supporting interpretive programs and activities within the park. The company also provides horseback rides, star talks, some hiking guides, wine tastings and other regionally-themed entertainment targeted to visitors who are spending the night in the park. DNC became the concessioner on 2/1/2013, succeeding ARAMARK Parks and Destinations. With this new business relationship, park staff has a significant opportunity to actively work with a new concessioner to provide complementary products and services, along with improved concessions staff orientation and training.

The Park views the concessioner as a "stewardship" partner



PART THREE

Recommendations

Interpretive planning assesses current conditions and formulates recommendations that will provide direction and focus to achieve the desired future interpretive program. A Long-Range Interpretive Plan provides an analysis of needs, and recommends a wide array of interpretive services, facilities, programs, and opportunities for partnerships that communicate the park's purpose and significance in the most efficient and effective way.

Recommendations will be evaluated against the following guidelines [or criteria] for programming at Shenandoah National Park:

- All interpretation will address physical and programmatic accessibility.
- Where appropriate for the audience, venue and program type, interpretation will use reproduction objects, documented personal stories, and other means to bring stories alive and make them relevant and compelling for visitors.
- Where possible, the park will partner with neighbor and community institutions to develop programs, media, and share research and networks.
- The park will follow the standards of the National Park Service Graphic Identity Program as signs and interpretive media are upgraded. Park staff will consider deviating from these standards where the standards are outdated or obsolete or don't serve the best interest of the resource and the visitor.
- Interpretation will include examples and perspectives from diverse points of view. It will respond to diverse audiences, varying levels of interest, and different lengths of time for a visit.
- Wherever possible, "virtual visitors" will have opportunities to view key park vistas and access new research, studies, management plans, and historical information.
- The park will stress personal relevance and meanings within its Interpretation and Education Program.



Recommendations

This section describes the specific, targeted actions that park staff, volunteers, and partners will take to maintain and modify existing park programs and develop new interpretive opportunities for visitors in the future.

These recommendations were developed with the full commitment of Shenandoah National Park to sustain each recommended task. The recommendations made here will be formally revisited by the park staff annually to prioritize the identified actions based on operational needs, budget availability, opportunities, visitation, and management goals. The prioritized list will become the division's work plan for that year and inform spending decisions.

The recommendations for Shenandoah National Park are summarized in this section and listed in the Implementation Chart (pages ----). Underpinning these recommendations is the concept that we will take thoughtful professional risks, and when we fail, we'll strive to "fail forward."

Shenandoah National Park intends to:

- Offer a suite of interpretive media services.
- Offer a broad-based personal services program.
- Continue to provide place-based, curriculum-based education programs and develop new opportunities to meet the needs of the education community.
- Create stronger resource protection and safety messages.
- Improve orientation/trip planning resources.
- Strengthen interpretation and education partnerships.
- Welcome all audiences.
- Expand volunteer opportunities.
- Effectively reach and engage youth.
- Conduct planning and evaluation.

Offer a Suite of Interpretive Media Services. Visitors depend on the interpretive services offered at Shenandoah National Park and through park web and social media outlets to plan their visits to the park, find their way once they arrive, obtain park safety and resource information, and make personal interpretive connections to park meanings. Media services fall into a number of categories:

Free publications

A variety of free publications provide visitors with basic orientation as well as interpretation. Over the next two years, the park interpretive media team will develop systems for regular evaluation and revision of park publications. A primary goal will be to provide greater access to park information by improving physical accessibility (primarily for people with visual or hearing impairments), and by providing non-English language opportunities. This will include traditional publications, such as the park newspaper, and evaluating and updating site bulletins for trails that focus on visitor health and safety.

Digital Media

Shenandoah's extensive website provides a gateway to park digital and social media and is often the first place visitors come to find trip planning information. There is an identified need for online hiking information and trip planning guides, which will be addressed in the first year of this plan. In addition, the interpretive media team will create web content and short videos for the park website and on the park YouTube channel, covering the big concepts supporting the park's six interpretive themes. Once these additions have been created, the park will conduct a comprehensive evaluation of the entire website, which will provide the basis for ongoing development and regular, systematic evaluation.

Social Media

The park has an active Facebook presence with around 6,000 active participants as of November 2013. The park also maintains a Twitter feed with just over 7,500 followers. Park staff also actively use Flickr and YouTube for posting videos, podcasts and photographs. Facebook: <http://www.facebook.com/shenandoahnps>; Twitter: <http://www.twitter.com/shenandoahnps>; Flickr: <http://www.flickr.com/photos/snpphotos>; YouTube: <http://www.youtube.com/shenandoahnps>. The park will

continue to maintain the relationships the staff has developed with the public through these existing social media platforms. The park will develop a social media strategy that will address park themes and critical issues through use of social media. As opportunities and technologies change and connectivity improves, the park will provide a variety of new services, such as interpretive media accessible from cars travelling on Skyline Drive, and real time traffic/safety information within the park.

Indoor and Outdoor Exhibits

The park's exhibits are powerful tools for helping visitors understand and appreciate park resources and themes. Several exhibit projects are underway and continuing, including replacing parkwide wayside exhibits, orientation shelters, and trailhead signs. Exhibits in the park visitor centers will be upgraded and updated over the next several years. Exhibit projects include:

- Completion of the Byrd Visitor Center Wilderness exhibit, with the addition of WASO Wilderness podcasts.
- The completion of *Our Changing World* climate change exhibit at the Byrd Visitor Center.
- The creation of additional "layers" of content on air quality, climate change, and what the public can do about these issues over the next four to five years, so that visitors can explore these stories at both basic and in-depth levels.

The park will seek funding for visitor center exhibit repairs and upgrades, and will begin to develop exhibits to reach visitors at concession facilities.

Offer a Broad-based Personal Services Program.

Engaging visitors through personal services interpretation is a strong tradition at Shenandoah National Park. (In 2012, formal interpretation and education programming was about 7% of total contacts and without increasing staff size, SHEN increased informal, roving contact time by 350% and increased the number of informal visitor contacts three-fold – from 8,069 informal interpretive contacts in 2011 to 25,032 in 2012.). The park will continue to offer a contemporary, relevant, broad-based personal services program, and will develop



SHEN has a history for a strong place-based education program

partnerships to increase capacity and enhance sustainability.

Park staff is committed to offering guided walks, talks, and programs, especially in the summer and fall seasons when visitation is highest; and to staffing the Dickey Ridge and Byrd Visitor Centers. Other enhancements to boost effectiveness of personal services interpretation include:

- The upgrade of AV systems in three amphitheaters, to improve the experience for those attending outdoor programs and provide technology for hearing-impaired visitors.
- Enhanced interpretation about Wilderness during the 50th anniversary of the Wilderness Act (2014).
- Development of a formal strategy for providing special request programs, including fee options.
- Expand the use of interns, volunteers, and partners, to provide both formal and informal interpretive contacts with the public.

Campground programs are a popular and effective means of contacting the public. Creating new interpretive gathering areas for formal programming at Lewis and Mathews Arm

campgrounds will allow the park to serve the many visitors in these popular campgrounds. To provide for greater visitor access based in sustainable business models, the park will pursue options for partners or others to manage Rapidan Camp which is currently labor-intensive and consequently has limited personal service interpretation.

Over the next three years, the park will also look at ways to reach changing audiences and the local communities – both important audiences to develop as park supporters. Working with formal, informal and non-traditional partners, the park will develop sustainable methods of staffing to provide information and orientation personal services on a year-round basis.

Continue to Provide Place-based, Curriculum-based Education Programs and Develop New Opportunities to Meet the Needs of the Education Community.

Shenandoah National Park will continue to support on-site, place-based educational programming. The park will offer the Teacher-Ranger-Teacher Program, which brings professional educators to the park to learn and work in partnership with park staff. The park will also work with a new education partner



and assist NatureBridge (formerly YNI – Yosemite National Institutes) with the development and delivery of a demonstration residential program, to be implemented in FY15-16.

