

1993

# Iowa women as tourists and consumers of souvenirs

Luella Faye Anderson  
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**Iowa women as tourists and consumers of souvenirs**

**Anderson, Luella Faye, Ph.D.**

**Iowa State University, 1993**

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Iowa women as tourists and consumers of souvenirs

by

Luella Faye Anderson

A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of the  
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DOCTOR OF PHILOSOPHY

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For the Graduate College

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Ames, Iowa

1993

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Luella Faye Anderson

## ABSTRACT

This study shows how Iowa women tourists differ in their travel behavior, souvenir purchases, and the status of textiles and clothing in the souvenir market.

Interviews characterized 42 women, half each in the early-adulthood (EA) and middle-adulthood (MA) eras of Levinson (1978, 1986). Seven were unmarried. Reported annual family incomes were <\$10,000 to >\$75,000.

Trip-planning styles and souvenir-purchase styles classify the informants into five groups. Group I, Low-involvement Travelers, were in EA, made unplanned souvenir purchases, and were minimal trip planners. These nine formed the least well-traveled group of any, and made the lowest average number of purchases of personal souvenirs, but the second highest of gifts. Textiles constituted 35% of their purchases.

Group II, Laid-back Travelers, were seven minimal trip planners who made either planned or both planned and unplanned souvenir purchases. Selectiveness is apparent in the low average numbers of purchases in all categories despite high incomes. Textiles were 29% of their purchases.

Group III, Centrist Travelers, made pre-planned trips but unplanned purchases. These five purchased the fewest gifts and few personal souvenirs, perhaps due to the unplanned nature of purchases and a low emphasis on family. Textiles constituted 30% of their purchases.

Group IV, Goal-attainment Travelers, pre-planned their trips and made both planned and unplanned purchases. The average numbers of purchases of personal souvenirs by these eight were second highest of the

groups. Half purchased more textiles than nontextiles as gifts.

Textiles were 34% of their purchases.

Group V, Eclectic Travelers, used combination planning for trips, and made both planned and unplanned purchases. The average numbers of states and foreign countries visited and purchases for self and for gifts by these 14 were the highest of the groups. Purchases of textiles, at 22%, was lowest of all groups.

Future studies should include the effects of shopping companions, travel careers, work-related travel, and of independent income on: (1) purchase behavior; (2) amounts spent on self and on gifts; (3) reasons for an abrupt increase in numbers of purchases and amounts spent at the beginning of MA; and (4) why extensive planners spend more for souvenirs than minimal planners despite lower average incomes.

## CHAPTER 1. INTRODUCTION

Acquisition of possessions by tourists is widespread, common, and economically important. Often these possessions become "souvenirs," objects whose physical presence helps their owners define and situate in time experiences they wish to remember (Gordon, 1986).

A souvenir is important both psychologically and economically. Psychologically it serves as a symbol of an experience that differs from daily routine (Gordon, 1986). The souvenir makes tangible what otherwise would be intangible--memories of people, places, and events (Gordon, 1986; Littrell, 1990; Smith, 1979). Individuals often identify objects purchased on trips among their most valued possessions (Wallendorf & Arnould, 1988).

Economically, expenditures for souvenirs provide income for producers and retailers and generate tax dollars for governments. In a study of the economic impact of tourists' expenditures on the economy of Wisconsin, Davidson-Peterson (1990) found that "shopping" was the largest category of expenditures. The \$1.683 billion spent on items in the "shopping" category accounted for 31 percent of total tourist expenditures. Purchases in this category included "souvenirs, antiques, arts and crafts, and gifts." Women typically purchase most souvenirs. In a study of tourism and craft marketing, Littrell et al. (1990) found that two-thirds of the tourists who typically shop for crafts, gifts, and souvenirs when traveling were women. Even though shopping accounts for a large share of tourist expenditures, few details are known about women as consumers in that market (Mick, 1986).

Tourism is currently Iowa's third largest industry (Iowa Department of Economic Development, 1988). Iowa craftspeople participate in the tourism industry by producing such items as pottery, jewelry, quilts, and hand-decorated t-shirts. Littrell, Stout, and Reilly (1991) found that one significant factor differentiating struggling craft producers from successful ones in rural Iowa communities was that the latter sold their crafts at wholesale trade shows, through mail-order catalogs, and in tourist towns in their state, as well as in retail outlets, whereas struggling producers sold their crafts mainly in retail outlets.

The economic importance of the tourist market for Iowa-produced souvenirs justifies research that aids producers to prosper in the tourist market. To increase their incomes, producers of souvenirs need to identify and target potential consumers and their acceptable price ranges for souvenir purchases, to assess consumers' aesthetic and product preferences as well as the products they actually buy, and to understand the purposes and uses of consumers' purchases. A study of women tourists who regularly purchase souvenirs is needed to define target markets and the products purchased. Special focus on purchases of textiles and clothing would aid in understanding their relative importance in the souvenir market.

The topic for this dissertation evolved during two years of regional research on tourism and on crafts marketing in Iowa, Minnesota, and Nebraska. The study was funded by the North Central Regional Center for Rural Development based in Ames, Iowa. The goal of the regional research was to identify strategies for marketing crafts to tourists in

the region. A mail questionnaire was used to generate quantitative regional data about types of tourists and their general souvenir-purchasing behavior. This dissertation offers more detailed research, based on personal interviews, to expand understanding of the salience of souvenirs and travel for women tourists at different stages of their lives. The interviews led to in-depth probing for the underlying personal motives and values that the questionnaires did not allow. The study reported here was funded by the Iowa Agriculture and Home Economics Experiment Station, Ames, #2964.

#### Statement of the Problem

The purpose of the research for this dissertation was to explore how women tourists vary in their travel and their souvenir purchases and to describe the status of textiles and clothing in the souvenir market. The life-span perspective emphasized developmental changes in the family lives and working careers of the informants that influenced travel experiences and souvenir purchases.

This research emphasized the relationship of changes during the life span of women to: (1) purposes of travel, (2) travel experiences, and (3) souvenir purchases. To understand the women tourists' travel experiences and their selection and use of souvenirs, the researcher interviewed 42 women travelers ranging from 22 to 60 years of age. The interviews focused on changes in: (1) number and type of souvenir purchases, (2) price, and (3) reasons used to select items. The analysis paid special attention to the textiles and clothing purchased as souvenirs by the informants. The seven specific objectives were to:

1. Describe women tourists who reside in Iowa in terms of personal characteristics, travel characteristics, and products purchased, as follows:
  - Personal:
    - a. demographics (occupation, age, education, family income, marital status, number of children at home, number of states and countries visited)
    - b. tourism styles
    - c. shopping behaviors
  - Travel:
    - d. travel management
    - e. changes in travel objectives or habits with time
  - Product:
    - f. diversity of products purchased
    - g. purposes of purchases
    - h. amounts spent on different kinds of souvenirs
    - i. changes in meaning of purchases through time
    - j. shopping for products
2. Develop a classification scheme for tourists and the souvenirs they buy based on variables of product, travel, and personal characteristics. Assign informants to tourist groups based on the classification scheme.
3. Examine in detail the relationships between tourists' ages and the groups of tourists identified in objective 2.
4. Describe the status of textiles and clothing within the general category of souvenir purchases.
5. Propose hypotheses for further research.
6. Propose recommendations for marketing souvenirs in Iowa.

## Research Approach

The study was based on the premises of naturalistic research (Lincoln & Guba, 1985; McCracken, 1988; Strauss & Corbin, 1990; Taylor & Bogdan, 1984). Interviews were conducted in a "natural setting," the home of the informant, in order to observe the setting for display of souvenirs and the level of consumption experienced by the informants. The setting placed the informants at ease. In-depth interviews explored multiple reasons for both travel and souvenir-purchase behaviors. Informants were chosen purposefully to represent the wide range of variables deemed important to the study. Data from the interviews were compiled and studied inductively to discover relationships among variables, thereby to understand the behavior that tourists described in their oral explanations. Interpretation of the data required the adoption of the informant's viewpoint and a consideration of the data in the context of the environment in which it was gathered. Hypotheses were generated.

## Definitions

Four terms were defined for this dissertation:

Tourist: A person away from home on nonroutine travel. This could include traveling for vacation, business, attending a convention, or visiting family or friends (Littrell et al., 1990).

Consumption: Consumption includes purchasing and using commodities and services. Consumption also includes natural and public goods that are available to be used without direct charge. Examples are tourists' use of public parks, beaches, highways, airports, and libraries.

Self-service and mutual service, and the use of semi-durable and durable goods owned or rented, are additional dimensions of consumption.

Examples are self-service gasoline stations, mutually planned trips with others, and public transportation. The dynamics of product consumption revolve around a person's standard and actual level of consumption (Davis, 1945). The purchase of travel souvenirs, discussed in the section on meanings of possessions, is a part of consumption.

Souvenir: A tangible object whose presence helps to define and situate in time a travel experience the owner wishes to remember (Gordon, 1986).

Trip: The hours or days spent away from home in a tourist role. This could be part of a day, a day-trip, an overnight trip, or longer.

#### Limitations

1. The study was limited to women tourists residing in Iowa at the time of the interview.
2. The study was limited to experienced travelers, ages 22 to 60, and focused on their most memorable travel experiences. The data were not exhaustive; not all trips described by each informant were explored in depth during the interviews.
3. The study was limited to a purposive sample of 42 experienced women travelers. Thus, findings are not generalizable to the entire tourist population. Nevertheless, findings are believed to be valid for an important segment of well-traveled tourists who purchase souvenirs during travel.
4. The study was directed toward descriptions of tourist behaviors rather than explanations of cause and effect. In this sense, the

formats of the questionnaire and of the interviews limited the types of data collected and the disclosures made by informants.

5. This study was limited to inductive analysis of data, guided by the life-span framework of Levinson (1977, 1978, 1981, 1986) and to the researcher's interpretations of the data. Other researchers with different conceptual orientations, such as psychoanalysis, would likely write a different description of what the data mean.
6. The sample was limited to women who had worked for pay outside the home.

## CHAPTER 2. LITERATURE REVIEW

## Introduction

Four categories of literature provide insights for analyzing how adult women tourists differ in their souvenir purchases. The categories include: (1) the life-span perspective; (2) women's ways of structuring their lives; (3) tourism; and (4) meaning of possessions.

## Life-Span Perspective

The discipline of life-span development includes the study of human growth and development from birth to death. A life span may be segmented into distinct stages. However, the successive stages commonly are gradational, and often lack clear boundaries. Successive life-span stages have been based on various kinds of experiences, such as family, work, and travel experiences. Frames of reference such as biological, chronological, social, cultural, and psychological have been used to categorize life-span stages.

Life-span theories account for changes that occur in the priorities, self-view (self-definition), and world-view of individuals as they experience life (Lepisto, 1985). Three variables that may account for behavior and behavioral change during a life span within a culture are age, time, and cohort (Sugarman, 1986). Age is important in that it denotes processes that follow each other and also signifies the gradual accumulation of knowledge, skills, wisdom, and tastes. Time is the epoch in which people live, and thus envelops the social and environmental influences that prevail at specific moments in history. For example, the

findings in a study conducted during a period of deflation may be different from findings in a study carried out in a time of inflation.

Finally, Sugarman (1986) noted that similar cohorts have similar life experiences which differ from experiences of groups born at other times. For example, people born in the 1940s had different life experiences from those born in the 1970s. No previous research was found on the effects of age, time (epoch), and cohort on tourism or souvenir buying across the life span.

#### Erikson's life-span theory

Among others, Erikson (1963), Gould (1975), and Levinson (1978) have identified widely cited stages in the life span of human beings (see Table 1). Erikson (1963) suggested that during the life span a person experiences an observable sequence of tasks that can be conceptualized as stages. Each stage is marked by a "crisis," and is filled with vulnerability as well as potential for further development: a crisis between (1) basic trust and basic mistrust, in infancy; (2) during childhood, autonomy versus shame and doubt, (3) initiative versus guilt, and (4) industry versus inferiority; and, (5) during adolescence, ego identity versus role diffusion.

Although elements of all earlier stages may be operative to some extent throughout life, only three stages were designated by Erikson (1963) as applicable to the years beyond adolescence: (6) intimacy versus isolation; (7) generativity versus stagnation; and (8) ego integrity versus despair. Between ages 19 and 25 most people develop intimacy by merging their individual identities with the identities of others in

Table 1. Theories of life-span development (adapted from Bee & Mitchell, 1980)

	ERIKSON (1963)	GOULD (1978)	LEVINSON (1978, 1986)	
50	Acceptance of disappointments, accomplishments, and mortality vs. fear of death and frustration with limitations on remaining life alternatives.	50 Accept our own mortality; realize that we have to get on with anything we have still to do; arrive at a sense of freedom and acceptance of responsibility for oneself.	50 Create new life structure. Focus is on new relationships with children and on new occupational tasks, including serving as mentor to younger men.	50
45		45	45 ----- MIDDLE ADULTHOOD -----	45
40	----- EGO INTEGRITY VS. DESPAIR -----	40 ----- BEYOND FORTY -----	40 Bridge from early to middle adulthood. Must reexamine the life structure and change or modify it. Focus is on "What have I done with my life?" ----- TRANSITION -----	40
35	Satisfaction from generativity in occupation or a new generation of children vs. a sense of failure, and purposelessness.	35 Turn inward, beyond competence and independence, and discover other facets of ourselves, such as tender feelings, compassion, fears, and so on.	35 Create major new life structure, more stable than the first one. Usually involves heavy commitment to work, to "making good" in an occupation. Often a mentor is involved - someone who guides and supports in the occupation.	35
30		30 ----- THIRTIES -----	30 Work on the flaws of the first life structure. Reconsider the choices of the early twenties, and make more changes as needed.	30
25	--- GENERATIVITY VS. STAGNATION ---	25 Develop an independent competent identity; come to terms with the idea that things won't necessarily turn out perfectly if we just do what our parents' rules say we should.	25 Create a first major life structure; usually marriage and a home of one's own occur; must explore options and create a stable life structure at the same time.	25
22	Develop bonds with others; seek relationships vs. avoid intimacy and fail to achieve well-developed identity.	22 ----- LATE TWENTIES -----	22 ----- EARLY ADULTHOOD -----	22
20	----- INTIMACY VS. ISOLATION -----	20 Move away from the protective "blanket" of our family; give up the notion that our parents will rescue us if needed.	20 Terminate preadulthood; move out of pre-adult world and make preliminary steps into adult world; explore possibilities and make preliminary choices.	20
19		19 ----- LATE TEENS -----	19 ----- TRANSITION -----	19
17		17	17 ----- PREADULTHOOD -----	17

relationships. The alternative is isolation. Between ages 26 and 40 most people encounter a tension between generativity and stagnation. The tasks at this stage are to generate ideas, products, accomplishments, and a stable family. The alternative is to experience a sense of purposelessness and stagnation. Beyond age 40 lies the crisis of ego integrity versus despair. Those who develop ego integrity accept their life patterns and experience a sense of well-being and purpose. Those who lack ego integrity feel that time is running out, and that few life alternatives remain, so they experience despair.

#### Gould's life-span theory

Gould (1978) suggested that the adult life span involves a series of transitions people make as they age (Table 1). He asserted that adult development is a process of moving from a childhood situation where parents provide protection and external control to an adult situation of independence, competence, self-control, and self-understanding. According to Gould (1978), from the late teens to the late twenties people give up the notion that their parents will rescue them. They learn that living by their parents' rules doesn't necessarily result in an ideal life. Most people develop an independent, competent identity. Through their thirties many people turn inward to discover tender feelings and fears and to gain a better understanding of themselves. Beyond age 40, people accept their mortality, and gain both a feeling of freedom and a sense of responsibility for themselves.

### Levinson's life-span theory

Levinson (1978, 1986) proposed a framework of adult development that is more detailed than that of either Erikson (1963) or Gould (1978). His theory addressed work life as well as family life. However, his primary focus was on the influence of occupation on a person's life stages (see Table 1). Gould defined development as successive improvements stemming from internal events, whereas Levinson described development as a lateral progression influenced more by external than internal events. Erikson and Gould focused more on personal characteristics as the driving forces in the development of identity than on occupation and family life.

Levinson and Gould proposed transition points at similar ages. Erikson's stages do not fit the chronological ages as closely as those of Levinson or of Gould, but the issues of development are similar in all three.

Levinson (1978, 1986) made four basic propositions, reviewed below:

Proposition 1 People go through five specific eras of the life span in a rather orderly sequence of age-linked periods during the adult years. However, ages of individuals vary somewhat for each era. The life-span eras are the broad categories that include: (1) preadulthood, birth to age 22; (2) early adulthood, ages 17 to 45; (3) middle adulthood, 40 to 65; (4) late adulthood, 60 to 85; and (5) late-late adulthood, from 80 until death. Each era includes transition periods (periods) as well as life structuring stages (stages of building and changing the life structure) that have distinctive qualities related to the biological, physiological, and sociological aspects of living. A low variability of the age at which each period begins and ends was evident

in the longitudinal studies of Levinson (1978). He observed that researchers who have studied single events such as biological aging, first marriages, or retirement, found a range of ages that do not delineate regular stages of adult development. Research that is narrowly focused on single events generally is not based on a theory of adult development (Levinson, 1981). It is "...only when we look at development in terms of the evolution of life structure that the periods follow an age-linked sequence." (Levinson, 1978, p. 318).

A life structure, the composition of a person's life at a specific time, illustrates the position of the individual in society. The primary components of a life structure are a person's choices of and participation in an occupation, a marriage and family, leisure time, the most significant relationships with others, and methods of dealing with the consequences of these choices. A significant relationship includes: an investment of self (feelings, moral values, commitments, conflicts, anxieties, personal characteristics, talents, and skills); a reciprocal investment by the other(s); and social situations (class distinctions, religions, ethnicities, political systems, and occupational structures) in which the relationships are experienced. Relationships are either stable or static as they evolve through time. External events and internal conflicts impact the self as people selectively interact in evolving relationships and roles of citizens, lovers, workers, friends, spouses, leaders, parents, and members of diverse groups and enterprises.

