

# LINCOLN STATE PARK INTERPRETIVE MASTER PLAN 2005



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## Introduction

Lincoln State Park is in an excellent position to capitalize on its interpretive potential. The addition of a full-time interpreter will permit year-around programming, long-term planning and positive community relations. The addition of the Jones Home, with its historic tie to the area, makes the park a regional experience. The coming of the Lincoln Bicentennial will focus attention on an area rich in Lincoln history.

The park has enormous potential. It contains an important story. It has documented sites and a wealth of information. From an interpretive standpoint, Lincoln State Park is well situated for interpretation.

With all of these factors falling into place, this interpretive plan serves as a catalyst for expansion. It focuses resources on the site and the audience. The recommendations fit with the park's interpretive theme.

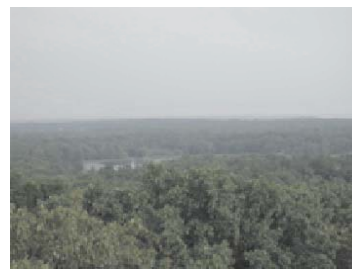
While implementation of some recommendations can be immediate, others will take further planning. Planning for those should begin now.

## Overview of Resources

### I. Natural Resources

#### A. Landscape

1. Topography. Lincoln State Park is in the Wabash Lowland physiographic subdivision. Flat areas exist in the central and western portions of the park. Steep slopes are found in the south and northeast. Elevation varies from 420' to 620'.
2. Geology/Soils. The underlying bedrock is Pennsylvanian. These are sedimentary rocks, primarily shale, sandstone and siltstone. Some coal and limestone are also present. The more recent glacial periods did not reach as far south as Lincoln State Park. As a result, most soils are thin, having developed directly on the bedrock with the exception of some alluvium along the creek feeding Lake Lincoln.
3. Climate. The average temperature in January is 34.5. The average July temperature is 78.8. Snowfall is not abundant, with the average January snowfall being 3.2 inches. Relative humidity ranges from 45-90% in the summer and 60-90% in the winter.
4. Water. Surface water flows into Buckhorn and Little Pigeon Creeks and from there into the Ohio River. Lake Lincoln was built by the Civilian Conservation Corps in 1930 and is 58 acres in size. Most of the Lake Lincoln watershed is within the park boundary. The lake was the drinking water supply for the park until the 1970s when the park began receiving its water supply from Santa Claus, Indiana. Weber Lake is a strip mine abandoned around 1958. It has a 19-acre surface area and a 23-acre watershed.



#### B. Flora

Lincoln State Park falls within the Driftless Section of the Southwestern Lowlands Natural Region (Homoya). Falling south of the Illinoian glacial boundary, it is typified by steep slopes. Upland forest types predominate.

Original land surveys from 1805 mention oak-hickory being the dominant forest type. Black oak is the most frequently recorded tree. White oak, hickory and dogwood are also mentioned. Spicebush was the prevalent understory plant.



Within a few years of being opened for settlement, the original forests had been cleared for farming. Hogs roamed the remaining stands of trees, disturbing the understory and killing young trees. Old photos show a landscape that is largely cleared of trees.

Forests have returned to Lincoln State Park. Oak-hickory forest is still the most common forest type although the composition has changed. Mixed forest types in the park include tulip poplar, maple, gum and introduced pines (planted in the 1930s by the CCC).

The Sarah Lincoln Woods Nature Preserve was identified by the Division of Nature Preserves as best representing pre-settlement conditions. The dedicated preserve consists of xeric (dry) upland forest, mesic upland forest and dry-mesic upland forest. The xeric upland forest is dominated by post, blackjack and black oaks and also contains scarlet and white oaks, and pignut hickory. The state endangered butterfly pea (*Clitoria mariana*) has been located in the

preserve.

### C. Fauna

The most recent inventories were conducted in 1986 and indicate a variety of birds and mammals. A list of "Probable Breeding Bird Species" within the park has birds listed by ecosystem location. The Mississippi Kite (*Ictinia mississippiensis*) is a species of Special Concern in Indiana. A pair displaying courtship behavior and juveniles have been seen at Lake Lincoln.

Lake Lincoln has bluegill, largemouth bass, channel catfish, redear sunfish, yellow perch, white crappie and brown bullhead. The channel catfish is stocked. Beaver are present at Lake Lincoln.

## II. Cultural Resources

Lincoln State Park was established in 1932 to protect the land used by the Lincoln family during their Indiana years. In 1962, 115 acres were transferred to the National Park Service, becoming the Lincoln Boyhood National Memorial. Included within the transfer was the Nancy Hanks Lincoln grave and the Lincoln cabin site.

The cultural resources within Lincoln State Park remain significant. The recent transfer of the Colonel Jones House to the Division of State Parks and Reservoirs further enriches the cultural resources.

Over the years, archaeological studies have been conducted, but much more needs to be done. William Bartelt, whose studies provide much of the following information, frequently expressed the need for more work. A lot of documentation and site description is in existence making further study possible.

### A. Little Pigeon Creek Settlement

The Lincoln Family was part of a community that settled the area following Indiana's statehood in 1816. The community included several farms, a general store and post office, a mill, schools and a church. Many of the Pigeon Creek sites are within the park boundary.

1. Little Pigeon Baptist Church. The present structure is the third church built on the site. The church was founded in 1816 with the first structure described in 1821 as being "30' x 26' hewn logs, 8' in the understory and 6' above the joints . . ." This original log church stood until around 1875. The second church was replaced in 1948 by the current structure.

Thomas Lincoln, Abraham's father, did the cabinet work, pulpit and window casings for the original church. Thomas served as a trustee and moderator of business meetings. His son Abraham was a sexton in the church, although not a member. Sarah Lincoln Grigsby, Abraham's sister, became a member of the church at the time of her marriage, the custom of the time.

The church is centrally located within the Little Pigeon Creek Settlement on land donated by Samuel Howell. A spring located near the church helped influence the site selection.

Today, the church is an inholding within the park property. Services are still conducted on a regular basis. A piece of sandstone from the foundation of the original church rests against the current building. An inscription on the stone reads, "Part of foundation of church founded June 8, 1816. First church stood 90 feet SW of this spot." There is no way of knowing if the stone has been moved, making the inscription

incorrect. Ninety feet southwest of the stone is a portion of the cemetery. All of the graves in that area are dated after the 1875 removal of the first church, so the inscription is likely accurate.

2. Cemetery. The cemetery, adjacent to the church is also an inholding. The cemetery was marked off in 1825 and contains family names from the Little Pigeon Creek Settlement. Among the graves is that of Sarah Lincoln Grigsby, Abraham's sister. Sarah married Aaron Grigsby in 1826 and died 18 months later during childbirth. Sarah (called Sallie by her brother) was buried with her child in her arms. Aaron Grigsby remarried on September 30, 1830, but died the following year.



The inscription on her headstone reads, "Sarah Lincoln, wife of Aaron Grigsby, Feb. 10, 1807, Jan. 20, 1828." Her first marker was of sandstone with her initials carved on it. That marker was replaced in 1916.

