

## Chapter One

### Introduction

In 1994 the National Historic Trust stated that the number of properties recorded in the United States National Register of Historic Places had increased from 1,200 in 1968 to 62,000. At the same time the Travel Industry Association Travelometer (1994) listed visiting historic sites as one of the top five activities for travelers in North America. While heritage tourism has grown in the United States, heritage tourism is a worldwide phenomenon.

Well-planned tourism has been able to support and bolster the efforts of scenic and historic conservation in Europe (Dower, 1975). Tourism has also provided the economic justification for heritage conservation in Canada. A Canadian travel survey revealed that 29 percent of Canadian tourism spending was devoted to the visitation of historic and cultural sites (Galt, 1974).

Today, the developed countries in Europe have made the most progress in heritage tourism development and have made the greatest effort to understand it (Ashworth & Larkham, 1994). While tourists have been visiting Europe for its cultural attractions for generations the cultural tourist is a relatively recent market segment in the United States. Until recently, critics did not give credence to the idea that the United States was old enough to value its past. In the United States the drive toward business, industry, and progress was so strong that many American citizens felt there was no incentive to protect older buildings and artifacts. Today, peoples' opinions of archeological and

historical preservation have reversed dramatically. Many public agencies and nonprofit organizations have launched programs which cater to the cultural tourist segment (Gunn, 1997).

The word heritage in its broader meaning is frequently associated with the word inheritance: something transferred from one generation to another. The role of heritage as a carrier of historical value from the past means, it is seen as part of the cultural tradition of society. The concept of tourism, however, is a form of modern consciousness: "Tourism's fundamental nature is dynamic, and its interaction with heritage often results in a reinterpretation of heritage. In its essence, the relationship between heritage and tourism parallels the debate that takes place within a society's culture between tradition and modernity" (Nuryanti, 1996, p. 250).

In recent years, heritage and tourism have become linked inextricably throughout the world. Tourism is used as an economic justification for heritage preservation. Tourism also serves to preserve artifacts and folk life found in communities (Hewison, 1987).

Historical artifacts and their associations have always been one of the tourism industry's most marketable commodities. It can be argued that the "grand tour" around historical sites in search of educational or cultural knowledge is, along with the religious pilgrimage, one of the oldest motives for travel (Burkhart & Medlik, 1974).

It has been suggested that visitor experience should be placed at the center of any heritage management process. Traditional management focusing

on the heritage resource is thought to be inadequate because it usually takes an insufficient account of the human element in heritage management and the significance of visitors (Hall & McArthur, 1993).

### **Definition of Heritage Tourism**

“The worldwide growth of tourism in recent decades has seen the emergence of new forms of tourism, or at least the identifications of such in the literature. As with other newly emerging bodies of literature, that on heritage tourism is at present largely characterized by an expanding range of concepts and definitions, by a mix of individual case studies and more general discourses. Little specific agreement exists on what heritage tourism is, if indeed it is a separate phenomenon or how it should best be studied” (Balcar & Pearce, 1996, p. 203).

As with tourism, there are no agreed-upon definitions when referring to heritage tourism. An analysis of definitions will be included in the literature review. For the purpose of this research the term heritage tourism will refer to historic sites and buildings and the experiences people seek to have in them. The quality of the interpretative experience, the site’s collection of antiquities, the environment surrounding the site and the site’s facilities, for instance, will all be part of the heritage tourism experience.

Also, because the word heritage and historic site has been used interchangeably in the literature the same will be true in this study. For future

reference for the purpose of this research heritage and historic site will mean one in the same.

### **Purpose of the Study**

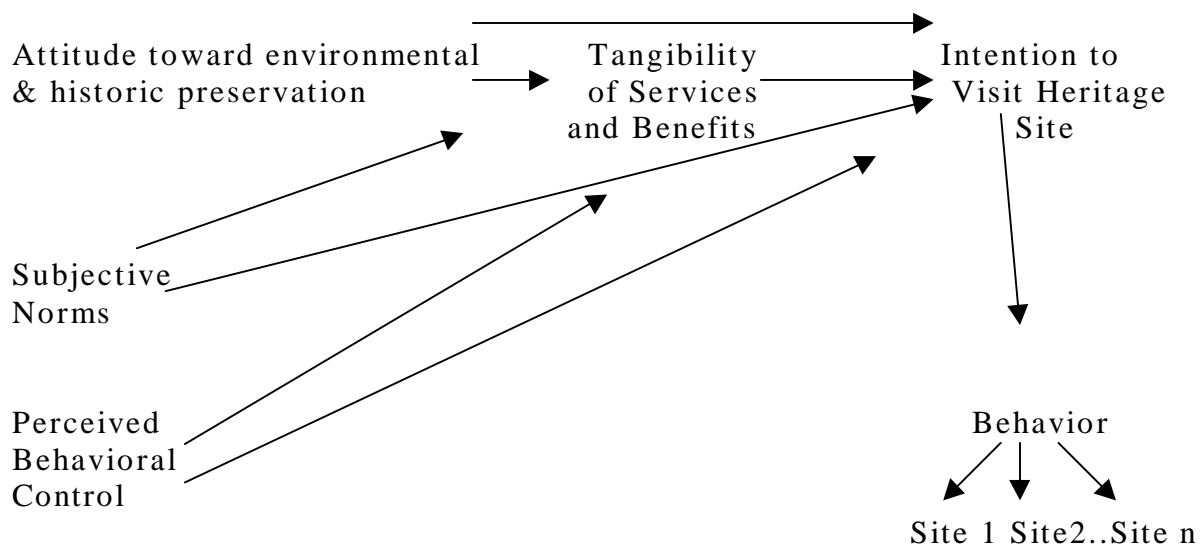
Limited empirical research has been done on visitors to heritage attractions in the United States. Based on this fact, an analysis of what motivates Americans' heritage site selection and which services and benefits they seek at heritage sites is proposed. By understanding the motivations of how people select heritage sites planners will be able to better comprehend what different people want from their visit to a heritage site.

### **Statement of the Problem**

The problem of this research is to determine Americans' motivations to travel to heritage sites in the United States utilizing a modified Theory of Planned Behavior (see Figure 1.1 ). The Theory of Planned Behavior supports the underlying issues in the literature regarding people's motivations concerning attendance at heritage sites. Based on this conclusion the Theory of Planned Behavior was chosen to support the research in this study. The Theory of Planned Behavior has been modified based on research in the area of heritage tourism. The present research will seek to support the hypotheses that a person's attitude towards environmental and historic preservation, a person's subjective norms, and a person's perceived behavioral control will be related to

his or her motivation to go to a heritage site (see Figure 1.1). Motivation will be operationalized by an individual's intention to visit a heritage site.

The presence of a preservationist attitude towards the environment or history, and a person's subjective norms, is related to the level of tangibility of services and benefits the individual seeks at an heritage site. While the level of tangibility of services and benefits is related to a person's intention to visit a heritage site and the type of site he or she would visit.



**Figure 1.1**

**Modified Theory of Planned Behavior**

Perceived behavioral control is also related to a person's intention to visit a heritage site and whether or not he or she will visit a heritage site. This is based on the premise that even if a person has every intention to go to a heritage site, if that person lacks perceived behavioral control (i.e. lack of time and money) he or she will not go to the site. Perceived behavioral control will be

discussed, but because the relationship is obvious throughout tourism literature it will not be tested in this study.

A person who has an environmentalist or historical preservationist attitude finds services and benefits that are less tangible more valuable than a person who is going to a heritage site because he or she feels that such an action is valued by society or his or her peers. For instance, a person who considers him or herself to be an environmentalist or historical preservationist may want to go to a heritage site to feel that he or she stepped back in time, in order to be fulfilled by the experience psychologically. As long as the basic facilities are provided he or she is satisfied.

Another person may visit a heritage site because it is located en route to another destination. This individual is driven to such an action because he or she is motivated to comply with the subjective norm that implies visiting a heritage site is important. This individual feels that he or she should include a heritage site visit in travel plans because it will be something to talk about and make him or her appear to be a more well-rounded person. This person expects more tangible services and benefits. He or she wants more elaborate facilities and many souvenirs to choose from so he or she has something to take home.

Based on the complexity of determining subjective norms it has been decided that it shall remain a part of the model but not be an objective of the research. Subjective norms will be an obvious next step in future research areas.

## **Perceived Behavioral Control**

As previously stated, perceived behavioral control will not be a part of this study. The following will be a discussion of perceived behavior control and its place in the model. Although it is not part of the study, perceived behavioral control still remains as part of the model and thus it merits further discussion. The other variables will be discussed in greater detail in later sections.

A person's perceived behavioral control is related to a person's decision (i.e. behavior) to visit a heritage site and the type of site he or she desires to visit. Perceived behavioral control may be viewed as a constraint on participating in a leisure activity such as visiting a historic site. Howard and Crompton (1984) found that site location, inconvenience, lack of time, and lack of money rated in the top ten reasons for nonparticipation in leisure activities. For instance, if a person has limited time and money for travel he or she will choose a site that is closer to home and more accessible.

Factors preventing travel and thus affecting a person's perceived control have also been researched. Several studies, have identified the reasons why people cannot take vacations (Van Harssel, 1994). They indicate the following:

***\*Economic Limitations:*** We all have limited budget and have to set priorities. For some, travel is a goal which to work toward.

***\*Time Limitations:*** Many cannot leave their daily routine for any length of time.

***\*Health:*** While progress is being made in this area, for many, physical limitations prohibit participation in travel. Physical limitations, poor health, and advanced age can be barriers to travel.

*\*Family:* Young couples with small children often do not travel because of family priorities and the inconvenience of travel at this stage of their lives.

*\*Unawareness:* Travel has not been a part of everyone's lifestyle. Unfamiliarity with travel destinations and the activities of traveling in general, reinforced by fear of the unknown, is a major barrier to enjoying the excitement of new experiences.

Based on the tangibility of services and benefits a person desires from a heritage site will dictate what type of site he or she would visit. If an individual cannot find the services and benefits he or she wants at a heritage site, that individual's intention will be not to go. If a family is traveling together, for instance, and wishes to visit a historic site with a picnic facility because cost or time limitations preclude a stop at a restaurant, that family may not stop at a historic site without a picnic facility because it lacks this tangible service.

Another example of perceived behavioral control and its connection with tangibility of services and benefits might involve a family that is looking for a historic site away from signs of modern-day man. The family is returning from a beach vacation, and wants to spend time at a historic site where its members can feel that they have stepped back in time. The family lacked this feeling of tranquility on its beach vacation and is seeking this intangible benefit from a historic site with the limited amount of time available on the return trip. If the historic site does not offer a tranquil environment the family will seek another environment which offers this benefit.

Perceived behavioral control directly influences intention to go to a heritage site. This is based on the premise that even if a person intends to go to



a heritage site he or she may not go to the site if there is a lack of perceived behavioral control (i.e. lack of time and money). Therefore, if a person intends to go to a site he or she will if there is perceived behavioral control.

### **Subjective Norms**

As mentioned before subjective norms will be part of the model but not an objective in the study. The theory of planned behavior has a component of the model which includes subjective norms (Ajzen & Fishbein, 1980). Subjective norms and whether or not a person is motivated to comply with subjective norms play a key part in predicting behavior. Based on the growth of the heritage tourism industry society has grown to value heritage tourism to a greater extent today than in years past. Therefore, it could be considered a norm to visit a heritage site.

### **Objectives**

The objectives of this research are to determine:

- 1) The types of experience someone with an environmental preservationist and historic preservationist attitude seeks at a heritage site.
- 2) If the type of experience sought at a heritage site is related to the type of services and benefits sought at a heritage site.

**Research Questions**

- 1) What type of experience is sought at a heritage site by a person with an environmental preservationist attitude?
- 2) What type of experience is sought at a heritage site by a person with a historic preservationist attitude?
- 3) Are the type of services sought at a heritage site related to the selection of a heritage site?
- 4) Are the type of benefits sought at a heritage site related to the selection of a heritage site?

**Justification of the Study**

This study is justified on the basis that the growth in the heritage tourism market may provide support for the preservation of heritage sites. If the heritage tourism market can be segmented so that planners can easily identify market niches then the contribution to the field will be two-fold. First, understanding what the visitor seeks at a heritage attraction will help planners better understand their “customers”. Second, knowing who the potential visitors are will reduce marketing costs and maintain the site’s sustainability.

This research will also contribute to the theoretical literature. The findings should strengthen the connection between what motivates tourists and their actual site selection.

## **Summary**

The growth of the heritage tourism industry has created the need to understand the motivations behind site selection, what people want to experience at a heritage site, and the need to segment this diversifying market. The reasons behind why people travel and the destinations they choose are constantly evolving. As interest in heritage tourism has risen in popularity, so has the diversity of the clientele. The experiences people seek at heritage sites can no longer be based on the traditional notion of the average heritage traveler because this definition is obsolete. Rather than relying on research performed in other countries, there is a need to continue to break ground in this area in the United States.

## **Organization of the Dissertation**

Chapter One gave an overview of the heritage tourism industry and its growth as well as the purpose of the study. The model, objectives, and research questions were presented. Chapter Two consists of a literature review. Chapter Three will include the study's methodology. In Chapter Four the results are presented and in Chapter Five the results are discussed.

## **Chapter Two**

### **Literature Review**

#### **Introduction**

This chapter will acknowledge the many definitions of heritage and cultural tourism as well as explain the growth in the heritage tourism market. Also, notions of postmodernism and its relevance to heritage tourism will be discussed to shed light on the growth in heritage tourism. The need for heritage tourism will be addressed and complement the postmodern literature in explaining its growth. Past research on heritage tourism research will be discussed, including such issues as the different types of heritage visitors and the experiences they seek at heritage sites.

This chapter will also focus on the importance of planning at heritage sites. The heritage planning literature will include the relevant elements of interpretation, authenticity, and sense of place and the importance of these elements in the heritage experience.

The importance of demand, motivation, and segmentation in tourism research supports the need for research in the heritage tourism area. This is also necessary for better understanding of the heritage tourist. A review of the service literature will be reviewed because of the necessity of quality service in the heritage tourism industry, and its vital role in sustainable planning. Finally,

a review of motivational theories will support the theory and model chosen for this research.

## **Trends**

A important way of viewing travel markets is to distinguish their dynamics. Markets change over time so it is vital that developers of tourism are continuously kept up to date on trends (Gunn, 1997).

There is a trend toward an increased specialization among travelers. This trend is evident in the rise in the volume of travelers who seek adventure, ethnic experiences, culture, history, archaeology, bird watching, diving, and interaction with local people (Hollinshead, 1993). In the spring of 1996, 45% of United States adults planning a pleasure trip intended to visit an historic site on vacation while 41% of the leisure travelers planned to visit a cultural site (Dickinson, 1996).

Analyzing the changing American markets, Dychtwald (1989) concluded that a middle-aged individual's physical, psychological, and social concerns would become more significant; nontraditional lifestyles and misgivings about authority would persist; middle-aged people would aim for a balanced lifestyle; health and quality issues would be key in destination decisions; the importance of accessibility and comfort would increase; and the significance of experience would override encumbrances.

During the 1980's American travelers spent their money without restraint. In the 1990's there has been a change in this pattern, and in the type of experiences sought on vacation (Harris, 1992) (See Table 2.1).

**Table 2.1**

**Changing Trends**

**What is very important when planning trips?**

Travel preference	1980s	1990s
A luxury resort	10%	7%
Good night life	22%	13%
Experiencing a completely different culture	17%	37%
Going off the beaten track	23%	45%
Cultural, historical or archaeological treasures	27%	50%
Visiting a place that I have never been before	44%	57%
Location with natural beauty	60%	73%
Order expensive food	25%	1%
Spend money freely	81%	19%
Gain new perspective on life	40%	72%
Understand culture	48%	88%

Source: Lou Harris Poll for Travel & Leisure Magazine, 1992

Comparisons reveal a shift from escapism to enrichment. One explanation for this shift has to do with the economic realities of the 1990's. This is reflected in the rise in importance of culture as a travel motivator.

There are other forces at work which are believed to have led to a paradigm shift that will long outlast the recession. Silberberg (1995) agrees with the idea of a paradigm shift and sees as its causes:

- \*higher levels of education, since all studies show that persons in higher education categories are more likely to be culturally oriented;
- \* the increasing numbers of women in our society in positions of power and authority, since women tend to be more culturally orientated than men;
- \* the aging baby-boom generation;
- \* less leisure time but a greater emphasis on quality time experiences which cultural facilities and events offer;
- \* even greater health and appearance consciousness, with concerns for the effects of ultraviolet rays causing travelers to seek out more indoor cultural opportunities.

## **Definitions**

As stated in Chapter One, there is not one agreed-upon definition of heritage tourism. Masberg and Silverman (1996) state that “despite the growing interest in heritage tourism, there is a surprising lack of understanding of how visitors define a heritage site and what the activity of visiting a heritage site means to them” (p. 20). The following is a summary of definitions found in current heritage tourism literature. The inclusion of the definitions seeks to support the definition of heritage tourism which was used in this study.

As stated in Chapter One, the definition used for this research refers to heritage tourism as historic sites and buildings and the experiences people seek to have in them.

## **Heritage Tourism**

Definitions of heritage tourism include the following:

### **Peterson (1994)**

We think of heritage tourism as visiting sites or areas which make the visitor think of an earlier time.

### **Sharpley (1993)**

Heritage is literally defined as what we have inherited from our past. Over the last decade, however, it has become more broadly applied and now the term is used to describe virtually everything associated with the nation's history, culture, wildlife, and landscape.

### **Prentice (1993)**

Essentially in tourism, the term "heritage" has come to mean not only landscapes, natural history, buildings, artifacts, cultural traditions and the like which are literally or metaphorically passed on from one generation to the other, but those among these things which can be portrayed for promotion as tourism products. Prentice (1993) suggested that heritage sites should be differentiated in terms of types of heritage: built, natural, and cultural heritage.

### **Zeppel and Hall (1992)**

Heritage tourism is a broad field of specialty travel, based on nostalgia for the past and the desire to experience diverse cultural landscapes and forms.



**Ashworth and Goodall (1990)**

Heritage is an idea compounded of many different emotions, including nostalgia, romanticism, aesthetic pleasure, and a sense of belonging in time and space.

**Hewison (1989)**

History is gradually being bent into something called Heritage... Heritage is gradually effacing History, by substituting an image of the past for its reality... At a time when the country is obsessed by the past, we have a fading sense of continuity and change, which is being replaced by a fragmented and piecemeal idea of the past, constructed out of costume dramas on television, re-enactment of civil war battles and misleading celebrations of events such as Glorious Revolution.

**Cultural Tourism**

The term cultural tourism has been used interchangeably with heritage tourism. Definitions of cultural tourism include the following:

**Silberberg (1995)**

Cultural tourism is defined by visits by persons from outside the host community motivated wholly or in part by interest in the historical, artistic, scientific or lifestyle/heritage offerings of a community, region, group or institution.

**Fridgen (1991)**

For outsiders, the culture of an area can represent an attraction in and of itself. This is sometimes called **cultural tourism**. Tourists interested in culture may seek exposure to local behaviors and traditions, to different ways of life, or to vestiges of a vanishing lifestyle. Yet tourism only permits selective exposure to other cultures. Frequently, an area's culture is displayed through stage presentations--often for pay. Because tourists generally stay in an area for a short time, what the tourist actually sees is just a faint reflection of the true culture.

**Tighe (1991)**

Cultural tourism is travel undertaken with historic sites, museums, the visual arts, and/or the performing arts as significant elements.

**Tighe (1990)**

The cultural tourist is one who experiences historic sites, monuments, and buildings; visits museums and galleries; attends concerts and the performing arts; and is interested in experiencing the culture of the destination.

**Hall and Zeppel (1990)**

Cultural tourism is experiential tourism based on being involved in and stimulated by the performing arts, visual arts, and festivals. Heritage tourism, whether in the form of visiting preferred landscapes, historic sites, buildings or monuments, is also experiential tourism in the sense of seeking an encounter with nature or feeling part of the history of the place.

**Ritchie and Zins (1978); Ekos (1988)**

A key to more successful partnerships lies in a better understanding of the cultural tourist. This is the tourist that various arts and culture groups hope to draw, but about whom little is known. It is known there is a large variety of demands for cultural tourism, be it high culture (performing arts, galleries, museums and historic sites), folk and popular culture (festivals, gastronomy, shopping and entertainment), or multiculturalism (language, ethnicity).

**Tighe (1986)**

The term “cultural tourism” refers to historical and heritage sites, arts and crafts fairs and festivals, museums, the performing and visual arts which tourists visit in pursuit of cultural experiences.

**World Tourism Organization (1985)**

Cultural tourism includes movements of persons for essentially cultural motivations such as study tours, performing arts and other cultural tours,

travel to festivals and other cultural events, visit to sites and monuments, travel to study nature, folklore or art or pilgrimages.

## **Explanation for the Growth of Heritage Tourism**

### **Need**

America's regional and local cultures are falling victim to the influence of mass culture. As urban sprawl takes over more of the United States' rural landscapes and develops into planned housing, aspects of unique culture are endangered (Teskey, 1991).

"Today a great deal of time and energy is dedicated to looking backwards, toward capturing a past which, in many ways, is considered superior to the chaotic present and the dreaded future. This world of yesteryear is a safe environment. It is secure. It is orderly. The way we were is surely an improvement on the way we are, or are ever likely to be" (Dann, 1994, p.70).

This need to recapture the past is being translated into the demands of travelers. They are expecting a greater depth of experiences than in the past. The ordinary vacation is no longer acceptable. The traveler is becoming sophisticated and expects more than the mundane and shoddy which may have been acceptable in the past. Travelers have a greater wealth of knowledge because they have higher education levels and more experience. Developers must plan to meet these needs by offering greater opportunities for guidance and interpretation (Gunn, 1997).

Heritage tourism, if planned properly, offers a way to preserve America's past while meeting the needs of a market seeking to appreciate and understand

its past. Hargrove (1990) illustrates this in the following five statements concerning the reasons that tourism is important to preservationists:

- 1) The more the traveling public is aware of America's heritage the more they cherish it.
- 2) America's heritage is the only distinguishing factor which separates one community from another. And in the very competitive world of tourism, that unique distinction is what gives a community a marketing edge.
- 3) America's heritage allows us to share the story of how our country developed with future generations. By experiencing the significance of the sites and the areas where history occurred, students understand the social and industrial development of our country.
- 4) A practical reason why tourism is important to preservation, is that often the generous contributions from travelers through admissions to historic houses and special events provide the necessary funds for upkeep and protection. It is a real bottom line activity.
- 5) The visual is much more effective than the oral. Through preservation, structures and sites can be protected for everyone's enjoyment because this is a sensory and visually-oriented society.

### **Postmodernism**

There is no agreement on the meaning of postmodernism among scholars, nor is there a unified postmodern social theory. There are only diverse theories which are grouped together as "postmodern" (Schofield, 1996).

“Postmodern society has been characterized in a variety of different ways from imploded boundaries between ‘high culture’ and ‘popular culture’ and between appearance and reality to nostalgia for the old and a fascination with the new in eclectic combinations of styles extracted from all historic periods” (Schofield, 1996, p. 335).

The growing body of literature on the heritage phenomenon often raises the question of why heritage has become a recurring theme in tourist development. Explanations which have been presented frequently focus on the fragmentary nature of postmodern society. Postmodern society has been seen as one which lacks depth, originality and a sense of authenticity. Therefore, people are seeking authenticity by looking towards the past (Eco, 1986; Baudrillard, 1988; Lash, 1990).

Postmodernism and the heritage industry are connected based on the fact that they create a link between our present lives and our history (Hewison, 1987). The ways in which many different types of places have become popular based upon the nostalgic attraction of “heritage” can be seen as elements of the postmodern (Urry, 1990a)

Gunn (1988) reiterated the multifaceted influences of tourism. He conceptualized tourism products as complex human experiences. Keeping this in mind, the visitor’s experience of place is a complex sociocultural phenomenon. The outcome of this phenomenon is that tourists’ motivations, perceptions, beliefs and mental categorization and evaluation processes are influenced strongly by external stimuli such as tourist destination images.

This is seen in the fact that one of the posits of the postmodern consumption process is that consumers do not want to feel part of an undifferentiated mass (Urry, 1990a). In the field of heritage tourism, the valuation of historic environments becomes a way to reveal individualism and taste. The behavior has been reflected in the burgeoning demand among tourists for unique experiences that are either “real” or “authentic” (Cohen, 1979a; MacCannell, 1989; Urry, 1990b).

“New forms of reproduction of the past and associated consumption patterns are reflected in the ways that people choose to travel. A movement towards one’s roots and a growing appreciation of tradition are aspects relating to one’s total environment. Such trends can be viewed as manifestations of postmodernism which are essential to confirming the tourist’s search for new meaning and dignity” (Nuryanti, 1996, p. 253).

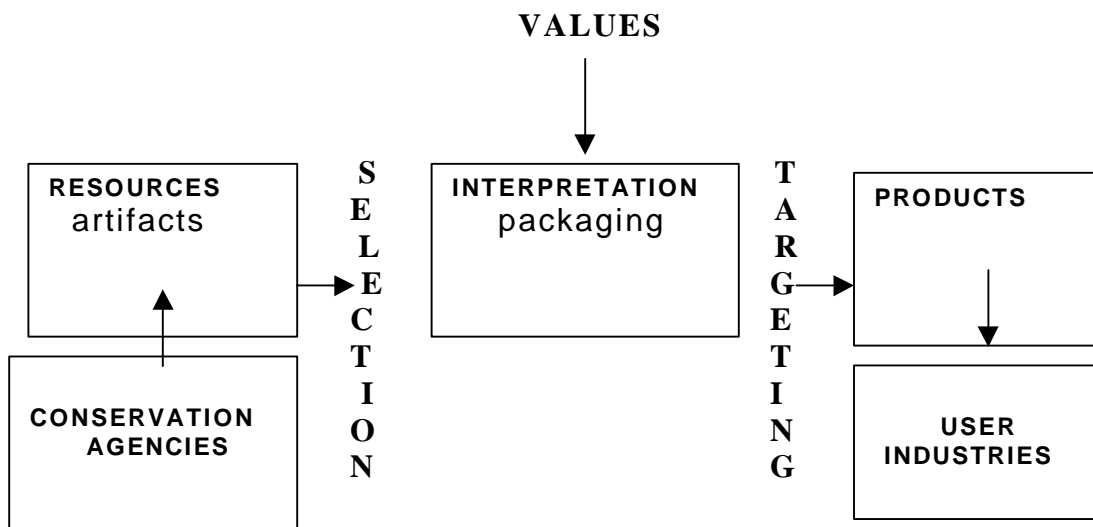
## **Heritage Industry**

The following section will reflect the research that has focused on the heritage industry. It will reveal where efforts have been made and where future research is needed.

### **Components of the Heritage Industry**

The fundamental assumption is that heritage is an industry in the sense of modern activity, consciously controlled and planned with the purpose of

producing a marketable product. The process can be simplified into its basic components (see Figure 2.1) (Ashworth, 1994):



**Figure 2.1**

### **Components of the Heritage Industry**

The resources in the model include the raw material from which the heritage product is derived. They include events, relics, mythologies, etc. The interpretation process entails the transformation of resources into products through interpretation. It involves the selection of the resources and how they are packaged. It is a function of tourism demand. The heritage product is the end result. This product can differ based on the market it intends to attract; There is no one set national heritage product. According to Ashworth (1994), “the important point is that quite different products, for quite different markets,

can be created from the same set of raw materials by varying the interpretation process” (p. 27).

### **Visitor Surveys**

There has been a tradition of visitor surveys at museums and heritage attractions. Most of these surveys do not focus on the visitor experience. The questions mainly include basic demographics and how the visitor traveled to the site (Beeho & Prentice, 1997). Analyzing the tourist experience has been limited to questions concerning the friendliness of the staff and the tourist’s enjoyment of the attraction (Werthiem, 1994; Prentice, 1993).

