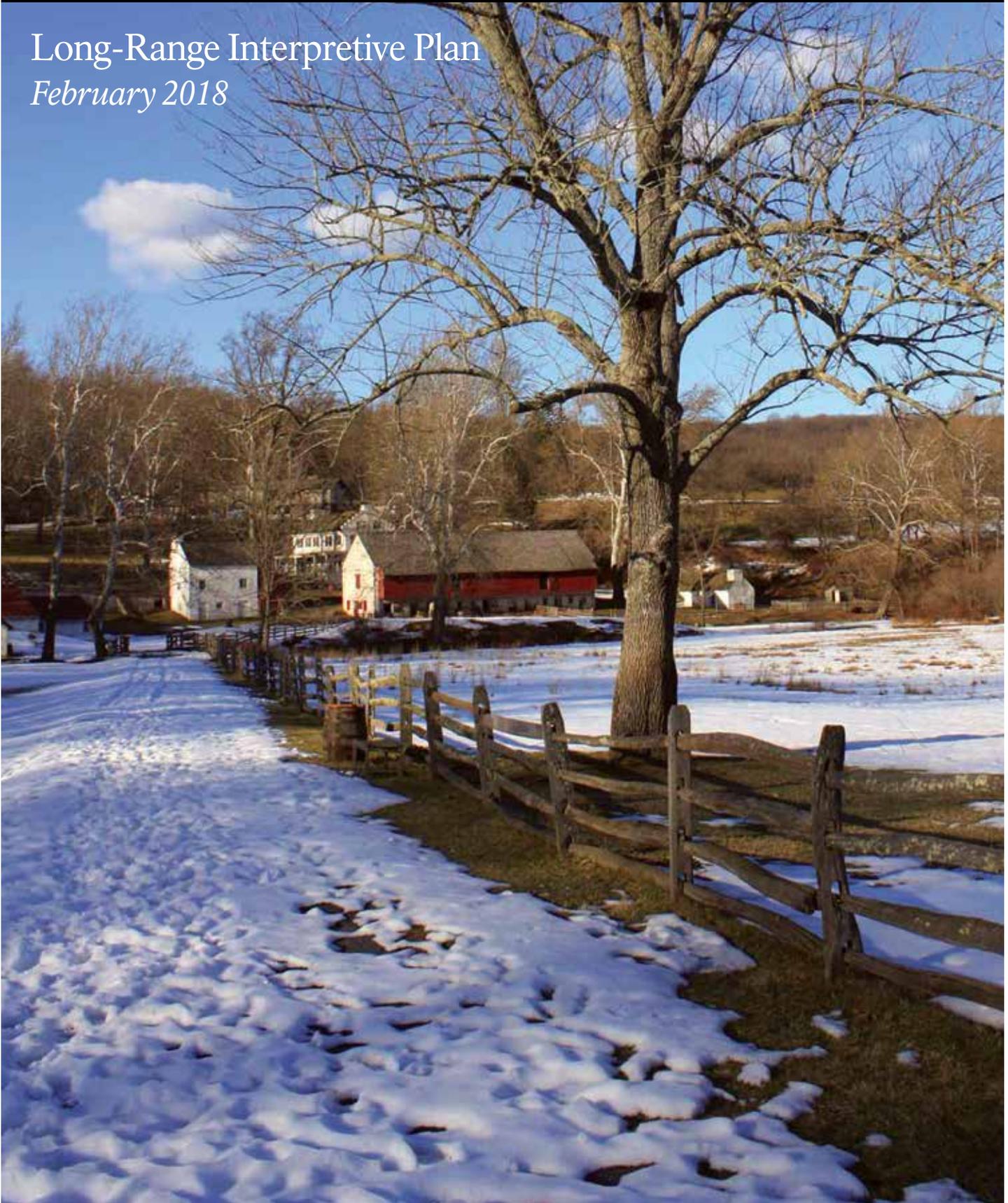


National Park Service  
U.S. Department of the Interior



# Hopewell Furnace National Historic Site

Long-Range Interpretive Plan  
*February 2018*



**Cover: Hopewell Furnace National Historic Site,  
winter scene**

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# Long-Range Interpretive Plan

## *February 2018*

Hopewell Furnace National Historic Site  
Pennsylvania

Produced by:  
Hopewell Furnace National Historic Site  
Northeast Regional Office  
Harpers Ferry Center

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



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# Introduction

## About Interpretive Planning

Interpretive plans outline recommendations for future interpretive services, facilities, media, and community relationships. In the planning process, park staff, partners, and stakeholders work together to develop a comprehensive tool that outlines visitor experiences, education, and recreational opportunities that will facilitate the ability of audiences to connect to the resources and stories of a park. The goal is to promote park resource values through purposefully planned audience experiences.

This plan recommends actions that should occur over the next several years. Developed in two phases, it satisfies the requirement for an interpretive plan for the park as established in Director's Order #6. (<http://www.nps.gov/policy/DOrders/Dorder6.html>).

The Foundation Section of Hopewell Furnace NHS' plan articulates purpose, significance, themes, management goals, target audiences, and visitor experience goals, as well as a review of issues and influences that will impact future programs. It is built upon elements of the park's Foundation Document and other plans. The appendix includes a brief review of existing conditions.

The second phase of the plan builds on the foundation with recommendations about interpretive services, media, and strategic partnerships for the site. It recommends the best personal and non-personal interpretive services and community involvement activities that will communicate the park purpose, significance, and themes to its various audiences, and culminates in an Action Plan that describes priorities and the phased presentation of programs.

An interdisciplinary team of NPS staff, stakeholders, and partners met in April of 2016 to review the park's purpose, significance, and interpretive themes. The group vetted the themes for relevance, bias, and current scholarship. A Recommendations Workshop was held in October of 2016 with staff and key partners. The Action Plan was created from the recommendations developed at that meeting. Park staff conducted additional meetings to further refine content and recommendations.

Recommendations about visitor experience, media, services, and programming will be updated during annual planning and as staffing, funding, technology, or resource conditions change. Further planning may be done and design documents created to implement some of the goals and recommendations in this plan.



### Site Description

Hopewell Village represents a full-scale historic iron plantation typical of the many that dotted the landscape in southeastern Pennsylvania in the 18th and 19th centuries. Operating from 1771 to 1883, Hopewell, along with other iron plantations in the region, laid the foundation for the transformation of the United States into an industrial giant. The park incorporates more than 81 historic structures, including the original masonry blast furnace, ironmaster's house, and tenant buildings; restorations and reconstructions of the buildings where iron casting was done and fuel was stored and loaded; several smaller structures, farm houses, Civilian

Conservation Corps (CCC) picnic areas, school house ruins, and a church. The site also maintains a farm program, with live animals including a pair of draft horses, a pair of heritage breed steers, chickens, and a breeding herd of sheep, whose lambs and shearing provide major attractions in the spring.

The furnace's setting in the middle of the Hopewell Big Woods emphasizes the strong natural resource story behind the success of Pennsylvania's early iron industry: the presence of wood for charcoal, iron ore mines, limestone quarries, and water power.

## Site Background

Established during the height of the Depression by the Franklin Delano Roosevelt administration as a leisure destination for the people of Philadelphia, Hopewell Furnace's 848 acres and historic structures are located within the Hopewell Big Woods, the last unbroken tract of forest left in southeast Pennsylvania.

The Hopewell Furnace property was purchased by the federal government in 1935 to become part of a "Recreation Demonstration Area" developed by the Works Progress Administration (WPA). Some restoration and development work was performed by the Civilian Conservation Corps between 1935 and 1942. On August 3, 1938, a "core"

historic area of the property was designated a National Historic Site. The remainder of the property was transferred to the State of Pennsylvania in 1946 and today makes up most of neighboring French Creek State Park.

Detailed descriptions of the park's administrative history may be found here:

[https://www.nps.gov/parkhistory/online\\_books/hofu/adhi.pdf](https://www.nps.gov/parkhistory/online_books/hofu/adhi.pdf). A listing of the park's enabling legislation is available beginning on page 27 of "Foundation for Planning and Management Hopewell Furnace National Historic Site," July 2007, at <https://parkplanning.nps.gov/showFile>.



# Part I: The Foundation for Planning

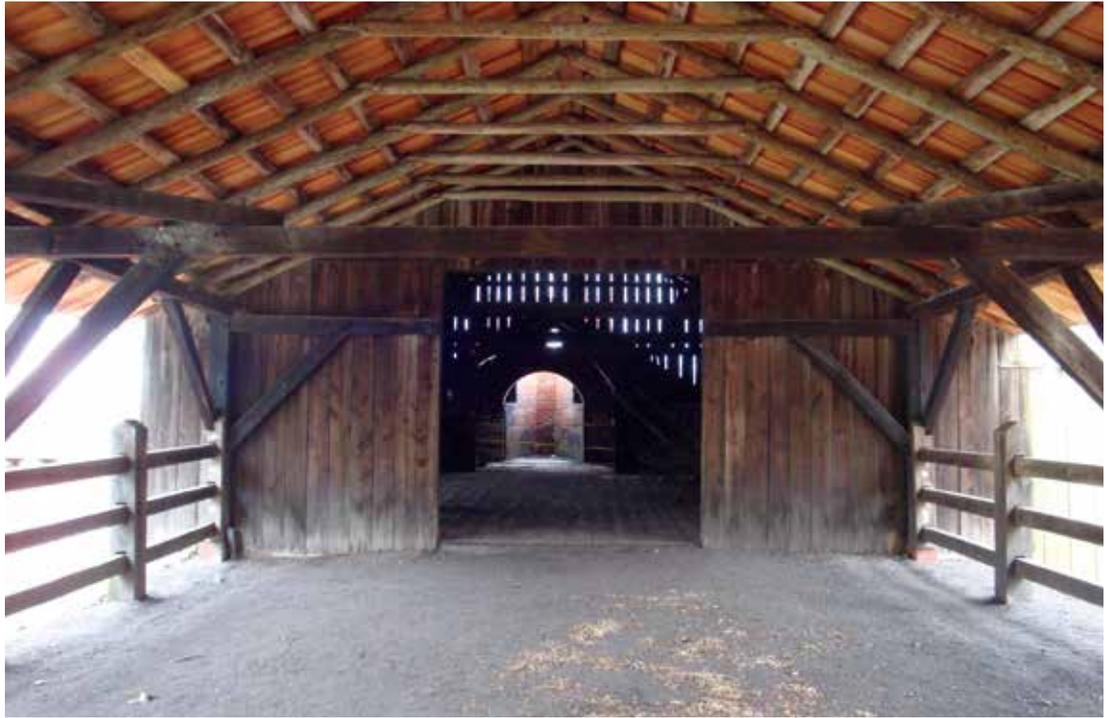
The foundation for planning is derived from enabling legislation and provides basic guidance for planning and management decisions. Park purpose, significance statements, and interpretive themes remain relatively stable over time. Together, they establish an organizational baseline for planning and management efforts.

