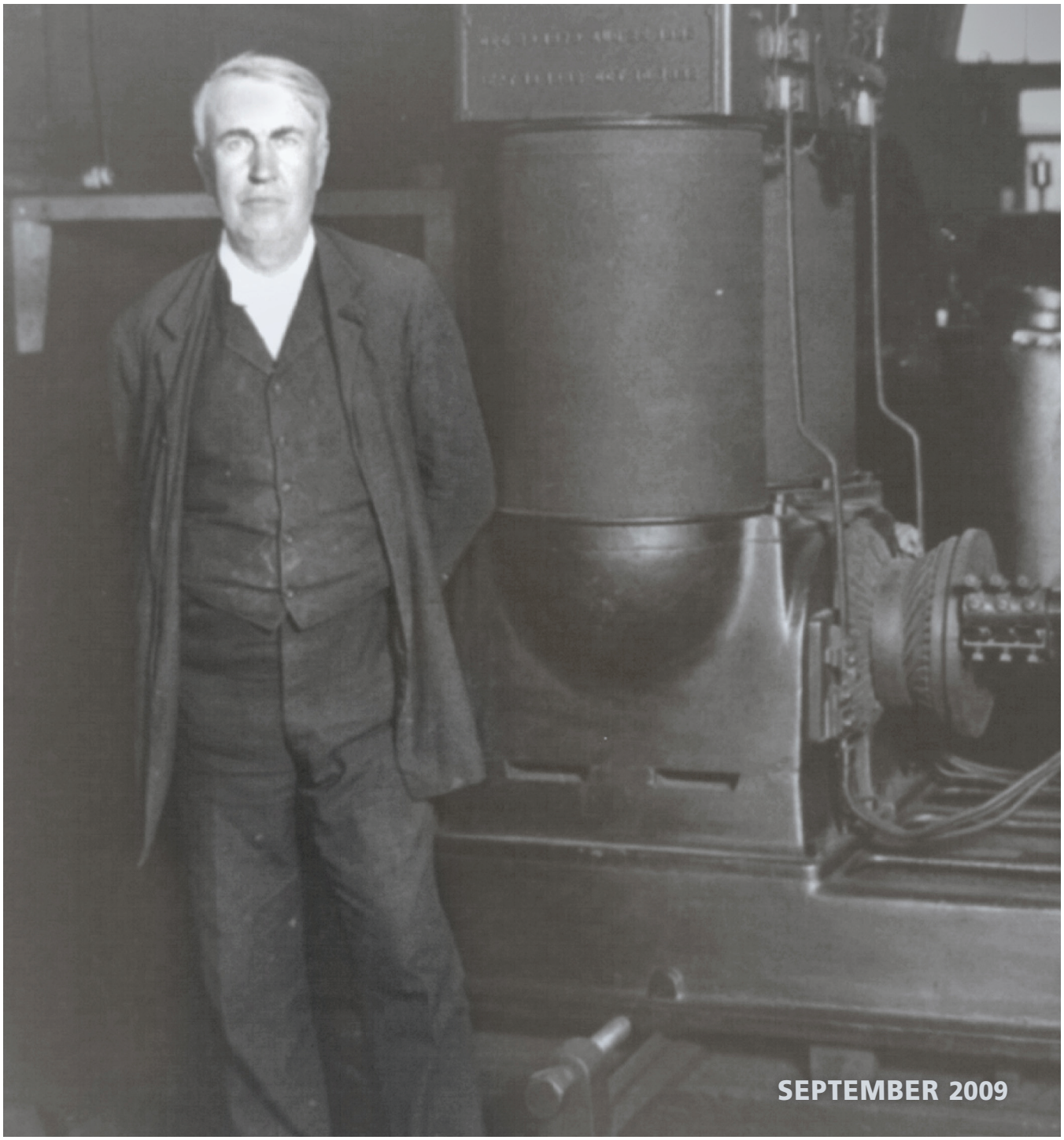
National Park Service
U.S. Department of the Interior

Thomas Edison National Historical Park
Long Range Interpretive Plan



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Thomas **Edison National Historical Park**
Long Range Interpretive Plan

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Edison

Introduction

Long range interpretive planning at Thomas Edison National Historical Park took place on the cusp of change at the site. The Laboratory Complex was soon to be reopened after six years of renovations, and exciting new approaches to interpreting Edison's scientific and business legacy were being implemented. The Park faced many intriguing challenges brought about by the forthcoming change: new, and quite likely larger, audiences upon reopening; a community that was also on the edge of change, with the development of former Edison holdings; a new approach to visitors' interpretive experience of the site; and changes to wayfinding and building access under new protocols. The Long Range Interpretive Plan (LRIP) had to be designed to meet these challenges—it needed to look to the future by providing an interpretive strategy that provided maximum flexibility for staff members as they prepared to offer educational and interpretive services during this new phase in the site's history.

Executive Summary

The Long Range Interpretive Plan for the National Park Service's Thomas Edison National Historical Park:

- Is guided and inspired by Edison's own spirit of innovation
- Sets realistic, achievable goals and priorities that are compatible with the resources available for support
- Follows findings and strategic recommendations of the National Park Service's Interpretation and Education Renaissance Action Plan (Fall 2006)
- Articulates the remarkable significance of the park:
  - its extensive collection of original Edison material, the world's largest related to a single inventor
  - the outstanding integrity of the site's infrastructure
  - the well-rounded insights it provides into the professional and private lives of Edison, one of the world's best-known individuals in his day
  - the impact of Edison's West Orange inventions on the world—especially sound recording, motion pictures, and his ground-breaking system of research and development
- Offers primary interpretive themes that present a picture of Edison the man, the inventor, the businessman, father, husband, and celebrity and that integrate the Laboratory Complex and Glenmont Estate into a seamless context for telling Edison's story
- Helps the Park cultivate new audiences and open up new lines of communication through the use of innovative techniques
- Provides an implementation timeline to ensure an orderly approach to presenting Interpretive and Educational services over the next five to seven years.

Planning for Interpretation at Thomas Edison National Historical Park

The National Park Service (NPS) has adopted a unified planning approach for interpretation and education. This approach combines planning for interpretive media, personal interpretive services, and education programs. The Comprehensive Interpretive Plan (CIP) is the basic planning document for interpretation and was formally adopted as part of NPS guidelines in 1995. Responsibility for creating the CIP lies with each park's superintendent.

What is a Comprehensive Interpretive Plan? The CIP process helps parks make choices. It provides guidance to park staff: it helps them clarify their objectives, identify their audiences, and choose the best mix of media and personal services to use to convey park themes.

Although the CIP as defined in Director's Order 6 is composed of specific elements, good planning is customized to meet each park's needs and situation. The CIP is not a recipe. Rather, it is a guide to effective, goal-driven planning. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future. All CIPS have three components: the Long Range Interpretive Plan (LRIP), a series of Annual Implementation Plans (AIP) and an Interpretive Database (ID).

What is a Long Range Interpretive Plan? The heart of the CIP is the Long Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long-term (5-7 year) interpretive goals of the park. The process that develops the LRIP defines realistic strategies and actions that work toward achievement of the interpretive goals.

The Annual Implementation Plan and Interpretive Database. The completed LRIP is a critical part of the CIP, but it does not stand alone. Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating a series of these AIPs that implement the actions outlined in the LRIP simplifies the park's annual planning process. The third component of the CIP is the Interpretive Database (ID), an ongoing compilation of information, reports, bibliographies, plans, and inventories that document the LRIP's progress.

"Muckers" at work

Enabling Legislation

This section presents a brief narrative of the legislated purpose of the park.

Thomas Edison National Historical Park was established "to commemorate the outstanding achievements of the great American inventor, Thomas Alva Edison" (Presidential Proclamation 3148). The site was conveyed to the National Park Service through a series of legal agreements between the government and Thomas A. Edison, Inc. (later McGraw Edison Company) between 1955 and 1962. It is located within the township of West Orange in New Jersey. Containing 21.25 acres, the park preserves Thomas Alva Edison's laboratory, his estate Glenmont, and collections in perpetuity and makes this valuable part of America's heritage available to over 60,000 visitors each year for their enjoyment, understanding, and appreciation. In March 2009, the site was officially designated a National Historical Park.

Purpose of the Thomas Edison National Historical Park

The purpose statement comprises the Park's "marching orders," its charge on behalf of the public.