Account of Sarah Lincoln's death:

Abraham Lincoln " . . . was out in our little smoke house at our house doing a little carpenter work when Aaron, Sarah's husband, came running up from his house a quarter of a mile away and said that Sarah had just died. We went out and told Abe. I never will forget that scene. He sat down in the door of the smoke house and buried his face in his hands. The tears slowly trickled from between his bony fingers and his gaunt frame shook with sobs. We turned away." (Warren, Louis A., "Lincoln's Youth, Indiana Years, Seven to Twenty-one, 1816-1830", 1959)

3. Noah Gordon Home and Mill Site. An abandoned well (some references call this an "open cistern") marks the vicinity of the Noah Gordon Home along Trail 5. Noah Gordon lived at the site from 1816 to 1829. He farmed his land and operated a mill. In 1829, he moved to Missouri.



There has been much debate about the mill location. Currently a sign marks a spot in a ravine north of the home site. This is probably incorrect. The mill was horse-powered (not water-powered) and would have needed a larger flat area for operation. In this type of mill, the farmer's own horse is harnessed to the mill and walks slowly in a circle, turning the millstones. Corn is poured into a central hopper and ground into cornmeal.

The mill is the site where Abraham Lincoln was "kicked by his horse and apparently killed for a time." There are several versions of the story, but all agree that Lincoln was knocked unconscious by his horse while operating the mill. Lincoln himself made several references to this incident. The stories vary on how long his was unconscious. As he regained consciousness, Lincoln apparently finished the sentence that was cut short by the blow to his head.

4. James Gentry Home Site. The James Gentry home site is in the northwest corner of the site. It is accessible by Trail 4, but requires crossing State Road 162. A parking pull-off and interpretive sign are located at State Road 162.

James Gentry Sr. was born in North Carolina in 1788 and lived in Kentucky before moving to Indiana. In 1818, he entered 1000 acres in Spencer County. James Gentry owned a store where Abe Lincoln clerked. Gentry also hired Lincoln to deliver a flatboat of goods to New Orleans. Stories tell that during this trip, Lincoln witnessed a slave auction, an event that disturbed him greatly. When the Lincoln family moved to Illinois, they spent their last night at the Gentry cabin.



The Gentrys were a wealthy family in the Little Pigeon Creek Settlement. The town of Gentryville is named for James Gentry Sr. His cabin had two stories and a breezeway.

5. Gentry Store to Troy Road. A roadbed is visible crossing the park. This road ran from Gentry's store past Gordon's Mill, the Little Pigeon Baptist Church and on to Troy. Troy was a center of trade on the Ohio River and location of a ferry to Kentucky. This road was probably in existence during Lincoln's time and developed over time as sections joined together. Walking was the main means of transportation on the unimproved dirt road. Today several pieces of the road have been incorporated into the trail system.

6. Schools. The Andrew Crawford School supposedly stood on Noah Gordon's farm near a spring. The exact location is unknown although descriptions place it northwest of the Lake Lincoln dam and north and west of the boat ramp parking lot. In 1865, the schoolhouse still stood. It was a one-room log building with greased-paper windows, a puncheon floor and split-log benches. The door was on the southeast side of the building and a stick-mud chimney was on the north end. Antlers hung over the door.

This was Abraham Lincoln's first school. Lincoln attended school irregularly and mentioned that his entire schooling did not amount to one year. Other schools attended during his seven years in Indiana were the Dorsey School (described as being near the church) and the Swaney (also spelled Sweeney) School. The Swaney School was located outside of the park boundary.

7. Samuel Howell Home and Spring. Samuel Howell's farm was located where the Howell Shelter and picnic area are currently located. Howell donated some of his property (including a spring) for the church building. Some flat sandstones (possibly a foundation) and evidence of disturbance can be found.

8. John Carter Home. John Carter owned land in the extreme northeast corner of the park. Little is known about Carter or the home location.

#### B. Colonel Jones Home

1. Jones's Life. William Jones was believed to have been born on January 5, 1803 in Indiana. His parents were Peter Jones and Sarah Keller who were married in Jefferson County, Kentucky in 1800. Peter Jones served in William Henry Harrison's territorial government. Peter was the secretary at the Indian treaty council that led to the Treaty of Fort Wayne. His primary source of income was Jones Tavern, a prominent gathering place in Vincennes. The tavern was a center of social as well as political activity. Peter's children received a good formal education as well as the informal education from the exposure to important events and people.

As a young adult, Jones moved to Louisville, Kentucky where he apprenticed for a wholesale dry goods firm. He married Fanny Payne and started a business. His wife and

his two young children died. In 1827, he returned to Indiana where he opened a store in Spencer County. He married Rachel Oskins in 1830 and became postmaster. The community of Jonesboro grew up around Jones's store.

Jones was an important merchant in the region. He not only sold (or exchanged) merchandise to local farmers, but also shipped their produce to markets along the Ohio River and on flatboats to New Orleans. Products included pork, grain, hides, venison, beef and tobacco. Abraham Lincoln worked for Jones unpacking boxes, butchering hogs and salting and packing the meat.

Jones was also an important political figure. He was a supporter of Henry Clay, a Whig. When Clay lost the presidential election, Jones "was for several days incapacitated for attending to his usual business." Jones had an opportunity to share his political views with Abraham Lincoln, who became a Whig. In 1844, Lincoln (then an Illinois elector) campaigned for Clay in Spencer County. He stayed the night with the Jones household and made a speech during this visit. When the Whig Party was dismantled, Lincoln and Jones joined the Republican Party.

Jones himself was elected to the Indiana General Assembly in 1838. He supported economic development and internal improvements. He did not run for reelection in 1841.

In his sixties, Jones enrolled in the military during the Civil War. Jones died in battle near Atlanta on July 22, 1864.

2. Jones Home. Jones returned to Indiana from Kentucky in 1827. Initially he lived in a log house across the road from the current house. When his business ventures flourished, he built the brick home (around 1834). In the early 1850s, Jones moved from the house to Gentryville where he opened another store. The home had several owners before being purchased by George and Arietta Bullock in 1887. It remained in Bullock Family ownership until 1976 when it was acquired by Gayle and Bill Cook. The Cooks painstakingly restored the house to its original appearance. In 1975, it was placed on the National Historic Registry. In 1990 the Jones House and 100 surrounding acres were transferred to the IDNR.

The Jones Home is located on one of the highest points in the area. The house is a Federal design with Classic Revival embellishments such as a Greek pediment and columned front porch. Most homes of this design are two-story homes, but the Jones Home is a one-story house. There is a small loft and a captain's walk on the roof. (Floor plan) The Jones Home is an example of the increased affluence and changing economy during this period. The Jones Home represents those successful entrepreneurs who stayed in Southern Indiana instead of moving further west.



Jones's store was adjacent to the brick house. There are no remains of the store or the barn that also existed. A barn from the same period was reconstructed on the property in 1995. The barn originally stood in Warrick County, and few miles northwest of the Jones Home.



1. Establishment. Lincoln State Park was established in 1932 to protect land used by the Lincoln Family during their time in Indiana (1816 - 1830). At that time the property included the Nancy Hanks Lincoln grave and the Lincoln cabin site. In 1962, these sites plus 115 acres were transferred to the National Park Service to become the Lincoln Boyhood National Memorial. The current park acreage is 1747 acres.

2. Civilian Conservation Corps (CCC). In 1933, the CCC established a camp at Lincoln State Park. About 200 men lived at the camp until its closing in 1941. Projects at the park included: the dam that created Lake Lincoln, the park roads, the ranger cabin, picnic grounds, shelters and the trail system. They also planted the pine plantations and implemented erosion controls.