## Park Purpose

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

*Hopewell Furnace NHS preserves the late 18th- and early 19th-century setting of an iron-making community, including the charcoal-fueled furnace, and its natural and cultural resources. This community illustrates the essential role of industrialization in the growth of the early United States.*





### Park Significance

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

The February 2017 Foundation Document identifies that Hopewell Furnace NHS is nationally significant because:

- *Hopewell Furnace National Historic Site interprets an early iron-making village that operated from 1771 to 1883. Its buildings, associated landscape, and its people illustrate the American industrial past. Together, the site's structures and landscape maintained their completeness through many distinct time periods and a wide variety of uses.*
- *Hopewell Furnace National Historic Site possesses an extensive documentary collection of company records that reveal the daily business operations and activities of the people who lived and/or worked at the furnace.*
- *Historically, Hopewell's flowing water, forest, and geology provided the necessary resources for the development of a cold blast furnace operation. Today, the preservation of the natural setting and its biodiversity provides a high quality environment that has not been overwhelmed by modern intrusion.*
- *Hopewell Furnace National Historic Site is part of the "Hopewell Big Woods" that is within the congressionally designated ecologically unique Highlands region: an asset for public recreation and unique scientific, cultural, and natural resources.*



## Interpretive Themes

Interpretive themes are organizational tools. They provide a conceptual framework for visitor experience planning and programming. Interpretive themes are derived from and capture the essence of park purpose, park significance, resources, and values. Themes can help explain why a park story is relevant to people who may believe they are not connected to an event, time, or place. They go beyond simple descriptions or recitations of fact; they reflect the context and effects of events or processes in order to foster opportunities for visitors to experience and consider the meanings, concepts, and values represented by park resources.

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

Note: An Interpretive Theme Matrix is included in the appendix. The theme matrix describes in more detail the theme statements, examples of concepts that may be included within each theme, and examples of topics and stories that could be used to illustrate the themes.

Hopewell Furnace NHS' interpretive themes are:

- **Iron and Industry**  
Hopewell Furnace served as the heart of an early American iron-making village and illustrates the growth of industry in the new nation, the critical importance of the country's abundant natural resources, and the interdependence of the people who worked together to create the products that sustained the nation.
- **The Land and Its Resources**  
Abundant natural resources in Southeast Pennsylvania supported an early American iron industry at Hopewell Village, demonstrating not only human dependence on nature for economic survival, but providing examples of the ways people over time have used resources in both sustainable and unsustainable ways.
- **Hopewell Village as a Park**  
Today, Hopewell's landscape represents a culture shift in American values regarding land use, emphasizing the transition from resource extraction for industry to conservation, stewardship, and memorialization.
- **Hopewell's Communities**  
The village of Hopewell Furnace was home to a diverse and interrelated iron-making community that thrived or declined depending on a variety of local, national and global economic and political factors, similar to those that impact our communities today.

## Part II: Envisioning the Future

This section includes management goals, describes desired visitor experiences, identifies targeted audiences, and lists the challenges and issues that affect visitor experience. All these elements help set direction and are useful when envisioning the future.

### **Park Visitor Experience, Interpretation, and Education Goals**

Management's visitor experience, interpretation, and education goals are to:

- **Focus on the people**  
Interpretation will shift from an exclusive focus on how iron was made at Hopewell to a more comprehensive look at Hopewell's people, breathing new life into the site's stories. This will be facilitated by the extraordinary archive of the Furnace's account books, which open an unusually complete window into the lives of a broad array of residents and workers at Hopewell Furnace, and allow the site's heretofore untold, provocative stories to be shared.
- **Focus on new approaches beyond personal services**  
Interpretation will provide rich visitor experiences that go beyond personal services to include other robust modalities, including digital media. Staff members will be deployed strategically and effectively in order to leverage their talents, knowledge, and assigned work hours to best share the site's relevance and meaning with a wide array of targeted audiences.
- **Focus on recreational visitors, learners, and community.**  
These are among the audiences to be strategically targeted at Hopewell Furnace NHS.
- **Focus on increased collaboration**  
Interpretation at Hopewell Furnace NHS will involve a bold but pragmatic, practical, and sustainable strategic approach that will include more collaboration with outside entities, create a new array of stakeholders who will increase participation in the site's programming, and provide critical leverage in enhancing the reach of the program.
- **Focus on relevance**  
Interpretation will emphasize the ways in which the site's stories are relevant to today's visitors. Issues include, but are not limited to, responses to changing markets and the arrival of new technologies, immigration, the growth of social systems to support industry, and the birth of capitalism and consumer culture, all firmly evident in the study of Hopewell's past. Visitors will connect with the relevance of natural resources to their lives as the Hopewell Furnace environment vividly illustrates dramatic changes to the historical southeast Pennsylvania landscape through urbanization and development.



### **Desired Visitor Experiences**

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

- **Visitor Experience Goal: Programming targeted to recreational visitors to adjacent public lands, including French Creek State Park and the National Lands' Crow's Nest Preserve**

(See Recommendations regarding Visitors to Public Lands Adjacent to Hopewell Furnace.)

Adjacent French Creek State Park receives over 750,000 visitors per year, while Hopewell Furnace only sees about 50,000 visitors. (At the time of this writing, visitation is measured at the Visitor Center, at special events, and via a car count mechanism and formula. Many visitors do not access the Visitor Center). An important goal is to attract more visitors who access adjacent public lands, whether attracting them to park-based programs, or serving them on adjacent properties.

- **Visitor Experience**

#### **Goal: Accessibility** (See

Recommendations related to Accessibility.)

The main goal for visitors of all abilities is that they would be able to visit and experience all that the site has to offer without the need for additional accommodations or extraordinary attention. The park is always refining and improving this universal accessibility as part of the visitor experience.

- **Visitor Experience Goal: Mobile Web** (See Recommendations related to Digital Resources.)

People of all ages have increasingly enjoyed access to information via mobile web applications. Young people represent a particularly strategic opportunity to develop a sustainable audience into the future, for if their interest can be captured at their age, they may continue as loyal audience members in later stages of life. Being “digital natives,” they have adopted the platforms of the digital era – the internet, mobile technology, and social media – upon which they build their own networks. These technologies open up a vast array of strategic possibilities for interpretation that broaden the reach of programming and the “Millennials” and the teenagers who follow them are especially open to and accepting of this method of receiving information.



related to Creating Audience-centered

### Targeted Audiences

While all people are welcome and invited to participate, some audiences are targeted for focused attention because they may be inadequately served by existing interpretation, need different strategies for engagement, require specific methods to open communications and sustain relationships, or offer strategic advantages with regard to maximizing outreach.

Factors to consider when developing interpretive and educational programs and services include the life experiences of the individual or group, level of education, learning styles, languages, cultural traditions, time available for interaction, and other factors.

The park has identified the following targeted audiences:

- **Visitor Experience Goal: Special events that are strategic for the park and meaningful to visitor** (See Recommendations related to Special Events.)

Success with this program will depend upon a careful assessment of the effectiveness of the existing traditional events, open minds with regard to which provide the best, most strategic visitor experiences, and the willingness to make changes to long-standing park traditions.

- All visitors to Hopewell Furnace NHS will have the opportunity to:
  - Receive exemplary visitor services throughout their visit
  - Be provided with choices for accessing the park's stories, resources, and values, including:
    - Participation in formal programs led by park staff, or
    - Informal access, completely self-guided based on park- provided wayside signs, print materials, and digital platforms that are contemporary and well designed, including Hopewell's PARKMobile app, or
    - A combination of the two approaches. (See Recommendations

- **Recreational visitors** (See Recommendations regarding Visitors to Public Lands Adjacent to Hopewell Furnace.)  
The proximity of French Creek State Park to the park presents a particularly tempting challenge for visitor engagement, with its annual attendance of about 750,000.
- **Learners** (See Recommendations related to Education.)
  - Hopewell Furnace's themes and stories offer a great deal to educators teaching Pennsylvania history, whether via public or parochial schools or homeschool-oriented educational coops. Public school

classroom teachers are challenged by testing requirements and other mandates that make field trips to sites like Hopewell Furnace difficult to manage. Privately-managed educational organizations offer more flexibility and independence, and tend to work well with the park's educational offerings, making these learners a valuable target audience given available resources. Strong content matches at Hopewell include:

- *Technology and Society*, including how the use of technology affects the environment, why new technologies are developed and old ones improved in terms of needs and wants, and how the history of civilization is linked to technological development.

- *Environment and Ecology*, including how ecosystems change over time due to natural and/or human influences.

- *Natural Resources*, including ways humans depend on natural resources for survival.

- *Humans and the Environment*, including how people use resources in sustainable and non-sustainable ways, and how human activities affect the environment.

- *Historical Analysis and Skills Development*, including how geography and climate have influenced continuity and change over time. *Pennsylvania History*, including locating documents, objects, and places critical to Pennsylvania history and the twin influences of continuity and change.

- **Community** (See Recommendations related to Community.) Hopewell Furnace NHS rests on the

border of two counties, residents of which offer different opportunities, and reflect quite different needs and means of potential engagement. While many of Hopewell's themes and stories have universal relevance, programming and marketing for constituents of Berks and Chester Counties may call for recognition of two different audience sets with diverse resources, needs, interests, and cultural frames of reference. For example, according to the 2010 United States Census, Berks County's Reading ranked as the most impoverished in the nation for a city of its size, while more than 44% of residents of Chester County enjoy household incomes of more than \$100,000 per year. Education levels are higher in Chester County (50% with bachelor's degrees or higher) compared with Berks (24%), and Chester County residents on average have more funds available for consumer expenditures including entertainment, and for charitable contributions. (See Appendix 6 for details.)

African Americans and Latinos are particularly under-served at Hopewell Furnace NHS. Berks County's population is 6.78% African American and 17.65% Latino. A 2002 visitor survey of Hopewell Furnace NHS lists no African American visitors at all, and just 0.1% Latino. Considering the large nearby Latino population, and the great number of important African American stories embodied at the site, the situation appears ripe with opportunity.

## Challenges and Issues Affecting Interpretation

Issues and challenges describe such things as internal or external issues, influences, pressures, trends, initiatives, relationships, communications, or goals that may affect interpretation. They are the things that may affect planning or that need to be considered when developing implementation strategies and actions. Identifying and understanding the challenges helps to develop strategies to overcome them, build on strengths, mitigate competing interests, overcome obstacles, and resolve management issues.

