

Photo courtesy Maryland-National Capital Park and Planning Commission.



Refrigerated Toboggan Slide at Cabin John Regional Park, Maryland. Trial run during construction (April 1972).

## New Techniques for Revenue Producing Recreation Facilities

(Continued on page 27)

## guideline

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## NEW TECHNIQUES FOR REVENUE PRODUCING RECREATION FACILITIES

By Rudolph C. Gole

Rudolph C. Gole is administrative assistant to the Director of Parks, Maryland-National Capital Park and Planning Commission. The following article is adapted from a talk Mr. Gole presented at the 1972 Southern District Recreation and Park Conference in Mobile, Alabama.

One of the most pressing needs and concerns facing most every community is the provision of adequate financing for park and recreation departments. Most counties and municipalities depend mainly upon real estate taxes for revenue. The public demands more and better facilities, yet insists that local government hold the line on property tax.

The present inflationary period will probably continue and the competition for the tax dollars will remain intense—and so often, the park and recreation department gets what is left, if any.

If the needs and demands for more and better park and recreation facilities are to be met, it will take cooperative effort, determination and strong leadership.

The practice of partial financing of park programs by using revenue producing facilities has already become a necessity in many jurisdictions. It is important that we seek new and innovative methods to finance our programs. In fact, finding new and expanded sources of funds should be a top priority.

Why wait until tomorrow to see if you can get funds to build and operate a certain park and recreation facility yourself? It may take many years, and in the meantime, your patrons become increasingly more frustrated. Why not provide extra, perhaps non-priority facilities, using private capital?

If you do not have revenue bonding authority or are having trouble making your general obligation bond issues large enough to meet your needs, perhaps the following method will work for you, as it has for the Maryland-National Capital Park and Planning Commission.

Our budget for the current year is a large one, approximately 25 million dollars, which includes 12 million for capital outlay. Yet, we still have a lack of developed playgrounds, even though a great deal of land is in our ownership and available for development. The population of the two counties that the Maryland-National Capital Park and Planning Commission serves is increasing at a rapid rate.

Because of our proximity to the nation's capital, many of our new citizens come from different parts of the country. This diverse population brought with them the need for a wide variety of recreation needs like ice skating, for example. The winter temperature in our area is not adequate for ice skating in the lakes, ponds and rivers. The only way to provide this kind of recreation was to build artificial ice rinks—and that is what we did. We operate them ourselves and they have been very successful.

Our board has made the need to provide basic recreational facilities a priority in areas needed to meet population growth. We have also been instructed to continue our ambitious land purchase program which includes 28,000 acres now owned, and projects 52,000 acres as

our ultimate need. But the board, in an effort to further its determination to create new facilities, also gave us the authority to investigate using private entrepreneurs to construct and operate on park land such things as miniature trains, snack bars, restaurants and lodges, golf courses, riding stables, indoor tennis complexes, ice rinks, ski runs, sports arenas and refrigerated toboggan slides.

We have constructed and operated some of these facilities ourselves. We have also entered into agreements with private entrepreneurs, the most recent of which concern a sports arena, two indoor tennis complexes and a refrigerated toboggan slide.

The subject of self-operation vs. concession operation has been discussed many times. Both methods have merit. It is narrow-minded to take a definite stand one way or the other. We do both in the Maryland-National Capital Park Region, each with a great deal of success.

It is often an advantage to have certain facilities run by a concessionaire. But if they are, the park department should maintain strict control over the operation. In order to have the needed controls, it is extremely important that the concession contract be properly drawn.

To generate interest from private capital to invest in your projects, you must first have enabling legislation to permit you to proceed in this manner.

An independent regional commission, the Maryland-National Capital Park and Planning Commission was established and authorized by acts of the General Assembly of the State of Maryland. As part of its authority, the Commission is empowered to lease properties for a term not exceeding 20 years. Herein lies the success of this method. Unless you can lease for a fairly long period of time, it will be difficult to interest private capital in investing in facilities which do not assure them the prospect of adequate amortization of their investment.

The Maryland-National Capital Park and Planning Commission is also permitted to renew property leases for additional terms not exceeding 10 years each. State legislation empowers the Commission to grant privileges, permits or concessions and to enter into contracts with responsible individuals, partnerships or corporations to engage in any business or enterprise on land acquired for park purposes. Our law further stipulates that all leases, concessions and contracts must be advantageous to the development of the park system and shall not be inconsistent with the use of the property for park purposes. We are allowed to use our own discretion on this matter.

