

AN ANALYSIS OF BRITISH WILDERNESS CONCEPTS:
BASED ON A SYSTEMATICALLY SELECTED AUDIENCE

SENIOR HONORS THESIS

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**"There is a need for an articulation of wilderness values based on historical fact, contemporary experience, and the projected needs of human life and all life."
-Roderick Nash 1988**

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TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
I. INTRODUCTION	1
II. RESEARCH QUESTION	2
III. REVIEW OF LITERATURE	2
IV. METHODOLOGY	3
V. RESULTS	10
VI. DISCUSSION OF RESEARCH QUESTION	13
VII. CONCLUSION	19
APPENDICES	
A. Wild Areas Survey Instrument	
B. Complete Data	
C. Frequency Statistics on the Data	
LIST OF REFERENCES	

Introduction

This research was born out of a need to better understand wilderness concepts as articulated by Anthony Murphy (1996) and others. Wilderness has many meanings; an analysis of British concepts was selected for this study. The acquired data provides a glimpse into the factors contributing to a British individual's definition of wild areas. With the acquisition and analysis of this data, there is opportunity for future comparisons with existing research.

Defining what wilderness is to an individual is an important step in the process of wilderness protection. One individual may value wild lands because they remind him/her of childhood expeditions. Traveling through them as an adult may elicit feelings of comfort and freedom. As Agnes E. van den Berg explains in *Group Differences in the Aesthetic Evaluation of Nature Development Plans: A Multilevel Approach*, "Research has shown with a remarkable consistency that people evaluate their experiences with natural environments as more positive and fulfilling than their experiences with human influenced environments"(1998).

Despite modern society's attempts to disassociate itself from a place within the natural world, there remains a need to recognize the importance of these wild places in our lives. Wallace Stegner eloquently explains the importance of wilderness by stating that people should, "take pleasure in the fact that such a timeless and uncontrolled part of the earth is still there" (Nash 1976). The importance of experiencing these places versus knowing about these places is addressed within this research.

The question of "what is wilderness?" on the societal level depends on the areas that have already been designated as wilderness. Within the United States, the concept has been ingrained in our national identity and the protection of these areas has been a part of our recent culture. Therefore, it is difficult to discuss global wilderness because what is considered wilderness is

based on individual distinction. Using the example of the United States versus the United Kingdom, it is clear that in the U.S. wilderness is defined in the Wilderness Act of 1964. This law defines wilderness as, "an area where the earth and its community of life are untrammeled by man, where man himself is a visitor who does not remain"(Wilderness Act 1964).ⁱ In the United Kingdom, their national park system was established in 1951 but areas are not classified as "wilderness." The text of the Dower and Hobhouse Reports provides a glimpse into the British perspective on their landscape,

here are no vast expanses of virgin land... which can be set aside for public enjoyment or conservation of wild life... almost every acre of land is used in some degree for the economic needs of man and has its place in a complex design of agriculture, industrial or residential use (Fairclough 1984).

Furthermore there is a recognition that,

since it is not possible to sterilize great tracts of land...it is all the more urgent to ensure that some at least of the extensive areas of beautiful and wild country in England and Wales are specially protected as part of the national heritage...(Fairclough 1984).ⁱⁱ

The UK does have parks, nature reserves, and areas of scientific and social interest that are set aside because of their unique features. The government though has not defined wilderness nor used this term to classify a geographic area and protect it.

Research Question

The research question for this research project asks, "How do people's experiences within wilderness affect their definition of wilderness (based on a select population of British individuals)?" This question attempts to identify key factors that led to an experience being "wild." The possible influences that will be explored later include whether the respondent's experience within a "wild area" was actual or through a form of media. The significance of other

issues included whether the experience occurred within the United Kingdom or outside, and if the event had religious or spiritual significance.

This research builds on the work of Murphy (1996) eliciting the perspective of a population of British citizens for future comparative studies. This analysis can be vital in the movement toward a universal definition or understanding of wilderness. These factors will be further analyzed in the result section.

Review of Literature

The basis for this work was done by Dr. Anthony Murphy in his dissertation entitled the "The Meaning of Wilderness" (1996). The research reported herein is an extension of Murphy's research. Murphy explored the definitions of wilderness as elicited through an interview process with a randomly selected audience of Americans. The results of his study showed that there was a striking similarity between subjects who were visitors to areas of "wilderness" and those who had not visited such areas (Murphy 1996). He concludes that, "in social discourse a certain meaning of wilderness prevails"(Murphy 1996). He also supports the idea that a universal definition of wilderness is necessary and this idea is reinforced by the fact that the definition he found through research does not match the US's legal definition for wilderness(Murphy 1996).

In order to understand the background for the issue it was also necessary to look at earlier writings on wilderness including Roderick Nash's *Wilderness and the American Mind* (1982) in which I explored the articles of Stegner and others who discussed the role of wilderness in the American consciousness.

To explore the British perspective of wilderness research was conducted at the University of York library in England, as well as through actual experiences within lands under the UK's National Trust. The majority of the information collected on the British perspective was from

journal articles I found in the OSU library system. An article by Dominic Habron of the University of Stirling (1998) entitled, "Visual perception of wild land in Scotland" provided comparisons for the post research write-up, through his desire to explore such concepts as a means of attaining an understanding of "wilderness" within the UK. Habron cited his motivations for his research stemmed from the fact that, "In biophysical terms there is very little, if any, 'wild land' left in Scotland"(1998). He is quick to explain that, "'wild-land' still exists for some people and yet there is no widely accepted definition of the concept within the context of Scotland"(Habron 1998). His analysis of the social construct of 'wild-lands' provides an excellent comparison for the research of British wilderness concepts. Other articles including, "Group Differences in the Aesthetic Evaluation of Nature Development Plans: A Multi-level Approach" by Agnes E. van den Berg et. al (1998), provided support on the importance of experiences within natural environments.

Methodology

Discussions with Dr. Richard Jurin, of The Ohio State University, led to the conclusion that research on "wilderness" or "wild areas" based on a British audience would provide information on the perception of wild areas based on experience. Existing comparable data from a US audience (i.e. Murphy 1996) led to the decision that data collected and analyzed based on a British population would be valuable for a future comparative study.

The audience surveyed was systematically selected from the British students at the University of York in England. The data collection was carried out over a span of three months. The method in which each survey was collected was recorded in my research journal. Subjects would be randomly approached and asked if they were British and if they would be willing to participate in a research project. The manner in which the survey was administered was recorded

by noting this next to the survey number. Of the forty-one surveys collected twelve were collected in classroom situations while the remaining twenty-nine were collected in casual situations. Of the forty-five surveys collected a total of forty-one were valid for analysis.

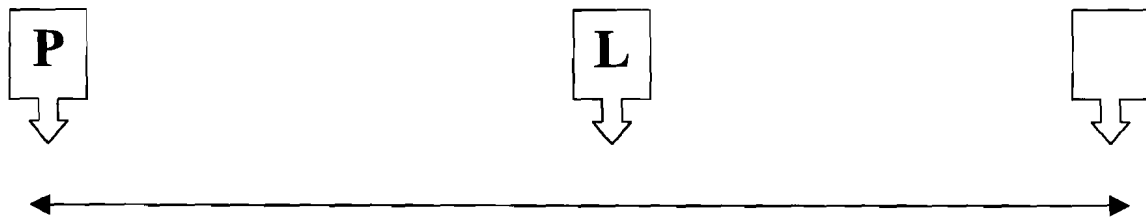
The survey was adapted from a scheduled interview format designed by Murphy (1996) to a written format. Throughout this process both Murphy and other peers were consulted for comments on the structure and content of the survey. The questions used were based on those used by Murphy because they were already proved effective in attaining reliable data. The survey's wording was modified for a British audience with the help of Ms. Sunita Hilton (a British graduate student at OSU). The most significant and noticeable wording change was the use of "wild areas" instead of "wilderness." The survey was first reviewed by peers and then pilot tested in two sections of Dr. Richard Jurin's Natural Resources 367 course (n=40) at The Ohio State University. Modifications were made to the survey based on the results of these tests. (See Appendix A for the final draft of the "Wild Areas Survey.")

The data were collected between April-June 1998 in England. The first step in analysis was elucidating the ecological identity of each subject. An analysis of the subject's written definition of wilderness was the first step in recognizing their ecological identity. In order to understand the thought patterns involved in the subjects' definitions and to extract their ecological identity, the process of concept mapping was used. This concept was appropriate because as Ville Hallikainen points out in his essay on Finnish wilderness, "concepts are formed within frameworks"(Goffman in Hallikainen 1993). Concept mapping involves the linking and pulling out of related ideas by finding a central topic and analyzing the relationships. The guidelines from "Mapping for Understanding" by Donna K. Dorough and James A. Rye were followed (1997). Murphy used a method similar to concept mapping in his work which he

classified as a "Sense-making triangle" (1996). Dr. Richard Jurin was also consulted throughout the process and reviewed and offered comment on the final ecological identity groupings.

Based on the concept mapping process, the forty-one subjects were placed into one of the five ecological identity groupings. These groupings included: preservationist, logical idealist, utilitarian, environment, and natural environment. Each identity was set apart with a distinctive definition.

Eco-Identity Spectrum

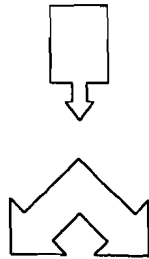


P= Preservationist

L= Logical Idealist

U= Utilitarian

**Subset
Logical Idealist**



N= Natural Environment

E= Environment

Graphic 1: The eco-identity spectrum is based on the definitions offered by the subjects. These definitions place them at some position along the spectrum. Those who are considered Environment or Natural Environment fell into the sub-set of Logical Idealist. Refer to the explicit definitions within the text for each identity.

Based on the concept mapping process and elucidating the universal themes, each ecological identity was given its own definition. Preservationist was defined as, people with views that reflect a deep conviction and alignment toward maintaining wild areas in their unspoiled state through maintaining a stand of no human interference (n=22).

Logical idealist's (n=3) views reflect a compromise between preservationist and utilitarian. This group has an acceptance of modern human influence on the natural world backed by a desire to check this influence at some defined level.