Challenges and issues facing the park are:

- **The park must rethink its approaches and operations for operational and fiscal sustainability.** Current offerings are not sufficient to attract new visitors. Human, budget, and fiscal resources are limited. Methodologies such as audience-centered approaches and dialogic programming offer new opportunities to build relevance with audiences. Hopewell Furnace National Historic Site is ripe for an interpretive upgrade. This means taking a hard look at park programs and making strategic, data-driven decisions, even if that includes ending some traditional services, hours, practices, and programs for which efficacy cannot be objectively demonstrated. It means fresh new programming and events at the park and finding creative ways to support desired services and programming by leveraging non-traditional sources for funding and staffing. There is a need for strategies for making park rangers' contacts with visitors more effective and compelling. Staff must be intentional and data-driven in making decisions about programs and media.
- **Most of the site is not accessible.** The grade from the visitor center to the village is steep, the paths have surfaces ill-suited for wheelchairs and scooters, and access to most buildings includes a few steps. The staff has a golf cart available to bring mobility-impaired visitors down the hill to the village, but once there, there are still a large number of physical obstacles that prevent full access. An unmarked driveway off Highway 345 provides direct, flat access to the heart of the village, and visitors with mobility issues are encouraged to enter the site from that side, and park at a paved lot near one of the tenant houses.
- **Adjacent French Creek State Park receives over 750,000 visitors per year, while Hopewell Furnace only sees about 50,000 visitors.** There is an opportunity to engage more fully with French Creek SP visitors, as well as those to adjacent Crow's Nest Preserve, whether attracting them to onsite programs, or serving them on site at the state park.
- **The park is "porous."** It is not always easy for visitors to know whether they are at Hopewell Furnace National Historic Site or French Creek State Park.
- **In an intellectual sea change, audiences served no longer necessarily have to visit the park in person.** Access to the website and through social media count as visits, as well.



- **Hopewell Furnace is partially administered by nearby Valley Forge NHP (VAFO).** VAFO supplies park management, natural resources expertise, law enforcement services, and other support. The Hopewell Furnace site supervisor has authority over just two park divisions: Interpretation and Education, and Cultural Resources.
- **Human resources are limited.** Staff feel overwhelmed and as if they need to try to be all things to all people. Time and effort must be allocated strategically.





## PART III: Recommendations

Recommendations are the actions that will move the park toward its future vision. They are grounded in goals and connect to park themes. Recommendations are not a wish list; they should be realistic, achievable, and sustainable. The actions become part of the Action Plan, the basis for ongoing annual planning for the division (see Appendix 1). Actions listed in the plan will be revisited at least annually and prioritized based on changing circumstances, opportunities, operational need, funding, budget availability, and other factors. Actions that are not completed in the year identified will be reevaluated as a future action.

Recommendations for future interpretation and education services and programming at Hopewell Furnace NHS are centered in seven areas of concentration: 1) Visitors to Public Lands Adjacent to Hopewell Furnace; 2) Accessibility; 3) Digital Resources; 4) Community; 5) Creating an Audience-centered Experience; 6) Special Events; and 7) Education.

These recommendations, developed in collaboration with park partners, will provide direction and focus for interpretation and education services and programming over the next few years.

### **Recommendation 1: Visitors to public lands adjacent to Hopewell Furnace**

*Collaborate with French Creek State Park and Crow's Nest Preserve personnel to reach their visitors with activities that serve the missions of both organizations.*

**Introduction.** The goal of reaching these recreational visitors, especially those to French Creek State Park, will involve a strategic rethinking of traditional approaches. The decision to work with the state park cannot be made in isolation, but must necessarily be made in collaboration. A number of topics align both with natural and cultural resources, and would be

appropriate for collaboration. For example, the need for a structured forest management strategy was a necessity in the colonial iron industry, and forest management remains important today for industry, recreation, and environmental conservation. Focusing on French Creek SP and collaborating more closely to serve visitors will continue to strengthen the relationship between the parks. More family-focused, hands-on activities at Hopewell might well entice visitors to adjacent public lands to hike over to the Furnace, but exciting programming at the adjacent sites may reach new audiences – especially if presented both during the day for day users and in the evening for campers. An ongoing presence of a ranger or a well-trained volunteer in the village, and the reuse of under-used buildings to welcome, orient, and provide interactive activities and programs could bring more visitors – but only if these features were widely promoted at the adjacent properties, as well as in the surrounding communities.

A 2008 study of visitors to Pennsylvania state parks conducted by Penn State's Department of Recreation, Park and Tourism Management, while it did not study French Creek State Park directly, offers some insights into state park visitors in general, and outlines some challenges. The biggest motivators for a

state park visit listed by those surveyed were mental health benefits such as stress/anxiety reduction, and learning about/connecting with nature.

Day users and older visitors were more likely than campers and younger visitors to list visiting historical or cultural sites as important or extremely important, but visiting historic sites ranked last (33%) of all activities listed. While only 13% of visitors participated in programming, including amphitheater programs, outdoor recreation, and cultural/historical programs, a full 79% said such programs were important. While the Hopewell audience might exhibit a different range of motivations for visiting, some of the things the state park visitors listed as desired/requested features included competitive events, adventure-based activity programs, and entertainment, such as movies and music. Hopewell Furnace may be able to leverage some of its own assets and attributes to provide those kinds of desired programs. See [http://www.paoutdoorreplan.com/cs/groups/public/documents/document/d\\_002738.pdf](http://www.paoutdoorreplan.com/cs/groups/public/documents/document/d_002738.pdf).

Hopewell Furnace NHS personnel have had conversations with the key French Creek SP staff member who oversees programs, and have received tacit approval to pursue an interpretive relationship between the two entities.

**Detailed recommendations regarding outreach to recreational visitors:**

- Connect with the local community—especially children and families—through interactions with visitors to French Creek State Park and Crow’s Nest Preserve.

- Collaborate with French Creek State Park and Crow’s Nest Preserve personnel to develop joint programming that is mutually beneficial to the state park and to Hopewell Furnace. Be prepared to share control of content. This may involve NPS ranger-facilitated programs that take place at both locations, especially at the day use area and other park locations. Reach people where they actually congregate, not where you want them to. Continue to support and focus on opportunities as they arise.

- Offer joint tours, jointly promoted, with French Creek and Crow’s Nest. Some may be from the state park to Hopewell and back: a “tag team” approach covering multiple disciplines, while some may be collaboratively led programs by both staff working together, including programs that start in one park and end in the other. Others may be from the Bethesda Church to Crow’s Nest and back (Bethesda is the closest Hopewell location and parking lot to Crow’s Nest). Hopewell Furnace has a strong natural resources message that would link well with the other organizations’ interpretive missions. Shared subject matter could also include cultural history, especially the work of the CCC crews.

- With partners, market all three units as one, and bring St. Peters village and other area attractions into the mix.

- Take steps to improve on-site orientation and wayfinding as well as maps of the entire area, especially regarding the trails. The maps should be downloadable and/or printable by visitors from Hopewell

Furnace, Crow's Nest Preserve, and the French Creek SP websites to facilitate quick content changes and to save on printing costs. For example, if a trail is washed out, it can be speedily indicated on the digital map.

- The maps should be created in collaboration with partners, and cover Hopewell Furnace, Crow's Nest Preserve, and French Creek SP. They should indicate clearly the physical (and perhaps even conceptual) links between the units

- Take the opportunity while creating the digital map to think through desired changes. For example: correct misinformation, protect sensitive sites by removing them from the map, etc.

- Work with the Friends group to facilitate creation and distribution of these collaborative materials.

- Evaluate the status of roads, paths, and trails between the units, with the potential for signage at Crow's Nest and French Creek that invite visitors to Hopewell. A trail assessment project is in process at Hopewell Furnace to define the parameters of the existing trail system, issues, impacts, and needs. The final report will play a critical role in improving connectivity to French Creek and Crow's Nest. Common to all draft alternatives is improved signage at the Hopewell/French Creek/Crow's Nest border crossings. One draft alternative focuses on improved connections to Baptism Creek for hikers only. The other focuses on multi-use connections to the same area that would include the use of bikes.

- As indicated by the completed trail assessment, improve connectivity between Hopewell and French Creek through improved wayfinding, regulatory signage, and interpretive media.

### **Recommendation 2: Accessibility**

*Conduct a site-wide assessment of accessibility issues, and follow up with PMIS projects to address the problems in ways that make interpretation as universally accessible as possible within the constraints of available resources.*

**Introduction.** The main goal in providing services for visitors of all abilities is that they would be able to visit and experience all that the site has to offer without the need for additional accommodations or extraordinary attention.

### **Detailed recommendations regarding improving accessibility**

- Apply for funding for a site-wide assessment of all accessibility issues.
  - Explore existing FMSS capital projects that are already identified regarding visitor experience accessibility.
  - Work with project specialists to get projects into funding cycle. Get reliable Independent Government Estimates to avoid budget shortfalls.
  - Write PMIS proposal to properly light the Visitor Center exhibit.
  - A visitor study conducted in 2002 indicated that ten percent of visitors listed a disability, and that of those, 42% encountered mobility challenges, so that issue in particular is well worth addressing. Remedies

could include an accessible restroom on the village grounds, the option of experiencing inaccessible features of the site via other media, and the routine availability of park-provided transportation between the Visitor Center and the village proper.

- Improve communication regarding physical and programmatic accessibility.
  - Add signs identifying specific accessible options regarding programs, wayside signs, buildings, parking, etc.
  - Review existing and planned media to ensure universal accessibility.
  - Equip the website with detailed information about conditions for advance visit planning. All communication should describe in explicit terms exactly what is accessible and what is not.

### **Recommendation 3: Digital Resources**

*Continue to update and strengthen content of Hopewell Furnace's PARKMobile app, while facilitating public access to Hopewell's historical resources through its website and other digital and social media platforms.*

**Introduction.** People of all ages have increasingly enjoyed access to information via mobile web applications. These technologies open up a vast array of strategic possibilities for interpretation that broaden the reach of programming.

#### **Detailed recommendations regarding digital resources**

- There is a need to identify gaps in resources made available to the public and to identify a full range

of resources necessary to support existing and new programs. Use existing NER cultural resource systems to consolidate historical information on Hopewell Furnace.

- Utilize approved digital platforms to make a wider variety of Hopewell Furnace media and resources available to the public. This includes, but is not limited to Flickr, Instagram, and YouTube. In addition, make more strategic use of underutilized functions of existing platforms. Facebook is the platform used the most. It has many features that would be useful in achieving this goal.
  - Coordinate the consolidation of Hopewell Furnace resources through a CESU or contractor, and collaborate with NER Cultural Resources Management, including development of a comprehensive collections inventory.
  - Increase visibility of access to the NP Gallery Digital Asset Management System. This is the platform used to make available the scans of Hopewell's historic account books.
  - Continue to index the Hopewell Furnace account books to make them searchable.
  - Coordinate with other institutions that own Hopewell Furnace account books.
  - Consider additional data mining including text recognition on digital files to run data searches.
  - Digitize and post important reports, teacher's guides, scholarly research, or other information relevant to visitor understanding of

Hopewell Furnace resources and stories.