### **Type of Heritage Visitors**

According to Peterson (1994) there are four different types of heritage tourism visitors. They fall on a continuum with aficionados being the most involved and casual visitors being the least involved. The following four categories have been defined: Aficionados are considered to be preservationists and perhaps very professional in their study of history, event visitors visit sites on special occasions (i.e. festivals), “tourists”<sup>i</sup> are away from home and visiting historic sites, and casual visitors visit the site because it is a convenient green place.

<sup>ii</sup>The label tourist is a designated category describing a type of heritage visitor as defined by the author.



### **Profiles of Cultural and Heritage Tourists**

The profile of cultural tourists is similar in the United States and Canada. Although there may be differences based upon the type of cultural attraction the data indicates a common pattern among all cultural tourists. Silberberg (1995) notes these commonalties among cultural tourists:

- “earns more money and spends more money while on vacation;
- spends more time in an area while on vacation;
- is more likely to stay at hotels or motels;
- is far more highly educated than the general public;
- includes more women than men (Women, represent a disproportionate share of shoppers and bus tour passengers);
- tends to be in older age categories. (This is particularly important with the aging of the large baby-boom generation)” (p. 362).

Prentice (1993) stated that visitors could be divided into five predominant groups: educated visitors, professionals, families or groups, school children and nostalgia seekers. However, Chen’s (1996) research found that there was a highly insignificant relationship between educational attainment and reason for visiting a heritage site, stating “that Prentice’s proposition is merely based on value judgements without any support from inferential statistic analyses”.

### **Perceptions of Heritage Sites**

Masberg and Silverman (1996) performed a phenomenological study of perceptions of heritage sites. The student visitors in the study recalled their

visits with reference to seven salient aspects: (1) the activities in which they engaged during the visit, (2) their companions, (3) the site personnel, (4) the information they learned, and the components of (5) nature, (6) culture, and (7) the built environment they noticed. “Outcomes of their visits were described by two broad themes: (1) knowledge gained that was primarily factual and external, and (2) several categories of personal experience that include personal learning, social benefits, and aesthetic experiences” (p. 24).

### **Benefits and Experiences Sought at Heritage Sites**

A study (Khalek et al., 1997) focusing on the benefits that people sought at heritage sites found that the top four benefits sought were: General learning (98%), Exploration (93%), Geography of area (83%), and Scenery (86%).

A few studies have looked into the reasons individuals go to heritage sites. One study examined at fourteen historic sites in Great Britain (Public Attitude Survey, 1985) and found the top five reasons to visit historic sites included: General interest/sightseeing (54%), Interest in history/historical places (40%), To bring family/friends/relatives/children (13%), To see the house/building/abbey/castle (10%), and Just passing/en route (8%).

Chen (1996) found that the influences behind visiting heritage sites in the United States were: Interest in site (34%), Families and friends (21%), Recreational activities (11%), Promotional information (10%), Been here before (9%), Having some knowledge of the sites (7%), Road signs (3%), Curiosity (3%), and Other reasons (2%).

## **Historic Preservation-Planning and Development**

### **Heritage Sites**

Many modern-day tourism attractions can be duplicated (i.e. amusement parks, water slides, zoos, etc.), whereas historic resources cannot. If planned properly, historic resources may provide a sense of place, a sense of difference, and a uniqueness for any community or area. Historic resources give people a reason to visit a destination area as well as an alternative place to visit for people who are in the area for other reasons (Peterson, 1994).

Some historic sites attract people for the sole purpose of visiting the site as a primary destination. These sites are called attractors. Most historic sites are attractions. These are historic sites a tourist will visit while he or she is at a primary destination. The historic site adds to the visit as a secondary attraction (Peterson, 1994).

Heritage sites must keep in mind the following eight points in planning for and attracting tourists. The sites should also continually be evaluated on these points (Silberberg, 1995):

- perceived quality of the product
- awareness
- customer service attitude
- sustainability
- extent to which product is perceived to be unique or special
- convenience
- community support and involvement

- management commitment and capability.

### **Interpretation**

Historic buildings and monuments have long been valued for their opportunities for education and inspiration. These sites need explanation in order for people to fully understand what they have to offer. This need has been termed heritage interpretation. Heritage interpretation can take forms from signage to the interpreter's knowledge at each heritage site (Light, 1995).

The demand for heritage interpretation has paralleled the demand for heritage tourism. As people become more educated and eager to understand and learn more about the past their taste and acceptance levels will become more demanding (Light, 1995).

A person's agenda of what benefits they want to gain from the site and the experiences they wish to have at the site may dramatically vary. This can be based on their prior experience and knowledge of the content of the heritage site, their individual interests, motivations, and concerns (MacDonald, 1992; McManus, 1989).

### **Authenticity**

In the literature of heritage tourism, the authenticity of the heritage experience has been deemed important. MacCannell (1989) believes that modern-day tourists are seeking authenticity in the past based upon the fact that they are lacking it in their everyday life. Therefore, it is important that

planners take this into consideration when they are interpreting history. A person does not want to be entertained, but there should be a basis of reality in the presentation of the experience. Without it a person is not gaining what he or she expect from the heritage site (Anderton, 1995).

There has been much debate on the scale and nature of the transformation of historic sites. There are concerns that authenticity may be sacrificed in order to please certain market segments (Johnson & Thomas, 1995).

In order to maintain the quality of a heritage site regardless of the market segment that the planner is interested in attracting Anderton (1995) suggests the following rule of thumb: “history can be revived or re-interpreted but it can never can be re-invented” (p. 55).

### **Sense of Place**

It is obvious that there is a strong reciprocal link between heritage and places. MacCannell (1976) deems that it is so obvious that it is self-evident, or even tautological. Frequently, places are the heritage product. The site is “sacralized” by its ascribed associations. Heritage is one of the primary determinants of the unique character of places (Ashworth, 1994).

Many people travel to historic sites in order to experience life in a different time or place. Today’s hectic pace has caused people to value simpler times. This historic experience is quite often sensory. The experience, if planned properly, may be providing the visitor with a feeling which cannot be obtained elsewhere. This satisfaction in visiting historic sites does not

necessarily depend on a particular famous person or event. If a person has the ability to sense and feel a different place and time while visiting the site they will be satisfied (Peterson, 1994).

The site should provide a strong sense that the visitor has “stepped back in time”. People want to feel they have truly experienced another place in time, to learn, and understand how life was then. The phrase “stepping back in time” is perhaps the quintessential description of a quality historic visit experience (Peterson, 1994).

### **Benefits**

A destination is generally characterized by many benefits. Visitors definitely have varying opinions concerning the importance of each benefit. The importance of any benefit reflects its relationship with the other benefits a tourist desires as part of his or her total heritage experience. Therefore, destinations should be multidimensional, in terms of the benefits and experiences produced by the destination and consumed by the tourists (Husbands, 1994).

Table 2.2 focuses on the benefits of knowing ones’ market and planning accordingly when dealing with heritage management. Part of understanding the benefits one seeks at a heritage site and planning based on this knowledge can be reflected in how the site is marketed.

Table 2.2

## Benefits of a Market-Oriented Approach in Heritage Management

Group	Benefits
Visitors	<ul style="list-style-type: none"> <li>*Heritage management becomes customer-oriented, aimed at visitor satisfaction for selected visitor segments</li> <li>*Visitor travel and trip planning to heritage site is improved</li> <li>*Visitors are aware of the range of experiences available at a heritage site</li> <li>*Visitors can select a desired heritage experience</li> <li>*Visitors experience heritage themes in a manner consistent with their expectations, motivations and needs</li> </ul>
Management	<ul style="list-style-type: none"> <li>*Specifies and prioritizes financial and human resource management requirements and assists in determining how resources should be allocated</li> <li>*Provides justification for financial resources and their allocation</li> <li>*Identifies specific visitor information needs</li> <li>*Improves marketing of heritage sites</li> <li>*Encourages a strategic planning approach in management</li> <li>*Assists the development of appropriate interpretation strategies, concepts, themes, messages, and techniques</li> </ul>
Resource	<ul style="list-style-type: none"> <li>*Limits the likelihood of inappropriate on-site visitor activities</li> <li>*Limits the likelihood of inappropriate facilities and infrastructure</li> <li>*Minimizes visitor impact on heritage site</li> <li>*Encourages appropriate on-site behavior</li> </ul>

Source: Canadian Parks Service, 1988.

## **Demand and Motivation**

The study of motivation is acknowledged by many authors and researchers as one of the most basic and requisite subjects in tourism studies (Wahab, 1975). For instance, Brent-Ritchie (1975) notes that “our understanding of the why and how of individual travel decision processes and the influence of different variables on them presents the greatest challenge of all to researchers in this field” (p. 2).

A growing number of scholars have started to focus on the tourist’s experience, his or her motivation for travel, and the issue of authenticity at the tourist site. Cohen(1972, 1973, 1974, 1979a, 1979b) has been in the forefront of recognizing the importance of the relationship between tourists’ motivations and the authenticity of their travel experiences. MacCannell (1973, 1976, 1984), Pearce and Moscardo (1986) have also researched this area and have deemed this research area of vital importance to the success of tourism development.

“The importance of motivation in tourism is quite obvious. It acts as a trigger that sets off all the events in travel” (Parrinello, 1993, p.233). The research of travel motivation and authenticity is inextricably linked with heritage tourism. Authenticity, as stated throughout the heritage tourism literature is of vital importance.



### **Influences on Demand and Motivation**

Tourism demand does not come from a homogeneous group of people who travel based on identical motivations. It is a complex relationship involving various, and possibly conflicting desires, needs, tastes and dislikes (Wahab, 1975).

McIntosh and Goeldner (1990) list four categories of basic travel motivators:

**Physical motivators:** These relate to the need for rest, participation in sport, relaxing entertainment and other motivations connected with health. Common to all physical motivators is the reduction in tension and the refreshment of body and mind connected to physical activities.

**Cultural motivators:** These are manifested in the desire to see and learn about other countries, their music, food, history, religion, art and so on.

**Interpersonal motivators:** These include visiting friends and relatives, the desire to meet new people and make new friendships, and to escape from to everyday social environment.

**Status and prestige motivators:** These concern ego-enhancement and the desire for recognition, appreciation and attention, and personal improvement. Trips may be related to education or study, the pursuit of hobbies, or business and conference tourism.

The culture of a society is the unification of its values, morals, behavioral norms, dress, cuisine, artifacts and language. It may vacillate and adapt over time. The culture of a society influences the attitudes and behavior of its individual members. Therefore, in determining the causation of tourist motivation, the culture of a particular society is seen as potentially a strong influence (Sharpley, 1994).

Influences on tourist motivation include other extrinsic pressures. These pressures are exerted by other people and are known as social pressures. The

four main sources of social influence on a tourist's motivation include family influences, reference groups, social class, and culture (Moutinho, 1987).

## **Service**

As noted throughout the literature, cultural tourism represents an area of significant economic benefit to museums and heritage sites. Cultural and heritage facilities have begun to explore ways to increase attendance and to control operating expenses. In this process, site management has been looking carefully at operating policies and practices. The issues emphasized include a heightened focus on customer service (Silberberg, 1995). In this section the importance of service quality will be illustrated through a review and analysis of service dimensions and gaps in the service delivery process.

### **Service Quality Dimensions**

Parasuraman, Berry, and Zeithaml (1991) argued that understanding visitors' expectations is vital to an organization's capability to deliver quality services. Berry and Parasuraman (1991) noted that during the last decade recognition of the potential service quality for establishing a competitive advantage for service organizations has emerged.

The following five dimensions: Reliability, Assurance, Tangibles, Empathy, and Responsiveness have been included in interpretations of service quality (Berry & Parasuraman, 1991). Table 2.3 includes definitions of these dimensions, along with examples from the hospitality industry (Barsky, 1995).

**Table 2.3****Service Quality Dimension Definitions and Examples**

<b>Dimension</b>	<b>Definition</b>	<b>Example</b>
Reliability	Dependability and correctness	Phone answered within five rings, 24 hours a day
Assurance	Knowledge and courtesy of employees	Phone operator has thorough knowledge of menu and prices
Tangibles	Appearance of physical facilities, equipment, and personnel	Full description of items and presentation. Specific delivery time stated.
Empathy	Providing personal understanding and customer support	Customer name use. Prescribed guest treatment procedure carried out with sincerity. Order taken in courteous manner.
Responsiveness	Providing prompt service	Effort to comply with any special requests. Prompt service.

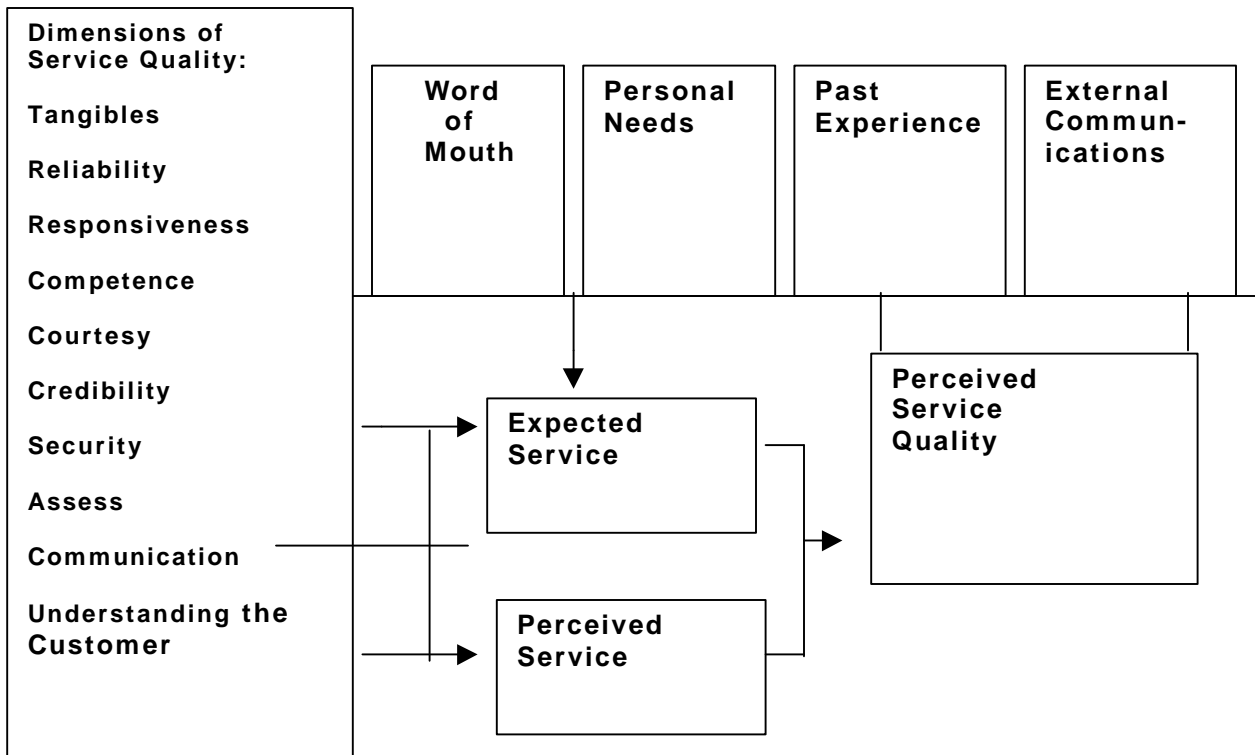
Source: Barsky, 1995

In a 1990 exploratory study Zeithaml et al. (1990) identified ten general dimensions representing the evaluative criteria customers use to assess service quality (see Table 2.4). They also included the dimensions of service quality in the model of customer assessment (see Figure 2.5) which illustrates the influences on perceived service quality.

**Table 2.4****Service Quality Dimensions and Definitions**

<b>Dimension</b>	<b>Definition</b>
Tangibles	Appearance of physical facilities, equipment, personnel, and communication materials
Reliability	Ability to perform the promised service dependably and accurately
Responsiveness	Willingness to help customers and provide prompt service
Competence	Possession of the required skills and knowledge to perform the service
Courtesy	Politeness, respect, consideration, and friendliness of contact personnel
Credibility	Trustworthiness, believability, honesty of the service provider
Security	Freedom from danger, risk, or doubt
Access	Approachability and ease of contact
Communication	Keeping customers informed in language they can understand and listening to them
Understanding the Customer	Making the effort to know customers and their needs

Source: Zeithaml et al., 1990



**Figure 2.2: Customer Assessment of Service Quality**

Source: Zeithaml et al., 1990

Finally, Berry et al. (1993) found the relative importance of service dimensions to be: Reliability (32%), Responsiveness (22%), Assurance (19%), Empathy (16%), and Tangibles (11%).

### Service Gap Theory

Parasuraman, Zeithaml, and Berry (1985) conceptualized a model of service quality which focused on visitors' perceptions and expectations. This model identified a series of "gaps" that may exist in the service delivery process, beginning with managers' views of visitor expectations. Other aspects of this model address service delivery as well as customer perceptions.

Gilbert and Joshi (1992) identified five gaps found in the model of Parasuraman et al (1985): (see Table 2.5)

**Table 2.5: Five Gaps of the Service Quality Model**

Gap	Definition
Gap 1	The expected service and the management's perceptions of the consumer experience (i.e. what they think the tourist wants).
Gap 2	The management's perceptions of the tourists needs and the translation of those needs into the service quality specifications.
Gap 3	The quality specifications and the actual delivery of the service.
Gap 4	The service delivery stage and the organizations/providers' communication with the consumer.
Gap 5	The consumers perception of the service they received and experienced, and their initial expectations of the service.

Source: Gilbert and Joshi, 1992

Gilbert and Joshi (1992) argue that the utilization of market research techniques could help to bridge some of these gaps for:

Gap 1: Acknowledging Gap 1 could encourage providers to elicit detailed information from consumers on what they require;

Gap 2: The management's ability to specify the service provided needs to be realistic and guided by clear quality standards (i.e. what is the maximum length of time a tourist should expect to wait to enter a tourist attraction?);

Gap 3: The ability of the employees to deliver the service according to the specification needs to be closely monitored and staff training and development is essential: a service is only as good as the staff it employs;

Gap 4: The promises made by service providers in their marketing and promotional messages need to reflect the actual quality offered. Therefore, if a city's promotional literature promises a warm welcome, human resource managers responsible for employees in front-line establishments need to ensure that this message is conveyed to its customers;

Gap 5: The major gap between the perceived service and delivered service should be reduced over time through progressive improvements in the appropriate image which is marketed to visitors, and the private sector's ability to deliver the expected service in an efficient and professional manner.

### **Tangibility/Intangibility of Service**

Services may be segmented based on their intangibility or tangibility. Shostack (1977) was one of the first to use the continuum approach to characterize services. Shostack called services with a high reliance on sensual and psychological benefits I-dominant services. These I-dominant or Intangible dominant services were placed on one end of the continuum. On the other end she placed the T-dominant or Tangible dominant products that relied less on

emotional or sensual benefits. She based this categorization scheme upon the ease with which customers could evaluate services.

Shostack's model was expanded by Zeithaml (1981) by adding a third category. This category represented a higher level of intangibility than that of Shostack's I-dominant type. According to Becker (1992):

It was Zeithaml's (1981) contention that intangible services fell into two subsets: those that could be evaluated after service consumption and those which could never be evaluated because most consumers lacked the knowledge needed to assess the quality of services in this third category. She identified the higher level of intangibility as credence type services. Zeithaml suggested that customers perceived that a greater risk was associated with using services in the credence category.

If heritage tourism planners understands the importance of service quality and its many dimensions they can more adequately offer the experiences sought out by this burgeoning market. This awareness of the types of services sought and the visitors expectations can eliminate gaps in service.

## **Motivational Theory**

### **Expectancy Theory**

There are many different versions of expectancy theory. All the versions share the same basic premise. This premise holds that "the strength of a tendency to act in a certain way depends on the strength of an expectancy that the act will be followed by a given consequence (or outcome) and on the value or attractiveness of that consequence (or outcome) to the actor" (Lawler, 1973).



Lawler's (1973) approach is backed by the unmet needs hypothesis. This hypothesis suggests that human performances may lead to many different outcomes which may help in achieving other outcomes.

He proposed that an outcome's attractiveness is determined based on the extent that it satisfies a human need (Driver et al., 1991).

### **Theory of Planned Behavior-Attitude and Subjective Norms**

Fishbein and Ajzen's Theory of Reasoned Action became more widely known in the mid to late 1970's (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). This theory was later refined by Ajzen (1985) into the Theory of Planned Behavior.

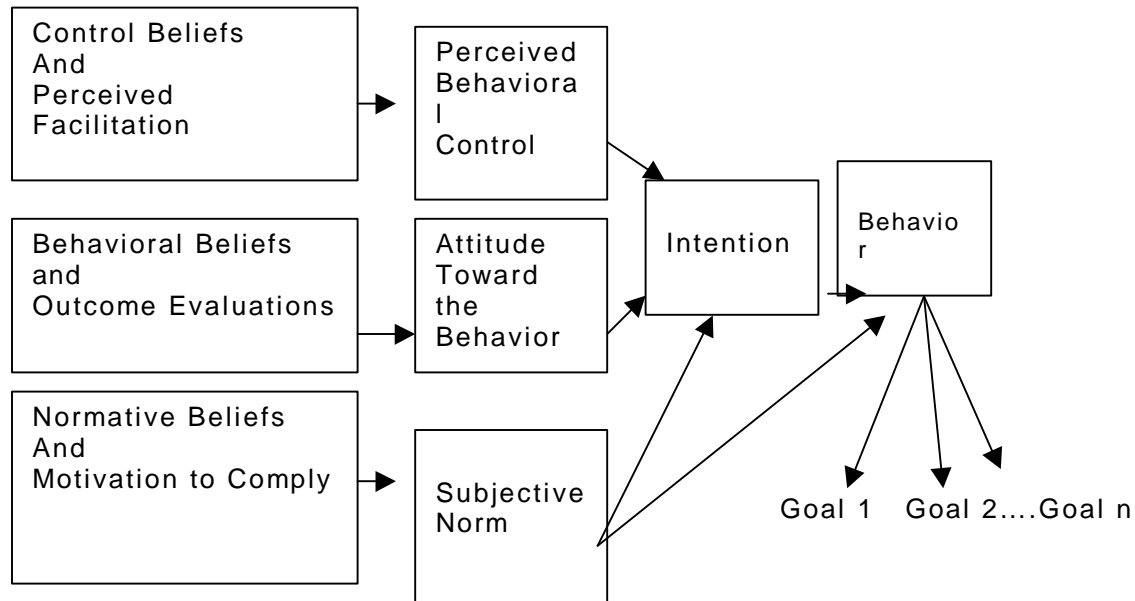
Driver et al. (1991) stated:

As with Lawler's model, Fishbein and Ajzen's theory is based in expectancy-valence formulations of human decisionmaking. Fishbein-Ajzen theory is based upon behavioral prediction, and since it explicitly deals with beliefs about specific consequences of a particular leisure behavior, it has helped guide conceptualization of leisure benefits as advantageous outcomes or consequences (p. 273).

Motivation is based on the psychological factors that propel an individual toward his or hers goals. The central factor in the Theory of Planned Behavior is the intention of an individual to perform a certain behavior (Ajzen, 1991).

The Theory of Planned Behavior has three conceptually independent determinants of intention. These determinants of intention act as the central factors which motivate or propel an individual towards his or her goals. These determinants include the following: attitude toward the behavior, subjective

norm (or social pressure to perform the behavior), and perceived behavioral control (or perceived ease or difficulty involved in performing the behavior) (Ajzen, 1991). (See Figure 2.3)



**Figure 2.3**

### **Theory of Planned Behavior**

The Theory of Planned Behavior has antecedents to attitudes, subjective norms, and perceived behavioral control. These include behavioral beliefs and outcome evaluations (which influence a person's attitude towards the behavior), normative beliefs and motivation to comply (which are the underlying determinants of subjective norms) and control beliefs and perceived facilitation (which influence perceived behavioral control) (Ajzen, 1991).

Commonly, individuals will intend to perform a behavior when they have a positive attitude toward the behavior. Also, it is important if they believe

their “significant others” think they should perform the behavior in question (Fishbein & Manfredo, 1992).

Attitudes and subjective norms both may influence the formation of any given intention. The relative importance of these two factors varies from behavior to behavior and from individual to individual. Therefore, for some behaviors and intentions, attitudinal considerations may in fact be more important than normative ones and for other behaviors and intentions, normative considerations may prevail. Likewise, the intention to perform a given behavior may be essentially under attitudinal control for some individuals or segments of the population, and principally under normative control for other individuals or groups (Fishbein & Manfredo, 1992).

A person’s subjective norm with respect to a given behavior is a function of his or her normative beliefs that certain salient individuals or groups believe that he or she should or should not perform the behavior and as well as the person’s motivation to comply with those individuals or groups. Ordinarily, if a person is motivated to comply with referents and gives credence to the belief that referents would approve of a behavior, the person will discern social pressure present to perform it. On the contrary, a person who believes that most referents with whom he or she is motivated to comply presume he or she should not perform the behavior will have a subjective norm that places perceived pressure on him or her to avoid carrying out the behavior (Fishbein & Manfredo, 1992).

Thus as Fishbein and Manfredo (1992) state: “in order to change or reinforce attitudes toward performing a given behavior, one must change or reinforce salient behavioral beliefs and/or their evaluative aspects” (p.39). In a like manner, one must change or reinforce salient normative beliefs and/or motivations to comply (Fishbein and Manfredo, 1992). Ajzen (1991) confirms this by offering the general rule that “the more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived control, the stronger should be an individual’s intention to perform the behavior under consideration” (Ajzen, 1991, p. 413).

Finally, the theory channels attention towards several key needs: to clearly identify the social element’s common goals in the situation; to estimate the perceived relationships between leisure activities and the achievement of those goals; and to reflect on the attitudinal, normative, and control factors that influence whether the public takes part in or does not take part in leisure activities (Ajzen, 1991).

### **Environmental Preservationist Attitude**

A person’s environmental attitude is a factor when researching heritage sites, because the heritage site itself is not all a person experiences when visiting a site. The environment surrounding the building (i.e. landscapes, nature) is a part of the heritage tourism experience.

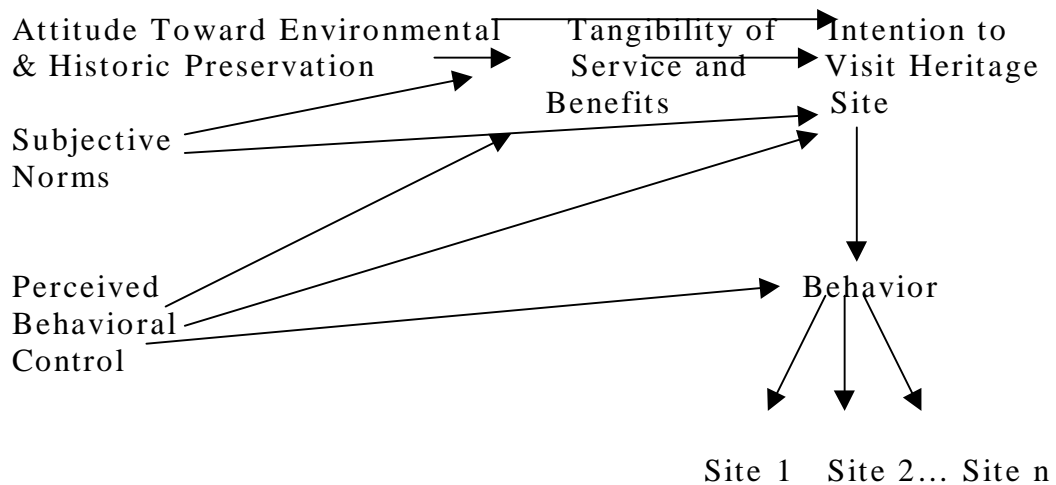
Part of the theory of planned behavior (Ajzen & Fishbein, 1980) is predicting motivation to act based on a person’s attitude. It is essential to

understand a heritage tourist's attitude in order to be able to understand the motivation behind their site selection.