To undertake similar projects, park administrators in other types of governmental jurisdictions must review whatever legislation governs their activities to determine their scope of authority. To obtain the power to enter into contractual arrangements, administrators will probably have to sponsor legislation.

To give an example of a specific facility, our Commission purchased 75 acres from the state roads department after construction of a major highway. The price was reasonable because the land was landlocked having no ingress or egress. It was estimated that it would require an expenditure of \$600,000 to provide access for development purposes.

We received a proposal from a local corporation composed of civic, business and sports-minded individuals to construct and operate a sports arena complex on 50 acres of this site. The arena is to have a permanent seating capacity of 18,000 seats, with surface parking for 4,000 cars. The cost of this facility is estimated to be 15 million dollars.

Continued

As an adjunct to the operation of the arena, a lodging facility is also proposed for housing visiting teams, officials and others associated with events held in the arena. The lodge facility is estimated to cost 3 million dollars.

After deciding that the proposal had merit and would be beneficial to the county, we then obtained the services of a consultant firm to conduct studies as to the feasibility of such a proposed arena project. After the completion of the study, which affirmed the success of such a facility at this location, we negotiated an agreement.

Too often contracts or agreements are so loosely written that the park department has no, or too little, control of the concession operation or it does not receive a proper percentage of the revenue derived from the operation. A good concession agreement can provide the park department with revenue equal to or greater than that which would be received from self-operation.

The sports arena contract was drawn up so that the commission will have strict control over the site plan development to insure proper attention to environmental factors, in accordance with long-standing Commission policy. There would also be control over the arena's design and operation.

Briefly, some main provisions of the agreement are as follows:

1. The Commission is to receive from the concessionaire an annual payment of a stipulated amount.
2. In addition, the Commission is to receive a stipulated percentage of gross receipts from all admission fees and sales.
3. The period of time to be covered in the original lease agreement is 20 years.
4. At the termination of the original lease agreement the concessionaire, upon the approval of the Commission, will have the option to renew the agreement for two additional ten-year periods.
5. The Commission has the option to purchase the complex at the end of the original 20 year agreement period, at the then fair market value of the improvements. The Commission again has the option to make this purchase following the first ten year extension of the lease.
6. Provided that the concessionaires renew the lease for the two additional ten year periods, the Commission will become the absolute owner of the complex, free of charge, at the termination of the 40 year agreement period.

This is a great opportunity for our country to obtain one of the finest recreation facilities to serve our citizens, at no cost to the taxpayers. In fact, the economic implications are a big factor. The Commission's proceeds will go toward additional recreation facilities; the county and state governments will derive property and other tax revenue; many jobs will be created; and other business in the area will benefit.

Procurement of professional basketball and ice hockey teams is one of the main concerns of the concessionaire at the present time.

This is a gigantic undertaking. It is a very unusual situation. It indicates that private money is available for most any type of recreation facility and it points up the fact that private business and public agencies can join forces to provide mutually beneficial facilities and, by working together, certain problems can be jointly solved when separately they would be insurmountable.

Now for another type of facility. In early 1970, a prospectus was prepared and advertised seeking a qualified and competent concessionaire to construct, maintain and operate a public facility in two of our regional parks. The prospectus stated that the facility would house 6 tennis courts, a pro shop, rest rooms, showers, and lounges.



Exterior and Interior views of the Cabin John Regional Park indoor tennis facility. There are a total of six courts.



The entrepreneurs in this case include two outstanding tennis professionals, one being a former Wimbledon and world professional women's champion.

We have several private indoor courts in our counties which charge a membership fee and they may restrict who can join. Our courts are strictly public since they are located on public lands. One facility is presently in opera-

Photos courtesy Maryland-National Capital Park and Planning Commission.

tion and the other is expected next fall. The capital investment is about \$300,000 each.

Again, in brief, the contract stipulates:

1. A 15-year lease with an option to renew for five years.
2. The Commission receives a stipulated percentage of gross revenue, plus a percentage of their net earnings.
3. Five courts may be rented for the season of October 1 to April 30, at rates ranging from \$5 - \$11 per hour, depending upon prime time reserved.