The camp consisted of four barracks, a mess hall, administration building, recreation hall, garages and a bath house. Remains of the camp are found near the park entrance off Trail 4.

#### D. Mining



Weber Lake. Weber Lake is a strip mine, abandoned around 1958. It has a 19-acre surface area and a 23-acre watershed. Following its abandonment, the lake was highly acidic. Reclamation is correcting these conditions. Limestone levees stabilize the pH level. Wetlands are taking hold in the shallow areas. The lake is now stocked with fish and a dock extends into the lake. The Indiana Geological Survey will be installing a series of interpretive panels regarding the lake and its reclamation. Another strip mine is found near Trail 2.

### III. Physical Resources

#### A. Facilities. Park facilities include:

1. Beach/Bathhouse. A beach is maintained on Lake Lincoln. It is available for swimming from Memorial Day through Labor Day. A bathhouse and concession are located at the beach. No lifeguard is on duty.
2. Boat Rental. Canoes, paddleboats and rowboats are rented for use on Lake Lincoln. A boat ramp is also available for personal watercraft. Only electric motors are permitted.
3. Fishing Piers. A fishing pier is also located on Lake Lincoln. Lake Lincoln has bluegill, largemouth bass, channel catfish, redear sunfish, yellow perch, white crappie and brown bullhead.
4. Picnic Shelters. There are five picnic shelters in the park that can be reserved. The Lakeside Shelter was built by the CCC.
5. Nature Center. The nature center is a converted water plant building that is open seasonally. It has 750 square feet of space and is located near the dam.
6. Amphitheater. The 1514-seat amphitheater features the "Young Abe Lincoln" drama as well as other summer productions. The amphitheater is covered and a concession stand offers food and beverages. Ticket prices are currently \$15/adult and \$8/child.
7. Campgrounds. A modern campground is centrally located in the park, adjacent to Lake Lincoln. This campground includes modern restroom and shower facilities as well as electric hook-up and surfaces suitable for camper trailers. Primitive camping is also available.
8. Family Cabins. Family cabins accommodate six people and are available April through November.
9. Group Camp. The group camp can accommodate 155 people. The camp includes cabins, a dining hall/kitchen, restrooms, showers and a play area. It is located near the



southwest corner of Lake Lincoln. The camp has recently been renovated and opened for use by families and small groups as well.

#### B. Trails.

Six trails traverse Lincoln State Park. All are described as Moderate or Easy and range in length from 1.5 miles (Trail 1) to 3.7 miles (Trail 4). Some trails include destinations such the fire tower, Weber Lake, and the Gentry home site. Others circle the lake or pass through the Nature Preserve. An unnumbered trail provides access across SR 162 to the Lincoln Boyhood National Memorial.

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## Audiences

### Current

According to the 1987 Master Plan, the majority of the park visitors come from within a 60-mile radius of the park. Eighty-five percent of the visitors were returning visitors. The primary audience for interpretive programs are families and social groups staying in the campgrounds. Until recently, the park has had only summer seasonal interpretive staff, so groups such as schools have not had much emphasis.

In many cases, those staying in the campgrounds are visiting Holiday World during the day and are absent from the park until evening. Day users are at the beach and have been targeted during lifeguard breaks. Lifeguards were eliminated, thus the interpretive programming at the beach has been less successful.

### Target

With the introduction of year-round interpretation, there is potential for reaching audiences not previously tapped. For some of these groups, specific types of programming will be more successful. These will be addressed in more detail in the Recommendations.

The emphasis on particular audiences will change seasonally. Summer and spring and fall weekends will emphasize those residing in the park. Weekdays during the school year will target school groups and after school programs for scouts. Other groups listed will have their peak times. For example, bird organizations may be targeted during bird migration or nesting times.

### Groups

1. Campgrounds. This audience can continue to be built upon. Focus should be on program locations in the campgrounds and times when this audience is available.
2. Group Camps, Cabins and Youth Tent. This audience will vary. Some users may be family reunions, others may be school groups. Since the facilities are reserved, it is possible to know in advance the type of group. These groups come for the facilities, but should be made aware of program opportunities.
3. Amphitheater Audience. Although not filling to capacity, a large number of people come to the park to attend one of the productions. This would be a good audience for a kiosk and/or before and after show activities.
4. Schools. School group programming can be marketed both at the park and in the classroom. Programs need to fit with the interpretive theme and with the curriculum guidelines for Indiana. Coordinating with existing programming at the Lincoln Boyhood Memorial will be important. The Indiana DNR currently charges for such programs, creating a revenue source.
5. Other audiences to consider.
  - a. Hiking Organizations. The several miles of trails can provide a day-long visit. An interpretive overview of the park prior to their start could be offered.
  - b. 4-H. Programming for this group would center on farming practices then and now.
  - c. Birding groups. Mississippi Kites are not commonly seen even by seasoned birders. Some birders are no doubt already targeting the site to see kites. A brochure or kiosk about the kites would provide interpretation to this group (and others).
  - d. Scouting Organizations have not been as active in the region as 4-H has been. The trend to offer interpretive programming to fit badge requirements might encourage greater participation.
  - e. Home School Groups. Using the interpretive services to fit curriculum requirements

for home schooled children should be considered. Specific projects, volunteer projects and use of resources (books, exhibits, sites) has worked successfully at other locations.

f. Natural Resource Organizations. State, county and private organizations offer the opportunity for collaborative programs and training.

g. Historical Societies. The park and the Jones Home offer collaborative program opportunities including activities, re-enactments and genealogy. These organizations can also provide volunteers.

h. Regional tours. There are several related sites close to Lincoln State Park. Now under the park's auspices, the Jones Home visitors should be visiting the park and vice versus. Likewise the Lincoln Boyhood Memorial visitors should be part of a marketing effort. Tour companies should be presented with a packaged experience.

## Interpretive Theme

The purpose of an interpretive theme is to focus resources (financial and personnel) on the site and its unique significance. It prevents the agency from spreading itself too thin by covering areas not within the mission and the site's natural and cultural resources.

The broader interpretive theme is broken into more specific sub-themes and objectives. Suggested program topics are included. The staff will generate other topics that fit the theme. Specific program ideas (with suggested media) are found in the Recommendations section.

Interpretive Theme: Lincoln's Landscape

The landscape today is different from that seen when the Lincoln Family arrived.

Subtheme A: The Original Landscape: The pre-settlement landscape had developed over thousands of years.

Objectives:

1. Geology. Visitors will know the bedrock formations, how they formed, the abundant surface and groundwater resources, and their influence on the park's topography. (Coal, springs, steep slopes)
2. Ecology. Visitors will know the park's natural region and the dominant forest types. (Dry upland forests, barrens)
3. Fauna. Visitors will list original fauna that roamed the region. (Bears, wolves, passenger pigeons, etc.)

Subtheme B: Settlement: Within a short period of time, the original landscape had been altered to fit the demands of a growing economy.

Objectives:

1. Clearing and burning the forests. Visitors will appreciate the short time it took for the first settlers to clear the region for farming.
2. Extirpation of wildlife. Visitors will appreciate the species that vanished with the influx of settlement (hunting, fur trade, grazing)
3. The Frontier Economy. Visitors can appreciate the evolution from the first settlers to a merchant/trade economy (Jones Home, cultural sites in the park).
4. Lincoln Walked Here. Through the life of one individual, visitors will appreciate the hard work, influences and opportunities on the frontier.
5. Mining. Visitors will understand the strip mining operation that took place on the property.

