

DRAFT

An Assessment of the Heritage Tourism Potential  
of the  
Glover Fulling Mill Park  
Haddon Heights, NJ



Heritage  
Consulting Inc.

Prepared for:

Borough of Haddon Heights  
625 Station Avenue  
Haddon Heights, NJ 08035

Prepared by:

Heritage Consulting Inc.  
Donna Ann Harris  
422 South Camac Street  
Philadelphia, PA 19147  
(215) 546-1988

December 31, 2015

## Table of Contents

Chapter 1. Introduction	4
a) Overview	4
b) Brief history and current conditions	4
Chapter 2. Live interpretation options	13
a) Docent training program	13
b) Guided versus self-guided tours	13
c) First person costumed guide, reenactors as John Glover or other mill workers	14
d) Third person tour guide or “guide on demand” in modern dress	15
e) Demonstrations related to the mill industry and cloth production	16
f) Family fun days combining demonstrations and tours	17
g) Revolutionary War Reenactors and annual encampment	18
h) Walking tours of Revolutionary War houses/sites	18
i) New events related to archeology, fulling mills 18 <sup>th</sup> C industrialization	19
j) Videos of tours/demonstrations for Vine, YouTube channel or websites	20
k) Coordination with other nearby historic sites and heritage areas	20
Chapter 3. Self-guided interpretation options	22
a) Wayfinding/directional and interpretive signage	22
b) Downloadable PDF brochures	23
c) Podcasts and/or cell phone tours of this site and the Revolutionary War Houses in the Borough	23
d) Collaboration with exhibitions at Haddon Heights Library History Room or other historic sites in the county	25
e) Geocaching	26
Chapter 4. Connect to existing walking and bike trails	26
Chapter 5. Websites/web pages	27
a) Role of websites in heritage tourism today	27
b) Webpage about the Park linked to existing Library or Borough websites	27
c) Dedicated new website about the Park	28
d) Reciprocal web links with County Park System and other historic sites nearby	32

Chapter 6. Social Media	34
a) Create a Wikipedia page	34
b) Create a Facebook page	36
c) Create an Instagram page	37
d) Solicit for Yelp and Trip Advisor reviews	39
Chapter 7. Recommended first steps	42
Chapter 8. Possible funding sources	43
Chapter 9. Conclusion	51
Chapter 10. Credits	52
Appendix A. Updated Visitor Amenities Map	
Appendix B. Updated current conditions memo	

# Chapter 1. Introduction

## a) OVERVIEW

This report is the culmination of a brief assessment of the heritage tourism potential of the Glover Fulling Mill Park in Haddon Heights, NJ. This report gives advice to the Borough of Haddon Heights as they work to create a heritage tourism destination for the Glover Fulling Mill archeological site, to be opened within the new Borough Park in 2016.

Assessing an archeological site's heritage tourism potential helps prepare its stewards for welcoming visitors to the site and helps them understand its history and significance. The creation of this new park to celebrate the remarkable survival of the remains of the Glover Fulling Mill is a very good reason to celebrate. This assessment report identifies specific actions that the Borough can take to interpret this important archeological site for the public. This assessment report is organized with nine chapters on live and self-guided interpretation, websites, social media, and creating connections with other trails. The report also includes recommendations for first steps and a chapter on possible funding options for additional programming. An appendix is included with two components: an updated visitor services map showing the location of various visitor services within one mile of the new park, including other historic sites and amenities, gas stations, ATM machines, restaurants etc. A credits page is included at the end.

Our observations focus on the current (2015) organizational capacity of the Borough staff and local volunteers to implement high quality interpretive programming for this site. We provide advice throughout the report on how to implement these projects, using staff or volunteers, to better promote the archeological site to potential heritage visitors now and in the near-term future.

*Funding provided by the New Jersey Historic Trust*

The New Jersey Historic Trust provided funding for this Assessment of Heritage Tourism Potential project. Heritage Consulting Inc. was a subcontractor to Westfield Architects & Preservation Consultants who were contracted by the Borough of Haddon Heights NJ to undertake this Historic Site Management Grant for the property.

## b) BRIEF HISTORY AND CURRENT CONDITIONS

The Glover Fulling Mill Park site is a significant reminder of the importance of 18<sup>th</sup> and 19<sup>th</sup> century industrial development in New Jersey. The site was listed on the National Register on September 9, 1990 and the New Jersey Register of Historic Places on August 14, 1990. The

Glover Fulling Mill archaeological site is locally designated as a Haddon Heights landmark property, subject to review by the local Historic Preservation Commission.<sup>1</sup>

John Glover built his mill in this location in 1773-76. The simple one-and-a-half story, brick mill building sits on a rubble stone wall foundation. The mill was located on the north side of the navigable creek called the “King’s Run,” which is the south branch of Newton Creek, off the Delaware River.<sup>2</sup> Glover created a dam and diverted the waterway into a headrace to move the waterwheel machinery in the mill. A tailrace brought the water back from the mill into King’s Run.

The Glover Fulling Mill, according to the National Register Nomination of 1990, is an early example of a building that combined the “fulling of cloth with the operations of dyeing and pressing at a time when fulling more generally was in conjunction and in the same building with grist and/or saw milling.”<sup>3</sup> The machinery in the mill made the wool cloth “thicker by controlling shrinking and beating called fulling. Local legend states that the cloth Betsy Ross used to make the American Flag came from this site.”<sup>4</sup>

A fire destroyed the original brick building in 1822, but it was rebuilt by James Dilworth that same year.<sup>5</sup> According to local lore, the mill disappeared before 1917.<sup>6</sup> It survived long after industrial changes in cloth making made the mill obsolete for cloth manufacture.<sup>7</sup> The property was sold to the Borough of Haddon Heights in 1911, and, “although the mill was soon torn down, portions of the tailrace, dam embankments, and the mill foundations survive. The current path of the stream reflects the old dam’s location.”<sup>8</sup>

#### *Current conditions*

For the last one hundred years, the mill ruin—with its highly significant archaeological remains—has been locked and fenced on the property that served as a garage and bus parking facility for the Haddon Heights Department of Public Works. Remarkably, the important

---

<sup>1</sup> Glover Fulling Mill Site National Register Nomination, Prepared by Craig Morrison, edited by ONJH staff, 1990, 3.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> <http://haddonhts.com/glover-mill-park-grant/> and Mounier, Stage One Report, 23. Mounier says the Betsy Ross claim is unsubstantiated, 24.

<sup>5</sup> Glover Fulling Mill Site National Register Nomination, 3.

<sup>6</sup> Mounier, Stage One Report, 24.

<sup>7</sup> [http://www.hhhistorical.org/wp-content/uploads/2010/08/Glover-Fulling-Mill-Kings-Run\\_Transportation-and-Manufacturing\\_The-Dell.pdf](http://www.hhhistorical.org/wp-content/uploads/2010/08/Glover-Fulling-Mill-Kings-Run_Transportation-and-Manufacturing_The-Dell.pdf)

<sup>8</sup> Ibid.

archeological features remained mostly undisturbed, but were unavailable for interpretation or public visitation.

The 8.3 acre property is where the Department of Public Works stored their equipment. It was sold by the Borough through an RFP process. Seven plus acres of former DPW property is in the midst of being developed as Glover Mill Village, a development of 27 single family homes by Bob Meyer Communities.<sup>9</sup> Several years ago, the Borough of Haddon Heights moved the Department of Public Works' activities to another site.<sup>10</sup> A one-acre parcel, where the remains of the mill are located, was set aside for a passive recreational park owned by the Borough.

When we visited the site on Friday, September 11, 2015, almost half of the houses were either completed or under construction, which gave us an idea about how the development will look adjacent to the one-acre parcel carved out as a park with the remains of the mill. The housing developer had already installed street trees, landscaped the storm water retention pond nearby, and provided handicapped parking.

During another visit on Friday, November 7, 2015, when the archeological work was underway, we saw the outlines of the corners of the foundation of the fulling mill, which R. Alan Mounier's firm had excavated by backhoe and shovel. Prior to the archeological dig, the Borough Park staff and volunteers had cleared bush from around the site so that you could, for the first time in decades, see the relationship of the Glover Fulling Mill site with the stream.

Once completed, in 2016, the Glover Fulling Mill Park will have pedestrian/bike access from two streets: Sylvan Drive and Fulling Mill Road. Currently, a chain link fence prevents access to the new park area from Sylvan Drive. We understand that this fence will be removed to permit a formal walking trail or bike trail from the street into the park. A small brick sewer treatment building fronts Sylvan Drive, which we understand will be fenced in with a smaller footprint. The remaining part of the new park will be seeded with grass while more brush will be cleared to allow for a view of the creek and the edge of the creek bed. Automobile access will only be allowed from Fulling Mill Road, which ends in a cul-de-sac. There are three parking spaces adjacent to the storm water retention basin. One of the parking spaces is handicapped accessible. The parking spots are also adjacent to the handicapped walkway.

#### *Planned park development*

The new park is intended for passive recreational use: there will be no playground equipment, restrooms, or picnic tables at the Glover Fulling Mill Park. However, these amenities are provided just a block away at the Camden County Park, across the creek from the site. The new

---

<sup>9</sup> Glover Fulling Mill Site National Register Nomination, 4.

<sup>10</sup> <http://www.philly.com/philly/blogs/inq-bling/Breaking-ground-in-Haddon-Heights-.html> and <https://www.facebook.com/GloverMillVillage>

park will have one interpretive sign and a walking or bike path from Sylvan Drive and Fulling Mill Road to enhance the public's use, appreciation and understanding of the park.

When park development is completed next year, the location of the mill building archeological remains will be enclosed and protected within a chain link fence structure. We understand there are plans to create a small garden of plants, historically associated with fulling and dying, to be maintained by area Master Gardeners. As this garden plan is developed, interpretive options for the garden need to be explored.

We understand that there are additional plans to locate reproduction "tenter frames" that were used to suspend cloth for drying to show one of the manufacturing processes undertaken when the mill was active.<sup>11</sup> It is possible that the tenter frames could be used as a temporary canvas for interpretive signage during events held at the site. Using these frames to interpret cloth manufacturing as practiced at the mill is an excellent way to create visitor interest in the ruins.

#### *Location and future programming*

Glover Fulling Mill Park is an excellent location for small-scale events meant to celebrate the area's industrial and Colonial past. The new park is landlocked and located in the midst of a new compact residential development. The new park is only accessible by car from Fulling Mill Road. Pedestrians will be able to walk or bike along a planned pathway from Sylvan Drive once the trail is completed.

We suspect that the new park will be well used by the 27 families living adjacent to the park, for dog walking, pick-up football or soccer games. The small size of the park, lack of nearby parking, few park amenities and location within a planned residential development, suggests that a handful of small pedestrian-oriented events will be most practical programming for the Glover Fulling Mill Park in the future. We suggest working with neighbors to determine in advance the number of yearly events that will be programmed for the site to prevent any conflicts.

#### *Need for Both guided AND self-guided tours*

In order for the Borough to maximize the heritage tourism potential of the park, there must be a mix of in-person guided and self-guided interpretive opportunities for visitors. Recent studies about visitors to historic sites note that 45% of visitors prefer to visit historic sites with a traditional guide, while 55% want to visit "on their own," using brochures, podcasts, cell phone tours, audio guides, stationary guides (called "guides on demand"), signage, and/or websites, to

---

<sup>11</sup> Glover Fulling Mill Site National Register Nomination, page 4.

learn about an historic place.<sup>12</sup> The interpretive development of the Glover Fulling Mill Park must cater to both audiences: those that wish to visit with

- a live guide, through demonstrations or special events
- “on their own” through interpretive signs, brochures, podcasts, audio guides and cell phone tours including the use of social media and websites/pages for interpretation.

Below we list the interpretive methods we believe are most suitable for the initial development of Glover Fulling Mill Park, and a list of recommended first steps. We will discuss each one of these interpretive methods below.

*How will this site be interpreted?*

We are delighted that the project designers have come up with an excellent method to make the size and scale of the mill apparent to the visitor by enclosing the archeological site in a one-and-half story chain link fence structure with a gable roof to mimic the size and scale of the original mill building. By covering the chain link with vines, the protected site will eventually become an attractive feature as part of the landscape.

However, a fenced garden feature provides little information about the archeological site, let alone allows for public interpretation. More thought needs to be given to telling the story of this site through the development of an interpretive program. We make our recommendations below.

*What is interpretation?*

Freeman Tilden, whose book *Interpreting Our Heritage* has been the bible for National Park Service interpreters for almost two generations, defines interpretation as “An educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information.”<sup>13</sup> In the first edition of his book (1957), Tilden laid out his six principles for quality interpretation of historic, natural or archeological places. These are helpful to include here as a reminder of these basic ideals.