Incidentally, the facility was sold out for seasonal reservations shortly after the contract was signed. (The next two provisions are extremely important)

4. One court must remain open for "spot play" use, with reservations accepted not more than five days in advance.
5. At the end of the lease, the facility belongs to the Commission at no cost.

The first response to our prospectus involved only three bidders. Today, we have a number of letters on file from groups who want to build tennis courts now.

In the spring of 1971, a prospectus was advertised for a refrigerated toboggan slide in a regional park to provide another winter sports activity to complement our existing artificial ice skating rinks. The response was about what we expected—very poor—since few people know what this type of facility is all about. We did have one responsive bid from Cleveland and it was accepted. Cost of the facility will be around \$150,000.

This contract provides for:

1. Two refrigerated toboggan chutes with launching platforms and freezing equipment.
2. A warming house for storage and rental of toboggans, a snack bar and restrooms.
3. The lease is for ten years, with two options to renew for five year periods.
4. The Commission receives an annual rental fee, plus a graduated percentage of gross revenue.
5. And once again, the entire facility reverts to the Commission at no cost at the end of the lease term.

The concessionaire will represent your department before the public, and the caliber of service that he renders will be a reflection on you. It is imperative that he understand the importance of public relations. Parks should be operated primarily for public pleasure, not for commercial exploitation.

Parks are for people, but our citizens do not all look for the same things in leisure and recreation. The answer is variety.

Besides the features that people expect, such as picnic areas, athletic fields and playground equipment, we should consider special and unusual facilities. These are the ones that can be built by private capital.

All of the facilities that I have discussed are constructed, operated and maintained by others, but under strict controls and policy as set by the park department.

All were obtained at no cost to the taxpayer. In fact, the Maryland-National Capital Park and Planning Commission is getting a good return on all these leases. The contracts are so written as to fully protect our agency and the taxpayer.

To obtain a copy of a typical lease agreement, write to Editors, GUIDELINE, Division of State and Private Assistance, National Park Service, Department of the Interior, Washington, D.C. 20240.

# A Report on the State of California Ranger Trainee Program

By James S. Kruger

James S. Kruger is the director of California's State Department of Parks and Recreation Training Center. His article describes the development of the Department's formal, statewide training programs.

Over 42.5 million visitors during fiscal year 1970-71.  
A state park system with nearly 200 units.

Over 800,000 acres of scenic, recreational or historic importance to be managed, developed, protected, operated, maintained and interpreted.

An operating field force of 788 full or part-time positions.

Such was California's plight in July 1971. The only change to take place during the most recent preceding years had been significant increases in everything but operating field force positions.

Change had established a pattern and reaffirmed a recognized need for effective means to cope with it. Since September 1969 and, under the leadership of William Penn Mott, Jr., Director of the California State Department of Parks and Recreation, a major means has been taking form. To better respond to change and increasing public use and demands of his state's park system, Mott instituted a statewide formal training program and established a training facility on Asilomar Conference Grounds. This step marked the realization of a long-standing goal of many dedicated California State Park System employees.

Reorganization of the Department at both headquarters and field levels had previously taken place. In the field, and depending on size, location and other factors,

individual units were combined into areas, each headed by rangers as area managers, reporting to one of six district superintendents or assistants.

One basic objective of that reorganization was to achieve more effective use of existing manpower and resources. To assist in meeting this objective, training became a key program in the Department and, in October 1969, the first statewide Park Management and Operations Training Program got underway. Designed for area managers or their backups, 200 hours of classroom instruction was provided to 76 senior state park rangers in four groups during the succeeding months.

Each training group attended five 40-hour sessions. Courses in the program included principles of management, personnel management and manpower utilization, public relations, communications, interpretation, legal aspects of park management, facilities maintenance, planning and development, business services, program management systems, philosophy of law enforcement, visitor and employee safety and management courses in concessions, real property and equipment. Field trips and varied training methods round out the program which is now conducted at least once annually. While basic content remains the same, total hours have been reduced to 160 by revised approaches and up-dated training methods.

How do you do it? How do you go about developing a full scale training program? California took one approach which seems to be proving itself in being responsive to both the Department and its employees.

First, needs that could best be met through formal training were identified and verified by both line and staff managers. The means to meet those needs were then proposed to top management, whose involvement and support is essential. Once approved, training content development began. The knowledge and talents of staff program specialists were called on for both course writing and course leadership, coordinated and assisted by the training staff. Emphasis was placed on the practical, non-theoretical aspects of park management and operations. One major training program was on its way, while facilitating the development of another.