The second largest group (n=7) were those who fell into the utilitarian category. The subjects in this category collectively defined wilderness in a manner that reflects an acceptance of human impact on the environment while searching for a balance between exploitation and preservation.

The next ecological identity, a sub-set of logical idealist, is natural environment (n=6). Based on their responses this identity can be identified by views demonstrating a definition based on concrete characteristics (such as ocean, rainforest, specific species etc) and they also failed to connect a physical value with an emotional value of wild areas.

The concept mapping process linked together the ideas of subjects who fall under a sub-heading of logical idealists; their eco-identity is considered environment (n=2). These subjects were determined to have ecological identities aligned with environment. Their views draw from the contemporary notion of what ecologically natural areas are and the components that make-up these systems.

The surveys were then entered into an Access (© Microsoft 1996) database and separated by their ecological identities. Data were entered for thirty-seven different questions. Twenty-three of these questions had answers that were given a number identifier and were therefore

quantifiable. The other fourteen were descriptive and therefore a summary of the answer was entered into the database. (See Appendix B for the complete listing of data.)

Once the data were entered, it was then imported into Statistical Package for Social Sciences (version 8) and statistics were run on the data. After statistics including frequencies for each category were run it was apparent that the best method of analysis would be a cross-category comparison. Based on the qualitative nature of the survey it was more efficient to make such comparisons. This was carried using the descriptive statistics compiled for each category and for the whole test group of all forty-one subjects. Looking at the averages for the answers and the percentages with similar responses across categories would also be helpful. The results of this analysis will be explored in the following section.

Variables

The following sections will discuss each ecological identity and the correlation between their definition and their experiences. In order to answer the research question, data on the following three independent variables will be presented for each ecological identity:

- (1) Most influential experience in wild areas - **Actual versus media**

Do actual experiences result in an ecological identity aligned closer to preservationist on the eco-identity spectrum?

The question of whether or not the subject's experience was actual or media is important to the formulation of a definition for wild areas. This idea is reinforced by Agnes E. van den Berg when he states, "preferences are shaped by specific cultural and individual experiences"(A.E. van den Berg et al 1998). In this regard, it is important to recognize the influence of an actual experience versus a media experience.

- (2) Location of experience- **United Kingdom versus non-UK**

Can a definition of wild areas be ascertained through experiences in areas not formally classified as "wilderness?"

This question requires an analysis of the country in which the wild areas experience occurred. If the subject had an experience within the United Kingdom and based their definition on this experience did they elicit the same feelings and ideas as those individuals who had experiences in other parts of the world?

(3) Experience spiritually or religiously significant- **Yes versus no**

Does the recognition of spiritual/religious significance correlate to recognition of wilderness value.

This question attempts to recognize whether or not there is a direct correlation between religious or spiritual meaning and wilderness value.

The following sections will provide the results for each group, a discussion of these results will follow in the discussion section.

Results

The analysis of the results will be grouped into six different sections. The first grouping will be a discussion of the data as a whole. The second through sixth section will discuss the five separate groups based upon ecological identity.

Characteristics of the respondents are that 23 (56.1%) of those surveyed were female and 18 (43.9%) were male (N=41). The average age of the population was nineteen and a half years (range 18 to 34). The majority (61%) of the students (n=25) were college undergraduates; 16 (39%) were graduate students (See appendix B). The forty-one subjects were from thirty different academic majors. The majority (95.1%) of the subjects came from a village, town, or city. The experiences of 87.8% (n=36) of the individuals surveyed were actual experiences in

wild areas. Only 12.2% (n=5) of the audience surveyed identified a media experience as their most influential wild area experience.

The results of the data collection for the three variables are reported in the following data tables. This information is ordered according to the ecological identity spectrum and follows in the next five tables. The table compares whether the subjects experience was actual or media and provides both the total number of subjects and the percentage with either experience. The next section looks at location and whether the individual surveyed had an experience within the United Kingdom (UK) or outside of the UK. The final component of the data table looks at religious experiences and whether the subjects felt their experience had religious significance. We will first analyze the results of the preservation eco-identity.

For those twenty-two subjects falling into the eco-identity of preservationist, twenty-one respondents had an actual wild area experience and only one had a media experience only. The second variable looks at the data on the area's location, sixteen subjects identified an area inside the United Kingdom while six identified an area outside of the UK. Nine of the subjects identified the experience as spiritual or religious while thirteen did not.

Preservationist*

Experience		Location		Religious	
Actual	95.5% 21 Subjects	Outside UK	72.7% 16 Subjects	Yes	40.9% 9 Subjects
Media	4.5% 1 Subject	Within UK	27.3% 6 Subjects	No	59.1% 13 Subjects

*(Sum of columns equals 100%)

Of the three subjects identified as logical idealist, one had an actual experience within a wild area and two had media experiences. All of the subjects identified the areas within the

United Kingdom as where their most influential experience took place. Two of the subjects answered that the experience was religious while one said it was not.

Logical Idealist*

Experience		Location		Religious	
Actual	33.3% 1 Subject	Outside UK	100% 3 Subjects	Yes	66.7% 2 Subjects
Media	66.7% 2 Subjects	Within UK	0% 0 Subjects	No	33.3% 1 Subject

*(Sum of columns equals 100%)

There were seven subjects who identified with a utilitarian definition. Of these seven, six had actual experiences and one had a media experience. Five of these subjects related an experience within the UK while the other two were outside the UK. There were two subjects who felt as though the experience was spiritual or religious and five who said it was not.

Utilitarian

Experience		Location		Religious	
Actual	85.7% 6 Subjects	Outside UK	28.6% 2 Subjects	Yes	28.6% 2 Subjects
Media	14.3% 1 Subject	Within UK	71.4% 5 Subjects	No	71.4% 5 Subjects

*(Sum of columns equals 100%)

Of the seven individuals who had a natural environment ecological identity, four had actual experiences and three had media. The location of their wild area experience varied, with four of them citing an area within the UK and three outside of the UK. Only one of the subjects identified the experience as having spiritual or religious significance while the other six felt it was not significant in this sense.

Natural Environment

Experience		Location		Religious	
Actual	57.2% 4 Subjects	Outside UK	42.9% 3 Subjects	Yes	14.3% 1 Subject
Media	42.9% 3 Subject	Within UK	57.1% 4 Subjects	No	85.7% 6 Subjects

*(Sum of columns equals 100%)

Of the two individuals with the environment ecological identity, both identified actual experiences as the most influential in defining wild areas. The United Kingdom was the location of both individuals' experience. Finally, they both agreed that their experiences were not spiritual or religious.

Environment

Experience		Location		Religious	
Actual	100% 2 Subjects	Outside UK	0% 0 Subjects	Yes	0% 0 Subjects
Media	0% 0 Subject	Within UK	100% 2 Subjects	No	100% 2 Subjects

*(Sum of columns equals 100%)

DISCUSSION OF RESEARCH QUESTION

The primary research question that this paper addresses is, "How do people's experiences within wilderness affect their definition of wilderness (based on a select population of British individuals)?" The discussion of this question relies on the analysis of the variables that play an intricate part in an individuals conceptual definition of wilderness. The first factor is whether an experience was actual or through the a form of media.

(1) Actual versus media experience

Do actual experiences result in an ecological identity aligned closer to preservation on the eco-identity spectrum?

The previous section displays the results of this research and that of the forty-one subjects, thirty-six (87.8%) identified that actual experiences were the most influential in their definition of wild areas. The other five subjects (12%) recognized media experiences as the predominant experience that played a role in their development of a definition of wild areas.

As stated above it was proposed that actual experiences would be a main component of a preservationist's definition. This was supported by the fact that twenty-one of the twenty-two subjects who were preservationists had actual experiences. Their definitions reflected many of the characteristics that were used to describe the sense they felt within wild areas. For example, subject forty-one defined wilderness as, *no encroachment by man what-so-ever*, then in their sense of experience he/she stated that there were *no people around*. What is revealed from subject forty-one's answers is that the definition itself was shaped by the actual experiences. This reflection of the actual experience within the individual's definition is apparent throughout the data and across the various eco-identities. It is also of note that twenty-one (over half) of the individuals surveyed fall into the preservationist category. These numbers agree with statement one in that the experiences played an important role in where the subjects were placed on the eco-identity spectrum.

Of the subjects aligned within the logical idealist identity all of them (n=3) identified actual experiences as the most influential. Logical idealism is only one step away from preservation therefore it is not surprising that actual experiences were identified as the most significant for 100% of the population. There is again a link between their answers for the definition and their personal experiences within wild areas. Subject ten defines wild areas as *a*

sparsely or not at all inhabited region, remote from man-made structures and human influence: the respondent then describes an experience *climbing to the top of Ben Lomond (Scotland)...* *remembering feeling absolutely awe-struck and the grandeur of nature.* As was expected, there is a relationship between the experience and the subject's definition of wild areas.

As for the seven subjects identified as utilitarian, six (85.7%) cited actual experiences while one (14.7%) subject cited media experiences as the most influential. Again there is a correlation found between their definitions and their experiences. As subject number 16 states, wild areas are *a piece of land/ water that has not been exploited by humans, other than for survival purposes.* The respondent explains that their experience within wild areas offered *feelings of being insignificant and being at awe for the beauty of the countryside when you get away from the tourist spots* (16). The subject is clearly reflecting their sense of the experience from an actual contact within wild areas. This fact is revealed in their definition of such places. This example illustrates the relationship between experience and definition; however it does not attempt to reveal a dependent relationship between eco-identity and an actual or media experience. In order to prove statement one a decrease in the actual experiences and an increase in media experiences as movement down the eco-identity spectrum should occur. Due to the low pool of total subjects such an occurrence cannot be proven and therefore statement one cannot be supported.

The impacts of a low number of total subjects will also play a role in the next two eco-identities. Those two individuals falling under the environment heading, both had actual experiences. It is again apparent that their experiences and their definitions are tied to one another. With these individuals there exists a sense that they recognize wild areas solely as a place unlike individuals closer to the preservationist end of the spectrum who find it to be a place

that conveys a spirit. Wild areas as defined by subject one are, *countryside, nature reserves, fields, and parks*, while their actual experiences are described as, *a study of some wild grounds near our school. We looked at the plants, animals, lake, etc.* Clearly this definition has less of an emotional connection as is reflected in the pragmatic wording.