The park will define and implement a targeted outreach program, to increase broad engagement with local school systems as a way to engage the larger community by serving their children. This program will include the development of a ranger-led in-school program for one elementary grade, implemented in the eight counties surrounding the park and stronger connections to programs for high school students.

Other midrange goals include:

- Establish an “advisory council” made up of local teachers, administrators and education partners to help identify the needs of the education community which the park might be able to support.
- Develop an on-line education program that tells the story of the establishment of the park to interpret the unique story of the park’s creation.
- Develop an on-line education program about the desegregation of the park, addressing the past, present, and future

question of “Who are parks really for?”

- Evaluate the *A Trail to Every Classroom* approach for potential use in Shenandoah, since the park has 101 miles of the Appalachian Trail, more than any other NPS unit.
- Create a distance learning program around the subject of climate change in Shenandoah.

Shenandoah also intends to offer real-time distance learning opportunities that engage students from around the world in learning that results in meaningful connections to the park and the National Park Service.

Create Stronger Resource Protection and Safety Messages.

Ensuring that visitors have a safe and enjoyable visit to Shenandoah, while leaving park resources in good condition for future visitors, is an important goal of park programming. As park use and wireless coverage increases, the park will provide real-time road safety status information to the public for the health and safety of visitors traveling Skyline Drive. The park will define specific interpretive resource protection and safety messages to accompany increased use of the Old Rag and Whiteoak Canyon areas.



LEFT: The Park’s headwaters offer a living lab for freshwater ecology studies

RIGHT: Interpretation is taking an active role in communicating visitor and employee safety messages via a range of methods.

Improve Orientation/Trip Planning Resources. Along with the improved web-based planning resources, the park will work with our cooperating association, the Shenandoah National Park Association, DNC and local tourism organizations to develop trip planning tools for visitors to the park in different seasons, for different lengths of stay, and for different levels of exertion such as identifying and promoting existing “stroll” or “leg stretcher” trails.

Strengthen Interpretive and Educational Partnerships.

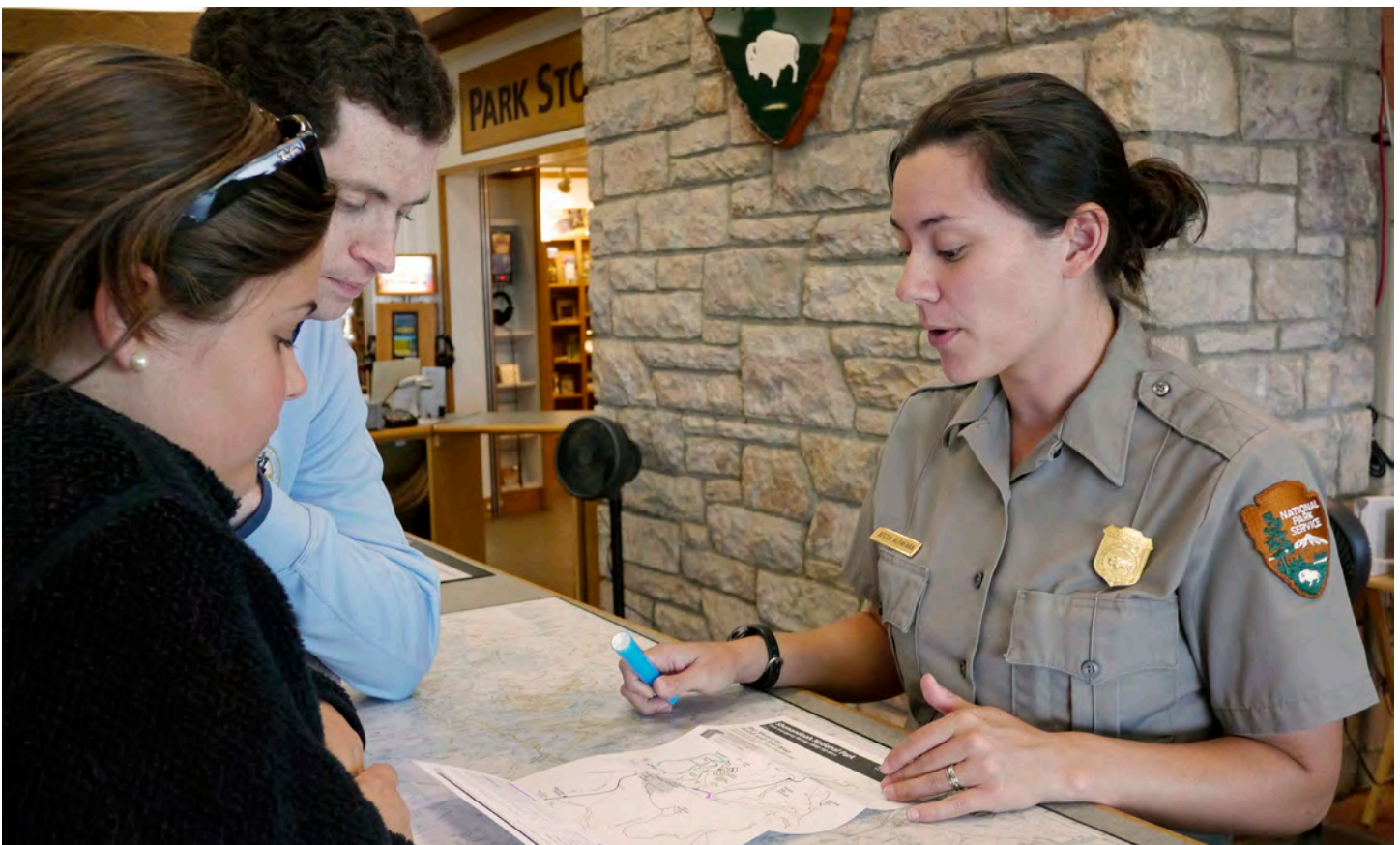
An increased effort to leverage new partnerships and sustain existing ones is necessary to support the work of this plan. The park will pay special attention to strengthening bonds both with potential and existing education and interpretation partners as well as building relationships between Interpretation and Education and other divisions within the park. Working collaboratively, the park will develop and use quality control measures to ensure consistent messages are communicated by all partners.

The park will develop and implement training (including basic orientation to Shenandoah National Park, the National Park Service, and

interpretive skills) for Delaware North and Concessions staff, and extend orientation and resource training to local hospitality industry staff and visitor service organizations. The park will work with concessionaires to develop interpretive components for joint park and concession events, and increase the role of park partners in all special events.

The Shenandoah National Park Association (SNPA) supports interpretive and educational activities within the park through sales of materials and through donations. The Scope of Sales statement for the SNPA will be rewritten to reflect changes in themes and goals as a part of this plan. The park will support SNPA in publishing books or creating materials for children or young adult audiences about science and significant issues such as climate change, the Shenandoah Salamander, or research methods.

Working with a range of existing partners, potential partners and local organizations, the park will explore opportunities to offer art-based experiences, creating another way for visitors to both connect to park resources and express their appreciation for the beauty of the park.





Welcome all Audiences.

Because audiences and their needs are shifting, the park will begin research to discover the needs and expectations of multi-ethnic audiences, and the best locations and times of day to engage those audiences. Based on the findings of this research, the park will develop and offer specific interpretive services designed to be welcoming, inclusive experiences.

In the short term, the park, with funding from the Shenandoah National Park Trust, will establish a traveling visitor contact vehicle that takes interpretation to park audiences rather than expecting them to come to the park. This readily identifiable vehicle will be used inside and outside the park.

The United States Mint's *America the Beautiful* Shenandoah National Park quarter will be released in the spring of 2014. The community-based event provides another opportunity to spread awareness of the park to nontraditional audiences. The park and partners will work together to plan and hold special events around the release.

Expand Volunteer Opportunities.

Volunteerism is stewardship. Volunteers play a significant role in accomplishing the goals of this plan. The park, with support from the Shenandoah National Park Trust, the Shenandoah National Park Association, the Potomac Appalachian Trail Club, and other organizations will recruit and train more volunteers to perform a variety of interpretive and educational services. In addition, the Youth and VIP teams will develop a training program and recruit volunteers to staff park visitor centers. Together these actions will greatly increase the opportunity for public involvement in active community stewardship of the park.