As mentioned by Uysal et al (1994), there has been an attempt in research to link socio-demographic characteristics, beliefs, and recreational activities to environmental attitudes. However, not much has been done to find out the environmental attitude of tourism.

### Modified Theory of Planned Behavior

Based on previous research concerning heritage tourism the following model is proposed for this research (see figure 2.6). The author realizes there are other variables, such as travel behavior, which could be included in this model. However, this research will only discuss the factors more directly related to the Theory of Planned Behavior.



**Figure 2.6**

### Modified Theory of Planned Behavior

The Modified Theory of Planned Behavior has the same core areas as the Theory of Planned Behavior. It is modified by the inclusion of the tangibility/intangibility of services and benefits. It is also modified by specifying attitudes toward environmental preservation and historic preservation. The basis of the motivational component of this model is still the same as in the Theory of Planned Behavior. Therefore, this model will support the attempt to discover what motivates an individual to select a heritage site based upon his or her environmental preservationist attitude, historic preservationist attitude, and subjective norms.

The Modified Theory of Planned Behavior illustrates that an individual's attitude towards environmental and historic preservation will be related to the type of experience he or she seeks at a heritage site. A person who has an environmental preservationist attitude may seek a different kind of experience than one who does not. If a person deems it vital to preserve the environment it would be logical that this person would desire a heritage experience that adhered to these values and that they would intend to visit a site with these values present.

Shostack (1977) and Zeithaml (1981) contend that services can be separated on the basis of their tangibility and intangibility. The model proposes that a person will seek different benefits and services based on his or her attitudes, subjective norms, and perceived behavioral control. For instance, a person with an environmental preservationist attitude would seek more

intangible services and benefits at a historic site because intangible services and benefits represent environmental preservationist values (i.e., authenticity represented by interpreters wearing period costumes that are accurate and a tranquil setting which allows one to appreciate the site and the surrounding environment).

On the other hand, a person with a historic preservationist attitude will seek a different experience than one who does not have such an attitude. Peterson (1994) in describing aficionados claims they want to learn at a more deeply involved level. The person who is an aficionado seeks to visit a historic site because he or she values the opportunity to learn more about a certain period in time. This is such an individual's priority. The education of the interpreter and an authentic environment are very important to the aficionado. These intangible services would be sought as well as the intangible benefit of an opportunity for exploration. Therefore, the type of experience sought would be different based on a person's historic preservationist attitude.

Sharpley (1994) mentioned that the culture of a society will influence the behavior of the individual members. The result of the growth of heritage tourism is based on more people being motivated to comply with the subjective norm of the importance of visiting heritage sites. This is caused by many factors, such as a rise in education levels. The more people participate in an activity the more they will discuss it and the more popular it will become.

There would be differences in the types of services and benefits sought at a historic site based on a person's subjective norms as well. If a person is

motivated to comply with the subjective norm of the importance of visiting a historic site he or she would seek more tangible services and benefits (i.e., souvenirs and being around similar people) that would validate the experience in the minds of their peers. So the type of experience sought would contain more tangible benefits and services. Therefore, if someone was motivated to comply with the subjective norm of the importance of visiting a historic site he or she would be more inclined to go to a historic site offering more tangible benefits to see or share with family and friends. If such an individual was inclined to visit such a historic site then, barring any barriers caused by perceived control (i.e., lack of time) he or she would intend to go the site.

The final two relationships between perceived behavioral control and the benefits and services a visitor seeks and whether he or she intends to visit a site, will not be tested, but are part of the model. For instance, if a person sought to spend more time with family members and sought a heritage site with picnic facilities he or she would find the tangible service of picnic facilities to be important in the type of heritage site sought. If the site did not have picnic facilities a person's perceived behavioral control (i.e., lack of time) would prevent the family from choosing the site. This decision leads to the second relationship between perceived behavioral control, the tangibility/intangibility of services and benefits, and intention to visit heritage site. The same relationship as before is included adding intention. Thus, if a person sought a picnic facility at a heritage site in order to spend time with his or her family,



that person would not intend to visit a site that did not have the desired tangible service.

This study is important because of the growth of the heritage tourism market and its need to be seen as more than one generic entity. People travel and are motivated to travel by many different influences and for many different reasons. It would be impossible to offer the same “product” to a market that is so diverse and expect a positive outcome from both the consumer’s and the seller’s vantage points.

### **Summary**

This chapter indicated the rise in interest in heritage sites. Heritage tourism was defined and previous studies of heritage tourism were acknowledged in order to explore which areas required further research.

An exploration of the reasons behind the growth in heritage tourism focused the research effort on motivations, segmentation, and the service experience. Finally, different theories were analyzed in order to develop a model to guide this study. The model proposed is the modified Theory of Planned Behavior. The variables in the model and how they will be operationalized will be discussed in the following chapter along with other pertinent methodological issues.

## **Chapter Three**

### **Research Methodology**

#### **Introduction**

This chapter will present the research framework chosen for this study, including the research hypotheses. The research design will also be presented, including a section on the population and survey design.

#### **Research Framework**

The study sought to test a model which focuses upon motivations behind heritage site selection in the United States. The literature related to the relationships proposed in the model was reviewed in Chapter Two. The research questions include:

- 1) What type of experience is sought at a heritage site by a person with an environmental preservationist attitude?
- 2) What type of experience is sought at a heritage site by a person with a historic preservationist attitude?
- 3) Are the type of services sought at a heritage site related to the selection of a heritage site?
- 4) Are the type of benefits sought at a heritage site related to the selection of a heritage site?

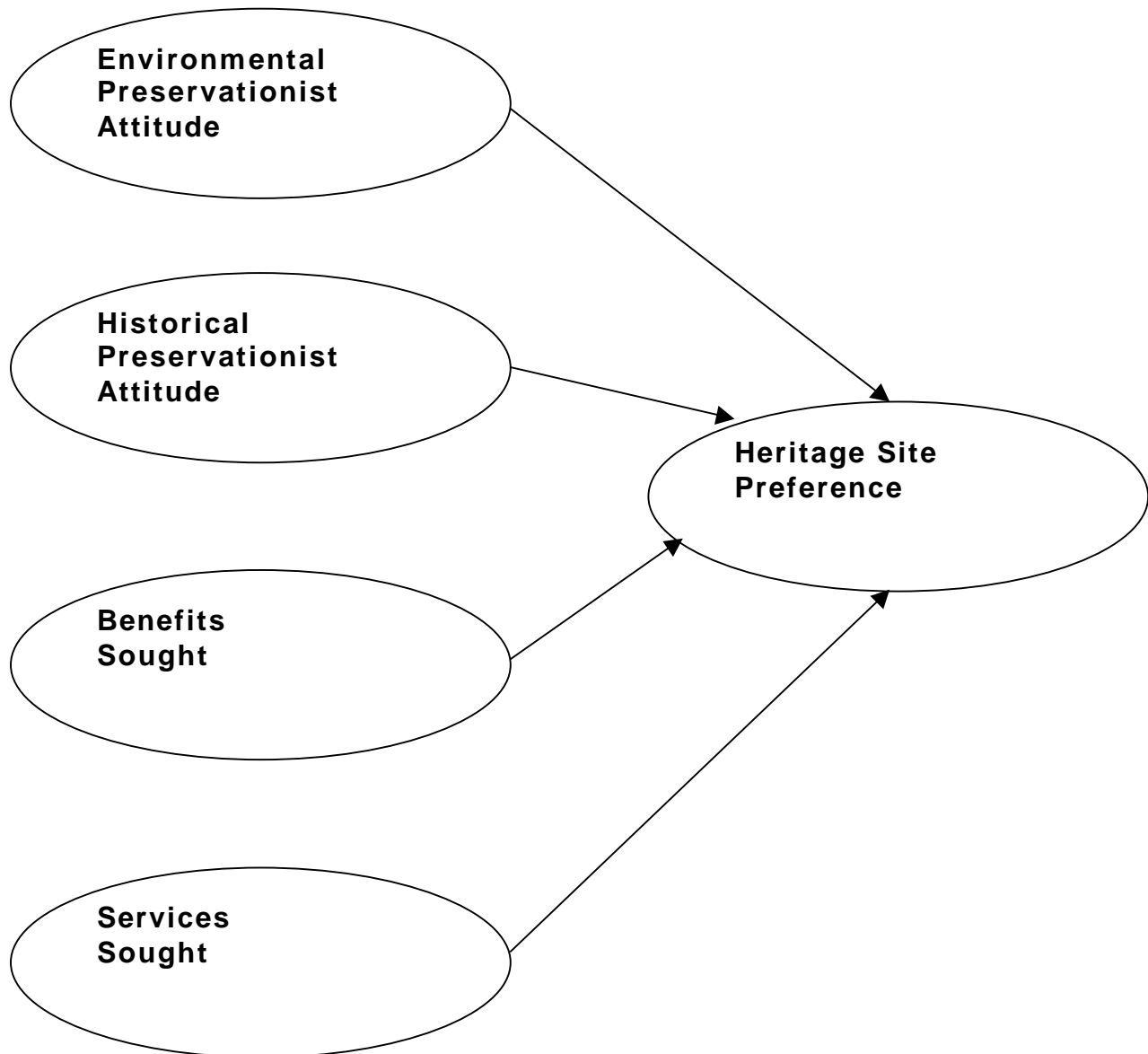
### **Research Hypotheses**

Four research hypotheses were utilized to address the previous research questions. The research hypotheses include the following:

- H<sub>1</sub>: There is a relationship between environmental preservationist attitudes and type of experience sought at heritage sites.
- H<sub>2</sub>: There is a relationship between historic preservationist attitudes and type of experience sought at heritage sites.
- H<sub>3</sub>: There is a relationship between benefits sought at a heritage site and type of experience sought at a heritage site.
- H<sub>4</sub>: There is a relationship between services sought at a heritage site and type of experience sought at a heritage site.

### **Model**

The model found in Figure 3.1 represents H<sub>1</sub> through H<sub>4</sub>. Four relationships will be tested.



**Figure 3.1**

**Model of Relationships**

## **Research Design**

### **Sample**

The sample selected for the purpose of this research were individuals who requested tourism information from the Nelson County, Virginia Convention and Visitor's Bureau from February 1997 to December 1997 and people requesting information about Richmond from Reservations Plus Tourism Agency during 1997. Based on the fact that Nelson County is in a rural setting the mailing list from Richmond was used to help insure a representative sample of a variety of travelers with different interests and thus, more representative results. However, because both lists are generated from people who requested information about Virginia and no other state the sample cannot be generalizable beyond those who wish to vacation in these areas in Virginia. The study is a representation of people requesting travel information about Virginia.

People requesting information from outside the United States were deleted from the sample because the study's objective was to determine American motivations behind heritage site selection. Every third person was chosen, producing a total of 350 from each list. The total sample included 700 people.

The purpose for selecting "travelers" rather than collecting information at specific heritage sites was two-fold. First, by surveying travelers away from heritage sites the results would not be biased by the type of heritage site the traveler was visiting. Second, by surveying a sample of travelers requesting generic tourism information there would be a wide range of perspectives.

The surveys were sent out with a cover letter (see Appendix A) and a postage-paid, return addressed envelope on April 2, 1998. All surveys were numbered so that returned surveys could be identified. Twenty-one surveys were returned because the address was no longer correct. This left a total number of 679 that were successfully mailed. Out of the 679 mailed, 197 surveys were completely filled out and returned. All surveys were usable. This gave the study a response rate of 29%. Of the 197 respondents 99 came from the Nelson County mailing list and 98 came from the Richmond mailing list.

As noted in the cover letter (Appendix A) there was an opportunity to win one of two cash prizes if the respondents returned a completed survey and a slip with their name and address for the drawing. The winners of this contest included Deborah L. Wicks of Washington, D.C. and Steve Barberio of Marlton, N.J.

One reason for including this contest as part of the research project was to increase the response rate and to increase the attention to filling out the survey by someone who may otherwise not have been interested in the subject matter. This helps to ensure a more diverse audience of respondents. Also, according to Zikmund (1991, p. 176) “although money may be useful to all respondents, its advantage may be as a means of attracting attention. It may be for this reason that monetary incentives work for all income categories and not exclusively for the poor”.

### **Non-Response Bias**

Based on the fact that the mailing lists in this study did not include corresponding phone numbers another method for testing for non-response bias was chosen. The last ten percent of the sample was tested to see if their responses were significantly different from the rest of the sample.

These late respondents had a mean income that was slightly less than the entire sample. However, overall, these respondents were similar to the rest of the sample based upon their age, education, parents' education, gender, travel companions, type of historic site preference, and likelihood of visiting a historic site.

### **Survey Instrument**

The following section includes discussion on how the final survey instrument was developed. Three pilot tests were conducted in order to ensure the results were reliable and valid.

The final survey instrument utilized in this study was a five-page instrument containing scales from previous studies and scales created from the literature (see Appendix B). The first section of the survey included questions pertaining to environmental preservationist and historic preservationist attitudes and subjective norms. A question was included to determine if the respondent had ever visited a historic site. The second section of the survey included questions about benefits sought at historic sites followed by a section regarding services sought at historic sites. The third section included examples of historic

sites and questions concerning the respondent's preference for the type of historic site which most interests him or her. Finally, there was a series of demographic questions.

The scales of the survey will be discussed at length in the next section entitled constructs. The remainder of this section will address the pilot tests.

### **Pilot Test One**

The survey was validated by utilizing three separate pilot tests. The first pilot test was performed on attendees at the Graduate Education and Graduate Studies Research Conference in Houston, Texas January 8-10 (see Appendix C). Twenty attendees were conveniently selected to fill out the survey to test for readability. Feedback was taken orally as well as in written comments on the survey. The survey was edited based on the suggestions of the twenty attendees.

### **Pilot Test Two**

After changes based on the first pilot test, more literature reviews, and interviews with historic site employees, a second pilot test was done in March 1998 (see Appendix D). The main purpose was to validate the questions developed in Section II of the survey, descriptions of historic sites. The sample included twenty-five line employees of Wall Street Deli in Birmingham, Alabama and twenty-four Hospitality and Tourism Management students at



Virginia Tech. The two distinctly different samples were chosen because of the vast differences in educational background.

According to research by Prentice (1993), historic site visitors are generally categorized as professionals, those traveling with families, the highly educated, nostalgia seekers and school children. In order to insure that the final survey questions would be able to differentiate between respondents the pilot study needed two distinct groups of subjects. Their varying background, primarily in terms of education, was used to see if the results could be differentiated.

Alpha coefficients were also calculated for each scale to test internal consistency. The coefficient alpha value for questions #1-#10 (Appendix D), the historic preservation questions, was .7647. The coefficient alpha value for questions #11-#16 (Appendix D), the subjective norm questions, was .4839. Question 16 was ultimately removed from the survey due to its low correlation with the other items. This improved the coefficient alpha. The new alpha value for the subjective norm questions was .6366.

The questions about the respondents' interest in other cultures and people living in the past (#17 and #18, Appendix D) had an alpha value of .8428. Finally, the questions in reference to the type of site the respondents preferred (#1 and #2 of Section II, Appendix D) had an alpha value of .6866.

There are sample differences present throughout the analysis based on different educational levels of the two groups (Section II, Question 1, Appendix D). Also there are relationships present between responses to the historic

preservation and subjective norm questions with the preferred type of historic site (Section II, Question 2, Appendix D).

The following will be a discussion of some of the statistical analysis performed. The survey for this pilot study may be found in Appendix D.

Table 3.1 shows a difference in the sample means of the respondents who preferred Historic Site One (developed site) and Historic Site Two (rugged site) based on the kind of experience sought when they traveled. Respondents who preferred Historic Site One had a lower mean average to the questions asking if they sought knowledge of other cultures and desired to learn about how people lived in the past than respondents who preferred Historic Site Two.

**Table 3.1**

**Motives for Travel and Historic Site Preference**

<b>Site</b>	<b>Motives for travel</b>	<b>Mean (5=Strongly agree 1=Strongly disagree)</b>
Historic Site 1	Seek knowledge of other cultures	3.79
	Learn how people Lived in the past	3.57
Historic Site 2	Seek knowledge of other cultures	4.10
	Learn how people Lived in the past	3.74

Respondents' preference for a historic site (Appendix D, section II, question 1) was correlated with the four descriptions of historic sites (Appendix

D, section, II, question 3). Pearson correlation was used for this analysis (see Table 3.2). Note that all but one question had a significant relationship between preference for a historic site and the other questions. If respondents favored a more developed site there was a positive relationship between favoring a modern and commercial site and a negative relationship between favoring a rugged and off the beaten path site.

**Table 3.2**

**Correlation between Preference for Historic Site and Historic Site Descriptions**

<b>Historic Site</b>	<b>Correlation Coefficient</b>	<b>Significance</b>
Rugged	-.427	.003
Modern	.297	.045
Off the beaten path	-.278	.061
Commercial	.465	.001

Table 3.3 also displays an analysis using Pearson correlations between preference for historic site and the historic preservation questions (Appendix D, section I, questions 1-10). The historic preservation questions were separated into historic and non-historic preservation questions based on the wording. The expectation is that there would be a positive relationship between preference for a historic site and historic preservation and a negative relationship between preference for historic site and non-historic site questions.

There is only one significant relationship between preference for a historic site and historic preservation question #3 (If a building is preserved it will act as a living history book for future generations) (see Table 3.3). However, 7 out of 10 of the questions had the expected relationship direction.

**Table 3.3**

**Correlations between Preference for a Historic Site and Historic Preservation Questions**

<b>Historic Site Two</b>	<b>Correlation Coefficient</b>	<b>Significance</b>
Historic Preservation Question 1	.196	.187
Non-Historic Preservation Question 2	.071	.633
Historic Preservation Question 3	.317	.030
Non-Historic Preservation Question 4	-.250	.090
Historic Preservation Question 5	.204	.170
Non-Historic Preservation Question 6	-.044	.771
Historic Preservation Question 7	-.096	.519
Non-Historic Preservation Question 8	-.230	.120
Non-Historic Preservation Question 9	.218	.141
Historic Preservation Question 10	.177	.234

Table 3.4 indicates there is a difference between education level and the type of historic site preferred. Those respondents with a high school education preferred Historic Site One (developed) and those respondents that had some

college background preferred Historic Site Two (rugged). A two mean t-test indicated an exact probability of .05%.

**Table 3.4**  
**Education Level and Historic Site Preference**

<b>Education Level</b>	<b>Mean* (Historic Site One=1 and Historic Site Two=7)</b>
High School	3.8
Some College	5.1

\*2 mean t-test significant at .059

There was a difference between education level and the type of experiences sought (Table 3.5). Respondents with some college background preferred to seek knowledge of other cultures and learn about how people live in the past when they travel more than did respondents with a high school education. Two mean t tests indicated an exact probability of .15.

**Table 3.5****Education Level and Motives for Travel**

<b>Ed. Level</b>	<b>Motives for travel</b>	<b>Mean *(5=Strongly Agree 1=Strongly Disagree)</b>
High School	Seek knowledge of other cultures	3.5
	Learn how people lived in the past	3.5
Some College	Seek knowledge of other cultures	4.1
	Learn how people lived in the past	4.2

\*2 mean t-test significant at .15

**Third Pilot Test**

The third pilot test was given to students in an Introduction to Hospitality and Tourism Management class on March 19, 1998. There were 131 respondents (see Appendix E). Included in this survey was a scale (#52-61, Appendix E) to test for the tangibility of services sought, this scale was based on research and interviews with historic site employees.

An analysis of the service questions (Appendix E, #52-#61) is included in this section based on the fact the questions were not included in the March 9, 1998 pilot test. The service questions were analyzed to see if there was any differentiation in responses to questions that were proposed to be tangible and intangible.

The questions were factor analyzed and fell into three factors (see Table 3.6). The first factor contained all but one proposed tangible questions. Question #59 (see Table 3.6), the intangible question in this factor, was taken off the survey based upon the unimportance of the question according to the entire sample.

The second factor had all intangible questions except one tangible question. The tangible question, #56 “It is important that interpreters (guides) at heritage sites wear period costumes that are accurate”, was in this second factor. It was proposed that this question actually had more intangible qualities and would be denoted as intangible for the final analysis.

The third and final factor had two tangible questions. Thus the service questions did in fact separate according to tangibility and intangibility as expected.

For this last pilot study the alpha values for the environmental preservation questions (#1-15, Appendix E) was .7540.

**Table 3.6****Factor Analysis of Service Questions**

<b>Service Question</b>	<b>Factor One</b>	<b>Factor Two</b>	<b>Factor Three</b>
# 59 (Intangible)	.739		
#58 (Tangible)	.736		
#61 (Tangible)	.673		
#55 (Tangible)	.620		
#54 (Intangible)		.783	
#56 (Tangible)		.580	
#57 (Intangible)		.563	
#52 (Intangible)		.499	
#60 (Tangible)			.827
#53 (Tangible)			.471

Table 3.7 shows the mean responses to the service questions based upon historic site preference. Overall, the responses had higher means among those who preferred Historic Site One (developed) for the tangibility questions which people who preferred Historic Site Two (rugged) had higher mean responses on the intangibility questions. The only exception to this was question #59 and #56. Question #59 was deleted and question #56 was redefined as intangible (see discussion from previous four paragraphs).



**Table 3.7****Service Questions and Historic Site Preference**

<b>Service Question (5=Strongly agree 1=Strongly disagree)</b>	<b>Historic Site One (Developed) Mean</b>	<b>Historic Site Two (Rugged) Mean</b>
#52 (Intangible)	4.0	4.2
#53 (Tangible)	3.7	3.4
#54 (Intangible)	3.6	3.8
#55 (Tangible)	3.8	3.0
#56 (Tangible)	3.0	3.4
#57 (Intangible)	3.7	3.9
#58 (Tangible)	3.2	2.2
#59 (Intangible)	2.8	2.8
#60 (Tangible)	3.5	3.2
#61 (Tangible)	3.0	2.7

**Constructs****Dependent Variable: Type of Heritage Experience**

Type of heritage experience was measured by two different heritage tourism scenarios. The two scenarios were compiled from information found in Chaff and Jones' (1996) The Insider's Guide to Virginia's Blue Ridge.

The two scenarios depicted different kinds of heritage tourism experiences. The rugged heritage tourism experience is "off of the beaten path"

and less developed. The primary goal is authenticity of the experience.

Another scenario is the developed heritage tourism experience. This scenario is, as its name implies, more developed, with less emphasis placed on authenticity and more on the site's facilities and the area's facilities. The scenario description consisted of the following:

**Developed Heritage Site:** A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Rugged Heritage Site:** A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving, and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the historic site. The site is located 20 miles from the closest interstate. There is one family owned restaurant located a few miles away from the site.

The two scenarios were placed on opposing ends of a continuum and the respondents were asked to check a place on the continuum that represents the

site they would most likely visit. Respondents were also given four semantic differential scales with opposing descriptions of characteristics of historic sites. These four scales were used as a means of validating the dependent variable, type of heritage site. The four added scales included the following bipolar adjectives: Rugged/Developed, Modern/Rustic, Off the Beaten Path/Convenient, and Commercial/Authentic. These items can be found in Section IV, #60-#62 of the final survey (Appendix B).

### **Independent Variables**

The items utilized to measure the tangibility of services and benefits sought were developed after a review of the heritage tourism literature and heritage site visits as well as informal interviews conducted between June and August 1997 with employees of heritage sites located in Virginia. Employee names were not obtained because of the informal nature of the interviews.

The following two questions were asked of employees: What kind of experience are you attempting to offer at your site? What kind of experience do visitors seek at your site?. Table 3.8 lists the heritage sites and their locations.

**Table 3.8**  
**Heritage Site Employee Interviews**

<u>Heritage Site</u>	<u>Location</u>
Smithfield Plantation	Blacksburg, VA
Wilderness Road Museum	Dublin, VA
Roanoke Valley Historical Society and Museum	Roanoke, VA
Virginia's Explore Park	Roanoke, VA
George C. Marshall Museum and Library	Lexington, VA
Lee Chapel and Museum	Lexington, VA
VMI Museum	Lexington, VA
Stonewall Jackson House	Lexington, VA

### **Environmental Preservationist Attitude Construct**

Environmental preservationist attitude was included as one of the variables based on the premise that a person who has a preservationist attitude will seek a different experience at a heritage site. As stated in the literature review, heritage tourism does not specifically mean tourism in a historic building. The environment surrounding the building (i.e., landscapes, nature) is a part of the heritage tourism experience.

Dunlap and Van Liere's (1978) New Environmental Paradigm (NEP) scale was utilized to test this construct. Respondents were asked whether they agree

with a series of statements on a 5 point scale (1=Strongly disagree to 5=Strongly agree). The scale may be found below.

**Environmental Preservationist Attitude: New Environmental Paradigm Scale**

We are approaching the limit of the number of people the earth can support.

Humans have the right to modify the natural environment to suit their needs.

When humans interfere with nature it often produces disastrous consequences.

Human ingenuity will insure that we do not make the earth unlivable.

Humans are severely abusing the environment.

The earth has plenty of natural resources if just learn to develop them.

Plants and animals have as much right as humans to exist.

The balance of nature is strong enough to cope with the impacts of modern industrial nations.

Despite our special abilities humans are still subject to the laws of nature.

The so-called "ecological crisis" facing humankind has been greatly exaggerated.

The earth is like a spaceship with very limited room and resources.

Humans are meant to rule over the rest of nature.

The balance of nature is very delicate and easily upset.

Humans will eventually learn enough about how nature works to be able to control it.

If things continue on their present course, we will soon experience a major ecological catastrophe.

These items may be found in Section I, #1-#15 of the final survey (Appendix B).

### **Historic Preservationist Attitude Construct**

Environmental preservationist attitude and historic preservationist attitude were treated as separate variables based upon the rationale is that one can have an environmental preservationist attitude and not have a historic preservationist attitude, and vice-versa. A key part in understanding a person's motivation to act is understanding their attitude towards a behavior. Based on a search of the heritage tourism literature and after reviewing the New Environmental Paradigm scale (Dunlap & Van Liere, 1978), a set of items to measure this construct was created. Respondents were asked if they agree to a series of statements on a 5-point scale (1=Strongly disagree to 5=Strongly agree). The scale may be found below.

#### **Historic Preservationist Attitude Scale**

It is important to preserve buildings even if it costs more than constructing new buildings.

If a building is preserved it will act as a living history book for future generations.

If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past.

A less expensive "re-creation" of a building is just as good as renovating an older building.

America is a product of advancements in technology. Therefore, older should be torn down to make way for newer, higher tech buildings.

There are already enough historic sites in America. There is no room for growth in this area.

There is no cost that can be placed on America's historic sites and buildings. They are priceless treasures.

I don't believe that preserving historic sites will offer social benefits to tourists.

I believe that historic sites should offer services such as picnic facilities even if it might take away from the authenticity of the site.

I believe that preserving historic sites offer social benefits to the host community.

These items may be found in Section I, #16-#25 of the final survey (Appendix B)

### **Benefits Sought Construct**

Driver et al's (1991) Recreation Experience Preference Scale was utilized to test the tangibility of benefits sought in a visit to a heritage site. It serves as a comprehensive list of benefits that people seek during recreation and has been modified to focus on the heritage tourism experience. This modified scale was tested in a study by Khalek et al (1997). The items were pre-determined to be of a tangible or intangible nature. Respondents were asked the importance of each on a 5-point scale from 1=not important and 5=very important. The benefits sought items are listed below and grouped according to whether they would be considered tangible or intangible in nature:

**Benefits Sought: Recreation Experience Preference Scale****Tangible**

Being with friends  
Being with similar people  
Meeting new people  
Observing other people  
Geography of area  
Scenery  
Telling others about it

**Intangible**

Spiritual  
Slow down mentally  
Tranquillity  
Escape work overloads  
Escape daily routine  
Escape crowds  
Escape physical stressors  
General learning  
Reinforcing self image  
Family togetherness  
Exploration

These items may be found in Section II, #34-#51 of the final survey (Appendix B).