---

<sup>12</sup> [http://reachadvisors.typepad.com/museum\\_audience\\_insight/2009/02/the-lovehate-relationships-with-guided-tours.html](http://reachadvisors.typepad.com/museum_audience_insight/2009/02/the-lovehate-relationships-with-guided-tours.html)

<sup>13</sup> Tilden, Freeman. *Interpreting Our Heritage, Third Edition*. Chapel Hill NC: University of North Carolina Press, 1976, 8.

I. Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.

II. Information, as such, is not Interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

III. Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.

IV. The chief aim of Interpretation is not instruction, but provocation.

V. Interpretation should aim to present a whole rather than a part, and must address itself to the whole man rather than any phase; and

VI. Interpretation addressed to children (say, up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best it will require a separate program.<sup>14</sup>

### *Telling the story of an unseen artifact*

The Glover Fulling Mill Park poses interpretive opportunities as well as impediments to overcome.

Unlike typical historic house museums, an archeological site/ruin must rely on the visitor's imagination. Historic house museums are easier for visitors to understand because almost everyone lives in a domestic setting. Most historic houses create an atmosphere where the "owner has just left the building." The Glover Fulling Mill archeological site will essentially be invisible to the public. In fact, the archeological site will be fenced — attractively — but fenced, so the public will not be able to see the corners of the mill or any other part.

The Glover Fulling Mill Park as an archeological site, has only undergone a Stage One archeological assessment. Therefore, much of the site's history remains buried and will remain so for the foreseeable future. The mill race and watercourse for the site are not excavated. We do not believe that the site can be understood by visitors without a live guide, an interpretive brochure or "virtually" via a smartphone application such as a cell phone tour/QR Code/website or podcast (with instructions on how to access these applications) that is immediately available to the visitor onsite. The interpretive signage will help, but we do not

---

<sup>14</sup> Tilden, 9.

believe the sign alone is enough to explain this site to the public. A thorough interpretive program is needed, we suggest a variety of interpretive methods below.

*Who will interpret this site?*

It is unclear, from our conversations with those most closely associated with this project, who will take on the responsibility for interpreting the site's rich history.

We understand that there are no Borough Park staff that have interpretive duties for this or any other Borough Park. The Haddon Lake Park, owned by Camden County, which buffers both sides of the stream, is a complex of ball fields, The Dell (an outdoor concert venue) and nearby parking lot, restrooms that are open seasonally, and a playground. Haddon Lake Park does not have interpretive staff either. The Haddon Heights Department of Public Works will be responsible for mowing the grass at Glover Fulling Mill Park, they will not interpret the park.

The Haddon Heights Historic Preservation Commission, an all-volunteer municipal entity, has long sought the development of this Park and obtained and received funds for planning for the Glover Fulling Mill Park from the NJ Historic Trust. These volunteers have been offering walking tours, writing guidebooks and overseeing the workings of the Borough's Historic Preservation Ordinance for decades. We do not know if they have been asked, or are expected, to undertake an active role in the interpretation of the new park.

We understand a new "Friends of Glover Fulling Mill Park" is being organized, but they are primarily focused on creating and maintaining the garden of plants, historically associated with fulling and dying, to be installed on the site. We do not believe that any organized group has stepped forward to create the much needed interpretive program for the new Park.

*Interpretive staff needed*

This highly important, historic and archeological site deserves to have dedicated interpretive staff, preferably paid part-time or on a contract basis, so that the site can reach its true potential as a visitor attraction and add to the already rich tapestry of Colonial and Revolutionary War era historic properties located in the Borough of Haddon Heights.

Glover Fulling Mill Park needs an interpretive coordinator, either as a Borough Park interpretive staff, or a part-time or contracted consultant. The interpretive coordinator should be in charge of development of the whole interpretive program for Glover Fulling Mill Park including:

- developing and recruiting a docent (tour guide) corps,

- creating interpretive themes and working with docents to implement both general and special theme tours,
- create a website/web page, establish a social media presence, and create print and online brochures,
- manage a school program,
- plan and implement a handful of onsite public events each year, and
- coordinate with other historic site and trail partners to offer joint programming opportunities.

“Making sites and programs come alive for visitors,” is one of the five principles of Heritage Tourism as pioneered by the National Trust for Historic Preservation.<sup>15</sup> The Glover Fulling Mill archeological site will only be as interesting as the interpretive programming and events that conveys the site’s meaning to the visitor.

The opening of the Glover Fulling Mill Park is a major accomplishment for the Borough of Haddon Heights. The new park enables the Borough to tell unique and interesting stories about the Revolutionary War period, entrepreneurship, industrialization and everyday life in Colonial America. With a strong interpretive program, the new site can bring these stories to life for residents, school children and visitors alike. We encourage proponents of the new park to ensure that the full story of the mill is told using a variety of interpretive methods as mentioned in this report.

The remaining chapters of this report outline a variety of interpretive methods that should be considered for the new park. Most of the interpretive methods suggested in the following chapters are not expensive to undertake, but require leadership to organize volunteers and move the new park’s interpretive development forward. Finally, in Chapter eight, we offer recommendations for possible funding sources to pay for implementation of future interpretive projects.

---

<sup>15</sup> <http://www.preservationnation.org/information-center/economics-of-revitalization/heritage-tourism/?referrer=https://search.yahoo.com/#.Vky333arQgs>

## Chapter 1. Live Interpretation Options

The following interpretive options permit visitors to learn about the Glover Fulling Mill Park through either a live guide (paid or volunteer) or trained interpreter stationed in a particular location. The job of the guide will be to tell the story of the historic site. Guides may be in modern street dress or in appropriate costumes.

### A) DOCENT TRAINING PROGRAM

The Borough may wish to provide interpretive opportunities for visitors that take place in groups or during events at the Glover Fulling Mill Park. Staffing can either be through a part-time paid staff or consultant, such as the interpretive coordinator we suggest above. Another option would be to create a group of dedicated and trained volunteer tour guides or docents to tell stories about the property.

We recommend training docents for two specific kinds of jobs:

- 1) as a tour guide for occasional or regular public tours; and
- 2) as a “guide on demand” to be stationed in one location in the Glover Fulling Mill Park to provide brief interpretative remarks about that space/location if/when approached by a visitor. (We discuss guide on demand on page 13).

Starting a tour guide program will require inspired leadership from the Borough’s interpretive coordinator, or a volunteer willing to take on the responsibility. One person needs to be the leader of the effort, preferably someone who is trained as a teacher for adults. The interpretive coordinator would need to create the tour program and an accompanying curriculum. We recommend using *Great Tours!: Thematic Tours and Guide Training for Historic Sites*, as a starting point for developing a curriculum and training process for the Glover Fulling Mill Park.<sup>16</sup>

### b) GUIDED AND SELF-GUIDED TOURS

We have already discussed the important 2009 article based on national research of audiences who visit historic sites on page 7 above. This important research notes that 55%-- more than half of visitors to historic sites, dislike guided tours and prefer to visit “on their own” and at their

---

<sup>16</sup> Levy, Barbara Abramoff, Sandra Mackenzie Lloyd and Susan Porter Schreiber. *Great Tours! Thematic Tours and Guide Training for Historic Sites*, Nashville TN: American Association for State and Local History, 2002.

own pace.<sup>17</sup> A “guide on demand” provides visitors with additional information beyond a written brochure and adds to their enjoyment of an historic site, while permitting visitors to learn at their own speed by talking to the guide for as long (or as short) as they wish.<sup>18</sup>

### **c) FIRST-PERSON COSTUMED GUIDES, REENACTORS AS JOHN GLOVER OR OTHER MILL WORKERS**

First and third-person tour guides provide different experiences for visitors as a living history, educational experience. Appropriately costumed tour guides who present their narrative in the first-person, meaning they are an actor impersonating a famous person in the past, can be an exciting alternative to third-person tours presented by a guide who dresses in modern clothes and narrates tours in today’s language. A first-person interpreter creates an “historic bubble” where they try to reenact a past time for the visitor using props, the location and their acting skills. First-person interpretation, as defined by Stacy Roth, is an “interactive dramatization or roleplaying...an effective, albeit controversial, method used to bring history to life at museums, historic sites and other public venues.”<sup>19</sup>

Costumed guides are the stuff of legend in many children’s lives. Most Philadelphians can recall their youth when they heard an actor portraying Betsy Ross or Benjamin Franklin talking about their lives and significant achievements. Costumed guides are helpful for both children and adults. There are reenactors who make a living portraying famous Philadelphians for tour groups. There are great opportunities to incorporate high quality, first-person costumed interpretation at Glover Fulling Mill Park utilizing the rich source materials of John Glover (original owner), Samuel Brown (Glover’s first employee), John Thorne Glover (Glover’s son), and their wives.

If volunteers are interested in doing first-person interpretation at the Glover Fulling Mill, they must undertake thoroughly research on the person’s life they are reenacting, Colonial times, and the work undertaken at a fulling mill, to create a believable tour. Considerable research is needed to learn about the person, the era in which they lived, and speech patterns/phases common in the era to create a quality experience for visitors. The interpretive coordinator will

---

<sup>17</sup> Reach Museum Advisors, [The Love/Hate Relationships with Guided Tours](http://reachadvisors.typepad.com/museum_audience_insight/2009/02/the-lovehate-relationships-with-guided-tours.html), February 11, 2009. [http://reachadvisors.typepad.com/museum\\_audience\\_insight/2009/02/the-lovehate-relationships-with-guided-tours.html](http://reachadvisors.typepad.com/museum_audience_insight/2009/02/the-lovehate-relationships-with-guided-tours.html)

<sup>18</sup> Reach Museum Advisors, [Interpretation Preferences: How 40,000 museum-goers prefer to experience museums](http://reachadvisors.typepad.com/museum_audience_insight/2010/05/interpretation-preferences-how-40000-museumgoers-prefer-to-experience-museums.html), May 19, 2010. [http://reachadvisors.typepad.com/museum\\_audience\\_insight/2010/05/interpretation-preferences-how-40000-museumgoers-prefer-to-experience-museums.html](http://reachadvisors.typepad.com/museum_audience_insight/2010/05/interpretation-preferences-how-40000-museumgoers-prefer-to-experience-museums.html).

<sup>19</sup> Roth, Stacy R. *Past into Present: Effective Techniques for First-Person Historical Interpretation*, Chapel Hill NC: University of North Carolina Press, 1998, 2.

need to cull information from this report, archeological studies and other original documents to compile a baseline of material for use by reenactors and docents to plan their tours.

Particular care must be taken when presenting costumed reenactors to avoid “anachronisms:” modern intrusions such as watches, shoes/sneakers, visible tattoos etc. that would spoil the intended historical impression of the reenactor’s presentation of the Glover story. For more information about undertaking first-person interpretation, we recommend Stacy R. Roth’s book *Past into Present: Effective Techniques for First-Person Historical Interpretation*, to learn more about the pitfalls and opportunities to present historical information in the first person to visitors.

#### **d) THIRD-PERSON TOUR GUIDE OR “GUIDE ON DEMAND” IN MODERN DRESS**

Third-person tour guides are a common way to interpret historic sites in modern day dress. Guides can prepare tours based on particular historic themes, a narrative from the life of John Glover, or the working of the mill without being in costume. Good interpretation, even when guides are in modern dress, can be highly interesting and entertaining for adults, children and family groups. We recommend using *Great Tours!: Thematic Tours and Guide Training for Historic Sites*, for any docent training program.<sup>20</sup>

##### *How long a tour?*

Interpreters must tailor tours to their audience based on the time that visitors have available. In an outdoor setting, a tour of 30 to 40 minutes would be ideal. Time constraints can be real impediments to creating a quality tour and families with small children might opt for a shorter tour. Well-trained docents can make adjustments on the spot, to cut a tour short or continue answering questions if there are interested visitors. The short, basic tour should be the basis for the “guide on demand” commentary. Interested docents can prepare longer, or more specialized tours based on their specific interests or skills, and offered as specialty tours seasonally based on visitor demand.

##### *Guide on demand*

If large crowds are expected at an event, and guided tours become difficult to manage, we suggest designating specific locations around the Glover Mill site for a “guide on demand.” The function of a guide on demand is to present information to a visitor as they approach the specific site, presumably for further information. The docent does not offer remarks or a

---

<sup>20</sup> Levy Barbara Abramoff, Sandra Mackenzie Lloyd and Susan Porter Schreiber *Great Tours! Thematic Tours and Guide Training for Historic Sites*, Nashville TN: American Association for State and Local History, 2002.

“canned” recitation unless approached by a visitor, thus offering the visitor a self-guided experience.

We recommend the following locations for placement of a “guide on demand,” depending on the size of the event and/or number of docents available.

- At the fence outlining the footprint of the archeological remains
- At the interpretive sign at the top of the handicapped ramp
- At the creek side near the remains of the mill race.