Subtheme C: Protection/restoration: Today, the Lincoln State Park landscape continues to be protected and restored.

Objectives:

1. Park dedication. Visitors will know the reasons for creating Lincoln State Park (preservation of Lincoln-era sites).
2. Civilian Conservation Corps. Visitors will know what the CCC was and be able to list their projects at Lincoln State Park (CCC camp, reforestation, Lake Lincoln, etc.)
3. Sarah Lincoln Nature Preserve. Visitors will appreciate the unique ecosystem and its protection (Pre-settlement vegetation, management).
4. Weber Lake. Visitors will be impressed with the evolution from a strip mine into a functioning aquatic system.

## Existing Conditions: Lincoln State Park

## Personal Interpretation

### Existing Conditions

The emphasis at Lincoln State Park has been on personal interpretation. Many successful programs have been activity oriented. Live animal programs are also successful. June 2004 programming includes: How-to programs (attracting birds, gardening, scrapbooks), hikes, live animal talks and activities (nature bingo, park patch, fishing derby, scavenger hunt). Programs originate at the Nature Center and other locations throughout the park. Roving interpretation in heavy-use areas such as the beach and campground has also been used. A major audience has been from the campgrounds.

### Summary

The average cumulative program attendance for 1998 - 2003 was 22, however, the average program attendance year to year varied greatly. In 2003, the average attendance was 10. In 2000, the average attendance was 35. Since seasonal interpreters change each year, it is difficult to determine the causes of the annual fluctuations. It could be different types of programs offered each year or a different method of recording attendance (estimates vs. head counts).

To provide a comparison, Turkey Run State Park's program numbers were used. Turkey Run had a full-time interpreter and a larger seasonal staff during this time period. Turkey Run's average cumulative program attendance from 1998 to 2003 was 15, lower than Lincoln State Park's average program attendance. The average yearly attendance at Turkey Run ranged from a low of 12 in 2000 to 17 in 2002.

Lincoln's low numbers year-to-year compared to other parks may be due to relying on seasonal interpreters, hence fewer programs offered. It will be interesting to see if numbers change with a full-time interpreter offering year-around programming.

It is important to mention that such numbers measure quantity, not quality. Programs should support the interpretive theme, tie to the site, be entertaining and fun, and include a take-home message. Live animal programs can be modified to fit these criteria. For example, a snake program can be strengthened by Subtheme A3 (The Original Landscape: Fauna) and Subtheme C (Protection/restoration).

## Non-personal Interpretation

### Existing Conditions

#### A. Brochures.

Both brochures are black and white, reproduced by a copy machine on colored paper.

1. The Lamar Barn. A tri-fold brochure entitled "The Lamar Barn" was developed for the Jones Home. The barn was brought from a nearby location and reconstructed adjacent to the Jones Home. The brochure covers features of note, the architectural style, the history of this type of barn and a history of the Lamar Family.
2. A Neighborhood Walk. This is a trail guide starting from the Amphitheater and ending near the church at the site of the Crawford School. It is two 8 ½ x 11" pages folded in the center. Six stops are featured tying together Little Pigeon Creek Community sites. The "Neighborhood" brochure uses illustrations from other publications.

#### B. Interpretive Signs.

1. Gentry House. A fiberglass embedded sign is located at the parking pull-off to the James Gentry home site (a bronze plaque is also located at the Gentry site). The sign includes information about the Gentry House (which has no remains), the Gentry Family and their relationship to Lincoln.
2. Weber Lake. Panels produced by the Indiana Geological Survey will be installed in 2005. The panels cover the strip mining and reclamation efforts at the site. These signs do not use the IDNR template. (Figure 1)

Other signs in the park identify locations. They are routed wood signs and are not interpretive.

#### Summary

1. Brochures. The brochures provide additional information for those who seek it. The text is informative. The design and layout need improvement. Color and photos would make the brochures visually attractive to potential readers.
2. Signs. The Gentry House sign has been there for a long time. The fibers are showing, creating a cloudy appearance that is difficult to read. The routed signs that say only "Noah Gordon Mill Site" leave the reader wanting more information.

## Interpretive Center

### Existing Conditions

The Nature Center is located near the dam in a converted water plant building. It is open seasonally. Hours in June are 10-4, with the building closed on Wednesday. The building is 750 square feet and contains hands-on exhibits. Butterfly gardens around the building provide an interpretive opportunity. The nature center is the location for many of the summer programs.

#### Summary

The 1987 Lincoln State Park Master Plan describes the Nature Center as "small", with "inadequate parking", "dangerously close to the road", "located in the floodplain" and "not in a natural setting". The situation is the same today. The building is inadequate in terms of function, space, design, location, amenities and safety.

## Trails

### Existing Conditions

While the trails themselves are not necessarily interpretive, they are used for interpretive hikes, and take visitors to interpretive sites. They are tools that can enhance interpretation.

Trail descriptions are covered in the Overview of Resources:

"Six trails traverse the Lincoln State Park. All are described as Moderate or Easy and range in length from 1.5 miles (Trail 1) to 3.7 miles (Trail 4). Some trails include destinations such the fire tower, Weber Lake, and the Gentry home site. Others circle the lake or pass through the Nature Preserve. An unnumbered trail provides access across SR 162 to the Lincoln Boyhood National Memorial."

#### Summary

While trails access most areas and significant sites at Lincoln State Park, the orientation is poor. Finding where trails originated from took some time and a few wrong turns. Even with the trail map in hand, locating trails was difficult. Trails didn't begin at well-marked trailheads. Signs identifying the trails were in some cases several yards down the trail rather than at a junction.

## Staff

### Existing Conditions

Until recently, Lincoln State Park has operated with only seasonal interpretive staff. The transfer of the Colonel Jones Home to Lincoln State Park included the transfer of a full-time interpreter.



This is in addition to one seasonal position. The seasonal position has been divided into two shorter positions, one stationed at the LSP nature center and the other at the Colonel Jones Home.

#### Summary

The addition of a full-time interpreter will make a big difference in the quality of interpretation. There will be continuity in programming. Long-term projects such as exhibits and signs can be planned. A full-time interpreter is in a far better position to build relationships with the surrounding communities, other agencies and repeat visitors to the park.

## Recommendations for Lincoln State Park

### A. Program Amenities

1. Program Area. In order to deal with the target audiences, some amenities need to be provided. For example, there is no adequate program area where a group can gather. A program area (70 person seating capacity) should be built in the campgrounds. A campfire circle and raised platform for the speaker can create more program options for the interpreter. A shed for program materials should be located at the program area.

2. Purchase of a Cushman. Since roving interpretation has been popular, a Cushman would provide a means of taking the interpreter and program supplies to where people are gathered. Such a vehicle is preferable to a truck because the interpreter is more visible and approachable allowing for impromptu programs to occur. Props and materials would be with the interpreter so that they could engage the public at any point.