Effectively Reach and Engage Youth.

To engage and educate young audiences, the park will consult with youth to define youth program goals and offer both a youth outreach program and a service learning program. A youth employment and internship program will be developed including:

- Defining and managing the Youth Conservation Corp program.
- Identifying positions and creating career pathways for youth ages 16-25.
- Creation of internships within Education and Interpretation.
- Researching how to generate more interest in Shenandoah National Park among high school and college-age students.

For younger visitors and their families, there will be an overhaul of the Junior Ranger Program, based on family learning principles, to encourage intergenerational engagement. In addition, the park will work with the Shenandoah National Park Trust, DNC, and Nature-Bridge to explore options to offer a range of day use and residential camping experiences targeted to youth.

Conduct Planning and Evaluation.

With so many demands and few resources, the park will function within a culture of planning and evaluation to help define and establish priorities, defining basic interpretive services and adjusting recommendations to implement the plan. The goals outlined in this Long-Range Interpretive Plan will guide the park to adjust the Interpretation and Education organization chart within the existing budget, to better align staff resources with current and future needs. Additional planning and evaluation efforts will be undertaken to:

- Develop a programmatic accessibility plan for the park.
- Determine the highest priorities for providing foreign language versions of high-quality interpretive media, and develop a plan for implementation of the priorities.
- Engage in planning discussions with the Superintendent's Office regarding a potential visitor facility in the southern section of the park.

OPPOSITE PAGE: Nearly 400,000 visitors per year stop in a Park visitor center

THIS PAGE: The Youth Program is engaging the next generation of Park employees

Implementation Plan

The measure of success of any plan is the extent to which it is implemented. Initial implementation of strategies needs to be both realistic and flexible. Because funding opportunities and priorities often change, park management may need to adjust the implementation strategies to adapt to changing conditions. The park interpretive staff and key park partners will meet annually to evaluate previous years' activities and then create an Annual Implementation Plan for each new fiscal year based on funding opportunities and coordination with other projects. Flexibility is extremely important to allow park staff and partners the opportunity to try new and different interpretive ideas and make adjustments as necessary.

During the 2013 Implementation Strategy meeting, the participants agreed to divide the actions necessary to implement the recommendations into on-going, FY14, FY15-16, FY17-18, and FY19-20 timeframes. While some action items can be implemented immediately within existing funding and staffing levels, others will require additional funding and staffing before action can be taken.

Appendix A

The Planning Team

Shenandoah National Park

Chelsea Aldrich, Visitor Use Assistant - Fees
Becca Alfara, Park Ranger – Interpretation
Karen Beck-Herzog, Management Assistant
Alta Blietz, Deputy Fee Program Manager
Martha Bogle, Superintendent
Regina Cardwell, Park Ranger - Interpretation
Wendy Cass, Botanist
Claire Comer, Interpretive Specialist
Kevin Crisler, Deputy Chief of Maintenance
Jennifer Flynn, Deputy Superintendent
Betty Gatewood, Park Guide – Interpretation
Matt Graves, Chief of Interpretation and Education
Rolf Gubler, Biologist
Steve Herzog, Chief of Maintenance
Sally Hurlbert, Park Ranger – Interpretation
Neal Lewis, Visual Information Specialist
Ann Kain, Cultural Resource Program Manager
Lorrie Knies, Supervisory Park Ranger
Hazel Mehne, Senior Visitor Use Assistant
Mara Meisel, Park Ranger – Interpretation
Warne Nelson, Park Ranger – Interpretation, DRVC Supervisor
Lora Peppers, Central District Ranger
Brett Raeburn, Visual Media Assistant
Warne Nelson, Park Ranger – Interpretation
Jim Schaberl, Chief of Natural and Cultural Resources Management
Tim Taglauer, Deputy Chief of Interpretation and Education
Kathy Tustanowski, Administrative Officer
Georgette Vouglas, Park Ranger – Interpretation
Debby Smith, Interpretive Operations Supervisor
Leslie Velarde, Volunteer and Youth Programs Coordinator

National Park Service

Joanne Blacoe, Interpretive Planner, Northeast Region
Katie Bliss, Interpretation and Education Training Manager, Stephen T. Mather Training Center
Becky Lacombe, Training Specialist for Interpretation, Stephen T. Mather Training Center
Toni Dufficy, Interpretive Planner (Team Captain), Harpers Ferry Center

Partners

Donna Bedwell, Consultant, 75th Anniversary Committee & Shenandoah National Park Trust
Zenaida Hall, Director, Shenandoah Valley Travel Association
John Hedrick, President, Potomac Appalachian Trail Club
Greta Miller, Executive Director, Shenandoah National Park Association
Helen Morton, Director of Sales and Marketing, ARAMARK (now with DNC)
Jack Price, Board President, Shenandoah National Park Association
Susan Sherman, Executive Director, Shenandoah National Park Trust
Wayne Soard, District Manager, ARAMARK (now with DNC)

Appendix B

Accessibility Guidelines

Every attempt will be made to provide full access to interpretive media and programs to ensure people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to national parks. This is in compliance with the National Park Service policy:

“...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the qualities of the park experience for everyone.” NPS Special Directive 83-3, Accessibility for Disabled Persons

All interpretation will follow general standards for accessibility as described in the Harpers Ferry Center Programmatic Accessibility Guidelines for Interpretive Media <http://www.nps.gov/hfc/pdf/accessibility/access-guide-aug2009.pdf>.

Appendix C

Interpretive Theme Matrix

The theme matrix in this Long-Range Interpretive Plan is a partial list of concepts, ideas, and stories associated with the significance of the park. Each theme is described by a title, theme statement, examples of concepts/ideas appropriate to the theme, and examples of topics and stories that fit within each theme. These four sections in the matrix allow readers with different learning styles and interests to get a broader picture of what may be encompassed in each theme.

The theme statements adhere to accepted tenets of interpretive theme construction. That is, primary interpretive themes:

- Derive from a park’s purpose and national significance.
- Capture and convey the meaning of a place, not solely facts.
- Open minds to new ideas and introduce multiple points of view.
- Suggest connections, meanings, and relevance.
- Link universal concepts and experiences with tangible resources.
- Provide a foundation for more specific programs, presentations, and exhibits.

Concepts and ideas are written as objectives to help managers and interpreters align personal services, exhibits, or other media with park significance. Although park interpretive themes should be relatively timeless, both the concepts/ideas and the topics/stories can be added to or changed when new information comes to light.

Because the objectives can be used for programs, exhibits, and media, they can save effort and eliminate the stress that comes with the pressure to develop new, original themes for every interpretive program or product.

When assessing interpretive themes, the question to answer is not, “What’s missing?” In fact, there might be a lot missing and the concepts/ideas and topics/stories can only be validated if people begin to see many possibilities for other representative topics and stories that could be included under a concept.

These concepts, ideas, and topics are a representative, partial list. They are examples that could illustrate the concepts. They are not all inclusive in fact, could never be, nor are they intended to exclude any topic. A park interpretive theme is successful only if other topics and stories can be included within it.

Shenandoah National Park

Interpretive Theme Matrix

A Western National Park in the East (Park Establishment)

Made possible by the personal sacrifices of many, the creation of Shenandoah National Park illustrates a milestone in the park and conservation movements by fulfilling a vision shared by local, state, and federal advocates to create a “western” national park experience in the east. Readily accessible to major metropolitan populations, Shenandoah preserves the scenic beauty of Virginia’s Blue Ridge Mountains, and provides economic and recreational benefits for the greater good of the American people.