- Continue to work with NER Cultural Resources to ensure that cultural resources regarding the site are maintained and up to date.

#### **Recommendation 4: Community**

*Build audiences through contacts with existing organizations in the Pottstown/Reading area, and Chester County.*

**Introduction.** Hopewell Furnace NHS is split between two counties and draws its visitors from the larger area. Each county represents quite different needs and means of potential engagement. Hopewell Furnace NHS will build bridges to the Chester and Berks County CVBs and to other travel and business associations that are in the vicinity and have mission links to those of the historic site.

#### **Detailed recommendations regarding community**

- Continue to nurture relationships with existing partners with an emphasis on the expansion of collaborative and/or shared programming.
- Research existing organizations in Berks County (Pottstown/Reading in particular) that may have missions that connect with those of Hopewell Furnace, with the goal of establishing closer ties and learning to function within the community as a valued member.
  - Begin by learning which organizations come to swim and recreate at French Creek SP.
  - Work with the Friends of Hopewell Furnace to develop

options for engagement and—potentially—transport, from the day use area of French Creek State Park to Hopewell Furnace.

- Reach out to Chester County visitor organizations: Chester County’s Brandywine Valley ([www.brandywinevalley.com/](http://www.brandywinevalley.com/)) (aka Chester County Conference and Visitors Bureau), and the Chester County Chamber of Commerce (<https://www.cccbi.org/chester-county-living/visitors-center/>).
  - Bring Chester County tourism representatives to Hopewell Village on an annual basis. Apple picking season might be an especially effective time for such a tour, as well as in spring when baby animals have appeared.
- Evaluate the quality and quantity of publicity directed to Chester County media resources and institutions; strengthen outreach to residents of the county.

#### **Recommendation 5: Creating an Audience-Centered Experience**

*Through a different training regimen, changes to existing digital and printed media, staffing the furnace and village, and providing a wider range of programming, shift the interpretive emphasis from orientation and explanation to one that engages audience with direct engagement and critical thinking.*

**Introduction:** While traditional interpretive practices have been effective at providing enjoyment and



helping visitors gain knowledge, current practices fail to address the full potential of national parks in their second century. Social, technological, and demographic changes provide a demand and opportunity for parks to go beyond mere knowledge transfer to developing skills for 21st-century citizenry.

By employing new audience-centered approaches to interpretation and education, parks can become places where visitors not only learn and enjoy, but gain skills in critical thinking and problem solving; creativity and innovation; communication and collaboration; global awareness; and scientific, civic, health environmental, historical and financial literacy.

Audience-centered interpretation represents a significant change in the way staff members and leaders are being asked to conceive, prepare, and deliver interpretative programs and media products. In the past, interpreters delivered lectures or developed media products on relevant facts about the history, natural environment, and other aspects of the park. Communication was primarily one-way, and focused on the interpreter as the presenter.

The new, more audience-centered approach includes opportunities for audience members to contribute to the meaning-making process, engage with each other, and explore the current social context of national park resources. The interpreter, while still maintaining and sharing subject matter expertise, employs skills as a facilitator using dialogic questions and techniques, and relies less on one-way didactic presentation.

### **Detailed recommendations regarding creating an audience-centered experience**

- Provide access to training for permanent interpreters that focuses on audience centered methodologies. These may include, but are not limited to, dialogic methodologies, building facilitation skill sets, and connecting to the NPS interpretive curriculum. Training opportunities will focus on both internal and external resources and organizations.
- Initiate a train the trainer program to ensure Hopewell Furnace staff has the knowledge and ability to incorporate basic concepts into seasonal training.
- Pilot schedules that bring staff into the village for roving and programs.
- Collaborate with Crow's Nest Preserve and French Creek State Park to execute formal and informal programming to engage audiences with organizations that preserve resources and that contribute to the story and mission of Hopewell Furnace.
- Recruit, engage, and train Hopewell Furnace volunteers to execute a variety of formal and informal programs.
- Adapt the existing smart phone app, printed material, and portions of the web site to utilize audience-centered methodologies.

## **Recommendation 6: Special Events**

*Reevaluate the costs and benefits of special events programming.*

**Introduction.** Time, effort, and human resources must be allocated strategically. There is a need to evaluate the efficacy of Hopewell Furnace’s traditional special events. Do they help the park meet interpretive goals? What audiences are served? Given the effort that goes into their production, are they providing sufficient value to be continued?

### **Detailed recommendations regarding special events**

- Undertake a strategic analysis of which audiences are served by special events and which are not, and which of the park’s goals are best supported by the program.
  - Develop 4-5 assessment criteria that are audience-centered and focused on creating meaningful visitor experiences (as identified by the visitors themselves).
  - Refocus special events programming based on applications of data and analysis. Do not hesitate to drop special events that do not enhance audience-centered visitor experiences.
- Consider partnering in special events programming with French Creek SP and Crow’s Nest Preserve; identify programs that meet these organizations’ mutual goals.
- In conjunction with reaching out to area organizations (see Community section, above), consider partnering with others to execute special events.
  - Explore relationships with historical reenactment groups

(beyond those that participate in Civil War Weekend) to see if they can provide periodic programming.

- Work with the Friends to elicit their ideas on special event programming, and to learn if they can contribute more to implementation.
  - Suggest that the Friends explore the possibility of bringing food trucks to special events.

## **Recommendation 7: Education**

*In the light of limited resources and the lack of an Education Specialist at the park, undertake a new, five-year plan that refocuses educational outreach to specific audiences: Pennsylvania home school communities and informal educational cooperatives, and parochial schools.*

**Introduction.** In light of the need to maximize the time, effort, and human resources expended toward meeting the park’s goals, it is necessary to undertake a realistic assessment of park capacity. By emphasizing and building on existing relationships with homeschool coops and parochial schools, especially those in the Mennonite and Amish communities, the park’s existing resources can be put to the best use.

### **Detailed recommendations regarding education:**

- Develop relationships with home school and informal education cooperatives in order to assess their particular needs, especially with regard to teaching Pennsylvania and/or industrial history. Focus on increasing networks, meeting goals, and serving needs.



- Develop assessment criteria to ensure that NPS and site educational goals are met; adjust as analysis continues.
- Seek opportunities to reach Latino students in support of the overall NPS educational mission and current incentives such as Every Kid in a Park.
- Explore partnerships with Lincoln and Cheyney Universities, relatively nearby HBCUs.
  - Lincoln University in particular has a strong humanities division, with courses of study that include history and black studies, and an environmental science program. Students of these disciplines might work as interns in historical or environmental research or the planning and implementation of interpretive programs or media.
  - Hopewell Village is particularly rich in untold stories of African Americans. Lincoln University students of black history may be able to contribute to an expansion of this topic.
  - If research and community-building unveil other academic opportunities, they will be investigated and examined to determine if they are potential
- partners for Hopewell Furnace.
- Explore potential of working with other universities in the immediate area including Alvernia University and Albright College. Both have degree programs that complement the work of interpretation and both support for-credit internship programs.
- If and when staffing permits, engage with university partners and the Reading School district to develop programming based on Hopewell resources that fulfill 3-4th grade curriculum requirements. In particular, these include:
  - changes in manufacturing technology over time and how new technologies are developed and old ones improved in terms of needs and wants
  - the ways that the history of civilization is linked to technological development
  - how human activities including technology affect the environment
  - how ecosystems change over time due to natural and/or human influences
  - the ways in which humans depend on natural resources for survival
  - how people use resources in sustainable and non-sustainable ways, and
  - how geography and climate have influenced continuity and change over time.
- Explore collaborative educational opportunities with Valley Forge National Historical Park, including with their partners in education.

# Appendix 1 – Action Plan

Recommended actions: Highest priority (1-3 years)
<p><b>1. Visitors to public lands adjacent to Hopewell Furnace</b>  <i>Recommendation:</i> Collaborate with French Creek State Park and Crow’s Nest Preserve personnel to reach their visitors with activities that serve the missions of both organizations.</p>
<p><i>1.A. Connect with the local community—especially children and families—through interactions with visitors to French Creek State Park and Crow’s Nest.</i></p>
<ul style="list-style-type: none"> <li>Collaborate with French Creek State Park and Crow’s Nest personnel to develop joint programming/tours that are mutually beneficial to the park and to Hopewell Furnace.</li> </ul>
<p><i>1.C. Evaluate the status of roads, paths and trails between the units, with the potential for signage at Crow’s Nest and French Creek that invite visitors to Hopewell. [A trail assessment project is in process at Hopewell Furnace to define the parameters of the existing trail system, issues, impacts, and needs.]</i></p>
<ul style="list-style-type: none"> <li>Improve access to Hopewell from French Creek SP by opening “official use only” roads to the public (hikers and bicycles) to create more points of access for recreational visitors, making the roads multi-use paths in order to attract more visitors to Hopewell Furnace. Note that this is identified by the trail assessment currently under way. Common to all draft alternatives is improved signage at Hopewell/French Creek border crossings. One draft alternative focuses on improved connections to Baptism Creek for hikers only. The other focuses on multi-use connections to the same area that would include the use of bikes.</li> </ul>
<p><b>2. Accessibility</b>  <i>Recommendation:</i> Conduct a site-wide assessment of accessibility issues, and follow up with PMIS projects to address the problems in ways that make interpretation as universally accessible as possible within the constraints of available resources.</p>
<p><i>2.A. Apply for funding for a site-wide assessment of all accessibility issues.</i></p>
<ul style="list-style-type: none"> <li>Explore existing FMSS capital projects that are already identified regarding visitor experience accessibility.</li> <li>Work with project specialists to get projects into funding cycle. Get reliable Independent Government Estimates to avoid budget shortfalls.</li> </ul>
<p><i>2.B. Improve communication regarding physical and programmatic accessibility.</i></p>
<ul style="list-style-type: none"> <li>Add signs identifying specific accessible options regarding programs, wayside signs, buildings, parking, etc.</li> <li>Review existing and planned media to ensure universal accessibility. All communication should describe in explicit terms exactly what is accessible and what is not.</li> </ul>
<ul style="list-style-type: none"> <li>Equip the website with detailed information about conditions for advance visit planning.</li> </ul>

## Recommended actions: Highest priority (1-3 years)

### 3. Digital Resources

*Recommendation:* Continue to update and strengthen content of Hopewell’s PARKMobile app, while facilitating public access to Hopewell’s historical resources through its website and other digital and social media platforms.

*3.A. Identify gaps in resources made available to the public and to identify a full range of resources necessary to support existing and new programs. Use existing NER cultural resource systems to consolidate historical information on Hopewell Furnace.*

*3.B. Utilize approved digital platforms to make a wider variety of Hopewell Furnace media and resources available to the public (including but not limited to Flickr, Instagram and YouTube. In addition, make more strategic use of underutilized functions of existing platforms.*

- Continue to index the Hopewell Furnace account books to make them searchable.
- Digitize and post important reports, teacher’s guides, scholarly research, or other information relevant to visitor understanding of Hopewell Furnace resources and stories.
- Continue to work with NER Cultural Resources to ensure that cultural resources regarding the site are maintained and up to date.