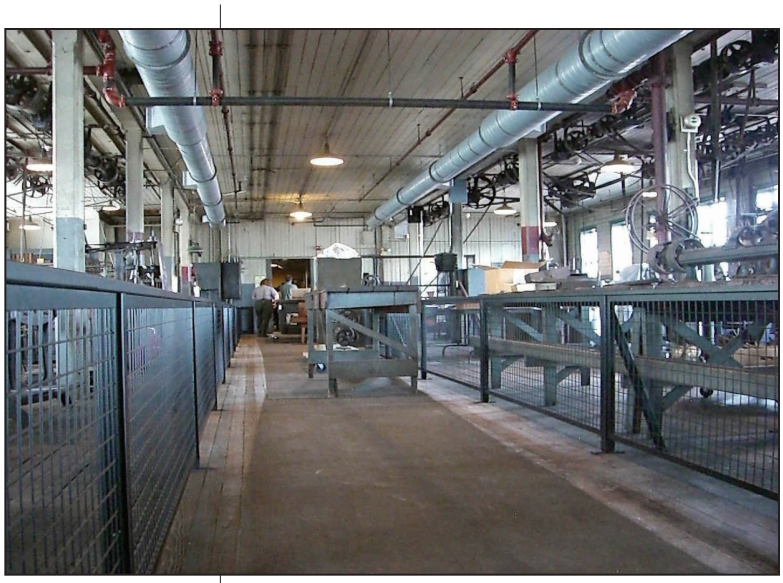
The purpose is to commemorate the life and achievements of the great American inventor Thomas Alva Edison, through the preservation of his research and development laboratory complex, his estate, and their collections, in order to inspire and educate an international audience.

Significance of the Thomas Edison National Historical Park

Significance statements answer these questions: "Why should people visit Thomas Edison NHP? What is special about the site? Why should it be preserved?"

Collections. Thomas Edison NHP includes the most complete collection of original Edison-related material in the world, including 400,000 artifacts and 5.5 million documents. It provides a resource for understanding the process of innovation, from idea to product. The collection is made even more significant by its presence in the original location in which its materials were created. The archives, by preserving Edison's voluminous papers, provides unique documentation of Thomas Edison, his family, experiments and business practices, as well as of science and technology of the time and the development and impact of technology in the global context.

Laboratory Complex. The Laboratory Complex exhibits exceptional historical integrity (Pattern and Machine shops, Chem Lab, Library, Drafting Room, Music Room, Photo Lab, Stock Room). It provides tangible evidence of the transition in the U.S. from a rural agricultural economy to an urban industrial economy fueled by new technologies. Edison's achievements here were as world-changing as the now ubiquitous computers in the workplace that signal the transition from an industrial economy to an information-rich, globally competitive economy.



Precision Machine Shop located in Building 5.

The Edison Laboratory Complex provides the only comprehensive overview in one place of *Edison's process of inventing* during the late 19th-early 20th centuries, from idea, to prototypes, to mass production, including extensive documentary support provided by artifacts and archives.

The Laboratory Complex offers insight into Edison's management style and work ethic: his private lab; his main office in the middle of one of the first corporate research libraries; the bed in his library; the original furnishings; and the time clock, among others.

The Laboratory Complex made the concept of team-based research and development a model for other inventors and companies, a concept which remains a fundamental and strategic element of technological leadership today.

Edison is the most famous inventor of his time, universally recognized by his celebrity image, signature, contributions to the development of electrical, recorded sound and motion picture industries, and the global impact of his thousands of inventions.

The Glenmont Estate. The Glenmont Estate reflects Thomas and Mina Edison's changing lifestyle and Edison's emerging prominence as an inventor, business leader and public figure. Glenmont's location influenced Edison's decision to build a research lab in the West Orange countryside. Mina's progressive view of herself as Glenmont's "home executive" highlights the important partnership role she played in supporting Edison and helping to advance his career.

Glenmont, home of Thomas A. Edison, is significant as one of the few surviving private residences designed by renowned architect Henry Hudson Holly, considered to be the father of the Queen Anne-style movement in the United States.

The Glenmont Estate is situated in the first planned private residential community in the United States, known as Llewellyn Park, which was developed as "country homes for city people" in 1857, yet it remained highly influential in American suburb planning throughout the rest of the 19th-century.

Glenmont provides important and rare examples of period decorative arts, including extensive representation of the work of period decorating companies, and a significant decorative arts collection that provides a high degree of authenticity and noteworthy representation of various decorative arts movements including Victoriana, Aestheticism, Orientalism, and the Hudson River School Movement.

Sound Recording. The Thomas Edison NHP phonograph collection documents the evolution of Edison recorded sound technology from the

invention of the phonograph in 1877 to the electrical recording era of 1929. Rare machines include the original phonograph, early wax cylinder prototypes, and perhaps the world's best collection of acoustic-era recording studio equipment.

The first professional music recording studio, in commercial operation during the late 1880s and early 1890s, was located on the third floor of the Edison Laboratory.

Thomas Edison NHP has one of the most significant collections of Edison sound recordings in the world, including several of the earliest recordings in existence, rare recordings of late 19th- and early 20th- century personalities and musicians, and major holdings of unissued test pressings, experimental recordings, and disc master molds.

Edison's invention of the phonograph, which was developed at the West Orange Laboratory, evolved into a global industry.

Motion Pictures. Thomas Edison National Historical Park, often considered the birthplace of motion pictures, is where the laboratory team invented the motion picture camera, built the Black Maria, and developed fundamental technology to produce and exhibit motion pictures.

Blacksmith Scene (1893), *Dickson Experimental Sound Film* (1894-5) and *The Kiss* (1896), all made in the Black Maria, were selected by the Library of Congress as among the most significant motion pictures in American History.

Machine Shop. The Laboratory's operable machine shops exhibit exceptional historical integrity and provide unique insight into 19th-century machine tool technology, working conditions, and Edison's innovative business model.

Glenmont, Thomas and Mina Edison's home

Mission of the National Park Service at Thomas Edison National Historical Park

The Park's mission statement articulates in broad terms the ideals that the NPS strives to achieve.

Our mission is to promote an international understanding and appreciation of the life and extraordinary achievements of Thomas Alva Edison by preserving, protecting, and interpreting the park's extensive historic artifact and archive collections at the Laboratory Complex and Glenmont, the Edison family estate.

Management Goals for Interpretation

These goals describe management's intent in offering interpretive and educational programs and services.

Thomas Edison NHP's stories are unique and exciting. They demand innovative, cutting-edge story-telling techniques, technologies, and experiences. They are *important*.

The plan to interpret these stories will reflect and communicate their importance.

Thomas Edison NHP will continually strive to achieve the highest level of success. The LRIP provides an opportunity to set realistic, achievable goals and priorities that are compatible with the resources available for support.

The plan will help Thomas Edison NHP cultivate new audiences and open up new lines of communication through the use of innovative techniques.

- The plan will support and encourage lifelong learning opportunities.

- Edison's spirit of innovation should always be a guide. Like Edison, the park wants to stay on the cutting edge, always looking forward to new ideas and concepts.

Original supplies and materials can still be found inside the Stock Room.

The Interpretation and Education Renaissance Action Plan.
The Interpretation and Education Renaissance Action Plan (2006) provides a renewed focus and change for Interpretation and Education (I&E) servicewide as the NPS approaches its centennial milestone in 2016. The Action Plan identifies five areas of focus: Engage People to Make Enduring Connections to America's Special Places, Use New Technologies, Embrace Interpretation and Education Partners, Develop and Implement Professional Standards, and Create a Culture of Evaluation. Investing in these areas will sustain I&E services and ensure that the public finds relevance and meaning in their national parks. The NPS Centennial Initiative addresses five overarching goals which focus on stewardship, environmental leadership, recreational experience, education, and professional excellence to guide the NPS leading up to the 100th anniversary. The NER's regional strategy, Connecting People to Parks (2005), provides a good background for specific actions that nest within the I&E Renaissance and the Centennial Initiative.

Servicewide Initiatives.
The National Park Service's Interpretation and Education Renaissance Action Plan (Fall 2006) has put forth the following findings and strategic recommendations that are intended to guide interpretation at all parks, service-wide.