Concepts and Ideas	Topics and Stories
<p>Displacement/Greater Good</p> <ul style="list-style-type: none"> • Explore the concept of a “greater good.” What is the balance? When is it acceptable to take land away from individuals to serve a greater common good? Who decides? Explore issues of individual rights versus the sacrifice of a few for a public benefit. • Weigh the passions, ramifications and trade-offs of decisions to save in perpetuity vs. living on the mountains and saving homes. Discuss the economic and preservation motivations people had for selling their land to create the park. • Show the effects of displacement and dispersal of community (of former residents and landowners). • Explore the issues and controversies of personal land and property rights; the role of eminent domain and its use by the state and federal government for national benefit. [Now, more than 75 years after the establishment of the park, who is responsible for decisions of previous generations?] <p>The National Park Idea</p> <ul style="list-style-type: none"> • Place the establishment of Shenandoah National Park within the national park and conservation movements and their societal, economic, and political contexts. • Describe the goals and impacts of National Park Service leadership to establish a “western park experience in the east.” Describe how the NPS used Shenandoah to promote the national park idea to people in the east. • Explain how the NPS “shopped” for a site and selected Shenandoah—within a day’s drive of millions of people—nearly 1/3 of the U.S. population; a large natural area (with wilderness); nearly 200,000 acres surrounded by a sea of human development. • Explain how park headquarters and other park architecture (“parkitecture”) and man-made features are significant in the evolution of architecture, naturalistic landscape, park, and road design, and how they illustrate a point-in-time for federal policies in conservation and recreation. • Illustrate and describe changing philosophies in development of national parks over time. Consider the park master plan and debate whether something like Skyline Drive would happen today. Describe how Shenandoah has evolved over time, and to reflect changes in society. Compare and contrast Shenandoah with other national parks established at about the same time. • Describe how portions of the Skyline Drive Historic District (including developed areas at Simmons Gap, Lewis Mountain, Big Meadows, Skyland, Piney River, Pinnacles, Dickey Ridge, and Skyline Drive) act as portals for visitors, allowing people to slow down and to experience the beauty and recreational opportunities in the park. • Describe the rationale and features (such as placement of overlooks) behind the planned visitor experience of Skyline Drive and Shenandoah National Park. • Describe the role of the Civilian Conservation Corps in building Shenandoah National Park and how, in response to the Great Depression of the early 20th century and a component of FDR’s New Deal, the Civilian Conservation Corps built new and revitalized existing visitor facilities at the park that provided short- and long-term local economic stimulus and national public benefit. • Discuss contemporary threats to the park. For example, how the scenic views and recreational opportunities that Shenandoah National Park provides may be lost to future generations due to human-caused change. Weigh the challenges of protecting the scenery and views Skyline 	<p>Conservation movement Displacement/Greater Good Ferdinand Zerkel Franklin D. Roosevelt (dedication & CCC) George Freeman Pollock and Addie Nair Hunter Pollock Harry F. Byrd Herbert Hoover Location (only mid-Atlantic park; only natural park between Acadia and Great Smoky Mountain) National Park Idea NPS (dual) mission – enjoyment and preservation “Parkitecture” Role of concessions and business in park establishment Stephen Mather Time between authorization and establishment of Shenandoah NP Value of National Park Experience Appreciation for resources/stewardship Impact of open space on healthy society Opportunities for renewal/recharge Personal challenges Refuge from urban sprawl Views/overlooks for slow-paced enjoyment “Western” national park in the east Wilderness Society William E. Carson</p>

<p>Drive was created to show, with the detrimental effects that motor vehicles can have on the park (carbon dioxide production, noise, and wildlife death).</p> <ul style="list-style-type: none">• Compare and contrast the 105 miles of Skyline Drive with the 469 miles of the Blue Ridge Parkway.	
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A Park for the People (Recreation and Development)

Influenced and shaped by economics, politics, public expectations, and prevailing social norms, Shenandoah National Park provides visitors access to diverse outdoor recreational opportunities. Shenandoah offers escape from everyday life, challenge for the mind and body, and the rejuvenation, relaxation, and renewal fostered by immersion in a natural mountain landscape.

Concepts and Ideas	Topics and Stories
<p>The Appalachian Trail</p> <ul style="list-style-type: none"> • Explain that the longest segment of the Appalachian Trail (AT) in a national park is the backbone of Shenandoah National Park's trail system. Explain how the 101-mile segment of the Appalachian Trail entices people to explore the park's extensive trail system, provides accessible portals to wilderness experiences, and offers solitude, challenge, and renewal; some seek to "escape modern life," explore reclaimed wilderness, connect to history, and make a life-changing journey. • Connect the establishment of the Appalachian Trail—a nation's trail—to the conservation movement in the US and to the Wilderness Act. Connect the history of AT in park and the creation of Skyline Drive. Discuss how the AT predates the park. Explain how the AT connects to other places (other parks, states, etc.) and that Shenandoah is one of five NPS sites that connect with the AT. Discuss controversies surrounding moving/rerouting the trail. • Relate stories of hikers: through-hikers, long distance travelers, section-hikers, living on the trail, life-changing journeys, opportunities for personal challenges, finding strength, challenge, etc. • Help people discover the historic AT as an accessible portal into the park's extensive trail network and provide outstanding opportunities for wilderness recreation. • Invite people to consider the issues, influences, trade-offs, and solutions of how to balance and protect the AT, given that it has so much use. <p>Civilian Conservation Corps and the New Deal</p> <ul style="list-style-type: none"> • Place the contributions of the New Deal Civilian Conservation Corps (CCC) in the context of the Great Depression. Illustrate the contributions of the CCC on the infrastructure of Shenandoah. • Describe how, in response to the Great Depression of the early 20th century and a component of FDR's New Deal, the Civilian Conservation Corps built new and revitalized existing visitor facilities at SHEN that provided short-term national and long-term local economic stimulus as well as long-term public benefit. • Show the features in the park that were built by the CCC. <p>Lewis Mountain</p> <ul style="list-style-type: none"> • Explore the significance, federal goals, and political and social contexts for NPS and federal policy that drove the 1945 order of Secretary of the Interior Harold Ickes to make Shenandoah National Park the first desegregated public place in Virginia. • Describe the significance of this federal decision happening a decade before the civil rights movement. Explore what it meant to have a national park open to all with equal access to recreational facilities a decade before the Civil Rights movement. • Explore the tensions between the federal government and the Commonwealth of Virginia surrounding the order to desegregate and its effects. Explain how issues of states vs. federal government rights played out in this decision. What happened when Virginia was forced to accept desegregation? • While there were gains in equal treatment, explain some of the trade-off (to African Americans/African American culture) brought by desegregation. • Explore the issue of inclusion and exclusion. Who are parks and nature for? Discuss if parks may be [socially/economically] segregated today. • Point out that desegregation happened in the recent past. What are the lessons, relevance, or parallels for people today? • Trace the story of Lewis Mountain when it was a segregated facility. • Explore the stories of the people who used Lewis Mountain when it was a segregated facility. Describe the refuge/renewal/enjoyment it provided for the African Americans who used it. Describe individual stories of courage, equality and change exemplified in stories of Lewis Mountain. <p>Recreation</p> <ul style="list-style-type: none"> • Explore the recreational opportunities that were offered throughout the history of the park and 	<p>Accessibility</p> <p>The Appalachian Trail (AT)</p> <p>AT culture</p> <p>Accomplishment and pride in hiking</p> <p>AT volunteers</p> <p>AT/Skyline Drive conflict</p> <p>Benton MacKaye</p> <p>Civilian Conservation Corps (CCC)</p> <p>Big Meadows and Skyland encampments</p> <p>Work on trails, roads, facilities, etc.</p> <p>Church missions in the park</p> <p>Conscientious Objectors (CO) at Pinnacles camp</p> <p>Economics</p> <p>George and Addie Pollock</p> <p>Harold Ickes, Secretary of the Interior</p> <p>Harry F. Byrd</p> <p>Health and Fitness</p> <p>Herbert Hoover and his need for natural places/escapes</p> <p>Hiking, climbing, backpacking/camping</p> <p>Huts, cabins, and shelters</p> <p>Lewis Mountain</p> <p>Civil rights movement</p> <p>Culture, family, and community</p> <p>Desegregation story</p> <p>"Laboratory of change" in VA</p> <p>Mission 66</p> <p>Myron Avery</p> <p>New Deal economics</p> <p>Recreation and Re-creation</p> <p>Resort culture</p> <p>Scots-Irish and German roots and settlement</p> <p>Skyland Resort</p> <p>Skyline Drive</p> <p>American automobile culture</p> <p>Concessions and amenities</p> <p>Connection with Blue Ridge Parkway</p> <p>Positive and negative impacts</p> <p>Socioeconomics</p> <p>Spirituality of nature</p> <p>Tourism/Economic Generator</p> <p>Unique road experience</p> <p>Virginia Sky-Line Company and visitor services (lodges, camps, stores, cafeterias, barber shops, bathhouses, gasoline filling stations, automobile and saddle horse transportation facilities)</p> <p>"Western park" experience</p> <p>Wilderness values</p> <p>William E. Carson</p>

today.

