

Authenticity and Experience Quality Among Visitors at a Historic Village

William Robert Harvey

Thesis submitted to the faculty of the Virginia Polytechnic Institute
and State University in partial fulfillment of the requirements for

the

Degree of

Master of Science

In

Forestry

Joseph W. Roggenbuck, Chair

R. Bruce Hull

Kevin Larkin

February 6, 2004

Blacksburg, VA

Keywords:

Authenticity, Importance/Performance, Knowledge, Crowding,
Conflict, Satisfaction

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(ABSTRACT)

This study examines the concept of authenticity as applied at Appomattox Court House National Historical Park (ACHNHP). Based on past theoretical research, a functional definition of authenticity is used in an effort to test whether or not visitors to the park come for reasons relating to authenticity. Further analyses are used to determine the relative importance of authenticity to other motivational reasons for visiting the park, and how the level of authenticity experienced at ACHNHP affects how respondents rate the importance and performance of many park setting attributes. Using motivation for authenticity and importance/performance variables as predictors, visitor knowledge, perceptions of crowding and conflict, and overall satisfaction are assessed. The results suggest that while authenticity is important for park visitors, experience outputs are difficult to forecast because of correlation among independent variables and homogeneity of park visitors. Recommendations are made for future researchers when examining the concept of authenticity.

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Introduction

In 1935 the U.S. Congress designated Appomattox Court House as a national monument, a unit of the national park system. In April of 1954, Congress gave the park greater status by naming it the Appomattox Court House National Historical Park (ACHNHP). The park commemorates the surrender of the Confederate Army of Northern Virginia by General Robert E. Lee to Union General Ulysses S. Grant, essentially ending the Civil War. More specifically, ACHNHP was established in order to preserve in perpetuity the village of Appomattox Court House where the surrender occurred, and to interpret for the general public the important surrender events and story.

Description of the Historical Village and Park

Today the park contains over 1,740 acres of rolling hills in central Virginia, and includes 28 restored and reconstructed buildings that were present at the time of the surrender. Most of the historic structures are in the main village in the center of the park. One of these restored structures is the McLean House, the home where Lee and Grant convened in April 1865 to discuss and sign the terms of surrender. Within the park boundaries are also visitor facilities, maintenance buildings, and administrative facilities. There is a walking trail that leads visitors through fields and forests around the village and through various sites associated with the 1865 surrender. A highway bisects the park's acreage, allowing for views of the historical landscape from the road and access to interpretive sites within and outside the main village area. Nearly all of the park's acreage outside the main village is occupied by farm fields and forest.

National Park Service Goals and the General Management Plan

Preserving the park's resources is a top priority for park managers at ACHNHP. However, the park has a visitor management mandate as well; in other words, the park must provide services for the visiting public. The purpose of the park is to "further public understanding of the specific historic events that occurred here, and to promote public enjoyment of the preserved environment" (National Park Service, 1977). The park's management goals are threefold: (1) protect and conserve the cultural features and landscape qualities of the 1865 scene as it existed at the time of the surrender of General Lee's army; (2) preserve/enhance the setting so that visitors can feel the physical and emotional realities of the events that occurred there; and (3) interpret the events and the story of the surrender for the enjoyment, understanding, and appreciation by the visiting public. The 1977 General Management Plan (GMP) for the park goes on to clarify these objectives. Common phrases used include protecting the "inherent qualities of the resource, no intrusions upon the historic setting," and preserving the "village area to its 1865 setting as far as the horizon." The terrain and vegetation in and around the park is to be maintained for 1865 integrity. The management plan makes it clear that the retention of open fields surrounding the village is very important to the park story and its visualization. Also, the GMP states that it is essential "to preserve visual isolation of the old village from 20th century intrusions" and to make the park "free of modern visual and auditory intrusions." Although the GMP does not use the word "authenticity," its language implies that the National Park Service (NPS) needs to maintain a scene and setting which are as close as possible to that which existed in April 1865.

The GMP also states that the village should be a place of peace and reconciliation, a place where a divided nation began efforts to reunite. In the eyes of the NPS, protecting and restoring the village to its 1865 character and memorializing events that occurred there are important for today's visitors and for posterity. The NPS also believes that a historically accurate scene and situation will foster visitor interest and enjoyment and enrich the historical experience.

Park Visitors and Activities

Today, the park receives about 200,000 visitors a year. This number has declined slightly over the past several years. The typical visitor is white, is around 50 years of age, and is educated and fairly wealthy. Most come to the park in two-person groups without children. Visitors come from all over the country, but about a quarter come from the state of Virginia itself. There are also a large number of overseas visitors, mostly from the United Kingdom. The geographically diverse origins of the park's visitors challenge park managers to provide quality experiences for a wide range of people.

Upon arriving at the park, most visitors walk up the entry path, enter the historical village, and visit the Appomattox courthouse. This also happens to be where the visitor center is located, and people are encouraged to start their visit there. Here, a uniformed ranger greets them and orients them to the park. Typically, activities in the visitor center include watching a slide show about the park story, viewing exhibits and artifacts from the 1865 period, and perhaps asking park personnel about the park. For the most part, experiencing the rest of the park involves a self-guided tour of the grounds and the historic buildings and homes. Activities that seem to be a favorite among visitors are first-person living history portrayals (from both the Union and Confederate viewpoints) in which an actor plays the part of a Civil War soldier and gives a talk to whomever desires to listen. There are also periodic interpretive tours of the village, interpretive talks in the McLean House, and audio programs at key locations in the park. A handful of tourists hike the six-mile trail around the park and visit important historical sites related to the final battle and surrender outside of the main village.

When considering the park resources and the activities that take place in the park, both the managers and the visitors appear to be striving for something that might be called authenticity. A section of the 1977 GMP stresses that, at the park, one may step back in history. Furthermore, it states that interpretation is a key in providing answers concerning the park story (National Park Service, 1977). This paper will examine the role of authenticity in the leisure experience at ACHNHP.

Living History

Living history is one activity specifically designed to transport people back to a previous time; the uniforms and setting are carefully constructed and fabricated by the performer to create a feel of the past. Authenticity is a key component of today's reenactments and living history portrayals. Uniforms, caps, and even underwear are selected for authenticity. Since the 1970's, living history has been on the rise (Janiskee, 1996). This has coincided with the increased demand of tourists for structured recreational activities that are high in entertainment value. In fact, while tourists will often visit a historical park only once, they will tend to come back to a

place multiple times for living history alone (Janiskee, 1996). Because of this, living history can be invaluable to managers who wish to encourage or increase visitation.

The “soldiers” or performers at ACHNHP ultimately wish to shape and enhance the experience for the park visitor. The historical scene, with its structures and landscape, is there to be found by the visitor; the living history characters add a subjective element, an interpretation of the history of the place. The following is a quote from Freeman Tilden concerning the interpretation of heritage places:

“In most of such places the visitor is exposed, if he chooses, to a kind of elective education that is superior in some respects to the classroom, for here he meets the Thing Itself—whether it be a wonder of Nature’s work, or the act or work of Man (Tilden, 1957).”

This statement from Tilden sheds some light on living history. The real objects, the buildings, artifacts, and setting of a park are very powerful on their own (Uzzell, 1998). By adding living history, however, the experience can be enhanced. It is the role of interpretation to promote encounters with real objects and experiences (Uzzell, 1998). The desired outcome of living history is to encourage visitors to learn more and dig deeper, as well as learn from the performance itself. At many heritage sites, ACHNHP included, visitors cannot be assumed to understand the significance and meaning of the objects and the places by themselves (Uzzell, 1998). Interpretive programs like living history can help visitors experience the park and learn about the park story.

Adding to the inherent value of the park is the simple fact that the events of April 1865 actually occurred on the park grounds, and most of the buildings from that era are intact, either through restoration or reconstruction. This allows for a more accurate, authentic image of the heritage site (Ehrentraut, 1993). Had the courthouse or McLean House been rebuilt or restored elsewhere, the meanings associated with the countryside surrounding the area would be substantially lessened from a historical standpoint. Simply put, the park existing on the original hallowed grounds confers a sense of authenticity (Halewood and Hannam, 2001). The fields and forests in and around the park add to the sense of place that may be achieved by visitors to ACHNHP.

The landscape of the park, the restored scene, and the associated interpretive aspects are presented to help enhance the visitor experience. Park managers and living history performers go to great lengths to produce a 1865 scene. However, achieving authentic living history is a difficult task. For one, it requires skilled interpreters to tell an accurate story. To achieve the intended impression, this usually requires a great deal of rehearsal and practice (Edensor, 2000). The setting must be authentic as well; without the backdrop of an authentic landscape, the living history would likely be considerably less effective. Furthermore, it would seem that the authentic situation could be easily tarnished by visitors and outside influences, and possibly management itself. Mechanical noise, cellular phones, and visual intrusions are examples of outside influences that could negatively affect the historical scene and living history programs. Also, there will always need to be monitoring of the living history performance by co-workers and tourists (Edensor, 2000).

The Problem of Authenticity

Authenticity is thus a common ideal for historical parks and programs. But the question needs to be asked: What is authenticity? Does authenticity shape the tourist experience in the way that park managers and interpreters believe? For example, does learning and enjoyment increase with authenticity, and do threats to authenticity affect the degree to which people learn and enjoy? Salamone (1997) argued in his study of two “Mexican” inns that the genuine or real object and setting may not be necessary to have an authentic experience. One inn was located in Disneyworld, the other in Mexico. He found that the Disney inn was just as authentic as the Mexican inn for the respective patrons of each. This perhaps illustrates the blurred line between originals and simulations that may be occurring today (Starn, 2002). In the case of the Disney inn, the setting outside was obviously not authentically Mexican. However, the park visitors (in Salamone’s eyes) could still have a relatively authentic Mexican dining experience. In this case, the modern “intrusions” within the Disneyworld boundaries did not detract from apparent perceived authenticity.

Other studies have shown that modern intrusions in the heritage setting do have negative effects. In a study of “The Rocks” in Sydney, Australia, the setting was found to be quite inauthentic. Waitt (2000) wrote that the presentation was Eurocentric and specifically designed for tourists. Modern commercialization of the place provided an inauthentic view of Australia. Waitt argues that the infrastructure is designed to generate tourist spending, but the port fails to provide visitors with the dismal side of 18th century life in the area. In essence, this “commodification of the past” at The Rocks was found to be ineffective in providing visitors with an authentic view of the past.

Authenticity is a much-studied, debatable concept in the leisure literature. Authenticity has been framed in a variety of ways, from an “original object” approach to an existential or “authentic self” approach. In other words, must artifacts themselves and the setting be genuine for a historical park to be labeled authentic, or is authenticity strictly in the eye of the beholder? Simply framing and defining authenticity is a difficult task. Some have argued that the heritage experience is located outside the person, i.e., pleasure of the experience comes from being in proximity to the heritage site (Uzzell, 1998). But if the park setting is perceived as authentic by visitors, will intrusions to the authenticity affect experience quality? At ACHNHP, despite the best efforts of the National Park Service, elements of the historical scene are lacking. For example, many of the historical structures visited by the public have air conditioning. Lighting inside the buildings has been altered to better protect historical objects and documents. Also, modern intrusions in the form of lawns and manicured walkways are pervasive throughout the village, and lawnmowers and other gasoline-powered equipment are periodically present to maintain this “inauthenticity.” The NPS does not know whether the visitor sees the setting as authentic, and whether or not varying levels of authenticity shape the nature of the leisure experience. This study will attempt to address this apparent lack of knowledge.

Study Objectives

This study has the following objectives:

- 1) To develop a definition of authenticity using past research and theoretical discussion on the meaning and importance of authenticity on leisure experience. As stated before, authenticity has been conceptualized in many different ways in the leisure literature; however, a single definition will be developed for use in this study.
- 2) To identify and discuss the reasons or motivations for coming to the park, and to determine whether achieving an authentic experience is an important reason for visiting the park among tourists.
- 3) To determine the relationship between the desire for authenticity and satisfaction with site and program conditions and overall quality of the visitor experience.

The following sections will be included in this paper to report on our efforts to accomplish these objectives. First, a Literature Review will be included that will review the concept of authenticity in an attempt to frame authenticity as it pertains to this study. Past research and theoretical discussion of authenticity will be key to the Literature Review. Next, the Methods section will provide details about the study population, the sampling design, and data collection and analyses instruments and procedures. The Methods section will also include information on a field experiment to increase our ability to draw conclusions about the role of authenticity in shaping visitor experiences. The findings of the study will then be presented in a Results section. Finally, a Discussion and Conclusion section will interpret these results and provide implications for park management based on the study's findings. Also, limitations of the study will be discussed, and implications for future research will be examined.

Literature Review

The Meaning of Authenticity

In Webster's dictionary, the word "authentic" means "being what is represented or claimed to be; genuine; real." Others in the social science field have declared that a search for authenticity is the search for "the unspoiled, pristine, and genuine" (McIntosh and Prentice, 1999). Authenticity can also be defined based on the self. Erickson (1995) conceptualized that being authentic is to "exist wholly by the laws of one's own being." These different conceptualizations range from the authenticity of the toured object to the authenticity of the tourist. Varying definitions of the concept hint at the trouble of trying to frame the concept named authenticity.

Authenticity, as a term and a concept, has existed for centuries (Erickson, 1995). However, it has not been studied in the social sciences until roughly the last half-century. A discussion of authenticity, especially in a sense of historical preservation, may have begun with the Venice Charter of 1964 (Starn, 2002). Although a historical preservation movement began in Europe in the early 19th century, authenticity was not yet a keyword (Starn, 2002). Starn (2002) discussed the ideal of authenticity, put forth by the Venice Charter, which stated that cultural heritage should be safeguarded, ancient monuments are a common heritage, and it is the duty of the people to hand them on in the full richness of their authenticity. This statement reveals something about the way authenticity was traditionally conceived: i.e., authenticity was viewed from an "object" approach.

Objective Authenticity

When people begin to think of authenticity, they usually conceive of an object from another time, and the object is inherently authentic because it is in a museum and everyone is told that it is real or genuine. Ethnographers and other research scientists generally have a more rigorous criteria of the authenticity of objects than do members of the public (Ehrentraut, 1993; Cohen, 1988; Bruner, 1989). This conception begins to focus on the objective version of authenticity, or the "object-oriented" approach. Objective authenticity involves a museum-linked usage of the authenticity of originals that are also the toured objects to be perceived by tourists (Wang, 1999). Objects themselves are perceived as potentially possessing authenticity.

MacCannell (1973) provided an early framework for understanding objective authenticity and its importance among tourists, i.e., that authenticity can be found or received by the individual. A key concept is that reality and authenticity are found elsewhere, or outside the tourist (MacCannell, 1999). Many westerners tend to believe that authenticity can only be found through tourism, beyond the realm of inauthenticity in their own lives (Silver, 1993). This means that the "real" thing is something the tourist finds in other cultures and historical time periods (MacCannell, 1999).

Furthermore, MacCannell claimed (based on the work of Goffman (1959)) that all tourist settings could be divided into either "front" or "back" regions. Goffman's thesis was based around the notion that performers never stop giving off expressions or impressions (Goffman, 1959). Taken one step further, a place or a person is a continuous source of expression. People or performers constantly express themselves and do so in a front region and a back region. The front region is the place a performance is given. It regularly functions in a fixed fashion to

define the situation for those who observe it (Goffman, 1959). This front region includes the setting (furniture, décor, layout, scenery, historic buildings) and the personal attributes of the performer. These include age, race, rank, and speech pattern among others, and are split by Goffman into appearance and manners (1959). In essence, a performer is always playing a role in the front region, broadcasting to the audience the situation and story that he or she wants the people to see and hear. To Goffman and MacCannell, the front region would be considered to be less authentic than the back.

Tourists often attempt to enter back regions because the back is associated with an intimacy of relations and authenticity of experiences (MacCannell, 1973). The back region is a place relative to a given performance (front) where the impression fostered by the performance is knowingly contradicted as a matter of course (Goffman, 1959). This is the area where the front region performance is planned, and some things suppressed in the front region performance appear in the back region that the performer doesn't wish the audience to see. The performer retires to this region, relaxes, and drops his or her front (Goffman, 1959). The back can be located in the same area as the front, but the audience is partitioned off (Goffman, 1959).

Front/back dividing lines can be found throughout society, both in places where formal performances occur and in everyday life. Goffman discusses examples like hotel kitchen and dining rooms, front yards and back yards, and the 'on-air' versus 'off-air' regions in a broadcasting studio. A place that acts mostly as a front can also at times be a back region (Goffman, 1959). An example of this is a park that has brought in tourists all day and then becomes a back region after hours. Repair, construction, and mowing all take place after hours and are not designed for the tourist to view.

MacCannell's original viewpoint suggests that a back region is more authentic than a front. In this study, and in terms of ACHNHP, the front/back dichotomy would not seem as strict as MacCannell's and Goffman's original viewpoints. It seems that in a historical park like ACHNHP, the setting, the exhibits, and the interpretation (living history) provide a front region that seems as genuine or perhaps even more genuine than the back region. Put differently, the back region at the park is not the 1865 back region; however, the front region where the exhibits are displayed and the performances take place is meant to convey the feeling of the 1865 setting.