- Develop core operating standards and measures for delivering quality interpretation and education programs. *Impact at Thomas Edison NHP:* Interpreters should expect to work within a framework that provides for and measures of quality performance.
- Provide staffing and operating resources necessary to achieve program standards. *Impact at Thomas Edison NHP:* Management will work to provide necessary interpretive resources.
- Expand interpretation and education partner training and credentialing program. *Impact at Thomas Edison NHP:* Future partners that provide interns and other interpretive support services will also work within a framework that provides standards for and measures of quality performance.
- Adopt a program of evaluation to achieve greater accountability and program improvement in interpretation and education. *Impact at Thomas Edison NHP:* Visitor feedback and program evaluation will be important factors in developing new interpretive programs.
- Improve interpretive media to meet twenty-first century standards. *Impact at Thomas Edison NHP:* The Long Range Interpretive Plan will incorporate twenty-first-century media standards.
- Encourage and adopt innovation in interpretive and educational technology. *Impact at Thomas Edison NHP:* The Long Range Interpretive Plan will incorporate innovative technologies.
- Design interpretation and education programs to serve all. *Impact at Thomas Edison NHP:* The Long Range Interpretive Plan will provide programs for new, emerging and underserved audiences, using universal design standards.

- Enable interpretation and education partners to effectively support the NPS education mission. *Impact at Thomas Edison NHP:* The role of partners will be acknowledged in the LRIP.

- Create and support organizational change. *Impact at Thomas Edison NHP:* Everyone will "be on board" with new methods, techniques and ideas for interpreting the themes, etc.

Accessibility

Director's Order #42, "Accessibility for Visitors with Disabilities in National Park Service Programs and Services," lays out the agency's approach toward accessibility. It says:

"It is the goal of the NPS to ensure that all people, including the estimated 54 million citizens with disabilities, have the highest level of accessibility that is reasonable to our programs, facilities and services in conformance with applicable regulations and standards. Accordingly, the NPS will seek to provide that level in the planning, construction, and renovation of buildings and facilities and in the provision of programs and services to the public and to our employees. In most instances, the applicable rules, regulations and standards do not require access if it would change the fundamental nature of the activity. In conforming to the appropriate standards, the level of accessibility will be largely determined by the nature of the area and program, and will be consistent with the obligation to conserve park resources and preserve the quality of the park experience. . . . [O]ne fundamental principle of this Director's Order is that the NPS will seek to provide the highest level of accessibility that is reasonable, and not simply provide the minimum level that is required by law. Consequently, managers are encouraged to exceed the requirements for visitor accessibility through innovative techniques and partnerships whenever possible and reasonable."

The five objectives of this Director's Order are to:

1. Incorporate the long range goal of providing the highest level of accessibility that is reasonable for people of all abilities in all facilities, programs, and services, instead of providing "separate" or "special" programs.

2. Implement this goal within the daily operation of the NPS, its policies, organizational relationships, and implementation strategies;

3. Provide further guidance and direction regarding the NPS interpretation of laws and policies;

4. Establish a framework for the effective implementation of actions necessary to achieve the highest level of accessibility that is reasonable; and,

5. Ensure the implementation of "universal design" principles within the national park system.

Primary Interpretive Themes

Primary interpretive themes embody the most important ideas or concepts communicated to the public about a park. They convey the significance of the resource, and highlight the links

Furnishing of the master bedroom at Glenmont

between tangible elements, intangible meanings, and universal concepts that are inherent in the park's resources. The themes connect those resources to larger processes, systems, ideas, and values. Themes define the core content of the educational messages the park offers, and serve as the building blocks upon which interpretive services and educational programs are based.

Theme 1: Innovation/Impact
Thomas Edison's career provides a catalyst for understanding the power of innovation, as well as an opportunity to evaluate the impact of technology in the world in which we live.

Theme 2: Thomas Edison
Edison's personal life as husband and father, his professional life as inventor and businessman, and his public life, including his role as an example of the emerging phenomenon of the celebrity, includes instances both inspirational and controversial, and involves triumphs and failures.

Theme 3: The Process of Invention/The Workers
Edison's concept of combining research laboratory and factory as well as employing a talented team of scientists/inventors, business personnel, factory workers and artists, created a business enterprise that turned ideas into products and may have been his greatest invention.

Theme 4: Glenmont
The Edisons' choice of Glenmont, located in exclusive Llewellyn Park, as the place to begin a new family, not only determined the eventual location of his last Laboratory Complex in West Orange, but also reveals Edison's rising economic and social status and the connection between home life and work.

Theme 5: The Resource
A remarkably intact complex that features archives, artifacts, and buildings, all in their original settings and preserved virtually intact since Edison's time, provide a richly textured image of this noted inventor and innovator.

Visitor Experience Goals

Visitors who experience parks seek something of personal value and relevance. Visitor experience goals describe what physical, intellectual, sensory, and emotional experiences should be available to them. They describe what visitors might do, feel, think, and learn, all of which include the power to impact not just knowledge, but attitudes, behavior, and values. Visitor experience goals describe opportunities for the public to experience the resource in various ways. They suggest how interpretation may change the way the public thinks, feels, or acts as a result of the park experience.

All visitors to Thomas Edison National Historical Park will have the opportunity to:

- Learn something new
- Experience both the Laboratory Complex and Glenmont Estate
- Interact with a ranger
- Have fun
- Walk where muckers walked
- Make a personal connection
- Connect Edison inventions to current issues/events
- Learn how ideas evolve into inventions. Understand how a concept can grow into many inventions
- Gain appreciation for the depth and authenticity of the resources
- Understand Edison's invention process and concept of research and development
- Understand how inventions are sold, marketed, and survive or not
- Stand where Edison stood/enjoy the sense of place/grasp the authenticity and the fact that the site is virtually as it was in Edison's day
- See multiple sides of Edison: Domestic and professional
- Learn that this is the lab the light bulb built, not where the light bulb **was** built
- Learn more about the National Park Service's role in preserving and interpreting the site.

Issues and Influences

This section includes long-range service-wide initiatives, influences and opportunities inside and outside the park, resource-based issues, and internal issues that affect interpretation and education. Collectively, it reflects the perspectives of NPS upper management, Thomas Edison NHP staff members, and the site's group of stakeholders.

Influences and Issues beyond the NPS
Children increasingly stay indoors to play with electronic equipment, i.e. videos, computers, etc. rather than getting out to experience and explore the "real world."

- Demography is changing, both nationally and regionally: the "baby boomer" generation is entering retirement years, with possible impacts both on audience and volunteer networks, and the ethnic and cultural background of the historic

Test tubes and beakers from the Edison Complex

site's neighbors is undergoing a shift, which also has implications for audiences and their participation at the site.

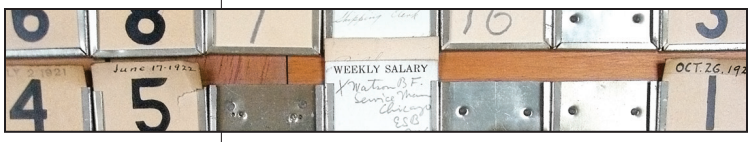
- With the rising cost of fuel, people are traveling less and focusing more on local institutions and amenities.
- Younger generations expect communication that is built around new technologies.
- Schools are finding it increasingly difficult to take field trips due to costs and an enhanced focus on curriculum and accountability.
- Knowledge of history and world context has decreased dramatically among young people due to changes in school curricula that focus on basic reading, writing, and mathematical skills.
- Public transportation to the site is limited.

Influences and Issues within the NPS

- The agency has recognized the need to present park stories from multiple viewpoints, to diversify its audience, and to attract underserved audiences.
- NPS faces many challenges including the reduction of the workforce serving the visitors.
- There is a need to diversify the park workforce to reflect America's diverse population.
- Advances in technology are constantly changing the way Americans communicate. Parks need to stay abreast of new developments.
- Partners offer a range of opportunities to expand interpretation and educational services.

Issues and Influences within Thomas Edison NHP

- The site reopens to the public after six years of renovation with new programs, techniques, and strategies for interpreting Edison and his works.



Cards identify employee salaries and job title.

- Programs must not only be sustainable, but must continue to grow to the next level, so they will continually add value to the interpretation of the site.
- Interpreters at the site will need to experiment and explore new ways to help visitors understand the relevance of Edison and his life work today, finding different ways of presenting the information so it engages people with a broad range of interests and backgrounds.
- The ability of the site to market its programs and services must also be sustainable. A communication plan for the site is under development that will help attract visitors.
- The site archives contain vast untapped resources for researchers that relate to a wide range of relevant topics of interest to the academic community, as well as to the public; Thomas Edison NHP will seek ways to create more access to these important resources.
- Staff will need to find ways to access new ideas and information, not only about Edison and the process of invention, but about interpretive media and other communication methodologies.
- The Interpretation Division needs the support of other divisions in order to provide high quality interpretation to all visitors.
- The outstanding historical integrity of the site creates a huge interpretive advantage as visitors encounter a near-immersive experience that helps communicate Edison's great significance to our lives.
- The retail items offered for sale should always relate in some way to the interpretive themes of the site.
- The six-year gap in services during which the site was closed for renovation has created a "gap" in the site's list of contacts: school contacts, potential volunteers, and other connections will need to be renewed.
- Both the Edison Innovation Foundation and the Friends of Edison provide ongoing support and inspiration.