3. Group Camp Program Area. With an eye to the future interpretive center location, amenities to the existing program area can be implemented. The area should seat 30-40 people and already includes a fire ring. A raised platform for the interpreter would provide greater visibility. A table (with the means to keep materials hidden underneath) is also useful for programs. Additional landscaping to promote better drainage and allow better access from the group camp is encouraged. As the transition is made to using the basement of the group camp recreation hall as the interpretive center, possible scheduling conflicts between groups and the interpretive services for use of this area must be addressed.

4. Location and Outline of Gordon Home. The mill was not water-powered, but horse powered. People are less familiar with this type of mill. A home also existed on the site. Archaeological study might identify the exact location (the cistern exists). Depending on the findings, the outline or foundations could be marked and used as part of interpretive programs. A sign is recommended in the Non-Personal Interpretation portion of the plan.

### B. Program Types

#### 1. Public Programs

Discussions with park staff centered on the impact that Holiday World has on attendance. Many campers are in the park only during the evening after spending the day at Holiday World. In spite of this, a large percentage of programs are still offered during the day.

The addition of a full-time staff person offers a great opportunity to evaluate program attendance. What program topics are popular? What program times are more successful? What program locations and formats (hikes, talks, workshops) are more popular? Are all campers going to Holiday World, or is there an audience that remains in the park all day?

Being in a situation that differs from other parks (few people in the park during the day), it is important to consider new options. It could be that after reviewing the numbers, offering only evening programs (perhaps more than one program per evening) can be justified. For example, offer a live animal program earlier in the evening and a night hike or star program after it is dark. This might mean shortening the Nature Center hours and/or scheduling the interpreter to work later in the day. Increased program attendance may justify closing the nature center (which has a low attendance).

In conclusion, it is recommended that staff conduct a careful evaluation of program types, topics and times to make most efficient use of staff. Based upon the evaluation, park and Central Office staff need to support a program schedule that fits the unique situation at Lincoln

State Park. (See Appendix A: Evaluating Programs and Appendix B: Marketing and Promotion of Interpretation)

NOTE: During discussion, there was a sense that activity oriented programs were receiving the highest attendance. More of these types of programs should be considered. It is important, however, to remember that even activity/game types of programs must still be interpretive programs. There needs to be a take-home message. Project Learning Tree and Project Wild, for example, offer a lot of games that have interpretive objectives and can be tied to the site.

## 2. School Programs

A full-time interpreter means that interpretation can be offered throughout the year. Currently, the park can offer few amenities that school teachers are looking for. It is recommended that the interpreter begin by offering outreach programs in the school. For teachers, these are much easier to arrange than field trips. They also allow the interpreter to begin building a relationship with local schools. As an interpretive center with a program room is developed, the interpreter can put more energy into promoting field trips.

It would be beneficial to network with the Lincoln Boyhood Memorial on the programs that they offer for schools. School groups could incorporate the Memorial and the State Park into packaged programs. For example, an interpreter could meet the school group at the church for a short program about the church and cemetery before or after their visit to the Memorial. A discussion of fees for such programs would need to be part of the discussion of packaged programs.

All school programs should tie to the interpretive theme for Lincoln State Park and should also fit with State of Indiana educational objectives.

## 3. Young Abe Lincoln Drama

Although not filled to capacity, a large number of people attend the Lincoln Drama. This is a captive audience that has been targeted for interpretation. There may be opportunities before the program or during intermissions. Some possibilities could be: a walk to the Noah Gordon sites promoted prior to the drama, music from the Lincoln time period, demonstrations of period crafts, etc. It will be important to coordinate with the Drama staff to avoid duplication.

## 4. Regional Tours

Regional bus tours are offered in the area. The Jones Home and Lincoln State Park have the potential to be part of an historic tour. It is recommended to begin networking with tour groups to clarify what they need in order to include the Jones Home and/or State Park on their tours. This could include providing restroom or meal facilities, or having the interpreter on the bus for part of the tour.

## 5. Archaeological Programs

There are a large number of historical sites contained within the boundaries of Lincoln State Park. Several have been located and documented, but many have not. An archaeological program, working with a university or other agency would offer an interpretive opportunity. The public would have a chance to observe a dig in progress. Other local groups and schools could participate as volunteers.

# C. Non-personal Interpretation

## 1. Wayside exhibits.

Lincoln State Park has an abundance of important sites. There is a great opportunity to identify and interpret these sites. All wayside exhibits currently use the IDNR template (Figure 1).

## Wayside exhibits sites identified:

a. Gordon Mill and Home. The research on this site concludes that while the home was located near the well, the mill was almost certainly not located where the current marker is. It is recommended that Noah Gordon, his home and mill be interpreted on one sign at the well. The well provides some tangible evidence and is on level ground near a trail. It is likely that the mill (horse drawn) was located nearby. Mention of the anecdotal Lincoln story needs to be a part of this sign.

b. Church/Cemetery. Currently there is a sign that identifies the church, its denomination and service time. Although the church and cemetery are an inholding, it is important that the public be aware of the site's significance. Ideally, there would be two signs – one for the church and one for the cemetery. Information covered would include: Sarah Lincoln, others buried in the cemetery, Abe Lincoln being the sexton, the original church building, Thomas Lincoln's carpentry in the first church and the second and third churches built on the site.

c. Sarah Lincoln Woods Nature Preserve. A wayside exhibit needs to be placed on the trail at the Nature Preserve boundary. There would be one sign where the trail enters the preserve and one where it leaves. This could be a duplicate sign identifying the preserve regardless of which direction a hiker entered it. Depending on the amount of information, the two signs could be unique, while still identifying the preserve. Topics to include: the significance of the preserve, details about the ecosystem, its original range, its representation of a Lincoln-era landscape and management of the preserve.

d. James Gentry Home Site and Store. An interpretive sign is located at the site, but needs to be replaced. The replacement sign can include the current information, plus additional information about Gentry and his role in the pioneer economy of the community. A second sign would identify the store site.

e. Andrew Crawford School. Although the exact site is debated, the school appears to have been close to the dam and boat ramp. As a heavy use area, a sign about the school would be appropriate here. A description of the school and its be attended by Lincoln would be in the text and graphics.

f. Gentry Store to Troy Road. At a point where the road is visible (near the church, for example) an interpretive sign would identify the road, its significance, road construction, the importance of roads in the pioneer economy and methods of transportation.

g. Civilian Conservation Corp.

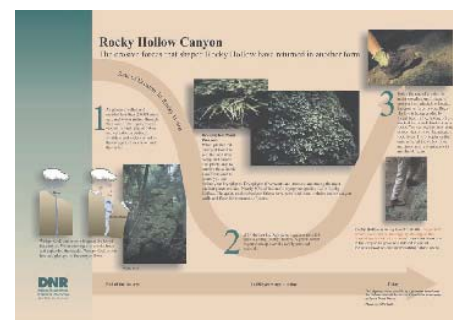
i. CCC Camp. A sign at this site features the role of the CCC, how it functioned (military set-up), the camp layout and remaining foundations. Clearing brush around the foundations is needed.

ii. Ranger Cabin. A sign at this location features the specific CCC projects at Lincoln State Park. It includes mention of the cabin/boat rental, the lake and dam, Lakeside Shelter, pine plantations and other projects.

## 2. Kiosk

Lincoln Amphitheater. A large number of park visitors use the Amphitheater. This makes it an ideal site for interpretation. A kiosk at the site would include panels covering the park interpretive theme, promoting the Jones Home and covering other opportunities at the park.