Early conceptions of authenticity, like MacCannell's, view the tourist as taking a passive role (McIntosh and Prentice, 1999). In other words, the tourist is not actively engaged in constructing authenticity. Instead, leisure providers (i.e., park managers) can provide authenticity to the tourist by managing the recreation area and providing good interpretation and objectively authentic exhibits for display.

A good example of a front region display in a historical setting is in living history performances. Today many tourists, historic park visitors included, want structured leisure experiences that are high in entertainment value (Janiskee, 1996; Bruner, 1989). One of the ways in which historic places meet this demand for a structured experience is through living history portrayals (Stover, 1989; Krugler, 1991; Pahl, 1994; Janiskee, 1996). Living history is an action-oriented event in which actors from a certain historical time attempt to give visitors an authentic view of the past, often with a historic house or setting as a backdrop to their performance. These performances are constructed to meet the demands of tourists (Bruner, 1989). Tourists also tend to share a desire to experience authenticity (Bruner, 1989; Silver, 1993). As previously stated, there is a widely held notion that the authentic is found in other cultures and time periods. Living history can be a catalyst to take the tourist to these old cultures. Furthermore, it can be very valuable for park managers to not only attract more

tourists, but to increase visitor learning and bring visitors back again and again (Janiskee, 1996). Also, if a living history performance helps to bring a visitor closer to the past, then one could argue that living history contributes to authenticity.

Researchers should never underestimate the power of the tourist's quest for the 'authentic savage', or desire to see the 'authentic primitive' (Bruner, 1989; Silver, 1993). Whether searching for a primitive society found elsewhere or visiting a local historical park, tourists tend to translate their experience onto images and objects (Bruner, 1989; Littrell, Anderson, and Brown, 1993). Souvenirs, crafts, and photos are examples of the objects through which tourists tend to translate their experience. These provide evidence of having "found the authentic" (Littrell, Anderson, and Brown 1993). In this way, objects hold meaning. Items like photos, crafts, and souvenirs come to represent and encapsulate the experience onto image and object (Bruner, 1989).

Constructive Authenticity

Object authenticity is not the conceptual approach that all leisure researchers use today. Instead, many scientists suggest that no original ever existed; their view of authenticity is that it is either constructed by society through time and/or never existed in the first place (Hughes, 1995; Waitt, 2000; Cohen, 1988). Because of this viewpoint, this study and others (Wang, 1999) use the term "constructive authenticity." As an example of constructive authenticity, Disney World is commonly seen today as merely a theme park for entertainment, and the word "authentic" and Disney would not likely appear in print together. However, over time, Disney World could become an authentic American place as culture constructs itself through time (Salamone, 1997). To many researchers, constructive authenticity means that the concept is a result of social construction (Wang, 1999). Objects or settings appear authentic not because they are inherently real or genuine, but because they are so constructed by a point of view or belief of a culture (Wang, 1999). Culture is constantly "making itself up," and marketers and advertisers building a version of a heritage place as authentic is an example of constructive authenticity.

Waitt (2000) researched "The Rocks" in Sydney, Australia, a place advertised to tourists as a historic Australian setting. Waitt claimed that this tourist setting as it was developed and presented is not an authentic representation of Australia's past but was only one of many possible versions. Specifically, it is a Eurocentric version of an Australian port. Most of the dismal qualities of this place in 1800 were overlooked in its reconstruction, and "The Rocks" seemed to represent only the glorified past of the place. In this way, "The Rocks" is a version of Australia constructed by marketers to bring in money and try to satisfy perceived consumer demands. To the extent that "The Rocks" is viewed as authentic today, it must be described as constructive authenticity.

The constructivist viewpoint suggests that a sense of the authentic can also flow merely from the passage of time and the evaluation of culture without the purposeful efforts of marketers. As discussed briefly in the Introduction, Salamone (1997) concluded that a representation or remake of an authentic place could reach a level of authenticity in its own right. He studied two different versions of the Mexican San Angel Inn. One of the inns was the original in Mexico, and one was its counterpart in Walt Disney World. Salamone believed that the Mexican inn where real Mexican culture lives and thrives would be perceived as quite authentic, while the Disney inn would seem fake and give visitors much less of an authentic feel. However, what Salamone found was that each inn served its own sociocultural purpose. That is, the inn in Mexico was authentic and true for the Mexicans who went there; the inn in Walt

Disney World was an adequate, complimentary inn for tourists and was considered authentic by its clients (Salamone, 1997).

The globalizing culture of today's world might play a role in shaping Salamone's finding. In fact, forces like globalization should be considered when trying to determine the authenticity of something (Hughes, 1995). Rather than perceiving the Disney inn as contradictory, Salamone regarded the Disney inn authentic in its own right because it was authentic to the tourist in its setting. The constructivist viewpoint allows for the authenticity of the Disney inn because of the forces of time and a globalizing culture, which can be seen as forces that gradually "construct" an authentic feel for a place. Salamone felt that the Disney version was not contradictory to the Mexican inn, but complimentary—most likely because through time, Disney either has or will become authentic to the tourist who visits.

Subjective Authenticity

Another point of view taken by many researchers today about the meaning of authenticity is a subjective one, or authenticity of the self. This idea suggests that there never was anything intrinsically authentic; authenticity is entirely in the mind of the individual observer. This point of view is contrasted with the objective view and the constructive view. In this case, authenticity is something felt, not found or "out there" to be received by the tourist. It differs from the constructive viewpoint in that it only involves the subjective view of the individual, and does not need to include reference to culture or any "constructive" force. Most importantly, the person feels authentic, and authenticity is not cast upon the toured object.

Wang (1999) suggests that many visitors may be searching for their authentic "selves," not an authentic place. For these existential tourists the object outside the self does not matter at all in this situation. Such tourists taking part in park activities could find their authentic selves. The toured object and setting only matter to the person who is there at the time—he or she may achieve an authentic feeling in a McDonald's, for example; this is an example of subjective authenticity.

Similar to Wang's notions, Erickson (1995) suggested that authenticity of the self (i.e., subjective authenticity) is not an either/or concept—one is not authentic or inauthentic but some combination of both. Selves are complex and changing, and authenticity can be thought of as a system of self-values (Erickson, 1995). The self changes since people constantly construct their own lives (rather than being dominated by the constructivist nature of society as a whole) (Bruner, 1989). Rather than simply considering whether or not something is authentic or inauthentic, perhaps it is better to ask what experiences tourists call authentic and if they view inauthenticity as a problem (Erickson, 1995).

Summary of Authenticity

The one idea that is found throughout the authenticity literature is that authenticity is not easily conceptualized. The concept of authenticity is fuzzy and an easy target for criticism (Starn, 2002). Since a movement to protect heritage monuments grew rapidly in the 1960's, conceptions of authenticity have developed and changed, and no consensus has been reached in the literature. Authenticity is most commonly today seen as a negotiable concept, not inherent in nature. Today, authenticity is mostly framed by researchers as a self-referential concept, a construction of culture, or a state of being (Cohen, 1988; Erickson, 1995; Bruner, 1989). For the most part, these versions of authenticity are views of authenticity as being defined by culture and

the self; in other words, authenticity is something felt by the individual and is shaped, at least partially, by culture. However, objective authenticity cannot be rejected in terms of ACHNHP, as park managers and curators go to great efforts to define, interpret and create an authentic scene for the visitors.

Role of Authenticity in Tourism Research

The role of authenticity in leisure pursuits has been researched in the past. Cohen (1979) has stated that tourists vary in the degree of authenticity they seek. He suggested a model in which there were five types of tourists: recreational, diversionary, experiential, experimental, and existential. The type of tourist a person is (or the significance of tourism in his or her life) is based on that person's center. The center of an individual depends upon his or her world view and relation to the society in which the person lives (Cohen, 1979). Taken further, it could be called one's spiritual center, a place in which ultimate meanings are derived. The first two types of tourists, recreational and diversionary, are more passively pursuing leisure—these individuals are motivated by escape mechanisms and simply to seek a good time. The recreational experience is in form like going to a movie or watching TV. Diversionary tourists seek a mere escape from the boredom and the meaninglessness of routine (Cohen, 1979). Cohen claims that the recreational and diversionary modes of experience do not involve a quest for authenticity. The experiential, experimental, and existential groups, however, all seek authenticity on some level. For these groups, leisure and tourism are more profound, and they are motivated by a quest for meaning, and have an interest in exploring the center of others.

However, Cohen's experiential group of tourists seems of most interest here. Today, in the post-modern world, many members of society have become disenchanting and fail to find meaning in everyday life (Cohen, 1979). In a globalizing world, where people change jobs and residences much more often than in the past, people can easily achieve some state of alienation. This disenchantment might lead people to become Cohen's experiential tourist. The essence of the experiential tourist is in the experiencing of the authenticity of the life of others (Cohen, 1979). This tourist seeks authenticity elsewhere, in other times or societies. There is no religious or spiritual conversion, and the tourist remains aware of the "otherness" of what he or she is touring (Cohen, 1979).

The two other types of tourists that seek authenticity in some fashion (i.e., experimental and existential) seem outside the scope of this discussion, as they seek some sort of life-changing experience. Cohen's experimental tourist seeks alternative lifestyles, and perhaps tries out many (Cohen, 1979). Drifters and hippies are probably good examples of this type. A greater commitment exists with the experimental mode than the experiential mode: the experimental tourist actually engages in another authentic life rather than simply taking joy in observing it (Cohen, 1979). Finally, the existential mode is the equivalent of a religious conversion, a complete change in the person's life on a more permanent basis. The person achieves a new "center" and becomes part of a new society.

In terms of visitors to ACHNHP, few seem to be following Cohen's more extreme modes of authentic experience (experimental and existential). Rather, the experiential mode would likely describe many of the tourists to the park: disenchanting members of a modern global society who seek to observe and take in a simpler, more "rooted" way of life. Many others likely visit ACHNHP for purely recreational and diversionary reasons as well; but for those who wish to learn and really immerse themselves in the experience of 1865 life, the Cohen's experiential mode is of the most interest.

Waller and Lea (1999) studied authenticity as a motivational force in leisure engagements and how it correlates with seeking knowledge and predicting overall enjoyment. They based their research on a recreational model identifying five motivational types. These motivation types were a quest for knowledge, punishment minimization, self-esteem, expressive ego-enhancement, and reward maximization. Of particular interest this study and Waller and Lea's study is the quest for knowledge, which corresponds closely with Cohen's experiential tourist in that it is linked with a preference for getting to know and experience another time, place, or people. Study participants were split into low and high knowledge seekers based on five knowledge items. This knowledge function was verified by use in previous studies to establish validity.

Waller and Lea (1999) also conducted focus groups to research the authenticity concept and used surveys to examine preferences for authenticity among tourists in Spain. The focus groups were designed to test whether the authenticity concept was familiar to participants and then to formulate factors relevant to an authentic tourist experience. Surveys were then conducted to permit a college student sample and a general public sample of research subjects to express preferences among four unique tourist scenarios identified by the focus groups. Both the college students and the general public rated the authenticity of the four scenarios consistently with each other and with the focus groups' conceptions. In ascending order of authenticity, the holiday scenarios were rated as follows: 1) Stay at a campsite with few cultural attractions but good facilities and lots of other tourists; 2) Take a bus tour while in a cultural city and stay in a nice hotel; 3) A beach holiday in a small, unspoiled seaside village where you stay in an apartment and tour by yourself; and 4) Stay with Spanish friends in a medium-sized, average town with no tourist industry and do whatever your Spanish friends do. Participants were also asked to rate the extent to which they thought they would enjoy each of the scenarios. Both samples' enjoyment of each scenario was correlated with their perceptions of its authenticity (Waller and Lea, 1999). Finally, researchers' search for knowledge was found to co-vary with the search for authenticity (Waller and Lea, 1999).

In summary, many researchers have stated that tourists demand authenticity in some form (MacCannell, 1973; Bruner, 1989; Waller and Lea, 1999). Having an authentic experience is one of many reasons, or motivations, that people have when choosing a leisure activity. Furthermore, studies have shown that the demand for authenticity appears to coincide with the quest for knowledge and perceived enjoyment of the experience.

Past studies have shown tourists' desires for authenticity to be real, and therefore it seems reasonable that marketers have spent so much time and money marketing authenticity to tourists. Authenticity is seen by marketers as a huge selling point (Waller and Lea, 1999). While the word "authenticity" may not be found in the mission statement of ACHNHP, it seems reasonable to expect park visitors there would be seeking this kind of an experience. The following section explains how motivations in leisure, authenticity included, help to shape experiences at ACHNHP.

The Leisure Experience Process

This section begins with the study's basic model of the nature of leisure experiences (Figure 1). The model itself involves three basic parts: the input, the through-put (or on-site), and the output of leisure engagements. The input box includes the innate or learned needs and preferences that push or entice a person to decide to engage in recreation. The through-put box is typically viewed as the on-site activity which is shaped by both the input motivations and on-

site setting conditions. The output box is often seen as the leisure experience, and can be viewed as immediate (or first-order) outcomes, as satisfactions with elements of the experience and overall satisfaction (second order), and finally as benefits (improved conditions) from having engaged in the activity in the specific setting (third order). These outputs can be viewed as being shaped by both input and through-put variables. This model was chosen to help guide the literature review about recreational experiences and to guide the overall research design. It is patterned after a model of leisure suggested by Mannell (1999) and Driver and Tocher (1970).

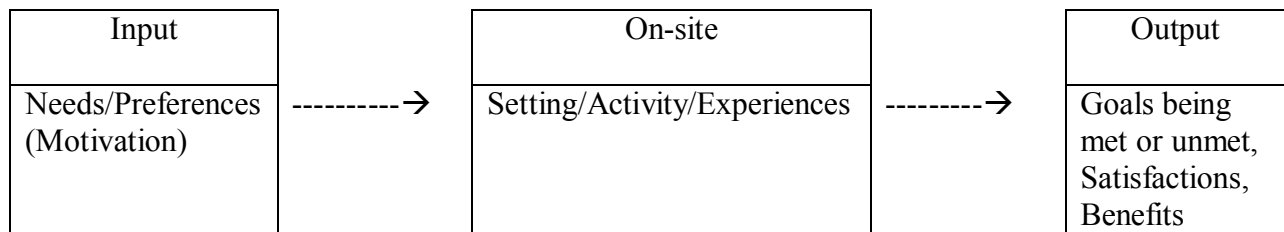


Figure 1. Simplified model of leisure experiences.

Input

Tourism such as that typically represented at ACHNHP is a huge part of the leisure industry. During leisure, people typically use their free time to do whatever they want. Whether it is hiking, birdwatching, driving for pleasure, or touring Civil War battlefields, people are participating in activities that they have freely chosen. Recreation involves non-work activity; however, it is inaccurate to view the activity alone as recreation. Rather, a behavioral approach to recreation suggests that recreation is an experience (Driver and Tocher, 1970). This approach states that recreation is a type of human experience based on intrinsically rewarding engagements during non-obligated time (Driver and Tocher, 1970). Non-obligated time is thus a necessary, but insufficient condition for leisure experiences. In addition to non-obligated time, a commitment to the engagement is necessary. The “engagement” includes participation in the activity itself, but the activity can be nearly anything that is freely chosen during non-work time. For something to be intrinsically rewarding, the engagement must provide pleasure in and of itself. Recreational engagements require personal and free choice by the person (Driver and Tocher, 1970). For example, recreation may be simply a state of mind, meaning that some recreation involves just thinking (Driver and Tocher, 1970). Thus, daydreaming could be viewed as a leisure experience.

Since recreation is an experience that occurs within the individual and not simply an activity, it is important to consider what shapes decisions to engage in certain activities, and why certain activities and settings are chosen over others. Driver and Tocher (1970) view human behavior as goal-directed; that is, a person’s choices are instrumental in obtaining some goal or need satisfaction. Humans are driven by needs, preferences, and desires to achieve certain outcomes or benefits from recreation. Further, the main thing separating humans from other species is the ability to process information (Driver and Tocher, 1970). This ability to use reflective cognitive processes, discriminate among competing values, and make decisions is critical to the motivation and benefit theories of recreation. Also, this theory of recreation and

leisure assumes that the choices made by humans are reasonably rational (Driver, Brown, Stankey, and Gregoire, 1987).

What are the reasons, or motivations, that people have for participating in various leisure activities, and how does this affect the overall quality of recreational experiences? One way to examine these motivations is to look at the outcomes or benefits people seek from leisure. In theory, people tend to participate in leisure activities in order to attain a desired goal, which is their motivation for participation. Information about motivation is important for managers because it is cited as a key to understanding management problems, resolving conflict, understanding substitute activities, establishing management objectives for a recreation area, and understanding experience quality (Knopf, Peterson, and Leatherberry, 1983).