Proposition 2 The second proposition of Levinson (1977) is that adult life alternates stages of relative stability with periods of

transition. Within each era is a transitional period from the previous era, the new developmental stages, and a second transitional period. The transitional periods serve to terminate one era and to initiate the next one. Transitional periods are typically times of crisis and disruption that lead to constructive change in the life structure. The transition from one era to another is major, requiring several years. In a transitional period the major tasks are to reappraise the existing structure, explore new possibilities in self and society, and make choices that provide a basis for a new or modified structure. The developmental accomplishments of the previous era provide a starting point from which to begin the next era. Each transition constitutes "...both an ending and beginning, a departure and arrival, a death and rebirth, a meeting of past and future." (Levinson, 1977, p. 107).

Stages are times of building and maintaining life structures-- combinations of one's roles (spouse, parent, worker, member), relationships with others, and physical space. Several stages may occur during an era as people change jobs, marital status, geographic location, and membership affiliations. Although stages are sequential (single, married, parent; and jobs that move a person up a corporate ladder), the exact age that a person enters these stages and the kinds of developmental work done within them vary with the biological, psychological, and social conditions of a person's life. The major developmental tasks of a stage are to make crucial choices, to create a structure around them, to enrich the structure, and to pursue one's goals within the structure. Each stage has predominant tasks, but the tasks

from prior stages continue through the life span (Levinson, 1986; Sheehy, 1976).

Proposition 3 Levinson's third proposition was that the eras of development can best be thought of as "seasons" that follow one another in a fixed sequence, rather than the successive improvements that Gould (1975) proposed. Thinking of a person's life in terms of seasons implies that the life course has a certain series of eras through which it evolves. For example, the "season" of youth (the preadulthood era) is analogous to Spring, a time of birth, of budding (developing physically, psychologically, and socially), and of blossoming (developing a first life structure). People experience "seasons" or eras in numerous ways, but they cannot avoid them. A transition is required for a shift from one season to the next. There are losses as well as gains in the transitions between eras.

Proposition 4 The fourth proposition of Levinson (1978, 1986) was that movement from one stage to the next is generated by both external events (success/failure in a job, marriage/divorce) and internal events (pleasure or displeasure with the life structure one has created). The major focus of Levinson's theory is on external events, whereas the major focus of Gould's (1975) theory is on internal events as catalysts for development.

The social forces of family and occupation are major external instigators of change. The developmental work necessary for successfully meeting the requirements of an occupation, progressing through the family cycle, or participating in a mentoring relationship produces change in

individuals at transitions, but also lays the groundwork for ensuing stages of stability in adult life. Developmental work in several components of the life structure is required for people to make a place in their lives for each new component, such as training for a career or preparing for parenthood. The developmental work changes from era to era, and contributes to the evolution of the life structures. For example, travel is an external event that probably influences change in life structures of tourists.

Research Base Levinson's (1978, 1986) theory of adult life stages and transitions within eras emerged from: (1) several studies, particularly two major longitudinal studies, one of 40 men and the other of 45 women; (2) novels, plays, and biographies of 100 individuals, both men and women from different countries and historical periods; (3) a study of black men; and (4) life-cycle accounts written over 2,000 years ago. In the first longitudinal study, men ranging in age from 35 to 45 years were interviewed. They represented four occupational groups: executives, hourly workers, biologists, and novelists. The lives of these men were reconstructed through intensive interviews of 20 hours during several months. Most men were interviewed a year or two later, when their wives were also interviewed. Interviews covered the life sequence from childhood and included information such as ethnic background; important personal relationships; education; occupational choice and work history; leisure; involvement in ethnic, religious, political, and other social and individual interests; illness, death, and loss of loved ones; good times and bad times; and turning points in the

life course. This first longitudinal study provided the information for Levinson's book, The Seasons of a Man's Life (1978).

According to D. J. Levinson (telephone communication, June 27, 1991), data from his longitudinal study of women have been collected to compare with data from the study of men reported in The Seasons of a Man's Life. Forty-five women between the ages of 35 and 45 were interviewed during several different time periods for a total of 20 to 22 hours each. The interviews focused on the circumstances of their family lives and careers. Based on the informant's priority of career or family, the sample was divided into three groups of 15 women per group: (1) women whose focus was centered within their families and whose highest priority was homemaker, even though they may have been working outside the home full time; (2) women whose focus was centered around their long-term careers and whose highest priority was attaining success and recognition in their careers; and (3) women in the academic world whose focus was divided between their families and their work and whose priorities depended on daily circumstances. Analysis of the interviews led to emerging themes of time limitations, lack of feeling fulfilled, difficulties of competition in the man's world, costs of freedom gained from divorce or the decision not to marry, and changes needed in institutions to support women with both family and career. A book, The Seasons of a Woman's Life, is in progress.

Like Levinson, Sheehy (1976) and Stewart (1977) asserted that the developmental processes used to form adult life structures that will bring about individuality in adults are the same for both genders.

However, Sheehy's (1976) comparison study of the developmental rhythms of men and women suggested that the "tempo" of development is different in the two sexes; that men and women rarely struggle with the same problems at the same age. Levinson (1978, 1986) generalized that there is great diversity in the kinds of life structures people build and the sequence of social roles, events, and personality change. His theory provides a general framework of adult development within which differences, such as those resulting from travel, may exist among individuals. My research extends his framework by discovering how women fit travel into their work and family lives and how travel is related to changes in their occupations and family structures.

#### Early adulthood and middle adulthood eras

This dissertation focused on two of Levinson's (1978, 1986) age spans, early adulthood (EA) and middle adulthood (MA). During the EA era, when people are 17 to 45 years old, they create a first major life structure. This adult era is characterized by great energy, capability, and potential, as well as contradiction and stress resulting from external pressures such as religious teachings and social mores. Biologically the twenties and thirties are the peak years of the life cycle. Socially and psychologically, early adulthood is the season for making major choices, such as marriage, occupation, residence, and style of living, that establish a person's niche in society. As this era ends, a person reaches a more "senior" position in the adult world. Intense satisfaction in love, sexuality, family life, occupational advancement, creativity, and realization of major life goals are experienced by a

person in the early adulthood era. On the other hand intense stress is experienced by a person as attachment is emphasized in relationships at the expense of separateness. People may undertake simultaneously the responsibilities of parenthood and of developing a career. Heavy financial obligations may be incurred when earning power is low. People may make choices regarding marriage, family, work, and life-style before they have the maturity or experience to choose wisely. Early adulthood is the period in which people struggle most with their own passions and ambitions from within and the demands of family, community, and society from without.

Gender, social class, and race impact the pursuit and development of occupation in early adulthood. According to Levinson (1978) women often exhibit one of two patterns in their twenties, with: (1) career work as the central component of the life structure, with family absent or secondary; and (2) marriage/family as the primary component, with career work absent or secondary. Women who make wife-and-mother roles central in the early-adult life structure are often less committed to forming a career at this time. Unlike Levinson, Stewart (1977) found that women showed greater variability than men in their manner and ages of accomplishing some developmental tasks, and this variability seemed to be related to whether a woman formed a stable marriage and family life in her twenties, or remained single and pursued a career during this decade. Women who pursued careers depended on establishing mentoring relationships just as men did. The mentoring relationship for women who formed stable marriages and reared children appeared to be with their

mothers. The "dreams" [goals] that women formed tended to have a strong relational component, whereas the "dreams" [goals] of the men in Levinson's (1978) study were more individualistic.

According to Levinson (1978, 1986) when people are from 40 to 65 years old, the middle adulthood era, their biological capacities are below those of early adulthood, but are sufficient for an energetic, personally satisfying, and socially valuable life. Qualities such as wisdom, judiciousness, and compassion can sharpen. People are responsible not only for their own work and in some cases the work of others, but also for the development of the generation of young adults who will soon enter middle adulthood and become the dominant generation. People become "senior members" in their occupations by shifting to roles in management or consulting.

While in the early adulthood era, people focus outward for attachment to society as they climb a ladder of success for their work and families. A significant difference between the life structures of early and middle adulthood is that, with favorable development, the middle adult life structures are more congruent with the inner self. As people become more secure about themselves as individuals, they define more clearly what they want from work, family, and leisure. There is potentially less conflict between the self and the relationships that connect self to the social world. Individuals become more secure by integrating conflicting aspects of the self and by differentiating the self more sharply from the world. As this process continues, people can establish their unique contributions to the world.

Life-span literature provides a framework for organizing information about adult development. It places adult development on a continuum of issues from identity to intimacy, from career consolidation to generativity, and from searching for meaning to some final integration. When detailed longitudinal studies of women become available, the validity of the life-span framework for women can be confirmed or rejected.

I chose to focus on Levinson's (1978, 1986) theory because his sequence of eras in a life span apparently is valid for men and women of different cultures, classes, and historical epochs. Each era is defined primarily by its developmental tasks. Levinson was concerned with the kinds of life structures formed in each era. An optimal structure for a given era was not identified. The life structures generated in any era were infinitely diverse due to endless cultural and individual variations. Levinson combined the psychological aspects of the nature of the person with the sociological aspects of the nature of society. Personality, social structure, culture, social roles, major life events, biology--these and other influences exert powerful internal and external effects on the individual life structure at a given time and on its development during adulthood (Levinson, 1978, 1986). Travel may be an external influence required by work, for oneself or as a spouse, or may be a personal choice, such as a vacation. Changes in choices, inherent in travel during the life span, are part of the developmental tasks of each era.

### Women's Ways of Structuring Their Lives

Social scientists have focused on other aspects of adult women's lives that also are pertinent to this research. These topics include: (1) changes in women's views of work and family commitments; (2) ways women manage their lives; and (3) gender differences in ways of learning.

The concepts of work, home, love, and commitment that are basic to developing a sense of self or the structure of a life have changed in emphasis through time (Bateson, 1990). This is particularly true for women who choose not to devote most of their adult years to procreation and family nurturing. Such women must balance conflicting demands. Their lives take new directions partly because they live longer on average than men and have more years for productivity.

Women often use improvisation rather than predetermined goals to shape their lives. Improvisation involves using skills and knowledge in new ways, with keen awareness of situations, interactions with others, and responses to both. Improvisation can lead individuals to shape and adapt their lives to circumstances rather than sacrificing other important goals to reach a single paramount goal, such as climbing the corporate ladder as Levinson (1978, 1986) suggested. Each of the five women whose lives were discussed by Bateson (1990) had faced discontinuity such as divorce and divided energy (husband and wife residing and working in different states) at different stages in her life, yet each used improvisation to create professional achievements and successful personal relationships.

Improvisation involves ways of learning that are different from traditional ways of learning from authorities and from established rights and rules. Belenky, McClinchy, Goldberger, and Tarule (1986) studied the interviews of 135 women to determine ways of learning that women have cultivated and learned to value--ways that are powerful but have been neglected by the dominant teachers and researchers (men) in our colleges in previous decades. Belenky et al. (1986) argued that an ethic of responsibility may be more "natural" to most women than an ethic of rights preferred by many men. Further, they believe that "connected knowing" comes more easily to many women than does "separate knowing." Connected knowing builds on the person's conviction that the most trustworthy knowledge comes from personal experience rather than receiving knowledge from authorities. Connected knowers gain access to people's knowledge through empathy.

Many women find it easier to believe than to doubt. Believing feels real to them, perhaps because it is founded upon genuine care and because it promises to reveal the kind of knowledge they value--knowledge that is personal, particular, and grounded in firsthand experience. Separate knowers attempt to divorce themselves from their emotions about the topic. Belenky et al. (1986) argued that educators can help women develop their own authentic voices if they emphasize connection over separation, intrinsic understanding and acceptance over extrinsic assessment, and cooperative collaboration over win-lose debate.

Many women's use of improvisation to solve problems may be compared to many men's use of "staying the course." Weiss (1990) studied the

Lives of 80 men who achieved a satisfactory place in society by "staying the course" with little or no improvisation, no matter what else was happening in their lives. They felt their first responsibility was for financing the home, whereas other responsibilities were secondary. Their nature was defined primarily through work activities that absorbed their energies and through relationships that sustained their lives. Energy was expended as these men dealt with stresses, and as they maintained their balance and direction despite tensions, conflicts, and challenges. These men sustained themselves through membership in a valued community, such as their work community, that helped meet their needs for resilience and sponsorship by other people. Each of these 80 men required a partner with whom he shared his life and established a home. These men's lives also contained a dimension within a larger community of kin, friends, and neighbors.

In summary, changes in women's views of work and family commitments may affect the purposes and frequency of travel in their lives as well as the ways they manage travel. When their life structure includes work and family, they may travel more often for work than for pleasure. They may plan travel around multiple goals such as work, attending cultural events, and visiting friends. Travel offers women the opportunity to employ improvisation during occasions for observing, with keen awareness of context, interactions with others, and responses to both. Travel offers women firsthand personal experiences from which trustworthy, connected knowledge comes.

## Tourism

Researchers have classified and studied tourist behavior through four approaches: (1) family life cycle; (2) travel careers; (3) tourism styles; and (4) women's tourism lifestyles. The discussions that follow in these four areas are helpful because they illustrate specific criteria used in my study to identify categories of people and travel activities.

### Family life cycle and tourism

The concept of a family life cycle is similar to the concept of life span in that both refer to the progression of stages through which families and individuals, respectively, proceed through time. They are different in that life-span theory is based on age, whereas family life cycle is not. Life cycle, based on family composition, helps to explain how a family's needs, outlooks, product purchases, and financial resources vary through time. These variables affect the travel plans and souvenir purchases of families.

The life-cycle approach can be a valuable predictor of tourist behavior. Although many studies were based on various family life cycle theories, the approach that seemed to relate best to this study was reported by Wells and Gubar (1966). They divided the history of a family into nine stages: The Bachelor Stage that included young, single people; Newly Married Couples, young couples with no children; Full Nest I, young married couples with the youngest child under six years old; Full Nest II, young married couples with the youngest child six years old and over; Full Nest III, older married couples with dependent children; Empty Nest I, older married couples with no children living with them; Empty Nest

II, older married couples with no children living with them and the head of household retired; Solitary Survivor I, older single people in the labor force; and Solitary Survivor II, older retired single people.

The life-cycle approach highlighted how the Bachelor, Newly Married, Full Nest III and Empty Nest I stages of the family life cycle were particularly important periods for heavy expenditures on leisure and tourism (Wells & Gubar, 1966). During the Bachelor stage, earnings were typically low because the individual was beginning a career. Despite low income, there were few financial burdens so that discretionary income was relatively high. This group was generally recreation- and fashion-oriented. Purchases consisted of vacations, cars, clothing, and various other products and services needed for the mating game. The newly married couple was better off financially than when each was single because both spouses were likely to be working. They spent heavily on cars, clothing, and vacations. During the Full Nest III stage, wives often returned to work. People in this stage did more traveling than they did earlier with their young children. During the Empty Nest I stage, people made major expenditures for home improvements. The couple was interested in travel, other kinds of recreation, and self-education. Their major expenditures included gifts and contributions, vacations, and luxuries. The life-cycle was more effective for segmenting markets because it was more sensitive to product purchases than to age (National Industrial Conference Board, 1965).

Lawson (1991) found that stages in the family life cycle were reflected in both the type of vacation taken and the financial

expenditure made. In his study of tourists in New Zealand, per capita shopping expenditures were highest among young singles, young couples, and solitary survivors. Young singles stayed longer and therefore spent more time and money on shopping. The solitary survivors were mainly elderly tourists from Great Britain who spent time with families that had moved to New Zealand and who spent money "doting" on their grandchildren.

Vacation activities correlated with the ages of adult members of the group (Lawson, 1991). The young singles stayed a long time in New Zealand, and they maintained a high level of spending on entertainment with their friends and relatives. The young couples and couples in Empty Nest I enjoyed prearranged tours and visited a higher than average number of places. The Full Nest I group visited friends and relatives, and relaxed. They did few of the normal tourist activities. The limiting factors were logistics for their small children and financial constraints. The Full Nest II and III stages reflected fewer constraints of children and finances and thus greater participation in tourist activities. In the Empty Nest I stage, the focus of activities changed from participation in tourist activities to observation of cultural activities and seeking a comfortable pace for New Zealand experiences. The Empty Nest II had the highest average number of locations visited. The solitary survivors had the lowest level of tourist activities; they primarily visited friends and relatives. Findings of Lawson (1991) are limited to New Zealand and may not be universally applicable.

Fodness (1992) investigated the influence of the family's position in its life cycle on its decision-making process. He found that family vacation decisions are mainly the result of a joint decision-making process. Wives were found to be more likely to make individual decisions in families with children, and thus, more likely to influence the vacation decision than their spouses. Wives were also more likely to request printed vacation materials.

For the purpose of segmenting markets, age may be more sensitive than life-cycle for products and services classified as luxuries (National Industrial Conference Board, 1965). As one example, Anderson and Langmeyer (1982) asked 493 respondents under 50 years old (261 women) and 333 respondents over 50 (120 women), about their activities and opinions formed on their most recent vacation trip. Major differences were that travelers over 50 years old: 1) liked to travel to visit historical sites in addition to visiting relatives and simply resting and relaxing; 2) consulted travel agents to aid in planning a vacation or in selecting a package tour; and 3) spent more time and money on their vacations. They had fewer family obligations, and those with comparable incomes had fewer required expenditures. They engaged in less physical activity, and went along with what others wanted to do. In contrast, the under-50 travelers used vacation to escape from everyday life. However, both groups were refreshed by vacation, did not find their vacations hectic, and enjoyed taking vacations. A limitation of relating stages of the family life cycle to age groups is that the dividing line for a stage such as Full Nest might be 40 years of age in one study and 50 in

another, which makes it difficult to compare results among various research studies. According to Lawson (1991, p. 17) "...segmentation variables like age, sex, and income may be universally applied while...the family life cycle is never likely to cover more than 80% of the tourism market..." because groups such as solitary survivors under 65; double income, no kids; single-parent families; singles; and cohabitators are omitted from the family life cycle.