### 4. Community

*Recommendation:* Build audiences through contacts with existing organizations in the Pottstown/Reading area, and Chester County.

- Continue to nurture relationships with existing partners with an emphasis on the expansion of collaborative and/or shared programming.
- Research existing organizations in Berks County (Pottstown/Reading in particular) that may have missions that connect with those of Hopewell Furnace, with the goal of establishing closer ties and learning to function within the community as a valued member.
- Begin by learning which organizations come to swim and recreate at French Creek SP.
- Reach out to Chester County visitor organizations: Chester County’s Brandywine Valley (aka Chester County Conference and Visitors Bureau), and the Chester County Chamber of Commerce).
- Bring Chester and Berks County tourism representatives to Hopewell Village on an annual basis. Apple picking season might be an especially effective time for such a tour, as well as in spring when baby animals have appeared.
- Evaluate the quality and quantity of publicity directed to Chester and Berks County media resources and institutions; strengthen outreach to residents of the county. Be aware that, while many of Hopewell Furnace’s themes and stories have universal relevance, programming and marketing for constituents of Berks and Chester Counties may call for recognition of two different audience sets with diverse resources, needs, and interests.

## Recommended actions: Highest priority (1-3 years)

### 5. Creating an Audience-Centered Experience

*Recommendation:* Through a different training regimen, changes to existing digital and printed media, staffing the furnace and village, and providing a wider range of programming, shift the interpretive emphasis from orientation and explanation to one that engages audience with direct engagement and critical thinking.

- *Provide access to training for permanent interpreters that focuses on audience centered methodologies. These may include, but are not limited to, dialogic methodologies, building facilitation skill sets, and connecting to the NPS interpretive curriculum. Training opportunities will focus on both internal and external resources and organizations.*
- Initiate a train the trainer program to ensure Hopewell Furnace staff has the knowledge and ability to incorporate basic concepts into seasonal training.
- Pilot schedules that bring staff into the village for roving and programs.
- Recruit, engage, and train Hopewell Furnace volunteers to execute a variety of formal and informal programs.
- Adapt the existing smart phone app, printed material, and portions of the web site to utilize audience centered methodologies.

### 6. Special Events

*Recommendation:* Reevaluate the costs and benefits of special events programming.

- Undertake a strategic analysis of which audiences are served by special events and which are not, and which of the park's goals are best supported by the program.
- Develop 4-5 assessment criteria that are audience-centered and focused on creating meaningful visitor experiences (as identified by the visitors themselves).
- Refocus special events programming based on applications of data and analysis. Do not hesitate to drop special events that do not provide audience-centered visitor experiences.
- Explore relationships with historical reenactment groups (beyond those that participate in Civil War Weekend) to see if they can provide periodic programming.
- Work with the Friends to elicit their ideas on special event programming, and to learn if they can contribute more to implementation.

### 7. Education

*Recommendation:* In the light of limited resources and the lack of an Education Specialist at the park, undertake a new, five-year plan that refocuses educational outreach to specific audiences: Pennsylvania home school communities and informal educational cooperatives, and parochial schools

- Develop relationships with home school and informal education cooperatives in order to assess their particular needs, especially with regard to teaching Pennsylvania and/or industrial history. Focus on increasing networks, meeting goals, and serving needs. Part of this may be accomplished by working with Valley Forge NHP's home school contacts

### Recommended actions: Highest priority (1-3 years)

- Develop assessment criteria to ensure that NPS and site educational goals are met; adjust as analysis continues.
- Seek opportunities to reach Latino students in support of the overall NPS educational mission and current incentives such as Every Kid in a Park.
- Explore potential of working with other universities in the immediate area including Alvernia University and Albright College. Both have degree programs that complement the work of interpretation and both support for-credit internship programs.

### Recommended actions: Medium priority (3-5 years)

#### 1. Visitors to public lands adjacent to Hopewell Furnace

*Recommendation:* Collaborate with French Creek State Park and Crow’s Nest Preserve personnel to reach their visitors with activities that serve the missions of both organizations.

*1.B. Take steps to improve on-site orientation as well as maps of the entire area, especially regarding the trails.*

- Create maps that cover Hopewell, Crow’s Nest and French Creek SP, and indicate clearly the physical (and perhaps even conceptual) links between the units.

#### 3. Digital Resources

*Recommendation:* Continue to update and strengthen content of Hopewell’s PARKMobile app, while facilitating public access to Hopewell’s historical resources through its website and other digital and social media platforms.

*3.B. Utilize approved digital platforms to make a wider variety of Hopewell Furnace media and resources available to the public (including but not limited to Flickr, Instagram and YouTube).*

- Increase visibility of access to the NP Gallery Digital Asset Management System. Note: This is the platform used to make available the scans of Hopewell’s historic account books.
- Coordinate with other institutions that own Hopewell Furnace account books.

#### 4. Community

*Recommendation:* Build audiences through contacts with existing organizations in the Pottstown/Reading area, and Chester County.

- Work with the Friends of Hopewell Furnace to develop options for engagement and—potentially—transport, from the day use area of French Creek State Park to Hopewell Furnace.

## Recommended actions: Medium priority (3-5 years)

### 5. Creating an Audience-Centered Experience

*Recommendation:* Through a different training regimen, changes to existing digital and printed media, staffing the furnace and village, and providing a wider range of programming, shift the interpretive emphasis from orientation and explanation to one that engages audience with direct engagement and critical thinking.

- Collaborate with Crow's Nest Reserve and French Creek State Park to execute formal and informal programming to engage audiences with organizations that preserve resources and that contribute to the story and mission of Hopewell Furnace.

### 6. Special Events

*Recommendation:* Reevaluate the costs and benefits of special events programming.

- Consider partnering in special events programming with French Creek SP and Crow's Nest Reserve; identify programs that meet the two organizations' mutual goals.
- In conjunction with reaching out to area organizations (see above), consider partnering with others to execute special events.

### 7. Education

*Recommendation:* In the light of limited resources and the lack of an Education Specialist at the park, undertake a new, five-year plan that refocuses educational outreach to specific audiences: Pennsylvania home school communities and informal educational cooperatives, and parochial schools.

- Explore partnerships with Lincoln and Cheyney Universities, relatively nearby HBCUs. Lincoln University has a particularly strong humanities division, with courses of study that include history and black studies, and an environmental science program. Students of these disciplines might work as interns in historical or environmental research or the planning and implementation of interpretive programs or media. Hopewell Village is particularly rich in untold stories of African Americans. Lincoln University students of black history may be able to contribute to an expansion of this topic.
- Explore collaborative educational opportunities with Valley Forge National Historical Park, including with their partners in education.

## Recommended actions: Lower priority (>5 years)

### 1. Visitors to public lands adjacent to Hopewell Furnace

*Recommendation:* Collaborate with French Creek State Park and Crow's Nest Preserve personnel to reach their visitors with activities that serve the missions of both organizations.

*1.B. Take steps to improve on-site orientation as well as maps of the entire area, especially regarding the trails.*

- Take the opportunity while creating the digital map to think through desired changes.

### 2. Accessibility

*Recommendation:* Conduct a site-wide assessment of accessibility issues, and follow up with PMIS projects to address the problems in ways that make interpretation as universally accessible as possible within the constraints of available resources.

*2.A. Apply for funding for a site-wide assessment of all accessibility issues.*

- Write PMIS proposal to properly light the Visitor Center exhibit. Note that exhibit designer and object conservator find the exhibit to be properly lit.

### 3. Digital Resources

*Recommendation:* Continue to update and strengthen content of Hopewell's PARKMobile app, while facilitating public access to Hopewell's historical resources through its website and other digital and social media platforms.

*3.B. Utilize approved digital platforms to make a wider variety of Hopewell Furnace media and resources available to the public (including but not limited to Flickr, Instagram and YouTube).*

- Coordinate the consolidation of Hopewell Furnace resources through a CESU or contractor, and collaborate with NER Cultural Resources Management, including development of a comprehensive collections inventory.
- Consider additional data mining including text recognition on digital files to run data searches.

### 6. Special Events

*Recommendation:* Reevaluate the costs and benefits of special events programming.

- Suggest that the Friends explore the possibility of bringing food trucks to special events.

### 7. Education

*Recommendation:* In the light of limited resources and the lack of an Education Specialist at the park, undertake a new, five-year plan that refocuses educational outreach to specific audiences: Pennsylvania home school communities and informal educational cooperatives, and parochial schools.

- If and when staffing permits, engage with university partners and the Reading School district to develop programming based on Hopewell resources that fulfill 3-4th grade curriculum requirements.

## Appendix 2: Interpretive Theme Matrix

Iron and Industry	
<p>Hopewell Furnace served as the heart of an early American iron-making village and illustrates the growth of industry in the new nation, the critical importance of the country’s abundant natural resources, and the interdependence of the people who worked together to create the products that sustained the nation.</p> <p><i>This theme is about:</i> The founding of Hopewell Furnace; products produced by the furnace including the Hopewell plate stove; Hopewell’s place as an economic driver for the region; changes in manufacturing technology over time and how new technologies are developed and old ones improved; the cycles of industry that led to the furnace company leaving Hopewell; Hopewell as a model for understanding industrialization, labor, modern business practices, and the development of consumer culture in the history of the United States; and the ways that the history of civilization is linked to technological development.</p>	
Concepts	Topics and Stories
Theme #1	
<p><b>Iron Industry</b></p> <ul style="list-style-type: none"> <li>• Compare, contrast, and place the Hopewell Furnace story into context with other early American furnaces and the dozens of Pennsylvania and regional iron furnaces.</li> <li>• Trace the history and growth of the furnace at Hopewell. Describe how Hopewell started as a furnace run and financed by Mark Bird and produced products for local consumption as well as for the Continental government. Trace how Hopewell Furnace grew to be a part of a larger and more complex variety of industrial activities.</li> <li>• Place Hopewell Furnace into context as an early American industry. Connect with other industries and iron furnaces in early America (such as 17th century predecessor Saugus Iron works in Massachusetts). Rank Pennsylvania’s (and, southeastern Pennsylvania’s) early iron industry (18th and 19th centuries) compared to other regions and states. Describe the “collaborative management” of southeastern Pennsylvania furnaces; furnaces working to complement each other rather than work in direct competition. Compare and contrast American iron production with production in Great Britain at the same period.</li> <li>• Demonstrate how charcoal was made and how it fueled the iron furnaces.</li> <li>• Describe the cold blast process of making iron; why it was at one time cutting-edge and how and why it became an older technology. Describe the origin and evolution of iron blast technology in Pennsylvania and especially in southeastern Pennsylvania. Link to the ways new technologies are developed and old ones improved in today’s world.</li> <li>• Connect the patriotic political views of Mark Bird to ordnance contracts with</li> </ul>	<ul style="list-style-type: none"> <li>• The Hopewell plate stove</li> <li>• Mark Bird</li> <li>• Saugus Iron Works</li> <li>• Charcoal</li> <li>• Anthracite coal</li> <li>• Ordnance contracts</li> <li>• American Revolution</li> <li>• Civil War</li> <li>• Brooke Family</li> <li>• French Creek State Park</li> <li>• Water litigation</li> <li>• Joanna Furnace</li> <li>• Saugus Iron Works</li> <li>• Charcoal</li> <li>• Anthracite coal</li> <li>• American Revolution</li> <li>• Cold blast process</li> <li>• Transporting product</li> <li>• Economic opportunities</li> <li>• De-industrialization</li> <li>• Technological change</li> <li>• Iron mines</li> </ul>

the Colonial Navy during the American Revolution. (Later, due to financial difficulties, Mark Bird closed Hopewell Furnace and sold it.)