The guide would have remarks about the location in which they are stationed, and be available to offer additional information based on questions of the visitor.

#### **e) DEMONSTRATIONS RELATED TO THE MILL INDUSTRY AND/OR CLOTH PRODUCTION**

One of the main goals of quality interpretation of any historic site, is to make it come alive for visitors. Costumed interpreters come to mind first in these instances. Another option is to offer demonstrations of the workings of the mill, dying of cloth, the fulling process, spinning and weaving or other cloth related production at the Glover Fulling Mill site. These kinds of activities, which are far from 21<sup>st</sup> century experience, can teach visitors about the everyday life of both men and women in the 18<sup>th</sup> century. The production of clothing is a basic necessity. Live demonstrations exhibiting cloth production, be it wool cloth or linen, can be fascinating for large family groups or for small group settings including adults or children.

We understand that the South Jersey Spinners and Weavers Guild has assisted at other historic sites in the area to provide this kind of interpretation. We suggest making a connection with this group to determine their interest in working with your volunteers and planning one or more yearly events in the Park. We envision their demonstration will focus on the role of the fulling mill in 18<sup>th</sup> century cloth production. Ask guild members about offering demonstrations, exhibits, or talks on a scheduled basis. You can contact them from their website’s “contact us” page, or through email via [mail@sjgsh.org](mailto:mail@sjgsh.org).<sup>21</sup>

Cloth production demonstrations would enhance any Revolutionary War reenactment or encampment and broaden the appeal to families. See our suggestions below for Revolutionary War Reenactors elsewhere in this report.

---

<sup>21</sup> [www.sjgsh.org](http://www.sjgsh.org)

## **f) FAMILY FUN DAYS: COMBINING DEMONSTRATIONS AND TOURS**

One or two days during the weekend, in spring or fall, could be set aside for a “Family Fun Day” at Glover Fulling Mill Park. We suggest the event offer demonstrations as well as guided tours of the mill area. These events would be offered from around noon to four o’clock. The cloth production demonstrations would be available for the entire day. It would be ideal to offer “guides on demand” throughout the property. Special half-hour tours with a costumed John Glover, his wife, or another mill worker could be offered several times during the noon to four o’clock period for visitors that want a more in-depth experience.

In all cases, families should have the option to wander among the demonstrators and “guides on demand,” or partake in a first-person tour with a reenactor. These event(s) will require alternative rain date(s) due to the absence of covered space in the park and the expense of renting large tents. This kind of family fun event would require the cooperation with Camden County Park System to ensure the temporary porta-pots in their park across the creek are open and available, as well as their parking lot.

### *Parking for larger events*

For larger events at Glover Fulling Mill Park, visitors should be encouraged to park at the Haddon Lake Park parking lot, across the creek from the Glover Fulling Mill. Wayfinding signage would be needed to direct visitors from the parking lot to the event, or a helpful volunteer could be stationed at the parking lot to direct visitors to the path leading to the new park (students are ideal for this duty). During these family fun days, parking should be discouraged from Fulling Mill Road or Sylvan Drive, with the exception of handicapped individuals. Additionally, visitors could be directed to a remote parking location providing a regular shuttle bus/jitney offered to ferry visitors from the park to parking lot about every 15 minutes.

## **g) REVOLUTIONARY WAR REENACTORS ANNUAL ENCAMPMENT**

We understand that for the last several years, the Borough of Haddon Heights has hosted a Revolutionary War Encampment on the second Saturday of October (this year October 10, 2015). Costumed reenactors from the Second Pennsylvania Regiments of the Continental Army portray both British and Colonial soldiers. This event is normally held in North Park Drive at Green Street and regularly attracts between 40 and 60 people.<sup>22</sup>

---

<sup>22</sup> <http://www.courierpostonline.com/story/news/2015/09/29/haddon-heights-hosts-war-encampment/73029794/>

Moving the Revolutionary War Encampment to the new park location, and adding additional demonstrations, will bring more people to the park and raise visitor awareness of the fascinating story of the mill. We also suggest that additional programming for the history of the mill itself take place during the reenactment to add interest to the event. Costumed interpreters, providing first or third-person interpretation, would be ideal.

Being a larger event, parking may be an issue. We have included suggestions about where to park in other sections of this report.

#### **h) WALKING TOURS OF REVOLUTIONARY WAR HOUSES AND SITES**

With the opening of the Glover Fulling Mill Park in 2016, a regular tour—perhaps twice a year or on a quarterly basis—could be offered about the historic Revolutionary War sites in the borough and their connection to the new Glover Fulling Mill Park. We understand that tours of the Revolutionary War homes have occurred in the past and could be updated with additional material about the Glover Fulling Mill site. The trained docents for the mill could offer short tours or provide “guide on demand” services, depending on the tour length.

#### **i) NEW EVENTS RELATED TO ARCHEOLOGY, FULLING MILLS, OR 18<sup>TH</sup> CENTURY INDUSTRIALIZATION**

The opening of Glover Fulling Mill Park provides many opportunities to create additional events related to the park’s main themes, catered to adults, children or family groups. The interpretive coordinator could solicit for interested volunteer leaders to create programming related to archeology at the Mill, the fulling mill process, on broader topics of milling, or on 18<sup>th</sup> century industrialization using the Glover Fulling Mill as a jumping-off point. This programming could be intended for one-time use, or incorporated regularly.

These opportunities we present to interpret the site are manifold. The consultant team involved with the research and planning of the park may have additional suggestions on how to generate new interpretive events around the park’s themes; Revolutionary War, fulling mills and cloth creation, and 18<sup>th</sup> century industrialization. Creative teachers and historians can also be a good source for additional ideas for future projects.

Anniversaries of significant events, such as the 250th Anniversary of the start of the American Revolution in 2026 (only ten years away), are opportunities for additional commemoration and storytelling. John Glover’s birthday (if the date can be found) could be another day to hold an annual event and tell the history of the site. You are fortunate that the histories of the New Jersey fulling mills have been collected and recorded in the National Register Nomination of

1990.<sup>23</sup> This information can be culled to create a Geocache scavenger hunt (see below) or school program.

The installation of the tenter frames on the property can also spark creative activities, beyond using them solely for interpretive purposes. Contemporary fiber artists could be called upon to offer exhibits or site-specific art installations over a summer weekend, using the frames and providing some kind of demonstration on fiber arts. Ask any creative people you have as contacts (historians, consultants, archeologists, teachers, artists etc.) to come to an hour-long “think tank” session to brainstorm about new programming. You will have more than enough ideas for several years’ worth of programming.

#### **j) VIDEOS OF TOURS/DEMONSTRATIONS FOR VINE, INSTAGRAM, YOUTUBE CHANNEL OR WEBSITE.**

Videos garner more attention on social media platforms than photographs or solely text posts. Even six-second videos on Vine ([www.vine.com](http://www.vine.com)) attract more attention than photographs and text posted on Facebook. Instagram is both a photo and video sharing site. Those interested in future interpretation of the Glover Fulling Mill should consider integrating video within social media offerings.

A simple way to incorporate video posts is to film any costumed demonstrations or reenactments at the site as a Vine or Instagram post or for a longer YouTube video to be linked to all social media outlets. There is also an opportunity to create a Glover Fulling Mill YouTube channel specifically about the site. A channel is just a collection of videos available about the property. You can create a channel on YouTube yourself. If you do not want to create a channel, you can post videos on your website instead.

These videos do not have to be long, no more than one to three minutes. The demonstrations or reenactor presentations can showcase specific lessons about the workings of the mill, the creation of cloth that was cleaned and dyed there, or about the mill during the late 18<sup>th</sup> Century. The videos can be geared toward adults or children. It is important that these videos are fact-based, regardless of the audience, as they will garner public interest as your video library is built up over time and will become part of the site interpretation. See some examples of YouTube video channels from other historic sites in New Jersey here:

The Emlen Physick Estate in Cape May New Jersey: a third person interpreter as Dr. Physick takes you on a tour of the property.

---

<sup>23</sup> Glover Fulling Mill Site National Register Nomination, page 10.

[https://us.search.yahoo.com/yhs/search?p=You+tube+new+jersey+historic+sites&hspart=iry&hsimp=yhs-fullyhosted\\_003&type=ast\\_dnldstr\\_14\\_50\\_ch&param1=1&param2=cd%3D2XzuyEtN2Y1L1Qzu0E0AtB0A0E0AyBzz0CyByDtCtCtBtAtCtN0D0Tzu0SzyyDyEtN1L2XzutAtFtDfCtDfFtBtN1L1CzutCyEtBzytDyD1V1TtN1L1G1B1V1N2Y1L1Qzu2StAyE0B0C0Bzz0E0BtG0F0C0DtCtGtCzz0EyCtGyEzztDyBtGtDc0DzyyCyEyBzytBzy0B0B2QtN1M1F1B2Z1V1N2Y1L1Qzu2StBtC0F0EyE0D0EyCtGtDtByEzytGyEzz0CyCtGzztAzytAtGyC0CtD0C0BtD0F0EzzyEtDtB2Q%26cr%3D2124133705%26a%3Dast\\_dnldstr\\_14\\_50\\_ch%26f%3D7%26cat%3Dweb%26sid%3Dd753fb94435fe978ffe831dc8e1b7dbd%26sesid%3D740ab2ddc6abd9376e1d7161e71f19f6%26ip%3D71.175.119.89%26b%3DChrome%26bv%3D46.0.2490.86%26os%3DWindows%2B8.1%26os\\_ver%3D6.3%26pa%3Dastromenda](https://us.search.yahoo.com/yhs/search?p=You+tube+new+jersey+historic+sites&hspart=iry&hsimp=yhs-fullyhosted_003&type=ast_dnldstr_14_50_ch&param1=1&param2=cd%3D2XzuyEtN2Y1L1Qzu0E0AtB0A0E0AyBzz0CyByDtCtCtBtAtCtN0D0Tzu0SzyyDyEtN1L2XzutAtFtDfCtDfFtBtN1L1CzutCyEtBzytDyD1V1TtN1L1G1B1V1N2Y1L1Qzu2StAyE0B0C0Bzz0E0BtG0F0C0DtCtGtCzz0EyCtGyEzztDyBtGtDc0DzyyCyEyBzytBzy0B0B2QtN1M1F1B2Z1V1N2Y1L1Qzu2StBtC0F0EyE0D0EyCtGtDtByEzytGyEzz0CyCtGzztAzytAtGyC0CtD0C0BtD0F0EzzyEtDtB2Q%26cr%3D2124133705%26a%3Dast_dnldstr_14_50_ch%26f%3D7%26cat%3Dweb%26sid%3Dd753fb94435fe978ffe831dc8e1b7dbd%26sesid%3D740ab2ddc6abd9376e1d7161e71f19f6%26ip%3D71.175.119.89%26b%3DChrome%26bv%3D46.0.2490.86%26os%3DWindows%2B8.1%26os_ver%3D6.3%26pa%3Dastromenda)

Exploring Whitesbog Village in Browns Mills NJ, another video worth watching.

[https://video.search.yahoo.com/video/play?p=Historic+Places+youtube+New+Jersey&vid=7a81b53d9a51b4ff696109d149ee0725&url=http%3A%2F%2Ftse1.mm.bing.net%2Fth%3Fid%3DWN.1Np0Baa6YvwvTWz%252fVb2LKQ%26pid%3D15.1%26h%3D168%26w%3D300%26c%3D7%26rs%3D1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D9HhEtIsbuUk&tit=Exploring+Whites+Bog+Village+in+Browns+Mills+New+Jersey&c=4&h=168&w=300&l=128&sigr=11bg5bssj&sigt=11nq349i1&sigi=12ni2s641&ct=p&age=1436488582&fr2=p%3As%2Cv%3Av&b=31&fr=yhs-iry-fullyhosted\\_003&hsimp=yhs-fullyhosted\\_003&hspart=iry&tt=b](https://video.search.yahoo.com/video/play?p=Historic+Places+youtube+New+Jersey&vid=7a81b53d9a51b4ff696109d149ee0725&url=http%3A%2F%2Ftse1.mm.bing.net%2Fth%3Fid%3DWN.1Np0Baa6YvwvTWz%252fVb2LKQ%26pid%3D15.1%26h%3D168%26w%3D300%26c%3D7%26rs%3D1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D9HhEtIsbuUk&tit=Exploring+Whites+Bog+Village+in+Browns+Mills+New+Jersey&c=4&h=168&w=300&l=128&sigr=11bg5bssj&sigt=11nq349i1&sigi=12ni2s641&ct=p&age=1436488582&fr2=p%3As%2Cv%3Av&b=31&fr=yhs-iry-fullyhosted_003&hsimp=yhs-fullyhosted_003&hspart=iry&tt=b)

## k) COORDINATION WITH NEARBY HISTORIC SITES AND HERITAGE AREAS

Partnering with nearby historic sites is an easy and excellent way to introduce the new Park and its story to a broader range of visitors. The State of NJ owned **Indian King Tavern** is nearby Haddonfield NJ. The Indian King Tavern became New Jersey's first State Historic Site in 1903. The museum, which annually hosts more than 4,000 visitors, celebrated its 250th anniversary in 2000.<sup>24</sup> This site should be the first one to approach about possible joint programming, reciprocal web links and asking them to include Glover Fulling Mill Park informational brochure in their brochure rack. To encourage good cooperation, staff and volunteers at both sites should visit each other to learn about the history and heritage of each, to use as a baseline for possible joint projects, referrals and coordination.