### Travel careers

Pearce (1988) proposed travel careers as another approach to studying tourists. The concept of career implies a progression through various stages during the life span. Not all individuals start a tourist career in the same stage or move through it at the same rate. He suggested that tourists at certain stages in their travel careers seek to satisfy specific needs which result in expectations for activities. People's self-concepts influence their choices of activities, and the experiences gained influence their self-concepts. Correlation of travel careers with the family life cycle as well as with Levinson's (1978) eras have not been tested empirically.

### Tourism styles

The third approach, tourism styles, includes categories of tourists that have been proposed in the literature on sociology and anthropology of tourism (Cohen, 1972; Graburn, 1977; Kaplan, 1960; Smith, 1977). Ethnic, cultural, historic, environmental, and recreational tourists are characterized by differences in experiences sought during travel, level of physical activity, and adaptation to local norms. Graburn (1977)

projected that each tourist type may cultivate its own type of souvenirs as memories of travel.

Littrell et al. (1990) have tested empirically the hypotheses concerning categories of tourists (see Table 2). Their research identified four tourism styles among visitors to Iowa, Minnesota, and Nebraska. These styles were based on tourists' perceptions of the importance of travel activities, the types of products purchased, and where purchases were made. Age was a significant descriptor of tourists in three of the four tourism styles. Ethnic, Arts, and People tourists, the first style, typically are older tourists who visit ethnic (Amana Colonies, Paris) communities, participate in community festivals and fairs, visit art galleries and museums (Natural History Museum, Louvre), attend concerts and the theater, and visit with local residents. As souvenirs, travelers purchase crafts to be used or displayed in the home, jewelry, local foods (jellies, popcorn, candies), antiques, and books about the area.

History and Parks tourists visit historic sites, local historical society museums, historic homes, and recreated villages (Living History Farms) that depict a past way of life. They visit gardens and state and national parks. Photographs are important souvenirs. These tourists purchase crafts, postcards, books about the area and its history, local foods, and coins and stamps they can add to collections.

Urban Entertainment tourists are highly active. They shop, attend professional sporting events, recreational theme parks, dances, and night clubs. These tourists are young, of both genders, have high incomes, and

Table 2. Summary of previous research related to purchase of crafts and other souvenirs

Authors/Dates	Objectives	Methods	Results	Hypotheses Generated
Littrell, M.A. Kean, R. Baizerman, S. Reilly, R. Stout, J.A. Niemeyer, S. Gahring, S. (1990)	<ul style="list-style-type: none"> <li>Profile tourists based on their preferred travel activities, souvenir buying, and shopping practices.</li> </ul>	<ul style="list-style-type: none"> <li>Mailed questionnaire</li> </ul>	<b>Tourism Styles:</b> <ol style="list-style-type: none"> <li>Ethnic Arts and People tourists</li> <li>History and Parks Tourists</li> <li>Active Outdoor Tourists</li> <li>Urban Entertainment Tourists</li> </ol>	Tourism styles are related to craft purchases.
Staybaugh, J. Littrell, M.A. Farrell-Beck, J. (1990)	<ul style="list-style-type: none"> <li>Profile consumers</li> <li>Make recommendations for improved product design and marketing of Hmong textiles</li> </ul>	<ul style="list-style-type: none"> <li>Rank textiles by preference</li> <li>Discuss reasons for rankings</li> <li>Interviews of 20 women consumers of Hmong textiles</li> </ul>	<b>Craft consumer profiles:</b> <ol style="list-style-type: none"> <li>fine workmanship</li> <li>support Hmong people</li> <li>pragmatic</li> <li>patrons of Hmong Folk Art</li> <li>color-centered</li> </ol>	Regardless of type of textile craft purchased or consumer's home locality, textile craft consumers fit a common set of profiles.
Littrell, M.A. Reilly, R. Stout, J.A. (1992)	<ul style="list-style-type: none"> <li>Profile consumers of fiber, clay, and wood crafts</li> </ul>	<ul style="list-style-type: none"> <li>Rank crafts by preference</li> <li>Discuss reasons for rankings</li> <li>Interviews of 53 participants, mostly women</li> </ul>	<b>Consumer profiles:</b> <ol style="list-style-type: none"> <li>aesthetic</li> <li>workmanship</li> <li>function and use</li> <li>sensory or affective attachment</li> </ol> <p>Most often mentioned criterion: versatility.</p>	<ol style="list-style-type: none"> <li>Criteria for evaluating crafts vary with craft media and origin (domestic vs. international).</li> <li>When defining function and use, international tourists and domestic consumers of international crafts will place greater emphasis on usability while domestic consumers of U.S. regional crafts will place greater emphasis on versatility.</li> </ol>
Gordon, B. (1986)	<ul style="list-style-type: none"> <li>Interpretation of the souvenir</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<b>Types of souvenirs:</b> <ol style="list-style-type: none"> <li>Fictorial images</li> <li>Piece-of-the-rock</li> <li>Symbolic shorthand</li> <li>Markers (T-shirts)</li> <li>Local product               <ol style="list-style-type: none"> <li>foods</li> <li>local clothing</li> <li>local crafts</li> </ol> </li> </ol>	In this industrial age, handicrafts are perceived as products of exotic or different people.

Table 2. (continued)

Authors/Dates	Objectives	Methods	Results	Hypotheses Generated
Littrell, M.A. (1990)	<ul style="list-style-type: none"> <li>● Profile international tourist consumers based on meanings of special textile craft objects</li> <li>● Examine profiles for purposes of crafts</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews in homes of 98 international tourists</li> <li>● Determine special meaning(s) to purchaser</li> </ul>	<p>International tourists purchase textile crafts to:</p> <ol style="list-style-type: none"> <li>1. reverse everyday life experiences</li> <li>2. sample authentic life</li> <li>3. expand world view</li> <li>4. differentiate self from others</li> <li>5. integrate self with others</li> <li>6. enhance feelings of self-confidence</li> <li>7. experience aesthetic pleasure</li> </ol>	
Littrell, M.A. Anderson, L.F. Brown, P.J. (1993)	<ul style="list-style-type: none"> <li>● Determine criteria used by tourists to define authenticity</li> </ul>	<ul style="list-style-type: none"> <li>● mailed questionnaire</li> <li>● unit of analysis of written definition of authenticity</li> </ul>	<p>Tourism styles related to authentic craft purchases:</p> <ol style="list-style-type: none"> <li>1. Ethnic arts and people tourists equate authenticity in crafts with high quality workmanship, traditional colors, and genuineness of local traditions in craft production.</li> <li>2. History &amp; Parks tourists add historical representation.</li> <li>3. Active outdoor tourists equate authenticity with use and function.</li> <li>4. Urban entertainment tourists equate authenticity with shopping experience and viewing craft production.</li> </ol>	<p>Tourism styles, tourists' ages and stages in travel careers are associated with meanings of authentic travel souvenirs.</p>

Table 2. (continued)

Authors/Dates	Objectives	Methods	Results	Results
<p>Littrell, M.A. Anderson, L.F. Brown, P.J. (1993) (continued)</p>			<p>Age related to authentic craft purchases:</p> <ol style="list-style-type: none"> <li>1. Young tourists found meaning in craft souvenirs that were reminders of exciting shopping experiences and active tourism experiences.</li> <li>2. Older tourists found meaning in crafts that brought aesthetic pleasure.</li> </ol> <p>Travel careers related to authentic craft purchases:</p> <ol style="list-style-type: none"> <li>1. Tourists in early stages of their travel careers named uniqueness and originality as important criteria in defining authentic crafts.</li> <li>2. Widely traveled tourists name historical and cultural integrity as important criteria for defining authentic crafts.</li> </ol>	<p>General criteria for defining authentic crafts:</p> <ol style="list-style-type: none"> <li>1. uniqueness and originality</li> <li>2. workmanship</li> <li>3. aesthetics &amp; use</li> <li>4. cultural/historical integrity</li> <li>5. crafts person &amp; materials</li> <li>6. shopping experience and genuineness</li> </ol>

have travel careers limited to the U.S.A. Urban Entertainment tourists purchase souvenirs with words, motifs, or designs that represent their vacation places and events such as professional sports games.

Active Outdoor tourists are also young, of both genders, and are involved in hiking, nature walks, camping, fishing, sailing, boating, and hunting. They also like to swim, ski, and play tennis or golf. Active Outdoor tourists buy t-shirts and sweatshirts that represent their travels. They select products made from natural materials (sheepskin rugs, New Zealand wool sweaters, pottery, silver jewelry) and those identified with a theme such as Western U.S.A.

The tourism categories defined in the Littrell et al. (1990) study are based on responses to a mailed questionnaire, a method of data collection that does not allow for probing for meaning or for learning about tourism as described by tourists in their own words. Tourists may exhibit more than one style; the style may change with the focus of each trip. For example, a traveler may be an active outdoor tourist when visiting Iowa state parks, but be more ethnic- and people-oriented when touring the Amana Colonies in Iowa.

#### Women's tourism lifestyles

Research related specifically to women as tourists is limited to motivations and lifestyle profiles. Among married couples, women in one study dominated the decision-making process of vacation planning for American tourism (Smith, 1979). When planning itineraries for vacation travel, these women considered the following: geographical limitations such as cold winter temperatures; availability of time, money, and

baby-sitters; social belonging and peer approval; getting away from home, children, and work; excitement; possibility of making new friends; and discovering roots. Smith's study did not include women's considerations when planning work-related travel, an important factor because work-related travel has increased greatly in the years since her research. Travel activities and souvenir purchasing may be different for people on work-related trips compared to those who travel primarily for vacation purposes.

Lifestyles are expressed through activities, interests, and opinions. Hawes (1988) suggested three travel-related lifestyle profiles for women 50 and older: the traveler, the laid-back orientation, and the dreamer. The traveler profile described women who have traveled extensively and want to travel in the future. The traveler "...is generally associated with singleness or small household size, activeness, acceptance or liking of excitement and uncertainty, higher income and education." (p. 26). The laid-back orientation describes women who accept travel "...of the domestic, unhurried, 'unexciting,' quiet and relaxing rural variety." (p. 26). The dreamer "...seems to reflect an orientation in which vicarious thrills and wishing or dreaming substitutes for the real thing." (p. 27). Across all the age groups, approximately one-third of the respondents were classified as "traveler" (33%) or "laid back (34%)," and 22 percent of the respondents were classified as "dreamer."

Review of the research on life cycle, travel careers, tourism styles, and female tourists suggests that travel experiences change

during life cycles, and that tourists have different tourism styles. Tourist behavior may be classified based on age, stage in the life cycle, and tourism style. Travel destinations and souvenir choices are influenced by standards and actual levels of living and consumption. Although Levinson (1978) focused on the individual, individual development commonly is experienced within the context of family life. Levinson's framework encompasses the family life cycle. However, no literature has been found that relates Levinson's stages in the life span to tourism as categorized by other researchers.

#### Meanings of Possessions

Learning cultural meanings, developing attitudes toward possessions, and acquiring possessions is a part of human behavior that begins early in life. The first section centers on functions of possessions. The next section focuses on meaning of possessions related to age or stage in the family life cycle. The last two sections include information about crafts and travel souvenirs as possessions.

#### Functions of possessions

Possessions serve at least two important functions throughout the life-cycle: (1) self definition; and (2) control over one's environment. First, possessing material goods extends the self and broadens a person's self-definition. Objects provide a tangible medium for defining the self, integrating the self with and differentiating the self from others, expressing one's self-concept to others, and enhancing self-confidence (Belk, 1988; Csikszentmihalyi & Rochberg-Halton, 1981; Furby, 1978; Wallendorf & Arnould, 1988). Gender, age, and cultural background, all

of which are aspects of self-concept, influence preferences for objects chosen by individuals. For example, women were more likely than men to choose handicrafts, antiques, and representational items, such as photographs of family members, as favorite objects (Belk, 1988; Wallendorf & Arnould, 1988).

Inherent in the differentiation of self from others and integration of the self with others is the definition of people's standards and levels of living and consumption. Davis (1945) distinguished between standard of living and level of living. He defined the standard of living as the desired level of living that is sought after. Status within a community and economic stability may rate very high in a person's standard of living and is an integral part of integration with others. The level of living is the content or plane that is actually experienced, enjoyed, or suffered. The actual level of living includes consumption, working conditions, and economic cushions against major and minor economic or personal setbacks. The actual level of living also includes freedoms within our democracy and "atmosphere." Atmosphere includes integration with others in the sense of being wanted, a feeling of being secure and in harmony with the environment, and a hope of progress. Atmosphere also includes differentiation of self in the degree to which deep-seated cravings, basic needs, and other wants are satisfied. Travel is a part of atmosphere.

For the family groups in which most individuals live, standards and actual levels of living change. Individuals define and redefine self through the influence of physiological, psychological, and social forces

that cause needs, preferences, and priorities to evolve. Standards and actual levels may change with the necessity imposed by a depressed economy and with the opportunities afforded by prosperity.

The selection of trips and the purchase of souvenirs involve product choice, and form part of the standards and actual levels of living of individuals and families. Product choice is greatly affected by a person's knowledge and economic circumstances in terms of spendable income, savings, and other assets (including the percentage that is liquid), borrowing power, and attitude toward spending versus saving (Kotler, 1988). What people purchased during trips at different times in their life cycle formed part of the present study.

Definition of self also depends on stage in the life cycle, defined by social status and preferred objects that comprise standards and actual levels of consumption and living. Furby (1978) found that social power and status are reasons most often given by 40- to 50-year-olds for owning personal possessions that indicate their level of consumption. A nice home, new car, and fine furniture are status symbols that express one's self-concept to others, to determine thereby the degree of social recognition to be granted to the owners. Csikszentmihalyi and Rochberg-Halton (1981) found that in "preretirement adulthood," adults tended to define the self through what a person "has" (consumption level) rather than what a person "does." Status symbols make tangible a person's actual level of consumption. No literature was found that addresses the extent to which standards of consumption and living are influenced by others and whether people feel they need to travel to places, do things,

and bring back souvenirs to impress or please their friends and relatives.

A second function of possessions, hypothesized by Csikszentmihalyi and Rochberg-Halton (1981) and Furby (1988), was control over some aspects of one's environment. Most people have limited control over their environments, but devotion to a collection or an interrelated set of possessions allows for some control over a small part of their world. Control can take the form of distinction, gained through the visible collection, because it represents the collector's judgments and taste. The time and effort spent in assembling a collection means that the collector has literally put a part of the self into the collection. The collection partly defines the self in terms of having rather than in less tangible terms of doing or being. That "we are what we have" is one assumption that powerfully affects consumer behavior. The recognition of the collection by others as being "worthwhile" legitimizes what may otherwise be seen as abnormal possessiveness (Belk, 1988; Stewart, 1984).

In an intensive study of possessions, Csikszentmihalyi and Rochberg-Halton (1981) illustrated the themes of integration and differentiation. People were asked to tell what objects were "special" to them and why. The researchers found that "special" or "cherished" objects had important meanings or feelings associated with them. Possession of the objects symbolized that the owners were uniquely different from as well as similar to others. Special objects such as textiles, art objects, and souvenirs from travels expressed a person's individuality through emphasis on preferred aesthetics and experiences unique to the owner.

Memorabilia such as family photographs or heirlooms symbolically integrated the owner with others through memories of events, places, or persons associated with the experience or object. The owner's similarity to others through common experiences or associations was recalled through contemplation of the "special" item. Favorite objects served as symbols of close interpersonal ties, cherished for the information they conveyed about the owner rather than physical attributes or material comfort they may have provided. Meaning evolved through continued use or display of the object as well as through recalling the unusual or pleasurable circumstances resulting in its acquisition (Belk, 1988; Csikszentmihalyi & Rochberg-Halton, 1981; Wallendorf & Arnould, 1988).

#### Differences in meanings of possessions related to age

Establishment of meanings of self and of objects during a lifetime involves change. As individuals age, objects change in the meanings they hold and the functions they serve for their owners (Belk 1988; Csikszentmihalyi & Rochberg-Halton 1981; McCracken 1986). Such changes in meanings of objects during the life cycle are influenced by experiences and by perceived needs, such as money, status, and material goods. Belk (1986) implied that there may be considerable generational differences in entire systems of meanings. Wallendorf & Arnould (1988) found that differences in rankings of favorite objects seemed to represent changing meanings during different life stages. In the U.S.A., as age increases, liking of the most favorite object increases until age 65, then liking of the same object declines sharply to its lowest level.

Myers (1985) and Belk (1986) called for more theories and research concerning generational differences, to learn more about meanings of personal possessions, cultural products, and activities in people's lives. Wallendorf and Arnould (1988) called for more research to explore how preferences for favorite objects change both within the life-span episodes of individuals and through time as changes in consumption patterns occur. Systematic study of the development of desire for possessions throughout life is needed to explain adequately individual developmental differences and similarities in acquiring possessions.

#### Crafts as possessions

Hand-crafted items are among the possessions purchased by consumers. Crafts are also among the souvenirs purchased by tourists. Table 2 presents profiles of craft consumers based on: (1) reasons for purchases; (2) types of souvenirs purchased; and (3) tourism styles. These six studies described both non-tourists and tourists and the crafts they purchased.