Resource-based Issues

- Not all the site's buildings are able to be opened to the public due to a lack of resources (including space for offices and storage of artifacts).
- The site's holdings include an exceptional number of artifacts; proper care and storage of collections will remain as one of the greatest challenges.
- The site should strive for a comfortable balance between protecting its historical integrity, and serving the public's need for interpretive programs and services.

The Setting

The Site. Thomas Edison National Historical Park is located in West Orange, New Jersey, a township approximately six miles from Newark, New Jersey, and fifteen miles from Manhattan. Originally a part of Newark, West Orange became a separate community in 1863. During the twentieth century, West Orange evolved into a densely developed suburb of Newark and New York.

When Edison first moved to West Orange in 1886, the township was significantly more rural than it is today, allowing Edison access to the acres of land he required to build his laboratories and factories. Today, Edison's industrial campus as well as other locations related to his years in West Orange rank among the community's most notable landmarks.

Approaching the site. Thomas Edison National Historical Park is accessible from the New Jersey Turnpike, the Garden State Parkway, Interstates 78 and 80, and other branches of the interstate system. Public transportation to the site is available; New Jersey Transit's Bus Route No. 21 leaves Penn Station in Newark and stops right outside the Laboratory site, and commuter buses leave Port Authority Bus Terminal in Manhattan and stop within a half mile of the site. Commuter trains run between Manhattan, Orange, and other communities near West Orange. West Orange is not far from Newark International Airport (approximately $50 by cab).

History. Today, Edison's brick and concrete laboratories are well integrated into West Orange's urban landscape. Nevertheless, these solidly built Victorian buildings retain a sense of their former prominence as the core of Thomas Edison's "invention factory." For forty-four years, from 1887 to 1931, the site served as the inventor's research and development center. Here Edison and his "muckers" developed many of the devices around which modern life revolves, such as the motion picture camera and the nickel-iron alkaline storage battery. They refined the phonograph and made it the center of a worldwide business.

Before Edison began to build in West Orange, he purchased Glenmont, an estate featuring a 29-room Queen Anne mansion, located nearby in historic Llewellyn Park. When offered a choice between a house in New York City or the bucolic Glenmont, Edison's second wife Mina Miller chose the latter. This was the decision that brought Edison's

Edison factory exterior

Looking skywards towards the Edison Complex smokestack

family and his research and commercial ventures to West Orange.

After Edison died in 1931, Thomas A. Edison, Inc., continued operations in the West Orange manufacturing buildings but used the centerpiece laboratory buildings primarily as storage spaces. As a result, these buildings remained pretty much as they were at the time of his death. In the late 1940s the Edison family and the company established a foundation to transform the laboratories into a museum, and in 1948, the main laboratory building opened to the public. In 1956, Thomas A. Edison, Inc., donated the historic core of the original laboratories, including the land, buildings, and all of their contents to the National Park Service. Today, the Laboratory Complex and Glenmont Estate (donated to the NPS in 1962) are managed as the Thomas Edison National Historical Park.

Edison's laboratories with their varied contents require special conservation. For much of the twentieth century, the expense of this conservation, combined with numerous other factors, prevented the laboratories from receiving appropriate care. As a result, Edison's laboratories gradually deteriorated until 1992, when the National Trust for Historic Preservation listed the site as one of America's twelve most endangered historic sites. The critical conditions at Thomas Edison National Historical Park lead the government's *Save America's Treasures* program and private companies such as General Electric to provide funding to carry out necessary restorations. In 2003, the National Park Service closed Edison's laboratories to carry out this work. The buildings were reopened in 2009.

The Audience

Visitor Profile. Before Thomas Edison National Historical Park closed, the site attracted many national and international visitors. The site also regularly hosted New Jersey and

New York school classes from the third grade and above.

Outside of these students, however, Edison attracted relatively few visitors from West Orange and other nearby communities. This is due to a variety of factors, including the challenge of attracting residents in a region filled with many other recreational and educational opportunities.

In the ten years before the site closed for renovations, attendance averaged 50,625 per year. It is difficult to determine projected attendance when the site reopens, given the excitement the opening will create, and the fact that people have not been able to visit for quite some time. Presumably, attendance will increase immediately after opening, and for the first year will exceed prior levels, and then level off.

The Interpretive Experience

Way finding. Directions by plane, car, and public transportation to the site are currently posted on the Thomas Edison National Historical Park website. Approaches to the park for the most part are satisfactorily marked on nearby major roads and highways and National Park Service signs nearer to the laboratories themselves. Signage could be enhanced on Interstate 280, as well as on secondary roads by encouraging West Orange Township to post signs or tourist kiosks, especially in the township's downtown area, that call attention to, and direct people towards Thomas Edison NHP.

Access. Thomas Edison NHP is accessible from the road but offers limited parking for cars, RVs and buses across the street from the entrance to the Laboratory Complex. Many of Edison's laboratory buildings accommodate visitors with disabilities. However, Glenmont is not as easily navigated by people with mobility impairments.

Edison's estate *Glenmont* is located in a nearby private community, Llewellyn Park. Access is granted via private automobile when visitors show the pass issued them at the Laboratory Complex at the Llewellyn Park gatehouse.

Interpretive and visitor services. At some point in the future, Thomas Edison National Historical Park plans to construct a large multi-use building at the far edge of the Laboratory Complex property to create more space for collection storage, free up space for new exhibits, and permit additional restoration of laboratory-building interiors. For the time being, Building 1 will serve as the visitor center. Here, visitors will encounter an information desk where they will pay entrance fees, interact with interpretive staff, obtain park brochures and schedules, and get information about programs, including an audio tour of the site. The building will also house the site's store, which will sell books and other items related to Thomas Edison and the National Park Service.

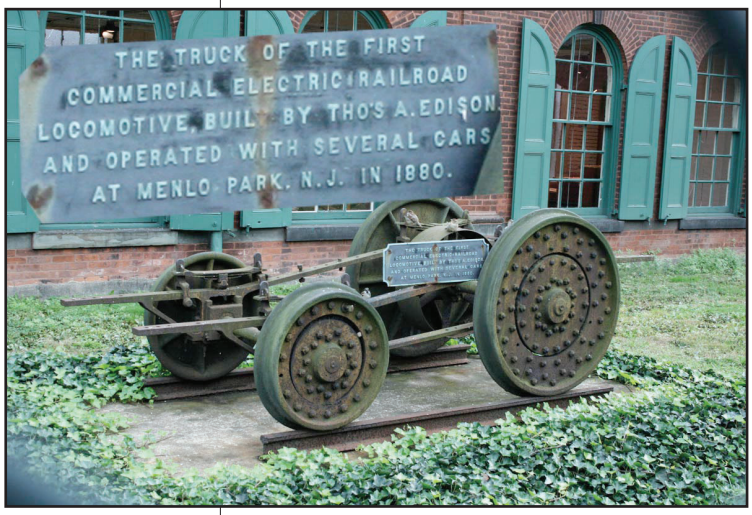
The addition of an elevator in new construction attached to the end of the Building 5 of the Laboratory has greatly enhanced accessibility to one of the site's most fascinating features.

Access to the Glenmont Estate is offered by guided tour only. In addition to the house tour, Glenmont's visitors may take a cellular phone tour of the estate's grounds, walk through the greenhouse,

and at various times of the year, go into the garage to view the antique cars.

Personnel

Interpretation Division Staff. At Thomas Edison National Historical Park, interpretation staff will operate visitor centers at both the Laboratory Complex and Glenmont Estate, as well as provide regularly scheduled programs and tours at both locations. While interpretation will be the primary duty of Thomas Edison NHP's interpretation staff, other tasks will be divided among staff members of all divisions.



Truck of the first electric railroad locomotive built by Edison

Volunteers. Like other National Park Service sites, Thomas Edison NHP depends upon volunteers to assist with its operations and programs. At present, the Park enjoys the services of the Garden Club of the Oranges, which maintains the Glenmont Greenhouse. The site also relies on summer interns from Seton Hall Preparatory School, provided with support from the Charles Edison Fund. With the upcoming reopening of the Laboratory Complex, the site engaged directly with local community members through programming and other means to promote volunteer opportunities. Currently, site personnel are working with Master Gardener students for the first time, expanding the college intern program, and stepping up recruitment tactics to build a larger community-based volunteer pool.