In early 1970, as the manager's program was being presented and refined, a concept fresh to the Department was emerging. It involved a new classification in the ranger series called the state park ranger trainee. The Department, while training 76 senior rangers holding managerial positions, drew on their valued past field experiences and knowledge while they attended their own formal training. Each manager provided input to the trainee program through a comprehensive evaluation/feedback system. The field manager gained his voice in the training of his future employees, and middle management involvement and support, equally essential, was more assured.

To better utilize the vast input of the field managers, a ranger trainee committee was established. Comprised of one representative from each district who had completed the Park Management and Operations Program, this committee determined essential training needs of a new ranger. In August 1970, a training conference called together 40 field personnel, most of whom had completed the Park Management Program, and support staff. Individual field assignments were made for course writing and leadership, with direction and guidance from the training staff, and technical assistance from headquarters and field staff specialists.

Nine areas throughout the state were designated as intake areas. The basic concept of what has become the

Ranger Trainee Program provides for a planned system of classroom and on-the-job instructional experiences during the trainee's probationary year. It is designed to qualify the trainee to perform in his job classification while he is actually trained in a job assignment. This encompasses the "Block Training" approach, where on-the-job training is closely coordinated with and immediately precedes or follows related classroom training. All trainee activity is accomplished on a performance measured basis.

Trainees, all recent college graduates, are hired in groups of 20. They are assigned to one of the now six intake areas for their training year. Formal ranger training activities total approximately 360 hours either in the classroom or on-the-job. Informal training is conducted by each intake area at the job site to meet local needs. Trainees are also provided 240 hours of peace officer classroom training through a state law enforcement agency, as are all permanent rangers.

A Ranger Trainee Program Syllabus has been developed and is provided each trainee on date of hire. The syllabus details his responsibilities to the program, describes each phase of the program, and outlines his activities required during his training year. Close liaison is maintained between the trainee, his training supervisor and the training center, and not all trainees make it through the year to promotion to State Park Ranger I. It is a year of "mutual-look-us-over." In a message to the trainees, Director Mott said:

You have been selected for your potential and, in that potential, we look for integrity, ingenuity and creativity which will bring improvements to the system and in our service to the public. We look for skills, knowledges and abilities that, tempered by patience and understanding gained through practical experience and training, will provide the Department with the manpower to meet the increasing demands of public service.

But most trainees do make it to join the professional ranger ranks in the California State Park System, with the capacity to meet or exceed the standards of their job as a state park ranger.

The Department's Training Center and its programs are not devoted solely to training rangers, however. The Park Management and Operations Program has now been open to other field classifications. A 40-hour Maintenance Management Program has been developed for personnel in the maintenance series. Supervisory Practices, a 40-hour program for new first-line supervisors, is conducted periodically. A new program, Management and Preservation of Historical Monuments, will be first held in November 1972. The Department's formal training program also provides seminars and institutes in other locations throughout the state, including instruction in advanced interpretation, shoreline ecology and other program areas designed to meet specific needs.

Pulling it all together, a Departmental Employee Development Program has been designed to help employees describe their job development needs and to formalize their career plans. The program provides multi-faceted opportunities for individual development. Planned experiences, job rotation within or outside the Department, two-year training assignments without regard to the employee's job classification, interchange between the state and other governmental agencies, and educational assistance all offer the employee means for self-development. Finally, the Department's Manager Development Program provides for the identification, selection and development of individuals with high managerial potential to meet future manager manpower requirements.

As we approach the end of our third year of formal training development efforts, we can look back with some degree of pride in accomplishment. Our experience has strengthened our sense of direction, and allows us to offer some suggestions to others. Some are philosophical, others quite practical but all seem to be providing benefits to us.

1. The difference between *education* and *training* should be borne in mind. We have proceeded with a (personal) philosophy which accepts the cliché that "Education is the bridge to Knowledge," while developing formal training programs with the thought that "Training is the bridge to Performance." In other words, college degrees most often provide adequate knowledge, but seldom do they result in preparing for practical performance skills and abilities essential for work requirements.

2. Look within your own organization for the resources, talents and skills required in preparing and presenting training. You will probably be gratified with what you find. Your own employees know and better understand your organizational problems and needs, and the potential abilities lying dormant for lack of opportunity might prove surprising. There is often an unfortunate tendency to assume that an "outside consultant" is the ultimate answer; but, all too often, once that consultant departs he leaves behind a void difficult to fill. Further, involving your own employees is a valuable means for their own individual development. They may need guidance but the results will prove worthwhile.