Motivations to recreate are considered to be any unmet need that pushes or pulls people to take on a leisure pursuit. Motivation can be thought of as a set of internal or external factors that arouse or direct human behavior (Ewert, 1993; Iso-Ahola, 1999). People are motivated to recreate by psychological and physical forces (Driver and Tocher, 1970). These forces can be viewed in one of two ways. One type of motivation can be viewed as an attraction towards something: a better than normal situation, some activity or place that is attractive, or some more positive outcome or benefit. Generally speaking, this conception of motivation is linked with a higher level of human functioning. As examples, these “pull” motivations represent desires for a gain in learning, creativity, and self-actualization (Driver and Tocher, 1970). The second way that motivations are conceptualized is the desire to escape something in everyday life (Driver and Tocher, 1970). The idea here is that there is some unmet need in everyday life that can be satisfied through leisure. It could be a desire to return to normalcy, get away from stress, or resolve some other deficit being produced in everyday life. There are many attributes or components both in the leisure experience and the setting that can potentially fulfill these unmet needs.

Motivations to engage in recreation have often been measured as preferences for specific experiences (Driver and Tocher, 1970; Driver et al., 1987). People are motivated to recreate in order to achieve a desired experience. Experience preferences are thus commonly seen as important reasons or motivations for a person’s participation in an activity (Heywood, 1987). For a person to engage in a specific leisure activity in a specific setting there must first be the expectation that efforts to recreate will lead to the desired performance (Manfredo, Driver, and Brown, 1983). Second, there must be the belief that successful performances will lead to the experience that was desired (Manfredo, Driver, and Brown, 1983). In other words, if a person invests time and/or money into the attempt at a chosen activity, there must be the belief that the engagement will be successful and that it will eventually lead to the desired experience. These experiences should be thought of as a package of specific psychological outcomes which are realized from a recreation engagement (Manfredo, Driver, and Brown, 1983).

Recreation Experience Preferences (REP)

The work of Driver and others is grounded in need-based, goal-driven theories of human behavior. To this end, the Recreation Experience Preference (REP) scales were developed for measuring preferred goal states (Manfredo, Driver, and Tarrant, 1996). Researchers using motivation-based constructs are concerned with what arouses, energizes, or activates leisure behavior (Mannell, 1999). Driver and his associates originally developed the REP scales to aid managers of parks and natural areas in identifying the needs people seek to satisfy (Mannell,

1999). The goals of REP scales were to measure which specific satisfactions are desired from leisure activities and settings (Mannell, 1999). Experience outcomes like enjoying nature, reducing tension, creativity, and nostalgia represent some of the many constructs measured by the REP scales. Thousands of visitors over many years have been surveyed and validated the use of these scales (Mannell, 1999).

Since the REP was originally developed to aid land managers, what sort of benefit does REP have for the managers? It offers managers the understanding of what people want from recreation and offers insight into how recreation might benefit them (Manfredo, Driver, and Tarrant, 1996). Also, the REP provides some suggestions/insights on how to manage to provide opportunities for satisfying experiences. Park missions are often broad and difficult to interpret, and meeting specific needs of visitors may be overlooked. If managers ignore desired leisure benefits of the public, then managerial decisions may be challenged or even taken to court. Therefore, public involvement becomes necessary when analyzing resources and developing management plans for public lands. A wide array of planning and management tasks, including the development of management objectives, can be facilitated by knowing the desired benefits of the public (Manfredo, Driver, and Tarrant, 1996). Competing needs and scarce resources require managers to maximize the functionality of the land base. Conflict can be avoided if managers know the desired satisfactions of the consumer (Manfredo, Driver, and Tarrant, 1996). Also, different activities and settings satisfy different needs, resulting in differences in the attractiveness of activities and settings (Mannell, 1999). The REP scales thus seem like an invaluable tool for managers to use to decide what mix of settings will satisfy the greatest need.

The REP scales and need-satisfaction approach are not without problems. The first issue is the assumption that people have the ability to rationally assess a dynamic cognitive process (Mannell, 1999). In other words, do persons of general public actually think about what they need, and then whether or not that specific need can be met or was met at the park? This idea hints at a second problem, and that is asking people to recall outcomes that were important when they made the decision to pick an activity and setting (Manfredo, Driver, and Tarrant, 1996). Most visitor research is done after the park visit, and often surveys ask participants to rate the importance of a motive, an activity or setting long after the on-site engagement. A final issue involves substitutability of activities. Does one activity fulfill only one need, or can one activity or setting fulfill several different needs?

The REP measures have been used in different ways. Some research has analyzed single needs or desires. The needs for social interaction, risk-taking, variety and change, and intrinsic motivation have all been objects of past research (Mannell, 1999). Other research has studied the many different experience preferences, and the relative importance of each, for a population of visitors to a certain park or engaged in a single activity. Further research has compared the recreation experience preferences of recreationists across activities and settings. The REP scales, then, can be used and adapted to fit a variety of recreation, research, and management needs. The focus of this research is on the strength of the desire for authenticity relative to other motivations for visiting ACHNHP. Conceptually, the desire for authentic experience comes from those tourists who wish to learn what life was like in other times and cultures. Some visitors may be drawn to an authentic past, while the present time and place seem more and more inauthentic. Still other visitors may only have a weak or no desire for authenticity and are simply seeking a diversion from the everyday norm.

The purpose of this “input” section was to give an overview of a model of recreation behavior, the role of motivations in shaping recreation experiences, and measurement

instruments (REP) used in the past to assess motivational constructs. Also, an objective was to establish the rationale for a study of authenticity as an important motivation for leisure activities, especially among recreationists to historical parks. The following section will explain the nature of the on-site leisure engagement.

On-Site Engagement

The on-site phase or through-put in a leisure engagement depicted in the model in Figure 1 (found previously in this chapter) is the on-site activities and the setting. It is in this part of the model that the tourist theoretically encounters attributes of the setting, engages in activities, and begins to experience and evaluate the quality of the setting and the activities engaged in. This evaluation is based in part on motivational forces and experience preferences that prompted the recreational engagement. Setting variables of importance are physical, social, and managerial (Driver et al., 1987). More specifically, on-site attributes of possible importance include such park resources as landscape conditions, facility conditions, use and user conditions, and information and education services. Some of these attributes might be conceptualized as being good indicators of authenticity in the case of ACHNHP. The “historically accurate” condition of buildings in the main village, screening of outside activities, screening of noise, and quality of living history programs in the park are considered by NPS planners and managers to be examples of attributes indicative of authenticity.

A good way to approach an understanding of this part of the model is through the Recreation Opportunity Spectrum (ROS) approach to setting management and planning. The ROS is a planning framework used extensively by agencies including the USDA Forest Service and the Bureau of Land Management. The basic assumption of ROS is that people choose a particular activity in a particular setting to achieve particular preferred experiences (Virden and Knopf, 1989). The main function of recreation planning is to ensure a diversity of recreation opportunities (Driver et al., 1987). The application of the ROS is to ensure this diversity by attempting to provide for these desired opportunities and experiences.

People have different needs or preferences when it comes to leisure time and recreation. In the 1960’s, some research was centered on the need to consider the role of different recreation settings in providing desired opportunities for meeting different needs (Driver et al., 1987). Obviously, when attempting to meet the needs of the public, a vast array of desired opportunities must be formulated. Therefore, a spectrum of opportunity classes needed to be developed to meet the many needs, motives, and preferences in a variety of environments for the demanding public (Driver et al., 1987). The ROS is a planning framework that provides for a continuum of six classes of recreation opportunities from primitive to urban by combining mixtures of activities and settings (Buist and Hoots, 1982; Driver et al., 1987; Virden and Knopf, 1989). The distinction separating the ROS from previous frameworks is the focus on experience rather than activity alone (Driver et al., 1987).

In order to achieve desired experiences, the ROS includes two main areas of concern to planners: the activity (behavior) and setting. Activities include anything that the recreationist participates in, like hiking, skiing, birdwatching, or visiting a historic site. The setting is where the activity occurs, but it is much more complex than that. Setting is made up of physical, social, and managerial components (Driver et al., 1987). Physical components are all of the natural and biological resources, while the social component includes the users, their characteristics, what they bring to the setting (e.g., numbers, behavior, equipment), and what they do at the site. The managerial setting includes all services and rules and regulations provided on site. These could

be uniformed rangers or living history presentations. Particular combinations, then, of these activities and settings provide the different and sometimes unique opportunities for experiences (Driver et al., 1987).

While experiences themselves cannot be easily inventoried, setting indicators that shape experiences can be used (Buist and Hoots, 1982). Indicators of the setting can be used to classify land areas for experience opportunities. Specifically, five criteria are commonly used concerning the setting: remoteness, size, evidence of human impact, number of users, and amount of managerial regimentation and control (Driver et al, 1987; Buist and Hoots; 1982). For example, if a fence is located in or at the edge of a recreation area, it represents a certain level of management control or regimentation. The fence would shape the kind of experience opportunity provided. Fencing may or may not be appropriate depending upon the kind of experience opportunity to be provided. At the primitive end of the recreation opportunity spectrum, it would likely not be appropriate. However, in an already urban recreation setting, the fence would probably not interfere with the existing experience opportunity.

The preceding section gave a brief introduction to the ROS and its function in land management. The ROS is an invaluable tool used by managers and planners to identify recreation opportunity trade-offs associated with proposed management actions (Buist and Hoots, 1982). As with all frameworks, the ROS is not perfect. For example, Virden and Knopf (1989) found that some desired experiences among Colorado wilderness users were more activity-dependent, while others were more setting dependent. One experience preference, autonomy, was found in this study to not be associated with activity and setting preferences. Another study expressed problems with the linearity between the ROS setting components, and an oversimplification of descriptions of points along the ROS continuum (Heywood, Christensen, and Stankey, 1991). Generally, however, ROS has been a useful planning tool for land management agencies. Knopf and Barnes (1980) administered a study that involved tenets of the ROS, and grouped visitors using cluster analysis into eight different motive profiles. This allowed them to single out a group that was comprised of high authenticity seekers, and examine their setting and management preferences.

Using tools like the ROS allows managers to provide the appropriate settings for recreationists to achieve desired experiences. The ROS approach helps us to understand what happens during the on-site recreation experience. It suggests along what dimensions recreationists make distinctions among settings and that motivation plays a role in choosing a setting (Virden and Knopf, 1989). It suggests the criteria that visitors use to evaluate conditions and services on site. It suggests that motivations to engage in a recreation activity in a certain setting shape the importance placed on certain aspects of the setting (e.g., quality of living history programs, number of historic buildings open to the public) and how these setting attributes might shape certain aspects of the experience and to the overall experience. In theory, the level of importance of an attribute of the setting will have an effect on how critically the recreationist judges the performance of that attribute as it affects his or her experience. For instance, if it is very important for the individual tourist to be isolated from modern intrusions like highway noise, then the presence of noise will likely cause this person to have lower satisfaction with this setting attribute. Conversely, if the tourist is indifferent about noise, then he or she would tend to not hear, be less critical and perhaps be satisfied with the amount of noise. Put another way, it is important to evaluate the level of experience quality or satisfaction in light of the perceived importance of the given attribute (Hammitt, Bixler and Noe, 1996).

Output

The output component of the leisure experience model (Figure 1) addresses the quality and benefits of the visitor experience. The model suggests that experience quality is shaped both by what the visitor brings to the park, the setting attributes encountered, and the activities engaged in at the park. The quality of the experience can be conceptualized in a variety of ways, but typically quality of leisure experiences is seen as having cognitive, affective, and behavioral/physiological dimensions.

The cognitive dimension of leisure output can include several aspects. One part of this dimension is learning. People engaged in leisure activities in leisure settings grow in knowledge of facts and/or concepts and develop frameworks for organizing knowledge (Roggenbuck, Loomis, and Dagostino, 1991). With or without interpretation, visiting parks and historical sites provide the settings for leisure activities that can make knowledge gain possible. Research indicates that recreational engagements often result in increased learning, and that the learning is highly satisfying. For example, a study by Roggenbuck, Williams, and Bobinski (1992) revealed significant increases in knowledge about natural and cultural history among New River Gorge rafters with trained guides and that this increase in knowledge was highly valued by participants. Past research has shown that learning is often among the most sought after benefits in leisure time activities (Roggenbuck, Loomis, and Dagostino, 1991). Learning new skills is also a common goal for recreationists; maneuvering a kayak, tying a knot in mountain climbing, or bear-proofing food are examples. Along with learning, the improvement of attitudes toward protection of park resources and conservation can also be achieved through leisure activities, as well as an increased desire to visit historical sites.

A second output dimension of leisure is affective. Changes in mood, such as an increase in happiness or enjoyment, are possible affective outputs. As stated previously, authentic leisure experiences often yield high enjoyment (Waller and Lea, 1999).

It is generally agreed that leisure is a positive experience accompanied by satisfying and pleasurable moods, emotions, or feelings (Mannell, 1980). Mood is a predictable, measurable, theoretically grounded product of leisure activities (Hull 1991). It is not an abstract construct that cannot be defined. Furthermore, moods are specific sets of subjective feelings that occur as a consequence of everyday leisure experiences. Happiness or sadness, excitement, and relaxation are examples of moods. Moods can even have long-lasting consequences on the immune system, cognitive skills, and behavior (Hull, 1991). All sorts of things affect one's mood. Some of these factors are largely imperceptible, but some factors can be influenced by recreation managers. Managers can determine the amount of lighting during slide shows or surrounding historical exhibits. Physical characteristics in a setting, like number of trees and maintenance of vegetation, can be controlled by managers and affect the mood of visitors. Social characteristics, like amount of people in a park or recreational area, can also be controlled by managers and have an effect on mood. However, managers may have little or no control over things like noise from a nearby road, weather, and other outside influences.

Leisure-related causes of mood can have many consequences. Hull (1991) found that certain moods can increase attention and cognition among participants. In a historical park setting, having the right mood to promote cognitive and attentive skills would likely be very important to a high-quality experience. Behavior is also affected by mood (Hull, 1991). A happy person or someone in a state of relaxation would likely spend more time learning and be

more respectful of the resource or other recreationists. Furthermore, it was shown that physiology and health are products of moods.

Not all outcomes of leisure engagements are positive. People in park settings can experience conflict, and this can be associated with both affective and cognitive qualities. Conflict has been defined in recreation situations as goal interference attributed to another individual's behavior (Jacob and Schreyer, 1980). This notion fits neatly into the goal-driven recreational ideas of Driver and his colleagues. Conflict is not objective, but can be the result of an individual's evaluation of past and future social contacts (Jacob and Schreyer, 1980). Some social contacts, like hearing someone's cellular phone ring during an interpretive program at a historical park, are direct, and this can cause a loss in quality of the experience. However, indirect contact can be a cause of conflict as well (Jacob and Schreyer, 1980). An example of indirect contact might be seeing a contrail of a plane overhead during a living history presentation at a Civil War-era historical park.

A final way to conceptualize leisure outputs is through behavioral and physiological dimensions. Physiological or biological outputs from leisure are well documented. The study of exercise and lifestyle is likely to reveal some of the beneficial impacts of recreational engagements on the well-being of individuals (Paffenberger, Hyde and Dow, 1991). Improved cardiovascular health can be achieved through more rigorous leisure pursuits, but on any level, leisure time can be used to reduce stress in an individual. The temporary escape from life's pressures can reduce stress, and the restorative properties of leisure allow for stress reduction (Ulrich, Dimberg, and Driver, 1991). Leisure may allow for a "sense of control" by the individual, or an unconstrained time free from required work and other responsibilities. Active coping like exercise or passive recreation like sitting and enjoying a natural landscape work to produce this "sense of control" which in turn reduces stress (Ulrich, Dimberg, and Driver, 1991). While physiological rewards from leisure are important, they will not be quantified in this study. Knowledge gained, perceptions of crowdedness, conflict, and overall enjoyment will be examined.

Model of the ACHNHP Leisure Experience

This research addresses the role of authenticity in shaping experiences in a historical park. Past research has shown that authenticity has been conceived in different ways. The NPS management and historians have expressed what they conceive to be authentic; that is, the park setting, interpretation, and historical objects. This study will attempt to answer the questions of whether or not visitors come to the park for reasons of authenticity and how finding or not finding authenticity shapes visitor experiences.

This study's model of leisure behavior at ACHNHP (Figure 2) is based on the more generalized model developed by Driver and Tocher (1970) described above. It calls for the measurement of motivation with a special emphasis on authenticity as input to the overall experience. On-site variables to be measured include the importance of park conditions, facility conditions, and information/education services, and how well visitors felt they performed. Outputs of the recreational engagements to be measured include visitor learning, crowding, conflict, and enjoyment.

Figure 2 also suggests the relationships among the variables that will be examined. First, the authenticity motive will be related to the importance of park setting variables. The contribution of authenticity motives and importance of setting attributes to understanding

performance of the setting variables will then be analyzed. In addition, to gain further insight into the possible effect of on-site variables that might disrupt the historic or authentic scene, mechanical noise will be experimentally introduced. Its effect upon visitors' evaluation of park setting performance will be analyzed.

Mechanical noise effects in the park system have been studied previously (Gramann, 1999). One aspect of many parks that is important, especially in historical parks or wilderness areas, is amount of sound and type of sound. "Natural quiet" is considered to be a manageable value like solitude or a sense of history (Gramann, 1999). The sound of birds, rushing water, or other natural sounds are usually considered acceptable to park visitors. However, mechanical noise in a park setting would usually be undesirable. In fact, the NPS considered natural sound to be an integral part of visitor experiences in many wilderness areas, caves, and cultural sites with strong memorial values (Gramann, 1999). Therefore, noise created by lawnmowers or other man-made machines was considered to be undesirable. One way to understand the effects of mechanical noise is by using a psychological approach. People are not homogeneous in how they perceive a setting, and people also have different expectations for noise in various settings (Gramann, 1999). In today's society, many people might expect to hear mechanical noise from roadways in the parks they visit. But they would not likely expect such noise in visit to a historical park.