Interpretive Resources

Thomas Edison NHP maintains extensive archives with millions of primary documents as well as a large number of secondary publications relating to Thomas Edison's experiments and business undertakings.

The archives and library collections are used by park staff and outside researchers alike. Collaboration with the Edison Papers project at Rutgers University continues to improve access to Edison materials. Finding aids for the library and archive collections will eventually be posted online, and research space is provided to accommodate small numbers of researchers at the site.

Thomas Edison NHP's museum collection, among the largest in the National Park System, contains 400,000 artifacts associated with Edison's experimentation, business ventures, and domestic life. The Glenmont estate alone includes more than 40,000 objects. Many of the pieces in the site's collection are on display in the laboratory buildings or at Glenmont.

The Planning Process

Under the leadership of Chief of Interpretation Karen Sloat-Olsen, the Long Range Interpretive Plan was developed during a process that began with a scoping trip on October 25, 2007. Elements of the process included workshops facilitated by a planning consultant firm, Interpretive Solutions, Inc.; work sessions of the Core Planning Group; and a number of follow-up phone calls that involved Core Planning Group Members and the planning consultant.

A workshop addressing foundational elements was held April 1-2, 2008. A group of stakeholders joined park staff on the first day of the workshop to share their ideas, perspectives, and concerns. The workshop participants addressed site significance and themes, identified target audiences, and discussed issues and influences impacting interpretive programming. This was followed by an implementation workshop held October 1-3, 2008. This workshop addressed media choices, interpretive strategies, and program evaluation. Part 1 of the LRIP, the Foundation for Planning, circulated to stakeholders in August of 2008, and revised in accordance with their comments.

All of these workshops were facilitated by Interpretive Solutions, Inc. In addition, the Core Planning Group met numerous times to discuss thematic approaches, and to recommend and prioritize new programs to address the gaps. Finally, a series of teleconferences between the Core Planning Group and the planning consultant helped to finalize both theme statements and priorities and set the stage for the drafting of the LRIP. The Team Draft of the LRIP was completed in June 2009, and the plan was revised and finalized in August of that year.

Needs in Support of Interpretation

Through the planning process, the Core Planning Group was able to identify a number of needs and priorities that would support and enhance interpretive services at Thomas Edison NHP in the next five to seven years.

Wayfinding and orientation

There is a need to clearly orient visitors to their options as they arrive on site: optimum circulation, best routes, possible sequence of visit, etc., as they choose a path through the park, including the Glenmont estate: Examples include a tear-away site map, and calendar of events.

There is a need for orientation information to be shown on the monitor near the admissions desk, that would introduce the visitor to the programs and activities available during their visit, cost of admission and instruction on the use of the audio units. There is also a need for a new general orientation video to be shown in the theatre adjacent to the information desk. The video would introduce the park's themes, provide basic facts about Thomas Edison, and highlight selected features.

The following are needs that have been idenified:

First impressions

- Improved entrance to Glenmont, one that does not lead visitors past somewhat shabby outbuildings, etc., particularly the walk from the parking lot to the potting shed.

Visitor feedback

- Effective ways of soliciting visitor feedback. For example, digital visitor comment cards, text feedback via cell phones, comments on website.

Access and convenience

- More comfortable, shady places to rest during tours of the Laboratory Complex and Glenmont Estate.
- Improved lighting on some parts of the tour, especially in Building 5.
- "Touchable" collection for vision-impaired visitors.
- Tactile cues to the recorded audio portion of the site tour.
- Wheelchair users for Building 5 should understand the prescribed route, elevator use, and narrow passageways. Wheelchair access throughout the site should be tested prior to opening day.
- Alternative visitor experiences for Thomas Edison's home Glenmont, which is not accessible to the physically disabled. Some suggestions include: relocating the existing photo albums that show inaccessible parts of the house and the installation of a live webcam.
- Baby-changing station at Glenmont.
- Increased "open-to-the-public" days at Glenmont in winter.
- Expanded marketing efforts to Spanish-speaking visitors to include: exterior welcoming sign in Spanish, notice of Spanish and cell phone tours, website also available in Spanish. Spanish-language tours are offered when personnel are available to present them; there is a need to find ways to make the program permanent. The Park will soon have a Spanish-language webpage.

Audience

- Provide tours that focus on Glenmont's decorative arts.
- Develop hands-on activities and group experiences that are appropriate for families with children of multiple ages.
- Develop programs for children who are four through eight.
- Develop programs that address different levels/modalities of learning.

School programs

- Note that several of the ideas below were in place prior to closing. Upon reopening, the Park has a need to revisit and in some cases revise the activity to ensure that they provide outstanding services.
- In-class teacher workshops that address the logistics of visiting, class preparation and thematic content.
- Visiting classroom trunks, Ranger in the Classroom programs, and teachers who have been specifi-

cally oriented to tour their classes through the site on their own.

- Establish distance learning facilities and programs for school groups.

Marketing

- Reach out to new audiences, including:
  - Local business owners
  - Summer, after-school and weekend camps
  - College students in need of internships and class projects
  - Corporations (tours; speakers for business meetings)
  - Veterans (special exhibits/ special programs)

Support for interpretation

- Research and understand copyright issues regarding the site's archival holdings, especially sound recordings and motion pictures.
- Research the following areas, among others:
  - Other inventors in the same areas as Edison
  - The ways in which Edison's movie technology built on the work of others
  - Table or other information listing and describing Edison's many companies
  - A good description of how the various properties went from Thomas/Mina Edison ownership to the federal government

Plants grow thick in the Glenmont greenhouse.

Evaluation

Program evaluation is an important tool for measuring the effectiveness of interpretive services. It should never be viewed as a critique, but simply as an opportunity for improvement. The need to create a "culture of evaluation" throughout the NPS has been clearly articulated by NPS upper management in the *Servicewide Education and Interpretation Evaluation Strategy*, as well as during an "Evaluation Summit" held in October 2006.

Principles of an effective evaluation program include:

- Feedback gathered in a systematic manner (for example, not just anecdotal)
- Evaluation must be examined for empirical evidence
- Planned evaluation
- Ongoing evaluations
- Resources provided to conduct evaluations (time and people)

Garden chairs on the lawn of Glenmont

Evaluation can take place during any of three project phases: front-end evaluation solicits feedback as a preliminary step in program planning; formative evaluation depends on feedback during the program development process; and summative evaluation occurs when a program is up and running. The latter is sometimes called *remedial evaluation*, which implies that resources will be made available to remedy any program shortcomings that the evaluation process identifies.

What to evaluate. Criteria for selecting which interpretive programs and services need to be evaluated include a combination of the following factors:

- *Importance.* The more important a service is, the more value there is in interpreting it.
- *Degree of confidence.* The surer management is that an interpretive service is effective (or not effective), the less the need to evaluate it.
- *Cost to evaluate.* Lower cost evaluations are more likely to be performed than those at high cost.
- *Benefits/ability to impact services.* The higher the benefit and impact, the more value there is in interpreting the service.

Evaluation priorities. Evaluation priorities at Thomas Edison NHP are:

- The overall visitor experience, in particular:
  - The audio tour
  - The graphic panels in Building 5
  - The self-guided tour in Building 5 (compared with ranger-guided tour or audio tour)

- Observation of programs, leading to enhanced coaching and training for interpreters

Implementation

The planning team conducted a careful review of Thomas Edison NHP's interpretive themes to identify any gaps in services, and to recommend new initiatives intended to strengthen and enhance interpretation at the park as it reopens to the public.

The planning group identified a number of different target audiences for the site's interpretive services. An *audience* is defined as any group for whom specially-tailored interpretive services are necessary. Target audiences include:

- General audience
- Scheduled groups (arrive with specific objective in mind: includes schools, as well as targeted, topic-based groups)
- Repeat visitors/visitors from the park's immediate vicinity
- Resource-based (This group includes researchers using the archives and/or collection, as well as film crews, etc., who have specialized, narrowly defined needs)
- Non-English speakers
- Persons with disabilities. People with hearing impairments are of special interest, due to Edison's own impaired hearing.
- Web-based visitors (This category includes all visitors who access information via digital media, including internet-enabled devices; pre- and post-visits via the internet, or those who only visit the park virtually, never in person.)

Programming recommendations were developed by theme for the general audience. In addition, several program recommendations were created to target the Park's specialized audiences.

Exterior of Building 5 at the Edison Laboratory Complex

Summary of Program Recommendations by Priority (please see *Appendix A* for a more detailed description of programs). After the entire park is open for a period of time, and all activities and services have been evaluated, this priority table will be reviewed. At that time, an annual plan will be created and the top services needed will be selected. Note that programs within each category are not necessarily listed in priority order within that category.