3. Build a system of evaluation and follow-up into each training program. Let everyone involved know what the purpose, objectives and performance standards to be met are *before* the training is conducted. Training participants have the right to know what is expected of them, and their supervisors have the right to know if their employees met those expectations. Only then can the supervisor do his job properly in developing his work force.

4. Finally, don't look to others too strongly for assistance and guidance. If you do, you stand a good chance of winding up with a program that doesn't meet your needs. This is not to say that you shouldn't explore what others have done, or use what others have found successful. But what works for others might not work for you, and to resort to another cliché, "We learn best by doing" in the long run.

Our Department opened its training facilities in September 1969, by converting an 800 square foot two-bedroom cottage into meeting and office space. In September 1973, we expect to open the doors of a new 10,000 square foot training center, with greatly enhanced capabilities, new and creative programs, and the capacity to make what we have to offer available to everyone in the parks and recreation field.

Continued

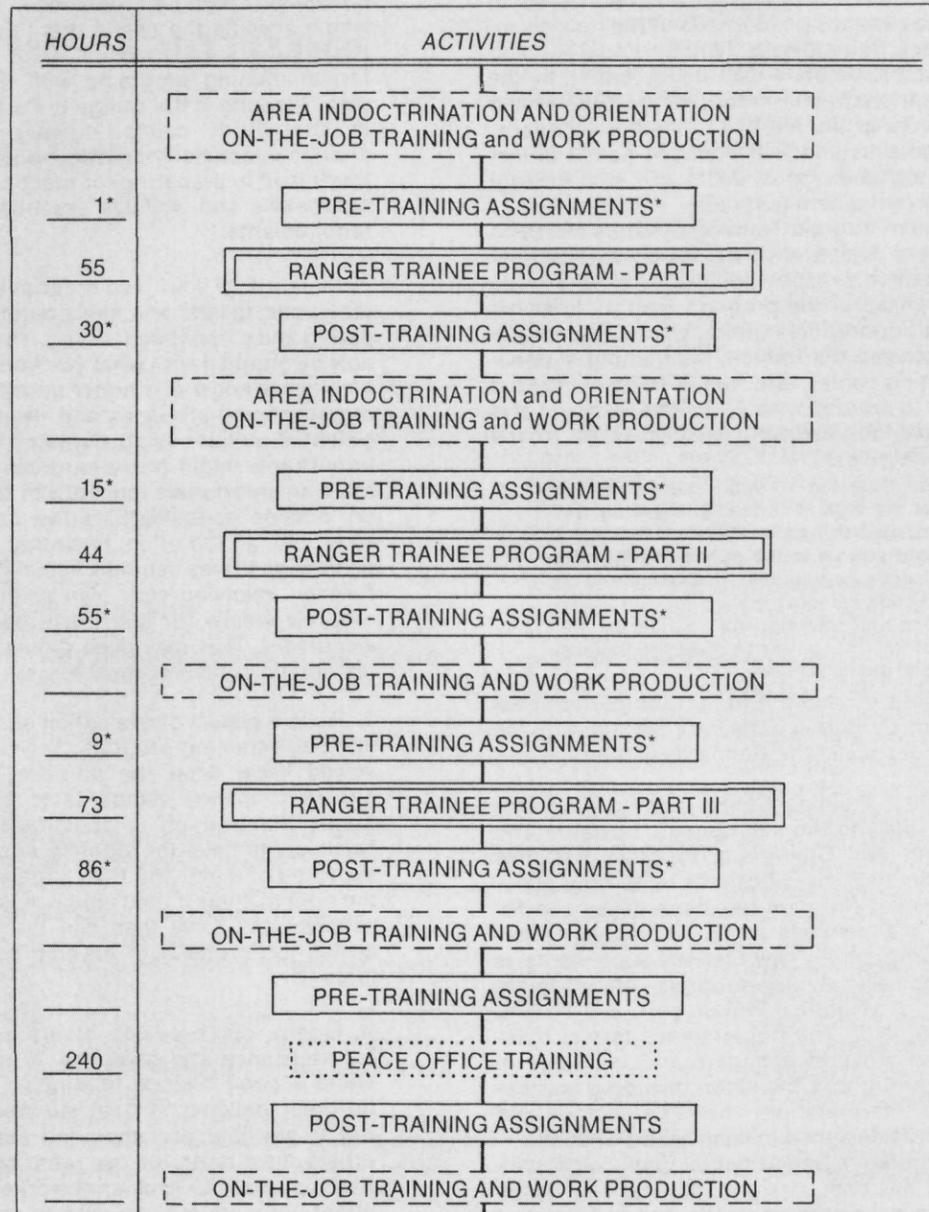
# TRAINING PLAN

## PURPOSE

The purpose of this one-year training period is to provide the State Park Ranger Trainee with the required skills, knowledges, abilities and attitudes to meet or exceed the standards of his job as a State Park Ranger in the California State Park System on completing the probationary year.

## CONCEPT

The basic concept of this program is to provide a planned system of classroom and on-the-job instructional experiences, designed to qualify the Trainee to perform in his job classification while he is actually working in a job assignment.



\*indicates estimated hours required to complete assignments to meet formal training requirements while at the Intake Area; it does not include hours for completion of reading assignments required as part of formal training

-----indicates responsibility of Intake Area  
 =====indicates responsibility of Training Center  
 .....indicates responsibility of California Highway Patrol Academy  
 \_\_\_\_\_indicates responsibility is shared

TOTAL ESTIMATED FORMAL TRAINING HOURS

PRE-TRAINING ASSIGNMENTS 25 hours  
 RANGER TRAINEE PROGRAM 172 hours  
 POST-TRAINING ASSIGNMENTS 171 hours  
 PEACE OFFICE TRAINING 240 hours

Total 608 hours

## COURSE TITLE

## CLASS HOURS REQUIRED

### Part I

Training Program and Facilities Orientation	1
History and Philosophy of the State Park System	3
Personal Attitudes and Responsibilities	2