- Trace how system of trails were developed in park (AT was here before Skyline Drive; early trails were developed primarily for horseback riding; new trails often used former wagon roads or footpaths for ease of construction and to limit disturbance of natural resources, etc.)
- Explain how crossroads that formerly allowed vehicles into park were closed to traffic, creating hardship for local residents but offering more "wild" hiking experience for outsiders.
- Explain how backcountry management strategies changed over time to reflect the public interest and the park's resource protection mandate.
- Explore the importance of Recreation in the national park context of communing with nature to our general well-being.
- Explore the connections between nature and humans and their place as masters of the universe vs. being a part of the universe.
- Explore the importance of places that offer escape from urban pressures, both physical and mental and the rejuvenating/restorative powers of the natural world. Use Herbert Hoover as an example.
- Explore recreation-based Wilderness values and the importance of having access to them in such close proximity to large cities/population centers.
- Explore the importance of physical and mental well-being that is derived from the challenges of strenuous outdoor recreational pursuits like climbing, hiking, long-distance backpacking, backcountry camping, etc.

Skyline Drive

- Place the development of Skyline Drive in the context and timeline of American automobile culture; how family drives and parkways were new ways to experience parks; how the road was built to maximize beauty; auto tourism, camping, recreation industry and vehicles; driving as an immersive experience; role of amenities and concessions along Skyline Drive serve the visitor experience; scale of the built environment at the time Shenandoah National Park was created (the highest buildings at the time were small in comparison to the height of the mountains).

Tourism/Economic Generator

- Describe the context of the economic and social factors at the time of the park's establishment; how the Commonwealth of Virginia and local grassroots supporters endorsed the federal government and advocated for the creation of a national park to provide economic benefit and to protect the scenery of the Blue Ridge Mountains.
- Describe how Shenandoah and tourism were envisioned to become economic drivers for the region and state. What was the desired future? Debate the decisions and the sustainability of tourism as an economic engine. What changed over time? What were the trade-offs?
- Show the continued economic importance of Shenandoah to local communities, the region and state. Explore the historical associations and the advantages and disadvantages of the role of tourism in conservation efforts.

Nature Reclaimed (Natural Resources)

Although it may appear to be untouched and natural, Shenandoah National Park’s dynamic and ever-changing environment is rather the product of thoughtful land management decisions to reclaim, restore, and protect the mountain ecosystem, wilderness, and headwaters of three watersheds; to preserve the ecological and natural processes of the Blue Ridge/Central Appalachian biome; and to provide refuge for globally rare and endangered flora and fauna.

Concepts and Ideas	Topics and Stories
<p>Natural Resources – What We Have</p> <ul style="list-style-type: none"> Describe how, encompassing 300 square miles, Shenandoah National Park is an outstanding example of the Blue Ridge/Central Appalachian biome and includes large areas of designated wilderness. Describe that Shenandoah is the largest fully protected area in the mid-Appalachian region and includes well-exposed strata of the Appalachians, one of the oldest mountain ranges in the world; diverse animal and plant populations and habitats; migratory bird stop-over points; and forested watersheds that perpetuate numerous streams flowing from uplands to lowlands. Explain how Shenandoah is one of the few protected mountain environments in the East; includes headwaters for three major watersheds; has regional connections; serves as a long-term study area; is a habitat island; etc. Describe how the park protects headwaters for downstream communities and Chesapeake Bay. Describe what is unique about Shenandoah: 70 acres of the 200 acres of northern Blue Ridge Mafic Fen found in the world are at Shenandoah; Shenandoah salamander (<i>Plethodon shenandoah</i>) is found on the three highest peaks in Shenandoah and nowhere else in the world; nearly 80,000 acres have been set aside by Congress as designated wilderness; park is an important corridor for migratory birds and butterflies (e.g. cerulean warblers, tanagers, winter wren, monarch butterflies) Geologic history is complex and provides understanding of how landscapes change over <u>long</u> periods of time (volcanoes, billion year old rock, etc.) Illustrate the relationships and interconnectedness between geology, habitat, and diversity. Describe how Shenandoah provides critical habitat for many rare, threatened, and endangered species. Explain relationships between the health of park resources and what is going on outside of its boundaries; for example, impacts on water in communities and pollution in park. Describe importance of native species and inter-connected ecosystems. <p>Conservation Movement to Reclaim as “Wild” Previously Farmed and Industrial Land</p> <ul style="list-style-type: none"> Illustrate how, although appearing to be unchanged over time, Shenandoah is a reclaimed landscape; 197,000 acres of privately owned land that became the park was farmed, logged, mined, and settled by humans for thousands of years before there was a conscious effort to develop the wild, natural, scenic landscape that people see today. Describe how today, the park represents a combination of human activities and natural processes. Communicate that roughly ½ of SHEN’s ecological communities are ranked as imperiled or critically imperiled and what that means to the average visitor. <p>Wilderness</p> <ul style="list-style-type: none"> Describe how, despite the history of intensive and invasive land use in Shenandoah, 40% of the park (about 80,000 acres) is congressionally designated wilderness, which has the highest level of protection afforded by federal government. Describe the designated wilderness of Shenandoah. Discover what wilderness and wilderness teach. Explore questions about the ecological integrity of created wilderness. Help people access and explore primitive values found within a created wilderness and provide a range of visitor backcountry experiences. 	<ul style="list-style-type: none"> Accessibility Adapt and mitigate threats Adaptations and Interrelationships Agriculture Air Quality/Airsheds Animal Life Belmont Vineyards Big Meadows Biodiversity Black Rock springs Blue Ridge/Central Appalachian biome Botany Brain trust for data trends over time (Conscious) Change of land use Climate change Development Discovery and Exploration Ecological integrity Ecosystem services Environmental impacts Fire and fire effects Geologic impact on flora/fauna Geology and geologic time Habitat diversity Habitat preservation – 105 miles and nearly 200,000 acres High elevation/rock outcrops Human impacts on the environment (use of the land/landscape) Hydrology Invasive Species and Forest Pests Land management principles and decisions Landscape Changes Leave No Trace Living laboratory Logging Migration and Migratory routes Mountain Building Mountain Island/Sky Island – high elevation values and species Mt. Vernon furnace Natural island in a sea of development Natural processes Natural resources Orchards Predator/Prey Relationships Rare, Threatened & Endangered Species Reclaimed Wilderness Recreation and re-creation “Reverse development” Risk, hazard, and challenge of wilderness Rocks – basement rocks, greenstone, etc. Shenandoah salamander Shrinking habitat (Shenandoah National Park as an “island”) Solitude Stewardship Tan bark industries

	<p>Trails – More than 500 miles for hiking/ horseback riding</p> <p>Vegetative communities (rare Northern Blue Ridge Mafic Fen; 1/4 are globally imperiled)</p> <p>Vegetation</p> <p>View sheds</p> <p>Water quality/watersheds</p> <p>Weather patterns</p> <p>Wilderness</p> <p>Wilderness skills and values</p> <p>Wildlife</p> <p>Wildlife corridors</p>
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History Revealed (Cultural Resources)

Within the boundaries of Shenandoah National Park is evidence of the stories of thousands of years of human interactions with the mountain landscape illustrating the dramatic changes underwent from being a place for home, sustenance, and livelihood to being a place for refuge, recreation and re-creation for millions.