Laundry room at Glenmont

Theme	Interpretive Programs	Exhibits, incl. rotating	Website	Digital Media	Print Media	Accessibility
Theme 1 Innovation/ Invention: **HIGH PRIORITY**	Object-based "failed inventions" program Program on business impact of Edison inventions Program on economic impact of Edison inventions After-school inventors club Lunch time lecture/ discussion series Alternative Energy program Technologies program: An overview of the various technologies, explaining the basics and issues that need to be addressed. Continue Geothermal Energy tours at Glenmont. Electric Vehicles program on the principles of electric vehicles, how Edison developed the nickel-iron storage battery, and showcasing the Edison family electric vehicles.	"Hands-on" area featuring inventions Solar Energy exhibit that would demonstrate some of the physical principles of solar energy, either in-doors with lights or outdoors using natural sunlight.	Virtual tour of site, incl Chem Lab with layered info, "hot spots" that provide additional depth Archive & collection-based online exhibit on the light bulb: patents, letters, prototypes, etc. Website: "Invention highlites" podcast Website: Quote of the month/ week and/ or this day/ week in Edison history Website: Sound archive online Website: Virtual timeline of life in W. Orange in context of Edison's time period	Create a space/ program to show short specialty films, including Edison short films Cell phone tour of Lab Complex Kiosk/computer access featuring digital library of sound archives Kiosk/computer access featuring historical photographs of Edison site/ Edison's life/ inventions "Turning the Pages"- type software: Make lab notebooks available via interactive kiosks	Create specialized orientation materials (for resource-based audience: researchers, film crews, etc	Podcasts: Foreign language tours Podcasts: Spanish language tour on hand-held device Translate site guide Translate other written materials Add audio description to orientation film Audio version of site brochure Large print brochure Produce ASL (American Sign Language) tour for use on hand-held device, e.g. iPhone Special program for people with cognitive disabilities

Theme	Interpretive Programs	Exhibits, incl. rotating	Website	Digital Media	Print Media	Accessibility
Theme 1 Innovation/ Invention: **MEDIUM PRIORITY**	Edison field day for families New invention gala event for local schools (HS, Jr. High & College)	Archive and collection-based exhibit on the light bulb: patents, letters, prototypes, etc. Open storage exhibits/more access to collections, poss. incl. Chem lab	Website: "Where in the world is Edison's impact?" map-based program Website: "Fade to black:" gradually subtract Edison inventions from a virtual setting Website: down-load Edison ringtones (from sound archives) Website: Experiments/ demonstrations to try at home Website: Film clip of machine-shop in operation (also presented via video kiosk in machine shop) Website: Virtual timeline of Edison's life	Edison site on social network-ing sites Hand-held device: tour of site—includes audio and photographs as well as narrative Kiosk featuring Edison movies		
Theme 1 Innovation/ Invention: **LOWER PRIORITY**	Special program, share ideas: What's your idea for an inven-tion? How does an invention get invented? Concerts Inventor's club for adults Theatrical presentations Series of onsite lectures target-ing museum profession		Website: Digital access to Edison papers Website: Film of Edison's inventions in use around the world			

Theme	Interpretive Programs	Exhibits, incl. rotating	Website	Digital Media	Print Media	Accessibility
Theme 2 Thomas Edison: **HIGH PRIORITY**	"A Day in the Life of Edison" —visitors "shadow" Edison as he goes through |a typical (time-compressed) day, from waking up at Glenmont to working in t he lab with the muckers, to dinner with celebrities	"Dead Edison" program/ exhbit—his death, funeral, eulogies, death mask, etc., including "myth-busters" re: Edison myths & legends	Post the Edison scrapbooks via "Turning the Pages" software	Program on Edison myths and legends: "myth-busters" podcast, show PBS History Detectives film debunking Edison's talk to the dead	Create specialized orientation materials (for resource-based audience: researchers, film crews, etc.	Special programs for hard-of-hearing people emphasizing that Edison was hearing impaired
Theme 2 Thomas Edison: **MEDIUM PRIORITY** **NOTE:** *No **LOWER PRIORITY** programs for this theme*	Edison scandal tour	Exhibit featuring time-line of Edison's life Exhibit on Edison as icon: "larger-than-life" role in society, and as marketing icon; include art activities oriented to marketing icons Exhibit on Edison in the press Post period newspapers highlighting Edison's career and place in the world's consciousness	Website: down-load Edison images as screen-savers			

Theme	Interpretive Programs	Exhibits, incl. rotating	Website	Digital Media	Print Media	Accessibility
Theme 3 Process/ Workers: **HIGH PRIORITY**	Assume the identity of a worker, take on role in invention, make decisions, answer questions Site tour: "Muckers to Maids," focusing on all the employees who made Edison's life work possible: What was it like to work for Edison?			Walking tour of lab neighborhood, presented via handheld device with historical visuals to compare with today's streetscape Kiosk featuring computer list of workers; mini-Wikipedia that asks for input/ letters/quotes/ photos from relatives of former workers Podcasts or cell phone interp that focuses on individual workers, including oral history accounts		
Theme 3 Process/ Workers: **MEDIUM PRIORITY**	Labor Day special event Program on Edison hiring policies Program on the creative "talent" who worked, played, acted & recorded at the Lab & Glenmont Program on the tech. knowledge & skills present in Edison workforce Walking tour of factory buildings: how neighborhood & demographics change as a result of Edison's lab,emphasizing Workers/ Immigrants/Labor story		E-tour: Day in the life of an Edison recording artist			

Theme	Interpretive Programs	Exhibits, incl. rotating	Website	Digital Media	Print Media	Accessibility
Theme 3 Process/ Workers: **LOW PRIORITY**				Produce AV show on immigration impact on Edison work force		
Theme 4 Glenmont: **HIGH PRIORITY**	Camp Edison: focus on nature, music, art Porch talks on various topics in season Special emphasis programs (ex: architecture, Edison children) Special holiday-related tours and exhibits: how the Edisons celebrated the holidays	Marginalia exhibit—on "Turning the Pages" software Outbuildings open Plant labels on the grounds (to identify plant specimens)	Website: Digital recipe box; download and print out Mina's recipes Website: Download and print map of tree species on the grounds and greenhouse plants Website: Interactive virtual tour with hot spots offering layered info	Audio or cell phone tour: architecture (exterior) Live participation in tour via webcam Cell phone tour for kids—use texting features and family stories		
Theme 4 Glenmont: **MEDIUM PRIORITY**	Concerts at Glenmont	Exhibit on the newspapers that Edison read	Website: Virtual tour of paintings	Audio or cell phone tour: decorative arts (interior)	Rack card featuring attributes of the architecture/ Victoriana	
Theme 4 Glenmont: **LOW PRIORITY**	Discussion/ dialog on Edison as family man		Website: "Design your own Glenmont" (architectural features)	Audio enhanced programs: ambient sound throughout house as tour continues—children's voices, maids at work, Edison and Mina conferring and laughing together, cook banging pans, etc.		

Theme	Interpretive Programs	Exhibits, incl. rotating	Website	Digital Media	Print Media	Accessibility
Theme 5 The Resource: **HIGH PRIORITY**			Website: Digital library/online catalog (photos of objects, historical photos, sound, movies) Website: Finding aids to archival resources			
Theme 5 The Resource: **MEDIUM PRIORITY** **NOTE:** *No **LOWER PRIORITY** programs for this theme*	Architecture program: architects get CEUs		Website podcast: Staff members talk about their jobs or other topics Website: "Curator cam" the story behind the scenes			

Appendix A: Detailed Description of Program Recommendations

The following listing provides additional program details. It is arranged by target audience and theme.