The final eco-identity is natural environment and of the seven individuals four had actual experiences (57.2%) and 3 cited media experiences (42.9%). This breakdown follows the logic of statement one, but the impacts of the low over-all subject pool must also be considered. Those individuals citing actual experiences used site-specific definitions. Subject three described wild areas as, *a windswept area with little vegetation, usually a moorside on high exposed ground.* It is also clear that subject three drew from his/her own experiences in defining wild areas but also from the opinions of others, *my parents told me that this was a definition of a wild area, I accepted this.* This individual took their singular experience and applied it to all wild areas. In analyzing individuals having purely a media experience it is also clear that there exists a correlation between their definition and the specific media experience. Subject five defined wild areas as, *rainforests, African plains*, while their sense of the media experience was again a description of physical places, *Kenya, the desert and the Amazon are all favorite areas for TV camera crews to explore.* The definitions and experiences of the other subjects citing media experiences are similar in that they are place specific.

The research data collected persuades one to reject our statement that, ***actual experiences will result in an ecological identity aligned closer to preservation on the eco-identity spectrum.*** The low total population hinders making a definitive statement such as this. What is revealed by an analysis of the experiences and their relation to an individual's definition is that the sense of the experience is reflected in the definition provided by the subject. This was clear across all

five eco-identities. As the analysis moved from preservation to environment the definitions also revealed movement from a more connected and encompassing definition toward a purely physical and specific definition.

(2) **United Kingdom (UK) experiences versus outside the UK experiences**

Can a definition of wild areas be ascertained through experiences in areas not formally classified as "wilderness?"

In order to address this statement it must first be noted that the comparison between UK experiences versus non-UK experiences is not necessarily differentiating between formally defined wilderness areas and those not defined as such. Rather what is being explored is whether a definition can be extracted from experiences within the UK. Of the forty-one subjects, thirty had experiences within the UK (73.2%) while 11 had experiences outside of the UK (26.8%).

What the definitions revealed is that a non-UK experience proved to show little difference from an experience within the UK because both generated feelings of awe and respect. Subject twenty-nine's experience in Death Valley National Park, United States elicited a, *feeling of remoteness*. While subject thirty-one identified a trip to the Isle of Skye, Scotland, UK with these words, *a sense of isolation, of calm*. The similarities within these experiences support statement two and numerous relationships of this type are found throughout the data. These occurrences reveal that location is not the most important feature, rather it is the feelings that individuals have within these places that classify them as wild areas.

Subject thirty answers the question, *What kinds of experiences have helped you in defining wild areas?* by stating, *I have been fortunate to visit fairly remote areas in the Rocky Mountains. Some places that I have visited in Britain give the impression of being wild, such as Dartmoor, the Black Mountains, and the Elan Valley in Wales*. Through this individual's

comparisons it is clear that both the UK and non-UK areas played a role in their definition of wilderness. It is because of their experiences in both areas, that their answer supports the idea that it is the uniqueness of the lands that elicit a sense of wild. Subject thirty considers the Rocky Mountains as wild areas; it can also be argued that because areas within the UK give him/her *the impression of being wild* they too are wild areas.

The fact that the majority of the population had an UK experience and that they had detailed similar feelings elicited by these areas supports statement two. It is because these similarities exist throughout the data, from UK to non-UK that statement two is valid.

(3) Religiously or spiritually significant

Does the recognition of spiritual/religious significance relate to a recognition of wilderness value?

The data for this variable showed that fourteen subjects (34.1%) felt that their experience had religious or spiritual significance while twenty-seven (65.9%) did not feel the experience was spiritual or religious. When looking at this within the specific eco-identities no correlation was revealed between a particular identity and the spiritual/religious significance of the experience. What is revealed by the data from the fourteen subjects who identified the experience as having religious/spiritual significance is that such an affiliation correlated with an emotional response to the area. As subject thirty-three stated, *I felt extremely moved, very small and appreciative of my life"* A few subjects identified some relationship to a higher being, such as subject twenty-four who said; *It felt closer to God's created order than everyday life does.* There were also those who felt it was an opportunity to think about their life and in being such a focussing mechanism it was somehow spiritual as well. Subject number ten reported, *when undergoing the experience I felt part of a greater whole.*

As was stated previously, the data did reveal that, "The recognition of spiritual/religious significance correlates to a recognition of wilderness value." Yet this is not necessarily a reciprocal relationship; in that it was not necessary for the subjects to cite religious or spiritual significance in order to recognize the value of wild areas. For those who found religious or spiritual significance within these areas, this added another dimension to the value they placed on these areas. In this sense statement three is valid in identifying that a positive relationship exists between those subjects who identified a religious/spiritual value within wilderness and their valuation of wild areas as a whole.

CONCLUSION

The primary research question was: "How do people's experiences within wild areas affect their definition of wild areas (based on a select population of British individuals)?" The answer to this question is that the experiences that individuals have within wild areas plays a direct role in the formulation of their definition. This is supported not only by the data presented herein but also by the research of others (Habron 1998, Murphy 1996). The five separate eco-identities drawn from the subjects' definitions offer a glimpse into the experiences that were used to define the term "wild areas." The results show that regardless of the locale in which the experience occurred individuals use common concepts to define wild areas. An understanding of wild areas and the development of a definition of these areas is revealed to be strikingly similar across all categories. The possibility of doing future research based on this concept is suggested in the following section.

The results of this research did not support the supposition that actual experiences will align a subject closer to preservation on the eco-identity spectrum. Such a direct correlation could not be shown because no such trend was revealed. Anthony Murphy presents this

conclusion in his own study, "The similarity of personal definitions between the visitors and non-visitors...is important. It seems that in our social discourse a certain meaning of wilderness prevails" (Murphy 1996). For future research further exploration of the meaning of wilderness would be beneficial especially in combination with demographic data on the subjects.

The fact that many subjects were able to define wild areas based on experiences within the UK (land that is not technically considered as wild lands) did not disprove the second variable: *A definition of wild areas can be ascertained through experiences with areas not formally classified as "wilderness"* but allows it to stand on its own. An excerpt from Ville Hallikainen's essay entitled "The Social Wilderness in the Minds and Culture of the Finnish People" offers explicit details on the wilderness concepts that were mentioned by his study's subjects.

Other Characteristic images included silent areas, lying far away from roads and habitation. These images didn't exclude professional or recreational hunting and/or gathering. It is interesting to note that the responses of people of different backgrounds were astonishingly homogenous (1993).

In this case, as in the case of many of this study's subjects, those areas set aside as wilderness areas were not the only places that elicited feelings associated with a definition of wild areas. This statement is further supported by research already conducted by Murphy who argues that, "If wilderness is 'what we want it to be,' then clearly for the majority of the participants (in his study on "The Meaning of Wilderness") legal wilderness does not agree with their idea of this environment" (1996). What all these studies have in common is the underlying similarity of the concept of wilderness within cultures and seemingly across cultures as well. Further research in cross-cultural concepts of wilderness is discussed in the following section.

The third factor that was addressed was the religious or spiritual role of wild areas and this correlation to the recognition of wilderness value. The data were used to elucidate the fact that this is not necessarily a reciprocal relationship. An individual's recognition of wilderness value does not necessarily dictate the existence of a religious or spiritual experience. There was not a large emphasis on this factor within the definitions of the participants.

Recommendations for Future Research Approaches

The total sample (N=41), in being such a small number, limited the analysis to a purely qualitative discussion; a quantitative approach should be used to build on this study. Such an approach would increase the relevance of analyzing the confounding variables and the role they may or may not play in the development of an individual's definition of wild areas. A quantitative approach would also allow for cross analysis between different questions, such analysis will provide detailed data on the interrelationships that exist.

Revision within the survey itself should also be undertaken. In order to extract the core of an individual's experience the questions need to be more specific. It may be that the format of interviews, as conducted by Murphy (1996) should be used in future work. If the written survey method is kept then revisions should be made based on the data collected through this work. Recommended revisions would include focussing on the details and emotions that will further explain a wilderness experience. As well as focussing with more detail on the specifics of the area visited (was it a National Park, a farmer's field, the sea etc.). In developing these questions it is essential to keep in mind that they must be recorded in a quantitative manner. Such an approach would allow for a more detailed and thorough analysis of the data.

In regards to improving the quality of the data, it would also be beneficial to conduct a comparative analysis involving the confounding variables (sex, age, major, region where the

subject grew up, etc) and their relationship to formulating a definition. It would be interesting to run a correlation test to see if the confounding variables reveal that such a correlation exists. This cross analysis would be done to extract what the contributing variables are to the development of an individual's eco-identity.

Significance

The value of the resulting research is in its ability to bring awareness to the topic of wilderness and wild areas protection. Discussion of wilderness on a global scale is an important component of wilderness protection. Habron supports this idea in his paper on "Visual perception of wild land in Scotland" when he states,

The implication for conservation management is to consider the value of wild land as a resource in its own right, in addition to the more tangible ecological and geological resources that are currently valued (1998).

Other issues of resource management have and are being recognized on a global scale. Biodiversity is one such topic that has not only been addressed by the scientific community but is also becoming a mainstream issue. This is revealed by the February 1999 issue of *National Geographic* in which the topic of biodiversity was the cover story. Similar recognition must be carried into the arena of wilderness. It is necessary for special attention to be paid to the ways in which individuals interact in and define natural areas. Just as biodiversity is becoming a globally recognized scientific term there is a need for wilderness to become universally recognized. "The application of the concept of wild land could be useful in the development of sustainable land management practices in the natural and semi-natural environments of Scotland, and could be transferred to similar areas abroad"(Habron 1998).

As a social construct, wilderness provides varied benefits to different nations, states, communities, and individuals. It is a recognition of these fundamental benefits that a discussion of wilderness and a universal recognition there-in will be produced.

ⁱ COMPLETE TEXT OF THE WILDERNESS ACT

Public Law 88-577 (16 U.S.C. 1131-1136) 88th Congress, Second Session September 3, 1964 An Act To establish a National Wilderness Preservation System for the permanent good of the whole people, and for other purposes. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled.