Slaybaugh, Littrell, and Farrell-Beck (1990) studied specific textile possessions of people who purchased Hmong handcrafts (see Table 2). The researchers found that the majority of consumers of hand-crafted textiles fit into six consumer profiles: Fine Workmanship Consumers, Supporters of the Hmong People, Pragmatic Consumers, Patrons of Hmong Folk Art, Function-Oriented Consumers, and Color-Centered Consumers. These profiles were based on ranking a set of ten Hmong textiles according to personal preferences.

In another craft study, Littrell, Reilly, and Stout (1992) conducted in-depth interviews of 53 women who had purchased crafts in the U.S.A. and internationally (see Table 2). Respondents were asked to rank three sets of crafts and to explain their rankings. Consumer profiles for fiber, clay, and wood crafts included the following themes: aesthetics, workmanship, function and use, and sensory or affective attachment. Common themes added strength to the proposition of Slaybaugh et al. (1990) that the majority of consumers of textile crafts fit a common set of profiles. Criteria used for selecting crafts appear to vary with craft media, international versus domestic origin, and whether consumers are traveling or not. However, the criterion most often used by domestic consumers of regional crafts was versatility in use.

#### Travel souvenirs as possessions

Despite the emphasis on possessions in general (Belk, 1985, 1986, 1988; Csikszentmihalyi & Rochberg-Halton, 1981; Wallendorf & Arnould, 1988; Wallendorf & Belk, 1987), there has been limited conceptual and empirical research related to travel souvenirs. Studies of souvenir purchases of crafts have not described differences in tourists' ages or stages in adult development or probed for the meaning of souvenirs to tourists at different life stages.

Gordon (1986) suggested uses, purposes, and types of souvenirs people purchase when traveling (see Table 2), but these ideas have not been tested empirically. She proposed that some souvenirs often are given by returning tourists as gifts to those who remained at home. The gifts may be "re-entry" fees typical for the culture. Souvenirs may also

be used as props for a role change from the travelers' daily routines. When tourists purchase and display gag items or wear Mickey Mouse t-shirts, they may be disguising their ordinary personalities and occupational status. Perhaps signs and written words endow ordinary objects such as t-shirts or key chains with evocative power. Gordon (1986) suggested that there may exist five types of souvenirs: (1) "pictorial," such as images on postcards; (2) "piece of the rock," a natural item such as driftwood; (3) "symbolic shorthand," a manufactured item such as an Eiffel Tower pepper mill; (4) "markers," such as t-shirts inscribed with the words "Grand Canyon;" and (5) "local products," such as olive oil from Greece.

Littrell (1990) empirically examined functions that "favorite" handcrafted items purchased by female tourists serve for their owners (see Table 2). She found that textile craft souvenirs served a variety of purposes for their owners. These included opportunities for women to contrast trips with everyday life experiences, to sample authentic cultural life, to expand their world view, to differentiate the self from others, to integrate the self with others, to enhance feelings of self-confidence, to express self-creativity, and to experience aesthetic pleasure.

Tourists' ages were associated with the meaning tourists attached to crafts and to the purposes crafts served for the owners. Younger tourists often valued crafts that reminded them of exciting shopping encounters and active tourism experiences. In contrast, older tourists attached meaning to crafts that brought aesthetic pleasure through

contemplation at home (Littrell, 1990; Littrell, et al., 1993; see Table 2).

Tourism styles and the stage of travel careers influenced tourists' evaluations of authenticity in craft souvenirs (Littrell et al., 1992). Authenticity may be an important variable contemplated by tourists when making souvenir purchases. Criteria used by tourists to define authenticity included eight major themes: a craft's uniqueness and originality, workmanship, aesthetics, function and use, cultural and historical integrity, craftsman and materials, shopping experience, and genuineness. Younger tourists emphasized uniqueness and originality whereas the older tourists focused on historic and cultural integrity when defining authenticity. Tourists in the early stages of their travel careers emphasized the desire for uniqueness in authentic crafts souvenirs whereas those who had traveled widely preferred genuineness.

Tourists also defined authenticity with criteria that seemed closely associated with the tourism activities characteristic of their tourism style (Littrell et al., 1993). Ethnic, Arts, and People tourists defined authenticity in terms of high-quality workmanship, and found authenticity in crafts that represented the genuineness of local traditions. History and Parks tourists added historical representation to workmanship and genuineness as a criterion for authenticity. Active Outdoor tourists equated use and function of crafts with authenticity. The shopping experience and viewing of crafts production was important in the definition of authenticity among Urban Entertainment tourists.

The literature on consumer behavior has only scratched the surface of the meanings of possessions. Researchers have emphasized the need for "in- depth" information gathering, and urged further research in understanding why consumers purchase different souvenirs at different ages. Further refinement of criteria used in explaining meanings of souvenirs is needed. The relationships among tourists' genders, ages, and tourism styles need further testing. Comparative studies of various types of souvenirs would be informative. Tourists traveling in various parts of the U.S.A. and abroad as well as international tourists to the U.S.A. who have purchased a variety of souvenirs could provide insights into the meaning of souvenirs.

Van Raaij (1986) recommended that three types of tourist behavior be studied: (1) decision-making, (2) vacation activities, and (3) complaining behavior. He also suggested that consumer research should develop in stages: (1) searching for the relevant behavior, (2) finding basic dimensions, (3) segmenting tourists, (4) describing segments, and (5) validating findings. Consumer wishes and desires should constitute the basis for marketing strategies. He believed it is better to evaluate consumer behavior with regard to existing tourist products as these products may appeal to different segments of consumers for different reasons. Although marketers generally concentrate on the decision-making process and outcomes, actual vacation activities are important sources of information for designing and improving tourist products. Van Raaij argued that the most successful segmentation may be based on tourist

behavior such as decision-making, or activities, as marketing policy is generally aimed at changing behavior in a certain direction.

#### Summary of Themes from Literature Reviewed for this Research

The life-span theory and three deductive themes, (women's ways of structuring their lives, tourism, and meanings of possessions and souvenirs), formed a basis for inquiry and understanding of female tourists. The research of this dissertation deals with the consumption of tourist goods and services in the process of composing lives. The focus was on two eras of the life span, early adulthood and middle adulthood (Levinson, 1978, 1986). These two eras appear to be broadly coincident with the presence of and then the moving away of children, as well as with career development, and so are used in the analysis of data in my study. Travel experiences are a part of women's life structures, they add variety to life structures, and they change during the life span. Travel is a means of developing individuality in adult lives.

In early adulthood, it is likely that some women focus outward for acceptance in society. This could be reflected in the places they choose to travel, the people they choose to travel with, and the activities they choose to experience. More women in middle adulthood form life structures that are congruent with the inner self. This could be reflected in their travel destinations, relationships with others, and activities. Travel probably increases when women assume professional jobs requiring travel. When their lives include both work and family, some women may travel more often for work than for pleasure.

Women's ways of structuring their lives probably influence how they manage their travel lives. Most women probably prefer to travel with others rather than by themselves for safety as well as for companionship. Women probably use the strategy of improvisation to aid in arranging travel around the responsibilities of work and family, with trips often planned around multiple goals such as work, attending cultural events, and visiting friends. Travel offers women the opportunity to employ improvisation, and supplies occasions for observing, for being keenly aware of context, for interacting, and for responding. Travel also offers women firsthand personal experiences from which trustworthy knowledge may come.

The deductive themes found in the tourism literature included life cycle, travel careers, and tourism styles. Patterns of tourist behavior may be based on age, stage in the life cycle, and tourism style. Tourists at certain stages in their travel careers probably seek to satisfy specific needs which result in expectations for special activities. Travel careers should evolve as they are influenced by increases in age, travel experiences, income, and management skills. Interrelationships among life-cycle stages, travel careers, tourism styles, and types of souvenirs gathered are the focus of this study.

The meanings of possessions and souvenirs have several dimensions. Possessions symbolize that the owners may be either uniquely different from or similar to others. Preferences for favorite objects change both within the life span of individuals and through time as changes in consumption patterns occur due to experiences and desires.

Souvenirs permit tourists to contrast everyday life experiences, sample authentic life of a culture, expand their world view, enhance feelings of self-confidence, express self-creativity, and experience aesthetic pleasure. Authenticity also can be important to tourists when making souvenir purchases. Younger tourists valued crafts that reminded them of exciting shopping encounters and active tourism experiences. Older tourists attached meaning to crafts that brought aesthetic pleasure through contemplation at home.

Although an inductive approach was used to analyze the data, the topics around which data were collected were determined deductively based on those themes in the literature to which findings could be compared. However, the inductive approach to data analysis anticipates emergent themes beyond those determined from previous research.

## CHAPTER 3. METHOD

Interviews were the primary method of data collection employed in this research. Self-administered questionnaires and photography of special souvenirs also were used to collect data. The interviews and questionnaires have been analyzed, interpreted, and reported in this dissertation. Multiple methods were used to explore the importance of souvenirs and travel activities in the lives of women and the ways women use travel experiences, together with work and family experiences, in creating their lives.

## Naturalistic Approach

The descriptions of female tourists were based on premises of naturalistic research (Lincoln & Guba, 1985; Strauss & Corbin, 1990; Taylor & Bogdan, 1984). Naturalistic research seeks to understand the behavior under study through inductively identified themes that emerge from the informants' descriptions of their own actions. Informants were purposively chosen to illustrate a range of behaviors resulting from their experiences and personal characteristics.

## Informants

Two groups of female informants were chosen to parallel approximately Levinson's (1986) framework of adult development: early adulthood, ages 17-45 and middle adulthood, ages 40-65. According to Levinson (1986) the eras overlap during the transition stages. For this research the transition years were included in the eras; therefore, the age groups for this study were early adulthood 22-42 (n=21) and middle adulthood 43-60 (n=21). Forty-two participants represented a range of

personal characteristics, travel experiences, and tourist purchases of souvenirs. These women were chosen to provide variety in marital status, number and ages of children, stage in family life cycle, occupation, income, education, goals, and community of residence. A little over one-half of the informants (n=22) resided in an Iowa university community with 50,000 residents. The others (n=20) resided in an Iowa community with 12,000 residents. Informants ranged in age from 22 to 60 years old with a mean age of 43. All informants met or exceeded the criteria of having completed three trips during the past three years, of having completed one trip in Iowa, and of regularly purchasing souvenirs on their trips.

#### Instruments for Data Collection

##### Travel record

A worksheet, Travel Record, along with a letter describing the research project and thanking the woman for her anticipated participation, was mailed to each informant prior to the interview (see Appendix I). The record requested a chronological listing of travel destinations inside and outside Iowa for the past three years. A listing of souvenir purchases was also requested. The Travel Record served to "jog the memory" of participants and to organize their thinking prior to the oral interviews. Except for the listing of souvenirs, the record was not intended as a source of quantitative data.

##### Interview schedule

Review of the data-collection instruments used by Levinson (1986), Littrell (1990), and Slaybaugh et al. (1990) preceded development of the

structured interview schedule. I chose to focus on Levinson's (1978, 1986) theory because his sequence of eras in a life span may be valid for men and women of different cultures, classes, and historical epochs. Each era is defined primarily by its developmental tasks. Levinson was concerned with the kinds of life structures formed in each era. An optimal structure for a given era was not identified. The life structures generated in any era were diverse due to cultural and individual variations. Levinson combined the psychological aspects of the nature of the person with the sociological aspects of the nature of society. Personality, social structure, culture, social roles, major life events, biology--these and other influences exert a powerful effect on the individual life structure at a given time and on its development during adulthood (Levinson, 1978, 1986).

The interview schedule consisted of three sections (see Appendix II). In the first section informants were asked to tell about their most memorable travel experiences and special souvenir purchases within and outside Iowa during the previous three years. They were asked to describe a memorable souvenir purchased in the past and then tell how the significance had changed or remained the same through the years. Information gathered in this section enlarged the researcher's knowledge of factors that interact to result in memorable travel experiences and purchase of special souvenirs.

The second section dealt with changes in purposes for travel and travel experiences through the years. Questions were asked about the informants' travel lives, including the purposes travel serves in their

Lives, activities they enjoy, how travel fits into their family and work lives, and what factors affect their travel lives. Informants explained how their travel lives differed from five and ten years earlier. They described changes they anticipated that may affect their travel lives in the future and how travel may become more meaningful. This section was intended to increase the researcher's understanding of how travel fits into women's lives during early and middle adulthood and how women's travel goals, purposes, and experiences change through time. It provided insights into ways travel affects participants' personal growth and development through time.

In the third section, informants were asked to discuss why they purchased souvenirs and how they used them. Informants described where they shopped, criteria they used to select souvenirs, and the amount of time they spent shopping. They were asked if there were differences in what they looked for in souvenirs purchased in Iowa compared to those purchased elsewhere. This section was intended to explore the variety of items women identified as souvenirs, the ways souvenirs were used, the emphasis placed on shopping and souvenir purchases when traveling, and the influence of out-of-state travel on selection of souvenirs.

Three faculty members and three graduate students who were familiar with the study reviewed the interview schedule for: (1) content of questions related to life-span development, travel, and souvenir buying; (2) clarity of questions; (3) probes appropriate for gaining in-depth information or clarifying meaning; and (4) logical sequence of questions. Modifications were made based on their recommendations. Trial interviews

were conducted with two women travelers, one in each age group, and the interview schedule was further refined.

### Questionnaire

A separate three-page questionnaire (see Appendix III) developed by Littrell et al. (1990) was used to collect data that did not need to be clarified by probing and could be more efficiently collected through written responses. These data included demographic information such as age, marital status, income, education, number of children, number of states visited, and number of countries visited. These data also included the importance ratings that informants assigned to certain activities while traveling. A 7-point Likert-type scale included 24 tourism activities such as shopping, visiting historic sites, and participation in sporting activities. Participants responded to each activity on a 7-point scale with 1 being "very unimportant" and 7 indicating "very important."

### Procedures for Data Collection

Informants were specifically chosen (Touliatos & Compton, 1988) to achieve the objectives of the research. A list of names of potential informants was compiled by the researcher from suggestions made by people who knew their clients and friends and could recommend those who met the criteria for the study. Informants were selected from 20 names suggested by a university instructor who belonged to a chapter of the Altrusa Club, eight names submitted by a travel agent, 27 and 18 names submitted by two extension home economists, and three names suggested by other informants.

A Telephone Screening Protocol (see Appendix IV) was developed. Informants were contacted by telephone. The researcher introduced herself, identified the provider of the informant's name, described the purpose and procedures for the research, confirmed that the woman met the travel and souvenir-purchasing criteria for the study, obtained her permission to proceed, and planned dates and times for the interview. Calls were completed to 58 women; 45 women agreed to participate in individual interviews with the researcher. Due to schedule conflicts, interviews were completed with only 43 of the 45 women. Informants are numbered 1 to 43. Informant 36 was older than the age criterion, and so was omitted from the data analysis.

Interviews were conducted in participants' homes or, in two instances, in their offices. First the researcher explained the sequence of questions and assured the participants of the confidentiality of their responses and their right to withdraw from the interview at any time. See Appendix V for the approval from the Human Subjects in Research Committee. All of the interviews were audio recorded. Interviews lasted from one to three and one-half hours, with the modal interview lasting two hours. Time varied with the extent of responses from the participant as well as the number of souvenirs the informant chose to display and discuss. After the interview the informant completed the questionnaire on travel activities and demographic information while the researcher photographed special souvenirs displayed by the informant. Each interview was later transcribed by a secretary.

### Analysis of Data

Descriptions of female tourists were based on both qualitative and quantitative analyses of the data. First, informants' responses to the questions on the interview schedule were analyzed qualitatively for major themes and categories of content. Second, the informants' responses to the travel-activities questionnaire were statistically analyzed for tourism styles and significance of age in relation to tourism styles. Details on the statistical analysis are provided with the results in the next chapter.

The process of grounded theory (Strauss & Corbin, 1990) was used for analyzing the qualitative data in this research. The informants' interviews were analyzed using the constant comparative method of joint coding and analysis. The purpose of the constant comparative method is to generate themes and hypotheses systematically by using explicit coding and analytic procedures. The constant comparative method is concerned with generating and plausibly suggesting, but not empirically testing, categories, properties, and hypotheses about general problems. Inductive analysis of the data obtained from the sample and continuous additions to the themes and categories based on the inductive analysis are necessary until redundancy of categories is achieved. No attempt was made by the researcher to identify either the universality or the proof of suggested causes. However, some questions were asked about negative factors, so that not only positive aspects of travel but also negative ones were sought (Appendix II, part II, questions 2, 4, 5, 10; part III, questions 1, 12).

After the researcher interviewed five informants varying in age, occupation, income, family structure, souvenir purchases, and travel experiences, she examined the transcribed texts for units of analysis--single ideas that relate to broader categories. The units of analysis suggested abstract categories and themes that were then organized into a coding guide (see Appendix VI). The themes and categories of the coding guide evolved during and after the interviews, but did not influence the questions asked during the interviews. When all interviews had been examined for themes and categories, related themes and categories were merged into broader categories. The major or broader categories in the coding guide included: (1) purposes of travel such as work-related, people-related, vacation-related, and multi-purpose travel; (2) factors affecting travel such as work schedules, family composition, health, economic conditions, and travel-dominant orientations; (3) travel experiences such as sight-seeing, viewing spectator sports, and browsing, which tend to be observation-oriented, and travel experiences such as visiting with locals, scuba diving, dancing, skiing, eating local cuisine, and attending theme parks, which tend to be participation-oriented; and (4) souvenir purchases for self and others.