### **Services Sought Construct**

The information gathered from heritage tourism literature, heritage site visits and interviews was used to create items relating to services sought at heritage sites. The five service dimensions proposed by Berry and Parasuraman (1991), reliability, assurance, tangibles, empathy and responsiveness, were addressed in the creation of the items. The items address service experiences that fall on a continuum of tangibility/intangibility. Some of the items are considered to be of a tangible nature while others an intangible nature. Respondents were asked the importance of each of the items on a 5-point scale from 1=Strongly disagree it is important and 5=Strongly agree it is important. Each service item listed below was identified by the service dimension and whether the item is considered more tangible or intangible in nature.

### **Services Sought Scale (Tangible or Intangible/Service Dimensions)**

#### **Tangible**

I expect developed facilities when I visit a historic site (i.e. picnic tables). (Tangible/Tangibles)

Personal mailings from the historic site such as holiday cards and/or newsletters about the historic site. (Tangible/Empathy)

If I request information about a historic site I expect to receive the information within two weeks. (Tangible/Responsiveness)

I expect to have a wide selection of souvenirs to choose from at a historic site. (Tangible/Tangibles)

#### **Intangible**

Education level of the interpreter. (Intangible/Reliability)

I expect employees at heritage sites to be knowledgeable of not only the site, but other sites or attractions in the area. (Intangible/Assurance)

I expect interpreters at heritage sites to wear period costumes that are accurate. (Intangible/Tangibles)

More than one person's vantage point should be included in how history is presented at a historic site. (Intangible/Empathy)

These items may be found in Section III, #52-#59 of the final survey (Appendix B).

### **General Information**

Although not included in the model, general demographic data and trip related questions were also included in the survey. Questions not pertinent to the present research will not be analyzed for the present study. They were included for validation purposes and future research possibilities.

### **Data Analysis**

#### **Mean Responses**

Measures of central tendency were analyzed for items associated with environmental preservationist attitude, historical preservationist attitude, benefits sought, services sought, historic site preference, and demographic information. The mean responses for questions were compared based on gender, income, and education level to find out if any major differences present.

### **Factor Analysis**

The environmental preservationist attitude, historical preservationist attitude, benefits sought, and services sought questions were each factor analyzed utilizing a SPSS computer program and the varimax rotation. The varimax rotation is one of the most popular orthogonal factor rotation methods (Hair et al., 1995).

Factor analysis was used to analyze the data because it is the best method to use “when there are some underlying factors which are smaller in number than the observed variables and the factors are responsible for the covariation among observed variables” (Kim & Mueller, 1978, p.12). The determining rule of thumb to decide upon the number of factors to be extracted was the most common decision rule of having an eigenvalue of 1 or greater (Kim & Mueller, 1978).

### **Correlations**

To determine the presence of a relationship between environmental preservationist attitude and historic site preference, historical preservationist attitude and historic site preference, benefits sought and historic site preference, and services sought and historic site preference each factor was correlated with historic site preference utilizing Pearson’s correlation coefficients. For the sake of continuity the historic site preference questions were recoded so that seven corresponded to the more rugged response and one the less rugged response on the semantic differential scale(i.e. Historic Site One-one and Historic Site Two-

seven; Rugged-seven and Developed-one; Modern-one and Rustic-seven; Off the Beaten Path-seven and Convenient-one; Commercial-one and Authentic-seven).

The environmental preservationist attitude factors were correlated with historic site preference utilizing factor scores. Factor scores are the “composite measure for each factor representing each subject” (Hair et al., 1995, p. 390). The benefits sought scale had questions that were grouped together unknowingly based on similarities (i.e. Escape work overloads, Escape daily routine, Escape crowds, and Escape physical stressors) because of this bias it was decided to utilize a surrogate variable in each factor to represent the factor. The surrogate variable was selected to represent the factor based on the bias that occurred and the favorable interpretability of the surrogate variable in analysis (Hair et al., 1995).

Also, because the historic preservationist attitude and services sought scales were created specifically for this study surrogate variables were selected for further analysis. As previously stated, surrogate variables are useful because of their favorable interpretability (Hair et al., 1995).

For each factor the surrogate variable was the variable with the highest factor score. Finally, all factors were correlated with income and education to see if there were any significant differences present.

## **Summary**

The research hypotheses and model representing the relationships proposed to be found in the research were presented in this chapter. The sample

was discussed and the survey instrument was presented along with the pilot tests which tested this instrument. The data analysis mapped out how the data will be tested. In the next chapter the results of the research will be presented.

## **Chapter Four**

### **Results**

#### **Introduction**

This chapter includes profiles of the respondents and a profile of the responses to the environmental preservationist attitude, historical preservationist attitude, benefits sought, services sought, and historic site preference questions. The results of the factor analyses of environmental preservationist attitude, historical preservationist attitude, benefits sought, and services sought questions are presented followed by the correlation of the factors and the historic site preference questions. The environmental preservationist attitude, historical preservationist attitude, benefits sought, and services sought questions correlation with income and education level are presented along with mean comparisons based on gender of the respondents to find any further underlying relationships present. The results of the hypotheses are presented. Finally, the chapter is summarized.

#### **Respondents**

The data from 197 respondents was analyzed in this study. As stated in Chapter Three the respondents represent 29% of the 700 surveys (21 were returned undeliverable) which were mailed.

## **Profile of Respondents**

Sixty-three percent of the respondents were female and thirty-seven percent were male. Although a larger percentage of females responded, as noted in Chapter Two, Silberberg (1995) explains that one of the commonalities of a cultural tourist is that there are more woman than men. Twenty-six percent were single and seventy-four percent were married. The large percentage of married respondents was most likely related to the large percentage of people who travel with their family (83%). Fourteen percent of the respondents traveled with friends and only three percent traveled alone (See Table 4.1 for an overview).

Most respondents were in their thirties (20%), forties (29%), and fifties (24%). Eight percent were twenty-nine years of age and under and twenty percent were sixty and over.

A large percent of the respondents were professional (22%) and 18% were retired. Thirteen percent of the respondents were homemakers, ten percent had technical occupations, nine percent were in academics, eight percent were self-employed, and seven percent were in administrative fields. Finally, three percent were in manufacturing, two percent in retail/service, and two percent were students. Eight percent marked other (see Table 4.1).

The income level of the respondents is evenly distributed. Twenty-six percent of the respondents had an annual income over \$85,000, fourteen percent earn between \$70,000 and \$84,999, twenty-one percent earn between \$55,000

and \$69,999, twenty percent earn between \$40,000 and \$54,999, thirteen percent earn between \$25,000 and \$39,999, and seven percent earn less than \$24,999

(see Table 4.1)



**Table 4.1**  
**Profile of Respondents \*(N=197)**

<i>Characteristics</i>	<i>Frequency</i>	<i>%</i>
<b><i>Gender</i></b>		
Male	72	37%
Female	124	63%
<b><i>Marital Status</i></b>		
Married	145	74%
Single	52	26%
<b><i>Travel Companion</i></b>		
Family	164	83%
Friends	27	14%
Alone	6	3%
<b><i>Age</i></b>		
Under 20	3	2%
20-29	11	5%
30-39	39	20%
40-49	58	29%
50-59	47	24%
60-69	27	14%
70 and over	12	6%
<b><i>Occupation</i></b>		
Professional	44	22%
Retired	35	18%
Homemaker	25	13%
Technical	19	10%
Academic	17	9%
Self-employed	15	8%
Administrative	14	7%
Manufacturing	6	3%
Retail/Service	4	2%
Student	3	2%
Other	15	8%
<b><i>Income</i></b>		
Up to 24,999	12	7%
25,000-39,999	23	13%
40,000-54,999	35	20%
55,000-69,999	37	21%
70,000-84,999	24	14%
Over 85,000	46	26%

\*Percents may not total 100% because of rounding

Table 4.2 shows the respondents' highest level of education and their parents' highest education level. Fifty-five percent of the respondents and thirty-two percent of the respondent's parents were college graduates or had attended graduate school. There is a noticeable rise in education level reflecting the raised education levels present in today's society.

**Table 4.2**  
**Highest Education Level of Respondents and Respondents' Parents**

<b>Education Level</b>	<b>Respondent %</b>	<b>Parents %</b>
Less than High School	1%	15%
High School	14%	38%
Some College	30%	15%
College Graduate	31%	23%
Graduate School	24%	9%

### **Demographic Analysis**

The following section includes mean responses to all of the Environmental Preservationist Attitude, Historical Preservationist Attitude, Benefits Sought, Services Sought, and Historic Site Preference questions. Further analysis was performed to ascertain if any differences existed for any of the questions listed above across gender, education level, or income level. The gender variable consists of 72 males and 124 females.

The income and education categories were collapsed into fewer categories for the purposes of analysis. Income is categorized as low income (up to \$39,999, N=35), medium income (\$40,000-\$69,999, N=72), and high income (\$70,000 and over, N=70). Education is categorized as lower education level (less than high school, high school, and some college, N=87) and higher education level (college graduate and graduate school, N=108).

Overall, comparative analysis found that gender, education level, or income level did not impact the overall analysis of this study. These comparisons can be found in appendixes F-J.

## **Profile of Responses**

### **Mean Responses**

The following includes the results of the environmental preservationist attitude, historical preservationist attitude, benefits sought, and services sought scales. For the purpose of this research, questions that receive a mean response greater than or equal to 3.2 were considered “agreed with” while those less than or equal to 2.7 were considered “disagreed with”. Those questions that received a mean between 2.7 and 3.2 were considered to be viewed as “neutral”.

### **Environmental Preservationist Attitude**

Respondents either agreed or disagreed with twelve of the fifteen environmental preservationist attitude questions had responses that did not have a neutral mean average. The respondents disagreed with the following questions: 2) Humans have the right to modify the natural environment to suit their needs (Mean=2.4); 8) The balance of nature is strong enough to cope with the impacts of modern industrial nations (Mean=2.0); 10) The so-called “ecological crisis” facing humankind has been greatly exaggerated (Mean=2.5); 14) Humans will eventually learn enough about how nature works to be able to control it (Mean=2.4).

The respondents agreed with the following questions: 1) We are approaching the limit of the number of people the Earth can support (Mean=3.3); 3) When human interfere with nature it often produces disastrous consequences (Mean=3.8); 5) Humans are severely abusing the environment (Mean=3.9); 7) Plants and animals have as much right as humans to exist (Mean=3.8); 9) Despite our special abilities, human are still subject to the laws of nature (Mean=4.2); 11) The earth is like a spaceship with very limited room and resources (Mean=3.5); 13) The balance of nature is very delicate and easily upset (Mean=3.8); 15) If things continue on their present course, we will soon experience a major ecological crisis (Mean=3.4). The results can be found in Table 4.3. Appendixes F.1-F.3 include the Environmental Preservation Attitude questions broken down by gender, education, and income.

**Table 4.3**

<b>Environmental Preservationist Attitude Questions<sup>1</sup></b>		
	<b>Mean</b>	<b>Std. Dev.</b>
1) We are approaching the limit of the number of people Earth can support.	3.3	1.18
2) Humans have the right to modify the natural environment to suit their needs.	2.4	1.10
3) When humans interfere with nature it often produces disastrous consequences.	3.8	1.01
4) Human ingenuity will insure that we do not make the earth unlivable.	2.7	1.03
5) Humans are severely abusing the environment	3.9	1.03
6) The earth has plenty of natural resources if we just learn to develop them.	3.2	1.13
7) Plants and animals have as much right as humans to exist.	3.8	1.09
8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.	2.0	.92
9) Despite our special abilities, humans are still subject to the laws of nature.	4.2	.83
10) The so-called "ecological crisis" facing humankind has been greatly exaggerated.	2.5	1.06
11) The earth is like a spaceship with very limited room and resources.	3.5	1.09
12) Humans are meant to rule over the rest of nature.	2.8	1.22
13) The balance of nature is very delicate and easily upset.	3.8	.89
14) Humans will eventually learn enough about how nature works to be able to control it.	2.4	1.01
15) If things continue on their present course, we will soon experience a major ecological crisis.	3.4	1.01

<sup>1</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

### **Historical Preservationist Attitude**

The respondents either agreed or disagreed with all of the Historic Preservationist Attitude questions. The respondents agreed with the following questions: 16) It is important to preserve buildings even if it costs more than constructing new buildings (Mean=3.5); 18) If a building is preserved it will act as a living history book for future generations (Mean=4.1); 20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past (Mean=4.2); 22) There is no cost that can be placed on America's historic sites and buildings. They are priceless treasures (Mean=4.0); and 25) I believe that preserving historic sites offer social benefits to the host community (Mean=4.1).

The respondents disagreed with the following questions: 17) A less expensive "re-creation" of a building is just as good as renovating an older building (Mean=2.4); 19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings (Mean=2.0); 21) There are already enough historic sites in America. There is no room for growth in this area (Mean=1.7); 23) I don't believe that preserving historic sites will offer social benefits to tourists (Mean=1.8) and 24) I believe that historic sites should offer services such as picnic facilities even if they take away from the authenticity of the site (Mean=2.5). The results can be found in Table 4.4. Appendixes G.1-G.3 include the Historical Preservation Attitude questions broken down by gender, education, and income.

**Table 4.4**  
**Historical Preservationist Attitude Questions<sup>2</sup>**

	Mean	Std. Dev.
16) It is important to preserve buildings even if it costs more than constructing new buildings.	3.5	1.01
17) A less expensive “re-creation” of a building is just as good as renovating an older building.	2.4	.93
18) If a building is preserved it will act as a living history book for future generations.	4.1	.79
19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings.	2.0	.90
20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past.	4.2	.85
21) There are already enough historic sites in America. There is no room for growth in this area.	1.7	.78
22) There is no cost that can be placed on America’s historic sites and buildings. They are priceless treasures.	4.0	1.05
23) I don’t believe that preserving historic sites will offer social benefits to tourists.	1.8	.88
24) I believe that historic sites should offer services such as picnic facilities even if they take away from the authenticity of the site.	2.5	1.03
25) I believe that preserving historic sites offer social benefits to the host community.	4.1	.77

<sup>2</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree



### **Benefits Sought**

Respondents either agreed or disagreed with twelve of the benefits sought questions. All of the benefits the respondents agreed were important when visiting a historic site. They included the following: 38) Geography of area (Mean=3.9); 39) Scenery (Mean=4.2); 40) Exploration (Mean=4.2); 42) Slow down mentally (Mean=3.3); 43) Tranquility (Mean=3.7); 44) Escape work overloads (Mean=3.6); 45) Escape daily routine (Mean=3.8); 46) Escape crowds (Mean=3.7); 47) Escape physical stressors (Mean=3.5); 48) General Learning (Mean=4.3); 50) Family togetherness (Mean=3.7); and 51) Telling others about it (Mean=3.5). The results may be found in Table 4.5. Appendixes H.1-H.3 include the Benefits Sought questions broken down by gender, education, and income.

---

**Table 4.5**  
**Benefits Sought at a Historic Site Questions<sup>3</sup>**

		Mean	Std. Dev.
34)	Being with friends	2.7	1.31
35)	Being with similar people	2.7	1.24
36)	Meeting new people	3.0	1.24
37)	Observing other people	3.2	1.17
38)	Geography of area	3.9	.85
39)	Scenery	4.2	.76
40)	Exploration	4.2	.70
41)	Spiritual	3.1	1.21
42)	Slow down mentally	3.3	1.07
43)	Tranquility	3.7	.96
44)	Escape work overloads	3.6	1.10
45)	Escape daily routine	3.8	1.03
46)	Escape crowds	3.7	1.11
47)	Escape physical stressors	3.5	1.09
48)	General learning	4.3	.61
49)	Reinforcing self image	2.9	1.19
50)	Family togetherness	3.7	1.16
51)	Telling others about it	3.5	1.09

<sup>3</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

### **Services Sought**

Respondents either agreed or disagreed with six of the services sought questions. Respondents agreed with the following questions: 52) Education level of the interpreter (guide) (Mean=4.1); 53) It is important that the employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area (Mean=4.1); 56) I think that it is important that more than one person's vantage point is included in how history is presented at a historic site (Mean=3.7); and 58) If I request information about a historic site, it is important that I receive the information within two weeks (Mean=3.9).

The respondents disagreed with the following questions: 57) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site (Mean=2.3) and 59) It is important that there are a wide selection of souvenirs to choose from at a historic site (Mean=2.3). The results may be found in Table 4.6. Appendixes I.1-I.3 include the Services Sought questions broken down by gender, education, and income.

---

**Table 4.6**  
**Services Sought at a Historic Site Questions<sup>4</sup>**

		Mean	Std. Dev.
52) Education level of the interpreter (guide).	Intangible	4.1	.95
53) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.	Intangible	4.1	.79
54) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).	Tangible	2.7	1.01
55) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.	Intangible	3.0	1.01
56) I think that it is important that more than one person's vantage point is included in how history is presented at a historic site.	Intangible	3.7	1.03
57) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site.	Tangible	2.3	1.15
58) If I request information about a historic site, it is important that I receive the information within two weeks.	Tangible	3.9	1.01
59) It is important that there are a wide selection of souvenirs to choose from at a historic site.	Tangible	2.3	1.04

<sup>4</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

### **Historic Site Preferences**

The historic site preference included five seven-point semantic differential scales and a follow up dichotomous scale. On the first question the scales were anchored by historic site one and historic site two. The mean response for this question is 5.3 indicating an overall preference for historic site two. On the follow up question respondents indicated which historic site they would choose if only one site could be selected. Eighty percent of the respondents selected Historic Site Two.

The other four semantic differential scale questions were anchored with opposing descriptions of historic sites. In general, the respondents preferred more rugged, rustic, off the beaten path, and authentic sites according to these scales. The results may be found in Table 4.7. Appendixes J.1-J.3 include the Historic Site Preference questions broken down by gender, education, and income.

Table 4.7

---

**Historic Site Preference Questions**


---

**60) Historic Site One**

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Historic Site Two**

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving, and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closest interstate. There is one family owned restaurant located a few miles away from the site.

**Semantic Differential Scale**

Historic Site One 1 2 3 4 5 6 7 Historic Site Two

<u>Mean</u>	<u>Std. Dev.</u>
5.3	1.75

61) If you could only select one of the above two historic sites for your next trip, which one would you select?

Historic Site One	20%
Historic Site Two	80%

62) Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

Rugged <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Developed	
Mean-3.5	Std. Dev.-1.53

Modern <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Rustic	
Mean-5.1	Std. Dev.-1.35

Off the Beaten Path <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Convenient	
Mean-3.4	Std.Dev.-1.6
Commerical <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Authentic	
Mean-6.0	Std. Dev.-1.33

## **Factor Analysis**

The environmental preservationist attitude, historical preservationist attitude, benefits sought, and services sought questions were each factor analyzed (a total of four separate analyses). In the following section the results of the factor analyses will be given. As noted in the Methodology section a varimax rotation was utilized in all factor analyses.

### **Environmental Preservationist Attitude**

The factor analysis involving the environmental preservationist questions produced four factors that explained 56.1% of the variance. The four factors were labeled Balance of Nature, Limits to Growth, Humans over Nature, and Subject to the Laws of Nature. The results of the factor analysis may be found in Table 4.8. The mean responses may be found in Table 4.3.

The same scale was factor analyzed in a previous study by Khan (1996). The analysis in Khan's (1996) study produced three factors similar to the factors found in this study. The items in each of Khan's factors are listed below with the corresponding item placement from the present study. The similar factor grouping placement is indicated with an asterisk. The name of the factor of the present study is listed in parentheses after each item.

### **Fragility of Nature's Balance**

When humans interfere with nature it often produces disastrous consequences.\* (Balance of Nature)

Humans are severely abusing the environment.\* (Balance of Nature)

If things continue on their present course, we will soon experience a major ecological catastrophe.\* (Balance of Nature)

The balance of nature is very delicate and easily upset.\* (Balance of Nature)

Despite our special abilities humans are still subject to the laws of nature.  
(Subject to the Laws of Nature).

### **Rejection of Anthropocentrism**

Humans are meant to rule over the rest of nature. (Limits to Growth)

Humans will eventually learn enough about how nature works to be able to control it.\* (Nature over Humans)

Humans have the right to modify the natural environment to suit their needs.\*(Nature over Humans)

Humans ingenuity will insure that we do not make the earth unlivable.\* (Nature over Humans)

The balance of nature is strong enough to cope with the impacts of modern industrial nations.\* (Nature over Humans)

### **Limits to Growth**

The earth is like a spaceship with very limited room and resources.\* (Limits to Growth)

We are approaching the limit of the number of people the earth can support.\* (Limits to Growth)

The earth has plenty of natural resources if we just learn how to develop them.\* (Limits to Growth)

The so-called “ecological crisis” facing humankind has been greatly exaggerated. (Balance of Nature)

Khan’s (1996) first factor, Fragility of Nature’s Balance, includes four similar questions which are labeled Balance of Nature in the present study. An additional question in this factor is a question which was included in the Subject to Laws over Nature factor in the present study.

The second factor, Rejection of Anthropocentrism, included four similar questions which are labeled Nature over Humans in the present study. An additional question in this factor is a question that was found in the Limits to Growth factor in the present study.

The third factor, Limits to Growth, included three similar questions which are labeled Limits to Growth in the present study. There is one additional



question in this factor that is found in the Balance of Nature factor in the present study.

The similarities in the factor analysis of the environmental preservationist attitude questions lends support for the present study. The next section will present the factors found in the present study.

### **Balance of Nature**

The first factor in this study consists of six questions all of which address the balance of nature and how it can be easily upset. The factor explained 32.7% of the variance. The reliability alpha coefficient for this factor is .76. To summarize this factor, there is a concern that human beings can effect the environment negatively unless careful attention is paid to its protection.

### **Limits to Growth**

The second factor consisted of four questions which addressed limits to growth. The factor explained 8.8% of the variance present. The reliability alpha coefficient for this factor is .71. There is a concern that the earth has limited resources that must be preserved.

### **Nature over Humans**

The third factor consists of four questions that explain 7.8% of the variance present. The reliability alpha coefficient for this factor is .59. This

factor represents the importance placed on the preservation of nature and the acknowledgement of the role human beings play in its destruction. The factor indicates the need to place the preservation of nature over the need to develop natural resources.

### **Subject to Laws of Nature**

The fourth factor consists of one question that explains 6.8% of the variance present. The focus of this factor is solely on the fact that humans are subject to the laws of nature.

**Table 4.8 Factor Analysis of Environmental Attitude**

<b>Environmental Attitude</b>	<b>Factor Loading</b>	<b>Eigen Value</b>	<b>Var. Expd.</b>	<b>Reliab. Alpha</b>
<b>Balance of Nature</b>		4.91	32.7	.76
When humans interfere with nature it often produces disastrous consequences.	.754			
Humans are severely abusing the environment.	.691			
If things continue on their present course, we will soon experience a major ecological catastrophe.	.596			
The balance of nature is very delicate and easily upset.	.577			
The so-called "ecological crisis" facing humankind has been greatly exaggerated.*	.512			
Plants and animals have as much right as humans to exist.	.492			
<b>Limits to Growth</b>		1.33	8.8	.71
We are approaching the limit of the number of people the earth can support.	.726			
Humans are meant to rule over the rest of nature.*	.721			
The earth is like a spaceship with very limited room and resources.	.624			
The earth has plenty of natural resources if we just learn to develop them.*	.427			
<b>Nature over Humans</b>		1.17	7.8	.59
Humans will eventually learn enough about how nature works to be able to control it.*	.695			
Humans ingenuity will insure that we do not make the earth unlivable.*	.573			
The balance of nature is strong enough to cope with the impacts of modern industrial nations.*	.537			
Humans have the right to modify the natural environment to suit their needs.*	.468			
<b>Subject to Laws of Nature</b>		1.02	6.8	NA
Despite our special abilities, humans are still subject to the laws of nature.	.846			
<b>Total Variance Explained</b>				<b>56.1</b>

5=Strongly disagree; 4=Disagree; 3=Neither disagree or agree; 2=Agree; 1=Strongly agree; \*Items were reverse coded

Var. Expd. (Variance Explained); Reliab. (Reliability)

### **Historical Preservationist Attitude**

The factor analysis involving historic preservationist attitude items produced three factors which explained 56.8% of the variance. The factors were labeled Historic Sites as Treasures, Historic Sites to be Preserved, and Authentic Historic Sites. The results may be found in Table 4.9. The mean responses may be found in Table 4.4.

#### **Historic Sites as Treasures**

The first factor contains five questions that explain 35.5% of the variance present. The reliability alpha coefficient is .70 for this factor. The questions concentrate on the idea that historic sites offer benefits to tourists and the community, thus should be treated as treasures.

#### **Historic Sites to be Preserved**

The second factor contains four questions that explain 11% of the variance present. The reliability alpha coefficient for this factor is .71. The questions illustrate the need for historic sites to be preserved and kept in a pristine state.

**Authentic Historic Sites**

The third factor contains one question that explains 10.2% of the variance present. The factor focuses solely on the attitude that there is a need for authenticity even at the expense of convenience (i.e. picnic tables on site).

**Table 4.9 Factor Analysis of Historical Preservationist Attitude**

<b>Historical Pres. Attitude</b>	<b>Factor Loading</b>	<b>Eigen Value</b>	<b>Var. Expd.</b>	<b>Reliab. Alpha</b>
<b>Historic Sites as Treasures</b>		3.56	35.5	.70
There are already enough historic sites in America. There is no room for growth in this area.*	.766			
I believe that historic sites offer social benefits to the host community.	.726			
I don't believe that preserving historic sites will offer social benefits to tourists.*	.612			
There is no cost that can be placed on America's historic sites and buildings. They are priceless treasures.	.475			
If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past.	.450			
<b>Historic Sites to be Preserved</b>		1.10	11.0	.71
It is important to preserve buildings even if it costs more than constructing new buildings.	.814			
A less expensive "re-creation" of a building is just as good as renovating an older building.*	.744			
If a building is preserved it will act as A living history book for future generations.	.589			
America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, higher high tech buildings.*	.532			
<b>Authentic Historic Sites</b>		1.02	10.2	NA
I believe that historic sites should offer services such as picnic facilities even if might take away from the authenticity of the site.*	.862			
<b>Total Variance Explained</b>				<b>56.8</b>

5=Strongly disagree; 4=Disagree; 3=Neither disagree or agree; 2=Agree; 1=Strongly agree; \*Items were reverse coded  
 Var. Expd. (Variance Explained); Reliab. (Reliability)

## **Benefits Sought**

The factor analysis involving benefits sought at historic sites produced five factors which explained 66% of the variance. The factors are labeled escapism, social, relaxation, environment, and education. The results of the factor analysis may be found in Table 4.10. The results of the mean responses may be found in Table 4.5. Based on the characteristic the questions each factor has been categorized as either intangible or tangible.

### **Escapism**

The first factor included four questions which explained 31% of the variance present. The reliability alpha coefficient is .86. The questions in this factor addressed the need to escape from the pressures of day to day living while at a historic site. There is a need to “get away from it all”. This factor has been characterized as intangible.

### **Social**

The second factor contained five questions which explained 12.5% of the variance. The reliability alpha coefficient is .79. The questions in this factor represent social benefits to be gained sought at historic sites. The factor indicated the interest in observing other people, but not the necessity to be with similar people. With the exception of the spiritual question this factor has been characterized as tangible.

**Relaxation**

The third factor contained four questions that explained 10.2% of the variance present. The reliability alpha coefficient is .72. The questions represent the importance of spending time in a relaxing environment and sharing time with ones family. This factor has been characterized as intangible.