General audiences, Theme 1, Innovation/Impact. Program recommendations are:

- An object-based program that focuses on Edison's "failed inventions" and what he learned from them.
- A program on the global impact on business of Edison's inventions and approach to commerce and marketing.
- A program on the worldwide economic impact of Edison's inventions.
- A special program for sharing ideas: What's your idea for an invention? How does an invention get invented?
- A space should be identified/created in the Park for a hands-on area featuring inventions/inventing.
- A space should be identified/created where short specialty films, including Edison short films, can be shown.
- Sponsor a "new invention gala event" for local schools (High School, Junior High & College).
- Create a temporary archive and collection-based exhibit on the light bulb: patents, letters, prototypes, etc. The exhibit is then recreated as a virtual, online exhibit (as listed below). Note, however, that the site does not presently feature an appropriate location for temporary exhibits.
- Create open storage exhibits that would allow increased visitor access to collections. This might possibly include the Chem Lab.
- Create/sponsor an Inventors Club for adults and students.
- Sponsor a series of onsite lectures targeting museum professionals, possibly highlighting sound, motion picture and document archives, as well as decorative arts and site's extensive object collection.
- Theatrical presentations dramatizing highlights in Edison's life/inventions.
- Alternative Energy Technologies program: A overview of the various technologies, explaining the basics and issues that need to be addressed.
- Solar Energy exhibit that would demonstrate some of the physical principles of solar energy, either in-doors with lights or outdoors using natural sunlight.
- Continue Geothermal Energy tours at Glenmont.
- Electric Vehicles program on the principles of electric vehicles, how Edison developed the nickel-iron storage battery, and showcasing the Edison family electric vehicles.

Digital media, General Audiences, Theme 1. Digital media is considered to be any content delivered via digital media, regardless of the platform; delivery could be via website, cell phone, hand-held device, downloadable podcast to iPod or similar player, etc. Recommendations for digital media for Theme 1 include:

- A web-based virtual tour of the Park, including the Chem Lab, with layered information, "hot spots" that provide additional depth, etc.
- Create a tour of the site for a hand-held device that includes audio and photographs as well as narrative.
- Produce a film clip of machine-shop in operation (also presented via video kiosk in Machine Shop) for visitors who cannot experience the "live" machine shop action.
- Produce a film showing Edison's inventions in action throughout the world, including different time periods.
- An archive- and collection-based online exhibit on the light bulb: patents, letters, prototypes, etc., based on an onsite temporary exhibit.
- A podcast downloadable from website that features invention highlights.
- A regular website feature highlighting a "quote of the month/week" and/or "this day/week in Edison history."
- With the help of appropriate partners, develop a "sound archive" that is accessible via the Park's website.
- Create downloadable Edison ringtones from the sound archives.
- Make the digital library of sound archives available on site via a kiosk/computer terminal.
- A kiosk/computer terminal featuring access to historical photographs of Edison's life, the site, and his inventions (also available on website).
- A kiosk/computer terminal featuring clips from Edison's movies and short films (also available on website).
- Create a web-based virtual timeline of Edison's life and inventions.
- Create a web-based virtual timeline of life in West Orange in the context of Edison's time period.
- Post Edison's lab notebooks on the website (also available at kiosks/computer terminals on site) via "Turning the Pages"-type or similar software that allows viewers to "page through" the notebooks, zoom in, etc.
- Provide digital access to the Edison papers.
- Create map-based online program: "Where in the World is Edison's impact?"
- Create a web-based program, "Fade to Black," in which users gradually subtract Edison's inventions, one by one, from a virtual setting.
- Offer experiments/demonstrations to try at home via the website.
- Continue to offer web-based "The Invention Factory" activity.
- Cell phone tour of Lab Complex.

- Create an Edison NHP presence on social networking sites like Facebook, MySpace and Twitter.

The following programs addressing **Theme 1, Innovation/Impact**, are already in place at Edison NHP, and will continue:

- Camp Edison (summer special interest camp focused on inventions and inventing). This program was offered for the first time in Summer 2008, and is slated to grow over the years.
- An invention-themed program/tour that focuses on areas usually not open to the public (Black Maria, Chem Lab, Pattern Shop, Phonograph Room).
- Movie night (or weekend afternoon) in the Visitor Center.
- "The Invention Factory" interactive web-based activity.

General audiences, Theme 2, Thomas Edison. Program recommendations are:

- Program: "A Day in the Life of Edison" —visitors "shadow" Edison as he goes through a typical (time-compressed) day, from waking up at Glenmont to working in the lab with the muckers, to dinner with celebrities.
- Exhibit/program focused on Edison's death, funeral, eulogies, death mask, etc.
- Program/exhibit on Edison myths and legends: "myth-busters" (also as podcast; listed below).
- Post Edison's scrapbooks on the website via "Turning the Pages" or similar software, allowing viewers to "page through" the notebooks, zoom in on detail, etc.
- Special programs for hearing impaired persons, emphasizing that Edison was hearing impaired.
- Edison scandal tour.
- Exhibit featuring timeline of Edison's life.
- Exhibit on Edison as icon: "larger-than-life" role in society, and as marketing icon; include art activities oriented to marketing icons.
- Exhibit on Edison in the press.
- Post period newspapers highlighting Edison's career and place in the world's consciousness (could also be web-based exhibit).

Digital media, General audiences, Theme 2.

- Podcast on Edison myths and legends: "myth-busters."
- Plus see many recommendations for digital media listed under Theme 1.
- Downloadable Edison images for use as screen-savers.

General audiences, Theme 3, The Process of Invention/The Workers. Program recommendations are:

- Create program during which participants assume the identity of an Edison worker, take on a role in

- a certain invention, make decisions, answer questions, etc.

- Site tour: "Muckers to Maids," focusing on all the employees who made Edison's life work possible. What was it like to work here? Interprets a day in the life of a worker: machinist, secretary, mucker, factory worker.

- Ranger-led walking tour of the neighborhood, including walking tour of factory buildings; "Workers/ Immigrants/Labor" story: how did neighborhood and demographics change as a result of Edison's lab? Could also be offered via a printed brochure, and see also neighborhood tour for hand-held device listed below.

- Labor Day special event.

- Program on hiring policies: Would you be hired?

- Program on the creative "talent"—actors and musicians—who worked and played at the Lab and Glenmont.

- Program on the range of technical knowledge and skills present in the Edison workforce.

Digital media, General Audiences, Theme 3.

- Kiosk featuring computer list of workers; a mini-Wikipedia that asks for input/letters/quotes/photos from relatives of former workers; invite respondees to a worker-descendant "reunion."

- Podcasts or cell phone interpretation that focuses on individual workers, including oral history accounts.

- Walking tour of lab neighborhood, presented via handheld device with historical visuals to compare with today's streetscape.

- Develop an E-tour: A day in the life of an Edison recording artist.

- Produce AV show on the impact of immigration on the Edison work force.

General Audiences, Theme 4, Glenmont. Program recommendations are as follows:

- Camp Edison, a summer camp focusing on nature, music and art.

- Create "porch talks" on various topics in season, for visitors awaiting a tour of the mansion.

- Create special emphasis programs (ex: architecture, Edison children).

- Special holiday-related tours and exhibits: how the Edisons celebrated the holidays.

- Program: What was it like to work here? A Day in the Life of a Maid at Glenmont.

- Open more of the outbuildings to the public.

- Create rack card featuring attributes of the architecture/Victoriana.

- Etiquette tours: join a tea party and learn the manners of Mina's day.

- Discussion/dialogue on Edison as family man.

Digital media, General Audience, Theme 4:

- Website: Interactive virtual tour of the mansion with hot spots offering layered information.
- Marginalia exhibit online or presented via a kiosk or computer terminal—using "Turning the Pages-"type of similar software—featuring Edison's notes on his books and other reading matter.
- Create an online exhibit on the newspapers Edison read.
- Website: Digital recipe box; download and print out Mina's recipes.
- Website: Download and print map of tree species on the grounds and greenhouse plants.
- Audio or cell phone tour of Glenmont exterior, focusing on the architecture.
- Live participation in tour via webcam (from remote location, or for those who are not able to access the full tour).
- Cell phone tour for kids—use texting features and family stories.
- Website: virtual tour of Glenmont's painting collection.
- Audio or cell phone tour of Glenmont interior, focusing on decorative arts.
- Website activity: "Design your own Glenmont," focusing on architectural features.
- Audio enhanced programs: ambient sound throughout the house as tour continues—children's voices, maids at work, Edison and Mina conferring and laughing together, cook banging pans, etc.

The following programs are already in place or under development at the Glenmont Estate, and will continue:

- Guided tours of the mansion.
- Changing garden and grounds tours: focus on how they have changed since Edison's day and continue to be managed.
- Guided tour of the grounds: emphasis on connection to Edisons' personal life and neighborhood.
- Program/tour focusing on Mina: her role as home executive; her connections to the company, including entertaining at Glenmont and owning some of the company property; caring for Edison.
- Opportunity to participate in period games like those the Edison children would have played.

General Audiences, Theme 5, The Resource. Program recommendations include:

- Create an architecture program that qualifies architects for Continuing Education Units (CEUs).

Digital media, General Audience, Theme 5:

- Create digital library/online catalog (photos of objects, historical photos, sound, movies)

- Website: Create finding aids to archival resources
- Website-based podcast: Staff members talk about their jobs or other topics
- Website: "Curator cam"—that allows viewers to view restoration or conservation work in progress.