Finally, the combined effect of the authenticity motive, importance of setting attributes, the mechanical noise intervention, and performance of setting attributes will be related to park visitors' gain in knowledge, perception of crowding, perception of conflicts, and overall experience enjoyment.

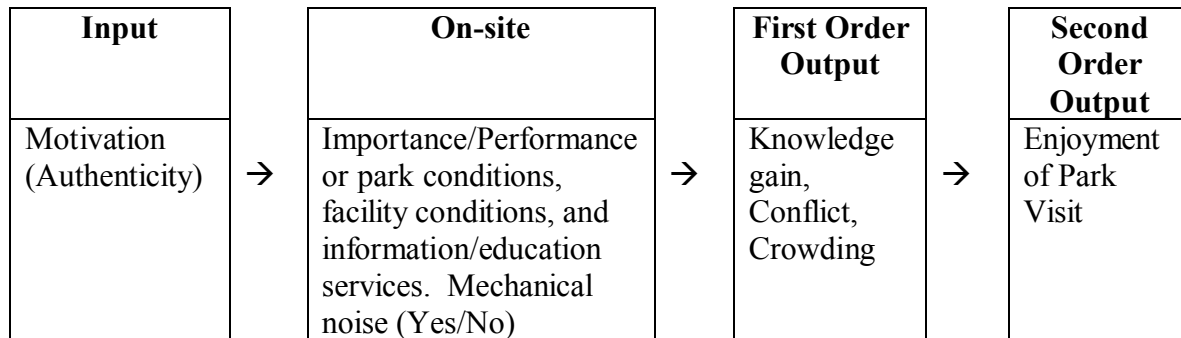


Figure 2. Operationalized Model of Leisure Experiences.

Methods

Study Population

The primary study population was defined as all adult visitors who visited Appomattox Court House National Historical Park (ACHNHP) between mid-June 2001 through August 2001, and during October 2001. Sampling was limited to these months because they represent the high use season at the park. The month of October was added to include visitors who come for fall color, when fall visitation is at its peak.

Cross-Sectional Survey and Sampling Design

Visitors were contacted for participation in this study on the exit path as they were leaving the main historic village and returning to their car in the parking lot. While there are other paths out of the village, this path is by far the most heavily used.

Two weekend days and four weekday days were sampled per month. For reasons of cost effectiveness, sampling was performed on two consecutive weekday or weekend days. Sampling was done between the hours of 10 am and 5 pm each day. The blocks of days for sampling were selected at random; therefore, it was possible that the weekday and weekend sampling days could run together consecutively (e.g., four consecutive sampling days), and this indeed happened on two occasions.

The overall goal of the study was to obtain survey responses from about 400 park visitors. We felt this number would permit us to do post-stratification of our sample and still have enough subjects to permit robust analyses. We assumed a 70% survey response rate, and thus sought to gain the cooperation of about 565 individuals on-site. Given this, we attempted to contact one person from every four groups exiting the park. This would result in about 22 visitors included in the sample per day on weekdays. On each weekend day, about 32 individuals would be enlisted. No planned sampling days were cancelled due to bad weather. Table 1 shows the sampling days by month and day of the week.

Table 1. Sampling days by month and day of the week.

Month	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
June	0	0	0	0	1	1	1	3
July	2	1	1	0	1	1	1	7
August	1	0	1	1	1	1	1	6
October	1	1	1	1	0	1	1	6
Total	4	2	3	2	3	4	4	22

Field Experiment

For the purposes of this study, the technician recorded whether or not there was a mechanical noise intrusion present in the park during the times of the respondents' visit. Mechanical noise intrusions are generally not allowed in the village during normal operating hours, but were allowed on several sampling days for the purposes of this study. The intrusions were made by lawnmowers, tree-trimming equipment, or motorized lawn carts. Most of these noise intrusions were planned ahead of time and introduced into the park setting during visitor

hours; others happened to be in the park during a sampling day. Visitors in the noise and no-noise treatments were then compared to test whether aspects of the park experience were threatened by noise intrusions.

The research technician worked with the park maintenance staff to schedule these intrusions on July 16 and 17, and August 9, 10, 14, and 15. Also, several October days (1, 2, and 3) there were unplanned noise intrusions in the park that were noted. The hours that the intrusion was present in the park was determined by the technician through direct observation. As visitors left the park, the technician was able to record whether or not they were touring the park during the time of intrusion. If there was a noise intrusion, the type (mower, weedeater, lawn cart) of noise was recorded. It was also noted whether or not the intrusion was coming from inside or outside of the main village. Table 2 shows when the intrusions occurred and to how many study participants.

Table 2. Dates of intrusions with total number of study participants receiving intrusion.

Date	Number of Participants Present During Intrusion
16 July 2001, Monday	18
17 July 2001, Tuesday	12
9 August 2001, Thursday	18
10 August 2001, Friday	8
14 August 2001, Tuesday	13
15 August 2001, Wednesday	19
1 October 2001, Monday	12
2 October 2001, Tuesday	9
3 October 2001, Wednesday	4
<i>Total:</i>	113 (out of 561 visitors)

On no weekend days were there introduced intrusions, and none incidentally noted by the researcher. However, on 41% (9 out of 22) of the sampling days there was a mechanical noise intrusion at the park at some point during the day.

Data Collection Procedures

During sampling days, a research technician contacted potential study participants on site and asked for their cooperation in the study. A person from every fourth group was asked to participate in the study if he or she appeared to be age 16 or older. Also, an attempt was made to get an approximately equal number of males and females to participate in the study. No more than one person was surveyed per group.

If the visitor agreed to cooperate in the study, he or she was given a two-page contact sheet to fill out on-site (see the contact sheet in Appendix A). The contact sheet asked for the participants' name and address so that they could be sent a mail-back survey. Confidentiality of responses was assured, and respondents were told that their names would not go on any other mailing lists. The contact sheet also requested information about group size, group composition (e.g., family, friends, or a combination), and certain likes and dislikes about their day at the park. Furthermore, respondents were asked about their interest in the Civil War and whether or not

they felt certain issues to be a problem in the park on that day. The research technician also recorded the time, the weather, the date, and if a noise intrusion was present during the visit (see Field Experiment, this chapter).

Within a week or two of respondents' trip to ACHNHP, a mail-back survey was sent to all individuals who provided a name and address on the on-site contact sheet. A modified Dillman (1978) mail survey method was used to obtain as large a response rate as possible. The method involved the first survey mailing, a postcard reminder about one week after the initial survey mailing, a second complete survey mailing two weeks after the postcard, and a final third complete survey mailing about three weeks after the second survey mailing. A response rate of 70% was sought.

The mail-back survey was 12 pages long (see the survey in Appendix B). Questions on the mail-back survey included a description of the visit, trip motivations, trip planning, trip expenditures, involvement with National Park Service (NPS) historical areas, evaluation of park conditions and services, knowledge of the park story, perceptions of crowding and conflict, visit enjoyment, and socio-demographics of the respondent.

Data Analysis

Operationalizing Study Variables

The statistical programs Excel and SPSS will be used in the data analysis of visitor surveys. After defining authenticity, trip motivations were examined to see whether or not motivations for authenticity were important to visitors out of a list of 21 motivation items rated from 1 (not at all important) to 5 (extremely important).

Participants were asked to rate the importance and performance of 39 setting attributes grouped into park conditions, facility conditions, and programs and services. Visitors were asked to rate the importance of each item on a scale from 1 (not at all important) to 5 (extremely important) and then rate the performance of the item on the same measurement scale.

Four output variables were examined: Knowledge scores were computed for each participant by adding up the number correct on a 10-question multiple choice quiz in the mailback survey. Another first order output analyzed was perception of crowding. Crowding was measured on the mailback survey using one question: "Overall, how crowded did you feel during your visit to Appomattox Court House National Historical Park?" The respondent was asked to circle an answer from 1 (not at all crowded) to 9 (extremely crowded). Examining conflict that visitors had with other users/uses at the park was done in two ways: once on the contact sheet during the day of their visit, and once in the mailback survey. Conflict was measured on-site by asking visitors, "To what extent did you find the following to be a problem in the park today?" about eight possible conflict items. The scale ranged from 1 (not a problem) to 4 (big problem). Two items seemed relevant to this study: 1) use of mechanized equipment in the historic village and 2) too much noise in the historic village. These were chosen because they seemed to relate directly to the field experiment and in some way to authenticity. A single yes/no conflict question was examined from the mailback survey, "Did you ever feel conflict with other uses or users at Appomattox Court House National Historical Park?"

Finally, overall enjoyment was measured by one question in the mailback survey: "Overall, how would you rate your experience at Appomattox Court House National Historical Park?" The rating scale was from 1 (very poor) to 7 (very good).

Assessing Relationships among Variables

Several analytical tools were used in examining relationships among variables suggested by the study's model. First, descriptive statistics like frequencies and measures of central tendency are given for the variables. Another method used was exploratory factor analysis. The list of motives were factor analyzed to test which items were highly correlated and thus likely measuring the same construct, thus helping to efficiently summarize complex constructs like authentic motivation. The importance and performance of all 39 park attributes were also factor analyzed in an attempt to determine which items visitors rated similarly. This permitted us to form an index of items measuring the same construct, thus increasing reliability of our measures and permitting greater efficiency in reporting results.

Paired T-tests were used to test the relative importance of authentic motivations against other motivation constructs formed by factor analysis. Independent sample T-tests were used to assess differences in the reporting of conflict between those visitors who received the mechanical noise treatment versus those who did not. The treatment, or mechanical noise intrusion, will be treated in the study model as a throughput along with importance/performance variables. The treatment variable is a dummy variable, indicating the intrusion was simply present or not present during the visit.

The study's model and literature review suggested that a visitor with a higher desire for authenticity would rate the importance of park setting variables seemingly reflecting genuine conditions most highly. In an attempt to validate the study model, a Pearson's r was used to assess the correlation between authentic motivation and the importance visitors gave to several park attribute factors.

Finally, regression was used to test relationships between the input (motivation), throughput (mechanical noise treatment, importance/performance of park attributes) and output (knowledge gain, perceived crowding, perceived conflict, and overall experience enjoyment) variables. Several regression analyses were required. First, the predictive nature of motivation, treatment, and importance on performance was assessed. Next, the relationships of motivation, treatment, and importance/performance on the first order outputs (knowledge, crowding, and conflict) were determined using stepwise regression. Finally, enjoyment was predicted using authentic motivation, treatment, importance/performance, and the first order outputs as independent variables in stepwise regression.

Results

Response Rate

Visitors were very willing to assist the ACHNHP managers by participating in the survey. The vast majority of visitors (about 95%) agreed to complete the contact sheet and provide their names and addresses so they could be sent the longer mail-back survey. Of the 561 names and addresses collected on-site, 400 (71.3%) returned completed mail-back surveys.

Objective 1: To Develop a Functional Definition of Authenticity

One of the important objectives of this study was to develop a functional definition of authenticity based on past research and theoretical discussion on the meaning and importance of authenticity in leisure experiences. The literature review suggested that authenticity can be conceived in different ways. Specifically, it can be seen as objective, i.e., as an object, place, or person that is genuine or real. It is authentic by the very nature of its inherent qualities or is defined so by experts like the NPS and historians. On the other hand, authenticity can be seen as constructed by the tourist (i.e., the subjective approach). This conception holds that an object, setting, or situation is authentic if it is felt to be so by the tourist and may or may not involve anything genuine. Finally, the constructive approach suggests that authenticity can be constructed by culture over time.

It is believed that visitors to a park setting share a desire to feel and experience authenticity in order to have a genuine park experience, and emphasize the good in their lives and historic cultures. Visitors want to learn and experience the history of the park. However, in part because authenticity is still such a fuzzy, debatable concept, this study will not neglect the received version, or the authenticity “out there” when defining authenticity. For the purposes of this study, authenticity should be considered to be objective at least to some degree; that is, objects in a park setting are seen as intrinsically authentic, and are confirmed to be so by NPS park historians and managers. Thus, we are accepting the views and opinions of the NPS and the experts as to what is authentic, and also feel that the NPS does a good job of providing an authentic setting. From a subjective point of view, we would like to know the degree in which park visitors come to the park seeking to experience authenticity, and whether they judge setting features and the experience itself as positive or negative based on the strength of their authenticity motive. If the NPS succeeds in providing a genuine setting, and park visitors feel a sense of authenticity themselves, then this authenticity is cast back upon the park itself, perpetuating the notion of an authentic place.

The idea of authenticity described above includes both the objective and subjective notions. Objective authenticity is provided by the NPS, and subjective authenticity is then felt by the visitor. It could also be suggested that some constructive authenticity is taking place, as visitors themselves come to possess the idea that the park is unquestionably authentic and then pass the idea onto friends and family who come to experience the park.

Objective 2: To identify and discuss the reasons or motivations for coming to the park, and to determine whether achieving an authentic experience is an important reason for visiting the park among tourists.

The second study objective was to identify and discuss important reasons or motivations for coming to the park, including the importance of authenticity. Table 3 lists the mean importance for each motivational item for visiting the park in descending order of importance.

Table 3. Motivations to visit ACHNHP.

Motivation	Mean	N
To learn more about what happened there	4.27	392
To learn about the Civil War	4.23	390
To discover new things	3.74	374
To feel close to important people/events in our history	3.71	385
To learn what life was like for people in the mid-1800s	3.47	374
To teach my family about the Civil War	3.42	382
To commemorate our country's heroes	3.40	376
To develop a sense of pride in my country	3.29	378
To do something with my family	3.22	365
To view the scenic beauty	3.14	375
To experience the peacefulness and serenity there	2.52	359
To gain a sense of self-pride	2.11	343
To relax physically	1.91	340
To do something with my friends	1.87	316
To meet and talk to new people	1.87	348
To get away from the stress of everyday life	1.78	344
It was just a convenient stop on my trip	1.68	333
To get some exercise	1.60	361
To re-live pleasant memories of previous visits to the place	1.59	315
To honor a relative who served there	1.46	327
To attend a special event	1.42	330

1 = not at all important, 2 = somewhat important, 3 = moderately important, 4 = very important, 5 = extremely important

The two reasons for visiting that respondents rated the highest were to learn more about what happened there (at ACHNHP) (4.27) and to learn about the Civil War (4.23). The next highest means were for discovering new things (3.74), to feel close to people or events in history (3.71), and to learn of 1800's life (3.47). Reasons that were ranked as the least important for visiting the park were to attend a special event (1.42) and to honor a relative who served there (1.46).

Importance of Authenticity Relative to Other Motives

When developing the list of possible reasons for the park visit, an effort was made with the help of the NPS reviewers to assess the importance of authenticity. We believed the following items formed a measure of the construct: to “feel close to people/events in history”

and to “learn what life was like for people in the mid-1800s.” Feeling close to people or events in history implies that the visitor wishes to step back in time to experience another culture or historical period as it really was. The desire for feeling close to historical people or events correlates closely with Cohen’s experiential tourist, or the experiencing of the authenticity of the life of others (Cohen, 1979). A desire to learn what life was like for people in the mid-1800’s life seemed to reflect a search for authenticity as well. The NPS believes that maintaining the park in a state as nearly as possible to that of 1865 is one of its highest priorities. In other words, ACHNHP should represent the genuine life in 1865. Further, as stated in the review of past literature, the search for knowledge (or a desire to learn) often co-varies with the search for authenticity (Waller and Lea, 1999).

The next step in the data analysis was to do a factor analysis on the motivational item. Factor analysis was chosen because we wished to find out which of the reasons for visiting the park (listed in Table 3) might be highly interrelated and help to describe a construct that could be called authenticity. Table 4 shows the results of the exploratory factor analysis. Factors were only chosen if they had an Eigenvalue of 1.00 or above. Also, items were chosen to be part of a factor if they loaded .6 or above on the factor, and did not load above .5 on any other factor.

Table 4. Results of factor analysis on motivations to visit ACHNHP.

Individual Items	Learning/Authenticity	Physical/Psychological Wellness	Personal/Family Pride	Family Bonding
Learn about what happened there	.739			
Learn about Civil War	.727			
Learn of 1800’s life	.669			
Discover new things	.667			
Feel close to people/events in history	.645			
Importance of relaxing		.771		
Get away from life stress		.699		
Exercise importance		.670		
Honor a relative who served there			.745	
Gain self-pride			.695	
Do something with family				.824

Individual Items	Learning/Authenticity	Physical/Psychological Wellness	Personal/Family Pride	Family Bonding
Family teaching importance				.753
<i>Eigenvalue</i>	6.69	2.39	1.46	1.19
<i>Cumulative % of variance explained</i>	32	43	50	56
<i>Item Mean</i>	3.89	1.76	1.79	3.32
<i>Alpha</i>	.7678	.7394	.6416	.6965

Four factors or components were derived from the factor analysis (Table 4). Some of the motivation items from Table 2 failed to correlate at .6 or above on any of the factors and thus were discarded from further analyses. The first factor to appear in the analysis appears to be the one of special concern for this study. The analysis revealed that the two projected authenticity items, as expected, grouped together into one factor. Also, every item in the survey questionnaire that involved learning also loaded on this factor. This suggests that for this park and these visitors, learning is highly connected with the search for authenticity. Therefore, from this point forward in the study, this factor will be known as Learning/Authenticity, and this factor will be considered our measure of authenticity. The mean item score for the Learning/Authenticity factor (3.89) was considerably higher than the other four factors. The other three factors that emerged from the data analysis appear to represent physical/psychological wellness (mean = 1.76), personal/family pride (mean = 1.79), and family bonding (mean = 3.32).