SHORT TITLE SECTION

1. This Act may be cited as the "Wilderness Act." WILDERNESS SYSTEM ESTABLISHED

STATEMENT OF POLICY SECTION 2. (a) In order to assure that an increasing population, accompanied by expanding settlement and growing mechanization, does not occupy and modify all areas within the United States and its possessions, leaving no lands designated for preservation and protection in their natural condition, it is hereby declared to be the policy of the Congress to secure for the American people of present and future generations the benefits of an enduring resource of wilderness. For this purpose there is hereby established a National Wilderness Preservation System to be composed of federally owned areas designated by the Congress as "wilderness areas," and these shall be administered for the use and enjoyment of the American people in such manner as will leave them unimpaired for future use and enjoyment as wilderness, and so as to provide for the protection of these areas, the preservation of their wilderness character, and for the gathering and dissemination of information regarding their use and enjoyment as wilderness; and no Federal lands shall be designated as "wilderness areas" except as provided for in this Act or by a subsequent Act. (b) The inclusion of an area in the National Wilderness Preservation System notwithstanding, the area shall continue to be managed by the Department and agency having jurisdiction thereover immediately before its inclusion in the National Wilderness Preservation System unless otherwise provided by Act of Congress. No appropriation shall be available for payment of expenses or salaries for the administration of the National Wilderness Preservation System as a separate unit nor shall any appropriations be available for additional personnel stated as being required solely for the purpose of managing or administering areas solely because they are included within the National Wilderness Preservation System. DEFINITION OF WILDERNESS (c) A wilderness, in contrast with those areas where man and his works dominate the landscape, is hereby recognized as an area where the earth and its community of life are untrammelled by man, where man himself is a visitor who does not remain. An area of wilderness is further defined to mean in this Act an area of undeveloped Federal land retaining its primeval character and influence, without permanent improvements or human habitation, which is protected and managed so as to preserve its natural conditions and which (1) generally appears to have been affected primarily by the forces of nature, with the imprint of man's work substantially unnoticeable; (2) has outstanding opportunities for solitude or a primitive and unconfined type of recreation; (3) has at least five thousand acres of land or is of sufficient size as to make practicable its preservation and use in an unimpaired condition; and (4) may also contain ecological, geological, or other features of scientific, educational, scenic, or historical value.

Taken from the National Park Service's web site at:

<http://www.nps.gov/partner/wact.html>

ⁱⁱ For more information on British nature reserves please visit *English Nature's* web site at: <http://www.english-nature.org.uk/start.htm>

APPENDIX A

WILD AREAS SURVEY

WILD AREAS SURVEY

This study is an attempt to understand what experiences/events help people to define wilderness. There are no right or wrong answers, only your own honest answers. The answers are completely confidential and you will in no way be identified with any of the results.

Please Check One Male Female Age.....

Please Check One Undergraduate Graduate

Major Course of Study.....

Please check which setting best describes the area you grew up in:

Rural (farm) Rural (non-farm) Village Town (not a suburb) City Suburb Inner City Other _____

Please define what you consider to be a wild area.

What kinds of experiences have helped you in defining wild areas?

If the experience(s) was a visit to a physical area or location you consider to be a wild area, please answer **SECTION ONE**.

If the experience(s) was NOT an actual visit but based on a form of media, please **GO TO SECTION TWO**.

SECTION ONE

1. Please describe your most influential experience of a wild area.
Please include things such as: area name, sense of the experience, and conditons
(weather, why you were there).

2. Was anyone with you? If yes, how many and who? was this important?

If no, why were you alone? was this important?

3. Was the experience: Positive Negative Neutral

Would you repeat the experience? Yes No

4. Was the experience spiritual or religious in anyway? Yes No
If yes, please explain.

PLEASE CONTINUE ON THE NEXT PAGE

SECTION ONE CONTINUED

5. a) What were your expectations before the visit?

b) Were your expectations met by the experience? Please explain.

c) Was the experience planned or was it impromptu? Please explain.

6. Please describe anything else you can about this actual experience.

7. Have you any media experience(s) (films, T.V., music, books, etc.) that stand out in your mind as influencing what you consider to be wild areas?

Yes

Go to question #8

No

Go to question #12

8. Please describe the media experience that helped you the most in defining wild areas (include things such as area name, location, and conditions shown in the media event)

PLEASE CONTINUE ON THE NEXT PAGE

SECTION ONE CONTINUED

Where applicable please answer the following (8 a/b) about your media

a. Senses of the experience (sounds, feel, visuals, etc.)

b. Was anyone with you during the event?
If yes, how many and who? Yes No

Did they help to enhance your experience? Please explain.

9. Were your feelings about the experience

Positive Negative Neutral

10. Was the experience spiritual or religious in any way? Please explain.

Yes No

11. Is there anything else you can describe about this experience and why it helped you in defining wild areas?

12.



THANK YOU FOR COMPLETING THE WILDERNESS SURVEY, PLEASE SUBMIT THIS FORM BEFORE LEAVING.

SECTION TWO CONTINUED

3. Were your feelings about the experience
Positive Negative Neutral

4. Was the experience spiritual or religious in any way?
Please explain. Yes No

5. Anything else you can describe about this experience and why it helped you in defining wild areas?



THANK YOU FOR COMPLETING THE WILD AREAS SURVEY, PLEASE SUBMIT THIS FORM BEFORE LEAVING.

APPENDIX B

COMPLETE DATA ON THE FORTY-ONE SUBJECTS

KEY FOR DATA HEADINGS

HEADING	DESCRIPTION
ID	SURVEY #
SEX	1= MALE 2= FEMALE
AGE	IN YEARS
STUDENT	1= UNDERGRAD 2= GRAD
MAJOR	AS STATED
AREA	1= Rural farm, 2= Rural (non-farm), 3= village, 4= Town, 5= city suburb, 6= inner city, 7= other
DEFINITION	1= Preservationist, 2= Logical Idealist, 3= Utilitarian, 4= Natural Env, 5= Environment
EXPERIENCE	1= Actual, 2= Media, 3= Both
V9= United Kingdom/not UK	1= UK, 2= Outside the UK
SPECIFIC	AS STATED
V11= AREA DESCRIPTION	AS STATED
SENSE	AS STATED
COMPANION	1= YES 2= NO
IDENTIFICATION	1=FAMILY, 2=SIGN OTHER 3= OTHER
ROLE	1=important 2=not important

KEY FOR DATA HEADINGS

REPEAT	1= YES 2= NO
V18= REPEAT REASON	AS STATED
RELIGIOUS	1= YES 2= NO
V20= RELIGIOUS REASON	AS STATED
EXPECTATIONS	AS STATED
MET	1= PLANNED, 2= IMPROMPTU
V23= Expectations explained	AS STATED
LOGISTIC	1= YES 2= NO
DESCRIPTIONS	AS STATED
MEDIA	1= YES 2= NO
V27= MEDIA FORM	AS STATED
V28= SPECIFIC MEDIA	AS STATED
CONDITIONS	AS STATED
V30= MEDIA SENSE	AS STATED
V31= MEDIA COMPANION	1= YES 2= NO
V32= MEDIA IDENTIFICATION	1= FAMILY 2= SIGNIFICANT OTHER 3= OTHER
V33= MEDIA ROLES	1= important 2= not important
V34= MEDIA EVENT	1= positive 2= negative 3= neutral
V35= EVENT EXPLAINED	AS STATED
V36= MEDIA RELIGIOUS	1= YES 2= NO
V37= EXPLAINED	AS STATED
V38= QUESTION 11/5	AS STATED

	id	sex	age	student	major
1	24.00	1.00	27.00	2.00	Medieval Studies
2	25.00	1.00	20.00	1.00	History
3	26.00	2.00	.00	2.00	Music Technology
4	27.00	2.00	19.00	1.00	Educational Studies
5	28.00	1.00	20.00	1.00	Sociology
6	29.00	2.00	.00	1.00	Biology
7	30.00	2.00	29.00	2.00	Zoology
8	31.00	2.00	.00	2.00	Linguistics
9	32.00	2.00	30.00	2.00	Economics
10	33.00	1.00	21.00	1.00	English
11	34.00	1.00	20.00	1.00	English
12	35.00	1.00	20.00	1.00	History
13	36.00	2.00	23.00	2.00	History/ PGCE
14	37.00	2.00	22.00	2.00	Music/Technology
15	38.00	2.00	24.00	2.00	PGCE
16	20.00	1.00	22.00	2.00	PGCE (Education)
17	21.00	1.00	.00	1.00	Politics/ Education
18	22.00	1.00	18.00	1.00	Biology
19	23.00	1.00	19.00	1.00	English
20	39.00	1.00	20.00	1.00	EEEM
21	40.00	1.00	20.00	1.00	Economics/ Social H
22	41.00	2.00	26.00	2.00	PGCE
23	11.00	1.00	.00	1.00	Maths/ Education
24	12.00	1.00	20.00	1.00	German/ Linguistics
25	10.00	2.00	19.00	1.00	History
26	13.00	1.00	28.00	1.00	Economics
27	14.00	2.00	23.00	2.00	Geography

	area	definiti	experien	v9	specific
1	3.00	1.00	3.00	1.00	Derwent
2	5.00	1.00	3.00	1.00	
3	6.00	1.00	3.00	1.00	Ballidon Moor, West Yor
4	4.00	1.00	3.00	1.00	Normanby Park
5	2.00	1.00	3.00	1.00	Hill in NE England
6	3.00	1.00	3.00	2.00	Death Valley National P
7	5.00	1.00	3.00	2.00	Rocky Mountains, Mont
8	4.00	1.00	3.00	2.00	Scotland, Isle of Skye
9	3.00	1.00	3.00	2.00	Foglefonn
10	3.00	1.00	1.00	1.00	Wales, Brecon Beacons
11	3.00	1.00	1.00	1.00	Sevenoaks, Kent
12	4.00	1.00	1.00	1.00	Dartmoor, Devon
13	4.00	1.00	1.00	2.00	Iceland
14	5.00	1.00	1.00	1.00	Farm
15	4.00	1.00	1.00	1.00	Lake District
16	4.00	1.00	2.00	1.00	Rural areas Great Britai
17	4.00	1.00	3.00	1.00	Scotland, Lossie Mooth
18	3.00	1.00	3.00	1.00	Nature Reserve
19	5.00	1.00	3.00	2.00	Kenya
20	3.00	1.00	1.00	1.00	River Wye
21	3.00	1.00	1.00	1.00	"World End", Llangollen
22	4.00	1.00	1.00	1.00	Scotland
23	5.00	2.00	3.00	1.00	Northumbria
24	5.00	2.00	1.00	1.00	fields outside of town
25	5.00	2.00	3.00	1.00	Ben Lomond, Scotland
26	3.00	3.00	3.00	1.00	Horton in Ribblesdale,
27	3.00	3.00	3.00	2.00	Milford Sound & New Z