Relationships can be built with NJ State Park staff and the key volunteers with the Friends of the Indian King Tavern which have a separate web site and offer event programming and fundraising activities for the site.

---

<sup>24</sup> <http://www.nj.gov/dep/parksandforests/historic/indianking/info.html>

Other nearby sites to consider for potential partnerships might be the **Red Bank Battlefield and Fort Mercer** are located in National Park NJ and owned by Gloucester County. The Battlefield is important in the series of Revolutionary War skirmishes that occurred throughout the state. The Battlefield is also the site of the 1748 James and Ann Whitall House, which is run as an historic house museum. County staff open the house seasonally, but the park is open year round with many walking trails, views across the river to Philadelphia, and recreational opportunities in the park itself.<sup>25</sup> On the third Saturday of October, at the National Park in Red Bank is host to the 18<sup>th</sup> Century Field Days a free event with demonstrations and reenactors and a living history day, with crafts, foods, tours of the Whitall House and the Revolutionary War Battlefield. Perhaps the Glover Fulling Mill Park could cross promote the Battlefield Event and hold an event at the Park the same day to encourage people to visit both places.

The Glover Fulling Mill site also tells the story of Jonas Cattell, who ran ten miles to warn the Fort Mercer, that the British were coming. He would have run nearby along King's Highway. Each year since 1980, Gloucester County has organized the Jonas Cattell Run, a ten mile recreational run that retraces the historical path of Cattell's run to warn Fort Mercer of attack by the British. The run is organized by the Parks and Recreation Department of Gloucester County. Perhaps the run in the future could be routed past the Glover Fulling Mill Park.

<https://runsignup.com/Race/NJ/Haddonfield/JonasCattellMemorialRun>

The Glover Fulling Mill Park should also consider becoming involved with the **Crossroads of the American Revolution National Heritage Area** (<http://revolutionarynj.org/the-stories/>) perhaps as a partner site (<http://revolutionarynj.org/heritage-partners/become-a-partner/>) While the Heritage Area is just at the start of the development of its marketing efforts, the Borough may wish to consider how to use the Heritage Area partner sites in Camden County to drive additional tourism to the Park. We suggest speaking with staff at the Trenton based Crossroads to determine how they believe the Glover Mill story can be told in context of Revolutionary New Jersey.

In the next chapter we identify interpretive methods that are considered self-guiding.

---

<sup>25</sup> [http://www.tripadvisor.com/Attraction\\_Review-g46657-d6428745-Reviews-Red\\_Bank\\_Battlefield\\_Park-National\\_Park\\_New\\_Jersey.html](http://www.tripadvisor.com/Attraction_Review-g46657-d6428745-Reviews-Red_Bank_Battlefield_Park-National_Park_New_Jersey.html)

## **Chapter 2. Self-Guided Interpretation Options**

The following interpretive options permit visitors to learn about the site “on their own” without a guide, by using websites, brochures, signs, podcasts, video or any other mean.

### **a) WAYFINDING/DIRECTIONAL AND INTERPRETIVE SIGNAGE**

The Glover Fulling Mill Park will have one interpretive sign located at the sidewalk adjacent to the handicapped accessible walkway. Margaret Westfield will design the sign which is part of the Interpretive Plan funded by the New Jersey Historic Trist. This interpretive sign will include text, historic photo(s) and perhaps a map of the mill complex as it originally existed. This sign will be a fine introduction to the history and significance of this important archeological site.

Another interpretive sign about the Glover Fulling Mill is located across the creek adjacent to the sidewalk near the entrance to the Dell at Haddon Lake Park, of the Camden County Park System. This interpretive sign has text, photos and a map of the mill complex as it was when operating in the 18<sup>th</sup> Century. This is a handsome brown aluminum sign, and we assume the materials for the new sign will be similar.

We are unaware of wayfinding or directional signage to show the public the location of the new Park. This perhaps makes sense since the park is in the midst of a new residential development, off a cul-de-sac with little parking available. Regardless, the Borough should consider wayfinding/directional signage to the park from Sylvan Drive to properly show the entrance to the park from that street, and from the entrance to Fulling Mill Road, to direct the public to the site.

### **b) DOWNLOADABLE PDF BROCHURE**

A gifted writer (paid or volunteer) should prepare a handsome brochure about the Glover Fulling Mill Park as a self-guided tour. Tourists planning to visit should be encouraged to download this self-guided brochure prior to their visit. The substance of the brochure can come from the overview section of this report, or other history sections contained in the Historic Site Management Grant reports from other consultants.

We suggest a traditional informational brochure, either in an 8.5” x 11” or 8.5” x 14” format size, folded into three or four panels to fit inside a number 10 envelope. This brochure should be nicely designed and in color on quality paper (not simply xeroxed). The brochure should also be designed so that it is readable when printed out in black and white for visitors at home without a color printer. The brochure should contain current and historic photos with captions, a map of the complex in the 18<sup>th</sup> century and text that gives the history and significance of the

property. This brochure should be written for a lay audience with no prior knowledge of the site. The PDF version of the brochure should be posted on any website/webpage/Wikipedia page about the property as noted later in this chapter.

The Borough or the interpretive coordinator can print the brochure as needed with a laser printer on quality paper for events or tours. The PDF version of the brochure would function as an informational download from any website/webpage about the property. Visitors to the site should be encouraged to print it out before they arrive at the site, since the park is a passive recreational park with only one interpretive sign. All the information needed to create this brochure is available now from this report or others in the Historic Site Management Grant Reports, and could be assembled quickly as the new park is opened in 2016.

### **c) PODCASTS AND/OR CELL PHONE TOURS OF THE SITE OR AS PART OF TOURS OF THE REVOLUTIONARY WAR HOUSES IN THE BOROUGH**

We understand that members of the Historic Preservation Commission have been offering walking tours of the four Revolutionary War Houses for many years as popular tours for adults. The Glover Fulling Mill could be added to this tour, as it is logically on the tour route. All the Revelatory War houses are privately owned and the tours do not assume there is a visit inside. These tours are of the exteriors only.

Another alternative to offering a regular tour of the Revolutionary War houses and now the mill, would be to create a podcast or cell phone tour of the houses and mill, so that visitors could access the tour on their own, at any time day or night. Many historic sites are now experimenting with cell phone tours and podcasts. The podcast or cell phone tour should be located on the park website for free download, or be available for free download from iTunes.

The Historical Society of Princeton received a mini grant from the NJ Historical Commission to create a new cell phone walking tour, which highlights the history of African Americans in Princeton and the historic Witherspoon-Jackson neighborhood. They are using On Cell as their provider. Other providers that work in the museum field include Guide by Cell. Smartphone users access HSP tours by entering <http://myoncell.mobi/HSoFP> into their web browser. The audio tour is available using any cell phone by dialing (609) 436-4092. Maps can be downloaded from the Historical Society's website, [www.princetonhistory.org](http://www.princetonhistory.org)<sup>26</sup>

Podcasts, which are brief video or audio only stories, can be used many ways, but we see their best use as a video/audio tour of the Revolutionary War Houses or solely the Mill. They can be short, a few minutes or 45 minutes in length. Podcasts are popular because a visitor can

---

<sup>26</sup> <http://officialnj350.com/historical-society-of-princeton-launches-mobile-walking-tour/>

download them and take the tour or hear the story at their leisure when they load them on their smartphones. Podcast users do not have to be at the site to learn about the property, they can be anywhere when accessed by tablet or smartphone.

The New Jersey Historic Trust notes that the South Jersey Tourism Corporation produced “A Revolutionary Idea:” a series of podcasts that take you on an audio tour of Revolutionary War sites in Gloucester County<sup>27</sup>. These are available for download via iTunes. There are many articles (and podcasts) describing how to develop podcasts. A few that we liked are: <http://lifehacker.com/how-to-start-your-own-podcast-1709798447>

Any podcast should also be available on iTunes, the primary platform. Apple provides specific technical information about how to upload and test your podcast so that it meets their platform, see it here <http://www.apple.com/itunes/podcasts/specs.html>. You can offer your podcast for free, or charge a modest fee such as 99 cents. Unless the podcast is professionally produced, a free version is the most likely option.

#### **d) COLLABORATION WITH EXHIBITIONS AT THE HADDON HEIGHTS LIBRARY ROOM OR OTHER HISTORIC SITES IN THE COUNTY.**

The opening of Glover Fulling Mill Park presents opportunities to broaden its visibility by collaborating with other Revolutionary War historic sites, with local history venues or the local library to present exhibitions about the history and significance of the property. The materials gathered for the Historic Site Management Grant from the NJHT for the Glover Fulling Mill Park, present a rich opportunity to use them for exhibitions. Work with the local librarian or History Room archivist to determine if there are enough interesting pictorial materials to mount a small exhibit.

Work with your partner historic sites if there are significant event anniversaries within the next few years to organize a joint exhibit or identify funding for such. Chapter 8 has information on small history grants available from various New Jersey and national sources for these kinds of projects.

#### **e) GEOCACHING**

Geocaching is an outdoor “treasure hunt,” where participants use devices with GPS to locate a hidden geocache (container with objects inside) using a specific set of GPS coordinates. Geocaches can take a variety of forms – there are over a dozen types of geocaches. They range from the traditional geocache, a container at the given coordinates with a logbook and other

---

<sup>27</sup> <http://www.njht.org/dca/njht/touring/reources/>

items, to the virtual cache, a location with specific coordinates where people must perform a specific activity (i.e. taking a picture or completing a task) to post their log.

There is one reference to geocaching for the Glover Filling Mill found on the internet, which has a good brief history of the history and significance of the site.

[https://www.geocaching.com/seek/cache\\_details.aspx?wp=GC2NYNC&title=ghpcc-glover-fulling-mill&guid=97d5f314-340b-403c-ada0-f9b3af1ad157](https://www.geocaching.com/seek/cache_details.aspx?wp=GC2NYNC&title=ghpcc-glover-fulling-mill&guid=97d5f314-340b-403c-ada0-f9b3af1ad157)

The Glover Fulling Mill cache is active with finds being logged in the page in November 2015.

To participate, players register on [www.geocaching.com](http://www.geocaching.com) for a Basic Membership, locate a geocache that interests them and its coordinates, and find the geocache. At its most basic, players post their “log” by signing the logbook located at the geocache. Players can share their stories and photos online. Players can place a geocache and publish it online. For more information on the basics of geocaching, visit: <https://www.geocaching.com/guide/default.aspx>

For information on creating and publishing a geocache, visit:

<https://www.geocaching.com/about/guidelines.aspx>

### *Geocaching and Historic Sites*

Geocaching provides benefits that historic sites and government organizations have recognized. It gives people the opportunity to learn about nature and enjoy the outdoors. The New York State Office of Parks, Recreation, and Historic Preservation does recognize the potential problems of geocaching and requires people to obtain a permit to place a cache. For more information, visit: <http://nysparks.com/inside-our-agency/documents/OPRHPGeocacheGuidanceDocument.pdf>

Historic sites and government organizations can use geocaching to connect historic sites across a region or even a state. Georgia has a Geocaching History Trail GeoTour that connects 14 of the state’s oldest historic sites. These caches are interactive and require visitors to solve clues to unlock the cache. Georgia has made this trail into a game. People who locate the cache get trading cards, which people can collect or trade. Completing one of five history categories gives people the opportunity to get a special souvenir token. Geocaching can allow visitors to connect to historic sites in new ways and to explore the region or state they live in as part of a challenge or game. Or more information, visit:

<https://www.geocaching.com/play/geotours/georgiahistorytrail>

Geocaching can be enjoyed individually or in groups. It allows people to test their skills, and it combines a “treasure hunt” with hiking and outdoor fitness. Many historic organizations and state agencies use geocaching to connect parks and historic sites across a region and state.

Physical geocaches are not permitted in national parks, but virtual geocaches do exist in national parks.