## 3. Brochure



Civilian Conservation Corps Walk. Many sites related to the CCC are in the vicinity of Lake Lincoln. In fact, the lake itself is a CCC project. A trail would have stops at the ranger cabin, Lake Lincoln and the Lakeside Shelter. Mention would also be made of the pine plantations and other projects. The Lakeside Shelter features a good view of the ranger cabin. A pipe at the shelter directed at the ranger cabin should be installed to direct viewers to the cabin. The hollow tube would be pointed at the ranger cabin. When viewers look through it from across the lake, they see the cabin. This would ensure that the visitor was viewing the correct building across the lake (Figure 2).

## D. Interpretive Center

### General

The 1987 plan correctly recommended removal of the existing center and building a new center. The conditions leading to this recommendation have not changed. Public safety and ADA concerns alone should close the building. The building is impractical for interpretation.

Fortunately, there are plans to convert the basement of the Group Camp Dining Hall into an interpretive center by 2006. This would be open year-round. The upstairs (which includes a kitchen) will remain as a dining hall for the Group Camp.

Until a new interpretive center at the Group Camp becomes available, the current building can maintain its current hours. It would be valuable to compare attendance numbers at the Nature Center during a given time with closing the building and conducting a program at a high use area during the same time. If the numbers justify maintaining the current hours it should be done.

### Phase I

Group Camp Dining Lower Floor. As a year-round facility that houses the interpretive service, space would be allocated for storage, work and office space as well as for exhibits.

A separate area for conducting indoor programs is recommended. The program area would have a separate room for audio/visual programs. ADA requirements will be adhered to make the building accessible.

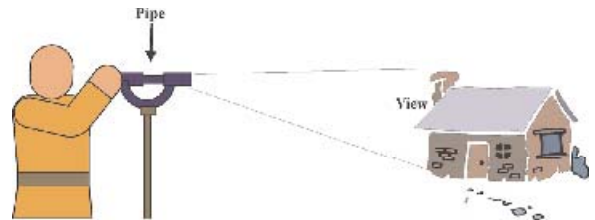


Figure: 2

Exhibits:

During this Phase, exhibit space will be limited. Exhibits should be easily moved. Low ceilings and lighting will be constraints to the exhibit space.

Exhibits will need to fit with the interpretive theme: The landscape that the Lincoln Family lived in is different from that seen today. The subthemes of Original Landscape, Settlement and Protection/Restoration would be addressed in three separate areas. Under the Original Landscape, exhibits would cover the topics of the geology, ecology and fauna of the pre-settlement period in Lincoln State Park. The Settlement exhibits would cover clearing the forests, extirpation of wildlife, the frontier economy and mining. The Protection/Restoration exhibit area would cover the park dedication, the CCC, the Sarah Lincoln Nature Preserve and Weber Lake.

### Building Exterior

The grounds around an interpretive center can provide interpretive opportunities as well. Recommendations include:

- a. Bird Viewing Area. Water and feeders should be located in a more private area away from the building entrances, but still visible from inside.
- b. Landscaping. Keeping with the pioneer economy subtheme, a garden using plants

of the Little Pigeon Creek Community would provide an interpretive experience. The garden could include herbal plants as well as heirloom plants and fruit trees from that time period.

- c. Road surfaces. Connecting communities with trade routes was vital in the pioneer economy. A sample of plank road leading to the building would provide a sense of the hard work involved.

## Phase II

A. Dining Hall Upstairs. Discussions with staff mentioned the possibility of converting the entire dining hall building into an interpretive center. This would have the advantage of dedicating the entire structure for this purpose. The upstairs (currently the dining hall and kitchen) has a high ceiling. Should this opportunity arise, it is recommended that the downstairs continue as the work space for the interpretive service. The kitchen would make an ideal space for a classroom/laboratory. The main dining hall would serve for exhibits. The exhibits would follow the same theme as mentioned in Phase I, but the added space would allow expanded treatment of the subthemes.



B. New Site. The disadvantages of the Dining Hall are:

1. The building was not designed as an interpretive center. Rather than having the structure fit the interpretation, the interpretation has to fit the design.
2. Location. An interpretive center should be located where people can easily get to it. The group camp is close to the family cabins, but far from the campgrounds – a major user group.

A structure at the Service Area has been identified as a possible interpretive center. It is closer to the campgrounds, but still has the disadvantage of not being designed as an interpretive center.

Another option uses the Service Area location, but with new construction. See Appendix C: Interpretive Center Location Pros and Cons for a summary.

It is recommended that a site and design be chosen that will serve the interpretive needs of the park. Select a location close to the campgrounds and beach. Design an interpretive center that functions efficiently for that purpose. Based upon Appendix C, Interpretive Center Pros and Cons, new construction at the Service Area is the best choice. It combines the interpretive advantages of a functional design at a good location with the cost savings of existing utilities and parking.

## E. Trails

### Phase I

1. Evaluate directional trail signs. This would best be done by someone unfamiliar with the trail system. From this a list of needed directional signs and their locations would be generated. The use of a GPS unit would help identify current and desired sign locations.
2. Nature Preserve Signs. Signs need to identify where Trail 3 enters and exits the Sarah Lincoln Nature Preserve. These would be replaced by wayside exhibits mentioned in an earlier recommendation.

### Phase II

The 1987 plan included a Proposed Trail System. Many of these are part of the current trail system. Phase II includes an evaluation and redesign of the trail system. Items to include in the evaluation.

1. Trailheads. It is recommended to identify key locations for major trailheads. These would be in high use areas near parking (campgrounds, lake, park office, etc.). Each trailhead would have a kiosk with an enlarged trail map and "You Are Here". Well-marked trails would radiate from these locations.

2. Loops. Topography and destination points frequently determine a trail's location. Where possible, however, options for a shorter or longer experience should be incorporated into a trail. For example, a figure-eight configuration works well. Hikers have the choice of walking the entire loop, or taking a short cut across the center of the loop. This works well for interpretation. If the group is young children, it is nice to have a shorter option available if the longer loop is too demanding.

3. Gentry Store to Troy Road. This Lincoln-era road runs through the park. Portions of the road are on the bottom of Lake Lincoln and other parts are on private property (near Weber Lake). Sections of it, however, are visible and part of the existing trail system. Developing a Gentry Store to Troy Road Trail would provide an excellent interpretive tool. The road was traveled primarily by foot, so walkers would have a great opportunity to empathize with the early pioneers. The road also connects many of the historic sites of the park. This trail could be renamed the Lincoln Trail as it connects several important Lincoln-era sites and was probably the same route he took in his daily travels.

4. Lincoln State Park to Jones Home Trail. A regional trail should be developed to link the park with the Jones Home. Since it exits the park and would follow State Road 162, it should also be a biking trail. Developing this trail needs to incorporate the Gentryville community and the IDNR planners.

5. Civilian Conservation Corps Trail. See Non-personal Interpretation under Brochures on page 20.

6. Interpretive Center. This trail would be placed at the new location (Group Camp Dining Hall). The short loop would be designed to be self-guided. The trail would also be utilized for short guided walks with pre-school classes or other groups.

#### F. Staff

While gaining a full-time position at the park, the Jones Home has lost a full-time presence. The position is now split between the two sites where it once served only the Jones Home. In order to implement an interpretive service at the park, there needs to be the addition of a second seasonal position. One position will serve at the park and the other at the Jones Home. Both will be under the supervision of the full-time interpreter.