- Trace the fortunes and cycles of the furnace; how, during the late 18th century and early 19th century, it was bought and sold by a succession of owners and not financially successful again until 1820, with the first profitable blasts since the end of the 18th century occurring around 1820. Articulate the significant business risks inherent in starting up an iron furnace in what was then the Pennsylvania frontier. Describe settlement of water rights litigation in the early 1820s, increasing the furnace capacity in the late 1820s, the furnace's most profitable period of operation.
- Describe how Hopewell Furnace and the community around it began as an industrial site and then 100+years later transformed temporarily into an agrarian site.
- Describe the economic effects of the Pennsylvania legislature's late 1830s authorization to use hotter burning coke and anthracite coal to fuel iron furnaces. Describe the economic, social, and political effects of this decision. Illustrate the ways in which it created a new era for the iron industry in America. (For example, within 15 years, there were as many anthracite-fueled furnaces as charcoal fueled furnaces in Pennsylvania.) Describe the modern economic relevance of Hopewell partners' experimentation with anthracite coal-fueled production at Hopewell and how ultimately, the costs of production and transportation made them to revert to production of charcoal-fueled production pig iron. Trace how these business decisions, despite investment in buildings and production technology, put the furnace in decline in the early 1870s and closed for good in 1883.
- Trace how the advancement of more sophisticated transportation (canals and railroads) gave rise to large, centralized iron manufacturing, and contributed to the demise of the small, rural, dispersed, charcoal-fueled iron furnaces like Hopewell. Illustrate how Hopewell's early business practices foreshadowed (or not) late 19th- and early 20th-century vertically integrated, American iron industry conglomerates. Connect the economic cycles of industry at Hopewell to the contemporary economic cycles of industry in the United States and world.
- Describe the natural resources (raw materials) and transportation networks found at Hopewell and in southeastern Pennsylvania that made the iron industry prominent in 18th-and 19th-century America.
- Describe the social and economic cycles that shaped the growth, success, and decline of Hopewell Furnace. Connect the demise of American iron production with growth of the steel industry. Compare the shift in American steel production with early steel production in Great Britain.

### Hopewell Plate Stove

- Describe the rise and fall in popularity of the Hopewell plate stove and why it became desirable. Explain the technology of the stove. Put the stove and the innovation it represented into context of its time, the iron industry, and other means of heating (and cooking). The Hopewell stove and other similar products brought technological innovation to the Western world. A limited method of central heating resulted as well as labor saving methodology for cooking.
- Describe what the Hopewell stove meant to the fortunes of Hopewell Furnace.

“In the era of small farms, wooden implements, and workbench manufacturing, the iron [industry] forged the guidelines for the factory system of the future: massive capital investment; detailed cost accounting; development of far-off markets; division of labor by precise job definition; invention and crafting of machinery; standardization of product; [and] personnel management of a complex order.”

Klein and Higgenboom, 1980



## The Land and Its Resources

Abundant natural resources in Southeast Pennsylvania supported an early American iron industry at Hopewell village, demonstrating not only human dependence on nature for economic survival, but providing examples of the ways people over time have used resources in both sustainable and unsustainable ways.

*This theme is about:* How natural resources and their conditions helped to define the economic fortunes of Hopewell Furnace over time; how human activities including technology affect the environment; how ecosystems change over time due to natural and/or human influences; the ways in which humans depend on natural resources for survival; how people use resources in sustainable and non-sustainable ways; and how geography and climate have influenced continuity and change over time.

Concepts	Topics and Stories
<b>Theme #2</b>	
<p><b>Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Analyze, debate, and explore the issues of trade-offs between conservation and use of resources for industry and employment—historically and today. Explore the pros and cons of both sides of this issue.</li> <li>• Describe the ways in which the activities at Hopewell Furnace affected the environment, exploring how both natural and human influences led to change in the local ecosystem over time; compare that to an example in today’s world.</li> <li>• Explore the ways in which natural resources at Hopewell Furnace were used in both sustainable and non-sustainable ways.</li> <li>• Describe how in the early Colonial period, land in southeastern Pennsylvania and its natural resources offered economic opportunities to settlers. Describe how William Penn marketed his colony not only to those seeking religious freedom, but also to people in search of economic advantage. Describe the range of people who took advantage of those opportunities based in the colony’s natural resources. Describe how and why in the 18th century, William and Mark Bird recognized the opportunities and sought to increase their financial position by using the natural resources along what was then the Pennsylvania frontier. Describe how Hopewell’s owners harvested wood for the furnace.</li> <li>• Illustrate how the juxtaposition and diversity of natural resources in southeastern PA—especially iron ore, wood, limestone, and running water—made Hopewell an ideal location for an iron furnace. Describe how resources shaped the development of iron manufacturing at Hopewell. Describe Hopewell in the context of other regional furnaces and the iron industry in Pennsylvania and other colonies. Link to other examples from life today that demonstrate how geography and climate have influenced continuity and change over time, just as they have at Hopewell.</li> </ul>	<ul style="list-style-type: none"> <li>• William Penn</li> <li>• Economic opportunity</li> <li>• William Bird</li> <li>• Mark Bird</li> <li>• Location</li> <li>• Iron ore</li> <li>• Wood</li> <li>• Limestone</li> <li>• Water</li> <li>• Transportation corridors</li> <li>• Land use</li> <li>• Threatened and Endangered Species</li> <li>• Conservation</li> <li>• Preservation</li> <li>• Extractive uses</li> <li>• Commodities</li> </ul>

<ul style="list-style-type: none"> <li>Describe and evaluate the choices made by Hopewell’s owners at the end of iron production, and in the years after that affected regeneration of natural resources in the area. Examine how these choices reflect trends seen in other de-industrialized iron operations in the region and similar businesses across the United States.</li> <li>Identify locations and methodologies in which raw materials were extracted and processed for iron production at Hopewell.</li> <li>Describe the ways in which humans today continue to depend upon natural resources for their survival, just as did the people at Hopewell Furnace.</li> </ul>	
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## Hopewell Village as a Park

Today, Hopewell’s landscape represents a culture shift in American values regarding land use, emphasizing the transition from resource extraction for industry to conservation, stewardship, and memorialization.

*This theme is about:* How natural resources and their conditions helped to define the economic fortunes of Hopewell Furnace over time—from its founding as an iron furnace to a historic site and a recreation destination in a tourism economy; a culture shift in post-industrialization land use (large scale coalescence of resources, industrial factors), preservation, and memorialization in the United States; the creation of Hopewell Village National Historic Site; the Schuylkill River Heritage Area; the duty of government to its citizens, and the strategies that government can use to alleviate unsatisfactory economic conditions; the workers recruited for the Civilian Conservation Corps (CCC), how they were chosen, and the impact that the CCC had on their lives and those of their families.

Concepts	Topics and Stories
<b>Theme #2</b>	
<p><b>Conservation, Recreation, and the Leisure Industry</b></p> <ul style="list-style-type: none"> <li>Describe the efforts to establish a national park unit at Hopewell. (Remains of an industrial village were documented in the mid-1930s and the NPS unit was established to preserve remains of the furnace, blacksmith shop, and ironmaster’s house.) This is the second time the designation “National Historic Site” was used (Salem Maritime in Salem, Massachusetts was the first).</li> <li>Explore the effect that NPS initiatives and funding such as Mission 66 (1966—the 50th anniversary of the NPS) and the Bicentennial (1976) had on Hopewell. Compare and contrast economic cycles at Hopewell—that in the 19th-century, iron was Pennsylvania’s leading industry; today, tourism is among the state’s most profitable industries.</li> <li>Place the development and evolution of the Hopewell Big Woods conservation efforts into context of conservation in Pennsylvania and the nation in the late 20th and early 21st century. Illustrate how this initiative reflects changes in stewardship regionally and nationwide.</li> </ul>	<ul style="list-style-type: none"> <li>French Creek Recreation Demonstration Area</li> <li>Creation of Hopewell Furnace</li> <li>Louise Clingan Brooke</li> <li>Asset for public recreation</li> <li>Scenic natural and cultural resource</li> <li>Quality of experience</li> <li>Biodiversity</li> <li>CCC workers</li> <li>Great Depression</li> <li>Recreation users</li> </ul>

- Evaluate the impact of cooperative conservation efforts such as the Schuylkill River National and State Heritage Area on the local and national economy.
- Describe the bio-diversity at Hopewell Furnace. Demonstrate, explore, and evaluate the value of the habitat protection and protection of water, plant, and wildlife. Describe rare and endangered species.

**Civilian Conservation Corps**

- Trace how In response to the Great Depression of the 1930s, the Franklin D. Roosevelt administration developed the recreation demonstration area (RDA) program to create jobs for World War I veterans and unskilled men, in a time of high unemployment that would also develop recreation opportunities for nearby urban dwellers. Describe the two-fold purposes for Hopewell: one, as a vehicle for employment through the Civilian Conservation Corps (camps were established in and around Hopewell); second, inclusion as a unit of the national park system to provide respite for urban dwellers struggling with the nation’s economic circumstances. Illustrate how national and state parks were established and the picnic shelters, campgrounds, trail and road system, and historic village were built, rehabilitated, or reconstructed.
- Describe criteria for the recreation demonstration area program: large tracts of sub-marginal land, usually despoiled by industrial use, with a single owner, and close to urban areas. (Hopewell Furnace lands were owned by a member of the Brooke family and positioned near Philadelphia and Reading.) Describe how French Creek RDA was established in 1935, with two Civilian Conservation Corps (CCC) camps to construct infrastructure and recreation facilities.
- Describe the establishment of the Civilian Conservation Corps, the economic circumstances of the Great Depression, and the role of the federal government, through the CCC, in preserving and promoting the natural and cultural resources for recreation and elsewhere. Describe the segment of the population recruited for these efforts and the effect the CCC had on the lives of the participants. Evaluate the successes and failures of the CCC at the time and the agency’s impact on preservation and recreation in the United States over time.
- Show the ways that the Civilian Conservation Corps at Hopewell affected and preserved resources at Hopewell Furnace. Describe how the CCC reflected gender and cultural roles of the era.