Geocaches create “bookmark” lists on [www.geocaching.com](http://www.geocaching.com) that group caches by location or theme. This could provide historic sites with another way to connect with people and other sites. It would also provide a chance for historic sites to connect with similar sites in the area that address similar topics or themes. For more information, visit:

<http://www.schuykillriver.org/Geocaching.aspx?activity=25>

Historic sites can use geocaches to help visitors learn more about the site and its history beyond what is available from signs and other interpretation. For example, caches at the Fortress of Louisburg in Canada contain links to access additional information on the Parks Canada website. Geocaches also encourage visitors to explore the entirety of a site and can bring various parts of the site together into a cohesive whole. For more information, visit:

<http://www.pc.gc.ca/eng/lhn-nhs/ns/louisbourg/activ/geocache.aspx>

New Jersey has guidelines for placing caches:

[http://www.nnjc.org/uploads/2/3/8/1/23811815/geocaching\\_policy\\_final\\_draft.pdf](http://www.nnjc.org/uploads/2/3/8/1/23811815/geocaching_policy_final_draft.pdf)

Geocaches are located at historic sites throughout New Jersey. A comprehensive list can be found here: <https://www.geocaching.com/bookmarks/view.aspx?guid=35fd9cd9-8703-4373-80ad-f6a3b1d1ea7f>

Two examples in New Jersey:

1. Thomas Edison’s Ironwork and Mines:

[https://www.geocaching.com/seek/cache\\_details.aspx?wp=GCJDZF&title=edisons-dark-rock-cache&guid=d5f5b039-4cb8-4c02-9e6e-033bb04e91e1](https://www.geocaching.com/seek/cache_details.aspx?wp=GCJDZF&title=edisons-dark-rock-cache&guid=d5f5b039-4cb8-4c02-9e6e-033bb04e91e1)

2. The Old Stone House (or Westervelt-Ackerson House) in Ramsey New Jersey:

[https://www.geocaching.com/seek/cache\\_details.aspx?wp=GC4J9MD&title=geold-stone-house-of-ramsey&guid=2bdabfb2-9c41-4a04-a1fe-0566d62efc8a;](https://www.geocaching.com/seek/cache_details.aspx?wp=GC4J9MD&title=geold-stone-house-of-ramsey&guid=2bdabfb2-9c41-4a04-a1fe-0566d62efc8a;)

<http://ramseyhistorical.org/history/>

More could be done with geocache already installed at Glover Fulling Mill Park by linking the new Park to other Revolutionary War sites or industrial heritage in Southern Jersey.

In our next chapter we discuss options to link the Glover Fulling Mill Park to existing bike and trail paths in the Borough and county.

## Chapter 4: Connect to Existing Walking and Bike Trails

The Glover Fulling Mill Park is located on the north side of the creek that wanders through Haddon Lake Park, one of the Camden County Park System parks. This park contains both bike and hiking trails. The trail through the park is part of the Cross County Trail but not part of the Camden County Bike and Multi Use Trail Plan, which connects ten other municipalities.

<http://www.camdencounty.com/sites/default/files/files/Central%20Camden%20County%20Bike%20and%20Multi.pdf>

The Borough of Haddon Heights has two other parks, but these parks are not connected by any formal walking or bike trail. There is one other trail, a half-mile loop called the Little Timber Creek Nature Trail, but it does not connect to the Glover Fulling Mill Park.

There are no other trail links in Haddon Heights according to Trail Link of the Rails to Trails Conservancy. <http://www.trailink.com/city/haddon-heights-nj-trails.aspx>

Directional signage will be needed to connect any trail for the Glover Fulling Mill Park to the Haddon Lake Park, or to connect the new park to other trails in the vicinity.

In the next chapter we discuss the importance of websites and web pages to provide information to visitors and historians about the history and significance of the new Glover Fulling Mill Park.

## **Chapter 5. Websites/Web pages**

### **a) ROLE OF WEBSITES IN HERITAGE TOURISM TODAY**

Websites have become increasingly important to all heritage destinations. People planning trips look at the destination's websites first to get basic information to determine if they want to make a visit. Historic site and recreational users visit websites to look for open hours, admission fees, current photos of the site, maps, contact information, upcoming programs and directions in advance of deciding to make a trip. Without these basic pieces of information available on your website, so they are easy to understand and available to a casual visitor at any time of day or night, they are unlikely to visit, learn more or financially contribute to the organization (if you are a nonprofit corporation).

Most heritage visitors interested in the rich history of Glover Fulling Mill Park site will learn about this property via the internet. Right now there is little historical information about the site on the web, based on a Google search we recently conducted. We found a mockup of the installed interpretive sign for the Glover Filling Mill and Kings Run, located at the walking trail at the Camden County Park property.<sup>28</sup>

### **b) WEBPAGE ABOUT THE PARK ON EXISTING LIBRARY OR BOROUGH WEBSITE**

A good opportunity to create more visitor interest in the site would be to create a webpage about the site on an appropriate local website. We understand that the Haddon Heights Historical Society website has not been updated in years, thus making this prospect moot. Another alternative would be to add a simple webpage about the new Glover Fulling Mill Park to the Haddon Heights Library or the Borough of Haddon Heights website, both municipal entities. These can be easily developed by web savvy staff and a good first step towards making the public more aware of the rich history of this site.

If a webpage was developed we suggest that it contain the same contents as the history tab noted in the next section below.

### **c) A NEW DEDICATED WEBSITE FOR GLOVER FULLING MILL PARK**

Ultimately, we are recommending that a dedicated, new Glover Fulling Mill Park website be created to encourage visitation to the site. We believe there is more than enough information contained in reports written about the site over the years that should be made available to the

---

<sup>28</sup> [http://www.hhhistorical.org/wp-content/uploads/2010/08/Glover-Fulling-Mill-Kings-Run\\_Transportation-and-Manufacturing\\_The-Dell.pdf](http://www.hhhistorical.org/wp-content/uploads/2010/08/Glover-Fulling-Mill-Kings-Run_Transportation-and-Manufacturing_The-Dell.pdf)

public in one place on this website. We suggest that the mill website should become a repository for all the archeological and historical information written about this property over the decades, and provide updated visitor event and trip planning information. An initial list of documents to be uploaded to any mill website or webpage include are listed below in the tab list for a new website.

Our suggested navigation tab/pages is: Home, About, History, Programs, Visit, Press, Contact Us and Donate. We discuss what information should be included on each tab below.

#### A. Home Page

The Home page should have a good general overview of the Glover Fulling Mill Park and the role of the Borough as steward of this archeological site. Most websites include a brief slideshow on the home page to entice visitors to learn more. These photos need to be of excellent quality and show happy people having a good time at the park with a caption. Captions help to tell the story of the mill and to help visitors understand the programs offered. We also suggest adding historic photos with a caption.

We suggest the navigation tabs be in a logical place (above, on the right or left) and be consistent throughout the site. We suggest that for the home page there be a brief paragraph about the significance and stewardship role of the Borough. If there is interest, you can invite website visitors to support your work through a Donate Now button, located at the bottom of the paragraph on the home page. The Donate Now button should appear several places on the website, but its placement on the home page is the most important.

#### B. About Tab

This page should have basic information, which may be redundant but needs to be repeated here all in one place. This includes the street address, phone number, location on a map, written directions, address for GPS location purposes (which might not be the street address), email address, and a link to the Contact Us page.

This page can also include a brief history of the Grover Fulling Mill. This page should identify that the property is listed on the National Register of Historic Places and as a local landmark property, a brief explanation of why being listed is important, and a link to a PDF of the nomination form located under the History Tab (noted below).

The About page should also include a click through to the visitor services map prepared for this project, showing the locations and addresses of other nearby historic sites, especially the Indian King Tavern and the Red Bank Battlefield in National Park, NJ. If the Borough wishes to create link to these sites, they may be willing to reciprocate to the Glover Fulling Mill website.

Alternatively, a page could be created for the drop down menu, called Other Sites to Visit, with additional information about these two nearby historic sites.

### C. History Tab

We are recommending in the website History tab, that all the reports produced about this site over the last two decades be scanned and uploaded to the website. By posting these reports on the website, you are making them accessible to students and scholars worldwide. Putting this information on the web and encouraging students to use it for National History Day papers, videos and websites will help promote the site and increase attendance.

We are suggesting that a History tab be created and become the online archive for the Glover Fulling Mill. The landing page should describe the variety of materials available on separate pages, which are navigated through a drop-down menu.

These documents, and others to be uncovered in the future, are important research tools for local historians and school children conducting National History Day research. Scanning and making key documents available to the public on a new dedicated website for the Park, will greatly expand web traffic and interest in the archeological site and its rich history. Grant funds may be available for such purposes but additional research is needed, please see the section in Chapter 8 on possible sources for grant funds.

We suggest the following sub-pages (drop down menu) for the History Tab:

1. A timeline of the history of the site from the NJHT funded Historic Site Management Grant.
2. Links to a brief history page about the mill, which can come from the text in the Historic Site Management Grant
3. We suggest creating a general brochure as a PDF document (discussed below).
4. Glover Fulling Mill National Register Nomination. This page should explain that the nomination has an excellent description of the history and significance of the property and the important people associated with the building. Include a short paragraph about who might want to read this document such as students doing research projects about the property; genealogists; historians; and others interested New Jersey or Colonial era industrial history.
5. A scanned version of the entire Historic Site Management Grant Report when completed by Westfield Architects, and all sub-consultant reports. A brief paragraph should describe why the Historic Site Management Grant was funded.
6. All archeological reports including the Stage One Report from R. Alan Mounier, the AD Marble Report, and Mr. Mounier's 2015 report for this grant.

7. The National and State Register Nominations for the Revolutionary War sites in the Borough as context for the mill.
8. Links and descriptions of other New Jersey Colonial era industrial sites in the area to visit with links to their websites. Use the Visitor Services map here to show the relative location of the other sites, including street addresses and website links.
9. All the information from Menke and Menke's historic landscape investigation of the Park site, finalized plans for the fenced structure.
10. Plant lists and narrative about the garden of historic plants associated with dying.
11. All the historic photos uncovered for this project with captions and citations for their use (or how to gain permission for use from their owner).
12. New photos with good labels/captions of the key historic features that would interest visitors.
13. Further information, or more information about anything relevant not already in another category.<sup>29</sup>

You can also link each of these pages to your Contact Us page, which includes a form to fill out requesting further information.

#### D. Events Tab

This landing page should discuss the upcoming events, whether regular or special events, offered to the public. Drop down menus can direct website visitors to separate pages where each special event is described in detail. Remember to use high quality photos on your event pages, or make photo albums of each event available on the website itself or through a photo sharing site like Instagram or Flickr.

It is essential that the Home page include announcements of any upcoming special event(s) with a link to the event page where a visitor could get further information. Website visitors should also be able to sign up for a newsletter if one is created, that contains updated information about the event, or to register for the event if tickets are required. Consider using Eventbrite or other online ticketing platform if you are going to sell tickets in advance. These are fairly easy to set up and costs for using these services should be included in the ticket price. These platforms allow the ticket buyer to use any credit card to purchase their ticket and give immediate receipts for payment.

#### E. Visit Tab

---

<sup>29</sup> Further advice on content for websites for historic sites can also be found in "An Ideal Historic Site Website" [www.heritageconsultinginc.com/assets/pdfs/An\\_Ideal\\_Historic\\_Site\\_Web\\_Site\\_Heritage\\_Consulting\\_Inc..pdf](http://www.heritageconsultinginc.com/assets/pdfs/An_Ideal_Historic_Site_Web_Site_Heritage_Consulting_Inc..pdf)

We have learned in our research about historic sites over the last fifteen years that 45% visitors do not always want a guided tour.<sup>30</sup> The breakdown between those that want a guided tour is often generational with older visitors more interested in a guided tour than younger people. Therefore, historic sites must offer both guided and self-guided experiences to reach the entire audience for their historic sites.

The self-guided visitor experience the Glover Fulling Mill archeological site can be undertaken with the PDF versions of the brochure that we suggested in Chapter 1 above. The brochure should be placed on this webpage with a brief description of the content. Visitors should be encouraged to download the brochure before their visit so they can visit at their leisure as noted on a regularly updated homepage. The brochure will include information about the archeological site, historic photos, and a plan of the mill complex so visitors can understand the whole site.

#### F. Press Tab

This tab should be devoted to the articles and other press received about the Glover Fulling Mill Park. List all the news articles by date, with article title, date and newspaper as a click-through to the newspaper website or a PDF of the article itself. This list will grow over time, and this page will become an excellent repository of your press coverage over the years. If you wish to repost the articles on this website, be sure that the Borough or the webpage host has the express permission from the publisher of each article to do so.

This page should also have high quality color digital images of the historic site with a brief caption that can be downloaded by the public and other press. Call this the Photo Gallery. These color images should be at least 300DPI, and come with a photography credit from the Borough or other webpage host. These images should be taken by a professional photographer who will assign his/her rights to the Borough or webpage host.