Peak times at each site may differ. For example, there may be a bigger demand for programming at the Jones Home for spring and fall field trips. The full-time interpreter can best determine when to schedule the two seasonal positions to maximize demand.



## Existing Conditions: Colonel Jones Home

### Existing Conditions

The Colonel Jones Home is open limited hours May through October. The busiest seasons are May through July and the month of October. The primary audience are “drop-ins”. Tours are offered to all who pass through the building. Activities for children are available while adults are taking the tour.

Scheduled programs include how-to programs (basket weaving, sewing, watercolors), pioneer life (cures, teas, women’s lives, children’s lives), hikes and talks (Civil War).

Period items in display cases are located at the home. There are standing panels with information. Some rooms are re-creations of the time when Jones occupied the house. An herb garden has been established behind the house. The Lamar Barn, a structure from the time period, is located on the grounds where a similar barn once stood.

### Summary

The Colonel Jones Home is a beautiful building and offers a great interpretive opportunity. After reading about Jones, one realizes that the current condition only scratches the surface. The house itself is a small part of the businesses and community that Jones created.

With any historical building, the questions arises: Do we use the space to accurately represent the building during the time Jones lived in it, or do we use space for exhibits to further interpret Jones’s life? In the case of the Jones Home, some rooms are accurate representations of the time while others are used for exhibits. This arises out of necessity, but creates a disjointed experience. There is also the issue of what time to represent. Jones had a long life, much of which was not spent in that particular house. These different periods (childhood in Vincennes, young adulthood in Jonesboro, move to Gentryville, Civil War) are important pieces. Interpreting them all in a relatively small space is difficult.

## Recommendations for Colonel Jones Home

### A. General

With the moving of the Jones Home under the auspices of Lincoln State Park, the opportunity exists to link the two sites. Rather than being an isolated site, the Jones Home can be part of a regional experience that includes the park and the Lincoln Boyhood Memorial. The Jones Home fits in with the interpretive theme as it represents the Settlement Period and how the frontier economy dictated the natural resources that were used.

Directional signs at the park and the Jones Home would encourage visitors to see both sites as well as the Lincoln Boyhood Memorial. A trail (mentioned in Non-personal Media) would provide a physical link between the two sites.

### B. Home

It is recommended that all of the public rooms on the main floor be restored to the period that Jones lived in the house. A Furnishing Plan, produced by the park interpreter, will guide efforts. The basement would be used as the exhibit and activity area to explain Jones and his life (as well as the kiosk mentioned earlier in the document). ADA guidelines will be implemented to insure public access. To avoid signs that would intrude on the authenticity of the Home, a tour brochure would provide information on each room and its contents. The brochures would be available upon entering the home and could be kept or returned at the end of the tour.

### C. Store

The home is lovely and recently restored, but only presents a part of the Jonesboro picture. Jones settled there to open a store. Lincoln clerked at the store. A lot of information is available about the store location and its appearance. Based upon this research, a replica of the store would fill a gap in the Jones story. The store would contain the goods that would have been sold, period newspapers and the post office. It would provide information about how the store served as the center of the community. A gift shop would be included in the store, stocked with period items. The shop would provide the experience of making a transaction as well as offering a keepsake from the visit.

The community of Jonesboro surrounded the home and included several cabins. Their sites have been documented. Known sites on the property should be identified with a marker or sign, cleared and connected to the Home, barn and store site with a walking trail. Signs would identify the cabin sites and a brochure, available at the home, would provide a tour of Jonesboro.

### D. Programs

Programs should continue to focus on the time period when Jones occupied the house. While mention needs to be made of his life before and after his time in the home (a time line on the kiosk, for example), it is important to interpret one period. For example, active programs could involve bartering (merchants and farmers) or writing with quill and ink (merchant transactions). These programs could also be adapted into interactive exhibits. Lectures offered off-site could focus on transportation (roads and strategic locations) and politics of the time. These are both topics that influenced Jones's life and the life of the region around him. It is important to keep programming with the interpretive theme and not duplicate programs currently conducted by the Lincoln Boyhood Home.

### E. Kiosk

A kiosk outside of the Home would provide information when the building is closed. It would provide interpretive information about Jones, his house, his connection to Lincoln, his building of the local economy and a map of Jonesboro.

### F. Brochures

- a. Jones Home Tour. To avoid signs that would intrude on the authenticity of the Home, a tour guide would provide information on each room and its contents. This tour could also be made available as an audio.
- b. Jonesboro Tour. This brochure links the Jones Home and barn with other sites that make up Jonesboro.

## Interpretive Priorities for Lincoln State Park

### **State Park Priorities**

1. Networking and promotion with schools and Lincoln Boyhood Memorial
2. Program Area and shed in/near Campgrounds
3. Move Interpretive Center to Group Camp dining hall and upgrade program area.
4. Wayside sign at Gordon Home and Mill site
5. Wayside sign at church
6. Wayside sign at cemetery
7. Wayside signs (2) at Nature Preserve boundaries on trail
8. Second seasonal position

### **Jones Home Priorities**

1. Kiosk
2. Wayside signs providing a site tour
3. Jones Home/Jones brochure
4. Walking guide to Jonesboro

## Appendix A: Evaluating Programs

### Program Attendance Figures

Evaluating interpretive programs can be conducted in a number of ways. Keeping track of program attendance has long been used as a way of gauging popularity. Included in the overall attendance numbers are breakdowns by:

- a. topic
- b. program type (hike, talk, demonstration, workshop, etc.)
- c. when a program takes place (a.m., p.m., night, season, weekday/weekend)
- d. audience type (general public, school, organization, etc.)

This information can be used to target peak times, audiences and preferences.

### Surveys

Surveys can be administered to people currently attending programs and those not participating. Understanding why people are NOT attending is as important as why they are attending. What constraints are preventing them from participating? Surveys could be administered to park users, area schools and other groups mentioned under Audiences.

### Measureable Objectives

Program planning needs to include objectives for success. For example, "After the hike, half of the participants will be able to list three reasons why many native species have disappeared from Lincoln State Park." (Subtheme B2). During the course of the hike, hunting, fur trade and grazing are mentioned as the three reasons. If, after the program, half of the participants can provide the three reasons, then the objective is met.

### Other

Other means of gaining evaluative information:

- a. Guest Registry. Comments generally indicate a larger opinion than just the one participant making the comment.
- b. Observations. Are people enjoying themselves, paying attention, leaving before the end of the program? Are they repeat visitors? Do they chat with you after the program? Much helpful information can be learned from casual observations such as these.

## Appendix B: Marketing and Promotion of Interpretation

Different audiences will necessitate different marketing techniques. For example, those staying in the campgrounds, group camps, cabins and youth tent area may be reached via bulletin boards, flyers and promotion during other programs. For those who register in advance at the group camp, program information can be sent directly to them prior to their visit.

Schools can be approached through the district administration, board meetings and PTO/PTA meetings. Teacher training days are a good way for interpreters to make contact with individual teachers and promote field trips. Offer the Jones Home as a meeting site for teachers (with a free tour and promotion for school field trips). Other organizations such as hiking clubs and birding organizations offer newsletters and presentations that the interpreter can capitalize upon.