	v11	sense	companio	identifi
1	hot, mtns, lake	idyllic, sense of belongi	1.00	1.00
2	flowers, fauna	animals	1.00	3.00
3	blizzard conditions		2.00	.
4	warm breezy	interaction bt. Man and	1.00	3.00
5	largest hill in are	of achievement	1.00	.
6	hot, beautiful	remoteness, different fr	1.00	1.00
7		remote	1.00	1.00
8		isolation, calm	1.00	3.00
9	glacier (mainland E	peace, challenge of ele	1.00	.
10	windy, cloudy, rain	beautiful, terrifying	1.00	3.00
11	walking, collecting		1.00	3.00
12	summer hot weather	remote, dramatic scene	1.00	1.00
13	glaciers, mtns, fjo	rainy, cold	1.00	1.00
14	fields, countryside	smells, clean air	1.00	2.00
15	excellent weather		1.00	1.00
16			2.00	.
17	beach	windy and cold	2.00	.
18	night, warm	quiet, exciting, and pea	1.00	1.00
19	Samburu, Masai Mara	fair weather	1.00	1.00
20	canoeing on rapids		1.00	3.00
21	tip of valley tiny	energizing	1.00	1.00
22	clear, sunny	no people	1.00	1.00
23	woods	family day out, picnic, p	1.00	1.00
24	derelict area near		2.00	1.00
25	Climbing in a mount	awe	1.00	3.00
26	walking alone with		1.00	3.00
27	high number of visi		1.00	3.00

	role	event	repeat	v18
1	1.00	1.00	1.00	import. To perspectives
2	1.00	1.00	1.00	would alone or in small
3	1.00	1.00	1.00	w/ favorable conditions
4	2.00	1.00	1.00	fun/ will always rememb
5	1.00	1.00	1.00	excitement
6	2.00	1.00	1.00	explore more/ learn mor
7	2.00	1.00	1.00	many more wilderness
8	2.00	1.00	1.00	get away from things
9	1.00	1.00	1.00	improved technical skill
10	1.00	.00	2.00	no/ great scenerary but
11	1.00	1.00	1.00	relaxing/ good to be in f
12	1.00	1.00	1.00	time as family/ see wild
13	2.00	1.00	1.00	but can't afford to
14	2.00	1.00	1.00	relaxing, uplifting "be at
15	.	1.00	1.00	good & enhancing, help
16	.	.	2.00	
17	.	1.00	1.00	away from "it all" no oth
18	.	1.00	1.00	
19	1.00	1.00	1.00	educational and valuabl
20	.	1.00	1.00	brilliant and team work
21	.	1.00	1.00	wild but peaceful, breat
22	2.00	1.00	1.00	relaxing, takes mind off
23	1.00	1.00	1.00	with family, young and
24	.	1.00	1.00	to escape civilisation
25	.	1.00	1.00	alone to enhance feelin
26	1.00	1.00	1.00	enjoyable, times when t
27	1.00	1.00	1.00	balance bt minimal hum

	religiou	v20	expectat	met
1	1.00	closer to God's created	beautiful landscape	1.00
2	1.00	beautiful world, amazin	boring school trip	2.00
3	1.00	humbling re. Power of n	get fresh air	1.00
4	2.00		none	2.00
5	2.00		would be worthwhile	1.00
6	2.00		astounded by lack o	1.00
7	2.00	"spiritual" not right word	high expectations	1.00
8	2.00		isolation and peace	1.00
9	2.00		based on research	1.00
10	1.00	extremely moved, felt v	none	2.00
11	2.00		relaxing/ sun	1.00
12	2.00		tiring/ worthwhile	1.00
13	1.00	"Isn't everything good ki	thought would be co	1.00
14	1.00	spiritual: think about life	relax, quiet seclud	1.00
15	1.00	spiritually uplifting	neutral	1.00
16	2.00			2.00
17	1.00	closer to nature, eleme	looking forward to	1.00
18	2.00		a quiet walk	1.00
19	1.00	overwhelming & therefo	excited but nervous	1.00
20	2.00		nervous anticipatio	1.00
21	2.00		none	2.00
22	2.00		knew what to expect	1.00
23	2.00		fun, blackberries	1.00
24	1.00	go there to think/ pray	exploring and then	1.00
25	1.00	inner peace, closeness	none	2.00
26	2.00		together with natur	1.00
27	2.00		out reach but safe,	1.00

	v23	logistic	descript	media
1	surpassed	1.00	prompted me to sketch	1.00
2	more interesting than e	2.00	b/c hadn't expected to b	1.00
3	exceeded	2.00	weather conditions	1.00
4	enjoyable visit	2.00		1.00
5	spectacular view	1.00		1.00
6	YES!	1.00		1.00
7	would appreciate more	2.00	trip to "get my head tog	1.00
8	YES	1.00	other people were there	1.00
9	Massively Experienced	1.00		1.00
10		1.00	made life flash in front	2.00
11	Yes got both	2.00		2.00
12	Yes exhaustive/ amazin	1.00		2.00
13	absolutely fantastic	1.00	no facilities, no petrol st	2.00
14	returned home in better	1.00	helps to distance onesel	2.00
15	exceeded	2.00	at one with nature	2.00
16				1.00
17	exceeded	1.00		1.00
18	exceeded	1.00		1.00
19	far exceeded, exciting a	1.00		1.00
20	surprised by clearness	1.00	slept under canoes on ri	2.00
21		2.00	not a single experience	2.00
22	Yes, from going to othe	2.00	wildlife, clear air, open	2.00
23	that is what happened	1.00	meet friends or bring fri	1.00
24	met unless others came	2.00	climbing the trees and h	2.00
25		2.00		1.00
26	felt satisfied had been "t	1.00		1.00
27	stunning scenery, great	1.00		1.00

	v27	v28	conditio	v30
1	Literature	Thomas Hardy's novels	Dorset countryside	fertile farms to barren h
2	TV	documentaries	flora and fauna	colorful, noisy, lots of a
3	TV	documentaries	Antarctic	desolate sparseness of
4	TV	wildlife programs	deserts, forests	harsh, barren, or lush, gr
5	TV	documentaries	mountaneous	visual importance
6	TV	"wildlife on One" BBC	diversity of life,	amazement
7	TV	documentaries, advent	jungles, deserts,	sounds and visuals
8	TV		South American, ra	isolation, music, then sil
9	Literature	Jack London "Call of		stimulated imagination
10				
11				
12				
13				
14				
15				
16	TV	documentaries	rural	vivid green, chirping bir
17	Music	classical music, Fing		sounds
18	TV	wildlife programmes	Galapagos Islands	vivid colors, noisy
19	Film	"Lion King"	Marai Mara	influential soundtrack &
20				
21				
22				
23	TV	wildlife programs	animals in natural	visual
24				
25	TV	"Wildlife on One"	African Grasslands	fascinating have project
26	TV	nature programs	Africa	blowing through trees, a
27	TV	wildlife shows	"showing totally u	ultimate wilderness prot

	v31	v32	v33	v34	v35
1	2.00	.	.	1.00	beauty in barren areas,
2	2.00	.	.	1.00	
3	2.00	.	.	.00	interested
4	1.00	1.00	1.00	1.00	made want to see and s
5	1.00	1.00	1.00	1.00	visually pleasing
6	2.00	.	.	1.00	broadens horizons/ puts
7	2.00	.	2.00	1.00	
8	2.00	.	.	1.00	might like to visit
9	2.00	.	.	1.00	life better for reading
10	2.00	.	.	.	
11	2.00	.	.	.	
12	2.00	.	.	.	
13	2.00	.	.	.	
14	2.00	.	.	.	
15	2.00	.	.	.	
16	2.00	.	.	1.00	sense of living, awe at
17	2.00	.	.	1.00	
18	2.00	.	.	1.00	
19	2.00	.	.	1.00	
20	2.00	.	.	.	
21	2.00	.	.	.	
22	2.00	.	.	.	
23	1.00	.	1.00	.00	did not involve personal
24	2.00	.	.	.	
25	2.00	.	.	1.00	interesting and enjoyabl
26	2.00	.	.	1.00	able to experience area
27	1.00	.	.	1.00	

	v36	v37	question
1	2.00		
2	1.00	beautiful world	
3	1.00	to a point...sense of de	lack of humans
4	2.00		what you see allows yo
5	2.00		
6	2.00		great way learning w/ou
7	2.00		shows will take you all o
8	2.00		watching tv doesn't hav
9	2.00		
10	2.00		
11	2.00		
12	2.00		
13	2.00		"Iceland has got to be a
14	2.00		
15	2.00		
16	1.00	moved emotionally and	
17	1.00		music reminded me of
18	2.00		
19	2.00		
20	2.00		"I assume wild area to b
21	2.00		"This experience was s
22	2.00		
23	2.00		
24	2.00		
25	2.00	not compared to actual	
26	2.00		
27	2.00		

	id	sex	age	student	major
28	15.00	2.00	25.00	2.00	Health Sciences
29	16.00	2.00	21.00	1.00	Biochemistry
30	17.00	2.00	25.00	2.00	Music Technology
31	18.00	1.00	29.00	2.00	French
32	19.00	2.00	.00	2.00	Information Process
33	1.00	1.00	19.00	1.00	Maths
34	2.00	1.00	27.00	1.00	Education
35	3.00	2.00	34.00	1.00	Information Technol
36	4.00	1.00	19.00	1.00	History
37	5.00	2.00	20.00	1.00	History
38	6.00	1.00	22.00	2.00	MA Sociology of Con
39	7.00	1.00	20.00	1.00	English Lit
40	8.00	1.00	21.00	1.00	History of Art
41	9.00	1.00	26.00	1.00	English Lit