Concepts and Ideas	Topics and Stories
<p>Cultural Resources – What We Have</p> <ul style="list-style-type: none"> • Describe the physical evidence of former inhabitants of Shenandoah National Park, that occur in the form of archeological sites, historical sites and artifacts that are visible above ground, as well as artifacts that are buried below ground. • Explain how some of the evidence includes traces of former home sites and farms in the form of rock chimneys, rock foundations, wooden structures, rock walls, wood and barbed wire fences and terraced earth. • Illustrate that some of the evidence includes artifacts such as wreckage of old cars, parts of old machinery, wheels, buckets, glass bottles, distilleries, pottery shards etc. found at the surface and Native American artifacts (arrowheads, stone tools) buried below ground. • Describe the physical evidence of former ways that people made their livelihoods in the park such as farming, mining, logging, distilling etc. <p>Cultural Resource Management</p> <ul style="list-style-type: none"> • Describe how we preserve and protect artifacts that have been collected by storing them in our museum archives. • Describe how we preserve and protect our historic structures at Rapidan Camp and Skyland Lodge through active maintenance. • Explain that active archeological studies continue to make discoveries including the recent discovery of the Belmont winery in the North District, which was one of the first wineries in Virginia. • Encourage stewardship by visitors to help us maintain cultural resources. <p>Former Inhabitants</p> <ul style="list-style-type: none"> • Share some of the stories of former residents of the park and their interactions with the land. <p>Native American Use of Big Meadows</p> <ul style="list-style-type: none"> • Describe the evidence for how Big Meadows was used as hunting and gathering grounds during short-term encampments by Native Americans. <p>Pocosin Mission</p> <ul style="list-style-type: none"> • Describe the story of the creation of the mission church and school for mountain children and how the mission evolved into a community center for social activities of the local mountain people. • Describe how this and other missions in the Blue Ridge reflected social attitudes of the time. • Describe the story of the closure of the school and the break-up of the community when the park was established and people were moved off of the mountain. <p>Rapidan Camp</p> <ul style="list-style-type: none"> • Describe how Rapidan Camp served as the summer "White House"— a place of personal refuge and renewal as well as a place for political and policy discussions and decisions far from the pressures of urban Washington, D.C. • Explain how, President Hoover strategically used Rapidan Camp as a place away from the tumultuous character of DC, politics, and political life; how it enabled him to escape DC political influences to make decisions in a relaxed and very different setting; and how he used the location to “shift the playing field.” • Explain why this location was selected and Lou Hoover’s role in its design and use. • Connect the Hoover family’s desire to escape and seek recreation in the mountains with universal human values to seek and find solace, recreation, and rejuvenation in mountains. • Describe some of the national and international meetings and decisions that took place at the camp. • Describe how Hoover’s selection of the camp site impacted the local economy and attitudes. 	<p>Appalachian Trail history Archeology Artifacts Belmont winery Big Meadows history Civilian Conservation Corps (CCC) Conscientious objector (CO) Cultural Resources Ethno Biology Homesites and evidence of former residents George and Addie Pollock Historic structures Historic trails Historic uses of Big Meadows Lewis Mountain Lodging facilities Massanutten Lodge Military Training Mining Mt. Vernon Furnace Native American History Park Dedication Parkitecture Pocosin Mission Rapidan Camp Architecture and landscape features Brook trout fishery Herbert and Lou Henry Hoover Marines National Historic Landmark Rapidan Camp compared to Camp David Restoration of historic buildings Restorative benefits of nature Resort culture (history of early resorts) Skyland Resort Skyline Drive Stewardship</p>

<p>Trace Hoover's role in creating Skyline Drive.</p> <ul style="list-style-type: none">• Explain significance of Rapidan Camp as National Register site (first presidential retreat used to affect national and international policy consequences).• Describe and illustrate post-Hoover use of the camp. <p>Skyland Resort</p> <ul style="list-style-type: none">• Represents an early American vacation destination that pre-dates the park by nearly 50 years.• Tell the story of how Skyland was established by George Pollock, and how people recreated at Skyland Lodge in the gay nineties and roaring twenties.• Describe how Prohibition affected the way people recreated during that time.• Tell the story of how Massanutten Lodge was built by Addie Pollock, a progressive woman of her era, and how it has become significant as representative of the Arts and Crafts movement architecture.	
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Caring for the Gift (How We Manage)

Forever connected with the surrounding world, Shenandoah’s survival is dependent upon the effective management of the numerous complex challenges brought by local, regional, and global environmental threats and society’s changing demands. The Park’s future depends on the application of the most current scientific knowledge and sound visitor and resource management practices, combined with the active support and commitment of a caring citizenry.

Concepts and Ideas	Topics and Stories
<p>Climate Change, Research, and Communication</p> <ul style="list-style-type: none"> • Explain the effects and predictions of climate change on the resources and living things in Shenandoah. • Describe how Shenandoah serves as an important environmental indicator for the Appalachian Mountains. Genetic reservoir due to mountains, protection, habitat, natural processes and management. • Describe the importance of the park as an environmental collection point. Explain how the park provides a scientific baseline and long-term understanding of ecological system; its research is a “barometer” and baseline to measure change. <p>Critical Issues for Resource Management</p> <ul style="list-style-type: none"> • Share research that is being done in the park. Show how through research, inventory, and monitoring of streams, the park strives to protect balanced ecosystems in the Chesapeake Bay watershed. Explain the relationship between research and natural resource management decisions. Communicate future research needs. • Describe choices, benefits, liabilities and tensions inherent in pressures to both develop and preserve. Describe the choices in using the environment. (Historically, people made a choice to undo intensive use. Looming climate change may force us to make similar choices.) • Explain resource management principles (allowing natural processes/systems to continue without human intervention as much as possible). • Illustrate how and why, even with active protection and management of the land, resource threats persist and are accelerating. • Trace changes in conservation management techniques and conservation ethics (relating to the park) over time. • Illustrate human impacts to forests/resources (e.g. Chestnut blight to EAB). • Illustrate how, we are being called upon to make positive changes in the face of climate change and other threats to the environment. 	<p>Acid deposition Acid rain and stream pH Air pollution (impacts of coal-fired electricity-generating power plants) Air quality monitoring Airshed Aquatic Macroinvertebrate Monitoring Boundary Access Points Chestnut blight and American chestnut Chronic Wasting Disease (CWD) Community Involvement Climate Change Cultural Resource Management Development versus preservation Dogwood anthracnose Dutch elm disease Emerald Ash Borer (EAB)/Firewood Ban European Gypsy Moth Fire Management Fisheries Monitoring Forest Health Forest Insect and Disease Hemlock woolly adelgid and Eastern Hemlock Historic Building Interpretation Integrated Pest Management (IPM) Invasive species Landscape Management Leave No Trace Management Policies Meadow Management Minimum Tool Natural Resource Studies Night Sky Peregrine Falcon Restoration, Monitoring, and Tracking Rare plant monitoring Recycling/“Green” Decisions Regulations and Resource Protection Removal versus protection of cultural resources Resource Threats Rock Outcrop Management Project (ROMP) Safety Soil Quality Soundscapes Stewardship T&E species (e.g. Shenandoah salamander) Trout (brown and rainbow versus native brook trout) Importance of native species Vegetation Mapping Viewshed Virginia Piedmont and Shenandoah Valley Water Quality Wildlife Corridors Wildlife Safety and Education</p>

Appendix D

Authorizing Legislation

44 Stat. 616 (May 22, 1926)
Authorization of Shenandoah National Park

PL 94-567, 90 Stat. 2694 (October 20, 1976)
Designation of Shenandoah Wilderness

An Act To provide for the establishment of the Shenandoah National Park in the State of Virginia and the Great Smoky Mountain National Park in the States of North Carolina and Tennessee, and for other purposes, approved May 22, 1926 (44 Stat. 616).

National Parks.
Shenandoah, Va., and Great Smoky Mountains, N.C., and Tenn., set apart as, when lands therefor vested in United States. Tract in the Blue Ridge, Va. See p. 283.
In the Great Smoky Mountains, N.C. and Tenn.

Proviso.
Lands to be secured only by donation.

Acceptance of title of lands in Shenandoah National Park area in Virginia.