**Environment**

The fourth factor contains two questions that explain 6.6% of the variance present. The reliability alpha coefficient is .70. The factor represents the desire of not only visiting a historic building, but of the benefits sought from the environment (the scenery and geography of the area). This factor has been characterized as tangible.

**Education**

The fifth factor contains three questions that explain 5.7% of the variance present. The reliability alpha coefficient is .53. The factor represents the need for learning and taking something from the historic site which they may tell others about. With the exception of the telling others about it this factor has been characterized as intangible.



**Table 4.10 Factor Analysis of Benefits**

<b>Benefits Sought</b>	<b>Factor Loading</b>	<b>Eigen Value</b>	<b>Var. Expd.</b>	<b>Reliab. Alpha</b>
<b>Escapism</b>		5.58	31.0	.86
Escape work overloads (I)	.855			
Escape crowds (I)	.845			
Escape daily routine (I)	.809			
Escape physical stressors(I)	.737			
<b>Social</b>		2.25	12.5	
.79				
Being with similar people (T)	.808			
Being with friends (T)	.792			
Meeting new people (T)	.740			
Observing other people (T)	.609			
Spiritual (I)	.310			
<b>Relaxation</b>		1.84	10.2	
.72				
Slow Down Mentally (I)	.705			
Tranquility (I)	.586			
Family Togetherness (I)	.582			
Reinforcing Self Image (I)	.525			
<b>Environment</b>		1.18	6.6	.70
Scenery (T)	.793			
Geography of Area (T)	.789			
<b>Education</b>		1.03	5.7	.53
Exploration (I)	.744			
General Learning (I)	.710			
Tell Others About It (T)	.648			
<b>Total Variance Explained</b>				<b>66.0</b>

5=Strongly disagree; 4=Disagree; 3=Neither disagree or agree; 2=Agree; 1=Strongly agree

Var. Expd. (Variance Explained); Reliab. (Reliability); (I) Intangible; (T)Tangible

### **Services Sought**

The factor analysis involving services sought at historic sites produced three factors which represented 66% of the variance present. The factors were labeled as simplicity, information, and education. The results of the factor analysis may be found in Table 4.11. The results of the mean responses may be found in Table 4.6.

The factor analysis of Services Sought questions that was performed in the third pilot test may be found in Table 3.6. The factors were relatively stable between the pilot study and final survey responses.

### **Simplicity**

The first factor included three questions which explained 26.4% of the variance present. The reliability alpha coefficient for the factor is .58. The factor represented the need for simplicity of the services sought at a historic site. The desire to forgo convenience in order to experience a more simple environment free of evidence of modern day life.

This factor was similar to Factor One found in the third pilot study. The three items that created the Simplicity factor in the present study were three of the four items found in Factor One. The items included 55) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables); 58) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site; and 61) It is

important that there are a wide selection of souvenirs to choose from at a historic site (see Table 3.6).

### **Information**

The second factor included three questions which explained 15.9% of the variance present. The reliability alpha coefficient for the factor is .40. The factor represents the need for information from a historic site. This information includes more than one view of history, printed information, and visual information in the form of authentic costumes.

This factor was similar to Factor Two found in the third pilot study. The three items that created the Information factor in the present study were two of the four items found in Factor Two. The items included: 56) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate and 57) I think that it is important that more than one person's vantage point is included in how history is presented at a historic site (see Table 3.6).

### **Education**

The third factor contained two questions which explained 13.3% of the variance present. The reliability alpha coefficient for the factor is .40. The factor represented the need for the historic sites' employees to have a high level of knowledge of the site. Also, the desire that the employees have a high level of knowledge of the area as well was deemed as important.

**Table 4.11 Factor Analysis of Services Sought**

<b>Services Sought</b>	<b>Factor Loading</b>	<b>Eigen Value</b>	<b>Var. Expd.</b>	<b>Reliab. Alpha</b>
<b>Simplicity</b>		2.11	26.4	.58
It is important that there are a wide selection of souvenirs to choose from at a historic site.	(T) .820			
I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site.	(T) .803			
It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).	(T) .457			
<b>Information</b>		1.27	15.9	.40
I think that it important that more than one person's vantage point is included in how history is presented at a historic site.	(I) .767			
If I request information about a historic site, it is important that I receive the information within two weeks.	(T) .614			
It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.	(I) .589			
<b>Education</b>		1.06	13.3	.40
Education level of the interpreter (guide)	(I) .786			
It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.	(I) .735			
<b>Total Variance Explained</b>				<b>66.0</b>

5=Strongly disagree; 4=Disagree; 3=Neither disagree or agree; 2=Agree; 1=Strongly agree

Var. Expd. (Variance Explained); Reliab. (Reliability); (I) Intangible; (T) Tangible

## **Results of Hypothesis Testing**

The following section will include the results of the four hypotheses. Each research hypothesis will be stated, followed by the results of the statistical test. The analysis is basic correlational in design. In each hypothesis the dependent variable is question #60 on the final survey, historic site preference. Depending on the scale, the independent variables consist of either factor scores or surrogate variables.

### **Results of H<sub>1</sub>**

H<sub>1</sub>: There is a relationship between environmental preservationist attitude and type of experience sought at heritage sites.

Because Dunlap and Van Liere's (1978) New Environmental Paradigm (NEP) scale consisted of four factors the research hypothesis was tested by utilizing four simple correlation tests of significance. Environmental preservation attitude is represented by four factor scores. Factor scores represent the Balance of Nature factor, Limits to Growth factor, Nature over Humans factor, and Subject to the Laws over Nature factor. The experience sought at a historic site is represented by the dependent variable, historic site continuum, (Appendix B, Section IV, #60). The results of the four statistical hypotheses follow:

H<sub>1A</sub>: There is a relationship between Balance of Nature and type of experience sought.

The sample correlation coefficient was .041 and significance level of .568. Therefore, the research hypothesis was not accepted (Table 4.12).

H<sub>1B</sub>: There is a relationship between Limits to Growth and type of experience sought.

The sample correlation coefficient was .139 and significance level of .065. Therefore, the research hypothesis was not accepted (Table 4.12).

H<sub>1C</sub>: There is a relationship between Nature over Humans and type of experience sought.

The sample correlation coefficient was -.092 and significance level of .223. Therefore, the research hypothesis was not accepted (Table 4.12).

H<sub>1D</sub>: There is a relationship between Subject to the Laws over Nature and type of experience sought.

The sample correlation coefficient was .037 and significance level of .624. Therefore, the research hypothesis was not accepted (Table 4.12).

Since all four statistical hypotheses were unable to be accepted at the .05 alpha level. There was no support for the first research hypothesis.

Further analysis attempted to ferret out any significant correlations that might have surfaced from the four individual bipolar items representing characteristics of historic sites. As seen in Table 4.12, all of the relationships are positive between Balance of Nature and the four bipolar items. However, none were significant.

All four correlations between Limits to Growth and the four bipolar items were also positive. In this scenario, the correlation between Limits to Growth

and rugged/developed, Limits to Growth and rustic/modern were significant at the .05 alpha level of significance

Three of the correlations between Nature over Humans and the bipolar items were positive. One of the correlations was negative between Nature over Humans and authentic/commercial.

All four of the correlations between Subject to the Laws over Nature and the bipolar items were positive. One of the correlations was significant at the .05 alpha level between Subject to the Laws over Nature and authentic/commercial.

**Table 4.12**  
**Correlational Analysis of Environmental Preservation Attitude and**  
**Experience Sought at a Historic Site**

<b>Factor</b>	<b>Historic Site</b>	<b>Correlation Coefficient</b>	<b>Significance</b>
<b>Balance of Nature</b>	<b>Historic Site</b>	<b>.041</b>	<b>.588</b>
	Rugged/Developed#	.055	.469
	Rustic/Modern	.100	.184
	Off the Beaten Path/Convenient#	.028	.715
	Authentic/Commercial	.105	.161
<b>Limits to Growth</b>	<b>Historic Site</b>	<b>.139</b>	<b>.065</b>
	Rugged/Developed#	.240**	.001
	Rustic/Modern	.152*	.043
	Off the Beaten Path/Convenient#	.110	.145
	Authentic/Commercial	.084	.265
<b>Humans over Nature</b>	<b>Historic Site</b>	<b>-.092</b>	<b>.223</b>
	Rugged/Developed#	.077	.307
	Rustic/Modern	.099	.191
	Off the Beaten Path/Convenient#	.116	.124
	Authentic/Commercial	-.009	.901
<b>Subject to the Laws over Nature</b>	<b>Historic Site</b>	<b>.037</b>	<b>.624</b>
	Rugged/Developed#	.007	.924
	Rustic/Modern	.130	.084
	Off the Beaten Path/Convenient#	.050	.511
	Authentic/Commercial	.150*	.045

#Items reverse coded so that more rugged sites have a score of “7” and more developed “1”

\*Significance at the .05 alpha level

\*\*Significance at the .01 alpha level



## **Results of H<sub>2</sub>**

H<sub>2</sub>: There is a relationship between historical preservationist attitude and type of experience sought at heritage sites.

Because the questions that were utilized for historic preservationist attitude is an original scale, surrogate variables were used from the factor analysis (Hair et al., 1995). The Historic Sites as Treasures factor used question 21) There are already enough historic sites in America. There is no room for growth in this area as a surrogate variable. The Historic Sites to be Preserved used question 16) It is important to preserve buildings even if it costs more than constructing new buildings as a surrogate variable. The Authentic Historic Sites factor used question 24) I believe that historic sites should offer services such as picnic facilities even if it might take away from authenticity of the site as a surrogate variable. The factors may be found in Table 4.9.

The experience sought at a historic site is represented by the dependent variable, historic site continuum, (Appendix B, Section IV, #60). The results of the three statistical hypotheses follow:

H<sub>2A</sub>: There is a relationship between Historic Sites as Treasures and type of experience sought.

The sample correlation coefficient was -.058 and significance level of .428. Therefore, the research hypothesis was not accepted (Table 4.13).

H<sub>2B</sub>: There is a relationship between Historic Sites to be Preserved and type of experience sought.

The sample correlation coefficient was .140 and significance level of .057. Therefore, the research hypothesis was not accepted (Table 4.13).

H<sub>2C</sub>: There is a relationship between Authentic Historic Sites and type of experience sought.

The sample correlation coefficient was -.001 and significance level of .986. Therefore, the research hypothesis was not accepted (Table 4.13).

Since all three statistical hypotheses were unable to be accepted at the .05 alpha level. There was no support for the second research hypothesis.

Further analysis attempted to ferret out any significant correlations that might have surfaced from the four individual bipolar items representing characteristics of historic sites. As seen in Table 4.13, two of the relationships are positive and two of the relationships are negative between Historic Sites as Treasures and the four bipolar items. However, none were significant.

Three correlations between Historic Sites to be Preserved and the four bipolar items were positive. In this scenario, the correlation between Historic Sites to be Preserved and off the beaten path/convenient, Historic Sites to be Preserved and authentic/commercial were significant at the .05 alpha level. One of the correlations was negative, but was not significant.

Two of the correlations between Authentic Historic Sites and the bipolar items were positive. There was a significant correlation at the .05 alpha level between Authentic Historic Sites and rustic/developed and another significant relationship at the .05 alpha level between Authentic Historic Sites and

authentic/commercial. Two of the correlations were negative, but were not significant.

**Table 4.13**  
**Historic Preservationist Attitude Correlational Analysis and**  
**Experience Sought at a Historic Site**

<b>Factor</b>	<b>Historic Site</b>	<b>Correlation Coefficient</b>	<b>Significance</b>
<b>Historic Sites As Treasures</b>	<b>Historic Site</b>	<b>-.058</b>	<b>.428</b>
	Rugged/Developed#	-.018	.808
	Rustic/Modern	.071	.330
	Off the Beaten Path/Convenient#	-.009	.899
	Authentic/Commercial	.071	.331
<b>Historic Sites To Be Preserved</b>	<b>Historic Site</b>	<b>.140</b>	<b>.057</b>
	Rugged/Developed#	-.102	.164
	Rustic/Modern	.118	.110
	Off the Beaten Path/Convenient#	.148*	.043
	Authentic/Commercial	.203*	.032
<b>Authentic Historic Sites</b>	<b>Historic Site</b>	<b>-.001</b>	<b>.986</b>
	Rugged/Developed#	-.115	.117
	Rustic/Modern	.214**	.003
	Off the Beaten Path/Convenient#	-.077	.296
	Authentic/Commercial	.243**	.001

#Items reverse coded so that more rugged sites have a score of “7” and more developed “1”

\*Significance at the .05 alpha level

\*\*Significance at the .01 alpha level

### **Results of H<sub>3</sub>**

H<sub>3</sub>: There is a relationship between benefits sought at a heritage site and type of experience sought at heritage sites.

Benefits sought is represented by 5 factors. Two factors (Social and Environment) were of a tangible nature and three factors of an intangible nature (Escapism, Relaxation, and Education). Five simple correlations between these factors and the type of experience sought at a historic site are tested for significance.

As mentioned in Chapter Three, the benefits scale had questions grouped together unknowingly based on similarities based on this bias it was decided that a surrogate variable should be utilized to represent the factor. The Escapism factor was represented by question 44) Escape work overloads, the Social factor was represented by question 35) Being with similar people; the Relaxation factor was represented by question 42) Slow down mentally, the Environment factor was represented by question 39) Scenery, and the Education factor was represented by question 40) Exploration. The factors may be found in Table 4.10.

The experience sought at a historic site is represented by the dependent variable, historic site continuum, (Appendix B, Section IV, #60). The results of the five statistical hypotheses follow:

H<sub>3A</sub>: There is a relationship between Escapism and type of experience sought.

The sample correlation coefficient was  $-.101$  and significance level of  $.172$ . Therefore, the research hypothesis was not accepted (Table 4.14).

H<sub>3B</sub>: There is a relationship between Social and type of experience sought.

The sample correlation coefficient was  $-.089$  and significance level of  $.229$ . Therefore, the research hypothesis was not accepted (Table 4.14).

H<sub>3C</sub>: There is a relationship between Relaxation and type of experience sought.

The sample correlation coefficient was  $-.113$  and significance level of  $.124$ . Therefore, the research hypotheses was not accepted (Table 4.14).

H<sub>3D</sub>: There is a relationship between Environment and type of experience sought.

The sample correlation coefficient was  $-.073$  and significance level of  $.324$ . Therefore, the research hypothesis was not accepted (Table 4.14).

H<sub>3E</sub>: There is a relationship between Education and type of experience sought.

The sample correlation coefficient was  $.010$  and significance level of  $.887$ . Therefore, the research hypotheses was not accepted (Table 4.14).

Since all five statistical hypotheses were unable to be accepted at the  $.05$  alpha level. There was no support for the third research hypothesis.

Further analysis attempted to ferret out any significant correlations that might have surfaced from the four individual bipolar items representing characteristics of historic sites. As seen in Table 4.14, all of the relationships

are positive between Escapism and the four bipolar items. However, none were significant.

All four correlations between Social and the four bipolar items were also negative. There were no significant relationships.

All four of the correlations between Relaxation and the bipolar items were positive. There were no significant relationships.

Three of the correlations between Environment and the bipolar items were positive. One of the correlations was negative, however, there were no significant relationships.

All four of the correlations between Education and the bipolar items were positive. There was one significant relationship at the .05 alpha level between Education and Off of the Beaten Path/Convenient.

**Table 4.14**  
**Benefits Sought Correlational Analysis and Experience Sought at**  
**Historic Site**

<b>Factor</b>	<b>Historic Site</b>	<b>Correlation Coefficient</b>	<b>Significance</b>
<b>Escapism (I)</b>	<b>Historic Site</b>	<b>-.101</b>	<b>.172</b>
	Rugged/Developed#	.027	.709
	Rustic/Modern	.123	.093
	Off the Beaten Path/Convenient#	.043	.561
	Authentic/Commercial	.055	.449
<b>Social (T)</b>	<b>Historic Site</b>	<b>-.089</b>	<b>.229</b>
	Rugged/Developed#	-.032	.665
	Rustic/Modern	-.022	.770
	Off the Beaten Path/Convenient#	-.016	.828
	Authentic/Commercial	-.077	.293
<b>Relaxation (I)</b>	<b>Historic Site</b>	<b>-.113</b>	<b>.124</b>
	Rugged/Developed#	.067	.362
	Rustic/Modern	.107	.144
	Off the Beaten Path/Convenient#	.033	.652
	Authentic/Commercial	.115	.114
<b>Environment (T)</b>	<b>Historic Site</b>	<b>-.073</b>	<b>.324</b>
	Rugged/Developed#	.036	.623
	Rustic/Modern	.078	.290
	Off the Beaten Path/Convenient#	.043	.562
	Authentic/Commercial	-.040	.583
<b>Education (I)</b>	<b>Historic Site</b>	<b>.010</b>	<b>.887</b>
	Rugged/Developed#	.107	.145
	Rustic/Modern	.035	.631
	Off the Beaten Path/Convenient#	.149*	.042
	Authentic/Commercial	.048	.512

#Items reverse coded so that more rugged sites have a score of “7” and more developed “1”

\*Significance at the .05 alpha level

\*\*Significance at the .01 alpha level



### **Results of H<sub>4</sub>**

H<sub>4</sub>: There is a relationship between services sought at a heritage site and type of experience sought at heritage sites.

Services sought is represented by 3 factors. One factor (Simplicity) was of a tangible nature and two factors of an intangible nature (Information and Education). Three simple correlations between these factors and the type of experience sought at a historic site are tested for significance.

Because the questions that were utilized for services sought at a heritage site is an original scale developed for this study, surrogate variables were used from the factor analysis (Hair et al., 1995). The surrogate variable for this Simplicity factor is question 58) It is important that there are a wide selection of souvenirs to choose from at a historic site. The surrogate variable for the Information factor is question 56) I think that it is important that more than one's vantage point is included in how history is presented at a historic site. The surrogate variable for the Education factor is question 52) Education level of the interpreter (guide). The factors may be found in Table 4.11.

The experience sought at a historic site is represented by the dependent variable, historic site continuum, (Appendix B, Section IV, #60). The results of the three statistical hypotheses follow:

H<sub>4A</sub>: There is a relationship between Simplicity and type of experience sought.

The sample correlation coefficient was .124 and significance level of .092. Therefore, the research hypothesis was not accepted (Table 4.15).

H<sub>4B</sub>: There is a relationship between Information and type of experience sought.

The sample correlation coefficient was .084 and significance level of .255. Therefore, the research hypothesis was not accepted (Table 4.15).

H<sub>4C</sub>: There is a relationship between Education and type of experience sought.

The sample correlation coefficient was .022 and significance level of .765. Therefore, the research hypothesis was not accepted (Table 4.15).

Since all three statistical hypotheses were unable to be accepted at the .05 alpha level there was no support for the fourth research hypothesis.

Further analysis attempted to ferret out any significant correlations that might have surfaced from the four individual bipolar items representing characteristics of historic sites. As seen in Table 4.15, three of the relationships are negative and one of the relationships is positive between Simplicity and the four bipolar items. There was one significant negative correlation at the alpha level between Simplicity and rustic/developed.

All four correlations between Information and the four bipolar items were positive. In this scenario, the correlations between Information and rustic/developed and Information and off the beaten path/convenient were significant at the .05 alpha level.

All four of the correlations between Education and the bipolar items were positive. However, there were no significant relationships.

**Table 4.15**  
**Service Sought Factor Analysis and Historic Site Correlations**

<b>Factor</b>	<b>Historic Site</b>	<b>Correlation Coefficient</b>	<b>Significance</b>
<b>Simplicity (T)</b>	<b>Historic Site</b>	<b>.124</b>	<b>.092</b>
	Rugged/Developed#	.031	.670
	Rustic/Modern	-.156*	.032
	Off the Beaten Path/Convenient#	-.033	.650
	Authentic/Commercial	-.009	.900
<b>Information (I)</b>	<b>Historic Site</b>	<b>.084</b>	<b>.255</b>
	Rugged/Developed#	.085	.244
	Rustic/Modern	.196**	.007
	Off the Beaten Path/Convenient#	.170*	.020
	Authentic/Commercial	.138	.058
<b>Education (I)</b>	<b>Historic Site</b>	<b>.022</b>	<b>.765</b>
	Rugged/Developed#	.102	.163
	Rustic/Modern	.051	.490
	Off the Beaten Path/Convenient#	.102	.165
	Authentic/Commercial	.044	.548

#Items reverse coded so that more rugged sites have a score of “7” and more developed “1”

\*Significance at the .05 alpha level

\*\*Significance at the .01 alpha level

**Summary**

The results did not support the research hypotheses that there are statistically significant relationships between environmental preservationist attitude, historical preservationist attitude, benefits sought, services sought and type of heritage experience sought. However, some significant relationships surfaced when the analysis included the four bipolar scales from question 62 in Section IV. The analysis also found that respondents seek a more rugged experience focusing on the intangible benefits and services that heritage sites can offer. The results will be discussed in the next chapter.

## **Chapter Five**

### **Discussion**

#### **Introduction**

Although the findings did not support the research hypotheses there were relationships which support the rationale for this study and future research efforts in this area. This chapter includes a discussion of the results.

#### **Analysis of Results**

##### **Mean Responses**

The following section will include a discussion of the mean responses to the Environmental Preservationist Attitude, Historical Preservationist Attitude, Benefits Sought, Services Sought, and Historic Site Preference questions.

The responses to the Environmental Preservationist Attitude, Historical Preservationist Attitude, Benefits Sought, Services Sought, and Historic Site Preference questions were broken out by gender, income level, and education level (Appendixes F-J). Most demographic differences were too small to be considered. Generally, the results indicate that those sampled were somewhat consistent across gender, income level, and education level in their views.

### **Environmental Preservationist Attitude**

The mean results of the Environmental Preservationist Attitude questions (Table 4.3) indicated five questions that respondents did not agree with (Mean Response equal to or less than 2.7). Respondents believed, in general, that human beings do not have rights to do whatever they want to with the environment.

There were eight questions that respondents were in agreement on (Mean Response equal to or greater than 3.2). These questions indicated that human beings need to figure out better ways of living without endangering the environment for future generations.

One question noted that despite our special abilities we are still subject to the laws of nature (Mean=4.2). This question received the most ardent agreement and indicates that the respondents believe that although we may have made great advances in technology we still need to make sure that we do not cross any boundaries and destroy an environment that we only have one chance at preserving. These results could be interpreted to mean that we only have one chance at preserving history in its pristine state. If we ignore the earth's delicate balance the historic sites' environs could be sullied forever because of overdevelopment.

### **Historical Preservationist Attitude**

Five questions had mean responses that were in disagreement to the statement posed (Mean Response equal to or less than 2.7) (Table 4.4). The respondents indicated that they were not satisfied with a re-creation of an historic site and that historic sites have much to offer. Also, that they did not want services such as picnic facilities if they took away authenticity from the site.

Five responses were in agreement to the statements posed (Mean Response equal to or greater than 3.2). The respondents agreed that a vested effort should be made to preserve historic sites for future generations.

### **Benefits Sought**

There were thirteen questions which respondents were in agreement with (Mean Response greater than or equal to 3.2) (Table 4.5). The respondents noted the need for an opportunity to explore and appreciate the scenery and the geography of the area at a historic site as well as the importance of general learning. General learning generally goes without saying as an aspect of historic sites offerings, but people now want to appreciate the site's environs and have an opportunity to explore.

Also included was the importance of having the opportunity to escape crowds, physical stressors, and daily routine and to experience tranquility and slow down mentally at a historic site. There is definitely the need to "get away from it all".

Finally, family togetherness and telling others about it were more social benefits. This could be based on the fact a greater percentage of respondents travel with family (83%) as noted in Table 4.1. Also, the growing interest in historical sites could attract people who find this activity to be socially rewarding. A person who visits a historic site while on vacation will have one more thing to tell friends from home about their vacation.

### **Services Sought**

There were three questions which the respondents disagreed with (Mean Response equal to or less than 2.7) (Table 4.6). They addressed the discordance with personal mailings and having a wide selection of souvenirs. These are both convenience items which the public does not feel are necessary.

There were four questions which the respondents agreed with (Mean Response equal to or greater than 3.2) (Table 4.6). They focused upon the knowledge of the employees of the historic site and other attractions of interest in the area. This indicates that even if a historic site is kept in a pristine state without the expertise of the employees the visitors will not find it to be a fulfilling experience.

### **Historic Site Preferences**

As seen in Table 4.7 the respondents are much more attracted to Historic Site 2, which is 20 miles off of the interstate and does not have all of the modern day conveniences of Historic Site 1. This is confirmed by the results of



the bipolar semantic differential scale descriptions. Respondents preferred a more rugged, rustic, off the beaten path, and authentic experience at a historic site. This preference could reflect the growing disregard for how the United States has become so commercial and developed. There is an interest in making sure that America's history is preserved and kept in a pristine state.

## **Discussion of Hypotheses and Further Correlational Analysis**

### **Environmental Preservationist Attitude**

There were no significant relationships between the factors representing Environmental Preservationist Attitude and the preference for a historic site. However, some significant relationships were found when the data was further analyzed with regards to the bipolar items (Appendix B, Section IV, #62).

Even though the size of the correlation coefficients were small the significant relationships were found in the Limits to Growth Factor and the Subject to Laws over Nature factors (Table 4.12). As noted in previous sections there is a strong interest in more rugged historic sites. These significant relationships with the Environmental Preservationist Attitude factors indicate that a persons concern for the environment is reflected in the type of experience sought at a historic site.

The Limits to Growth factor had a significant relationship with Rugged, and Rustic sites. This proposes that if one believes that development should be limited with regards to the environment that this reflects the desire to visit a

site that is more Rugged and Rustic. That the historic site itself has experience limited development.

The Subject to the Laws over Nature factor had significant relationships with Authentic historic sites. This could mean that there is a respect for the environment which translates in the desire to experience a historic site in a more Authentic state instead of a more developed and commercial one.

Although there were only three significant relationships, all but two of the relationships were positive. This indicates that a person with an environmentally preservationist attitude prefers a “more rugged” experience at a heritage site as was proposed.

### **Historical Preservationist Attitude**

There were no significant relationships between the factors representing Historical Preservationist Attitude and the preference for a historic site. However, some significant relationships were found when the data was further analyzed with regards to the bipolar items (Appendix B, Section IV, #62).

Two of the three factors had significant relationships with the bipolar items. Again even though some relationships were significant the correlations were small (Table 4.13).

The second factor, Historic Sites to Be Preserved, is significantly correlated with Off the beaten path and Authentic. This shows that people find it vital that historic sites are preserved and this is reflected in desiring a more authentic type of experience in a less populated area.

Also noted in the second factor, although not significant at the .05 alpha level, Historic Sites to be Preserved and preferring Historic Site 2 was positively correlated (at .057 alpha level). This indicates that preservation of historic sites in peoples' minds translates to less developed historic sites.

The third factor, Authentic Historic Sites, is significantly correlated with Rustic and Authentic sites. Those that favor authentic historic sites prefer a more rustic setting instead of a more modern one and obviously an authentic setting.

There are seven positive relationships and five negative relationships between Historic Preservationist attitude and bipolar items relating to type of heritage experience sought. The increase in number of negative relationships over those in the Environmental Preservation Attitude correlation (7 positive, 3 negative) shows that the Historic Preservationist Attitude might be more mainstream than the Environmentally Preservationist Attitude. A person with a Historic Preservationist Attitude may not be as likely as a person with an Environmentally Preservationist Attitude to choose a "more rugged" heritage site.

### **Benefits Sought at a Heritage Site**

There were no significant relationships between the factors representing Benefits Sought and the preference for a historic site. However, some significant relationships were found when the data was further analyzed with regards to the bipolar items (Appendix B, Section IV, #62).