Uniform and Appearance	2
Physical Fitness	1
Organization and Systems	4
Legal Aspects of Park Management	4
Real Property Management	2
Introduction to Law Enforcement	4
Employee Safety	3
Visitor Safety	5
Basic First Aid	8
Personnel Policies and Procedures	3
Business Management	5
Entrance Station Operation	8
	<u>55</u>

### Part II

Communications	6
Human Relations	10
Design and Development	4
Concessions	4
Fire Prevention and Protection	4
Hazard Recognition and Control	4
Maintenance	8
Equipment	4
	<u>44</u>

### Part III

Environmental Resources	8
Cultural Resources	8
Ecology	8
Introduction to Interpretation	8
Presentation Skills	11
Exhibits and Museums	5
Audiovisual Equipment	4
Interpretive Program Activities	13
Supervision	8
	<u>73</u>

TOTAL CLASS HOURS REQUIRED 172

## RANGER TRAINEE CLASSROOM AGENDA



## APPENDIX

### Training Course 204: EQUIPMENT

*PURPOSE: This training is provided because*

Equipment is a resource and an essential element in all park operations. Proper use of our equipment in an economical, efficient and safe manner is both a concern and a policy of the Department. The Ranger utilizes a wide variety of equipment in the performance of his duties, and must have knowledge and develop the skills necessary to operate it economically, efficiently and safely.

*OBJECTIVES: Through this training, the trainee will*

- I. Understand the specialized State and Departmental definitions of equipment;
- II. Know his responsibilities in the equipment program, and those at each operating level;
- III. Become familiar with the necessary procedures used to obtain required equipment through budgeting processes;
- IV. Know basic equipment maintenance policies, procedures and control forms; and
- V. Become knowledgeable in the relationship of equipment use and safety.

*STANDARDS. Training Objectives will be demonstrated by the Trainee*

1. Actively participating in course discussion and assignments.
2. Through on-the-job training and work-production, indicating an understanding of efficient equipment utilization, correctly preparing equipment records and forms, and maintaining and safely operating assigned equipment to the satisfaction of Supervision.

*PRE-TRAINING ASSIGNMENTS. Prior to attending formal training, the Ranger should*

1. Review DAM Sections 1220-1228. (NOTE: these Sections will also be used in Training Course 413: HAZARD RECOGNITION AND CONTROL.)

*POST-TRAINING ASSIGNMENTS. After formal training, the Ranger should*

1. Participate in on-the-job training and familiarization of four-wheel drive and special vehicles, radios, chain saw, boats and other available equipment in his Area, under direction of and to the satisfaction of Supervision.