Building relationships with other agencies in the region is important. Promoting the park through Holiday World and the Lincoln Boyhood Home creates a regional visit rather than a competitive situation. Likewise, LSP should be promoting other opportunities in the area.

Creating a connection between the park and the Jones Home will help both sites. Both sites should promote each other's programs during presentations and on bulletin boards/kiosks. Clear directional signs will guide visitors between the two sites. In the long term, a hiking/biking trail between the sites will link the Jones Home to the park.

### Cost Considerations

The IDNR has a long history of providing interpretation as a service to its visitors. For the most part, these programs have been free with park admittance. Some workshops and special events cover materials. Recently, the IDNR has begun charging school groups a nominal fee.

Offering a variety of opportunities works well. For example, admittance to the Jones Home would be free, but the gift shop/book store can generate revenue. Larger group tours could have a fee comparable to what's currently charged to school groups. Individuals could walk through the home for free. Professionally printed brochures can have a fee attached to them to offset the cost of printing (and reduce littering). Make sure that the cost matches the perceived benefit. A visit to the Boyhood Home can provide an idea of price ranges. What's selling for the price range?

Free services should continue at LSP and the Jones Home, but offering other opportunities with a fee attached provides the option of an expanded opportunity.

## Appendix C: Interpretive Center Location Pros and Cons

Location	Pros	Cons
Group Camp dining room upstairs	<ul style="list-style-type: none"> <li>-Logistically easy to expand from downstairs to upstairs.</li> <li>-Open, well-lit, high ceilings are conducive to a variety of exhibits.</li> <li>-Downstairs could become work area, upstairs would be exhibit space.</li> <li>-Building already exists.</li> </ul>	<ul style="list-style-type: none"> <li>-Location is not in the highest use area of the park.</li> <li>-Retrofitted buildings do not serve as well as a building designed as an interpretive center.</li> <li>-Requires Group Camping to be eliminated as an activity at Lincoln.</li> <li>-Retrofitting upstairs for year round use would be a major remodel</li> </ul>
Campground (new construction)	<ul style="list-style-type: none"> <li>-Location would be in high use area of the park.</li> <li>-Building could be designed to function as an interpretive center.</li> <li>-Design may be able to utilize existing utilities, parking</li> </ul>	<ul style="list-style-type: none"> <li>-Cost of design and construction.</li> <li>-Would utilize existing natural area.</li> </ul>
Service Area and Existing Manager Residence (NC-Manager's House, Program Area- Manager's Garage, Rec Building-Current Service Bldg	<ul style="list-style-type: none"> <li>-Location is near the campgrounds— high use area.</li> <li>-Multiple buildings already exist.</li> <li>-Reuses a developed area (existing utilities, parking)</li> <li>-Location is supported by property master plan.</li> </ul>	<ul style="list-style-type: none"> <li>-Suggested buildings are not conducive to use as an interpretive center (low ceilings, lighting, divided space, multiple floors create ADA issues).</li> <li>-May require program area be separate building from interpretive center</li> <li>-Requires service area and new manager's residence to be completed before move can take place.</li> </ul>
New Construction on current Service Area site	<ul style="list-style-type: none"> <li>-Location is near the campgrounds and high use areas</li> <li>-Building would be designed to function as an interpretive center</li> <li>-Utilities and parking are already in place</li> <li>-Location is supported by the property master plan</li> </ul>	<ul style="list-style-type: none"> <li>-Cost of design and construction</li> <li>-Requires service area and new manager's residence to be completed before the move can take place.</li> </ul>
Oak Grove Shelter (new construction)	<ul style="list-style-type: none"> <li>-Location is near park entrance, so could serve as an introduction to the park.</li> <li>-Location is not too far from campgrounds.</li> <li>-Building could be designed to function as an interpretive center.</li> </ul>	<ul style="list-style-type: none"> <li>-Cost of design and construction.</li> <li>-Would utilize existing natural area and require much clearing.</li> <li>-New utilities required.</li> </ul>

## Appendix D: Cost Estimates

Estimates vary based upon how much is done in-house and how much is contracted out.

Priority I: Can be implemented immediately (if no associated cost) or fundraising/grant/budget request can begin immediately

Priority II: 5-10 years

Priority III: 10+ years

Recommendations	Priority I	Priority II	Priority III
<i>Program Amenities</i>			
Construction of Program Area/Shed near campgrounds (covered)	\$18,500		
Acquire a Cushman for roving interpretation	\$6000		
Group Camp Program area (uncovered)	\$8000		
<i>Program Types</i>			
Conduct an evaluation of current program types, topics and times	\$0.00		
Promote and offer outreach programs in the schools	\$0.00		
Network with the Lincoln Boyhood Memorial on joint program opportunities	\$0.00		
Target the Lincoln Drama audience for interpretation	\$0.00		
Network with tour groups	\$0.00		
Archaeological Research		Dependent on grants and partnerships	
<i>Wayside exhibits</i> (design and fabrication of fiberglass embedded signs using IDNR template—cost per sign)			
Gordon Mill and Home	\$1400		
Church	\$1400		
Cemetery	\$1400		
Sarah Lincoln Woods Nature Preserve (duplicate signs at entrance and exit of the preserve)	\$1900		
James Gentry Home (replacement)	\$1200		



Gentry Store		\$1400	
Civilian Conservation Corps Camp		\$1400	
Civilian Conservation Corps Projects (at Ranger Cabin)		\$1400	
Crawford School		\$1400	
Gentry Store to Troy Road	\$1400		
<i>Kiosks</i>			
Lincoln Amphitheater		\$5600	
Jones Home	\$5600		
<i>Brochures (design and printing in Indianapolis)</i>			
Jonesboro Tour			\$1000
Jones Home Tour	\$1000		
Civilian Conservation Corps Walk		\$1000	
<i>Interpretive Center</i>			
Close the existing center	\$0.00		
Move interpretive center to lower floor of the Dining Hall Exhibits only	\$360,000 @ \$170/sf estimate		
Locating a new interpretive center in a central location		Requires design for estimate	
<i>Jones Home</i>			
Place directional signs at the park and the Jones Home would encourage visitors to see both sites	\$500.00		
Restore all of the rooms open to the public on the main floor to the period that Jones would have occupied the house.		\$40/sq. foot	

Convert the basement to an exhibit and activity area		\$201,000 @ \$170/sf estimate	
Build a replica of the store on the site.			\$120,000
Connect known Jonesboro sites (the Home, barn, store site and cabin sites) with a walking trail.			\$900
Identify the cabin sites with signs		\$500	
Develop a Jonesboro tour brochure			\$1000
Focus programs on the time period when Jones occupied the house.	\$0.00		
<i>Trails</i>			
Evaluate directional signs and install or move signs as recommended	\$500		
Place signs identifying the Nature Preserve	\$300		
Short loop at new interpretive center (Group Camp)	Dependent on surfaces selected		
Reconfigure current trail system to include: 1. Trailheads in high use areas 2. Loops to provide hiking options Gentry Store to Troy Road Trail			Dependent on surfaces selected
Lincoln State Park to Jones Home Regional Trail.			Dependent on surfaces selected
Civilian Conservation Corps Trail.		\$900,00	
<i>Staff</i>			
Add second seasonal position	Dependent on wage rate		

Appendix E: Map of Recommendations