As seen in Table 4.14 there is only one significant relationship present between Benefits Sought factors and the bipolar descriptors. This relationship is between the Education factor and Off the beaten path historic site. This significance could indicate the need for a less populated area to be able to get the full educational benefit of visiting a historic site.

The lack of more significant relationships present could reflect the diverse group of people interested in historic sites and the diverse nature of the benefits they seek from the historic site. This finding also suggests that by nature benefits are in fact intangible and that they reflect benefits that may be found at different types of historic sites.

An interesting relationship that was not significant was the Escapism factor and four of the historic site descriptions. There was a negative correlation between the factor and the site preference question but all of the correlations between the factor and the bipolar items were negative. There was a positive correlation between Escapism and the “more rugged” historic site descriptors. Indicating if one is motivated to go to a heritage site “to get away from it all” a more rugged environment with less development would be more conducive. Also, this was a intangible factor which is in accordance to the proposed relationship that if one sought intangible benefits they would do so in a more rugged environment.

Another interesting relationship that was not significant was that the Social factor and all of the “more rugged” heritage site descriptors were negative. Based on the discordance to the questions that comprised the Social

factor, this negative relationship indicates that the less important social issues are when visiting a heritage site the more important it is to visit a “more rugged” heritage site.

### **Services Sought at Heritage Sites**

There were no significant relationships between the factors representing Services Sought and the preference for a historic site. However, some significant relationships were found when the data was further analyzed with regards to the bipolar items (Appendix B, Section IV, #62).

There are three significant relationships present in two of the factors when services sought are correlated with the bipolar items. The first factor, Simplicity, has a negative relationship between Simplicity and Rustic historic sites that was significant. Two other relationships although not significant, were negative between the Simplicity factor and Off of the beaten path and Authentic heritage sites. Noting the discordance with the questions which comprised the Simplicity factor questions indicates the less a person wants a developed heritage site (i.e. souvenirs and facilities) the more a person wants a “more rugged” heritage site.

The other significant correlations are between the Information factor and Rustic and Off the beaten path. These findings could indicate that people who value more information about a historic site find that they gain more information in a more Rustic and Off the beaten path environment.

In the Information and Education factors, all relationships are positive and the factors were of an intangible nature. This is in accordance to the proposed relationship that a person seeking more intangible services would prefer a more rugged heritage site.

The results also indicated that people prefer the intangible services that the historic sites have to offer over the tangible services. This shows the need to put more effort into developing these intangible services. For example, by insuring that the staff is knowledgeable should be a priority over installing picnic facilities.

### **Contributions of the Study**

This study made headway in acknowledging the public's growing interest in heritage tourism and historic sites. By trying to understand the motivations behind site selection one can find that people are motivated by similar aspects of the historic site and people want an authentic experience that is perhaps lacking in their everyday life at a heritage site. This study offers promise to sites that have not been developed and are not traditionally known as tourist attractions. This research indicates people are interested in a more rugged experience.

Individuals feel that there is a danger of human beings disturbing the balance of nature. Practitioners should note this concern and make as few changes as necessary when developing or renovating the grounds of a historic site.

There is also a strong sense that historic sites must be preserved. A concern in society is that there is not enough money to accomplish this. However, based on this interest, monetary contributions are not all that historic sites need to survive. Under skilled leadership volunteers could help make sure the sites are preserved. By holding fundraisers and training local people on skills that are needed to maintain a historic site fewer sites should be lost as a result.

The main benefits that practitioners should note is that the respondents wanted the opportunity to explore and appreciate the scenery at a historic site as well as general learning. It might be beneficial to develop tours of the historic site grounds as well as the building to give tourists the opportunity to explore and enjoy the scenery.

The data on services sought at a historic site indicated that convenience items such as picnic tables and a wide selection of souvenirs are not necessary. This gives practitioners an option to develop their sites without these items and still know that people will be interested in their historic site. However, it is probable that practitioners will continue to offer on site souvenirs to make money.

The importance of the education and knowledge of the employees proves to be very important. Practitioners should offer incentives for the employees to take initiative in further educating themselves about the historic site. Reimbursing the employees for relevant research materials (i.e. books, journals) can insure that the employees education is ongoing. Another example that

would create an ongoing learning experience for the employees is to work an agreement for free admission to other area attractions to employees and their immediate family. This reciprocal relationship among area attractions will make sure that employees can speak first hand about what the community has to offer which will in turn help to keep visitors in the area longer.

The overwhelming interest in Historic Site 2 should indicate the craving Americans now have for authenticity. This validates the idea that this type of experience is one that should be pursued by practitioners. The adherence to authenticity in site development and site marketing should result in a win-win situation for the historic site and the visitor.

Theoretically, this study supported the Theory of Planned Behavior. There were relationships present between attitude and a person's intention to behave. The model has given researchers a background on which to build in this area. This effort has created a basis for further research.

### **Limitations of the Study**

As mentioned in the methodology section, the sample was limited to people requesting travel information from Virginia. Although the sample included people from around the United States, caution should be made in generalizing the findings.



### **Future Research Areas**

This survey could now be distributed at different types of historic sites to see if differences between on site surveys and mailed surveys exist on this topic. Also, the sample should be surveyed again in the future to see if the experience they desired from a historic site was actually the experience that they did in fact seek.

Subjective norms and the relationship with historic site preference should be researched separately based on the issues surrounding this complex area of research. The scales which were created for this study (historic preservationist attitude, services sought at heritage sites, and type of experience sought) should be tested again to further validate their use in future research.

### **Conclusions**

This study showed that there is a relationship between a person's environmental preservationist attitude, historical preservationist attitude, benefits sought, services sought, and type of heritage experience sought. The resounding feeling picked up by this research is that people are craving more authenticity in their travel experience. The fact that most people preferred the intangible benefits and services, that they seek to explore and gain more knowledge at a heritage site, indicates that convenience is outweighed by authenticity.

This study is an attempt to look beneath the surface of the growing interest associated with the heritage tourism industry. The possibilities for

future research are indeed great and prudent practitioners must stay abreast of this growing public need of an authentic heritage experience.

However, based on time and money issues convenient heritage sites may still be the choice of Americans. This study shows their actions may not be reflecting their thoughts on this issue. They are craving an authentic experience even if they are visiting the more developed site.

The growth in this area is producing a diverse audience who seek varying benefits from the heritage site but place authenticity as a key factor in the selection of a historic site. Realizing the authentic heritage experience the public is demanding, practitioners must accommodate or lest they be replaced by other practitioners who are planning, marketing, and developing heritage sites with the awareness of the “pulse of America” in mind.

**REFERENCES**

- Ajzen, I. (1991). "Benefits of leisure: A social psychological perspective". In Driver, B., Brown, P., and Peterson, G. (eds.), Benefits of Leisure, (pp. 411-418). State College, PA: Venture Publishing.
- Ajzen, I. (1985). "From intentions to action: A theory of planned behavior". In Kuhl, J. and Bechman, J. (eds.) Action-control: From Cognition to Behavior, (pp. 11-39). Heidelberg: Springer.
- Ajzen, I. and Fishbein, M. (1980). Understanding Attitudes and Predicting Social Behavior. New York, NY: Prentice Hall, Inc.
- Anderton, D. (1995). Looking At Tourism. London: Hodder & Stoughton.
- Ashworth, G. (1994). "From history to heritage-from heritage to identity: in search of concepts and models". In Ashworth, G. and Larkham, P. (eds.) Building a New Heritage, (pp. 13-30). London: Routledge.
- Ashworth, G. and Goodall, B. (1990). "Tourist images: marketing considerations". In (eds.) Goodall, B. and Ashworth, G., Marketing in the Tourism Industry, (pp. 213-233). London: Routledge.
- Ashworth, G. and Larkham, P. (1994). Building a New Heritage: Tourism, Culture, and Identity in the New Europe. London: Routledge.
- Balcar, M. and Pearce, G. (1996). "Heritage tourism on the West Coast of New Zealand". Tourism Management, 17(1): 203-212.
- Barsky, J. (1995). World-Class Customer Satisfaction. New York: Irwin Professional Publishing.
- Baudrillard, J. (1988). America. London: Verso.
- Becker, C. (1992). Middle Range Approach to Theory Development For Service Organizations. Unpublished Dissertation. Blacksburg, VA: Virginia Tech.
- Beeho, A. and Prentice, R. (1997). "Conceptualizing the experiences of heritage tourists". Tourism Management, 18(2): 75-87.
- Berry, L., Parasuraman, A., and Zeithaml, V. (1993). "Ten lessons for improving service quality". Marketing Science Institute. Report Number 93-104.

- Berry, L. & Parasuraman, A. (1991). Marketing Services. New York: Free Press.
- Brent-Ritchie, J. (1975). Some critical aspects of measurement theory and practice in travel research. Journal of Travel Research, 13(4): 1-10.
- Burkhart, A. and Medlik, S. (1974). Tourism: Past, Present, and Future. London: Heinemann.
- Canadian Parks Service. (1988). Getting Started: A Guide To Park Service Planning. Ottawa: Canadian Parks Service.
- Chaff, L. and Jones, W. (1996). Insider's Guide to Virginia's Blue Ridge, (5<sup>th</sup> edition). Richmond: Insider's Guide Inc.
- Chen, J. (1996). Factors Influencing Tourists' Choices of Heritage Destinations. Unpublished Dissertation. State College, PA: Pennsylvania State University.
- Cohen, E. (1979a). "Rethinking the sociology of tourism". Annals of Tourism Research, 6: 18-35.
- Cohen, E. (1979b). "A phenomenology of tourist experiences". Sociology, 13: 179-201.
- Cohen, E. (1974). "Who is a tourist? A conceptual clarification?". The Sociological Review, 22: 527-555.
- Cohen, E. (1973). "Nomads from affluence: notes on the phenomenon of drifter-tourism". International Journal of Comparative Sociology, 14: 89-103.
- Cohen, E. (1972). "Towards a Sociology of International Tourism", Social Research, 39(1): 64-82.
- Dann, G. (1994). "Tourism: the nostalgia industry of the future". In (ed.) Theobald, W., Global Tourism: The Next Decade. Oxford: Butterworth-Heinemann.
- Dickinson, R. (1996). "Heritage tourism is hot". American Demographics, 18(9): 13-14.
- Dower, M. (1975). "Tourism and conservation in Europe". Ekistics, 232: 192-195.

- Driver, B., Tinsley, H., and Manfredi, M. (1991). "Leisure and recreation experience preference scales". In Driver, B., Brown, P., and Peterson, G. (eds.) Benefits of Leisure, (pp. 263-286). State College, PA: Venture Publishing, Inc.
- Dunlap, R. and Van Liere, K. (1978). "The new environmental paradigm". Journal of Environmental Education, 21(4): 20-25.
- Dychtwald, K. (1989). The Shifting American Marketplace. Emeryville, CA: Age Wave Inc.
- Eco, U. (1986). Travels in Hyperreality. London: Picador.
- Ekos Research Associates. (1988). Culture, Multiculturalism and Tourist Pilot Projects and Related Studies: A Synthesis. Ottawa: Communications Canada.
- Fishbein, M. and Manfredi, M. (1992). In Manfredi, M. (ed.) "A Theory of Behavior Change". In Influencing Human Behavior: Theory and Applications in Recreation, Tourism, and Natural Resources Management, (pp. 29-50). Champaign, IL: Sagamore Publishing Inc.
- Fishbein, M. and Ajzen, I. (1975). Belief, Attitude, Intention, and Behavior. Reading, MA: Educational and Industrial Testing Service.
- Fridgen, J. (1991). Dimensions of Tourism. East Lansing, MI: Educational Institute.
- Galt, G. (1974). Investing in the Past: A Report on the Profitability of Heritage Conservation. Ottawa: Heritage Canada.
- Gilbert, D. and Joshi, I. (1992). "Quality management and the tourism and hospitality industry". In C.P. Cooper and A. Lockwood (eds.) Progress in Tourism, Recreation, and Hospitality Management, Volume 4, (pp. 149-168). London: Belhaven.
- Gunn, C. (1997). Vacationscape, Third Edition. Washington, D.C.: Taylor & Francis.
- Gunn, C. (1988). Tourism Planning, Second Edition. New York: Taylor and Francis.
- Hair, J., Anderson, R., Tatham, R., and Black, W. (1995). Multivariate Data Analysis, (4<sup>th</sup> edition). Englewood Cliffs, N.J.: Prentice Hall.

- Hall, M. and McArthur, S. (1993). "The marketing of heritage". In (eds.) Hall, M. and McArthur, S. Heritage Management in New Zealand and Australia. Oxford: Oxford University Press.
- Hall, M. and Zeppel, H. (1990). "History, architecture, environment: cultural heritage and tourism". Journal of Travel Research, 29(2): 54-55.
- Hargrove, C. (1990). "Heritage tourism as seen by the preservationist". Travel and Tourism Research Association Proceedings, pp. 217-218.
- Harris, L. (1992). Lou Harris Poll for Travel and Leisure Magazine.
- Hewison, R. (1989). "Heritage: an Interpretation". In D. Uzzel (ed.) Heritage Interpretation, Volume 1, (pp. 15-23). London: Belhaven.
- Hewison, R. (1987). The Heritage Industry: Britain in a Climate of Decline. London: Methuen.
- Hollinshead, K. (1993). "Encounters in tourism". In (eds.) Khan, M., Olsen, M., and Var, T., VNR's Encyclopedia of Hospitality And Tourism, (pp.636-651). New York: Van Nostrand Reinhold.
- Howard, D. and J. Crompton. (1984). "Reasons for nonparticipation in specific leisure services in a city". Journal of Park and Recreation Administration, 2(3): 44.
- Husbands, W. (1994). "Visitors expectations of tourism benefits in Zambia". In (ed.) M. Uysal, Global Tourist Behavior, (pp. 21-38). New York: International Business Press.
- Johnson, P. and Thomas, B. (1995). "Heritage as business". In D. Herbert (ed.) Heritage, Tourism and Society, (pp. 170-190). London: Mansell.
- Khan, M. (1996). Ecoserv: an Examination of Service Quality Expectations of the Ecotourists. Unpublished Dissertation. Blacksburg, VA: Virginia Tech.
- Khalek, A., Grant, J., and Jung, H. (1997). Smithfield Plantation Study. Unpublished study. Blacksburg, Virginia.
- Kim, J. and C. Mueller. (1978). Introduction to Factor Analysis. Beverly Hills: Sage Publications.
- Lash, S. (1990). The Sociology of Postmodernism. London: Routledge.

- Lawler, E. (1973). Motivation in Work Organizations. Monterey, CA: Brooks/Cole.
- Light, D. (1995). "Heritage as informal education". In Herbert, D. (ed.) Heritage, Tourism, and Society. London: Mansell Publishing Limited.
- MacCannell, D. (1989). The Tourist: A New Theory of the Leisure Class, (2<sup>nd</sup> Edition). New York: Schocken Books.
- MacCannell, D. (1984). "Reconstructed ethnicity, tourism and cultural identity in Third World communities". Annals of Tourism Research, 2: 375-391.
- MacCannell, D. (1976). The Tourist: A New Theory of the Leisure Class. New York: Schocken Books.
- MacCannell, D. (1973). "Staged authenticity: arrangements of social space in tourist settings". American Journal of Sociology, 79: 589-603.
- MacDonald, S. (1992). "Cultural imagining among museum visitors: a case study". Museum Management and Curatorship, 11(4): 401-409.
- Masberg, B. and Silverman, L. (1996). "Visitor experiences at heritage sites: a phenomenological approach". Journal of Travel Research, 34(4): 20-25.
- McIntosh, R. and Goeldner, C. (1990). Tourism, Principles, Practices, and Philosophies. New York: Wiley.
- McManus, P. (1989). "What people say and how they think in a science museum". In Uzzell, D. (ed.) Heritage Interpretation, Volume 2. London: Belhaven, pp. 157-165.
- Moutinho, L. (1987). "Consumer Behavior in Tourism." European Journal of Marketing, 21(10): 5-44.
- Nuryanti, W. (1996). "Heritage and postmodern tourism". Annals of Tourism Research, 23(2): 249-260.
- Parasuraman, A., Berry, L., and Zeithaml., V. (1991). "Understanding customer expectations of service". Sloan Management Review, Spring: 39-48.

- Parasuraman, A., Zeithmal, V., and Berry, L. (1985). "A conceptual model of service quality and its implications for future research". Journal of Marketing, 49(4): 41-50.
- Parrinello, G. (1993). "Motivation and Anticipation in Post-Industrial Tourism". Annals of Tourism Research, 20: 233-249.
- Pearce, P. & Moscardo, G. (1986). "The concept of authenticity in tourist experiences". The Australian and New Zealand Journal of Sociology, 22: 121-132.
- Peterson, K. (1994). "The heritage resource as seen by the tourist: The heritage connection". In (ed.) van Harssel, J. Tourism: an Exploration, Third Edition. Englewood Cliffs, NJ: Prentice Hall.
- Prentice, R. (1993). Tourism and Heritage Attractions. London: Routledge.
- Public Attitude Survey Research Ltd. (1985). Historic buildings survey 1984. Volume 1-questions (core) raised at all sites. (PAS 11195). (Prepared for English Heritage). High Wycombe, Bucks: Public Attitude Survey Research Ltd.
- Ritchie, J. and Zins, M. (1978). "Culture as a determinant of the attractiveness of a tourist region". Annals of Tourism Research, 5: 252-267.
- Schofield, P. (1996). "Cinematographic images of a city: alternative heritage tourism in Manchester". Tourism Management, 17(5): 333-340.
- Sharpley, R. (1994). Tourism, Tourists, and Society. Cambridgeshire: ELM Publications.
- Sharpley, R. (1993). Tourism and Leisure in the Countryside. Huntington: ELM Publications.
- Shostack, G. (1977). "Breaking free from product marketing". Journal of Marketing, 41: 73-80.
- Silberberg, T. (1995). "Cultural tourism and business opportunities for museums and heritage sites". Tourism Management, 16: 361-365.
- Teskey, M. (1991). "Cultural tourism: an oxymoron? Partnering Preservation and tourism: opportunities for growth". Travel and Tourism Research Association Proceedings, pp. 393-397.



- Tighe, A. (1991). "Research on cultural tourism in the United States". Travel and Tourism Research Association Proceedings, pp. 387-391.
- Tighe, A. (1990). "Cultural tourism in 1989". Paper presented at the 4<sup>th</sup> Annual Travel Review Conference, 5 February, Washington, DC.
- Tighe, A. (1986). "The arts/tourism partnership". Journal of Travel Research, 24: 2-5.
- Travel Industry Association of America Travelometer (1994).
- Urry, J. (1990a). The Tourist Gaze. London: Sage Publications.
- Urry, J. (1990b). "The consumption of tourism". Sociology. 24: 23-35.
- Uysal, M., Jurowski, C., Noe, F., and C. McDonald. (1994). "Environmental attitude by trip and visitor characteristics". Tourism Management, 15(4): 284-294.
- Uysal, M., Noe, F. and C. McDonald. (1992): "Environmental attitude by trip and visitor characteristics: U.S. Virgin Islands National Park. Unpublished paper.
- Van Harsseel, J. (1994). Tourism: An Exploration, Third Edition. Englewood Cliffs, NJ: Prentice Hall.
- Wahab, S. (1975). Tourism Management. London: Tourism International Press.
- Wertheim, M. (1994). "Market research for heritage attractions". Journal of Vacation Marketing, 1(1): 70-74.
- World Tourism Organization. (1985). The Role of Recreation Management in the Development of Active Holidays and Special Interest Tourism and the Consequent Enrichment of the Holiday Experience. Madrid: World Tourism Organization.
- Zeithaml, V., Parasuraman, A., and Berry, L. (1990). Delivering Quality Service. New York: The Free Press.
- Zeithaml, V. (1981). "How consumer evaluation processes differ between goods and services". In Donnelly, J. and George, W. (eds.) Marketing of Services. Chicago: American Marketing Association, pp. 186-189.
- Zeppel, H. and Hall, C. (1992). "Arts and heritage tourism". In Weiler, B. and Hall, C. (eds.) Special Interest Tourism. London: Belhaven, pp. 47-68.

Zikmund, W. (1991). Business Research Methods, (3<sup>rd</sup> Edition). Chicago:  
The Dryden Press.

## Appendix A

April 3, 1998

Dear Traveler,

I am a Ph.D. candidate in the Hospitality and Tourism management department at Virginia Tech and attempting to finish my graduate work. My final research involves travel patterns of individuals like yourself in the United States.

You have the unique opportunity to help planners in the tourism industry provide citizens of the United States quality vacation opportunities. If you could take five minutes of your time and complete the enclosed survey it would be greatly appreciated.

I have enclosed a postage-paid envelope along with the survey. I have also enclosed an optional form for you to identify yourself for a drawing for two \$100.00 cash prizes. In no way will your name be used to identify your response. The results will be **strictly confidential**. The number on the survey is used only for book keeping purposes.

Thank you so much for your time. Happy traveling!

Sincerely,

Tammie J. Kaufman  
Virginia Tech  
Department of Hospitality and Tourism Management

## Appendix B

### Final Survey

#### Section I.

Please answer the following questions 1 to 32 by circling the response that represents your level of agreement. Use the following scale: 1 “Strongly disagree”

2 “Disagree”

3 “Neither disagree or agree”

4 “Agree”

5 “Strongly agree”

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1) We are approaching the limit of the number of people the earth can support.                          | 1 | 2 | 3 | 4 | 5 |
| 2) Humans have the right to modify the natural environment to suit their needs.                         | 1 | 2 | 3 | 4 | 5 |
| 3) When humans interfere with nature it often produces disastrous consequences.                         | 1 | 2 | 3 | 4 | 5 |
| 4) Human ingenuity will insure that we do not make the earth unlivable.                                 | 1 | 2 | 3 | 4 | 5 |
| 5) Humans are severely abusing the environment.   | 1 | 2 | 3 | 4 | 5 |
| 6) The earth has plenty of natural resources if we just learn to develop them.                          | 1 | 2 | 3 | 4 | 5 |
| 7) Plants and animals have as much right as humans to exist.  | 1 | 2 | 3 | 4 | 5 |
| 8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.        | 1 | 2 | 3 | 4 | 5 |
| 9) Despite our special abilities, humans are still subject to the laws of nature.                       | 1 | 2 | 3 | 4 | 5 |
| 10) The so-called “ecological crisis” facing humankind has been greatly exaggerated.                    | 1 | 2 | 3 | 4 | 5 |
| 11) The earth is like a spaceship with very limited room and resources.                                 | 1 | 2 | 3 | 4 | 5 |
| 12) Humans are meant to rule over the rest of nature.   | 1 | 2 | 3 | 4 | 5 |
| 13) The balance of nature is very delicate and easily upset.  | 1 | 2 | 3 | 4 | 5 |
| 14) Humans will eventually learn enough about how nature works to be able to control it.                | 1 | 2 | 3 | 4 | 5 |
| 15) If things continue on their present course, we will soon experience a major ecological catastrophe. | 1 | 2 | 3 | 4 | 5 |
| 16) It is important to preserve buildings even if it costs more than constructing new buildings.        | 1 | 2 | 3 | 4 | 5 |
| 17) A less expensive “re-creation” of a building is just as good as renovating an older building.       | 1 | 2 | 3 | 4 | 5 |
| 18) If a building is preserved it will act as a living history book for future generations.             | 1 | 2 | 3 | 4 | 5 |

**Strongly Disagree =1 Strongly Agree=5**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings.       | 1 | 2 | 3 | 4 | 5 |
| 20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past. | 1 | 2 | 3 | 4 | 5 |
| 21) There are already enough historic sites in America. There is no room for growth in this area.   | 1 | 2 | 3 | 4 | 5 |
| 22) There is no cost that can be placed on America's historic sites and buildings. They are priceless treasures.  | 1 | 2 | 3 | 4 | 5 |
| 23) I don't believe that preserving historic sites will offer social benefits to tourists.  | 1 | 2 | 3 | 4 | 5 |
| 24) I believe that historic sites should offer services such as picnic facilities even if it might take away from the authenticity of the site.         | 1 | 2 | 3 | 4 | 5 |
| 25) I believe that preserving historic sites offer social benefits to the host community.   | 1 | 2 | 3 | 4 | 5 |
| 26) My family and friends think that it is important to visit historic sites.   | 1 | 2 | 3 | 4 | 5 |
| 27) I believe that American society values visitation to historic sites.  | 1 | 2 | 3 | 4 | 5 |
| 28) My family and friends will think it is a waste of time if I visit a historic site.  | 1 | 2 | 3 | 4 | 5 |
| 29) I believe that my family and friends will think that I am a more educated person if I visit a historic site.  | 1 | 2 | 3 | 4 | 5 |
| 30) My family and friends will think that I am a more well-rounded person if I visit a historic site.   | 1 | 2 | 3 | 4 | 5 |
| 31) When I travel I like to learn about other cultures.   | 1 | 2 | 3 | 4 | 5 |
| 32) When I travel I like to learn about how people lived in the past.   | 1 | 2 | 3 | 4 | 5 |
| 33) I have visited a historic site.   |   |   |   |   |   |

1 \_\_\_\_\_ Yes

2 \_\_\_\_\_ No (if no, please go to Section V., page 5)

**Section II.**

**For questions 34 to 51 please indicate how important the following factors are in your visit to a historic site. Circle “1” for not important, “5” for very important.**

	<u>Not important</u>		<u>Very important</u>		
34) Being with friends	1	2	3	4	5
35) Being with similar people	1	2	3	4	5
36) Meeting new people	1	2	3	4	5
37) Observing other people	1	2	3	4	5
38) Geography of area	1	2	3	4	5
39) Scenery	1	2	3	4	5
40) Exploration	1	2	3	4	5
41) Spiritual	1	2	3	4	5
42) Slow down mentally	1	2	3	4	5
43) Tranquillity	1	2	3	4	5
44) Escape work overloads	1	2	3	4	5
45) Escape daily routine	1	2	3	4	5
46) Escape crowds	1	2	3	4	5
47) Escape physical stressors	1	2	3	4	5
48) General learning	1	2	3	4	5
49) Reinforcing self image	1	2	3	4	5
50) Family togetherness	1	2	3	4	5
51) Telling others about it	1	2	3	4	5

**Section III.**

**For questions 52 to 59 please indicate how important the following services are in your visit to a historic site. Circle**

- 1 “Strongly disagree it is important”**  
**2 “Disagree it is important”**  
**3 “Neither agree or disagree it is important”**  
**4 “Agree it is important”**  
**5 “Strongly agree it is important”**

- |  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| 52) Education level of the interpreter (guide).  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 53) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 54) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 55) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 56) I think that it is important that more than one person’s vantage point is included in how history is presented at a historic site.                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 57) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 58) If I request information about a historic site, it is important that I receive the information within two weeks.                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 59) It is important that there are a wide selection of souvenirs to choose from at a historic site.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

**Section IV.**

60) Please read the descriptions of the two different historic sites listed below.

**Historic Site 1**

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Historic Site 2**

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closet interstate. There is one family owned restaurant located a few miles away from the site.

Using the following scale with historic site 1 on one end and historic site 2 on the other end. Check the place on the continuum that best represents a type of historic site you would most likely visit.

**Historic Site 1** \_\_\_\_\_:\_\_\_\_\_ : \_\_\_\_\_:\_\_\_\_\_ : \_\_\_\_\_:\_\_\_\_\_ : \_\_\_\_\_ **Historic Site 2**

61) If you could only select one the above two historic sites for your next trip, which one would you select? \_\_\_\_\_ Historic Site 1 \_\_\_\_\_ Historic Site 2



62) Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

**Rugged** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Developed**

**Modern** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Rustic**

**Off the Beaten Path** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Convenient**

**Commercial** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Authentic**

63) Do you think that you will visit a historic site in the next 12 months?

Not Likely    1            2            3            4            5            Very Likely

#### Section V.

64) Who are you the most likely to travel for pleasure with...?