An important theme, "changes through time," was included as a subcategory for some major categories. For example, informants described changes in the frequency, focus, meaning, and quality of their trips and souvenir purchases as their family and work lives changed through the years. Additional subcategories relating to frequently mentioned topics as well as individual details and unique responses were recorded under

the major categories on the coding guide and reported directly in Chapter 4. Included in these subcategories was information about planned versus spontaneous (unplanned) travel and souvenir purchases (see Appendix II, part II, questions 2, 4; part III, question 9); types of souvenirs purchased such as foods, books, gifts, clothing, antiques, and Christmas ornaments; criteria such as personal appeal, quality, use, and origin, that were considered in the decision to purchase souvenirs; singular travel experiences such as traveling third class on a Chinese boat or square dancing on Sunday in Germany; special souvenir purchases for self such as raw amber jewelry, original paintings by P. Buckley Moss, or a piece of black pottery made by Maria; and the shopping experiences that included favorite places to shop, with whom, for how long, and interesting interactions with shop owners, artists, and other shoppers.

Also included in Chapter 4 are the major organizing themes of Travel Management and of Purchases of Souvenirs. These themes are based on consumer behaviors (van Raaij, 1986), and are derived from subcategories in the coding guide. For example, the travel orientations reported under Travel Management represent the purposes of travel and the types of involvement in activities listed in the coding guide. Also, the textiles and nontextiles reported under Purchases of Souvenirs represent all the types of souvenirs purchased for self and others listed in the coding guide. Trip-planning styles emerged as a major theme (cf. Strauss & Corbin, 1990) when other criteria, such as sociodemographics, failed to segment the informants into distinct groups. The trip-planning style of each informant was based mainly on the responses to the

interview schedule (Appendix II, part I; part II, question 4) and, in four cases, partly on the overall impression gained by the interviewer. The responses of informants were evaluated by the researcher three separate times to minimize the chance of error in assignment of informants to the three planning categories. Only one change was made during the third iteration.

The coding guide was checked for clarity and accuracy by a graduate student. Three interviews were randomly selected. The graduate student and the researcher independently used the coding guide to code one interview, and then compared results. Differences of opinion were discussed, and changes were made in the coding guide. Then two more interviews were coded independently by the graduate student and the researcher. Reliability among the two coders was 0.83 based on the following formula (Touliatos & Compton, 1988):

$$\text{ratio of agreements} = \frac{\text{number of agreements}}{(\text{number of agreements} + \text{number of disagreements})}$$

The remaining interviews were coded by the researcher. Ten additional interviews were randomly selected and checked for accuracy of coding by the graduate student. Few disagreements were found in this iteration.

Details of data about the informants are summarized in Appendices VII through XI. For tourism styles, the data were analyzed in two ways, by factor analysis and as averages. Two factor analyses were done: (1) one that used the same items that formed the four factors reported by Littrell et al. (1990); and (2) a second that included all items in order to define potential new factors. Only 15 of the 24 items had item

loadings in excess of 0.60. No item was used in more than one factor, i.e., tourism style. Each of the three factors that emerged in the second factor analysis explained at least 10% of the variance, whereas the analysis using the four factors of Littrell et al. (1990) explained less of the variance. Because a sample size of at least 120 units is needed for reliable results from factor analysis, and only 42 informants are included in this study, a different sample might give different factors.

Averages of the 15 items with high loadings were used to determine relative importance of tourism styles to each informant (see Appendix VII). For each of the 15 items, the first two of the seven ratings (see Appendix III) indicated little or no interest in each activity, and so were assigned a value of zero (shown as a dash). The remaining five ratings were assigned values from one to five. All values were averaged (see Appendix VII) to determine the relative importance of each tourism style.

Appendix VIII summarizes the factors that influence the travel-management strategies of the informants of this dissertation, discussed in detail in Chapter 4. Appendix IX lists demographic data, planning and purchasing styles, travel orientation and tourism style, and a tally of souvenirs purchased by each informant. Appendix X gives details of souvenir purchases corresponding to the coding guide (see Appendix VI). Appendix XI summarizes characteristics of informants in each of the major tourist groups.

Statement on Human Subjects in Research

The Committee on the Use of Human Subjects in Research, Iowa State University, reviewed this project, and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of responses by individuals was assured, and that informed consent was obtained by appropriate procedures.

## CHAPTER 4. RESULTS

The results of this study are both quantitative and qualitative. The findings provide insight into travel behavior from the perspectives and characteristics of two age groups of women, early adulthood (EA) and middle adulthood (MA), and thus contribute to a general understanding of travel management and purchase of souvenirs. This chapter fulfills the first two stages in the sequence of consumer research of van Raaij (1986): (1) identifying relevant behaviors, and (2) describing the basic properties of those behaviors. The main objective is to portray sociodemographics, travel habits, and purchasing behaviors of the informants. A secondary objective is to relate the findings to previous work.

Initially, the detailed life-cycle stages of Wells and Gubar (1966) were considered for subdivision and classification of the informants of this study. Their stages were based on American families typical of the period between World War II and the Vietnam war. The sequence they proposed proceeded inexorably from one stage to the next. Additionally, their model failed to include divorced singles or remarried couples, with or without children, gay and lesbian singles or couples, with or without children, or long-term unmarried mothers on welfare. These recently important categories could be accommodated into the life-cycle stages of Wells and Gubar (1966) by broadening definitions of their stages or by adding new, parallel sequences of stages. However, none of these shortcomings is a hindrance to the use of the life-cycle stages of Wells and Gubar for the Midwestern tourists of this study.

Of the 21 MA informants in the present study, 18 belong to the Empty Nest I stage. Two MA and eleven EA informants belong to the Full Nest II stage. Use of the life-cycle stages of Wells and Gubar (1966) could not be justified due to the limited number of informants in the other four of the six stages: (1) 6 EA in the Bachelor stage; (2) 1 EA in the Newly Married stage; (3) 2 EA in the Full Nest I stage; and (4) 1 Ea and 1 MA in the Full Nest III stage. Therefore, the broader life-span eras of Levinson (1978, 1986) were used. Numerous characteristics of informants in EA and in MA in the present study showed distinct differences, as discussed below.

#### Informants and Their Tourism Styles

Demographic data and data on tourism styles were used to describe quantitatively the women in this study and to provide context for the qualitative analysis of the interview data. A demographic profile and a description of tourism styles describe the entire sample, whereas the third section compares demographics of the two age groups.

##### Demographic profile

All 42 of the informants were women. Due to purposive sampling using an age criterion, 50% were between the ages of 22 and 42, and 50% were between the ages of 43 and 60. The mean age was 43 (see Table 3). Forty women (95%) had been educated beyond high school; 67% had completed college (14), some graduate work (4), or earned a graduate degree (10). Seventeen (45%) reported an annual family income of \$75,000 or above; 18 (43%) reported an annual family income between \$25,000 and \$75,000; only 5 (12%) reported an annual family income less than \$25,000. The amount

Table 3. Demographics of informants

Demographics	Early Adulthood n=21	Middle Adulthood n=21	Total Sample n=42
•Age: Range (Mean)	22-42 (35)	43-60 (52)	22-60 (43)
	Freq	Freq	Freq
•Education			
Less than 12 years	0	0	0
Completed high school	0	2	2
1-3 years technical, vocational, or college	6	6	12
Completed college or university	8	6	14
Some graduate work	3	1	4
A graduate degree	4	6	10
•Family income			
Not divulged	2	0	2
Less than \$10,000	2	0	2
10,000 up to 24,999	3	0	3
25,000 up to 49,999	6	5	11
50,000 up to 74,999	2	5	7
75,000 and over	6	11	17
•Marital status			
Married	15	20	35
Not married	6	1	7
•Number of children at home			
0	7	18	25
1	3	0	3
2	7	3	10
3	2	0	2
4	2	0	2
•Number of states visited in the USA			
0-10	2	0	2
11-20	5	3	8
21-30	8	2	10
31-40	4	6	10
41-50	2	10	12
•Number of countries visited outside the USA			
0	1	2	3
1-5	12	8	20
6-10	5	6	11
11-15	2	2	4
16-20	1	1	2
21-25	0	0	0
26-30	0	0	0
31-35	0	2	2

was not divulged or was understated by at least four informants, so that reliability of comparisons with other characteristics is diminished. Thirty-five (83%) were married. Over half (57%) of the informants had no children (EA=7,MA=3) or no children living at home (EA=0,MA=15), whereas 17 (43%; EA=14,MA=3) had between 1 and 4 children living at home. One-third of the women were in business-related occupations, one-third were in education-related occupations, and one-third were in service-related occupations (see Table 4). The informants had visited an average of 32 states in the U.S.A. and an average of 7 foreign countries.

In summary, the informants were well educated and well traveled. Most were married and had raised children or still had children at home. Their ages spanned the EA and MA eras of Levinson (1978, 1986). Incomes ranged widely, and careers were varied.

#### Tourism styles

Littrell et al. (1990) identified four tourism styles that incorporate 24 activities common in midwestern tourism. These 24 activities were selected for the activities questionnaire in this research. Informants indicated the degree of importance (on a scale of 1 to 7) that they placed on each activity as they traveled. Principal-components analysis with Varimax rotation was employed to identify the relationships among the 24 variables. The activities clustered into groups that were similar to three of the four tourism styles reported by Littrell et al.: (1) history-art-parks, (2) people-ethnic, and (3) active-urban. These three factors explained 27.9%, 15.5%, and 10.7% of the total variance, respectively (see Table 5). The

Table 4. Occupations of informants (identification numbers match those in Appendix IX)

Age	ID#	Business-Related	Age	ID#	Service-Related	Age	ID#	Education-Related
25	42	Accountant	25	22	Travel Agent	22	43	Graduate Student
29	23	Senior Loan Officer	31	18	Minister	38	24	Teacher, Elementary
33	25	Secretary	35	32	Registered Nurse	40	20	Graduate Student
35	14	Secretary	38	7	Photographer	41	21	Director of Youth, Extension
35	29	Bank Teller	38	41	Dental Hygienist	42	16	Director of Education, Hospital
35	30	Bed and Breakfast	41	13	Registered Nurse	44	26	Area Education Agency
37	12	Computer Manager, Extension	41	38	Registered Nurse	45	6	Associate Professor, University
40	11	Systems Manager, University	43	28	Cosmetologist-Crafts	47	40	Teacher, Elementary
41	34	Secretary	44	39	Cosmetics Salesperson	52	19	Professor, University
48	37	Buyer	47	27	Travel Agent	53	1	Lab Technician, University
55	5	Clerk-Typist	47	35	Homemaker-Caterer	54	4	Teacher, Elementary
57	31	Receptionist	49	17	Outreach Center	57	2	Instructor, University
60	8	Design Technician	55	33	Color Consultant	57	15	Assistant Professor, University
60	10	Secretary-Farm Manager	57	9	Homemaker	59	3	Professor, University
EA = 9, MA = 5			EA = 7, MA = 7			EA = 5, MA = 9		

Table 5. Factors for analysis of tourism styles

Factor title and activities	Item Loading	Eigen value	Mean Score	%variance	Alpha Score
•History-Art-Parks		6.685	5.22	27.9	0.90
1. Reading	0.878		5.59		
9. Visiting historic homes, historic sites, or history museums	0.816		5.55		
4. Visiting state or national parks	0.756		5.29		
11. Visiting art galleries, art museums, or art studios	0.753		4.93		
6. Visiting gardens and urban parks	0.731		4.68		
15. Going to re-created villages depicting a past way of life	0.710		5.26		
•People-Ethnic		3.725	5.31	15.5	0.85
2. Visiting with local residents	0.826		5.10		
20. Meeting interesting people different than myself	0.788		5.79		
8. Attending ethnic or community festivals or fairs	0.721		5.07		
5. Visiting ethnic communities	0.693		5.29		
•Active-Urban		2.569	3.86	10.7	0.80
13. Attending sports events such as baseball, football or basketball	0.806		3.98		
17. Taking a complete package tour	0.803		2.85		
18. Visting cities	0.688		4.74		
3. Participating in night entertainment such as dancing or night clubs	0.660		3.12		
21. Swimming, tennis, golf, skiing, bicycling, boating, or sailing	0.647		4.60		

three factors had eigenvalues in excess of 2.5, and yielded interpretable categories. Activities included in each factor had factor loadings in excess of 0.60. All other items appeared at loadings below 0.51 on other factors, except for one item that had a loading of 0.54. No item was included in more than one factor.

Informants who scored high on history-art-parks activities perceived reading and visiting historic homes, sites, or museums as important to their travel. Visiting state or national parks; browsing in art galleries, museums, and studios; walking through gardens and urban parks; and going to re-created villages depicting a past way of life were also important travel experiences.

Informants who scored high on people-ethnic activities enjoyed visiting with local residents, meeting interesting people, attending ethnic or community festivals or fairs, visiting ethnic communities, and attending concerts or the theater.

Informants who scored high on active-urban activities attended sports events such as baseball, football, or basketball; took complete package tours; visited cities; participated in night entertainment such as dancing or night clubs; and enjoyed swimming, tennis, golf, skiing, bicycling, boating, or sailing.

#### Comparisons of age groups based on demographics

Two age groups, EA and MA, were compared. T-tests were used to compare informants according to states visited, countries visited, and the three tourism styles discussed in the preceding section. Other

comparisons included occupation, education, family income, marital status, and number of children at home (see Appendix III).

The t-tests showed that the average number of states ( $\bar{m}=37.52$ ) visited by MA informants was significantly greater than the average ( $\bar{m}=25.90$ ) for those in EA (see Table 6). Possibly the differences in the number of states visited reflects a cumulative effect in the informants' lives. While the average number of countries ( $\bar{m}=5.86$ ) visited by informants in EA was less than the average ( $\bar{m}=8.95$ ) for MA, the difference was not statistically significant (perhaps because 2 informants in MA had traveled far more widely than any of the others; see Table 3).

T-tests (see Table 6) were used to compare factor means of the two age groups for each of the three tourism styles. There was no significant difference between the two age groups for each the three factors. This indicates that the perceived importance of activities during travel was not distinctly related to the ages of the women in this study. In both age groups there is a tendency to have multiple tourism styles (see Figure 1, Appendix VII). When examining the means within an age group, for EA all three tourism styles were approximately of equal importance to the informants, whereas in MA less importance was placed on the activities that are characteristic of the active-urban style.

More informants in EA (EA=9,MA=5) were in business-related occupations, whereas more informants in MA (EA=5,MA=9) were in education-related occupations (see Table 4). No age-based differences were present for informants with service-related occupations (EA=7,MA=7). Likewise,

Table 6. Means and t-test comparisons of travel experiences and tourism styles of informants in early and middle adulthood

Characteristics	Early Adulthood		Middle Adulthood		t
	M	SD	M	SD	
States visited in USA	25.90	9.9	37.52	11.3	-3.55*
Countries visited	5.86	5.2	8.95	8.8	-1.39
Tourism Styles <sup>a</sup>					
•History-Art-Parks	4.95	1.4	5.47	1.3	-1.22
•People-Ethnic	5.40	1.3	5.21	1.3	.42
•Active-Urban	4.22	1.2	3.49	1.5	1.77

<sup>a</sup>Self-ratings of 24 activities were on a 7-point scale with 1 being "very unimportant" and 7 being "very important."

\* $p = .001$

Explanation

- = Minimal Planner
- = Combination Planner
- = Extensive Planner
- 15 = Informant Number

2 = Total number of informants in each sector of diagram

Values for each tourism style are 100% at the apex and 0% at the opposite side of the triangle. Extreme emphasis of a tourism style is marked at 75% (3:1) or greater, and strong emphasis, at 50% (1:1) to 75%. Data are given in Appendix VII.

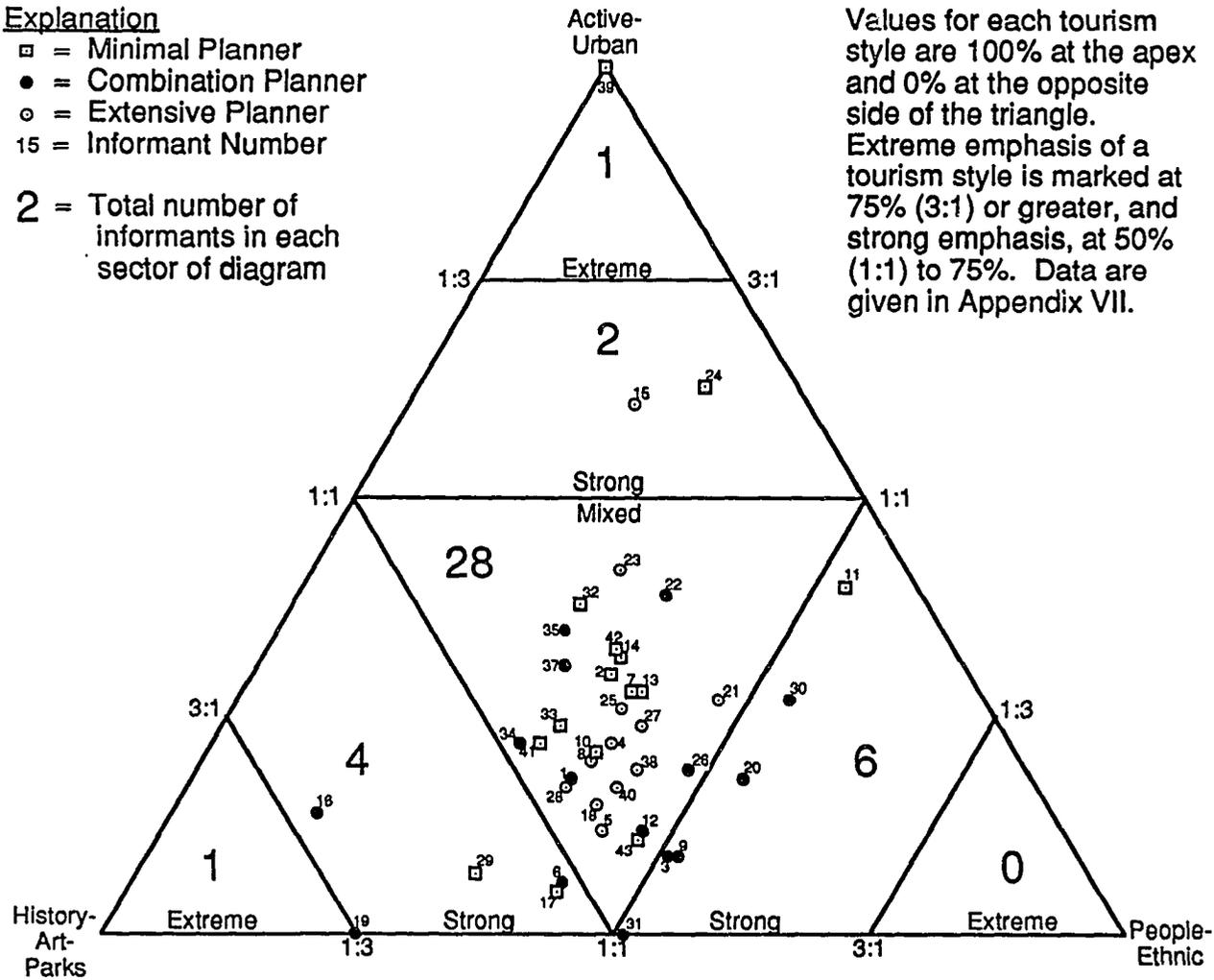


Figure 1. Tourism styles and their relative importance to each informant

no age-based differences were apparent for each level of education completed (see Table 3).