## Hopewell's Communities

The village of Hopewell Furnace was home to a diverse and interrelated iron-making community that thrived or declined depending on a variety of local, national and global economic and political factors, similar to those that impact our communities today.

*This theme is about:* How the lives of those that lived and worked in this preserved company town reflect the cycles of all the facets of industrialization (economics, capital, innovation, the growth of consumerism), and the influences on humans of continuity and change. In its unique state as an almost completely preserved community, the stories from the community reflect cycles seen locally, nationally, and internationally,

Concepts	Topics and Stories
<b>Theme #3</b>	
<ul style="list-style-type: none"> <li>• Trace the peaks and valleys of economic cycles relating to Hopewell. Describe the ways in which the welfare of the larger community in and around Hopewell was connected to the success of Hopewell's owners, their business decisions, and the economic and political climate of the country. (Includes workers and families of: iron masters, molders, miners, teamsters, farmers, woodsmen and others.) Describe the ways that people in the Hopewell community and region were affected by changing local and national economic conditions and Hopewell's business practices.</li> <li>• Describe the work, lives, and society of European immigrants and free Africans. Describe the dynamics between workers and managers. Describe how they all interacted and helped to develop Hopewell Furnace. Describe the opportunities and limitations that Hopewell Furnace had for the people who lived and worked in furnace buildings, on local farms, and in the surrounding communities at Warwick Village and Six Penny Creek. Compare and contrast the work and lives of managers, skilled, and unskilled trades over time at Hopewell.</li> <li>• Compare and contrast how housing for Hopewell's workers varied as the type of workers and the fortunes of the furnace changed. (For example, during the Mark Bird era, employees were housed in buildings on the property – the tenant house, the Ironmaster's Mansion, and outlying farms. Gradually employees moved into other domestic buildings on the property or rented rooms on neighboring farms and in local towns. At the height of the furnace's operation, 14 company-owned houses, temporary shelters and log houses were constructed near the furnace, collier's huts existed throughout the woods, and there was a primarily African American settlement along Six Penny Creek.)</li> <li>• Describe how the types and conditions of the buildings and how patterns of settlement reveal status and reflect patterns of community life. Identify the different buildings at Hopewell Furnace, their functions, and how they supported the facets of Hopewell's community.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilled and unskilled trades.</li> <li>• Indentured servants</li> <li>• Free workers</li> <li>• Enslaved people</li> <li>• Farmers</li> <li>• Mark Bird</li> <li>• Furnace workers</li> <li>• Miners</li> <li>• Teamsters</li> <li>• Woodcutters</li> <li>• Colliers</li> <li>• Housing and the community</li> <li>• Underground Railroad, abolition, and emancipation</li> <li>• Ironmaster</li> <li>• Clerk</li> </ul>

<ul style="list-style-type: none"> <li>• Describe the various roles of women at Hopewell Furnace. Understand that women at Hopewell played a variety of roles from the traditional gender roles of the 19th C to roles directly involved with the iron making process.</li> <li>• Illustrate and describe the social and economic forces that affected 19th century migration and immigration in Pennsylvania and in the United States and how that shaped the community and workforce at Hopewell.</li> </ul> <p><b>Slavery, Underground Railroad, Free Africans, and African Americans</b></p> <ul style="list-style-type: none"> <li>• Understand the role slavery and the Underground Railroad played on the development of Hopewell and its operations in the 18th and 19th C.</li> <li>• Describe why geography made Hopewell Furnace an ideal destination for individuals freeing themselves from slavery. Some Africans came north from Maryland; some might have come west from Philadelphia. Free African-Americans, like Isaac Cole, also moved north after the passage of the fugitive slave act.</li> </ul>	
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**Note:** The concepts, ideas, and topics listed here are a representative, partial list. They represent some examples representing types of stories that could illustrate the concepts. They are not all-inclusive (in fact, they could never be) nor are they intended to exclude any topic. A park interpretive theme is successful only if other topics and stories could be included within it.

**About the Interpretive Theme Matrix:** An interpretive theme matrix is a chart that shows the detail and scope of potential stories that can be told in a park within the framework of the park interpretive themes. The matrix as a format offers an easy way for people to see the concepts and stories that are represented by the park interpretive themes. It is especially useful as a guide for partners and for park staff and others who develop interpretive programming and media.

## Appendix 3: Interpretive Division Staffing

FY18 INTERPRETATION DIVISION STAFFING				
Position	Title	Series & Grade	Status #	Comments
<i>Permanent Positions</i>				
Supervisory Park Ranger	Chief of Interpretation	GS-0025/12	Perm-FT 1	
Park Ranger	Interpreter	GS-0025/09	Perm-FT 3	
<i>Temporary Positions (Seasonals)</i>				
Park Ranger	Interpreter	GS-0025/05	Temp	
Park Ranger	Interpreter	GS-0025/05	Temp	
Park Ranger	Interpreter	GS-0025/05	Temp	

## Appendix 4: Existing Conditions

The following is a brief and general description of visitor experiences and interpretive services that existed in FY2015.

**Visitor facilities.** Hopewell Village provides representation of a full-scale 18th-19th-century iron plantation typical of the many that dotted the landscape in southeastern Pennsylvania in earlier times. The furnace's setting in the middle of the Big Woods project helps to emphasize the strong natural resource story behind the success of Pennsylvania's early iron industry. The site is also a working farm featuring heritage breeds of livestock and poultry. A cultural landscape report has been created for the site, and two historic gardens are maintained in season.

The site's visitor center is a classic Mission 66 building that is perched on a hill overlooking the village. A fairly new exhibit displays a number of original Hopewell objects, including an iconic Mark Bird stove, on loan from the Friends of Hopewell Furnace, that is considered an example of the height of the Bird family's artistic expression. The exhibit covers the landscape and natural resources, the Civilian Conservation Corps whose men built much of the village infrastructure, the designation as a national park, the role of the furnace supplying ordnance to the Continental Army during the Revolutionary War and to the Union during the Civil War, and its later prominence as a manufacturer of iron stoves and other products. It briefly addresses women's roles at the furnace, as well as the furnace as a stop on the Underground Railroad. A budget shortfall regrettably resulted in the entire exhibit being seriously under lit – an impediment to any visitor, but especially those with vision impairments.



**Historic Structures.** The furnace infrastructure is entirely a reproduction except for the stone stack. An impressive waterwheel once operated the pair of giant bellows that blew air onto the fire, increasing its temperature. Inside the cast house at the bottom of the stack, iron pigs are placed to illustrate how iron flowed from the furnace. The ironmaster's mansion is furnished to period, but only the first floor, with office, parlor, and kitchen available for viewing from behind barriers. Village buildings also include a historic, original blacksmith shop where volunteers sometimes demonstrate smith techniques; a store; a number of tenant houses (some are furnished with reproduction objects, while others are staff housing); a barn; springhouse; and smoke house. With the exception of the village store, all the buildings are fully open to the public. The village, while lovely and peaceful and highly valued for those very characteristics, does not convey the sense of the vibrant, vital community that it was during its iron-making days. The visitor experience on an average day lacks engagement, compelling activities, and opportunities to interact with interpreters.



**Media.** Argentine Productions created a 20-minute orientation video for the site in 2014. The program describes the history of the site beginning with the Birds in 1771, and continues that history up to national designation in 1938, and to the present.

Wayside exhibits have been installed in strategic locations, and button-controlled digital audio units provide first-person accounts by actors representing various typical iron workers and others. The audio presentations are lively and well-acted – but too long for today's audiences with their shorter attention spans.

**Ranger-led programs.** During the summer months, through roving in and around Hopewell Furnace and Village, as well as staffing the Village Store, there are opportunities for informal interpretation but little is offered in the way of formal interpretive programs any time of the year.



**Publications.** The official park brochure includes a drawing of the site, with each building numbered along with a short descriptive caption. The brochure also addresses site history, iron-making, and a little about the workers involved in the process.

**Sales Area.** There is a museum shop located in a corner of the visitor center, selling books, the site video, a few souvenir-type items, and some Hopewell- and NPS-branded merchandise. A number of site bulletins describing various aspects of the furnace and village are available for free.





**Accessibility.** Most of the site is not ADA-accessible. The grade from the visitor center to the village is steep, the paths are not paved, and access to each building includes a least a few steps. The staff has a golf cart available to bring mobility-impaired visitors down the hill to the village, but once there, they still encounter a large number of obstacles to being able to completely access the stories. A second, unmarked driveway off Highway 345 provides direct, flat access to the heart of the village, and visitors with mobility issues are encouraged to enter the site from that side, and park at a paved lot near one of the tenant houses.

**Special events.** The site offers special events that, with the help of volunteers, create extra energy for visitors. These take place spring through fall, as visitorship is very low in winter, especially in January and February. In 2015, special events included theatrical presentations, sheep shearing, a Fourth of July celebration, a Civil War encampment, and lectures, among others. The site burns charcoal twice a year. About half a dozen volunteers are happy to pitch in to “light the pile.” However, for convenience, the charcoal hearth in this case is located within the village grounds rather than in the woods as would have been traditional. The hill above the visitor center features more than 25 heritage varieties of apples. Visitors can pick them for one dollar per pound in season.



**School groups.** School groups tour Hopewell Village and, if time allows, participate in one of two different demonstrations. There is a live demonstration with smelted molten metal, casting a full sized replica of a stove plate. There is also a hands-on exercise with child-sized equipment where each participant can create a miniature version of a stove pate using plaster of Paris rather than molten metal. The park currently does not have the resources, expertise, nor the staff to offer executable curriculum-based STEM and STEAM-based programs.

# Appendix 5: Demographics: Berks and Chester Counties

Pennsylvania Department of Community and Economic Development

PENNSYLVANIA STATE PROFILE: Demographics

<http://www.newpa.com/pennsylvania/?reportname=demographics>

(Data Source: Applied Geographic Solutions, 2015)

Gender	Berks County (Total/%)		Chester County (Total/%)		HOFU 2002 Visitor Survey
Male	203,689	49.15	250,866	49.19	53%
Female	210,739	50.85	259,164	50.81	47%

Age	Berks County		Chester County		HOFU 2002 Visitor Survey
	(Total/%)		(Total/%)		
0-4	24,269	5.86	28,691	5.63	
5-9	25,450	6.14	32,388	6.35	31%*
10-19	56,981	13.75	72,129	14.14	
20-29	53,763	12.97	61,014	11.96	
30-39	47,330	11.42	58,531	11.48	63%*
40-49	53,482	12.91	69,795	13.68	
50-59	59,950	14.47	77,864	15.27	
60-64	25,414	6.13	32,246	6.32	
65+	67,789	16.36	77,372	15.17	6% (11% >60)**

\* 68% of visitors (2002 visitor survey) visited in family groups.