To create an index score for each respondent on each factor, a mean of all the items in a factor was computed. For example, using each item that comprised the Learning/Authenticity factor, a score was tallied for each park visitor based on how he or she rated the importance of each item in the factor. In order to be included, an individual had to give a rating on at least 3 of the 5 items that make up the factor or that person's score was not computed. Table 5 shows the distribution of scores on the authenticity factor.

Table 5. Distribution of Learning/Authenticity scores computed for park visitors.

Score Range	Cumulative Percent of Visitors
1.75-3.40	25
3.40-4.00	50
4.00-4.40	75
4.40-5.00	100

Mean = 3.89; n = 393

While the Learning/Authenticity (or authentic motivation) mean was the highest of the four motivational factors, it was desirable to test for statistically significant differences. Paired

sample t-tests were thus performed comparing the means of authentic motivation versus the three other motivation factors. The results are shown in Table 6.

Table 6. Comparison of motivation for authenticity versus other visit motivations.

Factors Compared	Mean Difference	SD	Std Error	T	Df	Sig.
Authenticity vs. Wellness	2.10	.95	.05	41.20*	347	.000
Authenticity vs. Personal/Family Pride	2.11	.98	.06	38.22*	316	.000
Authenticity vs. Family Bonding	.57	1.18	.06	9.06*	351	.000

As expected, the authentic motivation mean was significantly higher than the other motivational means.

Objective 3: To determine the relationship between the desire for authenticity and satisfaction with site and program conditions and overall quality of the visitor experience.

Experimental Design: A Noise Threat to Authenticity

The first step in addressing Objective 3 of the study involved the experimental introduction of a threat to the authenticity of the park setting in the form of mechanical noise. Table 7 shows the numbers of sampled visitors that were recorded as having received the mechanical noise treatment and those who did not.

Table 7. Number of visitors who received mechanical noise treatment.

Visitor	N
Did not receive treatment	448
Received mechanical noise treatment	113

One type of response to the experimental intervention (i.e., perception of conflict) was measured on-site on the visitor contact sheet as respondents left the historic village. Two conflict questions were considered, i.e., “use of mechanized equipment in the historic village” and “too much noise in the historic village.” Table 8 shows how visitors responded to these two questions about conflict on-site.

Table 8. Distribution of visitors' rating of the use of mechanized equipment in the historic village and too much noise in the historic village as a conflict.

Rating	Use of Mechanized Equipment (%)	Too Much Noise in Village (%)
Not a problem	512 (93.6)	514 (93.8)
Small problem	22 (4.0)	24 (4.4)
Moderate problem	5 (.9)	6 (1.1)
Big problem	8 (1.5)	4 (.7)
N =	547	548

Table 9 shows the t-test results of a test for differences between the treatment and control group in their rating of the “use of mechanized equipment in the historic village” as a conflict.

Table 9. T-Test of treatment effect on the “use of mechanized equipment in the village” conflict variable.

	Treatment	N	Mean*	T	Sig.
Use of mech. equip in village	0 (no)	435	1.05	-5.50	.000
	1 (yes)	112	1.30		

***conflict ranged from 1 (not a problem) to 4 (big problem)**

The mean amount of conflict with the use of mechanized equipment in the village for those who received the treatment (1.30) differed significantly ($p = .000$) from those who did not receive such a treatment (1.05).

Table 10 shows the results of a similar test on the conflict variable “too much noise in the historic village.”

Table 10. T-Test of treatment effect on the “too much noise in the historic village” conflict variable.

	Treatment	N	Mean	T	Sig.
Too much noise in the Historic village	0 (no)	437	1.06	-3.451	.001
	1 (yes)	111	1.20		

***conflict ranged from 1 (not a problem) to 4 (big problem)**

Again, the mean amount of conflict concerning noise in the historic village for those who received the treatment (1.20) was significantly higher ($p = .001$) than those who did not receive treatment (1.06). The results of these two t-tests show that the field experiment had a statistically significant impact on the amount of conflict experienced by visitors. Pearson correlations were then performed between the two conflict variables and the level of authentic motivation variable; these proved insignificant.

Survey Results: Test of Study Model

The final steps in analyzing the data to address Objective 3 were to test the relationships between motivation for visiting the park, the importance and performance of various park

attributes, and outcomes of the park experience. The study’s model suggested that recreationists with different motive profiles should react differently to certain environmental features and park conditions, find different sources of satisfaction, and assign different levels of importance to management activities (Knopf and Barnes, 1979).

First, an exploratory factor analysis was done using all of the setting importance attributes (see Methods for an explanation of these attributes) to see which items loaded together on a single factor while at the same time being distinct from other factors. This was done to explore structure in the data, to make data analysis more efficient, and to assure adequate reliability in our factor measurement scales. Again, an item needed to load .6 or above on a factor and not above .5 on another factor for it to be considered part of a given factor. Eleven factors emerged from this analysis that accounted for 68% of the variance in explaining visitor importance ratings. Two of the factors did not qualify as defensible factors by the study’s standards. One factor included only one item that loaded over .6 (importance of restroom cleanliness) and it was therefore considered idiosyncratic. Another had no items that loaded at .6 or higher. Three factors seemed irrelevant to our study of authenticity: Facilities for Visitor Convenience, Hiking Trails, and Highway Traffic. The Facilities for Visitor Convenience items included the number and location of park benches, the number and location of trashcans, and the number and location of drinking fountains. The Hiking Trails factor was comprised of the number and miles of hiking trails, hiking trail conditions, and the availability of hiking trail information. The Highway Traffic factor consisted of the importance of traffic speed on the highway through the park and the importance of the number of cars on the highway. The remaining six factors seemed pertinent to this study and were retained for further analyses (Table 11).

Table 11. Results of factor analysis of setting importance attributes.

Individual Items	Ranger Talks	Exhibits	Historic Conditions	Screening	Brochures	Historic Buildings
Quality of uniformed ranger programs given	.784					
Number of uniformed ranger programs available	.759					
Number of living history (ranger in period clothing) programs available	.671					
Quality of living history programs given	.643					
Quality of “push-button” audio programs at key locations throughout the park		.828				
Number of “push-button” audio programs at key locations throughout the park		.791				

Individual Items	Ranger Talks	Exhibits	Historic Conditions	Screening	Brochures	Historic Buildings
Number of outdoor exhibits provided at key locations throughout the park		.682				
Quality of outdoor exhibits provided at key locations throughout the park		.652				
Condition of historic structures in the village			.744			
Condition of historic village roads			.712			
Maintenance of trees and vegetation in the park			.636			
Screening of sight and sound of maintenance and administrative activities from park visitors				.854		
Screening of park maintenance buildings from park visitors				.828		
Screening from sight and noise of state highway				.746		
Availability of park brochures					.881	
Quality of park brochures					.864	
Number of historic buildings open to the public						.813
Quality of exhibits provided at historic buildings						.809
<i>Eigenvalue</i>	9.47	3.48	1.79	1.64	1.36	1.24
<i>Cumulative % of variance explained</i>	24	33	38	42	46	49
<i>Factor Mean (1-5)</i>	4.05	3.81	4.42	3.28	4.31	4.54
<i>Alpha</i>	.7844	.8561	.7107	.8467	.8883	.7658

The six factors accounted for 49% of the variance in visitors' reporting of importance attributes. Also, all had adequate reliability ratings for internal consistency of .71 or higher. The first factor, ranger talks (mean = 4.05), included the items that dealt with the number and quality of talks given by uniformed rangers or the living history soldiers. Second, an exhibit factor (mean = 3.81) emerged that included the items related to the number and quality of audio program exhibits and outdoor exhibits. The historic conditions factor was of relatively high importance (mean = 4.42) and included tree maintenance and condition of historic buildings and historic roads in the park. The fourth factor involved the screening of outside influences on the park (mean = 3.28), including the highway and maintenance activities. The brochure factor included the importance of brochure availability and quality (mean = 4.31) and had the highest internal consistency of any factor (.88). Finally, a historic buildings factor was formed by two items in the survey: number of historic buildings open to the public and quality of exhibits provided at historic buildings. This factor had the highest mean importance of the six that emerged (mean = 4.54). Factor mean scores were given to each participant based on his or her individual ratings of the factor items. For example, three items made up the screening factor. Each individual's importance ratings were added and averaged for these items, leaving the person an importance mean for the screening factor. The grand mean listed for each factor in Table 7 were computed by adding and averaging across the items of a given factor.

In order to determine if motivation for authenticity related to how visitors rated setting importance items, a Pearson's R correlation was performed on the motivation for authenticity index score and the six factor score indexes for the setting importance items. Table 12 reveals the results of this correlation analysis.

Table 12. Correlation comparison between the motivation for authenticity and setting importance factor index scores.

Importance Factor	Pearson Correlation	Sig.	N
Ranger Talks	.217	.000	333
Exhibits	.245	.000	310
Historic Conditions	.224	.000	362
Brochures	.270	.000	350
Historic Buildings	.264	.000	358
Screening	.061	.247	360

The results of the analysis suggest that motivation for authenticity correlated significantly the importance of all setting factor indexes except screening. The positive correlation indicates that higher authenticity seekers tended to assign greater importance to most factors than did low authenticity seekers. However, while there was a significant relationship, all such relationships were quite low.

To begin to assess the relationships between pertinent study variables and setting performance items, another exploratory factor analysis was performed. The same setting performance items were included in the factor analysis as had been submitted to the setting importance factor analysis. The desired result of this analysis was for the same factors to emerge as for the importance measures, and to be comprised of the same items. Again, eleven factors accounting for 66% of the variance in visitors' rating of performance of setting attributes emerged from the analysis, with six appearing to relate to our study of authenticity. The three importance factors deemed irrelevant emerged with the same items in the performance factor

analysis, and were again removed from further analysis: Facilities for Visitor Convenience, Hiking Trails, and Highway Traffic. Another performance factor, Restrooms, had two items: number and location of restrooms and restroom cleanliness. This factor too was dropped from further analysis. As before, one factor had only one performance item, so it was considered idiosyncratic and dropped from the analysis. This left the same six factors as in the importance analysis, with some minor adjustments (to be discussed). Table 13 shows the results of this analysis.

Table 13. Results of factor analysis of setting performance items.

Individual Items	Historic Buildings	Exhibits	Historic Conditions	Ranger Talks	Screening	Brochures
Quality of exhibits provided at historic buildings	.762					
Number of historic buildings open to the public	.728					
Quality of “push-button” audio programs at key locations throughout the park		.886				
Number of “push-button” audio programs at key locations throughout the park		.880				
Maintenance of trees and vegetation in the park			.692			
Amount of litter along walking paths in the park			.669			
Condition of historic structures in the village			.631			
Condition of historic village roads			.631			
Number of living history (ranger in period clothing) programs avail.				.814		
Quality of living history programs given				.753		
Quality of uniformed ranger programs given				.732		
Number of uniformed ranger programs available				.652		

Individual Items	Historic Buildings	Exhibits	Historic Conditions	Ranger Talks	Screening	Brochures
Screening of sight and sound of maintenance and administrative activities from park visitors					.844	
Screening of park maintenance buildings from park visitors					.817	
Screening from sight and noise of state highway					.769	
Quality of park brochures						.903
Availability of park brochures						.893
<i>Eigenvalue</i>	<i>7.84</i>	<i>3.68</i>	<i>2.40</i>	<i>2.02</i>	<i>1.75</i>	<i>1.16</i>
<i>Cumulative % of variance explained</i>	<i>20</i>	<i>30</i>	<i>36</i>	<i>41</i>	<i>45</i>	<i>48</i>
<i>Factor Mean</i>	<i>4.31</i>	<i>3.91</i>	<i>4.53</i>	<i>4.27</i>	<i>4.24</i>	<i>4.38</i>
<i>Alpha</i>	<i>.7223</i>	<i>.9525</i>	<i>.7200</i>	<i>.7793</i>	<i>.8319</i>	<i>.8898</i>

The six retained setting performance factors had items that were virtually the same as those for the setting importance factors. The amount of variance explained by each of the six factors varied considerably from the importance factors, but their total amount of variance explained was nearly equal (49% for the importance factors, 48% for the performance factors). The exhibits factor for the performance items did not include two items that comprised the same factor for importance: number of outdoor exhibits and quality of outdoor exhibits. However, these two items achieved a loading of .59 (just below the .6 cut-off) on the exhibit performance factor and were therefore included. Another difference between the importance and performance factors was that the historic conditions performance factor included an extra item: the satisfaction with the amount of litter along park paths. This item was not included in the historic conditions importance factor, and did not correlate close to .6 with it, so it was dropped from further analyses. Thus, the same factors and the same items used in the assessment of setting importance were used in assessments of performance.

The study model suggests that high motivation for authenticity seekers will rate the importance of authentic park attributes highly, and may be stricter judges of the performance of the same attributes. Therefore, the next step in the analysis was to test how well the level of motivation for authenticity and setting importance scores predicted performance. First, participants were given an index score for each of the six setting importance factors based on their average response to the items found in the factors. The same was done with the performance items. Thus, each individual received a setting importance score and a setting performance score for each of the six factors.

Several regression analyses were then performed with the mechanical noise treatment, authentic motivation and setting importance factor index scores as independent variables and

performance factor index scores as the dependent variables. Table 14 shows the results of these analyses.

Table 14. Regression analyses for park attribute performance scores by mechanical noise treatment, authentic motivation, and park attribute importance scores.

Performance Factor	Regression		Treatment		Authentic Motivation		Importance Factor	
	(F)	R-Sq.	(t)	(B)	(t)	(B)	(t)	(B)
Ranger Talks	20.5*	.179	-1.2	-.066	2.0*	.111	6.8*	.381
Exhibits	7.4*	.080	-.35	-.021	2.0*	.126	3.6*	.225
Historic Conditions	19.8*	.143	.43	.021	4.1*	.207	5.4*	.271
Brochures	20.4*	.155	.14	.007	2.0*	.104	6.6*	.350
Historic Buildings	116.8*	.499	.08	.003	2.1*	.084	17.3*	.679
Screening	3.9*	.033	-2.6*	-.137	2.4*	.126	-.114	-.006

**significant at .05 level*

Each of the regression analyses performed on the six setting performance index scores were significant, indicating some correlation with the performance factors. Prediction of the variance of each performance factor was not high with the exception of historic buildings (50%). Further, in every case authentic motivation was a significant contributor to the prediction of performance. However, in all cases except for the screening variable, the setting importance factor was the most significant contributor in the prediction of setting factor performance. The treatment variable was only a significant contributor for predicting the performance of screening.

Knowledge

Study Objective 3 also calls for a test of the effect of treatment, motivation for authenticity, and ratings of importance and performance attributes, on visitor knowledge of the park story. Table 15 lists the questions (*and answers in italics*) to each of the knowledge questions in the survey and shows the percentage of visitors who answered each of the ten questions correctly. Generally speaking, study participants scored highly on the knowledge quiz (Tables 15 and 16). In fact, 86% of the participants scored seven correct or greater.

Table 15. Ten knowledge questions with percent of visitors answering correctly (n = 388, mean score = 8.18/10).

Question (answer)	% Correct
The ACHNHP is managed by <i>the National Park Service</i> .	93.5
At Appomattox Court House, who surrendered to whom? <i>General Lee surrendered his army to General Grant</i> .	98.5
The surrender meeting between General Lee and General Grant that occurred at Appomattox Court House took place: <i>in the McLean House</i> .	97.9
Which of the following events was the most immediate cause of General Lee's decision to surrender at Appomattox Court House? <i>The Union army had captured train cars of food and blocked Lee's planned junction with General Joe Johnston's army in North Carolina</i> .	71.3
How did the terms of surrender at Appomattox Court House shape the relationship between the North and South after the war? <i>Surrender terms helped to heal the division between the North and South</i> .	85.4
The capture of this Virginia city after a long siege by Grant's army led to the retreat of Lee's army toward Appomattox Court House: <i>Petersburg</i>	55.3
With the surrender at Appomattox Court House, <i>all of the above. (the end of the Civil War was in sight, the Confederate Army of Northern Virginia ceased to exist, soldiers of the Confederate Army of Northern Virginia became paroled prisoners of war)</i>	86.2
The terms of surrender at Appomattox Court House called for the following: <i>all of the above. (Confederate soldiers must pledge not to take up arms against the United States, Any Confederate soldier who owned a horse in the army was allowed to take it home with him, Confederate officers were allowed to keep their swords and side arms, Defeated Confederate soldiers were allowed to freely go home)</i> .	90.1
The manner in which the stacking of arms ceremony at Appomattox Court House was conducted indicated: <i>respect by the victors for the vanquished</i> .	96.6
These buildings in the village of Appomattox Court House were used as part of the surrender: <i>the McLean House and the Clover Hill Tavern</i> .	58.7

Table 16. Frequency of respondents' scores on the knowledge quiz.