EA informants were more likely to have incomes under \$50,000, to have never married, and to have children living at home (see Table 3). For example, 7 (33%) in EA had incomes below \$25,000, but none in MA did. In contrast, only 8 (38%) in EA had incomes over \$50,000, whereas 16 (76%) of the MA informants did. Six (29%) EA informants had never married, whereas all MA informants had. Only 1 married EA informant (of 15 married) had no children at home, whereas only 3 (14%) MA informants had children at home.

In summary, those informants in EA were establishing their niches in society by making choices regarding marriage, family, and occupations, as predicted by the life-span theory of Levinson (1978, 1986). Each was in school or had a career with evidence of advancement. Of the fifteen who were married, fourteen simultaneously undertook the responsibilities of a career and parenthood. None of the EA (and only one of the MA) informants had marriage and family as the primary component, with career work absent.

The informants in MA, as predicted by Levinson, were more independent because of few children at home and, generally, more available income. Several also were responsible for the development of young adults, and some have formed mentoring relationships as they became senior members in their occupations. For example, seven in MA were teachers, four of whom were university professors, and three others were tour leaders responsible for other adults or high-school students.

Anderson and Langmeyer (1982) similarly reported that, in a study of 826 travelers, those over 50 had fewer family obligations than those under 50.

### Travel Management

Interview data, based on questions in Appendix II, were used to describe the women in this study qualitatively. The travel orientations emerged from data gathered from questions in Part II; travel planning, from Part II, question 4; travel outcomes, from Part I; and changes in travel objectives and habits, from Part I, questions 1, 2, 10, 11.

Women actively incorporated travel into their lives regardless of their age or position in the life cycle. They did not leave travel to chance. Their desire to travel to see new things, to watch how other people live, to get away from the routine of daily life, to meet friends and family, and ultimately to have an enjoyable experience motivated them to plan trips. The informants wanted to get the most out of their travel experiences, and were willing to do what was necessary to achieve their goals. The findings are interpreted in relation to the four major conceptual frameworks: (1) life-span perspective, (2) women's ways of structuring their lives, (3) meanings of possessions, and (4) tourism. Interpretations related to the first three frameworks are included mainly in the summary sections. The tourism concepts are woven into the text where appropriate. Factors that influence travel management, related to travel planning and life-span era, are summarized in Appendix VIII.

The data grouped around two important aspects of travel in the lives of the women in this study: (1) weaving travel into their already complex

work and family lives; and (2) obtaining and assigning importance to souvenirs in their travel and daily lives. Three themes emerged from the data that explained some of the ways women travelers vary or are similar, and that illustrate their range of travel experiences: (1) travel orientations; (2) planning, which includes coordinating work, family, and travel and also types of planning; and (3) travel outcomes. Themes focusing on souvenirs are explained in a separate section titled "Purchases of Souvenirs."

### Travel orientations

Travel orientations guided pre-trip planning and site-planning, and helped women in both age groups (see Figure 2) to make travel decisions. Some informants were people-oriented travelers. They were actively involved in relating to people they knew and also in meeting and visiting with people they encountered as they traveled. Gaining an emic, or insider's, view of the local culture by interacting with the local people was important to the people-oriented travelers. Activity-oriented travelers participated in, rather than only observed, a wide variety of activities. Activity-oriented travelers were also interested in interacting with the local people and immersing themselves in the local culture. Other informants were observation-oriented travelers. When they traveled by themselves or with their families, their primary purpose was to see as much as they could, but they tended to interact minimally with local people or other travelers. They took the etic, or outsider's, view of the cultures they visited.

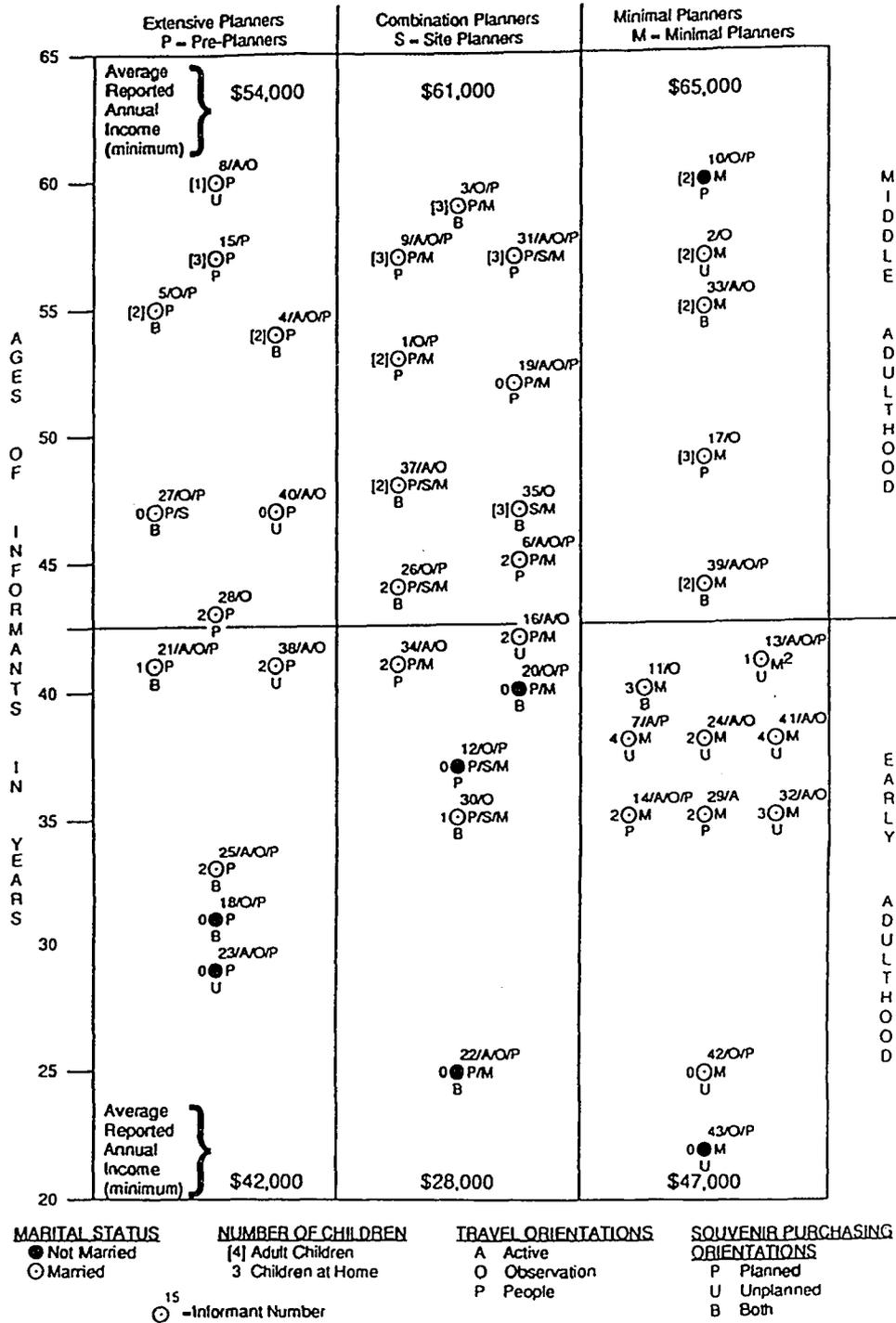


Figure 2. Demographic data and classification of informants in early and middle adulthood based on planning styles and ages on dates of interviews

A few women (EA=3,MA=3) used a single travel orientation as the main focus of their travel. However, when planning travel activities, most women used a combination of travel orientations to meet their travel objectives:

EA,41 We both like dinner theaters, we like comedy clubs, we like shopping, and sports [golf]...When we go someplace, I want to start talking to all these people and find out what's going on...and find out about the people that live there...So we just combined everything together and [city] had all those things for us.

People-oriented travelers      People-oriented travelers

(EA=12,MA=13) preferred to travel with and visit friends and relatives. Sight-seeing and tourism activities were the settings for having fun with others. The trips served to enhance their relationships with family and friends. Lawson (1991) found that men and women in the Bachelor, Full Nest I, and Solitary Survivor stages in the family life cycle commonly were people-oriented. In contrast, Anderson and Langmeyer (1982) found that only those travelers over 50 years old, both men and women, were people-oriented (and were also observation-oriented).

However, in the present study, women throughout both age groups were people-oriented (see Figure 2). Perhaps the discrepancies in research findings reflect differences in different authors' definitions of "people orientations." Also, when traveling, women may be more people-oriented than men. In our present society, people move away from their nuclear families. Travel to see grandparents and extended families is necessary to build and maintain family ties. Another explanation might be that Iowa women, influenced by religious and rural emphasis on caring about and helping their neighbors and friends, are generally more

interested in people than are women from other areas of the country or world. This explanation is congruent with the concept of women's ethic of responsibility and of knowledge based on personal experience and empathy, proposed by Belenky et al. (1986).

People-oriented travelers told many stories about interactions with friends, relatives, and new acquaintances:<sup>1</sup>

EA,29 Most of the time now I'm traveling to see friends that I haven't seen for a while. I get to see my friends in their home environments and just visit them and see how their lifestyles are a little bit different than ours....I do a lot of day travel or weekend travel to football games in the fall. I'm a big Cornhusker fan, so that's always a good opportunity to meet up with people from home.

EA,40 Along with the pleasure or the fun, travel is to maintain friendships and ties with people. Generally if I'm traveling for pleasure, I have a destination in mind to see someone for some purpose, whether that's a family reunion, a wedding or a funeral, or whether it's a friend in need. That also works with the conventions and the conferences and the meetings connected with my employment....My international traveling...I've gone to see someone or I've had someone to stay with. I have not typically been a tourist....A couple of times I've gone camping with friends or something like that. But it usually focuses and centers around people. I don't go to see Mount Rushmore or the Grand Canyon or something like that.

Other women travelers (EA=4,MA=9), who were people-oriented, traveled because it was an important or required part of their work or career responsibilities. They traveled to conventions and meetings to direct their attention to associates who shared work goals. Working with others also meant visiting in others' homes and sharing meals together. No mention of such work-related interactions was found in the literature

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<sup>1</sup>Where quotations are introduced in the text, they are identified by the letters EA or MA, which refer to early adulthood and middle adulthood, respectively. These letters are followed by the informant's age.

review. Two professors in MA recalled work-related situations that they encountered as they interacted with their colleagues:

MA,45 [My travel] relates to the project work. When I'm there, almost all of my activities relate to the purpose of travel, which is presentations or working with people there, conducting workshops.

MA,59 We invest lots of energy in getting to know the people we're working with or involved with....When I go on professional trips at certain conventions, I stay with the same people every time. So that's really fun too....visiting in the homes [of local people], or taking them out to eat. Because often times where we've been, we have worked with or had contact with people who probably would invite us to their homes. But we would always try to treat them to a meal in a restaurant, too.

People-oriented travelers in both age groups also traveled for vacation. They tended to be actively involved, participated in local activities in the area, saw as much of the local culture as they could, and interacted with the local people. This is consistent with the findings of Shoemaker (1989) that two important reasons for pleasure travel, of men and women over 55 years old, was to meet people, socialize, and experience new things while visiting new places. Women in both age groups had insightful experiences as they observed and interacted in the local culture:

EA,41 The island people--like the men would be in the fish markets and the women would always go to the market during the day, like in the mornings when we'd be there. And the men would kind of congregate in these little tables along the street. It was kind of like the men's place was downtown at these little places to have coffee and chit-chat. It was just interesting. The people were just great. They were so friendly and had a lot of character in their faces. Just visiting with them--like the older type Greek fishermen that you think of in your mind when you think of Greece. The people were just really neat.

MA,59 We traveled by boat on the Yangtze River. It was quite an adventure because we went third class on the boat. No foreigners ever do that. So we were in ...a room with eight other people in bunk beds. We had a thin mattress. I think we had a blanket and a pillow. But that was just about it. And we ate in the common dining room. We had been with people in academia, and these people were definitely not in academia. They were ordinary workers, and just being part of that was quite an eye opener.

Activity-oriented travelers      The activity-oriented travelers (EA=14,MA=9) preferred to spend their travel time doing things, going places, and shopping. Outdoor activities such as skiing, biking, tennis, golf, horseback riding, and a variety of water sports were most frequently recalled by women in both age groups:

EA,38 We like to do things when we go places, we like to ski or we go some place where we like to snorkel and swim or golf. So I guess we're pretty active that way. We like to participate in what's going on. We plan ski trips and go on bike trips. But it's pretty much always active things. We don't really plan it to go just lay in the sun or something. But to be active...When we go down to Arkansas, we go tubing together...and we camp together. So it's kind of an activity. Sometimes it's just fun. Like we went to Denver and went to a water park.

MA,44 We both are outdoors people. We really like the wind and the water. We like to sail and we like to bike and walk and all those things are there....And I do a lot of shopping.

Lawson (1991) found that Full Nest I and solitary survivors had the lowest level of participation in activities, whereas the Full Nest II and III stages had higher levels. Anderson and Langmeyer (1982) found that over-50 travelers engaged in less physical activity than those younger. It is difficult to compare results of these two studies because the definitions of "activities" vary in each study. In the present study, 15 informants in EA were oriented toward physical activity, whereas only 10 in MA were (see Appendix IX). Only one EA informant was predominantly

activity oriented, whereas none in MA were. The results of this study support the findings of Anderson and Langmeyer that older travelers appear to be less activity oriented.

Observation-oriented travelers The observation-oriented travelers (EA=19,MA=19) went mainly for vacation, to get away from it all, and to see things. They enjoyed sightseeing, spectator sports, cultural events, and eating out in nice places. They also found pleasure in watching people and observing the culture. They seemed to find satisfaction in absorbing the visual stimuli rather than interacting with the people. In both age groups an emphasis on observation seems to be closely associated with traveling in an area for the first time:

MA,47 We like to go to plays....I think when we were in London, we went to a play every night for a week. We like to see all the tourist things--the things that that area is noted for. The first time there, I like to see all the things that I've heard about.

EA,41 We went up and saw the Renaissance fair. We both like dinner theaters, we like comedy clubs, we like shopping and sports. So we just combined everything together...if there is a parade or a craft show or a big sale or whatever, we go to that. Sometimes we plan our trip around that event....We stayed in Indianapolis for the Indy 500. We started winding up around the Mississippi River, and they had a river regatta of some kind to celebrate Memorial Day, so we got to see all that. We went in to a [store]. That was our first experience in a [store]. It was a big time for us....We enjoy going places like to an [professional] baseball game.

Lawson (1991) found that the focus of activities changed from participation in tourist activities to observation of cultural activities in the Empty Nest I stage; Anderson and Langmeyer (1982) found that over-50 travelers typically preferred to observe historical sites rather than engage in physical activities; and Levinson (1978, 1986) believed that

women in EA focus outward, such as on travel activities, whereas women in MA focus inward, with less emphasis on activities. Lawson (1991) also found that young couples and couples in Empty Nest I and II stages visited more places in New Zealand than couples in the other stages. In the present study, observation of cultural activities was an integral part of travel for all but four informants (EA=2,MA=2). Four of the women in MA were predominantly observation oriented, whereas only two women in EA were. Of the 12 women between the ages of 50 and 60 in this study, 11 were observation oriented, and 6 also were activity oriented. These findings suggest that, as women age, they maintain their observation orientations, but may decrease their involvement in physical activities during trips. These results thereby support the findings of Lawson, of Anderson and Langmeyer, and of Levinson.

Summary The people-oriented travelers (EA=12,MA=13) either traveled to be with colleagues, friends, and family or to immerse themselves in the culture they visited and to interact with the locals. Only two informants, one in each age group, traveled mainly to be with people. Based on people-orientation, both age groups were almost equal. Travel provided opportunities for these informants to integrate and differentiate themselves from others. Travel activities permitted them to experience the "atmosphere" (Davis, 1945) of feeling close to travel companions, of gaining a broader world view by observing and participating in other cultures, and of feeling that needs, wants, and desires were satisfied.