In Smoky Mountain Park area in Tennessee and North Carolina.

National Park Service to administer, etc. Vol. 39, p. 535. See p. 9.
Provisos.
Water Power Act not applicable. Vol. 41, p. 1063.

Minimum area specified. Area to be accepted before any development made. Commission employed. Vol. 43, p. 958. See p. 283.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That when title to lands within the areas hereinafter referred to shall have been vested in the United States in fee simple there shall be, and are hereby, established, dedicated, and set apart as public parks for the benefit and enjoyment of the people, the tract of land in the Blue Ridge, in the State of Virginia, being approximately five hundred and twenty-one thousand acres recommended by the Secretary of the Interior in his report of April 14, 1926, which area, or any part or parts thereof as may be accepted on behalf of the United States in accordance with the provisions hereof, shall be known as the Shenandoah National Park; and the tract of land in the Great Smoky Mountains in the States of North Carolina and Tennessee being approximately seven hundred and four thousand acres, recommended by the Secretary of the Interior in his report of April 14, 1926, which area, or any part or parts thereof as may be accepted on behalf of the United States in accordance with the provisions hereof, shall be known as the Great Smoky Mountains National Park: *Provided*, That the United States shall not purchase by appropriation of public moneys any land within the aforesaid areas, but that such lands shall be secured by the United States only by public or private donation (U.S.C., 6th supp., title 16, sec. 403.)

SEC. 2. The Secretary of the Interior is hereby authorized, in his discretion, to accept as hereinafter provided on behalf of the United States title to the lands referred to in the previous section hereof and to be purchased with the \$1,200,000 which has been subscribed by the State of Virginia and the Shenandoah National Park Association of Virginia and with other contributions for the purchase of lands in the Shenandoah National Park area, and with the \$1,066,693 which has been subscribed by the State of Tennessee and the Great Smoky Mountains Conservation Association and by the Great Smoky Mountains (Incorporated) (North Carolina) and with other contributions for the purchase of lands in the Great Smoky Mountains National Park area. (U.S.C., 6th supp., title 16, sec. 403a.)

SEC. 3. That the administration, protection, and development of the afore-said parks shall be exercised under the direction of the Secretary of the Interior by the National Park Service, subject to the provisions of the Act of August 25, 1916, entitled "An Act to establish a National Park Service, and for other purposes," amended: *Provided*, That the provisions of the Act approved June 10, 1920, known as the Federal Water Power Act, shall not apply to these parks: *And provided further*, That the minimum area to be administered and protected by the National Park Service shall be for the Shenandoah National Park area two hundred and fifty thousand acres¹ and for the Great Smoky Mountains National Park area one hundred and fifty thousand acres: *Provided further*, That no development of either of these areas shall be undertaken until a major portion of the remainder in such area shall have been accepted by said Secretary. (U.S.C., 6th supp., title 16, sec. 403b.)

SEC. 4. The Secretary of the Interior may for the purpose of carrying out the provisions of this Act employ the commission authorized by the Act approved February 21, 1925. (U.S.C., 6th supp., title 16, sec. 403c.)

90 STAT. 2692
PUBLIC LAW 94-567--OCT. 20, 1976
Public Law 94-567
94th Congress

Oct. 20, 1976
[H.R. 13160]

An Act To designate certain lands within units of the National Park System as wilderness; to revise the boundaries of certain of those units; and for other purposes.)

Wilderness areas.
Designation.
16 USC 1132
note.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in accordance with section 3(c) of the Wilderness Act (78 Stat. 890; 16 U.S.C. 1132(c)), the following lands are hereby designated as wilderness and shall be administered by the Secretary of the Interior in accordance with the applicable provisions of the Wilderness Act:

Bandelier
National
Monument,
N. Mex.

(a) Bandelier National Monument, New Mexico, wilderness comprising twenty-three thousand two hundred and sixty-seven acres, depicted on a map entitled "Wilderness Plan, Bandelier National Monument, New Mexico", numbered 315-20,014-B and dated May 1976, to be known as the Bandelier Wilderness.

Gunnison
National
Monument, Colo.

(b) Black Canyon of the Gunnison National Monument, Colorado, wilderness comprising eleven thousand one hundred and eighty acres, depicted on a map entitled "Wilderness Plan, Black Canyon of the Gunnison National Monument, Colorado", numbered 144-20,017 and dated May 1973, to be known as the Black Canyon of the Gunnison Wilderness.

Chiricahua
National
Monument, Ariz.

(c) Chiricahua National Monument, Arizona, wilderness comprising nine thousand four hundred and forty acres, and potential wilderness additions comprising two acres, depicted on a map entitled "Wilderness Plan, Chiricahua National Monument, Arizona", numbered 145-20,007-A and dated September 1973, to be known as the Chiricahua National Monument Wilderness.

Great Sand
Dunes
National
Monument,
Colo.

(d) Great Sand Dunes National Monument, Colorado, wilderness comprising thirty-three thousand four hundred and fifty acres, and potential wilderness additions comprising six hundred and seventy acres, depicted on a map entitled "Wilderness Plan, Great Sand Dunes National Monument, Colorado", numbered 140-20,006-C and dated February 1976, to be known as the Great Sand Dunes Wilderness.

Haleakala
National
Park, Hawaii.

(e) Haleakala National Park, Hawaii, wilderness comprising nineteen thousand two hundred and seventy acres, and potential wilderness additions comprising five thousand five hundred acres, depicted on a map entitled "Wilderness Plan, Haleakala National Park, Hawaii", numbered 162-20,006-A and dated July 1972, to be known as the Haleakala Wilderness.

Isle Royale
National
Park, Mich.

(f) Isle Royale National Park, Michigan, wilderness comprising one hundred and thirty-one thousand eight hundred and eighty acres, and potential wilderness additions comprising two hundred and thirty-one acres, depicted on a map entitled "Wilderness Plan, Isle Royale National Park, Michigan", numbered 139-20,004 and dated December 1974, to be known as the Isle Royale Wilderness.

Joshua Tree
National
Monument, Calif.

(g) Joshua Tree National Monument, California, wilderness comprising four hundred and twenty-nine thousand six hundred and ninety acres, and potential wilderness additions comprising thirty-seven thousand five hundred and fifty acres, depicted on a map entitled "Wilderness Plan, Joshua Tree National Monument, California", numbered 156-20,003-D and dated May 1976, to be known as the Joshua Tree Wilderness.