Scheduled groups. School program recommendations including the following:

- Develop a program centered on Edison's inventions. Activities might include blocks featuring Edison's inventions that could be organized in proper sequence; "Be An Invention" in which each student chooses one of Edison's inventions, and traces it from idea to product, among other activities.

Repeat/community visitors. Recommendations for special programs for the Park's closest neighbors include:

- An after-school inventors club for middle and high school students.
- Lunch-time lecture or discussion series.
- Resurrect "Edison Field Day" for local families.
- Sponsor onsite concerts, including at Glenmont.

Resource-based audience. This group includes researchers using the archives and/or collection, as well as film crews, etc., who have specialized, narrowly defined needs

- Create specialized printed orientation materials for these users of Park resources.

Non-English speakers/persons with disabilities. The following recommendations relate specifically to increasing access to interpretive programs at Edison NHP:

- Create foreign language podcast tours that are downloadable from the Park's website.
- Create a Spanish-language video tour featuring the Park's current Spanish-speaking interpreter, to be delivered via podcast or a handheld device.
- Translate site guide and other written materials (Spanish, Japanese and German are priorities).
- Add audio description sound track to the site's orientation film.
- Create an audio version of the site brochure (in progress).
- Create large print brochure.
- Produce American Sign Language (ASL) tour for use on hand-held device, e.g. iPhone.
- Develop a special program for people with cognitive disabilities.

The following programs have already been initiated to improve the Park's accessibility to all visitors:

- The audio tour has been translated and made available in Spanish, Japanese and German.
- Audio versions of printed matter are being created.
- Printed and audio scripts are being developed for all exhibits that are not wheelchair-accessible.

Summary of digital media recommendations. The following is a summary of all recommendations involving digital media. These programs can be presented on various platforms, including not just the website, but onsite computer kiosks, hand-held devices, podcasts, etc.

Web-based interpretive services.

- A web-based virtual tour of the Park, including the Chem Lab, with layered information, "hot spots" that provide additional depth, etc.
- Produce a film clip of machine-shop in operation for visitors who cannot experience the "live" machine shop action.
- Produce a film showing Edison's inventions in action throughout the world, including different time periods.
- An archive- and collection-based online exhibit on the light bulb: patents, letters, prototypes, etc., based on an onsite temporary exhibit.
- A regular website feature highlighting a "quote of the month/week" and/or "this day/week in Edison history."
- With the help of appropriate partners, develop a "sound archive" that is accessible via the Park's website.
- Create downloadable Edison ringtones from the sound archives.
- Access to library of historical photographs of Edison's life, the site, and his inventions.
- Clips from Edison's movies and short films.
- Create a web-based virtual timeline of Edison's life and inventions.
- Create a web-based virtual timeline of life in West Orange in the context of Edison's time period.
- Post Edison's lab notebooks on the website (also available at kiosks/ computer terminals on site) via "Turning the Pages"-type or similar software that allows viewers to "page through" the notebooks, zoom in, etc.
- Provide digital access to the Edison papers.
- Create map-based online program: "Where in the World is Edison's impact?"
- Create a web-based program, "Fade to Black," in which users gradually subtract Edison's inventions, one by one, from a virtual setting.
- Offer experiments/demonstrations to try at home via the website.
- Continue to offer web-based "The Invention Factory" activity.

- Create an Edison NHP presence on social networking sites like Facebook, MySpace and Twitter.
- Downloadable Edison images for use as screen-savers or wallpaper.
- Mini-Wikipedia that asks for input/ letters/quotes/photos from relatives of former workers; invite respondees to a worker-descendent "reunion." Features list of former Edison workers.
- Develop an E-tour: A day in the life of an Edison recording artist.
- AV show on the impact of immigration on the Edison work force.
- Interactive virtual tour of Glenmont with hot spots offering layered information.
- Marginalia exhibit using "Turning the Pages-"type or similar software—featuring Edison's notes on his books and other reading matter.
- Create an online exhibit on the newspapers Edison read.
- Digital recipe box; download and print out Mina's recipes.
- Download and print map of tree species on the grounds and greenhouse plants.
- Live participation in Glenmont tour via webcam (from remote location, or for those who are not able to access the full tour).
- Virtual tour of Glenmont's painting collection .
- Create digital library/online catalog (photos of objects, historical photos, sound, movies).
- Create finding aids to archival resources.
- "Curator cam"—the conservation/ preservation story behind the scenes.

Hand-held devices

- Create a tour of the site for a hand-held device that includes audio and photographs as well as narrative.
- Walking tour of lab neighborhood, presented via handheld device with historical visuals to compare with today's streetscape.
- Spanish-language video tour featuring the Park's current Spanish-speaking interpreter.
- American Sign Language (ASL) tour for use on hand-held device, e.g. iPhone.

On-site kiosks/computer terminals

- Produce a film clip of machine-shop in operation for visitors who cannot experience the "live" machine shop action.
- Produce a film showing Edison's inventions in action throughout the world, including different time periods.
- Provide digital library of sound archives.
- A kiosk/computer terminal featuring access to historical photographs of Edison's life, the site, and his inventions (also available on website).

- A kiosk/computer terminal featuring clips from Edison's movies and short films (also available on website).
- Kiosk featuring computer list of workers; a mini-Wikipedia that asks for input/letters/quotes/photos from relatives of former workers; invite respondees to a worker-descendant "reunion."
- AV show on the impact of immigration on the Edison work force.
- Marginalia exhibit using "Turning the Pages"-type or similar software—featuring Edison's notes on his books and other reading matter.

Podcasts

- A podcast downloadable from website that features invention highlights.
- Podcast on Edison myths and legends: "myth-busters."
- Podcasts that focuses on individual workers, including oral history accounts.
- Staff members talk about their jobs or other topics.
- Downloadable foreign language podcast tours.
- Spanish-language video tour featuring the Park's current Spanish-speaking interpreter.
- Cell phone tours
- Cell phone tour of Lab Complex.
- Cell phone interpretation that focuses on individual workers, including oral history accounts.
- Cell phone tour of Glenmont exterior, focusing on the architecture.
- Cell phone tour for kids—use texting features and family stories.
- Cell phone tour of Glenmont interior, focusing on decorative arts.
- Website activity: "Design your own Glenmont," focusing on architectural features.

Appendix B: Planning Team

Core Group

Greg Marshall, Superintendent, Thomas Edison NHP
Terri Jung, Assistant Superintendent, Thomas Edison NHP
Karen Sloat-Olsen, Chief of Interpretation, Thomas Edison NHP
Michelle Ortwein, Curator, Thomas Edison NHP
Shemaine Mckelvin, Park Ranger, Thomas Edison NHP
Jerry Fabris, Sound Recording Curator, Thomas Edison NHP
Beth Miller, Glenmont Curator
Harry Roman, inventor
Kate Hartwyk, Essex County Department of Cultural and Historical Affairs

Stakeholders (in attendance)

Brigid Jennings, Park Ranger, Thomas Edison NHP
Tom Ungerland, Edison Innovation Foundation
Charley Hummel, Friends of Edison
Midge Wohl, Eastern National
Patti Reilly, Education Center, NERO, NPS
Paul Israel, Edison Papers Project, Rutgers
Duncan Hay, Specialist, NPS
Eric Olsen, Park Ranger, Historian, Morristown NHP
Leonard DeGraaf, Archivist, Thomas Edison NHP
John O'Reilly, Friends of Edison
Roger Durham, Museum of the Soldier, U.S. Army
Ed Wirth, Archivist, Thomas Edison NHP
Joan Harris, Collections Manager, Thomas Edison NHP
Greg Schmidl, Museum Technician, Thomas Edison NHP
Walt Baginski, Maintenance Mechanic, Thomas Edison NHP
Staff, Thomas Edison NHP

Stakeholders (read and commented)

John Warren, National Parks of New York Harbor
Ben Bolger, Governor Livingston High School Teacher, former Park Ranger
Monta Harrington, Eastern National
Jerry Tarnoff, West Orange Public Schools
John F. McKeon, Mayor, Township of West Orange
George Keegan, Notre Dame/EIF
John Columbus, Black Maria Film Festival
President, Committee of Managers, Llewellyn Park
Amy Simon, West Orange Arts Incubator
Garden Club of the Oranges
Ken Mandel, Arts Council of West Orange
Tom Laverty, NJ Division of Parks and Forestry

National Park Service
U.S. Department of the Interior

Thomas Edison National Historical Park

www.nps.gov/edis