**(Please select only one)**

\_\_\_Family                    \_\_\_\_\_Friends                    \_\_\_\_\_ Alone

65) How old are you?

_____	Under 20	_____	40-49	_____	70 and over
_____	20-29	_____	50-59		
_____	30-39	_____	60-69		

66) You are....

\_\_\_\_\_ Male    \_\_\_\_\_ Female

67) Which of the following best describes your occupation?

\_\_\_\_\_ Student  
 \_\_\_\_\_ Administrative  
 \_\_\_\_\_ Self-employed (business owner)  
 \_\_\_\_\_ Retail/service/foodservice  
 \_\_\_\_\_ Academic (school faculty/staff)  
 \_\_\_\_\_ Technical  
 \_\_\_\_\_ Professional  
 \_\_\_\_\_ Homemaker  
 \_\_\_\_\_ Manufacturing  
 \_\_\_\_\_ Other \_\_\_\_\_ (please specify)  
 \_\_\_\_\_ Retired

68) What is your total household income?

Up to \$24,999                       \$55,000-\$69,999  
 \$25,000-\$39,999                     \$70,000-\$84,999  
 \$40,000-\$54,999                     over \$85,000

69) What is the highest education level that you have attained?

Less than high school       Some college     Graduate school  
 High school                       College graduate

70) What is the highest education level attained by your parents?

Less than high school       Some college     Graduate school  
 High school                       College graduate

71) Marital status

Single                       Married

**Thank you for your time!!!**

**Appendix C**  
**January 8-10, 1998 Pilot Test Survey**

**Section I.**

**Please answer the following questions 1 to 21 by circling the response that represents your level of agreement. Use the following scale:**

- 1 “Strongly disagree”**  
**2 “Disagree”**  
**3 “Neither disagree or agree”**  
**4 “Agree”**  
**5 “Strongly agree”**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1) We are approaching the limit of the number of people the earth can support.  | 1 | 2 | 3 | 4 | 5 |
| 2) Humans have the right to modify the natural environment to suit their needs.   | 1 | 2 | 3 | 4 | 5 |
| 3) When humans interfere with nature it often produces disastrous consequences.   | 1 | 2 | 3 | 4 | 5 |
| 4) Human ingenuity will insure that we do not make the earth unlivable.   | 1 | 2 | 3 | 4 | 5 |
| 5) Humans are severely abusing the environment.   | 1 | 2 | 3 | 4 | 5 |
| 6) The earth has plenty of natural resources if we just learn to develop them.  | 1 | 2 | 3 | 4 | 5 |
| 7) Plants and animals have as much right as humans to exist.  | 1 | 2 | 3 | 4 | 5 |
| 8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.  | 1 | 2 | 3 | 4 | 5 |
| 9) Despite our special abilities humans are still subject to the laws of nature.  | 1 | 2 | 3 | 4 | 5 |
| 10) The so-called “ecological crisis” facing humankind has been greatly exaggerated.  | 1 | 2 | 3 | 4 | 5 |
| 11) The earth is like a spaceship with very limited room and resources.   | 1 | 2 | 3 | 4 | 5 |
| 12) Humans are meant to rule over the rest of nature.   | 1 | 2 | 3 | 4 | 5 |
| 13) The balance of nature is very delicate and easily upset.  | 1 | 2 | 3 | 4 | 5 |
| 14) Humans will eventually learn enough about how nature works to be able to control it.  | 1 | 2 | 3 | 4 | 5 |
| 15) If things continue on their present course, we will soon experience a major ecological catastrophe.   | 1 | 2 | 3 | 4 | 5 |
| 16) It is important to preserve buildings even if it costs more than constructing new buildings.  | 1 | 2 | 3 | 4 | 5 |
| 17) If a building is preserved it will act as a living history book for future generations.   | 1 | 2 | 3 | 4 | 5 |
| 18) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past. | 1 | 2 | 3 | 4 | 5 |

- 19) A less expensive “re-creation” of a building is just as good as renovating an older building. 1 2 3 4 5
- 20) My family and friends think that it is important to visit historic sites. 1 2 3 4 5
- 21) I believe that the American society values visitation to historic sites. 1 2 3 4 5
- I have visited a historic site.
- Yes**                      **No (if no, please go to Section V., page 5)**

## Section II.

**For questions 1 to 18 please indicate how important the following factors are in your visit to a historic site. Circle “1” for not important, “5” for very important.**

	<u>Not important</u>			<u>Very important</u>	
1) Being with friends	1	2	3	4	5
2) Being with similar people	1	2	3	4	5
3) Meeting new people	1	2	3	4	5
4) Observing other people	1	2	3	4	5
5) Geography of area	1	2	3	4	5
6) Scenery	1	2	3	4	5
7) Exploration	1	2	3	4	5
8) Spiritual	1	2	3	4	5
9) Slow down mentally	1	2	3	4	5
10) Tranquillity	1	2	3	4	5
11) Escape work overloads	1	2	3	4	5
12) Escape daily routine	1	2	3	4	5
13) Escape crowds	1	2	3	4	5
14) Escape physical stressors	1	2	3	4	5
15) General learning	1	2	3	4	5
16) Reinforcing self image	1	2	3	4	5
17) Family togetherness	1	2	3	4	5
18) Telling others about it	1	2	3	4	5

### Section III.

For questions 1 to 10 please indicate how important the following services are in your visit to a historic site. Circle

- 1 “Strongly disagree it is important”  
 2 “Disagree it is important”  
 3 “Neither agree or disagree it is important”  
 4 “Agree it is important”  
 5 “Strongly agree it is important”

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1) Education level of the interpreter (guide).  | 1 | 2 | 3 | 4 | 5 |
| 2) It is important that I return to a historic site that I have visited and find little or no changes.  | 1 | 2 | 3 | 4 | 5 |
| 3) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.                  | 1 | 2 | 3 | 4 | 5 |
| 4) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).  | 1 | 2 | 3 | 4 | 5 |
| 5) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.   | 1 | 2 | 3 | 4 | 5 |
| 6) I think that it is important that more than one person’s vantage point is included in how history is presented at a historic site.                     | 1 | 2 | 3 | 4 | 5 |
| 7) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site. | 1 | 2 | 3 | 4 | 5 |
| 8) I think that it is important that I am greeted at the door immediately upon entering the historic site.  | 1 | 2 | 3 | 4 | 5 |
| 9) If I request information about a historic site, it is important that I receive the information within two weeks.                                       | 1 | 2 | 3 | 4 | 5 |
| 10) It is important that there are a wide selection of souvenirs to choose from at a historic site.   | 1 | 2 | 3 | 4 | 5 |

### Section IV.

Please read the following three examples of historic sites. After you read the examples answer the questions that follow.

**Example 1:** A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

1) How likely do you intend to visit the destination that you selected for your next pleasure trip?

<b>Very likely</b>		<b>Neither likely or not likely</b>		<b>Not Likely</b>
1	2	3	4	5

2) It is very likely that I plan to visit the destination that I selected for a pleasure trip during the next calendar year?

**Strongly agree**                      **Neither agree or disagree**                      **Strongly disagree**  
 1                      2                      3                      4                      5

3) How confident are you about your responses for the above two questions?

**Very confident**                      **Neither confident or not confident**                      **Not confident**  
 1                      2                      3                      4                      5

**Example 2:** A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site by employees who wear costumes of the time period. The historic site has a limited selection of souvenirs. There are no picnic facilities on the site's grounds, but there are picnic facilities located at a nearby park. There are parking facilities adjacent to the site. The site is located 10 miles from the closest interstate and fast food restaurants. There is a selection of privately owned restaurants located within a few miles of the historic site.

1) How likely do you intend to visit the destination that you selected for your next pleasure trip?

**Very likely**                      **Neither likely or not likely**                      **Not Likely**  
 1                      2                      3                      4                      5

2) It is very likely that I plan to visit the destination that I selected for a pleasure trip during the next calendar year?

**Strongly agree**                      **Neither agree or disagree**                      **Strongly disagree**  
 1                      2                      3                      4                      5

3) How confident are you about your responses for the above two questions?

**Very confident**                      **Neither confident or not confident**                      **Not confident**  
 1                      2                      3                      4                      5

**Example 3:** A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving, and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the historic site. The site is located 20 miles from the closest interstate. There is one privately owned restaurant located a few miles away from the site.

1) How likely do you intend to visit the destination that you selected for your next pleasure trip?

**Very likely**                      **Neither likely or not likely**                      **Not Likely**  
 1                      2                      3                      4                      5

2) It is very likely that I plan to visit the destination that I selected for a pleasure trip during the next calendar year?

**Strongly agree**                      **Neither agree or disagree**                      **Strongly disagree**  
 1                      2                      3                      4                      5

3) How confident are you about your responses for the above two questions?

**Very confident**                      **Neither confident or not confident**                      **Not confident**  
**1**                      **2**                      **3**                      **4**                      **5**

Of the three examples choose the example which you prefer the most. (please circle only one example).      **Example 1**                      **Example 2**                      **Example 3**

## Section V.

Please answer questions 1 to 17 by circling the responses that represent your level of agreement. Use the following scale:

- 1** "Strongly disagree"  
**2** "Disagree"  
**3** "Neither agree or disagree"  
**4** "Agree"  
**5** "Strongly agree"

- |   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| 1) I like to make all of my arrangements before I start out on a vacation.                                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 2) I take short pleasure trips whenever I have the opportunity.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 3) Making arrangements for major trips can be such a bother that I end up not traveling.                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 4) I usually choose vacation places where I have been before.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 5) For me, money spent on travel is money well spent.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 6) I would just as soon spend my money on things other than vacation travel.                                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 7) I think it's worth paying more to get luxuries and extras on a vacation trip.                            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 8) I don't have to travel to enjoy a vacation.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 9) I don't have to spend a lot of money to enjoy a vacation.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 10) I like to go a different place on each new vacation trip.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 11) I often choose vacation places that I heard about friends who have been there.                          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 12) In any one year I would rather take a number of short vacation trips instead of one long vacation trip. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 13) It is important that the people I encounter on a vacation trip speak my language.                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 14) There are many different places in the United States I would like to visit.                             | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 15) I like to make my arrangements as I go on a long vacation.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 16) I sometimes use a travel agent to help me select a vacation destination.                                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 17) I have not really traveled in the United States.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

**Section VI.**

1) How many times did you travel out of town for pleasure since March 1997? \_\_\_\_\_

2) How long is your average stay when you travel for pleasure?

**(Please select only one)**

\_\_\_\_\_ One day                      \_\_\_\_\_ One day and one night  
 \_\_\_\_\_ Two to Three Nights                      \_\_\_\_\_ One week  
 \_\_\_\_\_ One to Two weeks                      \_\_\_\_\_ More than two weeks

3) When you travel (for pleasure), which type of accommodation do you most frequently use?

**(Please select only one)**

\_\_\_\_\_ Hotel/motel                      \_\_\_\_\_ Friends/relatives                      \_\_\_\_\_ Campsite  
 \_\_\_\_\_ Rented condo/house                      \_\_\_\_\_ Own condo/house                      \_\_\_\_\_ Other  
 \_\_\_\_\_ Bed and Breakfast                      (please specify)

4) What type of destinations do you prefer when you travel? (Check all that apply)

\_\_\_\_\_ Beach                      \_\_\_\_\_ Mountains/hiking & sightseeing                      \_\_\_\_\_ Mountains/skiing                      \_\_\_\_\_ Urban  
 areas                      \_\_\_\_\_ Historic Sites                      \_\_\_\_\_ Lakes/Rivers                      \_\_\_\_\_ Rural areas  
 \_\_\_\_\_ Other \_\_\_\_\_ (please specify)

5) When you travel, which type of food service do you rely on the most?

**(Please select only one)**

\_\_\_\_\_ Local restaurants                      \_\_\_\_\_ Fast food restaurant (i.e. McDonalds)  
 \_\_\_\_\_ Service food mart (i.e. 7-11)                      \_\_\_\_\_ Hotel/motel restaurant  
 \_\_\_\_\_ Chain table service restaurant (i.e. Olive Garden, Outback, etc.)  
 \_\_\_\_\_ Others \_\_\_\_\_ (please specify)

6) Do you generally travel for pleasure with...?

**(Please select only one)**

\_\_\_\_\_ Family                      \_\_\_\_\_ Friends                      \_\_\_\_\_ Alone

7) How old are you?

\_\_\_\_\_ Under 20                      \_\_\_\_\_ 40-49                      \_\_\_\_\_ 70 and over  
 \_\_\_\_\_ 20-29                      \_\_\_\_\_ 50-59  
 \_\_\_\_\_ 30-39                      \_\_\_\_\_ 60-69

8) You are....

\_\_\_\_\_ Male                      \_\_\_\_\_ Female





## Appendix D

**March 9, 1998 Pilot Survey**

**Wall Street Deli Employees and Hospitality and Tourism Management Students**

### Section I.

**Please answer the following questions 1 to 18 by circling the response that represents your level of agreement. Use the following scale:**

- 1 “Strongly disagree”**  
**2 “Disagree”**  
**3 “Neither disagree or agree”**  
**4 “Agree”**  
**5 “Strongly agree”**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1) It is important to preserve buildings even if it costs more than constructing new buildings.  | 1 | 2 | 3 | 4 | 5 |
| 2) A less expensive “re-creation” of a building is just as good as renovating an older building.   | 1 | 2 | 3 | 4 | 5 |
| 3) If a building is preserved it will act as a living history book for future generations.   | 1 | 2 | 3 | 4 | 5 |
| 4) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings.       | 1 | 2 | 3 | 4 | 5 |
| 5) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past. | 1 | 2 | 3 | 4 | 5 |
| 6) There are already enough historic sites in America. There is no room for growth in this area.   | 1 | 2 | 3 | 4 | 5 |
| 7) There is no cost that can be placed on America’s historic sites and buildings. They are priceless treasures.  | 1 | 2 | 3 | 4 | 5 |
| 8) I don’t believe that preserving historic sites will offer social benefits to tourists.  | 1 | 2 | 3 | 4 | 5 |
| 9) I believe that historic sites should offer services such as picnic facilities even if it might take away from the authenticity of the site.         | 1 | 2 | 3 | 4 | 5 |
| 10) I believe that preserving historic sites offer social benefits to the host community.  | 1 | 2 | 3 | 4 | 5 |
| 11) My family and friends think that it is important to visit historic sites.  | 1 | 2 | 3 | 4 | 5 |

**Strongly Disagree = 1   Strongly Agree = 5**

- |  |                   |
|--|-------------------|
| 12) I believe that American society values visitation to historic sites.   | 1   2   3   4   5 |
| 13) My family and friends will think it is a waste of time if I visit a historic site.                           | 1   2   3   4   5 |
| 14) I believe that my family and friends will think that I am a more educated person if I visit a historic site. | 1   2   3   4   5 |
| 15) My family and friends will think that I am a more well-rounded person if I visit a historic site.            | 1   2   3   4   5 |
| 16) If I do not visit historic sites my family and friends will think that I am less knowledgeable.              | 1   2   3   4   5 |
| 17) When I travel I like to learn about other cultures.  | 1   2   3   4   5 |
| 18) When I travel I like to learn about how people lived in the past.  | 1   2   3   4   5 |

## Section II.

1) Please read the descriptions of the two different historic sites listed below.

### Historic Site 1

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

### Historic Site 2

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closet interstate. There is one family owned restaurant located a few miles away from the site.

1) Using the following scale with historic site 1 on one end and historic site 2 on the other end. Check the place on the continuum that best represents a type of historic site you would most likely visit.

**Historic Site 1**    \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Historic Site 2**

2) If you could only select one the above two historic sites for your next trip, which one would you select?    \_\_\_\_\_ Historic Site 1    \_\_\_\_\_ Historic Site 2

3) Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

**Rugged**    \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Developed**

**Modern**    \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Rustic**

**Off the Beaten Path**    \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Convenient**

**Commercial**    \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ **Authentic**

### Section III.

1) Who are you the most likely to travel for pleasure with...?

**(Please select only one)**

\_\_\_\_\_ Family    \_\_\_\_\_ Friends    \_\_\_\_\_ Alone

2) How old are you?

\_\_\_\_\_ Under 20    \_\_\_\_\_ 40-49    \_\_\_\_\_ 70 and over

\_\_\_\_\_ 20-29    \_\_\_\_\_ 50-59

\_\_\_\_\_ 30-39    \_\_\_\_\_ 60-69

3) You are....

\_\_\_\_\_ Male    \_\_\_\_\_ Female

4) Which of the following best describes your occupation?

- |  |   |
|--|---|
| <input type="checkbox"/> Student                         | <input type="checkbox"/> Administrative               |
| <input type="checkbox"/> Self-employed (business owner)  | <input type="checkbox"/> Retail/service/foodservice   |
| <input type="checkbox"/> Academic (school faculty/staff) | <input type="checkbox"/> Technical                    |
| <input type="checkbox"/> Professional                    | <input type="checkbox"/> Homemaker                    |
| <input type="checkbox"/> Manufacturing                   | <input type="checkbox"/> Other _____ (please specify) |
| <input type="checkbox"/> Retired                         |   |

5) What is your total household income?

- |  |  |
|--|--|
| <input type="checkbox"/> Up to \$24,999    | <input type="checkbox"/> \$55,000-\$69,999 |
| <input type="checkbox"/> \$25,000-\$39,999 | <input type="checkbox"/> \$70,000-\$84,999 |
| <input type="checkbox"/> \$40,000-\$54,999 | <input type="checkbox"/> over \$85,000     |

6) What is the highest education level that you have attained?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Less than high school | <input type="checkbox"/> Some college     | <input type="checkbox"/> Graduate school |
| <input type="checkbox"/> High school           | <input type="checkbox"/> College graduate |  |

7) Marital status

- Single       Married

**Thank you for your time!!!**

## Appendix E

**March 19, 1998 pilot test survey**

### Hospitality and Tourism Management students

#### Section I.

**Please answer the following questions 1 to 32 by circling the response that represents your level of agreement. Use the following scale:**

- 1 “Strongly disagree”**  
**2 “Disagree”**  
**3 “Neither disagree or agree”**  
**4 “Agree”**  
**5 “Strongly agree”**

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1) We approaching the limit of the number of people the earth can support.                              | 1 | 2 | 3 | 4 | 5 |   |   |
| 2) Humans have the right to modify the natural environment to suit their needs.                         | 1 | 2 | 3 | 4 | 5 |   |   |
| 3) When humans interfere with nature it often produces disastrous consequences.                         | 1 | 2 | 3 | 4 | 5 |   |   |
| 4) Human ingenuity will insure that we do not make the earth unlivable.                                 | 1 | 2 | 3 | 4 | 5 |   |   |
| 5) Humans are severely abusing the environment.   | 1 | 2 | 3 | 4 | 5 |   |   |
| 6) The earth has plenty of natural resources if we just learn to develop them.                          | 1 | 2 | 3 | 4 | 5 |   |   |
| 7) Plants and animals have as much right as humans to exist.  | 1 | 2 | 3 | 4 | 5 |   |   |
| 8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.        | 1 | 2 | 3 | 4 | 5 |   |   |
| 9) Despite our special abilities, humans are still subject to the laws of nature.                       |   |   | 1 | 2 | 3 | 4 | 5 |
| 10) The so-called “ecological crisis” facing humankind has been greatly exaggerated.                    | 1 | 2 | 3 | 4 | 5 |   |   |
| 11) The earth is like a spaceship with very limited room and resources.                                 | 1 | 2 | 3 | 4 | 5 |   |   |
| 12) Humans are meant to rule over the rest of nature.   | 1 | 2 | 3 | 4 | 5 |   |   |
| 13) The balance of nature is very delicate and easily upset.  |   |   | 1 | 2 | 3 | 4 | 5 |
| 14) Humans will eventually learn enough about how nature works to be able to control it.                | 1 | 2 | 3 | 4 | 5 |   |   |
| 15) If things continue on their present course, we will soon experience a major ecological catastrophe. |   |   | 1 | 2 | 3 | 4 | 5 |
| 16) It is important to preserve buildings even if it costs more than constructing new buildings.        |   |   | 1 | 2 | 3 | 4 | 5 |
| 17) A less expensive “re-creation” of a building is just as good as renovating an older building.       |   |   | 1 | 2 | 3 | 4 | 5 |
| 18) If a building is preserved it will act as a living history book for future generations.             | 1 | 2 | 3 | 4 | 5 |   |   |

- 19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings. 1 2 3 4 5
- 20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past. 1 2 3 4 5
- 21) There are already enough historic sites in America. There is no room for growth in this area. 1 2 3 4 5
- 22) There is no cost that can be placed on America's historic sites and buildings. They are priceless treasures. 1 2 3 4 5
- 23) I don't believe that preserving historic sites will offer social benefits to tourists. 1 2 3 4 5
- 24) I believe that historic sites should offer services such as picnic facilities even if it might take away from the authenticity of the site. 1 2 3 4 5
- 25) I believe that preserving historic sites offer social benefits to the host community. 1 2 3 4 5
- 26) My family and friends think that it is important to visit historic sites. 1 2 3 4 5
- 27) I believe that American society values visitation to historic sites. 1 2 3 4 5
- 28) My family and friends will think it is a waste of time if I visit a historic site. 1 2 3 4 5
- 29) I believe that my family and friends will think that I am a more educated person if I visit a historic site. 1 2 3 4 5
- 30) My family and friends will think that I am a more well-rounded person if I visit a historic site. 1 2 3 4 5
- 31) When I travel I like to learn about other cultures. 1 2 3 4 5
- 32) When I travel I like to learn about how people lived in the past. 1 2 3 4 5
- 33) I have visited a historic site.

1 \_\_\_ Yes      2 \_ No (if no, please go to Section V., page 5)

**Section II.**

**For questions 34 to 51 please indicate how important the following factors are in your visit to a historic site. Circle “1” for not important, “5” for very important.**

	<u>Not important</u>			<u>Very important</u>	
34) Being with friends	1	2	3	4	5
35) Being with similar people	1	2	3	4	5
36) Meeting new people	1	2	3	4	5
37) Observing other people	1	2	3	4	5
38) Geography of area	1	2	3	4	5
39) Scenery	1	2	3	4	5
40) Exploration	1	2	3	4	5
41) Spiritual	1	2	3	4	5
42) Slow down mentally	1	2	3	4	5
43) Tranquillity	1	2	3	4	5
44) Escape work overloads	1	2	3	4	5
45) Escape daily routine	1	2	3	4	5
46) Escape crowds	1	2	3	4	5
47) Escape physical stressors	1	2	3	4	5
48) General learning	1	2	3	4	5
49) Reinforcing self image	1	2	3	4	5
50) Family togetherness	1	2	3	4	5
51) Telling others about it	1	2	3	4	5



**Section III.**

**For questions 52 to 59 please indicate how important the following services are in your visit to a historic site. Circle 1 “Strongly disagree it is important”**

**2 “Disagree it is important”**

**3 “Neither agree or disagree it is important”**

**4 “Agree it is important”**

**5 “Strongly agree it is important”**

- |  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| 52) Education level of the interpreter (guide).  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 53) It is important that I return to a historic site that I have visited and find little or no changes.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 54) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 55) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 56) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 57) I think that it is important that more than one person’s vantage point is included in how history is presented at a historic site.                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 58) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 59) I think that it is important that I am greeted at the door immediately upon entering the historic site.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 60) If I request information about a historic site, it is important that I receive the information within two weeks.                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 61) It is important that there are a wide selection of souvenirs to choose from at a historic site.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

**Section IV.**

62) Please read the descriptions of the two different historic sites listed below.

**Historic Site 1**

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Historic Site 2**

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closet interstate. There is one family owned restaurant located a few miles away from the site.

Using the following scale with historic site 1 on one end and historic site 2 on the other end. Check the place on the continuum that best represents a type of historic site you would most likely visit.

**Historic Site 1** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:**Historic Site 2**

63) If you could only select one the above two historic sites for your next trip, which one would you select? \_\_\_\_\_ Historic Site 1 \_\_\_\_\_ Historic Site 2

64) Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

**Rugged** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:**Developed**

**Modern** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:**Rustic**

**Off the Beaten Path** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:**Convenient**

**Commercial** \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:**Authentic**

**Section V.**

65) Who are you the most likely to travel for pleasure with...?

(Please select only one)

\_\_\_\_\_ Family                      \_\_\_\_\_ Friends                      \_\_\_\_\_ Alone

66) How old are you?

\_\_\_\_\_ Under 20              \_\_\_\_\_ 40-49                      \_\_\_\_\_ 70 and over  
 \_\_\_\_\_ 20-29                      \_\_\_\_\_ 50-59  
 \_\_\_\_\_ 30-39                      \_\_\_\_\_ 60-69

67) You are....

\_\_\_\_\_ Male                      \_\_\_\_\_ Female

68) Which of the following best describes your occupation?

\_\_\_\_\_ Student    \_\_\_\_\_ Administrative  
 \_\_\_\_\_ Self-employed (business owner)              \_\_\_\_\_ Retail/service/foodservice  
 \_\_\_\_\_ Academic (school faculty/staff)              \_\_\_\_\_ Technical  
 \_\_\_\_\_ Professional    \_\_\_\_\_ Homemaker  
 \_\_\_\_\_ Manufacturing    \_\_\_\_\_ Other \_\_\_\_\_ (please specify)  
 \_\_\_\_\_ Retired

69) What is your total household income?

\_\_\_\_\_ Up to \$24,999                      \_\_\_\_\_ \$55,000-\$69,999  
 \_\_\_\_\_ \$25,000-\$39,999                      \_\_\_\_\_ \$70,000-\$84,999  
 \_\_\_\_\_ \$40,000-\$54,999                      \_\_\_\_\_ over \$85,000

70) What is the highest education level that you have attained?

\_\_\_\_\_ Less than high school                      \_\_\_\_\_ Some college                      \_\_\_\_\_ Graduate school  
 \_\_\_\_\_ High school    \_\_\_\_\_ College graduate

71) Marital status

\_\_\_\_\_ Single                      \_\_\_\_\_ Married

## Appendix F

### Environmental Preservationist Attitude and Demographic Comparisons

Table F.1-F.3 compares Environmental Preservationist Attitude questions by gender, income level, and education level. The gender variable consists of 72 males and 124 females. The income and education categories were collapsed into fewer categories for the purposes of analysis. Income is categorized as low income (up to \$39,999, N=35), medium income (\$40,000-\$69,999, N=72), and high income (\$70,000 and over, N=70). Education is categorized as lower education level (less than high school, high school, and some college, N=87) and higher education level (college graduate and graduate school, N=108).

For the purpose of this research differences were considered noteworthy only if they were .5 or greater. There are no mean differences that are greater than or equal to .5 between high, medium, and low income levels of the environmental preservationist attitude questions as seen in Table F.1. In fact there are no differences greater than .4 in this comparison.

There are no mean differences that are greater than or equal to .5 between higher and lower education levels of the environmental attitude preservationist questions as seen in Table F.2. There were two questions that had a mean difference greater than or equal to .5 between males and females. As seen in Table F.3 the first of two questions was 2) Humans have the right to modify the natural environment to suit their needs. Females were (Mean=2.2) more strongly opposed to this question than males (Mean=2.8). However, both males

and females were opposed to this question, so no further analysis was considered.

The second question was 10) The so-called “ecological crisis” facing humankind has been greatly exaggerated. Females (Mean=2.3) were more strongly opposed to the question than the males (Mean=2.8). Since both males and females were opposed to this question no further analysis was done.