	area	definiti	experien	v9	specific
28	4.00	3.00	3.00	1.00	Roaches
29	4.00	3.00	3.00	1.00	Lake District
30	2.00	3.00	1.00	1.00	South Yorkshire
31	5.00	3.00	1.00	1.00	Dartmoor
32	4.00	3.00	2.00	2.00	Africa, North York Moor
33	4.00	4.00	3.00	1.00	
34	5.00	4.00	1.00	1.00	
35	3.00	5.00	1.00	1.00	
36	5.00	5.00	1.00	1.00	lake district
37	3.00	5.00	2.00	2.00	Kenya, Amazon
38	4.00	5.00	2.00	2.00	South American Rainfor
39	6.00	5.00	2.00	2.00	Antarctic
40	5.00	5.00	3.00	1.00	Sheffield, woods behind
41	3.00	5.00	3.00	1.00	

	v11	sense	companio	identifi
28	green, rocky, smelt	family trip	1.00	1.00
29	cycling through uns	feelings of insignificanc	1.00	1.00
30	local woods	wet, green, smelly, felt	1.00	3.00
31	get away from every	unpredictable weather	1.00	3.00
32			2.00	.
33	wild grounds near s	observing	1.00	3.00
34	fields behind child	living/ playing there	1.00	3.00
35	weather	lack of anything human	1.00	1.00
36	snow , sunshine	place of extremes, chall	1.00	3.00
37			2.00	.
38			2.00	.
39			2.00	.
40	away from crowds an	cooler, quiet, and free	1.00	1.00
41	Forest near village	adventure	1.00	3.00

	role	event	repeat	v18
28	1.00	2.00	1.00	b/c at time hadn't chose
29	1.00	1.00	1.00	can return again and ag
30	1.00	1.00	2.00	too old
31	.	1.00	1.00	
32	.	.	2.00	
33	.	1.00	1.00	intensity of experience
34	2.00	1.00	1.00	area of safety and secu
35	.	.00	1.00	enjoyable to "get away f
36	1.00	1.00	2.00	could not truly recreate
37	.	.	2.00	
38	.	.	2.00	
39	.	.	2.00	
40	1.00	1.00	1.00	getting away from noise
41	1.00	2.00	2.00	fell down and it was pai

	religiou	v20	expectat	met
28	2.00		just another trip t	1.00
29	1.00	what your life means, or	busy, spoilt but in	1.00
30	2.00		none	2.00
31	1.00	God part of everything I	none	2.00
32	2.00			2.00
33	2.00		boring	2.00
34	2.00			2.00
35	2.00		cold	1.00
36	1.00	mentally and physically	wet, tired, lost	2.00
37	2.00			2.00
38	2.00			2.00
39	2.00			2.00
40	2.00			2.00
41	2.00			2.00

Note:

No pages

2-6 or 2-7

	v31	v32	v33	v34	v35
28	2.00	.	.	1.00	
29	2.00	.	.	.00	
30	2.00	.	.	.	
31	2.00	.	.	.	
32	2.00	.	.	.00	impressed but not positi
33	1.00	.	.	1.00	
34	2.00	.	.	.	
35	2.00	.	.	.	
36	2.00	.	.	.	
37	2.00	.	.	2.00	
38	2.00	.	.	2.00	entertainment purposes
39	1.00	2.00	1.00	1.00	
40	2.00	.	.	1.00	see what you normally
41	1.00	1.00	.	1.00	

	v36	v37	question
28	2.00		"media event was stere
29	2.00	feel more detached co	
30	2.00		
31	2.00		
32	2.00	no media event can be	
33	2.00		
34	2.00		I enjoyed it
35	2.00		parents told me that this
36	2.00		coming from town its on
37	2.00		
38	2.00		
39	1.00	spiritual, showd beauty	
40	2.00		
41	1.00	desire to live closer to n	

Frequencies → Preservationist

Statistics

		SEX	AGE	STUDENT	AREA	Definition
N	Valid	22	22	22	22	22
	Missing	0	0	0	0	0
Mean		1.4545	18.1818	1.4545	3.8182	1.0000
Median		1.0000	20.0000	1.0000	4.0000	
Mode		1.00	20.00	1.00	3.00 ^a	1.00
Std. Deviation		.5096	9.3434	.5096	.9580	.0000
Variance		.2597	87.2987	.2597	.9177	.0000
Skewness		.196	-1.251	.196	.396	
Std. Error of Skewness		.491	.491	.491	.491	.491
Kurtosis		-2.168	.532	-2.168	-.095	
Std. Error of Kurtosis		.953	.953	.953	.953	.953
Range		1.00	30.00	1.00	4.00	.00
Minimum		1.00	.00	1.00	2.00	1.00
Maximum		2.00	30.00	2.00	6.00	1.00

Statistics

		Experiences	Area Location	Companions	Identification
N	Valid	22	22	22	17
	Missing	0	0	0	5
Mean		2.1364	1.2727	1.1364	1.7647
Median		3.0000	1.0000	1.0000	1.0000
Mode		3.00	1.00	1.00	1.00
Std. Deviation		.9902	.4558	.3513	.9701
Variance		.9805	.2078	.1234	.9412
Skewness		-.296	1.097	2.278	.531
Std. Error of Skewness		.491	.491	.491	.550
Kurtosis		-2.051	-.887	3.498	-1.869
Std. Error of Kurtosis		.953	.953	.953	1.063
Range		2.00	1.00	1.00	2.00
Minimum		1.00	1.00	1.00	1.00
Maximum		3.00	2.00	2.00	3.00

Statistics

		ROLE	EVENT	REPEAT	Religious	MET
N	Valid	16	21	22	22	22
	Missing	6	1	0	0	0
Mean		1.4375	.9524	1.0909	1.5909	1.2273
Median		1.0000	1.0000	1.0000	2.0000	1.0000
Mode		1.00	1.00	1.00	2.00	1.00
Std. Deviation		.5123	.2182	.2942	.5032	.4289
Variance		.2625	4.762E-02	8.658E-02	.2532	.1840
Skewness		.279	-4.583	3.059	-.397	1.399
Std. Error of Skewness		.564	.501	.491	.491	.491
Kurtosis		-2.219	21.000	8.085	-2.037	-.057
Std. Error of Kurtosis		1.091	.972	.953	.953	.953
Range		1.00	1.00	1.00	1.00	1.00
Minimum		1.00	.00	1.00	1.00	1.00
Maximum		2.00	1.00	2.00	2.00	2.00

Statistics

		Logistics	MEDIA	Media Companions	Media Identification
N	Valid	21	22	22	2
	Missing	1	0	0	20
Mean		1.3810	1.4091	1.9091	1.0000
Median		1.0000	1.0000	2.0000	
Mode		1.00	1.00	2.00	1.00
Std. Deviation		.4976	.5032	.2942	.0000
Variance		.2476	.2532	8.658E-02	.0000
Skewness		.529	.397	-3.059	
Std. Error of Skewness		.501	.491	.491	
Kurtosis		-1.913	-2.037	8.085	
Std. Error of Kurtosis		.972	.953	.953	
Range		1.00	1.00	1.00	.00
Minimum		1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	1.00

Statistics

		Media Roles	Media Event	Media Religious
N	Valid	3	13	22
	Missing	19	9	0
Mean		1.3333	.9231	1.8182
Median		1.0000	1.0000	2.0000
Mode		1.00	1.00	2.00
Std. Deviation		.5774	.2774	.3948
Variance		.3333	7.692E-02	.1558
Skewness		1.732	-3.606	-1.773
Std. Error of Skewness		1.225	.616	.491
Kurtosis			13.000	1.250
Std. Error of Kurtosis			1.191	.953
Range		1.00	1.00	1.00
Minimum		1.00	.00	1.00
Maximum		2.00	1.00	2.00

a. Multiple modes exist. The smallest value is shown

Frequency Table → Preservationist

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	12	54.5	54.5	54.5
2.00	10	45.5	45.5	100.0
Total	22	100.0	100.0	

AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	4	18.2	18.2	18.2
18.00	1	4.5	4.5	22.7
19.00	2	9.1	9.1	31.8
20.00	6	27.3	27.3	59.1
21.00	1	4.5	4.5	63.6
22.00	2	9.1	9.1	72.7
23.00	1	4.5	4.5	77.3
24.00	1	4.5	4.5	81.8
26.00	1	4.5	4.5	86.4
27.00	1	4.5	4.5	90.9
29.00	1	4.5	4.5	95.5
30.00	1	4.5	4.5	100.0
Total	22	100.0	100.0	

STUDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	54.5	54.5	54.5
	2.00	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

AREA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	4.5	4.5	4.5
	3.00	8	36.4	36.4	40.9
	4.00	8	36.4	36.4	77.3
	5.00	4	18.2	18.2	95.5
	6.00	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Definition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	22	100.0	100.0	100.0

Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	40.9	40.9	40.9
	2.00	1	4.5	4.5	45.5
	3.00	12	54.5	54.5	100.0
	Total	22	100.0	100.0	

Area Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	72.7	72.7	72.7
	2.00	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	86.4	86.4	86.4
	2.00	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	45.5	58.8	58.8
	2.00	1	4.5	5.9	64.7
	3.00	6	27.3	35.3	100.0
	Total	17	77.3	100.0	
Missing	System	5	22.7		
Total		22	100.0		

ROLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	40.9	56.3	56.3
	2.00	7	31.8	43.8	100.0
	Total	16	72.7	100.0	
Missing	System	6	27.3		
Total		22	100.0		

EVENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	4.5	4.8	4.8
	1.00	20	90.9	95.2	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

REPEAT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	90.9	90.9	90.9
	2.00	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	40.9	40.9	40.9
	2.00	13	59.1	59.1	100.0
	Total	22	100.0	100.0	