#### G. Donate Tab

It is unclear if a donate page is needed, but we are including it as an option because most historic sites need revenue from the public for programming and additional development. Traditionally, a Donate Now button is placed prominently on the Home Page, and a new tab is created, simply called "Donate."

---

<sup>30</sup>Reach Museum Advisors, [The Love/Hate Relationships with Guided Tours](http://reachadvisors.typepad.com/museum_audience_insight/2009/02/the-lovehate-relationships-with-guided-tours.html), February 11, 2009

This Donate tab should go into further detail about the reasons why someone would contribute to the further development of the Glover Fulling Mill Park and programming. A Donate Now button should also appear here. There should be two or three sentences about the work of the Borough with a call to action such as “Please help us restore these precious historic mill complex” with an obvious button that says DONATE on it. This button will link to a PayPal account (or other nonprofit donation website such as Network for Good).

The PayPal/Network for Good page for the Glover Mill Park should offer a series of giving options such as: \$25, \$50, \$100, \$250, \$500, \$1000 or \$2500. Make sure there is also a “Chose your own donation” and a blank space for the donor to list the amount they wish to give (if the above amounts are not what they had in mind). If possible, automate a thank you email to the donor immediately after the gift is made, and follow up with a written thank you within a few days. Add your new donor’s name to your email list to be sure you communicate with them regularly throughout the year about events and other programming.

#### H. Contact Us Tab

This tab should sum up who is responsible for Glover Fulling Mill Park and its programming. A few sentences about the Borough’s stewardship would be helpful here. Tell about the volunteers who are helping interpret the park to visitors.

We suggest using Google Maps to explicitly show where visitors can park their car. Also add the street address (for GPS purposes) and phone number of the Borough’s Park Department to help visitors if they get lost. The website needs to have a certain amount of redundancy because visitors may be using smart phones during their journey to the site, and this kind of contact information is necessary.

Most historic sites now have websites. The Friends of the Indian King Tavern have a website <http://www.indiankingfriends.org/> that it is simple and has most of the essential information needed for any visitor. It is not organized as an online archive, which we highly recommend for any historic site, but it communicates well for visitors.

#### **e) RECIPROCAL WEBLINKS WITH CAMDEN COUNTY PARK SYSTEM AND OTHER HISTORIC SITES IN THE AREA**

To reinforce the connections between the historic sites mentioned in Chapter 3, we also suggest that the Glover Fulling Mill Park website administrators ask for reciprocal web links when the new website or web page is developed, from Indian King Tavern and Red Bank Battlefield in National Park NJ organizations.

The next chapter discusses opportunities to promote the Glover Fulling Mill Park on a variety of Social Media channels.

## Chapter 6. Social Media

Logically, an undisturbed archeological site would not have a social media presence, to prevent people from distributing the site. Now that the new Glover Fulling Mill Park is being developed there is a need to create a social media presence for the park on Wikipedia, Facebook or a website page for this property to boost use and interest in the 18<sup>th</sup> century industrial heritage in Haddon Heights.

We are recommending the following social media platforms to be used to promote the history and significance of the Glover Fulling Mill Park.

### a) WIKIPEDIA PAGE FOR GLOVER FULLING MILL PARK

There is much opportunity to direct people interested in the rich history of the site to the Glover Filling Mill social media outlets. At the very least, the site should have a Wikipedia page, which includes the National Register nomination form, links to the Historic Site Management Grant documents and a brief history of the development of the mill, including all the historic photos. This kind of virtual presence on the web is becoming more popular for historic sites.

Wikipedia is a web-based, multilingual encyclopedia that is supported by the Wikimedia Foundation. Wikipedia is free and relies on the collaboration of anonymous volunteers to write and produce the content on its pages. Anyone with internet access can write and edit articles, though there are certain cases where editing is limited to prevent vandalism and disruption. Writers can contribute anonymously, under a pseudonym, or their real name. For more information, visit: <https://en.wikipedia.org/wiki/Wikipedia:About>

Right now there is one contemporary photograph of the new Park viewed from the Camden County Park Haddon Lake. This has one caption which is not complete, it appears on a Wikimedia entry called

[Commonshttps://commons.wikimedia.org/wiki/File:GLOVER\\_FULLING\\_MILL,\\_HADDON\\_H EIGHTS,\\_CAMDEN\\_CTY.jpg](https://commons.wikimedia.org/wiki/File:GLOVER_FULLING_MILL,_HADDON_HEIGHTS,_CAMDEN_CTY.jpg)

To create a Wikipedia page, users must have a registered account. Wikipedia requires that subjects for articles be “worthy of notice” to avoid the “indiscriminate inclusion of new topics.” Wikipedia suggests that the topic is likely to be suitable if it would be for an encyclopedia. Wikipedia suggests searching the site carefully to ensure that the topic does not already exist. Topics can appear under different names. In this instance, it would be better to edit the existing topic and page than to create a new one. For more information, visit:

[https://en.wikipedia.org/wiki/Wikipedia:Your\\_first\\_article](https://en.wikipedia.org/wiki/Wikipedia:Your_first_article)

### *Wikipedia and Historic Sites:*

Wikipedia represents freedom. Anyone can read it, add content to a topic, or edit a topic. People can post its content to their website, share it with their students, or even publish it in a book. The only restriction Wikipedia places on users is the stipulation that the author cannot impose any more restrictions on readers and users than have been imposed on him/her. Wikipedia allows people to write history collaboratively and to produce an article – many take shape over years with thousands of writers and editors – that draws on the knowledge and expertise of numerous people.

Wikipedia is widely read and cited. It gets approximately 1 million visits a day and has become the largest work of online historical writing, the most widely read work of digital history, and the most important free historical resource on the internet. For more information, visit: <http://jah.oxfordjournals.org/content/93/1/117.full>

Wikipedia stays up to date, with edits happening constantly, allows readers to ask questions, and provides transparency on the history of an article and how it was written. Its use of hyperlinks and external links enables Wikipedia to serve as a guide to related material, both in and out of Wikipedia. It provides diversity and access to information and subject matter that is often inaccessible in non-native languages. For more information, visit: [https://en.wikipedia.org/wiki/Wikipedia:Researching\\_with\\_Wikipedia](https://en.wikipedia.org/wiki/Wikipedia:Researching_with_Wikipedia)

Wikipedia pages are often in the top results for searches on Google. A Wikipedia entry can lend an organization or site credibility. Wikipedia highly values neutrality and entries have been deleted when Wikipedia discovered that employees or representatives started them. For more information, visit: <http://www.practicalecommerce.com/articles/413-SEO-Can-Wikipedia-Help-Your-Business->

Wikipedia creates lists that bring together numerous individual entries that share similarities. Not all of the sites on these lists have individual pages. For example, see: [https://en.wikipedia.org/wiki/National\\_Register\\_of\\_Historic\\_Places\\_listings\\_in\\_New\\_Jersey](https://en.wikipedia.org/wiki/National_Register_of_Historic_Places_listings_in_New_Jersey)

Some examples of Wikipedia pages for historic sites:

1. Absecon Lighthouse: [https://en.wikipedia.org/wiki/Absecon\\_Lighthouse](https://en.wikipedia.org/wiki/Absecon_Lighthouse)
2. Captain Francis Babcock House (no individual entry): [https://en.wikipedia.org/wiki/Capt.\\_Francis\\_Babcock\\_House](https://en.wikipedia.org/wiki/Capt._Francis_Babcock_House)
3. See the Wikipedia page for Searight's Fulling Mill from Perryopolis, PA as an example. <sup>31</sup>

---

<sup>31</sup> [https://en.m.wikipedia.org/wiki/Searight%27s\\_Fulling\\_Mill](https://en.m.wikipedia.org/wiki/Searight%27s_Fulling_Mill)

## **b) FACEBOOK PAGE**

Facebook offers businesses, institutions, organizations, brands, causes, or communities the ability to create a page to connect with and engage customers. Pages can contain everything from the basics, hours of operation and contact information, to photographs, events, and business milestones. For more information on the basics, visit:

<https://www.facebook.com/business/learn/facebook-page-basics/>

To create a Facebook page for a business, institution, organization, etc., a person must already have or set up a personal profile. The person chooses a general business category for his/her page from an existing list of six options. Facebook then allows the creator to choose an industry-specific category. The creator, or admin, can then upload pictures, post status updates, update contact information, etc. The original creator can remain the sole admin or designate others to manage their page. For more information, visit: <https://www.facebook.com/business/learn/setup-facebook-page/>

Facebook pages allow businesses and organizations to interact directly with their customers, visitors, and followers. Pages, like personal accounts, can receive direct messages from individuals with Facebook profiles. The page receives notifications when people interact with it. Facebook also provides measurement information that enables the admin to see how the page is performing. The admin typically receives an update from Facebook each week via email. For more information, visit: <https://www.facebook.com/business/learn/facebook-page-admin-tools/>

### *Facebook and Historic Sites:*

Facebook is one of the most-visited sites on the internet. It has become a communication outlet for historic sites, preservation organizations, museums, archives, and libraries across the country and around the world. It allows them to share information and news, share resources, elicit interaction and conversation via “likes,” “shares,” and “comments.” It enables organizations to connect multiple resources in one place. Pages can be linked to other social media sites, such as Instagram, and other websites. This means that when the admin updates a status or adds a photograph on another social media platform, it will automatically appear on the Facebook page. It also enables the admin to link a post on Facebook to their website.

Facebook pages enable people to directly connect with history and historic sites. They serve as a public forum where people can comment, ask questions, and share their enthusiasm. People without Facebook profiles can view Facebook pages, though they cannot “comment,” “like,” or “share” their content. For more information, visit: <http://teachinghistory.org/digital-classroom/tech-for-teachers/23474>

Facebook also offers historic sites the ability to “boost” their posts and audiences by paying for advertising. Individuals can interact and engage with the site by posting reviews, checking in to the site on Facebook, and tagging the site in pictures.

Two examples of historic sites in New Jersey with Facebook pages:

1. Battleship New Jersey: <https://www.facebook.com/BattleshipNJ/?fref=ts>
2. Bergen County Historical Society: <https://www.facebook.com/Bergen-County-Historical-Society-97133583299/?fref=ts>

### c) INSTAGRAM PAGE

Instagram is an online mobile photo-sharing, video-sharing, and social networking services that allows users to take pictures and videos and share them on the app and a variety of social network platforms, such as Facebook, Twitter, Tumblr, and Flickr. Although Instagram was originally known for confining the photos shared on the app to a square frame, it now allows users to post photos in a variety of aspect ratios. Users can apply digital filters to their images or edit images independently using tools, similar to the basic ones found in Photoshop, before sharing them. Videos shared on Instagram can be a maximum of fifteen seconds.

Facebook owns Instagram. Users use hashtags (i.e. #fonthillcastle) to search for images and to help like-minded users to find images and each other. For more information, visit: <https://en.wikipedia.org/wiki/Instagram>

Instagram is a mobile app that people can download on iOS and Android phones and tablets and Windows 8 phones. An Instagram account can only be created using the mobile app, not a computer. Photographs and videos can only be uploaded to Instagram via the mobile app. Once a person has downloaded the mobile app and created an account, he/she can view his/her account from a computer. The creator or admin can also comment on photographs and videos he/she uploaded or those which he/she views on the computer. A person can register for an Instagram account using his/her Facebook account, which makes it easier to link the applications, or an email address. For more information, visit: <https://help.instagram.com/182492381886913>

#### *Instagram and Historic Sites:*

Although Facebook and Twitter allow people and organizations to share images and photographs, Instagram focuses exclusively on the image and lets users easily create, share, and view interesting and artistic images. Followers of a profile can interact with the owner of that profile by liking or commenting on their photographs and direct messaging the owner of the profile. Users can also interact with each other by tagging the profiles of other users in their

images. It is also possible to share images from other profiles within the app. Additionally, Instagram makes it easy for new people to discover a user's profile and images through the search option that allows people to explore Instagram by searching for hashtags.

A hashtag is a word or phrase with no spaces between the words attached to the hash, or number, character (#). A hashtag functions as a kind of metadata tag for the image or post (in the case of Twitter) that brings together every post with the tag when an electronic search is formed. This means that organizations can establish unique hashtags, though typically someone somewhere has used a hashtag at least once, to create a body of work of or created by the organization. This can be a powerful tool when organizations hold an event that brings together numerous participants who use their smartphones in the course of the event to capture images. By encouraging these participants to use a common hashtag, the organization can ensure that it can view and collect all of these images. Hamilton College, its students, and alumni commonly use the hashtag #getscrolled to provide a common thread across social media platforms that will enable the school and its social media followers to collect and search the images and posts created by this large and diverse community. As a result, Hamilton College can follow what others are saying about it and promote posts and photographs created by other users that it likes. This enables the college to connect to its users and community and to create a more interactive social media environment.