More than half of the women (EA=14,MA=9) traveled to participate in physical activities such as ride on bicycle trails, water and snow ski, wind surf, sail, camp, and dance. Except for one EA informant who traveled almost exclusively to the same summer resort to water ski, shop, and play with her children, all the active participants also traveled to visit places for the first time or to be with people or both. Perhaps fewer informants in MA engaged in physical activities during trips because as Levinson (1978, 1986) predicted, they had lower levels of physical energy than in EA. Other reasons might be that: (1) they did not have active children along to persuade them; (2) they took vacations primarily to relax; or (3) they focused on sightseeing by visiting museums or traveling to foreign countries when children were gone and they had more money, time, and freedom to do what they wanted to do.

Most of the informants (EA=19,MA=19) traveled to see different parts of the world. They consciously observed the natural scenery, people, and the array of architecture, cultural events, and daily life events in each locale they visited. Six informants (EA=2,MA=4) traveled mainly to observe geographic areas and cultures, and to participate on a cognitive level of being there rather than to participate by doing. The degree of observation orientation in both age groups was similar, although four informants in MA were highly observation-oriented, whereas only two in EA were.

The fact that most women in this study used two or all three travel orientations for planning their trips appears related to their ability to use improvisation (Bateson, 1990) and flexibility, based on where they

are traveling. These women may be creating connected knowledge (Belenky et al., 1986) by including people, activities, and observations. The use of several travel orientations may also relate to travel careers (Pearce, 1988) in which tourists at different stages in their lives seek to satisfy specific needs that result in planning different activities.

### Planning

The developmental tasks necessary for accomplishing a trip contribute to change in individuals (Levinson, 1978, 1986). Such change, externally derived from the influence of travel, is exhibited in the evolution of preferences in general and the establishment of goals consistent with those preferences. Long- and short-term travel goals guided the informants' planning prior to their trips as well as their on-site planning. Some informants told their stories in terms of life-long travel experiences and goals:

MA,44 I was born and raised traveling. My father had a career in the military--the Navy. So we moved every two or three years. So I got to see and do a lot of things, and I think it's in my blood ....So I travel because I really like to. I just grew up doing that and it was a good experience for me.

Others had just begun to realize that setting travel goals was a means of prioritizing life events and achieving desired goals such as having fun, having new experiences with their children, becoming a better person, and taking at least one long trip a year. According to Levinson (1978, 1986) the major developmental tasks of a stage are to make crucial choices, to create a structure around them, to enrich the structure, and to pursue one's goals within the structure. Choosing to travel enriched the informants' lives, and provided opportunities to reach desired goals.

Personal development through travel became part of the informants' life structures.

Having educational opportunities through travel was an important goal for some informants in both age groups. Personally gaining new knowledge as well as providing learning experiences for children were educational aspects of travel. One informant said, "I think that any time you travel anywhere, it's a learning experience. So I guess that's probably the first reason I travel." This example provides support for Shoemaker's (1989) finding that "to seek intellectual enrichment" was the main reason to travel (as reported by men and women 55 and older in his study). Another informant expressed it this way, "It's a chance to get away and to give the kids an educational experience....I like the educational aspect. I think it's important for the kids to learn proper behavior...."

One informant's goal, established early in her marriage, was to visit every state in the United States by the time her children graduated from high school. Their family achieved that goal in 1978. In her interview the informant described:

MA,53 We have a big map in the basement, and each time we see a new state, we put a date on it. When [daughter] graduated from high school, we went to Hawaii. And when [son] graduated, we went to Alaska. So that made it. So that was kind of neat. It really brought...a family togetherness....

To reach travel goals and to experience successful trips required planning. The degree of planning was influenced in part by each informant's perceived need: (1) to coordinate work, family, and travel requirements; and (2) to influence the outcome through a planning style.

Coordinating work, family, and travel Bateson (1990) wrote that women often use "improvisation" to adapt their lives to circumstances by using skills and knowledge in new ways, with keen awareness of situations and of interactions with others. This section illustrates ways some women in this study used improvisation to coordinate work, family, and travel. They planned trips around work schedules, school activities, and holidays. The amount of time the informants could devote to travel influenced their destinations. When EA informants traveled for business or pleasure without their children, arrangements for child care and house care were part of the planning process. MA women arranged for neighbors or friends to tend their homes, yards, pets, and mail while they were traveling. Financial considerations, personal wants, and health conditions also influenced final plans. One woman summarized the need to coordinate aspects of her life when she planned trips with her family:

EA,41 It's a complicated question because we have lots of outside influences in our life. I have lots of weekend things and lots of things during the summer. His schedule is lighter in the summertime. [My son] is out of school, and [my husband's] load is lighter, but that's my heaviest time...and we plan for it just like I would plan for a fair board meeting or county council meeting or a church council meeting. We put it right on our calendars. We live by our calendars. We take our calendars home, and we mix everything, and we say this is an important priority. So we plan for it.

In terms of balancing obligations, some women were able to take vacation time from their jobs to coincide with their husbands' work-related travel. When both husband and wife had demanding jobs, planning became even more important in order to reach their travel goals. Women arranged for someone at work to cover for them, or they did their own work in advance. Communication among co-workers, members of a

corporation, and with the boss at work was imperative. Communication took the form of negotiating desired time off from work for travel in order to avoid task overloads for themselves as well as for their co-workers. When negotiations were successful, women thought that they had not caused major problems with their co-workers and that their bosses were reasonable. They then felt free to enjoy their trips:

MA,52 Well, I'm very fortunate at work. I have the best of both worlds because I work half-time. In the summertime...I work full-time for a month and then I usually take the month of July off for a couple of reasons. One being it's so hot at work and we don't have air conditioning there. Of course that's usually the time when some of [my husband's] meetings come up.

MA,57 Now that we are incorporated here--we have the two sons in the business with us--you cannot be gone on a trip if somebody else is already signed up for that time on the calendar. This has to be planned. So the other sons and their wives cannot be taking a trip or be gone on vacation at the same time. So you have to have more communication as to when you're going to go.

MA,57 ...When I went to work in [date] for the company, it was just for part-time in the afternoons to help out the head bookkeeper....somehow, you're always gone during the heaviest workload and other people have to cover for you. So I went to my boss and offered to quit. He said, 'No. We're not going to do that. You go when you have to go, because I do know what you're saying.'...I cover for other people. So I have the chance to pay some of them back. We all cover for each other.

On the other hand some informants found it difficult to fit travel in with their work and family lives because of schedules that were incompatible with those of their husbands, limited economic resources, family priorities, and personal limitations such as not having the confidence to drive alone:

MA,43 It seems that my time away from work does not coincide with my husband's time away from work. His busy season is my

slack time. So that has made it difficult. Then when he wants to do things, I can't. Our time together is not a great deal, so we try to plan to do things together. Down the road we may plan to do things separately. But at this point, we try not to. We...plan our free time and our social time together because our work takes us away from each other.

The above examples illustrate that timing was an important element in coordinating travel experiences. Whether they could afford to fly or were limited to driving was another variable associated with time. When informants were asked, "Do you usually drive, or is flying a possibility," the response was often:

EA,41 Combination. Depending on the amount of time we have, depending on airline costs. The Grand Canyon we'll fly, because we got air fares at a real good rate. Also, if you drive, you need more time.

The fourth proposition of Levinson (1978, 1986) was that movement from one stage to the next is generated by both external events such as the social forces of family and occupation, and internal events such as the pleasure or displeasure with the life structure one has created. Support for this proposition is rooted in the fact that travel is also an external event that influences change in the life structures of tourists. Working at developmental tasks necessary for accomplishing a trip produces change in individuals that propels them through developmental stages. The satisfaction or dissatisfaction with each trip, and the management skills and knowledge gained in the process of planning, involvement in, and discussion of the trip, become part of the life structure.

However, the women in the present study do not represent Levinson's concept of sacrificing all other goals to pursue the ultimate goal of

climbing the corporate ladder, or of Weiss's (1990) men who "stay the course" to finance a home and family no matter what else was happening in their lives. These women seem to be motivated by cooperation and devoted to the welfare of their families and work associates rather than sacrificing one to achieve the other.

Types of planning To reach travel goals and to experience successful trips required planning. Two kinds of planning existed: (1) minimal planning prior to departure or during the trip; and (2) extensive planning, both pre-trip and on-site. Planning by informants varied with the purposes of the trip, the time available for the trip, personal and family options and economic situations, and travel orientations through the life span (see Appendix VIII). Some of the informants used only one of the two styles, whereas some used both styles, but under different conditions.

Learning to plan trips through experience was closely associated with the women's stages in the life span (Levinson, 1978, 1986) as well as the family life cycle (Wells and Gubar, 1966). Whether they were married and whether they had children living at home, their jobs or stages in their careers, and their individual preferences influenced their decisions to travel as well as their travel purposes and degree of planning. The activities and the ages of their children also affected travel management. This section focuses mainly on planning styles used by all the women in this study. Interpretations related to age groups are in the summary for this section. Specific stages in the life cycle

are discussed in the section "Changes in travel objectives and habits through time."

Duration of the trips influenced the extent to which planning was carried out. Longer trips involving activities with others required more extensive pre-planning, whereas only minimal pre-planning was necessary for shorter trips involving fewer people. Eleven of the 21 informants in the EA group clearly stated that day trips, weekend excursions, and two or three days in one location often were chosen over lengthy, long-distance trips because little pre-planning or site-planning was required. Some women with young children took trips to places they had been before in order to avoid being overwhelmed with travel plans.

Minimal planning Minimal planning included only travel dates, destinations, and general purposes, and often resulted from lack of constraints on personal time. Minimally planned trips took place for a variety of reasons: (1) spontaneity; (2) adventure; (3) escape job-related stress; (4) rote, based on previous experiences; and (5) plans made by others. These reasons are discussed sequentially below. Ten of the 21 informants in EA were minimal planners, and five of the 21 informants in MA were minimal planners (see Figure 2).

(1) Spontaneity Some informants traveled spontaneously, and just allowed travel events to evolve, as illustrated by the following quotes:

EA,41 There have been times when it's been Friday morning and [my husband] will say, '[Son] is going to go to Iowa City this weekend. Why don't we...just get on the interstate and go to [city] for the two days?'....So sometimes we like to do spur-of-the-moment.

MA,44 ...we used to take off on a Saturday or Sunday with another couple and just take off driving. When we got in the

car, we'd decide where to go. Those were always memorable. Didn't make any difference if we went somewhere close to home or if we went across the state. Because we always stopped and did things that each of us wanted to do and stopped at places that you wouldn't normally stop at if you were headed to one specific spot.

(2) Adventure Some women found that their most exciting and interesting experiences were those that were unplanned serendipities. For these women, travel was simply a part of their lifestyles, and they enjoyed it immensely. They talked about travel in terms of adventures:

MA,47 The main ones I remember are probably the longer trips--the trips that were more like adventures. A trip to me is like an adventure. We either go on the motorcycle or we fly or we cruise or whatever.

MA,53 We like to drive. We'll take off on these off roads. We purchased a bunch of books on ghost towns and things in the county and we'd go up around the old areas. Or we'll...drive to new areas just to kind of sneak around....

(3) Escape job-related stress Some women wanted to alleviate the stress in their lives by traveling without planning. One informant managed her own catering business, so she had money to travel, but avoided the pre-trip planning she disliked by accepting catering jobs for the nights before she left on vacation. She looked forward to leaving her hectic lifestyle behind on her trips:

MA,47 Everything is hectic in our lives. Other than when we get there, then it's pleasurable. But it's always up to the last minute, hectic. We're planning a trip now. We're leaving week from Sunday to go out to [state] to open up the cabin. But it's graduation, and I do catering, so we're catering Thursday, Friday, Saturday, Sunday; taking pictures at the graduation Sunday afternoon; and will leave right after that and probably drive 19 hours to get there. That's just the way we are. But that's always been the way we've traveled. Even if it's a business trip. You're always so busy and so rushed up to the last minute to get ready to go. Like we're going to [city] in July. We're catering a wedding the night before. So it's going to be right up to the last

minute. And my husband helps me in my business and I help him in his. So it'll be hectic.

Another variation of the minimally planned trip was to plan to be inactive vacationers, to "relax," and to "do nothing" that was scheduled. Leisurely activities included reading for pleasure, lying on the beach, sitting and listening to the ocean for hours, and taking leisurely walks.

Women in both age groups with no children living at home and with various careers talked explicitly about their avoidance of scheduled activities on trips:

EA,22 I went to [state], with my parents three years ago on spring break. That was a relaxing four or five days. Just laid on the beach and drove around. I did hardly anything but lay out in the sun. That was a chance for me to be all alone and away from people. That was nice.

MA,52 ...when we went to [country] and we were down at [city], we went there strictly to be at the beach and just to lay around. And basically when we say vacation, that's what we mean. It's a do nothing, lay around, lazy-at-the-beach kind of thing if we can work it out that way. I always have my paperbacks that I take along. Just read trashy novels or whatever. Nothing that has anything to do with real life. Then we'll meander into town and look around and have dinner, whatever. But nothing is scheduled. If we feel like doing it today, fine; if we don't feel like doing it today, fine. We don't particularly set out for any set schedule.

MA,49 So we walked up there one time and spent the afternoon just sitting nestled in these rocks, not talking, but just watching the waves come in for probably three or four hours.

(4) Rote Minimally planned trips could also be routine in that the destination, housing, route, and activities were the same visit after visit or year after year, which resulted in rote planning. This was exemplified by two women:

MA,54 We like to go to [the] lake. We go there every summer for boating, and we usually stay ten days or two weeks....I think we only missed one year.

For the second woman, rote pre-planning also reduced stress:

EA,38 I don't like to get ready. It's too much, especially with the kids. It's like getting six people together and all ready. Then you almost wonder why you're doing this. It almost gets to be too much...We don't plan anything big. We have a week...every [month], so we have kept that as a set family vacation time. It's always the same week...Usually the kids are all in their ball games and things, so it's hard to get away. So if we do stuff, we go a day or two. My husband's mother has a trailer,...so we always try to spend a couple days there, or a week if we can.

Some minimal planners also made repeat trips to visit adult children and other relatives, to participate in annual events, and to revisit favorite spots. Such minimal planners, in the MA group, had done so much traveling that planning was simply routine and did not require much time, effort, or creativity. These women were highly skilled in tasks such as packing, making lists, arranging hotel and airline reservations, and managing details such as taking soda pop, and packing supplies of ordinary things such as band-aids and extra toiletries, and including nylon hose, especially for themselves and their friends in places like Russia. Performing these routine tasks in advance added to the likelihood that the trip would be successful. Such trips and especially repeat trips required little planning:

MA,47 We take a motorcycle trip every year, so we go through similar areas. Through the [states] often. We always enjoy it. I don't know how many times we've seen Mount Rushmore; but still when we're in the area, we've just got to go see Mount Rushmore again. There are a lot of places that we repeat...Wherever the [college football] game is, we go.

(5) Plans made by others For some women, extensive planning was unnecessary because others planned trips for them. These women who did minimal planning depended upon parents, friends, and travel agents for

planning their trips. Anderson and Langmeyer (1982) found that over-50 travelers were more likely to consult travel agents to aid in planning vacations or in selecting package tours than younger travelers. Lawson (1991) found that young couples and couples in Empty Nest I enjoyed pre-arranged tours while in New Zealand. Some women were relatively passive recipients of trips:

MA,57 A first time to a country, to me it's important to go with a tour. Because it's organized, you don't waste time, you don't have to worry about transportation. They drop you there, you see what you're going to see, and it's all done and you don't lose your precious time. Then if there's extra time, you can venture out alone. But it takes a lot of fortitude to keep going.

Other informants expressed the pleasure they derived from their trips planned by others:

EA,25 I'm still single, so it's real easy for me to be gone. I don't have a dog. So I can just leave....[With] friends, a lot of times if we go skiing or something, we all go. We go to the football games, so that's one of the things that makes us return. It's just a real upbeat type of trip. Everybody gets together and has a barbecue or something before the game. So it's real laid back and it's nice to get away....I won the airline tickets....we just bought a tour package....

EA,37 It was an opportunity to travel with someone native to the country. So you got to visit and do things that you don't do as a tourist, like visiting people's homes--not having made prior arrangements because you know someone who can (take you) to places.

EA,38 I could go somewhere every week; it wouldn't bother me. Someplace different every week; I don't care where it is. You line it up for me and I'll go.

MA,60 My husband's uncle has lived in the [city] area. He is probably 87 or 88, still is a fearless driver--and not bad. He took us to some things that I am sure that had we been planning our trip there, we would not have known about or had the connection to get into.

Only minimal plans were required for several women who traveled with their husbands on business trips. The women often signed up for spouse programs that were planned and made available to them by those who arranged the convention. While their husbands attended business meetings, the women attended programs or tours tailored to their interests. When traveling with husbands on their business trips, the informants perceived their husbands to be the pace-setters. What the women did was strongly influenced by their husbands' schedules. They often planned to stay an extra day or more in order to have time together:

MA,54 Those days with the company are all structured....You have breakfast at 7:30 and you tour all day. They usually schedule tours. They try to show us as much of the area as they can....

Although minimally planned trips have some advantages, one informant expressed frustration due to traveling with others when planning was minimal. She said, "Sometimes, especially when I travel with my family, I get frustrated because of what appears to be a lack of a plan."

Extensive planning Extensive planning included not only minimal plans but also plans for multiple goals and for long trips, typically with complex work, family, school, and community schedules. In contrast to the minimal planners, 12 women (EA=5,MA=7) in both age groups were extensive planners and another 15 women (EA=6,MA=9) employed extensive planning and minimal planning depending on the different circumstances of the trips. Circumstances also determined if extensive planning was done prior to departure or on site. Reasons for extensive pre-planning included: (1) pre-trip entertainment; (2) increased enjoyment during the

trip; (3) coordination with others or with other trip purposes; (4) reduction of on-site stress, and (5) special situations. Reasons for extensive on-site planning included: (6) insufficient time for pre-planning; and (7) unique availability of information at the destination.