Number Correct	Number of Visitors (%)
1	1 (.2)
2	0 (0)
3	1 (.2)
4	4 (1)
5	18 (4.6)
6	29 (7.5)
7	59 (15)
8	91 (23)
9	103 (26.5)
10	82 (21.1)

Table 17 summarizes the F-test for the stepwise regression analysis that assesses the relationship between the predictor variables (treatment (Y/N), motivation for authenticity, 6 importance factor variables, and 6 performance factor variables) and scores on the study's knowledge quiz.

Table 17. Test of stepwise regression analysis of the relationship between predictor variables (authentic motivation, treatment (Y/N), six importance setting factor variables, six performance setting factor variables) and scores on the knowledge quiz.

Regression	F = 3.155*	R-Square= .031
Predictor	t	Beta
Exhibits Performance	-2.45*	-.201
Ranger Talks Performance	1.75	.144

**significant at .05 level*

The overall regression analysis was significant ($F = 3.155$). The R-Square was small however, at .3.1%. This shows that there is some relationship between the independent and dependent variables but it is very small. Stepwise regression only allowed for one significant predictor variable: the Exhibits performance factor.

Crowding

In an attempt to predict the feelings of being crowded in the park on the basis of a motive for authenticity and other study variables, stepwise regression was performed using predictor variables used in previous analyses (treatment (Y/N) motivation for authenticity, six setting importance factor scores, and six setting performance factor scores). Table 18 shows that most visitors (259 or 63%) did not feel at all crowded during their visit to the park. No one felt extremely crowded.

Table 18. Visitors' perceptions of crowding at ACHNHP.

Rating of Crowdedness	Number of Visitors (%)
1 (not at all crowded)	259 (62.6)
2	76 (18.4)
3 (slightly crowded)	42 (10.1)
4	8 (2.0)
5	14 (3.4)
6 (moderately crowded)	12 (3.0)
7	2 (.5)
8	1 (.25)
9 (extremely crowded)	0 (0)

Mean = 1.77; n = 414

Table 19 shows the results of the stepwise regression on perceptions of crowding. All of the same predictor variables used before in attempting to predict knowledge were used again.

Table 19. Test of the stepwise regression analysis between the predictor variables (motivation for authenticity, treatment, six setting importance factor variables, six setting performance factor variables) and perceptions of crowding.

Regression	F = 7.305*	R-Square= .067
Predictor	t	Beta
Screening Performance	-3.57*	-.244
Treatment	-1.77	-.121

**significant at .05 level*

While the overall regression was significant, the relationships among variables were again weak. Stepwise regression revealed that the best variables used to predict perceptions of crowding were the Screening performance factor and the treatment variable. Still, these only account for 6.7% of the variability in crowding perceptions. Further, only the Screening performance factor was statistically significant.

Conflict

As reported above, conflict was measured twice, once on the contact sheet and again on the mailback survey. Looking again at the two measures of conflict on the contact sheet, regression analyses were performed using the treatment variable and the authentic motivation variable as predictors of the extent that “use of mechanized equipment in the historic village” and “too much noise in the historic village” were seen as conflict. Table 20 summarizes the first of the two regression analyses.

Table 20. Test of the regression analysis between the predictor variables (motivation for authenticity, treatment (Y/N)) and conflict with the use of mechanized equipment in the historic village.

Regression	F = 4.387*	R-Square= .022
Predictor	t	Beta
Authentic Motivation	.667	.034
Treatment	2.85*	.144

**significant at .05 level*

The regression was significant ($p = .013$) but the R-Square very small (2.2%). Also, there was no significant correlation between the authentic motivation variable and the dependent variable. Thus, the small amount of explained variance in conflict was due to the treatment.

Table 21 summarizes the results for the second regression analysis of treatment and motivation for authenticity in a perception of “too much noise in the historic village.”

Table 21. Test of the regression analysis between the predictor variables (treatment (Y/N), motivation for authenticity) and conflict due to too much noise in the historic village.

Regression	F = 3.772*	R-Square= .019
Predictor	T	Beta
Authentic Motivation	1.10	.056
Treatment	2.46*	.124

**significant at .05 level*

The regression analysis was significant (F = 3.77) but the R-Square again minimal (1.9%). Again the authentic motivation variable was not significant in the regression analysis. The treatment variable did significantly contribute to predicting conflict with noise in the village (t = 2.46).

The feeling of conflict was also framed as a yes/no question on the mailback survey. Table 22 shows the frequency of visitors expressing feelings of conflict/no conflict. About 88% of visitors to the park felt no conflict (Table 21).

Table 22. Respondents who felt conflict with other uses or users while at the park.

Felt Conflict with other Uses or Users	Number of Visitors
No	357 (88%)
Yes	50 (12%)

N = 407

Another regression analysis was performed in an effort to test for a relationship between previously used predictor variables (treatment (Y/N), motivation for authenticity, setting importance factors, setting performance factors) and the dependent variable, “feelings of conflict with uses or users in the park.” Table 23 shows the test results.

Table 23. Test of the stepwise regression analysis between the predictor variables (treatment (Y/N), motivation for authenticity, six setting importance factor variables, six setting performance factor variables) and feelings of conflict with other uses or users.

Regression	F = 3.538*	R-Square= .112
Predictor	t	Beta
Authentic Motivation	1.51	.110
Treatment	1.15	.079
Screening Performance	-3.52*	-.241
Brochures Importance	-1.42	-.105
Screening Importance	1.56	.114
Historic Condition Importance	-1.67	-.131
Ranger Talks Importance	1.22	.090

**significant at .05 level*

While the regression was significant (F = 3.5), the R-Square was small (11.2%). Only the Screening performance factor proved significant in predicting perceived conflict. The negative t

and Beta values indicate that for those visitors for whom screening performed poorly, conflict was more likely perceived.

Overall Satisfaction of the Park Experience

The final output to be assessed is overall satisfaction of the experience. Generally, visitors to ACHNHP reported being very satisfied. Table 24 shows the descriptive statistics of visitor satisfaction.

Table 24. Visitors’ ratings of their park experience.

Experience Rating	Number of Visitors (%)
1 (very poor)	1 (.2)
2	0 (0)
3	2 (.5)
4 (average)	17 (4)
5	43 (10.4)
6	165 (39.8)
7 (very good)	186 (44.9)

Mean score = 6.23; n = 414

The previous regression analyses involved dependent variables that were all first order outputs (see Figure 2). The final objective was to test the entire model, and determine whether or not satisfaction of the park visit could be shaped by all model variables. In this scenario, all of the previously used independent variables: treatment (Y/N), motivation for authenticity, setting importance variables, and setting performance variables were again used. In addition, the first order outcomes or outputs of the park experience were used as independent variables in an attempt to better predict overall satisfaction. In this case, knowledge of the park story, perceptions of crowding, and feelings of conflict became predictor variables. The stepwise method was again used to see which of the independent variables best predicted satisfaction. Table 25 shows the results of this analysis.

Table 25. Test of the stepwise regression analysis between the predictor variables (treatment (Y/N), motivation for authenticity, six setting importance factor variables, six setting performance factor variables) and overall satisfaction of the experience.

Regression	F = 11.45*	R-Square= .228
Predictor	T	Beta
Ranger Talks performance	3.06*	.212
Historic Conditions performance	2.36*	.169
Knowledge	1.92	.122
Historic Buildings importance	3.22*	.218
Crowding	-1.36	-.087

****significant at .05 level***

Overall enjoyment could best be predicted using five variables (Table 25). The overall regression was significant (F = 11.45) and 22.8% of the variability in overall enjoyment can be

attributed to the variation in the five variables represented. The Ranger Talks performance variable, Historic Conditions performance variable, and Historic Buildings importance variable were significant predictors. Knowledge gain was nearly significant at the .05 level ($p = .06$). Finally, while the Crowding variable was not significant at the .05 level, ($p = .174$), the negative direction suggests the expected relationship between crowding and enjoyment.

Summary of Results

Authenticity proved to be a significantly higher motivation for visiting the park than other motives: wellness, personal/family pride, and family bonding. Items included in the factor that we named “motivation for authenticity” included learning items. This seemed congruent with the literature, as desire for authenticity and learning have been shown to covary.

The treatment variable (mechanical noise intrusion) significantly increased conflict as measured on-site. However, conflict measured on the mailback survey was not best predicted due to the treatment variable; rather, the screening setting performance factor best predicted conflict. The less well screening from sight and noise of the state highway, screening of park maintenance buildings, and screening of sight and sound of maintenance and administrative activities performed for a visitor, the more conflict the visitor reported.

Six setting importance and performance factors were identified: Ranger Talks, Exhibits, Historic Conditions, Screening, Brochures, and Historic Buildings. It was found that setting importance factors correlated significantly with motivation for authenticity. However, the .2 to .3 range of correlation meant only a slight relationship and little value in prediction (and none for the screening importance factor, which did not correlate significantly). When we regressed motivation for authenticity, treatment, and setting importance factors on setting performance factors, significant relationships were determined. For one, the motivation for authenticity was a positive contributor to all setting performance factors. Further, the importance setting factor was the best predictor of the comparable setting performance factor for all factors except in the case of screening. For the screening performance factor, treatment was found to be significant in a negative direction, meaning the screening attributes were rated worse when the treatment was present. Treatment was not significant in the other regression analyses on setting performance factors.

Predicting knowledge scores based on the study’s input variables was unsuccessful. Most all visitors scored highly on the 10-question quiz (82% average score). The R-square value (explained variance) was very small, indicating little predictive ability of knowledge gain given the model’s independent variables. Since most all respondents did well on the quiz, there was little variation in the knowledge variable to be explained with the model.

Variation in Crowding scores also proved difficult to predict. Over 90% of visitors felt slightly crowded or less. Again, however, the screening performance factor was significant in predicting crowding. As screening ratings were rated to perform poorly, visitors tended to report a greater perception of crowding.

Finally, an attempt was made to see if satisfaction could be predicted using all predictor variables in the study’s model. Little variation existed among visitors in terms of satisfaction: the mean satisfaction score was 6.23 out of 7, and 85% of visitors rated their experience to be 6 or higher on a 7-point Likert scale. However, the best R-Square value of the study (23%) was obtained from regressing the study’s predictor variables upon satisfaction. Generally, the higher the performance of the Ranger Talks factor, the performance of the Historic Conditions factor,

and the importance of the Historic Buildings factor, the higher the resulting satisfaction. The items comprising these setting importance and performance factors seem to reflect authenticity. However, motivation for authenticity did not prove to be a significant contributor to satisfaction when regressed with other variables. Further, the Knowledge variable was nearly significant ($p = .06$) in predicting satisfaction.

In sum, motivation for authenticity correlated with setting importance items, but once other factors were applied in the various analyses, authentic motivation became mostly insignificant. Setting importance and performance items may have mediated the effect of authentic motivation on the output variables.

Discussion and Conclusion

Study Findings

Central to this study was the concept of authenticity. The first objective was to review the literature on authenticity as it pertains to recreation and leisure, and then to formulate a functional definition to be applied to the current study. Researchers have conceptualized authenticity in several different ways. Early researchers conceptualized authenticity for tourists in an objective fashion; in other words, historical objects are inherently authentic because experts define them as such. However, many current researchers characterize authenticity from a constructive or subjective theoretical perspective, in which ordinary individuals or culture plays a role in determining the authenticity of a place, time, or feeling.

For the purposes of this research, the authentic setting was defined by NPS managers and history experts and experienced by park visitors; in essence, combining objective and subjective approaches. A visitor likely comes to the park seeking to experience authenticity, feel authentic, and have an experience conducive to learning and appreciation of the past. The NPS works hard to provide an authentic setting; this setting is then experienced by the visitor, and any authentic experience had by the visitor reinforces the perceived authenticity of the park. Put simply, there is a give and take relationship between the visitor and the NPS, and also objective and subjective authenticity.

Using a survey questionnaire, we operationalized authenticity by using motivational items. This process also involved the use of factor analysis to group items together to form one construct: a factor that we entitled “authenticity.” If visitors rated motivation for authenticity highly, then it was hypothesized that they would rate the importance of authentic park attributes highly and also be stricter judges of the performance of authentic park attributes.

Study findings revealed that the desire for authenticity seemed to be highly correlated with the desire to learn about the park, which is consistent with the Waller and Lea study (1999). Table 3 (p. 27) revealed that our hypothesized learning motivation items had the three highest means, followed by two items which we initially felt dealt more with authenticity, and these five items together became our Authenticity factor. Further, this factor was found to be a significantly higher motivational factor than the three others studied: wellness, personal/family pride, and family bonding). At ACHNHP, visitors are highly motivated to learn and find authenticity.

The results also indicated that motivation for authenticity significantly correlated with all setting importance factors measured (ranger talks, exhibits, historic conditions, brochures, historic buildings) except for the importance of screening. Each of these significant correlations was positive, indicating that the higher the desire for authenticity, the greater the importance of these park attributes to the authentic experience. In contrast to the anticipated positive correlation between the authenticity motive and importance of setting attributes, a positive correlation between motivation for authenticity and performance of these six setting factors (Table 14, p. 37) was not expected. However, our analysis indicated that visitors rated setting performance factors higher as the motivation for authenticity increased, with the exception of screening.

A significant finding of this study was that authenticity was found to be highly important to visitors, and it correlated positively with importance of many park attributes. However, as the analysis proceeded to include output variables like knowledge, crowding, conflict, and satisfaction, the authentic motivation variable seemed to become less significant. For example,

in a stepwise regression to predict knowledge of the park story, authentic motivation did not make a meaningful contribution. Rather, the exhibits performance index was the only significant contributor, and the R-square value was very small (3.1%). In the perceptions of crowding and conflict analyses, only the screening performance factor correlated significantly with the dependent variables. Satisfaction was best correlated with the performance of ranger talks and historic conditions, and the importance of historic buildings.

The rating of the screening importance factor was the only setting importance factor that did not correlate with the motivation for authenticity (Table 12, p. 34). However, scores on the motivation for authenticity factor did have independent and significant correlations with performance of the screening factor. The screening performance factor also showed significant correlations with crowding and conflict. Since motivation for authenticity was found to correlate with screening performance, perhaps screening performance explained the variance in crowding and conflict that would have otherwise been explained by the motivation for authenticity. This reasoning could justify the authenticity motivation not significantly correlating with the output variables.

In summary, the study showed that authenticity was indeed an important motivation for visitors to the park. Also, authenticity was found to correlate with setting importance factors, which was congruent with our hypotheses. However, our findings did not significantly support the expected relationships between authenticity motivation and output variables (knowledge, crowding, conflict, and satisfaction).

Implications for Management

Park management should consider that most feedback from visitors to ACHNHP was very positive. Because of this, the NPS should simply “keep up the good work.” It was clear too that both learning and authenticity were important, perhaps the most important, motivators when visitors decide to come to the park. In our study, the mean score for authentic motivation was 3.89. The other motivating factors (Table 4, p. 28-29) were family bonding (3.32), personal/family pride (1.79) and physical/psychological wellness (1.76). Atmospheres conducive to learning and maintaining the feel of the historic setting should be carefully protected.

Another implication is that authenticity relates to how visitors rate the importance of park setting attributes (Table 12, p. 34) with the exception of screening importance. As desire for authenticity increases, so does the importance of park setting attributes. Since authenticity is such an important motivation for visitors, park management should work to maintain the genuine feel of the setting as well as the integrity of setting attributes.

Authenticity did not correlate well with dependent variables of interest: knowledge, crowding, conflict and satisfaction. Screening performance tended to best correlate with crowding and conflict output variables, perhaps overriding any possible effects authenticity might have had. The screening factor created appeared to be an anomaly. It had the lowest mean of all setting importance factors (3.28) but a relatively high performance mean (4.27). Also, it was the only setting factor that had no correlation between ratings of importance and performance, and yet the screening performance factor related best with visitors’ ratings of crowding and conflict. These results could suggest that the successful performance of the park in screening out modern-day intrusions into the authentic scene better explains visitors’ perceptions of crowding and conflict than does the motivation for authenticity variable itself can. Managers

should therefore continue to keep maintenance sheds, administrative activities, highways, and other modern intrusions screened from visitors as much as possible.

Implications for Future Research

Findings in this study were not solid and clear, and did not yield entirely expected results. Possible reasons for this are discussed below, and should be considered for future research involving authenticity and parks.

The Study Model

A model of leisure behavior based on the work of Driver and Tocher (1970) was used in this study. This motivation-driven, goal-oriented model is only one interpretation of how the leisure experience unfolds. It implies rational decision-making on the part of tourists, firm and fixed motivations and expectations, and “snapshot” outputs. Other researchers have proposed that there is nothing essential in the human makeup, especially in leisure situations, that predisposes one to act rationally (More, 1999). Our study assumed that visitors had static ratings concerning motivations for visiting the park, and that people flowed sequentially through the experience to outcomes with no changing expectations. Furthermore, the Driver and Tocher model casts the process by which leisure unfolds as largely irrelevant, and the products or “trait-like” outcomes become the target of study (Stewart, 1998). In our study, measurements of inputs, throughputs, and outputs were all taken well after the fact. Perhaps a more dynamic, emergent, process-oriented approach would have been more appropriate than the model used.