\*\* Could the low percentage of senior visitors reflect the park's accessibility issues?

Household Income Distribution	Berks County (Total/%)	Chester County (Total/%)
<\$10 K	9,153 5.77*	6,520 3.41
\$10-\$20K	16,225 10.24*	10,260 5.37
\$20-\$30K	15,067 9.5	10,980 5.75
\$30-\$40K	15,998 10.09	13,070 6.84
\$40-\$50K	15,434 9.74	12,754 6.68
\$50-\$60K	13,140 8.29	11,859 6.21
\$60-\$75K	18,025 11.37	16,427 8.6
\$75-\$100K	21,076 13.3	24,785 12.97
> \$100K	34,406 21.7	84,391 44.17

\* According to the 2010 United States Census, Reading ranked as the #1 city of poverty in the nation for a city of its size.

Race	Berks County (Total/%)	Chester County (Total/%)	HOFU 2002 Visitor Survey
White	333,199 80.4	428,325 83.98	90%
African American	28,080 6.78	32,987 6.47	0%*
American Indian	1,286 0.31	835 0.16	1%
Asian	6,776 1.64	24,925 4.89	2%
Pacific Islander	127 0.03	160 0.03	-
Other	34,084 8.22	13,183 2.58	-
Multiracial	10,876 2.62	9,615 1.89	-
Latino	73,136 17.65	35,433 6.95	1%*

• Under-represented groups

Labor Force	Berks County (Total/%)	Chester County (Total/%)
Unemployed	11,957 5.45	12,577 4.45

<b>Education</b>	<b>Berks County (Total/%)</b>	<b>Chester County (Total/%)</b>	<b>HOFU 2002 Visitor Survey</b>
High School Only	108,212 38.76	79,006 22.92	-
Some College	42,721 15.3	48,252 14.0	-
Assoc Degree	21,108 7.56	21,122 6.13	-
Bach Degree	42,454 15.21	103,766 30.11	25%
Grad Degree	23,209 8.31	69,375 20.13	26%

<b>Consumer Expenditures: Entertainment</b>	<b>Berks County (Total/%)</b>	<b>Chester County (Total/%)</b>
Fees And Admissions	747	1,235
Video/Audio Equipment	1,122	1,542
Recreation Equip/Supplies	1,228	1,694
TOTAL	3,098	4,472

<b>Contributions</b>	<b>Berks County (\$/household)</b>	<b>Chester County (\$/household)</b>
Charitable	2,339	4,020

## Appendix 6: By the Numbers

What do visitors do?			
Type of Personal Service	# of contacts (from the SIR)	% of Park Personnel Services (from the SIR)	% of Total Park Visitation (from NPS Visitor Use Statistics)
Sources	Servicewide Interpretive Report (internal access only) <a href="http://inside.nps.gov/sir">http://inside.nps.gov/sir</a>	Tip: a percentage calculator app is an easy way to figure percentages.	NPS Visitor Use Statistics: <a href="https://irma.nps.gov/Stats/">https://irma.nps.gov/Stats/</a>
Visitor Centers / Contact Stations	53,948	42%	105%
Informal Interpretation	8,543	7%	17%
Formal Interpretation	8,901	7%	17%
Demonstrations & Performing Arts	13,401	11%	26%
Junior Ranger Programs	15,678	12%	31%
Special Events	8,673	7%	17%
Education Programs	18,460	14%	36%
Compared to:	Contacts who elect to participate in personal services	–	Total Park Visitation (from NPS Visitor Use Statistics)
TOTALS	127,604	–	51,252

# Appendix 7: Service-wide Interpretive Report (FY2016)

Form 10-769  
(Rev 8/98)

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE  
**SERVICEWIDE Interpretive DATABASE**

[\(This record is editable\)](#)

**Park Org. Code:**  
HOFU

**Unit Name:**  
Hopewell Furnace National Historic Site

**Fiscal Year:**  
2017

## ◆ Funding Sources

### Fiscal Year Interpretive Expenditures

■ Park Interpretive Funds Spent (ONPS Base only)	<b>\$330,465</b>
■ Servicewide Fee Funds Spent	<b>\$0</b>
■ Reimbursable Fee Funds Spent (16USC 1a-2g)	<b>\$0</b>

### Interpretive Staffing for Fiscal Year

■ Permanent FTE	<b>3.0</b>	No. of Perm Positions	<b>3.0</b>
■ Temporary FTE	<b>3.0</b>	No. of Temp Positions	<b>0.8</b>
● Total FTE	<b>6.0</b>	Total Positions	<b>3.8</b>

## ◆ Personal Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
■ Visitor Centers/Contact Stations		2		2.50	27749		\$118,450	\$0
■ Informal Interpretation				0.10	573		\$4,157	\$0
■ Formal Interpretation	73			0.10	1480		\$12,666	\$0
■ Demonstrations & Performing Arts	94			0.10	180		\$7,239	\$0
■ Junior Ranger Programs				0.10	2683		\$9,785	\$0
■ Special Events	9			0.20	1593		\$15,706	\$0
■ Education Programs	18			0.01	409		\$3,817	\$0
● Subtotal Personal Services	194	2		3.11	34667		\$171,820	\$0

## ◆ Non-Personal Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
■ Park-Produced Publications			16	0.04		2800	\$2,972	\$0
■ Audio-Visual/Electronic Media			13	0.01	7115		\$520	\$0
● Subtotal Non-Personal Services			29	0.05	7115	2800	\$3,492	\$0

## ◆ Outreach Services

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
■ Community Programs	4			0.01	168		\$695	\$0
■ Loan Materials	0			0.00	0		\$0	\$0
■ Park Web Site				0.04		0	\$2,255	\$0
● Subtotal Outreach Services	4			0.05	168	0	\$2,950	\$0
● Column Totals	198	2	29	3.21	41950	2800	\$178,262	\$0

## ◆ Program Highlight

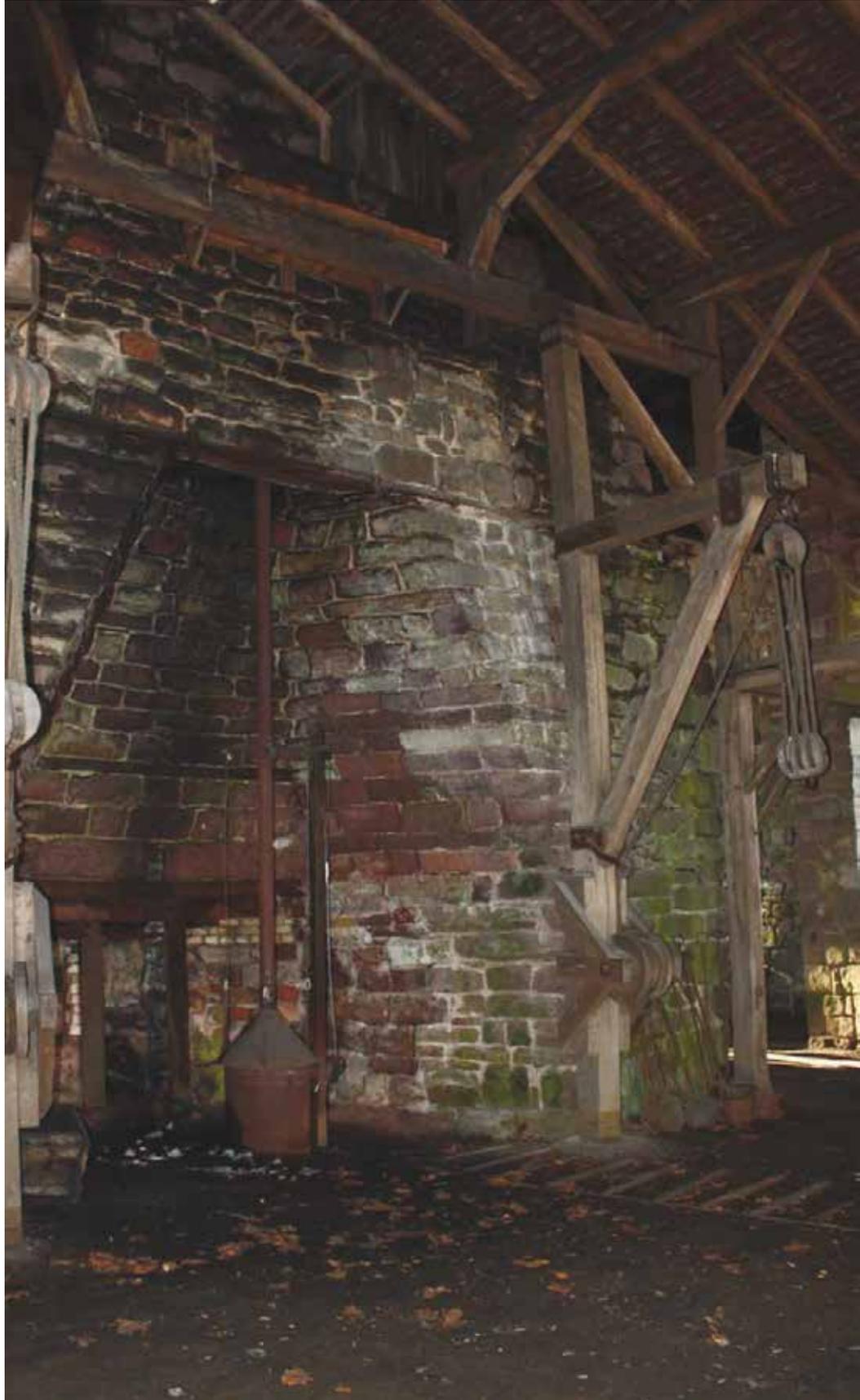
Piloted rotating schedules through Hopewell Village and the Visitor Center, providing opportunities to engage visitors informally on the grounds and in some of the historic buildings. Also of note was the initiating of collaborative programming with Hopewell's neighbor, French Creek State Park. Hopewell provided three evening programs and interacted with multiple trail walks, French Creek providing natural history and Hopewell staff providing cultural history.

## Appendix 8: Accessibility

Parks are required to make interpretive products and programming as fully accessible as possible. Visitors who have physical, sensory, or cognitive disabilities have legally established civil rights to receive the same information and context that NPS interpretive media products provide to their fellow citizens.

More about NPS accessibility guidelines can be found here: <http://www.nps.gov/hfc/accessibility>

Programmatic Accessibility Guidelines for National Park Service Interpretive Media:  
<http://www.nps.gov/hfc/accessibility/accessibilityGuideVersion2.1.pdf>



# Participants

The following people contributed to this plan.

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National Park Service  
U.S. Department of the Interior



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