Instagram, unlike social media platforms, is growing quickly and gaining new users rapidly. According to Instagram, it reached 300 million monthly users in December 2014. This rose from approximately 200 million monthly users in March 2014. Its growth has even outstripped Twitter. Over 90% of Instagram users, according to Business Insider, are under the age of 35, which has made it an attractive outlet for apparel, media, and entertainment brands. In examining Instagram's demographics, Business Insider found that the app is largely used by young urbanites, especially women. This Millennial generation is the one that many historic sites and organizations are struggling to engage with as the population of the Baby Boomer generation declines.

Instagram connects easily to other social media platforms. Users can share their content easily through other social media sites, such as Facebook, Twitter, Tumblr, and Flickr when they post their images in Instagram. In contrast to other sites, where the emphasis is placed on quantity of images over quality, Instagram users appear to believe exactly the opposite. In fact, Business Insider reported that the app only accounts for 7% of daily photo uploads among the top four photo sharing platforms.

Countless museums, preservation organizations, and historic sites use Instagram as a tool to engage with visitors and followers, to share their activities, to advertise events, and to show people what goes on "behind the scenes." The Isabella Stewart Gardner Museum, the National Park Service, and the Newport Historical Society are only a few historic sites and preservation organizations that use Instagram on a regular basis. People love visual products, and Instagram

provides a way to share them without overwhelming people with too much written content. Furthermore, Instagram allows the followers of a profile to easily keep up-to-date with the person, organization, or institution that they are following. Followers of a profile receive an automatic update on their “newsfeed” whenever a user updates their profile with a new image. As a result, followers do not have to constantly check or search for new information. For more information, visit: <http://mashable.com/2014/12/10/instagram-300-million-users/>; <http://www.businessinsider.com/instagram-demographics-2013-12>

Instagram allows businesses, historic organizations, and historic sites to show what it’s like to work for them. It can promote events. Historic sites can also use it to connect more directly with followers and visitors by featuring photographs or videos uploaded by followers on their sites. This can showcase how people feel about the site and how they engage with it. For more information, visit: <http://webmarketingtoday.com/articles/Instagram-6-Content-Tips-for-Small-Businesses/>

Two examples of historic sites in New Jersey with Instagram accounts:

1. Absecon Lighthouse: [https://www.instagram.com/absecon\\_lighthouse/](https://www.instagram.com/absecon_lighthouse/)
2. Old Barracks Museum: <https://www.instagram.com/oldbarracksmuseum/>

#### **d) YELP AND TRIPADVISOR REVIEWS ABOUT GLOVER FULLING MILL PARK**

TripAdvisor is the largest travel site on the internet that attracts 350 million visitors each month. Accommodations, restaurants, and attractions can be listed on TripAdvisor for free. Listing on TripAdvisor can be initiated by a representative of the business, which can request a listing, or by a user writing a review of the property. TripAdvisor advises checking the site, by searching the site, to see if a user has already written a review before requesting a listing. TripAdvisor only allows one listing per property. If the business is already on the list, a representative of the business can register for the existing listing. Registering gives the representative access to the Management Center, where the representative can manage the listing and reviews, correct inaccurate details, and access free tools to help build the business. For more information, visit: <https://www.tripadvisor.com/TripAdvisorInsights/n680/get-your-business-tripadvisor>

Yelp, like TripAdvisor, allows users to post reviews of businesses on the site. It attracts approximately 135 million visitors a month and has 71 million reviews. Unlike TripAdvisor, a business owner or representative cannot create a page for their business. Rather, it appears that business owners can only claim an existing page that has been created by another user. Yelp suggests searching for the business page at biz.yelp.com. If a business representative starts there, Yelp will walk them through the steps to claim the page. Yelp allows business representatives to add photographs, general information, check-in offers, menus, and more. It

also allows for business representatives to respond to reviews. It also allows businesses to purchase advertising and measures the activity and performance of the site. For more information, visit: [http://www.yelp-support.com/Yelp\\_for\\_Business\\_Owners?l=en\\_US](http://www.yelp-support.com/Yelp_for_Business_Owners?l=en_US)

*TripAdvisor and Yelp and Historic Sites:*

TripAdvisor and Yelp allow the managers of and staff at historic sites to connect with and respond to customers. They also offer customers the option to book tours and activities and to make reservations if the business has opted to add this option to their page. For example, visit: <http://www.tripadvisor.com/AttractionProductDetail?product=6332ATLSEGSIG&d=103496&aidSuffix=tvrm>

Both sites also create lists of the top attractions in a city or region, which allows visitors to explore the neighborhood, city, or region. Both sites bring together the basic information about historic sites in one place, such as hours of operation, location, etc., without requiring visitors and users to search through a website for the information. Certificates of excellence from TripAdvisor can become a selling feature or used to show visitors the quality of the site. Both sites serve as social media platforms that allow users to rate the reviews of other users, to share reviews, and to message one another.

Both sites do present difficulties in that they allow users to post reviews without the knowledge of businesses or the managers of a historic site. Unless a representative claims the page, he/she cannot interact with the users or correct inaccuracies. Both TripAdvisor and Yelp have been accused of having false reviews or ones that have been solicited by businesses and their representatives. Both sites state that they vet reviews and ensure their accuracy.

Two historic sites in New Jersey with TripAdvisor pages (note these may not be managed by the site):

1. Thomas Edison National Historical Park: [http://www.tripadvisor.com/Attraction\\_Review-g60796-d1023095-Reviews-Thomas\\_Edison\\_National\\_Historical\\_Park-West\\_Orange\\_New\\_Jersey.html](http://www.tripadvisor.com/Attraction_Review-g60796-d1023095-Reviews-Thomas_Edison_National_Historical_Park-West_Orange_New_Jersey.html)
2. Old Barracks Museum: [http://www.tripadvisor.com/Attraction\\_Review-g46874-d103622-Reviews-Old\\_Barracks\\_Museum-Trenton\\_New\\_Jersey.html](http://www.tripadvisor.com/Attraction_Review-g46874-d103622-Reviews-Old_Barracks_Museum-Trenton_New_Jersey.html)

The following historic sites in New Jersey have Yelp pages (note these may not be managed by the site):

1. Thomas Edison National Historical Park: <http://www.yelp.com/biz/thomas-edison-national-historical-park-west-orange>

2. Paterson Great Falls National Historical Park: <http://www.yelp.com/biz/paterson-great-falls-national-historical-park-paterson>
3. Red Bank Battlefield Park in National Park NJ  
[http://www.tripadvisor.com/Attraction\\_Review-g46657-d6428745-Reviews - Red Bank Battlefield Park-National Park New Jersey.html](http://www.tripadvisor.com/Attraction_Review-g46657-d6428745-Reviews-Red_Bank_Battlefield_Park-National_Park_New_Jersey.html)

The next chapter identified the specific tasks that we believe make sense for a first year effort to promote the new Glover Fulling Mill Park to the public.

## Chapter 7. Recommended First Steps

We suggest that the following tasks be the interpretive coordinator's main focus from 2016 to 2017.

- a) Create a Wikipedia page for the new park
- b) Create a web page on Library or the Borough Website and upload all reports
- c) Create a PDF brochure
- d) Host an opening event with Reenactors and demonstrations
- e) Create a school program (based on information supplied by Sandra Ragonese)

These activities can be allotted to staff, or a volunteer. at minimal cost to the Borough from 2016 to 2017.

The next chapter identifies possible funding sources for small history or interpretive projects from New Jersey public and private funding sources. We have also suggested undertaking some research on national sources including the National Trust for Historic Preservation and the Institute of Library and Museum Services for project support.

## Chapter 8. Possible Funding Opportunities

There are a variety of funding sources located in New Jersey to pay for small historical projects that might be produced based on the advice in this report. We provide some general information here, but we recommend that you read the grant guidelines in detail to make sure the project qualifies and that they will accept applications from the Borough.

### I. *New Jersey Sources*

#### A. **New Jersey Historic Trust History License Plate Fund**

**Deadline:** Anytime throughout the fiscal year, July 1 – June 30, until the annual allocation has been exhausted.

**Maximum Allotment:** \$5,000

**Description:** The Discover NJ History License Plate Fund

<http://www.njht.org/dca/njht/programs/discover/>

The Discover New Jersey License Plate Fund provides small grant (up to \$5,000) to develop and promote visitor ready sites as heritage tourism destinations. These technical assistance grants may be used to promote interpretation, marketing links among heritage sites; to assess visitor-readiness of a heritage site or sites; to establish performance evaluation systems; and to provide training initiatives, workshops, and educational activities that foster the goals and objectives of the NJ Heritage Tourism Plan. Applications to the Discover NJ History License Plate Fund for heritage tourism initiatives will be accepted at any time throughout the fiscal year, July 1 to June 30, until the annual allocation has been exhausted. The Board of Trustees of the Historic Tryst will award the grant request during a regularly scheduled quarterly meeting. Applicants will be notified in writing of the decision on their request. In order to be considered by the Board at one of its regularly scheduled meetings, a completed application should be received no later than four weeks prior to the meeting.

#### B. **New Jersey Historical Commission**

The information below is from the NJHC website

[http://www.nj.gov/state/historical/dos\\_his\\_grants.html](http://www.nj.gov/state/historical/dos_his_grants.html) . If you plan to make an application, please check it to make sure dates and funding programs are current.

## General Operating Support Grant

**Deadline for Fiscal Year 2017** (assuming similar each year):

Intent to Apply: March 1, 2016

Application Deadline: April 5, 2016

Notification: July 2016

**Funding Level:** Minimum Request: \$5,000

Budgets under \$30,000: \$5,000 to \$10,000

Budgets of \$30,000 or more: Up to 33 percent of the average of the non-state operating income from the last completed fiscal year and the current fiscal year.

Description: The New Jersey Historical Commission is a state agency within the Department of State dedicated to the advancement of public knowledge and preservation of New Jersey history. All of its grant funding is provided by legislative appropriation.

Eligibility: Operating support grants are available only to organizations. There are general standards of eligibility as well as specific requirements for programs. For details regarding eligibility see the guidelines available on the website. All applicants will be notified of grant decisions. **(The next two-year cycle begins in FY 2017.)** Successful applicants will receive notification of the grant award for FY 2017 and a provisional commitment to fund for FY 2018.

The NJHC GOS grants have the possibility of becoming a source for support in order to develop a larger, multi-phase program to address many of the projects identified in the recommendations section.

## Project Grants

**Project Grants and Mini-grants Deadlines for fiscal year 2017** (assuming similar each year):

Intent to Apply: April 1, 2016

Application Deadline: May 6, 2016

Notification: July 2016

**Funding Level for Project Grants:** \$3,001-\$15,000

**Funding Level for Round I Mini-grants:** Up to \$3,000

**Description - Project Grants:** Funding is available for expenses of specific projects relating to New Jersey history. Eligible categories include conservation of historical materials (manuscripts, books, costumes, historical visuals); editorial and publication projects; educational initiatives; exhibitions; media (films, radio, videotape, digital media); public programs; and research (including archaeological projects, fellowships, oral history, and National and New Jersey Registers of Historic Places nominations).

*Page 44, DRAFT report, Heritage Tourism Potential Glover Fulling Mill Park, Heritage Consulting Inc.*

**Description - Mini-grants:** Mini-grants provide support for smaller projects related to New Jersey history. Applicants may request support for planning (long-term, strategic, and interpretive) but they may not use Mini-grant funds for other types of operating support. Eligible categories include conservation of historical materials (manuscripts, books, costumes, historical visuals); editorial and publication projects; educational initiatives; exhibitions; media (films, radio, videotape, digital media); public programs; and research (including archaeological projects, fellowships, oral history, and National and New Jersey Registers of Historic Places nominations).

### C. New Jersey Humanities Council

**Description:** The New Jersey Council for the Humanities <http://njch.org/programs/grants-overview/> invites New Jersey-based nonprofit organizations and public entities to submit requests for funding in support of their public humanities projects. The Council regularly receives applications from public libraries, historical societies, museums, arts groups, service organizations and institutions of higher education. The Council does NOT provide grants to individuals.

Grant Types	Maximum Request	Draft Application Deadline	Final Application Deadline	Notification of Decision	For Projects Taking Place
<b>Major</b>	\$20,000	April 1 September 1	May 1 October 1	June November	August 1, 2015 or later January 1, 2016 or later
<b>Mini</b>	\$3,000	January 15 April 15 July 15 October 15	February 16 May 15 August 17 November 16	March June September December	May 1, 2015 or later August 1, 2015 or later November 1, 2015 or later February 1, 2016 or later
<b>Community Discussion</b>	\$500	N/A	TBD	TBD	TBD

Grantees are required to provide at least a 1:1 match for their grant awards. Both cash and in-kind contributions can be used to meet this matching requirement. These contributions may

come from any source, with the exception of the National Endowment for the Humanities (NEH).