Also, the Driver and Tocher model was created and used by researchers searching for a design that could be of use to land managers rather than simply analyzing the leisure process for its own sake (More, 1999; Stewart, 1998). The main goal of the study reported here was to provide managers with descriptive statistics of the park visitors (i.e., what they sought, what were their preferences, what was their evaluation of setting attributes, what did they learn, what problems did they encounter, and were they satisfied). It was not to carefully test a model of the intricacies of authenticity and leisure experiences. Therefore, flaws in our test of the model itself may exist, and no matter how valid and reliable the measures of constructs, the results might not have been as expected.

Validity Measures of the Constructs

Visitor Homogeneity

An issue related to performing various analyses in the study was that most of our predictor variables as well as the dependent variables varied very little. Generally speaking, visitors were relatively homogeneous in terms of park experiences sought and attained. A majority rated overall experience highly, and very few experienced conflict in the park. Knowledge of the park story was found to be high among almost all visitors as well, and almost no one felt any level of crowding. The homogeneity of park visitors likely lowered the predictive capability of the study’s regression analyses. Moreover, visitors were not segregated in terms of participation in various park activities. Whether or not a visitor experienced a living

history performance might play a factor in whether or not the mechanical noise treatment affected the experience, and this was not analyzed.

Authenticity

Perhaps the most significant limitation of our study, and one that may have reduced the clarity of study findings, was that nowhere in the study were participants asked if they felt or found authenticity. A motivation factor was created from items that we hypothesized to relate to authenticity, but this factor and its items may not have been called “authenticity” by our study subjects. Also, the factor that we called authenticity may represent something different to visitors than it does to NPS experts. As previously mentioned, a common view of authenticity today is that it is found in the eye of the beholder. Visitors were never asked which motivation items and park condition attributes dealt with authenticity. However, the construct validity of the authenticity measure was apparently increased because a quite high correlation between authenticity and learning was found. Past studies (Waller and Lea, 1999) have shown a correlation between learning and authenticity, thus increasing our confidence in our measure of the construct. Further, evidence of the validity of our measure of authenticity likely increased when the motivation for authenticity was found to correlate positively with all setting importance factors, except for screening (Table 12, p. 34). But while there was some validity established in our authenticity measures, the overall validity may still be questioned.

Other Study Constructs

Based on the conceptual model (Figure 2, p. 21) developed in this study, analyses were performed to see how motivation for authenticity and the on-site experiences (input variables) affected aspects of the output (knowledge, crowding, conflict, satisfaction). This involved the operationalizing of several constructs other than authenticity.

The importance and performance of many park attributes were measured and factor analyzed to develop reliable scales of common setting attributes. Several factors emerged (see Results, pp.32-36), but only six importance and performance factors were kept for further use as study variables, as only they seemed to pertain to authenticity. We decided to keep only those factors that might add convergent validity to our measure of the authenticity construct, and did not use items and factors with which authenticity might correlate negatively (i.e., divergent validity). Future research might keep factors that add both convergent and divergent validity to the construct.

The output variables (knowledge gain, perceived crowding, conflict, and overall satisfaction) were measured using a small number of survey questions. The 10-question multiple choice knowledge quiz was used to assess knowledge levels among visitors. The range and number of questions gave the test reliability, and park historians reviewing the questions seemed to provide good test validity. However, one respondent may answer the quiz alone (as we desired) while some respondents may have employed the help of friends or family members. Also, due to the unexpectedly high scores by visitors on the quiz (Tables 15 and 16, p. 38), little prediction of scores was possible. Put simply, the quiz was too easy. Future knowledge quizzes should be pre-tested to determine the knowledge levels of visitors before entering the park and to assure enough difficulty in the test to provide a range of responses.

The perception of crowding was measured using one question. A problem with this is that one question is not typically a completely reliable or valid measure of a construct. Also, authenticity did not correlate with perceptions of crowding, either positively or negatively; perhaps because almost no one felt crowded. It is conceivable that visitor reports of crowding are not affected by motivation for authenticity or the importance and performance of park attributes, at least at low visitation levels. Future studies should employ multiple items to measure crowding. Also, these studies should attempt to gather data from parks with many levels of use density.

Conflict was measured both on the contact sheet on-site and the mailback survey, and most visitors reported little or no conflict. The on-site analysis involved testing whether the mechanical noise treatment and the degree of motivation for authenticity could be used to predict conflict. The park visitors who received the treatment reported a higher degree of conflict than those who did not; authenticity did not correlate significantly with conflict. The mailback survey measure of conflict (measured weeks after the visit to the park) did not correlate with motivation for authenticity or any setting attribute except screening performance, perhaps owing to the fact that more variables were used in prediction but also because visitors may have forgotten any conflict weeks after the experience. Conflict is likely better reported on-site, immediately after an intrusive incident, and future research should emphasize this.

Congruent with findings of a study at Gettysburg National Historical Park by Knopf and Barnes (1980), visitors at ACHNHP were highly satisfied with the experience and park management, so the nature of visitor response to satisfaction was largely skewed towards the positive. This finding seems reasonable because leisure activities are freely chosen by the individual. But this skewed distribution likely makes predicting satisfaction difficult. Furthermore, asking about satisfaction with one particular park experience weeks after the visit may provide invalid measures, especially if the respondent was in the middle of a long vacation involving many park stops such as occurred among many ACHNHP visitors. Also, as with crowding, satisfaction was measured with one item. Again, using one question to measure a construct has possible negative effects on the reliability of the measurement. Future studies should include multiple satisfaction items, and if possible, measure satisfaction on-site.

Research Design

Several problematic issues of the study may be related to the research design. To the extent that we indeed measured authenticity, it involved the measurement of motivational items weeks after the park visit. Problems are associated with asking people long after their visit to recall reasons for their visit and for their pre-visit setting importance ratings (Manfredo, Driver, and Tarrant, 1996). Motivations and setting importance questions should ideally be asked before the visit to the park. Then visitors could be asked to evaluate setting performance upon leaving the park.

In terms of the field experiment, the mechanical noise intrusion was the only experimental variable (treatment) applied to the study, and the number of visitors that received the treatment was significantly lower than the amount of visitors who did not. Intrusions to the park setting can include many things, like heat and insects (which were often reported by visitors) and the disruptive use of cell phones during living history presentations. None of these variables were accounted for in the study. Furthermore, there were different levels at which the treatment might be experienced (i.e., a power lawnmower going near a living history presentation versus a tree trimmer working in an area farther away), but the treatment variable

was operationalized as a yes/no variable. In summation, it was impossible to determine how close a visitor came in contact with the intrusion and/or how long the visitor was in the park during the “more intrusive” moments of the treatment. Future research that includes a noise treatment should attempt to have a fixed level of noise and intrusion, making it a more controlled variable.

Expanding the Model

In performing our research at a historical park like ACHNHP, authenticity immediately seemed like a good concept to study. However, in part because of the difficulty in defining and framing authenticity for research purposes, perhaps the study model should be expanded to include other constructs when looking at what shapes authentic leisure experiences.

Perhaps an overlooked research concept is that of recreation specialization. Recreation specialization is a measure of intensity of involvement in a leisure activity used to explore variation among activity participants’ preferences, motivations, attitudes, and behavior (Scott and Shafer, 2001). The concept of specialization began with Bryan’s study of fly fisherman (1977). In effect he was attempting to measure “within” activity variability to see if trout fishermen fit into the conceptual framework of the specialization process, and provide natural resource managers a framework for understanding diversity among outdoor recreationists (Scott and Shafer, 2001). The specialization construct suggests a process of progression along a continuum in behavior, preferences, and attitudes as an individual becomes more specialized or involved. Much of the literature concerning specialization seems to relate to authenticity or the search for something authentic.

When characterizing specialization as a process, there is the underlying assumption that progression is directed towards an “authentic” level of involvement (Scott and Shafer, 2001). The further a recreationist is along the specialization continuum and the more experience in an activity he or she has, the greater his or her specificity of preferred outcomes, and the greater the desire for authentic experience. (Scott and Shafer, 2001). Increased specialization also means increased orientation to skill development and the acquiring of additional knowledge. This may also mean a concern for authenticity and historical accuracy (Scott and Shafer, 2001). Further, specialization can be used to explain or predict variation in perceived crowding and motivations (Viriden and Schreyer, 1988).

Since the study reported here attempted to relate authenticity to setting and experience evaluations, perhaps specialization could have been included in the model and measured. A measure of specialization may have proved to moderate the relationship between authenticity and preferences for management. Historical park visitors who have a high amount of specialization may rate preferences and outcomes more critically than the lesser-specialized individuals. Viriden and Schreyer (1988) found that highly specialized hikers were more extreme in their negative responses to setting variables than novices. A specialization variable could have been used as an additional independent predictor of setting preferences and experience outcomes in the study’s model, or it could have been used to add validity to our measure of authenticity. Highly specialized visitors should be high authenticity seekers, and vice-versa.

ACHNHP and other historical parks attract a large number of reenactors. This subgroup of visitors would seem to be the most specialized of all historical park visitors and would be worth studying. Specialization is defined in terms of commitment and involvement, and reenactors seem both highly committed and involved. Historical park visitors could have been placed along a continuum of specialization, and presumably reenactors would fall on the highly

specialized end. A qualitative approach involving pre-test research focused on reenactors themselves may have been beneficial to bridge the gap between the NPS historians and experts and the visiting public. In other words, a different perspective (one which may combine the authenticity conceptions of experts and the general public) may have been useful in refining our notion of authenticity.

Similar in concept to specialization is enduring involvement. Commitment is a key word related to both specialization and enduring involvement. Other components of enduring involvement are importance of the leisure pursuit, enjoyment, self-expression, and centrality (McIntyre, 1989). Levels of enduring involvement may follow the same path along a continuum like recreation specialization. The best indicators of enduring involvement—self-expression and centrality—when rated highly, are indicative of more specialized, highly-involved recreationists. Some measure of self-expression or centrality to one’s life might have helped in the analysis; the more central historical parks are to one’s life, perhaps the more authenticity is important. Again, like with the specialization construct, involvement might play a role in mediating the relationship between motivation for authenticity and various outcomes. Another possibility is that various aspects of future research should focus on evaluating the variables that moderate relationships between involvement and leisure experiences (Havitz and Dimanche, 1999). One of these variables might be authenticity.

In addition, the construct of “serious leisure” seems relevant. Serious leisure is the pursuit of an amateur, hobbyist, or volunteer activity that participants find so substantial that typically they devote their life centered on acquiring and expressing its special skills, knowledge, and experiences (Stebbins, 1999). In general, the social friendship units that form around a given serious leisure activity, like bicycling for example, are socially marginal and uncontrollable (Stebbins, 1999). This means that they form a societal group outside the norm, and their leisure becomes their passion. Again, Civil War reenactors come to mind as a group involved in serious leisure: they travel from park to park in different battalions, and many likely center their lives around developing the knowledge and skills to authentically reenact the past. It may have been useful to study this group’s “unique ethos” or social world as a subcategory of park visitors to better understand authenticity, motivation for authenticity, and their relationship to setting and program preferences and evaluations.

Conclusion

In conclusion, authenticity did not perform entirely the way we hypothesized. It was highly important for visitors, and had some effect on how visitors rated the importance of park setting items. But park visitors were highly satisfied, experienced little crowding and conflict, and were highly knowledgeable. This lack of variation in key outcome variables likely lowered the “predictive” power of the authenticity construct. Future researchers should consider the study implications discussed above.

Static models might give way to more emergent methods of study. Surveying visitors before and after the park experience might serve to get near real-time data, instead of asking questions entirely after the experience. Also, deep, meaningful insight obtained through qualitative research might help to uncover the intricacies of a construct like authenticity.

Researchers may want to consider administering focus groups during the study planning and research design phase. Meetings with NPS staff, interested public, and specialized groups like reenactors might help serve to reach more of a consensus on a concept like authenticity.

Each group of people may have insight to give on formulating a good construct for analysis. Also, studies that involve assessing knowledge levels could make use of a focus group in order to pretest the questions for content and difficulty level.

In terms of data analysis techniques, it may be beneficial for researchers to include factors or variables in a study whether or not they might contribute to convergent or divergent validity. Future studies should use several items to measure such a construct as crowding and satisfaction, rather than one item alone, to increase reliability.

Finally, future studies about authenticity might want to consider examining related concepts like specialization, enduring involvement, and serious leisure. Adding these constructs for analysis could help as independent predictors for experience outcomes that proved difficult to attribute to one construct alone, like authenticity. Further, utilizing a concept like specialization could help to assess the validity of measures to the level of authenticity desired by visitors, since specialized recreationists are believed to seek high levels of authenticity.

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Appendix A: On-site Contact Sheet

Appomattox Court House National Historical Park

On-site Contact Sheet, 2001

Virginia Tech
Natural Resources Recreation
Department of Forestry
Blacksburg, VA 24061

Visitor Contact Sheet
Appomattox Court House National Historical Park
2001

1. How many people were in your group today? (the number of people in your car, or the number of people on your bus if you came as part of a tour group)
_____ people

2. What type of personal group were you with today? (Mark one)
 - I came alone
 - a family group
 - a group of friends
 - a family/friend group

3. Was your personal group part of an organized group?
 - Yes – If so, indicate kind of group (e.g., Scouts, church group, or tour group): _____
 - No

4. Was this trip your first visit to Appomattox Court House National Historical Park?
 - Yes (If yes, go to Question 6)
 - No (If no, continue on to Question 5)

5. Excluding this visit, how many times have you visited Appomattox Court House National Historical Park?
_____ Number of times
 - I don't know

6. How would you classify your own interest in the American Civil War? (Mark one)
 - I have little or no interest in the Civil War.
 - I am somewhat interested in the Civil War.
 - I have quite a lot of interest in the Civil War.
 - I have strong interest in the Civil War.
 - The Civil War is my favorite hobby. I spend more of my leisure time learning about the Civil War than doing anything else.

7. What did you most like about your park visit here today? _____

8. What did you most dislike about your park visit here today? _____

9. To what extent did you find the following to be a problem in the park today?

	Not a problem	Small problem	Moderate problem	Big problem
Dogs off-leash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too many people at park ranger programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of mechanized equipment in the historic village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise from highway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of cell phones in the historic village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too many people in the park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traffic going too fast on the highway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too much noise in historic village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Now—so that we can send you a follow-up survey—we need your name and address. This information will be kept confidential. Your name and address will be used for no purpose other than mailing the survey and follow-ups.

Name: _____

Street Address: _____

City, State: _____

Country (if outside U.S.A.): _____

11. ZIP Code: _____

Thank you for your help.

PRIVACY ACT and PAPERWORK REDUCTION ACT statement:

16 U.S.C. 1a-7 authorizes collection of this information. This information will be used by park managers to better serve the public. Response to this request is voluntary. No action may be taken against you for refusing to supply the information requested. Your name is requested for follow-up mailing purposes only. When analysis of the questionnaire is completed, all name and address files will be destroyed. Thus permanent data will be anonymous. Data collected through visitor surveys may be disclosed to the Department of Justice when relevant to litigation or anticipated litigation, or to appropriate Federal, State, local or foreign agencies responsible for investigating or prosecuting a violation of law. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Observations by Research Technician

Date: ___/___/___

Time:

Weather:

Sunny	Breezy	Humid	Other:
Sun/Clouds	No Breeze	No humidity	
Cloudy			
Rainy			

Temperature:

Treatment: No Yes Unsure

Yes: Mower Weedeater Maintenance Cart Other (specify): _____

Circle one: In village Out of main village

Appendix B: Mail-back survey

Appomattox Court House National Historical Park

Visitor Survey, 2001

Virginia Tech
Natural Resources Recreation
Department of Forestry
Blacksburg, VA 24061

OMB# _____

NPS ID# _____

Exp. Date _____

PRIVACY ACT and PAPERWORK REDUCTION ACT statement:

16 U.S.C. 1a-7 authorizes collection of this information. This information will be used by park managers to better serve the public. Response to this request is voluntary. No action may be taken against you for refusing to supply the information requested. Your name is requested for follow-up mailing purposes only. When analysis of the questionnaire is completed, all name and address files will be destroyed. Thus permanent data will be anonymous. Data collected through visitor surveys may be disclosed to the Department of Justice when relevant to litigation or anticipated litigation, or to appropriate Federal, State, local or foreign agencies responsible for investigating or prosecuting a violation of law. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Burden estimate statement: Public reporting for this form is estimated to average 25 minutes per response. Direct comments regarding the burden estimate or any other aspect of this form to the Information Collection Clearance Officer, WASO Administrative Program Center, National Park Service, 1849 C Street, Washington, D.C. 20240.

***Description of Your Recent Visit to
Appomattox Court House National Historical Park***

The following questions refer to your recent visit to Appomattox Court House National Historical Park. At the end of your visit to the park, we contacted you and asked for your cooperation in this important survey.