Mesa Verde National Park, Colo.	(h) Mesa Verde National Park, Colorado, wilderness comprising eight thousand one hundred acres, depicted on a map entitled “Wilderness Plan, Mesa Verde National Park, Colorado”, numbered 307-20,007-A and dated September 1972, to be known as the Mesa Verde Wilderness.
Pinnacles National Monument, Calif.	(i) Pinnacles National Monument California, wilderness comprising twelve thousand nine hundred and fifty-two acres, and potential wilderness additions comprising nine hundred and ninety acres, depicted on a map entitled “Wilderness Plan, Pinnacles National Monument, California”, numbered 114-20,010-D and dated September 1975, to be known as the Pinnacles Wilderness.
Saguaro National Monument, Ariz.	(j) Saguaro National Monument, Arizona, wilderness comprising seventy-one thousand four hundred acres, depicted on a map entitled “Wilderness Plan, Saguaro National Monument, Arizona”, numbered 151-20,003-D and dated May 1976, to be known as the Saguaro Wilderness.
Point Reyes National Seashore, Calif.	(k) Point Reyes National Seashore, California, wilderness comprising twenty-five thousand three hundred and seventy acres, and potential wilderness additions comprising eight thousand and three acres, depicted on a map entitled “Wilderness Plan, Point Reyes National Seashore”, numbered 612-90,000-B and dated September 1976, to be known as the Point Reyes Wilderness.
Badlands National Monument, S. Dak.	(l) Badlands National Monument, South Dakota, wilderness comprising sixty-four thousand two hundred and fifty acres, depicted on a map entitled “Wilderness Plan, Badlands National Monument, South Dakota”, numbered 137-29,010-B and dated May 1976, to be known as the Badlands Wilderness.
Shenandoah National Park, Va.	(m) Shenandoah National Park, Virginia, wilderness comprising seventy-nine thousand and nineteen acres, and potential wilderness additions comprising five hundred and sixty acres, depicted on a map entitled “Wilderness Plan, Shenandoah National Park, Virginia”, numbered 134-90,001 and dated June 1975, to be known as the Shenandoah Wilderness.
Map and description, public inspection.	SEC. 2. A map and description of the boundaries of the areas designated in this Act shall be on file and available for public inspection in the office of the Director of the National Park Service, Department of the Interior, and in the office of the Superintendent of each area designated in the Act. As soon as practicable after this Act takes effect, maps of the wilderness areas and descriptions of their boundaries shall be filed with the Interior and Insular Affairs Committees of the United States Senate and House of Representatives, and such maps and descriptions shall have the same force and effect as if included in this Act: Provided, That correction of clerical and typographical errors in such maps and descriptions may be made.
Publication in Federal Register. 16 USC 1131 note.	SEC. 3. All lands which represent potential wilderness additions, upon publication in the Federal Register of a notice by the Secretary of the Interior that all uses thereon prohibited by the Wilderness Act have ceased, shall thereby be designated wilderness.
Boundary revision.	SEC. 4. The boundaries of the following areas are hereby revised, and those lands depicted on the respective maps as wilderness or as potential wilderness addition are hereby so designated at such time and in such manner as provided for by this Act:
Isle Royale National Park, Mich.	<p>a) Isle Royale National Park, Michigan:</p> <p>The Act of March 6, 1942 (56 Stat. 138; 16 U.S.C. 408e-408h), as amended, is further amended as follows:</p> <p>(1) Insert the letter “(a)” before the second paragraph of the first section, redesignate, subparagraphs (a), (b), and (c) of that paragraph as “(1)”, “(2)”, “(3)”, respectively, and add to that section the following new paragraph:</p>

“(b) Gull Islands, containing approximately six acres, located in section 19, township 68 north, range 31 west, in Keweenaw County, Michigan”.

(2) Amend section 3 to read as follows:

16 USC 408g.

“SEC. 3. The boundaries of the Isle Royale National Park are hereby extended to include any submerged lands within the territorial jurisdiction of the United States within four and one-half miles of the shoreline of Isle Royale and the surrounding islands, including Passage Island and the Gull Islands, and the Secretary of the Interior is hereby authorized, in his discretion, to acquire title by donation to any such lands not now owned by the United States, the title to be satisfactory to him”.

Pinnacles
National
Monument, Calif.

(b) Pinnacles National Monument, California:

(1) The boundary is hereby revised by adding the following described lands, totaling approximately one thousand seven hundred and seventeen and nine-tenths acres:

(a) Mount Diablo meridian township 17 south, range 7 east: Section 1, east half east half, southwest quarter northeast quarter, and northwest quarter southeast quarter; section 12, east half northeast quarter, and northeast quarter southeast quarter; section 13, east half northeast quarter and northeast quarter southeast quarter.

(b) Township 16 south, range 7 east: Section 32, east half.

(c) Township 17 south, range 7 east: Section 4, west half; section 5, east half.

(d) Township 17 south, range 7 east: Section 6, southwest quarter southwest quarter; section 7, northwest quarter north half southwest quarter.

Publication in
Federal Register.

(2) The Secretary of the Interior may make minor revisions in the monument boundary from time to time by publication in the Federal Register of a map or other boundary description, but the total area within the monument may not exceed sixteen thousand five hundred acres: Provided, however, That lands designated as wilderness pursuant to this Act may not be excluded from the monument. The monument shall hereafter be administered in accordance with the Act of August 25, 1916 (39 Stat. 535; 16 U.S.C. 1 et seq.), as amended and supplemented.

(3) In order to effectuate the purposes of this subsection, the Secretary of the Interior is authorized to acquire by donation, purchase, transfer from any other Federal agency or exchange, lands and interests therein within the area hereafter encompassed by the monument boundary, except that property owned by the State of California or any political subdivision thereof may be acquired only by donation.

Appropriation
authorization.

(4) There are authorized to be appropriated, in addition to such sums as may heretofore have been appropriated, not to exceed \$955,000 for the acquisition of lands or interests in lands authorized by this subsection. No funds authorized to be appropriated pursuant to this Act shall be available prior to October 1, 1977.

Rincon
Wilderness Study
Area, suitability
review.
16 USC 1132
note.

SEC. 5. (a) The Secretary of Agriculture shall, within two years after the date of enactment of this Act, review, as to its suitability or unsuitability for preservation as wilderness, the area comprising approximately sixty-two thousand nine hundred and thirty acres located in the Coronado National Forest adjacent to Saguaro National Monument, Arizona, and identified on the map referred to in section 1(j) of this Act as the “Rincon Wilderness Study Area,” and shall report his findings to the President. The Secretary of Agriculture shall conduct his review in accordance with the provisions of subsections 3(b) and 3(d) of the Wilderness Act, except that any reference in such subsections to areas in the national forests classified as “primitive” on the ef-

Report to
President.
16 USC 1132.

fective date of that Act shall be deemed to be a reference to the wilderness study area designated by this Act and except that the President shall advise the Congress of his recommendations with respect to this area within two years after the date of enactment of this Act.

Hearings, notice.

(b) The Secretary of Agriculture shall give at least sixty days' advance public notice of any hearing or other public meeting relating to the review provided for by this section.

Administration.

SEC. 6. The areas designated by this Act as wilderness shall be administered by the Secretary of the Interior in accordance with the applicable provisions of the Wilderness Act governing areas designated by that Act as wilderness areas, except that any reference in such provisions to the effective date of the Wilderness Act shall be deemed to be a reference to the effective date of this Act and, where appropriate, any reference to the Secretary of Agriculture shall be deemed to be a reference to the Secretary of the Interior.

16 USC 459c-6.

SEC. 7. (a) Section 6(a) of the Act of September 13, 1962 (76 Stat. 538), as amended (16 U.S.C. 459c-6a) is amended by inserting "without impairment of its natural values, in a manner which provides for such recreational, educational, historic preservation, interpretation, and scientific research opportunities as are consistent with, based upon, and supportive of the maximum protection, restoration and preservation of the natural environment with the area" immediately after "shall be administered by the Secretary".

16 USC 459c-7.

(b) Add the following new section 7 and redesignate the existing section 7 as section 8:

The Clem Miller Environmental Education Center, designation.

"SEC. 7. The Secretary shall designate the principal environmental education center within the Seashore as 'The Clem Miller Environmental Education Center,' in commemoration of the vision and leadership which the late Representative Clem Miller gave to the creation and protection of Point Reyes National Seashore".

16 USC 459c-6a. Whiskey Mountain Area, classification as a primitive area.

SEC. 8. Notwithstanding any other provision of law, any designation of the lands in the Shoshone National Forest, Wyoming, known as the Whiskey Mountain Area, comprising approximately six thousand four hundred and ninety-seven acres and depicted as the "Whiskey Mountain Area--Glacier Primitive Area" on a map entitled "Proposed Glacier Wilderness and Glacier Primitive Area", dated September 23, 1976, on file in the Office of the Chief, Forest Service, Department of Agriculture, shall be classified as a primitive area until the Secretary of Agriculture or his designee determines otherwise pursuant to classification procedures for national forest primitive areas. Provisions of any other Act designating the Fitzpatrick Wilderness in said Forest shall continue to be effective only for the approximately one hundred and ninety-one thousand one hundred and three acres depicted as the "Proposed Glacier Wilderness" on said map.

Approved October 20, 1976.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 94-1427 (Comm. on Interior and Insular Affairs).

SENATE REPORT No. 94-1357 (Comm. on Interior and Insular Affairs).

CONGRESSIONAL RECORD, Vol. 122 (1976):

Sept. 22, considered and passed House.

Oct. 1, considered and passed Senate, amended; House agreed to

Senate amendments.

BACK COVER: The Division of Interpretation and Education plays a fundamental role in the Park's future by fostering an engaged and active constituency.