Eligible applicants include:

- Registered New Jersey nonprofit organizations
- Local, state, and federal government agencies operating within New Jersey
- Registered New Jersey or out-of-state nonprofit organizations sponsoring a film about a New Jersey subject

Twice yearly, NJCH awards major grants of up to \$20,000 in support of public humanities projects through a competitive proposal review process. Mini-grants of up to \$3,000 are awarded four times a year. NJCH re-grants federal funds it receives as a grant from the National Endowment for the Humanities. The Catalog of Federal Domestic Assistance (CFDA) number related to the National Endowment for the Humanities grant monies is 45.129. Please consult your organization's accountant/auditor to determine if you are subject to certain governmental audit requirements as a result of your receipt of these federal funds.

To be considered for support, projects are required to:

- Have the humanities at their core
- Actively involve a humanities scholar
- Involve public discussion of and/or distribution of humanistic work
- Present objective points of view
- Feature free and open access for any public events (Nominal donations may be requested but cannot be required for admission. Regular museum entrance fees may be collected, but no additional fee may be charged for a funded exhibit or event.)

NJCH encourages projects that:

- Present fresh and original ideas
- Present traditional ideas in new and novel ways
- Foster public discourse
- Promote cross-cultural understanding
- Exhibit contemporary relevance
- Involve intended audiences in the planning process
- Examine issues of public policy
- Provide free humanities resources to the public

NJCH does not fund:

- Direct social action or political advocacy

- Projects that provide academic credit, scholarships, fellowships, or regular course offerings
- Projects focusing on teaching methodology
- Research monographs
- Research or individual scholarship not connected with a public program
- Programs that charge admission (Nominal donations may be requested but cannot be required for admission. Regular museum entrance fees may be collected, but no additional fee may be charged for a funded exhibit or event.)
- Scholarly programs directed at a limited audience
- The performing arts

Community Discussion Grants Description: Does your organization want to host a book discussion group? Are you planning a new film discussion program? Whether your organization has been working in the public humanities for years or is planning a project for the first time, the New Jersey Council for the Humanities invites you to apply to participate in its Community Discussion Grants Program.

With awards of up to \$500, a simple application process, and only weeks to award notification, NJCH's Community Discussion Grants help nonprofit and public organizations create small-scale humanities programs that have a big impact on their communities.

**Goals and format:** Projects will use the humanities to foster community discussion around a "big idea." A big idea raises basic questions of meaning and value and invites discussion and debate. A big idea is better understood through dialogue and exposure to other points of view.

These big questions can be explored through:

- A reading/discussion event or series;
- A film screening/discussion event or series; or
- A series that combines these formats

Projects must engage a scholar-facilitator who will facilitate a conversation, not give a lecture. A scholar-facilitator must have:

- An advanced degree in a humanities discipline, such as literature, history, or philosophy; and
- Previous experience as a reading or film discussion leader

#### **D. New Jersey State Council on the Arts**

**Description:** The New Jersey State Council on the Arts

[http://nj.gov/state/njsca/dos\\_njsca\\_grants.html](http://nj.gov/state/njsca/dos_njsca_grants.html) supports full-time, ongoing public arts programs that are maintained by nonprofit organizations, agencies, institutions or units of local to help underwrite the expense of presenting major, ongoing arts programs. This grant category is open to a variety of organizations that produce or present on-going public arts programs

**Deadlines for Organizational Grant Programs (The next three-year cycle begins in FY 2017):**

Notice of Intent to Apply: Wednesday, December 16, 2015 for all grant categories

Application Deadlines: Wednesday, February 3, 2016 for all grant categories

**General Program Support (GPS) Grant**

**Description:** Support for the costs of full-time, ongoing public arts programs that are maintained by non-profit organizations, agencies, institutions, or units of local government and which uphold high standards of artistry, public benefit, outreach, management, and accountability. These programs should have their own mission and goals, have ongoing direction, be considered permanent within the sponsoring institution, and contain multiple events or activities. Programs should be wholly dedicated to the arts and the sponsoring organization should clearly demonstrate its commitment to support of the arts program through the allocation of its resources and funds raised in the community. Review and consideration of GPS requests will occur every three years. Receipt of a GPS grant usually carries the commitment of the Council to fund the organization over a three-year period, although the funding level will be determined annually.

**Arts Project Support (APS) Grant**

**Description:** Support for a single arts event that upholds high standards of artistry, management and accountability and provides significant public benefit. A project is defined as a public activity or event that occurs once during the year either as a single day or weekend presentation, or a series of the same presentation occurring within a very limited and specific timeframe generally not exceeding six (6) weeks. Examples include: a concert, an exhibition, a reading, the run of a single theatrical production, or a festival.

*Please note:* This category does not support ongoing or multiple programs, an annual series of events or the general operations of the sponsoring organization.

The project must be wholly dedicated to the arts and the applicant should clearly demonstrate its commitment to the arts project through the allocation of its resources and funds raised from the community. Applicants unclear about the distinctions between a project and a general on-going program as defined here should contact the Council staff.

*Please note:* General Operating and General Program Support grantees or applicants are not permitted to also apply for APS grants except in Folk Arts.

### **E. The New Jersey Cultural Trust**

**Description:** The Trust <http://www.nj.gov/state/culturaltrust/index.html> provided grants to support capital project, endowments and institution and financial stabilization of arts, history and humanities organizations in New Jersey. Funding for the grant comes from interest earned on the Cultural Trust Fund, which is a permanent investment fund.

#### **Institutional and Financial Stabilization Grants for History and Humanities Organizations**

**Funding Level:** \$10,000 to \$30,000

**Deadline for Fiscal Year 2017** (assuming similar each year):

- March 1, 2016 – Letter of Intent and Application for Qualification are due
- April 6, 2016 – Full application due
- June/ July 2016 – New Jersey Historical Commission will convene panels and craft recommendations
- 1st week of November – Cultural Trust will take action and announce grants
- November 20, 2016 – November 30, 2017- Grant period for successful grant

**Description:** The New Jersey Cultural Trust Institutional and Financial Stabilization Grant Program for History and Humanities Organizations is a funding program designed to assist groups in addressing financial and operational challenges that threaten their stability and to help build greater operational capacity to manage and advance their work and achieve their missions. The program is administered by the New Jersey Historical Commission with the New Jersey Cultural Trust. All history and humanities organizations qualified by the New Jersey Cultural Trust are welcome to apply for this funding.

**Eligibility:** In order to submit an application for funding to this program, an organization must first apply for qualification by the New Jersey Cultural Trust. To be qualified, an institution must be a New Jersey-based, nonprofit organization. (No schools, units of government or religious organizations are permitted). An organization must also demonstrate that it fulfills a history or humanities mission through active programs and services, has been in operation for a minimum of 4 years, has a functioning board that provides financial oversight to the standards set by the Cultural Trust, and is tax-exempt. The term “humanities” includes, but is not limited to, the study and interpretation of the following: languages, linguistics, literature, history, jurisprudence, philosophy, archaeology, comparative religion, ethics, the history, criticism, and theory of the arts, those aspects of the social sciences which have humanistic content and

employ humanistic methods, and the study and application of the humanities to the human environment.

**Matching:** There is NO matching requirement. However, if an organization's proposed project costs more than is being requested, the proposal must clearly demonstrate the organization's ability to provide the remaining necessary funds. Grant funds may not be used to match any other State of New Jersey grant. Indirect and other administrative costs not directly related to the project may not be charged against the grant.

#### **F. Other funding opportunities**

There are federal grants from the **Institute of Library and Museum Services** that may be worth considering. We suggest viewing their website to determine if the projects of the Borough Parks Department might be eligible: <http://www.ims.gov/applicants/default.aspx>.

Small grants are also available from the **National Trust for Historic Preservation**. Their Preservation Grants from the National Trust Preservation Funds encourage preservation at the local level by providing seed money for planning and education projects. Grants range from \$2,500 to \$5,000 and require a dollar-for-dollar match. Full eligibility requirements and grant guidelines, along with a link to their application, can be found at <http://www.preservationnation.org/funding>. These grants are highly competitive since they are drawing applications from all around the country.

As with any grant application, you are wise to talk to staff of the foundation/organization first before making the effort to send in a complete grant application. Many funders may want a brief overview of your project, such as a letter of intent, to see if it fits their guidelines before accepting applications. This is worth the time to do, and will sharpen up your application if you do eventually apply.

A thorough search of the now online Foundation Directory would also be a worthwhile effort to identify possible grants from area foundations: <https://fconline.foundationcenter.org/>.

Finally, it would be wise to contact your state senators, assemblyperson, and congressperson to get their advice on grants and appropriations available from the state or federal government outside of traditional granting agencies.

## **Chapter 9. Conclusion**

The opening of the Glover Fulling Mill Park is a major accomplishment for the Borough of Haddon Heights. The new Park permits the Borough to tell unique and interesting stories about the Revolutionary War period, entrepreneurship, industrialization and everyday life in Colonial America. A new park with a strong interpretive program can bring these stories to life for residents, school children and visitors. We encourage the new Park proponents to ensure that the full story of the mill is told using a variety of interpretive methods mentioned in this report.

## Chapter 10. Credits

Donna Ann Harris wrote this Assessment of the Heritage Tourism Potential for the Glover Fulling Mill Park in Haddon Heights NJ. Audrey von Ahrens, an intern with Heritage Consulting Inc. prepared the visitor amenities map. Eryn Boyce, another intern with Heritage Consulting Inc. wrote the sections on Geocaching, Wikipedia, Facebook, Instagram and Yelp and TripAdvisor. She also updated the chapter on fundraising with current information. She also edited this document.

**Donna Ann Harris** is the principal of Heritage Consulting Inc., a Philadelphia-based consulting firm that works nationwide in several practice areas: downtown and commercial district revitalization, historic preservation, heritage tourism, program evaluation and nonprofit organizational development. Prior to starting her firm eleven years ago, Ms. Harris was state coordinator for the Illinois Main Street program for two years and the manager of the Illinois suburban Main Street program for four years. During her tenure, Ms. Harris served 56 Illinois Main Street communities, led a staff of 12 and managed a budget of over a million dollars.

Prior to her Main Street career, Ms. Harris spent 15 years as an executive director of three start-up and two mature preservation organizations, each with its own organizational and fundraising challenges. AltaMira Press published her book *New Solutions for House Museums: Ensuring the Long-Term Preservation of America's Historic Houses* in 2007. In the past eleven years, Ms. Harris has spoken at more than 35 national, regional and statewide conferences about historic house museums and alternative uses and stewardship responsibilities. Ms. Harris has published articles about reuse of historic house museums in *History News*, the quarterly magazine of the American Association for State and Local History and *Forum Journal*, the quarterly journal of the National for Historic Preservation. Preparing heritage tourism assessments and audience research studies have been a major focus of her practice for the last five years.

**Eryn Boyce** is a preservation and museum professional with over three years of experience in educational programming, marketing, customer service, site management, and technology for the historic preservation and museum fields. She earned her M.S. in Historic Preservation from the University of Pennsylvania, where she won The Anthony Nicholas Brady Garvan Award for her thesis, *The Riddell of Modern Architecture: Defining the Profession in the Mid-Nineteenth Century*. Ms. Boyce earned her B.A. in History from Hamilton College. She currently works as the Site Assistant at Fonthill Castle in Doylestown, Pennsylvania. She is passionate about engaging people in the preservation of their communities and historic sites through technology, social media, and interactive programming, architectural history, and Tudor England. Ms. Boyce currently resides in North Wales, Pennsylvania.

**Audrey von Ahrens** is an intern at Heritage Consulting Inc. She takes on an array of projects such as editing work, design work, and assistance at client meetings. Ms. von Ahrens is a dual degree graduate student at the University of Pennsylvania's School of Design. She will be graduating in May of 2016 with degrees in both Master in City Planning and Master of Science in Historic Preservation. She obtained her Bachelor of Arts at the University of Pittsburgh where she majored in Architectural Studies and Urban Studies with a minor in Fine Arts.

Prior to starting her internship at Heritage Consulting Inc., Ms. von Ahrens completed a summer work-study internship at Tacony Community Development Corp. During her time there, she completed work in an effort to help revitalize the Historic Torresdale Ave. Commercial Corridor such as the designing of a Business Recruitment Package. Other internships she held were with the Pittsburgh Department of City Planning and the Pittsburgh History & Landmarks Foundation.

*Contact*

Donna Ann Harris  
Heritage Consulting Inc.  
422 South Camay Street  
Philadelphia, PA 19147  
215 546 1988  
Donna@heritageconsultinginc.com  
www.heritageconsultinginc.com

## Appendix A Visitor Services Map