1. What activities did you participate in during your visit to Appomattox Court House National Historical Park? (Check all that apply)

<input type="checkbox"/> hiked on trails outside the restored village <input type="checkbox"/> stopped at pulloffs along highway to learn more about the park story <input type="checkbox"/> attended an educational program by a uniformed park ranger <input type="checkbox"/> visited the bookstore <input type="checkbox"/> visited the Visitor Center in the courthouse <input type="checkbox"/> walked to the site of the Chamberlain-Gordon Salute <input type="checkbox"/> rested on park benches <input type="checkbox"/> read exhibits in the Visitor Center <input type="checkbox"/> attended a living history talk (a program given by a person in period clothing) <input type="checkbox"/> visited the McLean House <input type="checkbox"/> visited the Meeks' general store	<input type="checkbox"/> visited the Clover Hill Tavern where Confederate paroles were printed <input type="checkbox"/> visited the county jail <input type="checkbox"/> visited the site of General Lee's Headquarters <input type="checkbox"/> visited the site of General Grant's Headquarters <input type="checkbox"/> purchased items at the bookstore <input type="checkbox"/> saw a slide program in the theater in the Visitor Center/museum <input type="checkbox"/> visited the Confederate Cemetery along the highway <input type="checkbox"/> Accessed the soldier database at the bookstore <input type="checkbox"/> Hiked the history trail that connects spots where important events occurred
---	---

2. About how much time did you spend at Appomattox Court House National Historical Park during your visit? (Mark one)

<input type="checkbox"/> less than 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> 4-5 hours <input type="checkbox"/> 5-6 hours	<input type="checkbox"/> 6-7 hours <input type="checkbox"/> 7-8 hours <input type="checkbox"/> more than 8 hours on a single day <input type="checkbox"/> two days <input type="checkbox"/> three days
---	--

3. Would you like to have spent more time at the park on this visit?
 - No
 - Yes – If yes, indicate the reasons why your visit was shorter than you would have liked: (Mark all that apply)
 - Had to leave the park to get lunch
 - Had to leave the park because of its closing hour
 - Had to follow a travel schedule made earlier
 - Was traveling with young children who were tired and/or restless
 - Too much walking was required
 - Weather conditions were unfavorable
 - Others in my group wanted to leave
 - My tour bus/organized group needed to leave
 - Other reasons: _____

4. Is it likely that you will return to the park for another visit? (Mark one)
- Yes, likely
 - No, unlikely
 - Unsure
5. Some possible reasons why people visit Appomattox Court House NHP are listed below. Tell us how important each reason was in your decision to visit Appomattox Court House NHP.

	Not at all important	Somewhat important	Moderately important	Very important	Extremely important
To teach my family about the Civil War					
To get some exercise					
To develop a sense of pride in my country					
To do something with my family					
To do something with my friends					
To learn more about what happened there					
To experience the peacefulness and serenity there					
To relax physically					
To re-live pleasant memories of previous visits to the place					
To gain a sense of self-pride					
To meet and talk to new people					
To commemorate our country's heroes					
To learn about the Civil War					
To learn what life was like for people in the mid-1800s					
To discover new things					
To view the scenic beauty					
To feel close to important people/events in our history					
It was just a convenient stop on my trip					
To get away from the stress of everyday life					
To attend a special event					
To honor a relative who served there					

*Planning Your Recent Trip to
Appomattox Court House National Historical Park*

6. On this trip, what was the primary reason that you and your group visited the **Appomattox-Lynchburg-Farmville** area? (Mark one)
- Visit Appomattox Court House National Historical Park
 - Visit other attractions in the area
 - Visit friends or relatives in the area
 - Visit the area for business reasons
 - Other – please specify: _____

7. People learn about Appomattox Court House National Historical Park as a place to visit in many ways. On the list provided below, check the ways you learned about the park. (Check as many as apply)
- family or friends
 - a teacher at school
 - television/radio program
 - internet
 - newspaper story
 - magazine story
 - books
 - highway sign/billboard
 - Virginia Welcome Center
 - tour company
 - travel agent
 - Chamber of Commerce information
 - Virginia Tourism Board
 - National Park Service brochure
 - Other: _____
-
8. Prior to your visit to Appomattox Court House National Historical Park, did you seek out information to help you plan your visit?
- No – Go on to Question 10
 - Yes – If yes, name up to three sources of information (some of the possible sources are contained in Question 7) that you used in planning your visit:
 1. _____
 2. _____
 3. _____
9. What one source of information was most useful to planning your visit?
- _____

*Expenditures on Your Trip to
Appomattox Court House National Historical Park*

10. Did you or any member of your family/group pay a park entrance fee at Appomattox Court House NHP?
- No (If no, go to question 12)
 - Yes (If yes, go to question 11)
11. How would you rate the appropriateness of the amount of the entrance fee you paid?
- Too low
 - About right
 - Too high

12. Currently 80% of the entrance fee returns to the park to be used for maintenance, repair, and rehabilitation of park lands and facilities. Recognizing that the park uses the 80% of the fee for these purposes, would you be willing to pay \$1 per person as an entrance fee?

- No
- Yes

13. On this trip, did you and your group travel to the nearby town of **Appomattox**?

- No
- Yes

14. On this trip, did you and your group stay overnight away from home in the **Appomattox-Lynchburg-Farmville** area?

- No – Skip to Question 17
- Yes – Continue on to Question 15

15. Please indicate the number of nights you and your group stayed in the **Appomattox-Lynchburg-Farmville** area away from home on this trip.

_____ nights

16. Indicate where you stayed in the **Appomattox-Lynchburg-Farmville** area: (Check as many as apply)

- With family and friends
- In a hotel, motel, or bed and breakfast
- In a campground
- Other

17. Which of the following activities did you take part in while you were in the **Appomattox-Lynchburg-Farmville** area? (Check as many as apply)

- Ate at a restaurant
- Went shopping
- Stopped at other sites along Lee's Retreat from Petersburg/Richmond
- Visited other historic sites and museums
- Went to other recreational attractions
- Other recreational activities: (please specify) _____

18. During this visit to the park, please report your approximate expenditures in the **Appomattox-Lynchburg-Farmville** area. Residents of the **Appomattox-Lynchburg-Farmville** area should only include expenditures that were directly related to this visit to the park.

Please note: If you traveled to the park as a member of a tour or bus group, list only your own expenditures. If you came with family or friends (typically by car), please list the expenses of your group. Please write "0" if you or your group spent no money in a given category.

a. Inside the park: Please list your group's total expenditures (excluding the park entrance fee) on purchases of such items as souvenirs, postcards, books, and other items.

\$ _____

24. Below is a list of conditions and services at Appomattox Court House National Historical Park. First, rate the importance of each item as it contributes to your experience during your park visit. Rate importance by circling the appropriate number in the IMPORTANCE block. Then rate your satisfaction with each item during your visit to Appomattox NHP. Rate satisfaction by circling the appropriate number or "Don't Know/Does Not Apply" in the SATISFACTION block. You should have an importance rating **and** a satisfaction rating for **each** item.

	IMPORTANCE (to your experience)						SATISFACTION (with your experience)					
	Not at all Important			Extremely Important			Not at all Satisfied			Extremely Satisfied		
Park Conditions												
Speed of traffic on state highway through park	1	2	3	4	5	→	1	2	3	4	5	DK
Number of cars/trucks on state highway through park	1	2	3	4	5	→	1	2	3	4	5	DK
Screening from sight and noise of state highway	1	2	3	4	5	→	1	2	3	4	5	DK
Screening of park maintenance buildings from park visitors	1	2	3	4	5	→	1	2	3	4	5	DK
Screening of sight and sound of maintenance and administrative activities from park visitors	1	2	3	4	5	→	1	2	3	4	5	DK
Maintenance of trees and vegetation in the park	1	2	3	4	5	→	1	2	3	4	5	DK
Condition of historic structures in the village	1	2	3	4	5	→	1	2	3	4	5	DK
Condition of historic village roads	1	2	3	4	5	→	1	2	3	4	5	DK
Facility Conditions												
Size of parking lot	1	2	3	4	5	→	1	2	3	4	5	DK
Location of parking lot with respect to the historical village	1	2	3	4	5	→	1	2	3	4	5	DK
Number and location of park benches	1	2	3	4	5	→	1	2	3	4	5	DK
Number and location of trash cans	1	2	3	4	5	→	1	2	3	4	5	DK
Number and location of drinking fountains in the park	1	2	3	4	5	→	1	2	3	4	5	DK

	IMPORTANCE (to your experience)					→	SATISFACTION (with your experience)					Don't Know/ Does Not Apply
	Not at all Important		Extremely Important				Not at all Satisfied		Extremely Satisfied			
Amount of litter along walking paths in the park	1	2	3	4	5	→	1	2	3	4	5	DK
Amount of litter along state highway through the park	1	2	3	4	5	→	1	2	3	4	5	DK
Number and location of restroom facilities in the park	1	2	3	4	5	→	1	2	3	4	5	DK
Cleanliness of restroom facilities	1	2	3	4	5	→	1	2	3	4	5	DK
Number/miles of hiking trails in the park	1	2	3	4	5	→	1	2	3	4	5	DK
Condition of hiking trails in the park	1	2	3	4	5	→	1	2	3	4	5	DK
Safe highway exits and entrances to park and exhibit pulloffs	1	2	3	4	5	→	1	2	3	4	5	DK
Information/Education Services												
Number of uniformed ranger programs available	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of uniformed ranger programs given	1	2	3	4	5	→	1	2	3	4	5	DK
Number of living history (ranger in period clothing) programs available	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of living history programs given	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of information services provided at contact desk in Visitor Center	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of exhibits contained in the Visitor Center	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of the slide programs in the Visitor Center auditorium	1	2	3	4	5	→	1	2	3	4	5	DK
Number of historic buildings open to the public	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of exhibits provided at historic buildings	1	2	3	4	5	→	1	2	3	4	5	DK

	IMPORTANCE (to your experience)					→	SATISFACTION (with your experience)					Don't Know/ Does Not Apply
	Not at all Important		Extremely Important				Not at all Satisfied		Extremely Satisfied			
Quality of information provided at the McLean House	1	2	3	4	5	→	1	2	3	4	5	DK
Number of "push-button" audio programs at key locations throughout the park	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of "push-button" audio programs at key locations throughout the park	1	2	3	4	5	→	1	2	3	4	5	DK
Number of outdoor exhibits provided at key locations throughout the park	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of outdoor exhibits provided at key locations throughout the park	1	2	3	4	5	→	1	2	3	4	5	DK
Availability of park brochures	1	2	3	4	5	→	1	2	3	4	5	DK
Quality of park brochures	1	2	3	4	5	→	1	2	3	4	5	DK
Number of park rangers stationed at key locations throughout the park	1	2	3	4	5	→	1	2	3	4	5	DK
Variety of books and other printed materials at the bookstore	1	2	3	4	5	→	1	2	3	4	5	DK
Availability of information about hiking trails outside the historic village in the park	1	2	3	4	5	→	1	2	3	4	5	DK

25. For those park conditions, facilities or information/education services listed in Question 25 which were important to you **and** about which you were dissatisfied during your visit, indicate how you would like the situation improved.

a. Problem 1: _____

Your recommended solution: _____

b. Problem 2: _____

Your recommended solution: _____

c. Problem 3: _____

Your recommended solution: _____

26. Did you ever feel conflict with other uses or users at Appomattox Court House National Historical Park?

No

Yes – If yes, describe the conflict: (Check all that apply)

Too many other people in the Visitor Center

Too many other people in the McLean House

Too many other people in the Clover Hill Tavern

Too many cars in the parking lot

Too many people at the park ranger programs I attended

Too many people at living history programs (i.e., programs given by park staff in period clothing)

Noisy people or groups at ranger programs

Noisy people in historic buildings

Noise from traffic on highway through park

Traffic going too fast on highway through park

Traffic tailgating me on highway through park

Use of mechanized equipment by maintenance people in the historic village

Use of cell phones in the historic village

Dog off a leash in the park

Other conflicts – Please specify: _____

Your Knowledge of the Park Story

In an effort to assess how well the park rangers/educators are communicating the park story, we would like to ask you a few questions about what you learned during your park visit. Remember, we are not evaluating you; rather we want this information so we can make recommendations on program improvements.

For all questions below, please give us the answer you believe to be correct. If you don't know the answer, give us your best guess.

27. The Appomattox Court House National Historical Park is managed by:
 - the U.S. Forest Service
 - Virginia State Parks
 - the National Park Service
 - the Greater Virginia Historical Society
 - the Daughters of the Confederacy

28. At Appomattox Court House, who surrendered to whom?
 - General Grant surrendered his army to General Lee
 - General Stonewall Jackson surrendered his army to General Grant
 - General Lee surrendered his army to General George McClellan
 - General Lee surrendered his army to General Grant
 - General George Meade surrendered his army to General Lee

29. The surrender meeting between General Lee and General Grant that occurred at Appomattox Court House took place:
 - in the courthouse
 - in the McLean House
 - in the Clover Hill Tavern
 - at the site of General Grant's Headquarters

30. Which of the following events was the most immediate cause of General Lee's decision to surrender at Appomattox Court House?
 - General Stonewall Jackson was killed and his men were worn out
 - The Union army had captured train cars of food and blocked Lee's planned junction with General Joe Johnston's army in North Carolina
 - General Grant had blocked General Lee's efforts to retreat to Richmond and his supply lines there
 - General Phil Sheridan had blocked Lee's intended retreat to find food in the Shenandoah Valley of Virginia
 - President Jefferson Davis ordered General Lee to surrender

31. How did the terms of surrender at Appomattox Court House shape the relationship between the North and South after the war?
- Surrender terms led to continued guerilla warfare
 - Surrender terms increased the antagonism between North and South
 - Surrender terms resulted in the economic deprivation of the South
 - Surrender terms helped to heal the division between the North and South
 - Surrender terms had no effect upon relations between North and South after the war
32. The capture of this Virginia city after a long siege by Grant's army led to the retreat of Lee's army toward Appomattox Court House.
- Richmond
 - Amelia Court House
 - Petersburg
 - Lynchburg
 - Fredericksburg
33. With the surrender at Appomattox Court House,
- the end of the Civil War was in sight
 - the Confederate Army of Northern Virginia ceased to exist
 - soldiers of the Confederate Army of Northern Virginia became paroled prisoners of war
 - All of the above
34. The terms of surrender at Appomattox Court House called for the following:
- Confederate soldiers must pledge not to take up arms against the United States
 - Any Confederate soldier who owned a horse in the army was allowed to take it home with him
 - Confederate officers were allowed to keep their swords and side arms
 - Defeated Confederate soldiers were allowed to freely go home
 - All of the above
35. The manner in which the stacking of arms ceremony at Appomattox Court House was conducted indicated:
- respect by the victors for the vanquished
 - ridicule by Union soldiers of Confederate soldiers
 - disagreements among Union officers on the terms of the surrender
 - disagreements among Confederate officers on the terms of the surrender
36. These buildings in the village of Appomattox Court House were used as part of the surrender:
- Appomattox County jail and the Appomattox County courthouse
 - Appomattox County courthouse and the Clover Hill Tavern
 - the McLean House and the Appomattox County courthouse
 - the McLean House and the Clover Hill Tavern

Socio-Demographic Characteristics of Visitors

In order to make comparisons among the many kinds of visitors to Appomattox Court House National Historical Park, we would like some general information about you. All information is voluntary and confidential, and will not be identified with your name.

37. Your present age: _____ years
38. Are you Male or Female?
39. What is the highest level of education you have completed? (Mark one)
- | | |
|--|--|
| <input type="checkbox"/> Elementary school | <input type="checkbox"/> Bachelor's degree or equivalent |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Some graduate work |
| <input type="checkbox"/> High school diploma | <input type="checkbox"/> Master's degree or equivalent |
| <input type="checkbox"/> Some college | <input type="checkbox"/> Ph.D., M.D., or equivalent |
40. What was your approximate total household income before taxes last year? (Mark one)
- | | |
|--|--|
| <input type="checkbox"/> Under \$19,999 | <input type="checkbox"/> \$80,000—99,999 |
| <input type="checkbox"/> \$20,000—39,999 | <input type="checkbox"/> \$100,000—149,999 |
| <input type="checkbox"/> \$40,000—59,999 | <input type="checkbox"/> \$150,000—199,999 |
| <input type="checkbox"/> \$60,000—79,999 | <input type="checkbox"/> \$200,000 or more |
41. Please indicate if you belong to a historical or conservation association. (Mark all that apply)
- National park protection association
 - National historical preservation association
 - Civil War site preservation association
 - Civil War discussion group
 - Civil War reenactment unit
 - Descendents of Civil War veterans association
 - Other historical/preservation association – Please specify: _____
- _____
42. In what ethnicity and race would you place yourself?
- a. Ethnicity: (check one)
- Hispanic or Latino
 - Not Hispanic or Latino
- b. Race: (check one or more races to indicate what you consider yourself to be)
- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White
 - Other (please specify) _____
 - Do not wish to answer

Do you have any other comments on ways to improve protection and management of Appomattox Court House National Historical Park? Please respond in the space below.

Thank you Very Much for Your Help!