MET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	17	77.3	77.3	77.3
	2.00	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Logistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	59.1	61.9	61.9
	2.00	8	36.4	38.1	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

MEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	59.1	59.1	59.1
	2.00	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

Media Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	9.1	9.1	9.1
	2.00	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

Media Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	9.1	100.0	100.0
Missing	System	20	90.9		
Total		22	100.0		

Media Roles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	9.1	66.7	66.7
	2.00	1	4.5	33.3	100.0
	Total	3	13.6	100.0	
Missing	System	19	86.4		
Total		22	100.0		

Media Event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	4.5	7.7	7.7
	1.00	12	54.5	92.3	100.0
	Total	13	59.1	100.0	
Missing	System	9	40.9		
Total		22	100.0		

Media Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	18.2	18.2	18.2
	2.00	18	81.8	81.8	100.0
	Total	22	100.0	100.0	

frequencies → **Logical Idealist**

Statistics

		SEX	AGE	STUDENT	AREA	Definition
N	Valid	3	3	3	3	3
	Missing	0	0	0	0	0
Mean		1.3333	13.0000	1.0000	5.0000	2.0000
Std. Deviation		.5774	11.2694	.0000	.0000	.0000
Variance		.3333	127.0000	.0000	.0000	.0000
Skewness		1.732	-1.717			
Std. Error of Skewness		1.225	1.225	1.225	1.225	1.225
Range		1.00	20.00	.00	.00	.00
Minimum		1.00	.00	1.00	5.00	2.00
Maximum		2.00	20.00	1.00	5.00	2.00

Statistics

		Experiences	Area Location	Companions	Identification
N	Valid	3	3	3	3
	Missing	0	0	0	0
Mean		2.3333	1.0000	1.3333	1.6667
Std. Deviation		1.1547	.0000	.5774	1.1547
Variance		1.3333	.0000	.3333	1.3333
Skewness		-1.732		1.732	1.732
Std. Error of Skewness		1.225	1.225	1.225	1.225
Range		2.00	.00	1.00	2.00
Minimum		1.00	1.00	1.00	1.00
Maximum		3.00	1.00	2.00	3.00

Statistics

		ROLE	EVENT	REPEAT	Religious	MET
N	Valid	1	3	3	3	3
	Missing	2	0	0	0	0
Mean		1.0000	1.0000	1.0000	1.3333	1.3333
Std. Deviation			.0000	.0000	.5774	.5774
Variance			.0000	.0000	.3333	.3333
Skewness					1.732	1.732
Std. Error of Skewness			1.225	1.225	1.225	1.225
Range		.00	.00	.00	1.00	1.00
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		1.00	1.00	1.00	2.00	2.00

Statistics

		Logistics	MEDIA	Media Companions	Media Identification
N	Valid	3	3	3	0
	Missing	0	0	0	3
Mean		1.6667	1.3333	1.6667	
Std. Deviation		.5774	.5774	.5774	
Variance		.3333	.3333	.3333	
Skewness		-1.732	1.732	-1.732	
Std. Error of Skewness		1.225	1.225	1.225	
Range		1.00	1.00	1.00	
Minimum		1.00	1.00	1.00	
Maximum		2.00	2.00	2.00	

Statistics

		Media Roles	Media Event	Media Religious
N	Valid	1	2	3
	Missing	2	1	0
Mean		1.0000	.5000	2.0000
Std. Deviation			.7071	.0000
Variance			.5000	.0000
Skewness				
Std. Error of Skewness				1.225
Range		.00	1.00	.00
Minimum		1.00	.00	2.00
Maximum		1.00	1.00	2.00

Frequency Table → Logical Idealist

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	66.7	66.7	66.7
2.00	1	33.3	33.3	100.0
Total	3	100.0	100.0	

AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	1	33.3	33.3	33.3
19.00	1	33.3	33.3	66.7
20.00	1	33.3	33.3	100.0
Total	3	100.0	100.0	

STUDENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	3	100.0	100.0	100.0

AREA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5.00	3	100.0	100.0	100.0

Definition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	3	100.0	100.0	100.0

Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	33.3	33.3	33.3
	3.00	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Area Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	100.0	100.0	100.0

Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	66.7	66.7	66.7
	2.00	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	66.7	66.7	66.7
	3.00	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

ROLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	33.3	100.0	100.0
Missing	System	2	66.7		
	Total	3	100.0		

EVENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	100.0	100.0	100.0

REPEAT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	100.0	100.0	100.0

Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	66.7	66.7	66.7
	2.00	1	33.3	33.3	100.0
Total		3	100.0	100.0	

MET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	66.7	66.7	66.7
	2.00	1	33.3	33.3	100.0
Total		3	100.0	100.0	

Logistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	33.3	33.3	33.3
	2.00	2	66.7	66.7	100.0
Total		3	100.0	100.0	

MEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	66.7	66.7	66.7
	2.00	1	33.3	33.3	100.0
Total		3	100.0	100.0	

Media Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	33.3	33.3	33.3
	2.00	2	66.7	66.7	100.0
Total		3	100.0	100.0	

Media Identification

		Frequency	Percent
Missing	System	3	100.0

Media Roles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	33.3	100.0	100.0
Missing	System	2	66.7		
Total		3	100.0		

Media Event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	33.3	50.0	50.0
	1.00	1	33.3	50.0	100.0
	Total	2	66.7	100.0	
Missing	System	1	33.3		
Total		3	100.0		

Media Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	100.0	100.0	100.0

Frequencies → Utilitarian

Statistics

		SEX	AGE	STUDENT	AREA	Definition
N	Valid	7	7	7	7	7
	Missing	0	0	0	0	0
Mean		1.7143	21.5714	1.7143	3.5714	3.0000
Std. Deviation		.4880	9.8971	.4880	.9759	.0000
Variance		.2381	97.9524	.2381	.9524	.0000
Skewness		-1.230	-2.233	-1.230	-.277	
Std. Error of Skewness		.794	.794	.794	.794	.794
Kurtosis		-.840	5.376	-.840	.042	
Std. Error of Kurtosis		1.587	1.587	1.587	1.587	1.587
Range		1.00	29.00	1.00	3.00	.00
Minimum		1.00	.00	1.00	2.00	3.00
Maximum		2.00	29.00	2.00	5.00	3.00

Statistics

		Experiences	Area Location	Companions	Identification
N	Valid	7	7	7	6
	Missing	0	0	0	1
Mean		2.2857	1.2857	1.1429	2.3333
Std. Deviation		.9512	.4880	.3780	1.0328
Variance		.9048	.2381	.1429	1.0667
Skewness		-.764	1.230	2.646	-.968
Std. Error of Skewness		.794	.794	.794	.845
Kurtosis		-1.687	-.840	7.000	-1.875
Std. Error of Kurtosis		1.587	1.587	1.587	1.741
Range		2.00	1.00	1.00	2.00
Minimum		1.00	1.00	1.00	1.00
Maximum		3.00	2.00	2.00	3.00

Statistics

		ROLE	EVENT	REPEAT	Religious	MET
N	Valid	5	6	7	7	7
	Missing	2	1	0	0	0
Mean		1.0000	1.1667	1.2857	1.7143	1.4286
Std. Deviation		.0000	.4082	.4880	.4880	.5345
Variance		.0000	.1667	.2381	.2381	.2857
Skewness			2.449	1.230	-1.230	.374
Std. Error of Skewness		.913	.845	.794	.794	.794
Kurtosis			6.000	-.840	-.840	-2.800
Std. Error of Kurtosis		2.000	1.741	1.587	1.587	1.587
Range		.00	1.00	1.00	1.00	1.00
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		1.00	2.00	2.00	2.00	2.00

Statistics

		Logistics	MEDIA	Media Companions	Media Identification
N	Valid	6	7	7	0
	Missing	1	0	0	7
Mean		1.3333	1.2857	1.8571	
Std. Deviation		.5164	.4880	.3780	
Variance		.2667	.2381	.1429	
Skewness		.968	1.230	-2.646	
Std. Error of Skewness		.845	.794	.794	
Kurtosis		-1.875	-.840	7.000	
Std. Error of Kurtosis		1.741	1.587	1.587	
Range		1.00	1.00	1.00	
Minimum		1.00	1.00	1.00	
Maximum		2.00	2.00	2.00	

Statistics

		Media Roles	Media Event	Media Religious
N	Valid	0	5	7
	Missing	7	2	0
Mean			.6000	2.0000
Std. Deviation			.5477	.0000
Variance			.3000	.0000
Skewness			-.609	
Std. Error of Skewness			.913	.794
Kurtosis			-3.333	
Std. Error of Kurtosis			2.000	1.587
Range			1.00	.00
Minimum			.00	2.00
Maximum			1.00	2.00

Frequency Table → Utilitarian

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	28.6	28.6	28.6
2.00	5	71.4	71.4	100.0
Total	7	100.0	100.0	

AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	1	14.3	14.3	14.3
21.00	1	14.3	14.3	28.6
23.00	1	14.3	14.3	42.9
25.00	2	28.6	28.6	71.4
28.00	1	14.3	14.3	85.7
29.00	1	14.3	14.3	100.0
Total	7	100.0	100.0	

STUDENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	28.6	28.6	28.6
2.00	5	71.4	71.4	100.0
Total	7	100.0	100.0	

AREA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	1	14.3	14.3	14.3
3.00	2	28.6	28.6	42.9
4.00	3	42.9	42.9	85.7
5.00	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Definition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3.00	7	100.0	100.0	100.0

Experiences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	28.6	28.6	28.6
2.00	1	14.3	14.3	42.9
3.00	4	57.1	57.1	100.0
Total	7	100.0	100.0	

Area Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	71.4	71.4	71.4
	2.00	2	28.6	28.6	100.0
Total		7	100.0	100.0	

Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	85.7	85.7	85.7
	2.00	1	14.3	14.3	100.0
Total		7	100.0	100.0	

Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	33.3	33.3
	3.00	4	57.1	66.7	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

ROLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	71.4	100.0	100.0
Missing	System	2	28.6		
Total		7	100.0		

EVENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	71.4	83.3	83.3
	2.00	1	14.3	16.7	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

REPEAT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	71.4	71.4	71.4
	2.00	2	28.6	28.6	100.0
Total		7	100.0	100.0	

Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	28.6	28.6
	2.00	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

MET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	57.1	57.1	57.1
	2.00	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Logistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	57.1	66.7	66.7
	2.00	2	28.6	33.3	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

MEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	71.4	71.4	71.4
	2.00	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Media Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	14.3	14.3	14.3
	2.00	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

Media Identification

		Frequency	Percent
Missing	System	7	100.0

Media Roles

	Frequency	Percent
Missing System	7	100.0

Media Event

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	2	28.6	40.0	40.0
1.00	3	42.9	60.0	100.0
Total	5	71.4	100.0	
Missing System	2	28.6		
Total	7	100.0		

Media Religious

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	7	100.0	100.0	100.0

frequencies → Natural Environment

Statistics

	SEX	AGE	STUDENT	AREA	Definition
N	7	7	7	7	7
Missing	0	0	0	0	0
Mean	1.2857	23.1429	1.1429	4.1429	5.0000
Std. Deviation	.4880	5.3050	.3780	1.2150	.0000
Variance	.2381	28.1429	.1429	1.4762	.0000
Skewness	1.230	1.811	2.646	.414	
Std. Error of Skewness	.794	.794	.794	.794	.794
Kurtosis	-.840	3.128	7.000	-1.525	
Std. Error of Kurtosis	1.587	1.587	1.587	1.587	1.587
Range	1.00	15.00	1.00	3.00	.00
Minimum	1.00	19.00	1.00	3.00	5.00
Maximum	2.00	34.00	2.00	6.00	5.00

Statistics

		Experiences	Area Location	Companions	Identification
N	Valid	7	7	7	4
	Missing	0	0	0	3
Mean		2.0000	1.4286	1.4286	2.0000
Std. Deviation		.8165	.5345	.5345	1.1547
Variance		.6667	.2857	.2857	1.3333
Skewness		.000	.374	.374	.000
Std. Error of Skewness		.794	.794	.794	1.014
Kurtosis		-1.200	-2.800	-2.800	-6.000
Std. Error of Kurtosis		1.587	1.587	1.587	2.619
Range		2.00	1.00	1.00	2.00
Minimum		1.00	1.00	1.00	1.00
Maximum		3.00	2.00	2.00	3.00

Statistics

		ROLE	EVENT	REPEAT	Religious	MET
N	Valid	3	4	7	7	7
	Missing	4	3	0	0	0
Mean		1.0000	1.0000	1.7143	1.8571	1.8571
Std. Deviation		.0000	.8165	.4880	.3780	.3780
Variance		.0000	.6667	.2381	.1429	.1429
Skewness			.000	-1.230	-2.646	-2.646
Std. Error of Skewness		1.225	1.014	.794	.794	.794
Kurtosis			1.500	-.840	7.000	7.000
Std. Error of Kurtosis			2.619	1.587	1.587	1.587
Range		.00	2.00	1.00	1.00	1.00
Minimum		1.00	.00	1.00	1.00	1.00
Maximum		1.00	2.00	2.00	2.00	2.00

Statistics

		Experiences	Area Location	Companions	Identification
N	Valid	7	7	7	4
	Missing	0	0	0	3
Mean		2.0000	1.4286	1.4286	2.0000
Std. Deviation		.8165	.5345	.5345	1.1547
Variance		.6667	.2857	.2857	1.3333
Skewness		.000	.374	.374	.000
Std. Error of Skewness		.794	.794	.794	1.014
Kurtosis		-1.200	-2.800	-2.800	-6.000
Std. Error of Kurtosis		1.587	1.587	1.587	2.619
Range		2.00	1.00	1.00	2.00
Minimum		1.00	1.00	1.00	1.00
Maximum		3.00	2.00	2.00	3.00

Statistics

		ROLE	EVENT	REPEAT	Religious	MET
N	Valid	3	4	7	7	7
	Missing	4	3	0	0	0
Mean		1.0000	1.0000	1.7143	1.8571	1.8571
Std. Deviation		.0000	.8165	.4880	.3780	.3780
Variance		.0000	.6667	.2381	.1429	.1429
Skewness			.000	-1.230	-2.646	-2.646
Std. Error of Skewness		1.225	1.014	.794	.794	.794
Kurtosis			1.500	-.840	7.000	7.000
Std. Error of Kurtosis			2.619	1.587	1.587	1.587
Range		.00	2.00	1.00	1.00	1.00
Minimum		1.00	.00	1.00	1.00	1.00
Maximum		1.00	2.00	2.00	2.00	2.00

Statistics

		Logistics	MEDIA	Media Companions	Media Identification
N	Valid	4	7	7	2
	Missing	3	0	0	5
Mean		1.5000	1.2857	1.7143	1.5000
Std. Deviation		.5774	.4880	.4880	.7071
Variance		.3333	.2381	.2381	.5000
Skewness		.000	1.230	-1.230	
Std. Error of Skewness		1.014	.794	.794	
Kurtosis		-6.000	-.840	-.840	
Std. Error of Kurtosis		2.619	1.587	1.587	
Range		1.00	1.00	1.00	1.00
Minimum		1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00

Statistics

		Media Roles	Media Event	Media Religious
N	Valid	1	5	7
	Missing	6	2	0
Mean		1.0000	1.4000	1.7143
Std. Deviation			.5477	.4880
Variance			.3000	.2381
Skewness			.609	-1.230
Std. Error of Skewness			.913	.794
Kurtosis			-3.333	-.840
Std. Error of Kurtosis			2.000	1.587
Range		.00	1.00	1.00
Minimum		1.00	1.00	1.00
Maximum		1.00	2.00	2.00

Frequency Table → Natural Environment

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	71.4	71.4	71.4
2.00	2	28.6	28.6	100.0
Total	7	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.00	1	14.3	14.3	14.3
	20.00	2	28.6	28.6	42.9
	21.00	1	14.3	14.3	57.1
	22.00	1	14.3	14.3	71.4
	26.00	1	14.3	14.3	85.7
	34.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

STUDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	85.7	85.7	85.7
	2.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

AREA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	3	42.9	42.9	42.9
	4.00	1	14.3	14.3	57.1
	5.00	2	28.6	28.6	85.7
	6.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Definition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	7	100.0	100.0	100.0

Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	28.6	28.6
	2.00	3	42.9	42.9	71.4
	3.00	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Note: No Page 22

REPEAT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	28.6	28.6
	2.00	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	14.3	14.3	14.3
	2.00	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

MET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	14.3	14.3	14.3
	2.00	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

Logistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	50.0	50.0
	2.00	2	28.6	50.0	100.0
	Total	4	57.1	100.0	
Missing	System	3	42.9		
Total		7	100.0		

MEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	71.4	71.4	71.4
	2.00	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Media Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	28.6	28.6
	2.00	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

Media Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	14.3	50.0	50.0
	2.00	1	14.3	50.0	100.0
	Total	2	28.6	100.0	
Missing	System	5	71.4		
Total		7	100.0		

Media Roles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

Media Event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	42.9	60.0	60.0
	2.00	2	28.6	40.0	100.0
	Total	5	71.4	100.0	
Missing	System	2	28.6		
Total		7	100.0		

Media Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	28.6	28.6	28.6
	2.00	5	71.4	71.4	100.0
Total		7	100.0	100.0	

frequencies → Environment

Statistics

		SEX	AGE	STUDENT	AREA	Definition	Experiences
N	Valid	2	2	2	2	2	2
	Missing	0	0	0	0	0	0
Mean		1.0000	23.0000	1.0000	4.5000	4.0000	2.0000
Std. Deviation		.0000	5.6569	.0000	.7071	.0000	1.4142
Variance		.0000	32.0000	.0000	.5000	.0000	2.0000
Range		.00	8.00	.00	1.00	.00	2.00
Minimum		1.00	19.00	1.00	4.00	4.00	1.00
Maximum		1.00	27.00	1.00	5.00	4.00	3.00

Statistics

		Area Location	Companions	Identification	ROLE	EVENT	REPEAT
N	Valid	2	2	2	1	2	2
	Missing	0	0	0	1	0	0
Mean		1.0000	1.0000	3.0000	2.0000	1.0000	1.0000
Std. Deviation		.0000	.0000	.0000		.0000	.0000
Variance		.0000	.0000	.0000		.0000	.0000
Range		.00	.00	.00	.00	.00	.00
Minimum		1.00	1.00	3.00	2.00	1.00	1.00
Maximum		1.00	1.00	3.00	2.00	1.00	1.00

Statistics

		MET	Religious	Logistics	MEDIA	Media Companions	Media Identification
N	Valid	2	2	2	2	2	0
	Missing	0	0	0	0	0	2
Mean		2.0000	2.0000	1.0000	1.5000	1.5000	
Std. Deviation		.0000	.0000	.0000	.7071	.7071	
Variance		.0000	.0000	.0000	.5000	.5000	
Range		.00	.00	.00	1.00	1.00	
Minimum		2.00	2.00	1.00	1.00	1.00	
Maximum		2.00	2.00	1.00	2.00	2.00	

Statistics

		Media Roles	Media Event	Media Religious
N	Valid	0	1	2
	Missing	2	1	0
Mean			1.0000	2.0000
Std. Deviation				.0000
Variance				.0000
Range			.00	.00
Minimum			1.00	2.00
Maximum			1.00	2.00

Frequency Table → Environment

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.00	1	50.0	50.0	50.0
	27.00	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

STUDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

AREA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	50.0	50.0	50.0
	5.00	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Definition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	2	100.0	100.0	100.0

Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	50.0	50.0	50.0
	3.00	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Area Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

Identification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	100.0	100.0	100.0

ROLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

EVENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

REPEAT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

MET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	100.0	100.0	100.0

Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	100.0	100.0	100.0

Logistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	100.0	100.0	100.0

MEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	50.0	50.0	50.0
	2.00	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Media Companions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	50.0	50.0	50.0
	2.00	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Media Identification

		Frequency	Percent
Missing	System	2	100.0

Media Roles

		Frequency	Percent
Missing	System	2	100.0

Media Event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	50.0	100.0	100.0
Missing	System	1	50.0		
	Total	2	100.0		

Media Religious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	100.0	100.0	100.0

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