### Training Course 209: INTRODUCTION TO LAW ENFORCEMENT

*PURPOSE: This training is provided because*

By both administrative directive and class specification, the State Park Ranger is responsible for protecting the persons and property of both park visitors and employees, and all features and facilities of the State Park System. This responsibility includes enforcement of general laws and regulations governing individual behavior in areas controlled by our Department, and has been delegated to employees completing Basic Law Enforcement training, designated as State Park Peace Officers. Prior to completing that training, however, the Ranger Trainee must assist in the performance of enforcement duties, requiring an appreciation for and understanding of the legal and administrative framework within which he can and must perform.

*OBJECTIVES: Through this training, the trainee will*

- I. Acquire a basic understanding of enforcement methods;
- II. Gain an understanding of the types and classifications of crimes and public offenses and the laws of arrest;
- III. Know his responsibilities and moral obligations as a non-designated Peace Officer; and
- IV. Attain an understanding of the prescribed Basic Law Enforcement training program he is required to satisfactorily complete during his probationary year.

*STANDARDS. Training Objectives will be demonstrated by the trainee*

1. Actively participating in classroom course discussion.
2. Achieving a minimum classroom quiz score of 70.
3. Recognizing and assisting in law enforcement situations in the performance of assigned tasks and taking non-designated Peace Officer action as appropriate, to the satisfaction of Supervision.

*PRE-TRAINING ASSIGNMENTS. Prior to attending formal training, the trainee should*

1. Read DOM Chapter 06, *Public Protection and Law Enforcement*.
2. Have read *Policies, Rules, Regulations and Orders of the California State Park and Recreation Commission and the Department of Parks and Recreation, 1971* (required for Training Course 106: ORGANIZATION AND SYSTEMS).

*POST-TRAINING ASSIGNMENTS. None.*

## Training Course 301: INTRODUCTION TO INTERPRETATION

*PURPOSE. This training is provided because*

Park personnel must convey to the visitor an appreciation of the natural, cultural and historic values in each unit of the State Park System. To effectively perform these duties, the Ranger in particular must be aware of the history and philosophy of Interpretation, the basic concepts used in providing interpretive services, and his responsibilities in the administration of the Interpretive Program.

*OBJECTIVES: Through this training, the employee will*

- I. Be aware of how interpretive programs have evolved to the present;
- II. Understand the basic concepts on which interpretive efforts in the State Park System are based; and
- III. Be introduced to the administrative procedures used to carry on the Department's Interpretive Program.

*STANDARDS. Training Objectives will be demonstrated by the employee*

1. Being able to explain what Interpretation is and how it relates to his job performance requirements.
2. Satisfactorily defining Tilden's six *Principle's of Interpretation*.
3. Achieving a minimum score of 70 on a classroom quiz covering administrative procedural requirements of the Department's Interpretive Program.

*PRE-TRAINING ASSIGNMENTS. Before attending formal training, the employee should*

1. Read HANDOUT 30101, *History of Interpretation*, and be prepared to make a two-to-three minute presentation in class on the person or event to be assigned to the employee after arrival at the Training Center.
2. Read *Interpreting Our Heritage*, by Freeman Tilden.
3. Read DOM Chapter 13, *Interpretation*.
4. Read HANDOUT 30102, *The Riches of Being*.
5. Read *Guidelines for the Preparation of Interpretive Prospectuses*, pages 1-37.

*POST-TRAINING ASSIGNMENTS. After formal training*

1. Each employee's classroom quiz will be returned to his Area Manager. All incorrect answers are to be researched by the trainee on his own time and turned in to his Training Supervisor with corrected answers and source.
2. As assigned by the Training Supervisor, assist in the development of his Area's Personal Park Inventory, by either individual or team effort.

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A NATIONAL PARK GUIDE FOR THE HANDICAPPED has been prepared by the National Park Service, which is also working to remove obstructions to use by such persons at existing facilities. The booklet, available for 40 cents from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, lists 242 National Park areas, all but 13 of which are accessible to persons in wheelchairs. The booklet, written by the Park Service's Elizabeth H. Coiner, gives specifics about door widths, restroom facilities, ramps and rails, distances and inclines, as well as descriptions of special programs and exhibits available for blind or deaf persons.