**Table F.1**

	<b>Environmental Preservationist Attitude<sup>5</sup> and Income* Means</b>		
	<b>High</b>	<b>Med.</b>	<b>Low</b>
1) We are approaching the limit of the number of people Earth can support.	3.2	3.3	3.3
2) Humans have the right to modify the natural environment to suit their needs.	2.4	2.6	2.3
3) When humans interfere with nature it often produces disastrous consequences.	3.9	3.7	3.8
4) Human ingenuity will insure that we do not make the earth unlivable.	2.8	2.7	2.6
5) Humans are severely abusing the environment.	3.9	3.9	3.9
6) The earth has plenty of natural resources if we just learn to develop them.	3.1	3.4	3.2
7) Plants and animals have as much right as humans to exist.	3.7	3.9	3.8
8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.	1.9	2.1	2.1
9) Despite our special abilities, humans are still subject to the laws of nature.	4.1	4.1	4.2
10) The so-called "ecological crisis" facing humankind has been greatly exaggerated.	2.4	2.6	2.4
11) The earth is like a spaceship with very limited room and resources.	3.4	3.4	3.6
12) Humans are meant to rule over the rest of nature.	2.8	2.9	2.9
13) The balance of nature is very delicate and easily upset.	3.9	3.6	3.7
14) Humans will eventually learn enough about how nature works to be able to control it.	2.5	2.5	2.3
15) If things continue on their present course, we will soon experience a major ecological crisis.	3.4	3.3	3.5

<sup>5</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

\*High (\$70,000 and over) Medium (\$40,000-\$69,999) Low (up to \$39,999)

**Table F.2**

<b>Environmental Preservationist Attitude<sup>6</sup> and Education*Means</b>		
	<b>Higher</b>	<b>Lower</b>
1) We are approaching the limit of the number of people Earth can support.	3.4	3.2
2) Humans have the right to modify the natural environment to suit their needs.	2.5	2.4
3) When humans interfere with nature it often produces disastrous consequences.	3.8	3.9
4) Human ingenuity will insure that we do not make the earth unlivable.	2.6	2.8
5) Humans are severely abusing the environment.	3.9	3.9
6) The earth has plenty of natural resources if we just learn to develop them.	3.0	3.4
7) Plants and animals have as much right as humans to exist.	3.6	3.9
8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.	2.0	2.0
9) Despite our special abilities, humans are still subject to the laws of nature.	4.2	4.1
10) The so-called "ecological crisis" facing humankind has been greatly exaggerated.	2.4	2.6
11) The earth is like a spaceship with very limited room and resources.	3.7	3.3
12) Humans are meant to rule over the rest of nature.	2.7	2.9
13) The balance of nature is very delicate and easily upset.	3.8	3.8
14) Humans will eventually learn enough about how nature works to be able to control it.	2.3	2.6
15) If things continue on their present course, we will soon experience a major ecological crisis.	3.5	3.4

<sup>6</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree  
 \*Higher (College Graduate and Graduate School) Lower (Less than High School, High School, and Some College)

**Table F.3**

<b>Environmental Preservationist Attitude and Gender Means<sup>7</sup></b>		
	<b>Male</b>	<b>Female</b>
1) We are approaching the limit of the number of people Earth can support.	3.1	3.4
2) Humans have the right to modify the natural environment to suit their needs.	2.8	2.2
3) When humans interfere with nature it often produces disastrous consequences.	3.8	3.9
4) Human ingenuity will insure that we do not make the earth unlivable.	2.8	2.6
5) Humans are severely abusing the environment.	3.8	4.0
6) The earth has plenty of natural resources if we just learn to develop them.	3.2	3.2
7) Plants and animals have as much right as humans to exist.	3.7	3.8
8) The balance of nature is strong enough to cope with the impacts of modern industrial nations.	2.1	2.0
9) Despite our special abilities, humans are still subject to the laws of nature.	4.1	4.2
10) The so-called "ecological crisis" facing humankind has been greatly exaggerated.	2.8	2.3
11) The earth is like a spaceship with very limited room and resources.	3.4	3.6
12) Humans are meant to rule over the rest of nature.	3.0	2.7
13) The balance of nature is very delicate and easily upset.	3.9	3.7
14) Humans will eventually learn enough about how nature works to be able to control it.	2.7	2.3
15) If things continue on their present course, we will soon experience a major ecological crisis.	3.2	3.5

<sup>7</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree



## Appendix G

### Historical Preservationist Attitude and Demographic Comparisons

Table G.1-G.3 compares Historical Preservationist Attitude questions by gender, income level, and education level. The gender variable consists of 72 males and 124 females. The income and education categories were collapsed into fewer categories for the purposes of analysis. Income is categorized as low income (up to \$39,999, N=35), medium income (\$40,000-\$69,999, N=72), and high income (\$70,000 and over, N=70). Education is categorized as lower education level (less than high school, high school, and some college, N=87) and higher education level (college graduate and graduate school, N=108).

For the purpose of this research differences were considered noteworthy only if they were .5 or greater. There are no mean differences that are .5 or greater between high, medium, and low income means of the historical preservationist attitude questions as seen in Table G.1. There is only one question with a difference .4 or greater in this comparison.

There are no differences that are .5 or greater between higher and lower education levels as seen in Table G.2. In fact there are no questions with a difference of .4 or higher in this comparison.

Comparisons were made between males and female mean responses to the questions. There were no questions that had a difference of .5 or greater. There was one question that had a .4 or greater differentiation between males and females as seen in Table G.3.

**Table G.1**  
**Historic Preservationist Attitude<sup>8</sup> and Income\* Means**

	<b>High</b>	<b>Med.</b>	<b>Low</b>
16) It is important to preserve buildings even if it costs more than constructing new buildings.	3.4	3.4	3.6
17) A less expensive “re-creation” of a building is just as good as renovating an older building.	2.4	2.3	2.3
18) If a building is preserved it will act as a living history book for future generations.	4.0	4.1	4.1
19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings.	1.9	2.0	1.9
20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past.	4.3	4.2	4.0
21) There are already enough historic sites in America. There is no room for growth in this area.	1.8	1.8	1.8
22) There is no cost that can be placed on America’s historic sites and buildings. They are priceless treasures.	3.8	4.1	4.2
23) I don’t believe that preserving historic sites will offer social benefits to tourists.	1.9	1.7	1.7
24) I believe that historic sites should offer services such as picnic facilities even if they take away from the authenticity of the site.	2.4	2.4	2.7
25) I believe that preserving historic sites offer social benefits to the host community.	4.1	4.2	4.2

<sup>8</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

\*High (\$70,000 and over) Medium (\$40,000-\$69,999) Low (up to \$39,999)

**Table G.2**  
**Historic Preservationist Attitude<sup>9</sup> and Education\*Means**

	<b>Higher</b>	<b>Lower</b>
16) It is important to preserve buildings even if it costs more than constructing new buildings.	3.4	3.5
17) A less expensive “re-creation” of a building is just as good as renovating an older building.	2.4	2.3
18) If a building is preserved it will act as a living history book for future generations.	3.9	4.2
19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings.	2.0	1.9
20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past.	4.1	4.2
21) There are already enough historic sites in America. There is no room for growth in this area.	1.7	1.8
22) There is no cost that can be placed on America’s historic sites and buildings. They are priceless treasures.	4.0	4.1
23) I don’t believe that preserving historic sites will offer social benefits to tourists.	1.7	1.9
24) I believe that historic sites should offer services such as picnic facilities even if they take away from the authenticity of the site.	2.4	2.6
25) I believe that preserving historic sites offer social benefits to the host community.	4.2	4.1

<sup>9</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

\*Higher (College Graduate and Graduate School) Lower (Less than High School, High School, and Some College)

**Table G.3**  
**Historic Preservationist Attitude<sup>10</sup> Gender Means**

	<b>Male</b>	<b>Female</b>
16) It is important to preserve buildings even if it costs more than constructing new buildings.	3.3	3.5
17) A less expensive “re-creation” of a building is just as good as renovating an older building.	2.5	2.3
18) If a building is preserved it will act as a living history book for future generations.	3.9	4.2
19) America is a product of advancements in technology. Therefore older buildings should be torn down to make way for newer, high tech buildings.	2.2	1.8
20) If Americans do not make an effort to preserve historic buildings the society will be in danger of losing key elements of its culture and its past.	4.0	4.3
21) There are already enough historic sites in America. There is no room for growth in this area.	1.9	1.7
22) There is no cost that can be placed on America’s historic sites and buildings. They are priceless treasures.	3.9	4.1
23) I don’t believe that preserving historic sites will offer social benefits to tourists.	1.8	1.7
24) I believe that historic sites should offer services such as picnic facilities even if they take away from the authenticity of the site.	2.3	2.5
25) I believe that preserving historic sites offer social benefits to the host community.	4.0	4.2

<sup>10</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

## Appendix H

### Benefits Sought at Heritage Sites and Demographic Comparisons

Table H.1-H.3 compares Benefits Sought questions by gender, income level, and education level. The gender variable consists of 72 males and 124 females. The income and education categories were collapsed into fewer categories for the purposes of analysis. Income is categorized as low income (up to \$39,999, N=35), medium income (\$40,000-\$69,999, N=72), and high income (\$70,000 and over, N=70). Education is categorized as lower education level (less than high school, high school, and some college, N=87) and higher education level (college graduate and graduate school, N=108).

For the purpose of this research differences were considered noteworthy only if they were .5 or greater. There were two questions that had comparisons that were .5 and greater between Benefits Sought at heritage sites and high, medium, and low income levels as seen in Table H.1. The first benefit was 34) Being with friends. High income level had a mean of 2.6 and low income had a mean of 3.1. The second benefit was 37) Observing other people. High income level had a mean of 3.0 and low income of 3.5.

There are other questions that had a difference of .4 or greater. This totals 5 of the 18 questions which had .4 or greater difference between means.

There was one question that had a mean difference of .5 or greater between Benefits Sought at a heritage site and education level as seen in Table H.2. The benefit was 36) Meeting new people, the higher education level had a mean of 2.8 and lower education level had a mean of 3.3.

Four of the questions had a mean difference of .4 or greater. This totals 5 of the 18 questions which had a mean difference of .4 or greater based on education and benefits sought.

Comparisons were made between males and female mean responses to questions as seen in Table H.3. No questions had a mean difference greater than or equal to .5. There was one question that had a .4 or greater differentiation between males and females.

**Table H.1**  
**Benefits Sought at a Heritage Site<sup>11</sup> and Income\*Means**

	<b>High</b>	<b>Med.</b>	<b>Low</b>
34) Being with friends	2.6	2.7	3.1
35) Being with similar people	2.6	2.6	3.0
36) Meeting new people	2.8	3.1	3.1
37) Observing other people	3.0	3.3	3.5
38) Geography of area	3.9	3.8	4.0
39) Scenery	4.2	4.2	4.3
40) Exploration	4.2	4.3	4.1
41) Spiritual	3.0	3.1	3.3
42) Slow down mentally	3.4	3.2	3.3
43) Tranquility	3.8	3.5	3.8
44) Escape work overloads	3.7	3.6	3.4
45) Escape daily routine	3.8	3.8	3.8
46) Escape crowds	3.6	3.7	3.7
47) Escape physical stressors	3.2	3.6	3.5
48) General learning	4.2	4.3	4.2
49) Reinforcing self image	2.7	2.9	3.1
50) Family togetherness	3.7	3.7	3.6
51) Telling others about it	3.2	3.6	3.5

<sup>11</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

\*High (\$70,000 and over) Medium (\$40,000-\$69,999) Low (up to \$39,999)

**Table H.2**  
**Benefits Sought at a Heritage Site<sup>12</sup> and Education\*Means**

	<b>Higher</b>	<b>Lower</b>
34) Being with friends	2.5	2.9
35) Being with similar people	2.5	2.8
36) Meeting new people	2.8	3.3
37) Observing other people	3.0	3.4
38) Geography of area	4.0	3.8
39) Scenery	4.2	4.2
40) Exploration	4.2	4.2
41) Spiritual	3.0	3.3
42) Slow down mentally	3.3	3.2
43) Tranquility	3.7	3.8
44) Escape work overloads	3.6	3.6
45) Escape daily routine	3.7	4.0
46) Escape crowds	3.7	3.7
47) Escape physical stressors	3.3	3.6
48) General learning	4.3	4.3
49) Reinforcing self image	2.7	3.1
50) Family togetherness	3.6	3.8
51) Telling others about it	3.3	3.7

<sup>12</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree  
 \*Higher (College Graduate and Graduate School) Lower (Less than High School, High School, and Some College)



**Table H.3**  
**Benefits Sought at Heritage Sites<sup>13</sup> Gender Means**

	<b>Male</b>	<b>Female</b>
34) Being with friends	2.8	2.7
35) Being with similar people	2.7	2.7
36) Meeting new people	3.3	2.9
37) Observing other people	3.3	3.2
38) Geography of area	4.0	3.9
39) Scenery	4.3	4.2
40) Exploration	4.2	4.2
41) Spiritual	3.1	3.1
42) Slow down mentally	3.3	3.3
43) Tranquility	3.7	3.7
44) Escape work overloads	3.6	3.6
45) Escape daily routine	3.9	3.8
46) Escape crowds	3.8	3.6
47) Escape physical stressors	3.6	3.4
48) General learning	4.2	4.3
49) Reinforcing self image	2.8	2.9
50) Family togetherness	3.5	3.8
51) Telling others about it	3.4	3.5

<sup>13</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

## Appendix I

### Services Sought at a Heritage Site and Demographic Comparisons

Table I.1-I.3 compares Services Sought questions by gender, income level, and education level. The gender variable consists of 72 males and 124 females. The income and education categories were collapsed into fewer categories for the purposes of analysis. Income is categorized as low income (up to \$39,999, N=35), medium income (\$40,000-\$69,999, N=72), and high income (\$70,000 and over, N=70). Education is categorized as lower education level (less than high school, high school, and some college, N=87) and higher education level (college graduate and graduate school, N=108).

For the purpose of this research differences were considered noteworthy only if they were .5 or greater. There were no questions that had a mean differences of .5 or greater among Services Sought at a heritage site based on income level as seen in Table I.1. There was one question of the eight Services Sought questions that had a mean difference of .4 or greater based on income level.

There were no questions differences that had a mean of .5 or greater among Services Sought at a heritage site based on education level as seen in Table I.2. There were two questions of the eight Services Sought questions that had a mean difference of .4 or greater based on income level.

Comparisons were made between males and female mean responses to questions. There were no questions that had a .5 or greater differentiation between males and females as seen in Table I.3.

**Table I.1**  
**Services Sought<sup>14</sup> at Heritage Sites and Income\*Means**

	<b>High</b>	<b>Med.</b>	<b>Low</b>
52) Education level of the interpreter (guide).	4.2	4.1	4.0
53) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.	4.1	4.2	4.1
54) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).	2.7	2.7	3.0
55) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.	3.0	3.0	3.1
56) I think that it is important that more than one person's vantage point is included in how history is presented at a historic site.	3.6	3.8	3.5
57) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site.	2.1	2.5	2.2
58) If I request information about a historic site, it is important that I receive the information within two weeks.	4.0	3.9	3.9
59) It is important that there are a wide selection of souvenirs to choose from at a historic site.	2.2	2.4	2.3

<sup>14</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

\*High (\$70,000 and over) Medium (\$40,000-\$69,999) Low (up to \$39,999)

**Table I.2**  
**Services Sought<sup>15</sup> at Heritage Sites and Education\* Means**

	<b>Higher</b>	<b>Lower</b>
52) Education level of the interpreter (guide).	4.1	4.1
53) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.	4.0	4.2
54) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).	2.5	2.9
55) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.	2.9	3.1
56) I think that it is important that more than one person's vantage point is included in how history is presented at a historic site.	3.8	3.5
57) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site.	2.1	2.5
58) If I request information about a historic site, it is important that I receive the information within two weeks.	4.0	3.9
59) It is important that there are a wide selection of souvenirs to choose from at a historic site.	2.2	2.3

---

<sup>15</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree  
 \*Higher (College Graduate and Graduate School) Lower (Less than High School, High School, and Some College)

**Table I.3**  
**Services Sought<sup>16</sup> at Heritage Sites and Gender**

	Male	Female
52) Education level of the interpreter (guide).	4.2	4.1
53) It is important that employees at heritage sites are knowledgeable of not only the site, but other sites and attractions in the area.	3.9	4.3
54) It is important that I find developed facilities when I visit a historic site (i.e. picnic tables).	2.6	2.8
55) It is important that interpreters (guides) at heritage sites wear period costumes that are accurate.	3.0	3.1
56) I think that it is important that more than one person's vantage point is included in how history is presented at a historic site.	3.6	3.7
57) I think that it is important that I receive personal mailings from the historic site such as holiday cards and/or newsletters about the historic site.	2.3	2.3
58) If I request information about a historic site, it is important that I receive the information within two weeks.	3.9	3.9
59) It is important that there are a wide selection of souvenirs to choose from at a historic site.	2.2	2.3

---

<sup>16</sup> 1=Strongly disagree 2=Disagree 3=Neither 4=Agree 5=Strongly agree

## Appendix J

### Historic Site Preference and Demographic Comparisons

Table J.1-J.3 compares Historic Site Preference questions by gender, income level, and education level. The gender variable consists of 72 males and 124 females. The income and education categories were collapsed into fewer categories for the purposes of analysis. Income is categorized as low income (up to \$39,999, N=35), medium income (\$40,000-\$69,999, N=72), and high income (\$70,000 and over, N=70). Education is categorized as lower education level (less than high school, high school, and some college, N=87) and higher education level (college graduate and graduate school, N=108).

For the purpose of this research differences were considered noteworthy only if they were .5 or greater. As seen in Table J.1 there are no differences among Historic Site Preference based on income level that are .5 or greater. There are two questions that have a mean of .4 or greater.

There are no differences among Historic Site Preference based on education level or gender that are .5 or greater as seen in Tables J.2 and J.3.

**Table J.1****Historic Site Preference and Income\* Means****Historic Site One**

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Historic Site Two**

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving, and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closest interstate. There is one family owned restaurant located a few miles away from the site.

**Semantic Differential Scale**

Historic Site One 1 2 3 4 5 6 7 Historic Site Two

<u>High</u>	<u>Med.</u>	<u>Low</u>
5.2	5.2	5.6

Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

Rugged 1 2 3 4 5 6 7 Developed

<u>High</u>	<u>Med.</u>	<u>Low</u>
3.6	3.5	3.2

Modern 1 2 3 4 5 6 7 Rustic

<u>High</u>	<u>Med.</u>	<u>Low</u>
5.1	5.2	5.3

Off the Beaten Path 1 2 3 4 5 6 7 Convenient

<u>High</u>	<u>Med.</u>	<u>Low</u>
3.4	3.5	3.2

Commerical 1 2 3 4 5 6 7 Authentic

<u>High</u>	<u>Med.</u>	<u>Low</u>
5.9	6.0	6.2

\*High (\$70,000 and over) Medium (\$40,000-\$69,999) Low (up to \$39,999)



**Table J.2**  
**Historic Site Preference and Education\*Means**

**Historic Site One**

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Historic Site Two**

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving, and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closest interstate. There is one family owned restaurant located a few miles away from the site.

**Semantic Differential Scale**

Historic Site One 1 2 3 4 5 6 7 Historic Site Two

High    Lower  
5.3      5.3

Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

Rugged 1 2 3 4 5 6 7 Developed  
High    Lower  
3.3      3.6

Modern 1 2 3 4 5 6 7 Rustic  
High    Lower  
5.2      5.0

Off the Beaten Path 1 2 3 4 5 6 7 Convenient  
High    Lower  
3.4      3.4

Commerical 1 2 3 4 5 6 7 Authentic  
High    Lower  
6.0      6.0

**Table J.3**  
**Historic Site Preference and Income**

**Historic Site One**

A historic site that is two hundred years old. It is the birth place of a famous president. There are guided tours of the site. The historic site has picnic facilities and a gift shop with a wide range of souvenirs. The historic site has easy access to an interstate and a range of fast food restaurants are located within a few miles of the site. There is available parking located adjacent to the historic site.

**Historic Site Two**

A historic site that is two hundred years old. It is the birthplace of a famous president. There are guided tours of the site by employees who wear costumes of the time period. Cooking, weaving, and carpentry demonstrations from the time period are taking place on the site's grounds. The historic site has a limited selection of souvenirs. The parking facilities are a 5 minute walk to the site. The site is located 20 miles from the closest interstate. There is one family owned restaurant located a few miles away from the site.

**Semantic Differential Scale**

Historic Site One 1 2 3 4 5 6 7 Historic Site Two

Male   Female

5.5      5.2

Use the following scales and select the place on the continuum that best represents the historic site you most likely visit.

Rugged 1 2 3 4 5 6 7 Developed

Male   Female

3.4      3.6

Modern 1 2 3 4 5 6 7 Rustic

Male   Female

5.3      5.1

Off the Beaten Path 1 2 3 4 5 6 7 Convenient

Male   Female

3.3      3.5

Commerical 1 2 3 4 5 6 7 Authentic

Male   Female

6.0      6.1

\*Higher (College Graduate and Graduate School) Lower (Less than High School, High School, and Some College)

**Tammie J. Kaufman**  
**Department of Exercise Science and Leisure Management**  
**226 Turner Center**  
**University, MS 38677**  
**(601)232-7573**  
**E-mail: tkaufman@olemiss.edu**

## **Education**

### **Doctor of Philosophy, Hospitality and Tourism Management**

May 1999

Virginia Tech, Blacksburg, VA

Research Interests: Heritage and Cultural Tourism, Rural Tourism  
 Development, Resource Management, and Hospitality Management

### **Master of Science, Hotel, Restaurant, and Institutional Management**

May 1994

Virginia Tech, Blacksburg, VA

Master's Thesis: Bed and Breakfast Operations in Virginia: Identification of  
 Success Factors

### **Bachelor of Science, Parks, Recreation, and Tourism Management**

May 1991

Clemson University, Clemson, SC

## **Academic Experience**

Department of Exercise Science and Leisure Management

Acting Assistant Professor

Fall 1998-Spring 1999

Department of Hospitality and Tourism Management

Introduction to Hospitality and Tourism Management

Virginia Tech, Blacksburg, VA

Fall 1997

Instructor

### **Graduate Assistant**

Department of Hospitality and Tourism Management

Virginia Tech, Blacksburg, VA

Fall 1996-Spring 1997 and Fall 1994

Assistant to Professor

Assisted in research on joint publications and performed statistical applications on  
 several data sets. Aided in preliminary research for a hospitality and tourism  
 marketing textbook.

Public Services

Virginia Tech, Blacksburg, VA

Fall 1995 and Fall-Spring 1992-1994

Assistant to Economic Development Specialist, Tourism and Technology

Assisted in research on An Economic Impact Study of Post Labor Day School Opening Statute sponsored by Virginia Hospitality and Tourism Association. Responsible for setting up, managing, and advertising two Bed and Breakfast workshops and one Special Events and Festivals workshop. Also, assisted in tourism research.

### **Graduate Teaching Assistant**

Department of Hospitality and Tourism Management

Research Methods for Hospitality Applications

Virginia Tech, Blacksburg, VA

Spring 1997

Directed a master's research project for Smithfield Plantation, an historic site in Blacksburg. Taught SPSS PC program to the master's level research methods class.

Department of Hospitality and Tourism Management

Introduction to Hospitality and Tourism Management

Virginia Tech, Blacksburg, VA

Spring 1997

Organized and graded tests and assignments for a class of 150 students as well as entertained visiting guest speakers.

Department of Hospitality and Tourism Management

Advanced Quantitative Methods for Hospitality Applications

Virginia Tech, Blacksburg, VA

Fall 1996

Taught SPSS mainframe computer program to the doctoral level research methods class.

Department of Hospitality and Tourism Management

Food and Beverage Management

Virginia Tech, Blacksburg, VA

Spring 1996

Assisted in the management of the class through grading quizzes.

Department of Hospitality and Tourism Management

Purchasing, Production, and Management

Fall 1995-Spring 1996

Assisted in the management of class through grading quizzes and redesigning the class for the following semester.

Department of Hospitality and Tourism Management

Research Methods

Virginia Tech, Blacksburg, VA

Spring 1995

Assisted in the management of class through teaching SPSS mainframe computer program, lecturing on Research Methods, and directing the class project.

Department of Hospitality and Tourism Management  
 Hospitality Facilities Management  
 Virginia Tech, Blacksburg, VA  
 Fall 1995

Assisted in the management of class through scheduling guest speakers, administering class exercises, and grading assignments.

### **Industry Experience**

Wall Street Deli, Birmingham, AL

Food Service Employee

May 1992-August 1992 and 1981-1989

Job positions included the following: management trainee, line employee, and commissary worker.

Rocky Mountain Tours and Travel, Breckenridge, CO

Sales Representative

August 1991-March 1992

Responsibilities included organizing, planning, and selling ski vacations in Colorado, Wyoming, Utah, and New Mexico.

Comfort Inn, Asheville, NC

Intern

May 1990-August 1990

Job duties included the following: working in the Marketing department as assistant to the Director of Sales, worked in the Housekeeping department as assistant to Executive Housekeeper, and Front Desk employee.

Comfort Inn, Clemson, SC

Volunteer

February 1990-May 1990

Volunteered as Front Desk employee.

Rockbrook Camp

Counselor

Summers 1986-1989

Responsible for a cabin of eight girls and programming activities.

### **Presentations and Publications**

Kaufman, T. and Weaver, P. (1998). "Marketing efforts of bed and breakfast operations: do they influence success?". Journal of Travel and Tourism Marketing, 7(4): 61-78.

Kaufman, T. and Weaver, P. (1998). "A study behind heritage site selection in the United States", In Chon, K. and Mok, C. (Eds.), Advances in Hospitality and Tourism Research, Volume 3.

Kaufman, T. and Weaver, P. (1998, February). "A study behind heritage site selection in the United States". Paper presented at 1998 Annual South East Recreation Research Conference, Charleston, South Carolina.

Weaver, P., Choi, J., and Kaufman, T. (1997). "Question wording and response bias: student's perceptions of ethical issues in the hospitality and tourism industry". Journal of Hospitality and Tourism Education, 9(2): 21-26.

Kaufman, T., Poynter, J., and Dodd, T. (1997). "Successful supply characteristics of rural tourism", In Bosselman, R., Bowen, J., & Roehl, W. (Eds.), Advances in Hospitality and Tourism Research, Volume 2.

Kaufman, T., Weaver, P., and Poynter, J. (1996). "Success attributes of B & B operators". Cornell Hotel and Restaurant Administration Quarterly, 37(4): 29-33.

Kaufman, T., Weaver, P., and Poynter, J. (1995, August). "Bed and Breakfast Operations in Virginia: Identification of Success Factors". Paper presented at 1995 Annual Council on Hotel, Restaurant, and Institutional Education Conference, Nashville, TN.

Gustin, M., Kaufman, T., Horn, G., and Weaver, P. (1994, August). "An Exploratory Study Regarding Environmentally Oriented Lodging Services". Paper presented at 1994 Annual Council on Hotel, Restaurant, and Institutional Education Conference, Palm Springs, CA.

Kaufman, T. (1994). Bed and Breakfast Operations in Virginia: Identification of Success Factors. Unpublished master's thesis, Virginia Tech, Blacksburg, VA.

Kaufman, T. and Weaver, P. (1994, April). "Virginia's Bed and Breakfast Inn Industry". Paper presented at the 1994 Professional Association of Innkeepers International Conference, Reston, VA.

### **Honors and Activities**

Kappa Omicron Nu Honor Society

Graduate Hospitality and Tourism Association,

1992-1998 member

1994-1995 secretary/treasurer

1993-1994 vice president

Travel and Tourism Research Association,

1993-1998 Virginia Tech member

1993-1999 International member

Graduate Student Assembly

1992-1994 delegate

Council on Hotel, Restaurant, and Institutional Education,

1994-1999 member

National Trust for Historic Preservation,

1995-1999 member

President's List, Spring 1991

Dean's List, Spring and Fall 1990

Kappa Delta Sorority,

1987-1991 member  
1989-1991 historian  
South Carolina Recreation and Parks Association,  
1988-1991 member  
Clemson Women's Club Soccer  
1987-89 member  
Model United Nations,  
1987-1989 delegate

---