(1) Pre-trip entertainment For some women who made extensive plans, pre-planning was one of the most enjoyable parts of the trip. As one woman described, planning "always gets you very excited to think about going to all these different places. Your curiosity gets built up." Pre-planning was a form of pre-trip entertainment that focused both on getting ready for the trip as well as the trip itself:

EA,41 ...we have as much fun planning our trip as we do going. In fact, there have been times it's been more fun planning it than when we've gone there.

EA,41 We do a lot of planning. We get National Geographic Traveler, and we've gotten Travel & Leisure. We've taken several vacations that, almost to the "T," have been documented and outlined in Travel & Leisure. We even know what restaurants, many times, we want to go to eat at and make reservations before we even leave home. Those that are popular and recommended.

Several women in the MA group traveled a great deal, yet continued to do extensive pre-trip planning because they enjoyed planning and anticipating their trips. They developed itineraries including what to see in the area, approximately how long activities would last, and where they would eat and sleep:

MA,53 We have just as much fun planning the trip. I spend days and months planning the trip. We make folders. I cheat and I'd go get the planned tours and take out of this tour what you like, and take out of that tour. We had Spanish tapes that we'd listen to in the car. We're no good at it. We can't say anything yet. But we're trying. I think part of it's the anticipation.

(2) Trip enjoyment Smith (1979) found that for women in her study, excitement was a major consideration in planning trips. Similarly, several informants in this study did extensive pre-planning so that the trip itself would be more enjoyable:

MA,52 If you've prepared by reading and then you actually see it, it becomes more worthwhile. It becomes a real thrill.

MA,53 They had this special dance place in [country]. I'd written this contact person in the international directory. And it happened to be on Sunday. And they wrote back and said they usually don't dance on Sunday, but since you're coming, we'll have a special dance.

MA,60 I planned a trip to Europe I think for the early [date] in which we went from museum to landmark. By the time we got to [city], my family was up to here in museums and landmarks. But I saw the things that I had read about in art appreciation, and those are the things I was picking out that I wanted to see. I think planning is a lot of fun. And the fact that it works out.

(3) Coordination Some women shared responsibilities for extensive planning with their husbands, relatives, friends, local people, and travel agents. Many of these travelers had business as their main purpose for travel. This included attending planned conventions and buying trips. Travel agents arranged for trips by air, rail, and cruise ship. Travel agents and the brochures, ads, and magazines they and others made available suggested restaurants, housing, activities, and tourist attractions in the areas to be visited:

MA,47 We bicycle and sail a lot, so we get bicycling magazines and sailing magazines. They tell you how you can spend your money. We were on a sailboat. It was a bed and breakfast on a sailboat. It was fun. We read about it, I think, in Midwest Living. We planned to go to [state] that summer anyway and we figured we could work it into the schedule.

MA,52 But I do a lot of preparation when we're going to go some place. We belong to AAA...so I go down and get their tour books and maps, and their tour books are very good. They point out all of the different things that are available to see in the area, where they're located, what their house and telephone numbers are, where you can call and find out about any changes and whatever, and how much things will cost. They give you hotels and motels and where they are located and restaurants that are good to eat at...it gives you some idea of what's available and you can go ahead and plan and be in the area that you want to be in. I do a lot of that kind of thing so I know what I want to see when I get there and know where I want to head and how much time we think a certain place will take.

When the number of required or desired activities increased, the degree of women's involvement in planning typically increased. Unlike Anderson and Langmeyer (1982), who reported that their respondents of both genders did not find their vacations hectic, some women in the present study planned hectic trips in which they packed as much into a trip as they possibly could. The hectic trips required women to play a very important role in the planning process. They were not only responsible for planning and making travel arrangements prior to travel, but also for making plans during the trip:

EA,41 But we sit down together, and we talk about where we're going to go. We plan where we want to go and some of the things we can do when we're there. What are some of the activities we want to include? That way we have something for everybody that's going to be there. Then we talk about if we're going to take the camper or stay in a motel or with friends. If we take the camper, who's going to do the cooking? What are we going to have to eat? Are we going to eat out one time each day, or are we going to do all the cooking in the camper? We talk about all these decisions ahead of time. It's fun in the planning of it. We even get so far as to say who's going to drive. We plan it [travel] ahead.

(4) Reduction of on-site stress For other women, extensive pre-planning reduced the stress of decisions during the trip:

MA,57 I think that it's very important to prepare. No matter how well read you are, there are things you don't know and you need refreshing. Of course, you have to plan wardrobes, money exchanges. There are a lot of plans that are important to make an easy trip, because you can over-pack and all sorts of things can be complicated if you don't plan.

(5) Special situations A major difference between the EA and MA groups was that some experienced travelers in the MA group not only extensively pre-planned their own trips but they also invited others to share their experiences as well. Some women became the directors of tours that they planned for others. This behavior parallels Levinson's (1978, 1986) description of people in MA who are responsible for the development of young adults, and those who become "senior members" in their organizations by shifting to roles of management or consulting. No one in the EA group reported this behavior:

MA,55 When we're [traveling] in the summer and having guests--one group leaves and the next group comes--I spend a bit of time figuring out some kind of schedule for us for the three or four or five days that they'll be there so that they can work in everything.

MA,49 I was over there [country] as director of a youth exchange in the summer of [date], and we traveled by train...We've done both. I've led student tours in [country], and together we've been on adult tours that we've led. We put that together independently.

(6) Insufficient time or information Extensive site planning was employed in cases of insufficient time for prior planning or uncertain time schedules:

MA,57 Well, I have traveled independently. The Euro-Rail trip. That was quite an experience. We would get on the train at night and sleep, and in the morning they serve you tea and some sort of donut or something. Then we would get off, check our luggage, and spend the day in that town. Then that night, we would get back on the train, sleep, and go.

Every third or fourth night, we would go to a B & B and really clean up.

Some women consciously planned for discovery time by adding a day or two to their trips for exploring the area:

MA,47 We never do much [pre-]planning. I know that sounds terrible; but most of the business trips that we go on, you do not know until you get there what day you have to buy and it takes two days to buy. In other words, it might be a four-day trip or five-day trip or whatever, and you would have to buy two days out of the five. You don't know that until you get there because they're bringing people in from all over the United States. So you wait until you get to a destination to get your packet to see what day you buy. Then you plan the rest of your trip. It also depends on what city you're in as to what they might plan for you at night, whether it might be a boat cruise with a dinner or whatever. There are lots of tours that are optional.

One informant, a travel agent, felt so strongly about pre-trip planning that she regretted having to travel without doing the planning that she would enjoy prior to the trip. Her work and other duties were so demanding that she didn't have time to pre-plan her own trips:

MA,47 We don't have time to [pre-]plan a trip because we're so busy working to get the time off that sometimes I don't even get our air schedules before we take off. When we went over to Europe, we didn't have anything planned.

(7) Unique availability of information Extensive site planning was preferred by some women who wanted information about local places or events of personal interest not readily available through travel magazines or travel agents prior to a trip. In some cases, extensive pre-planning was not needed when they wanted to take advantage of site planning after they arrived at their destination. Such planners chose the basic destination, travel mode, and time frame prior to departure.

then inquired from local people and literature what was available to see and do, and thus were extensive site planners once they arrived:

MA,47 The people that live there usually tell you things like fun places to go eat and things you can't pick up out of a magazine. In [city] a couple years ago, we stayed in one. The gal told us where the locals go to eat seafood. We went where the locals went to eat seafood and just had a terrific meal. We were the only tourists there. It was fun. If you're on a bicycle, they'll tell you about roads you shouldn't take. Even if they're on your map and they look okay, they'll say don't take that for such and such a reason. Or they'll tell you this is a better route. Just a lot more local color and information.

MA,47 We had the air fare, and I had not set up a hotel. I had nothing as far as our transportation while over there. That was a working trip. We had to get up in the morning and decide where we wanted to be that night. I'd call for a reservation. We ended up buying a little train pass so we could ride the rails in [country]. We ended up going to [country] on the train. That was a great trip because we just did what we wanted to do while we were there. But you have to work a lot harder on a trip like that....I would get on the phone and call and make our reservation for that night. It wasn't too difficult once we decided. We know all the things we wanted to see. It was just how do we get there and where do we stay. That was a trip that was not pre-packaged.

Summary Women used minimal (EA=10,MA=5) or extensive (EA=5,MA=7) planning styles, or both (EA=6,MA=9) in some instances. Minimal planning was done prior to departure and during the trip, whereas extensive planning was carried out months or weeks prior to the trip or much time was spent planning during the trip. These planning styles emerged as informants worked to meet travel goals; to coordinate work, family, and travel requirements; and to fulfill expectations of their trips and achieve desired outcomes. Planning styles appeared to depend mostly upon the informants' personal view that planning added to the enjoyment of the trip, or that it was work which detracted from the

enjoyment. Planning style also was influenced by purposes of the trip, duration of the trip, economic conditions, and factors such as marital status, job status, and children living at home, which determine stages in the life span (Levinson, 1978). No clear relationship emerged between planning styles and travel orientations for informants in either age group (see Figure 3).

Nearly half of the EA informants (EA=10) were minimal planners, whereas not quite one-fourth of the MA informants (MA=5) were minimal planners. Several reasons may explain this difference: (1) EA informants traveled with their parents who planned and paid for trips, (2) they traveled on their husbands' pre-planned business trips, (3) they traveled on their own business trips planned by others, (4) they reduced stress of work and family obligations by making repeat trips that required few travel arrangements, and (5) they desired adventure and spontaneity, serendipities that occurred when travel plans were skeletal and flexible. As Levinson predicted (1978, 1986) limitations that typically occur in EA such as little discretionary income, heavy financial obligations, infants and small children, few paid vacation days from work, lack of travel companions, many work and social commitments and responsibilities in their communities influenced about half of the women in EA in this study to use minimal planning to fit travel into their lives.

About one-fourth of the informants in each group (EA=5,MA=7) did extensive site and pre-planning to increase enjoyment of their trips. Extensive planners differed from minimal planners on the following view points: (1) extensive planners viewed trip planning as entertainment

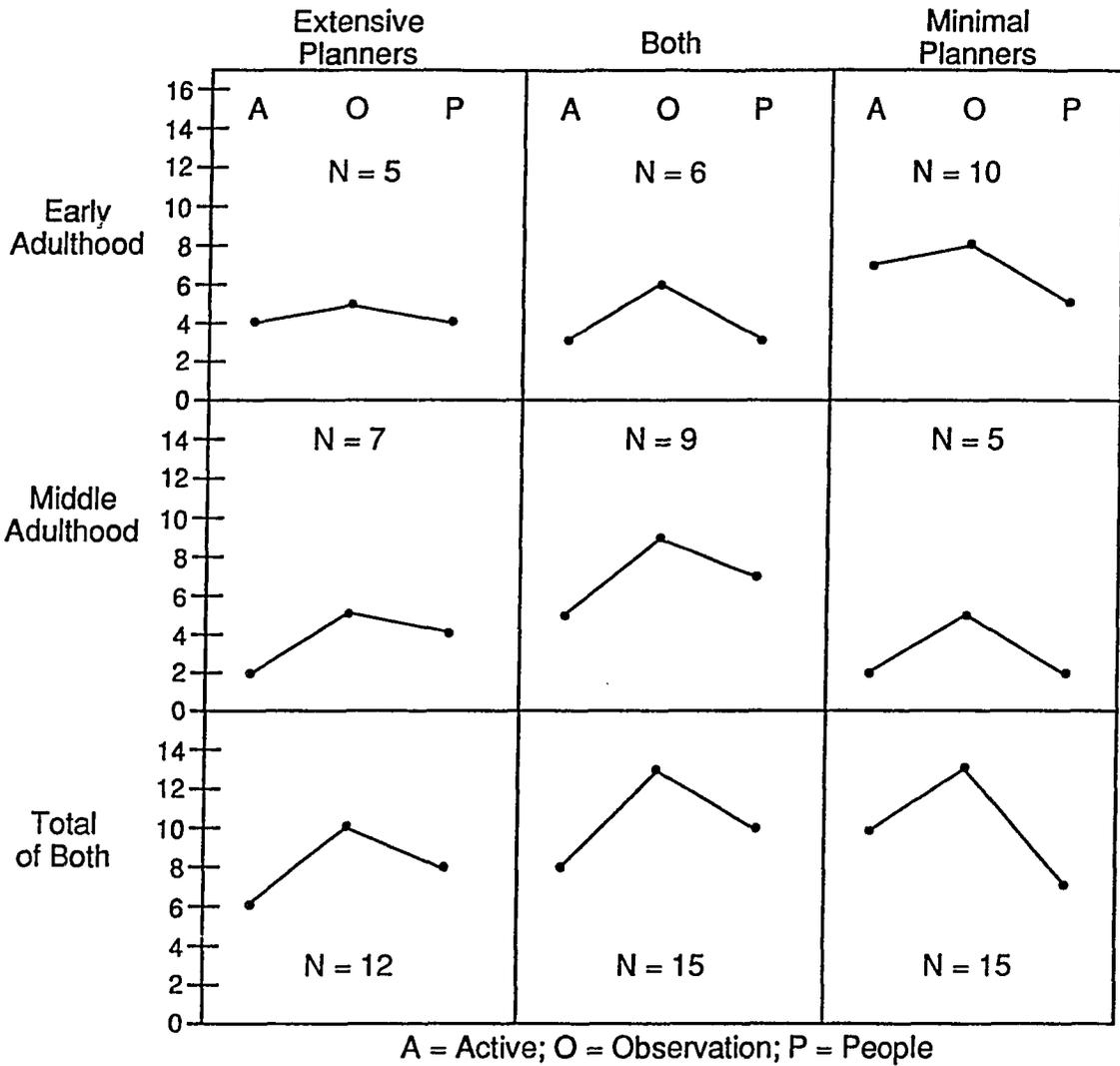


Figure 3. Travel orientations of informants in early and middle adulthood based on planning styles

rather than additional responsibilities in an already hectic schedule, (2) pre-planning reduced on-site stress and increased the involvement level of seeing and doing, and (3) site-planning allowed for taking advantage of local events, that would not be published in travel literature. According to Levinson (1978, 1986) compared to people in EA, people in MA (1) have lower energy levels, (2) develop wisdom, (3) have more compassion as evidenced in their willingness to teach young people, be mentors, and accept management and consulting roles; (4) have life structures more congruent with their inner selves; (5) define more clearly what they want from work, family, and leisure; and (6) become more secure by integrating conflicting aspects of the self and by differentiating the self more sharply from the world. Perhaps more women in MA than EA made extensive plans because they (1) had more time to devote to planning since their children were no longer living at home; (2) were traveling to first-time destinations inside and outside the U.S. so felt more secure when travel plans were definite; (4) an accumulation of travel experiences had taught them to be skillful in planning so site-planning became rewarding when they could take advantage of special events they would otherwise miss; (5) planned what they wanted to do. Three MA extensive planners arranged and guided tours for groups of high school students and adults.

#### Travel outcomes

Having successful, exciting trips was an outcome that all the informants desired. They expressed the meaning of success in terms of: (1) personal education, growth, and development; and (2) enhancement of

the quality of life. All informants reported that all trips they discussed were successful. Each was asked to describe her most memorable trips, either pleasant or unpleasant, for business or pleasure in the past three years. Although some of the informants indicated displeasure with parts of some trips, such as long delays at airports, or logistics in packing or preparations, none reported unsuccessful trips.

Education Informants in this study exhibited the "connected knowing" of Belenky et al. (1986). They noted that observing a variety of ways of doing things, eating a variety of foods, and browsing through myriad crafts and souvenirs offered alternatives to everyday experiences. Responses included, "I've learned how to cook the different ethnic foods," and, "I even know how to do linen napkins up. I like that." Travel "widens their knowledge, deepens understanding, and broadens horizons." Travelers "build a variety of experiences" and realize "you can get yourself out of whatever":

EA,31 I think travel just opens a whole door in life.... Throughout life I've always been wanting an eclectic assortment of experiences. What I try in my travel is to have that eclectic sort of experience....travel for the educational experience that comes with traveling. It was funny. When we got to these bed and breakfasts, she was really bugged that we were staying in like the child's room. They were wonderful people; a lovely family. And it was clean....I could roll with the punches.

EA,41 When I got to go to Europe...it was wonderful because I really saw that the way they live is okay. But it's very different than how I live. Yet we are friends. So it was neat. It really helped me gain a new perspective on the world and my values....I also feel I grow a lot by traveling. Because I have those opportunities to travel to other places, I can learn. To me, that's a wonderful classroom for me to learn and see what's going on....I think it helps me stay up to date and see what's going on in the world. It doesn't make me better, but it makes me more in tune and aware of the total picture and how we fit into that total

picture....It makes me appreciate what I have here, and recognize the importance of the family that I have here, the value system that exists here, the feeling of family in this community. I feel that's very important for me.

Enhancement of the quality of life Travel was a time for therapy, to regroup from stressful jobs, family situations, and routine (cf. Smith, 1979). It was a time for fun and adventure. As in the study by Anderson and Langmeyer (1982), women in this study expressed the feeling of returning to everyday life restimulated, refreshed, and ready to go again:

EA,25 Some days, like in any job, it gets real stressful. I think, 'Oh, I need a vacation.' I can tell when I need a vacation. I go, and I come back, and I'm all ready to start back in again....you can go and do what you want to do instead of waiting for someone telling you what they need.

EA,31 Travel enhances, I think, what I do at work. Travel enhances my family relationships.

Travel enhanced the quality and increased the meaning of life through time as it helped women to appreciate what they have. Travel increased their "tolerance of people and circumstances," and "teaches us to overlook and accept differences" which then enhance personal relationships. Informants made new friends (cf. Smith, 1979), renewed friendships, and built family ties by building memories, creating family history, and bringing husband and wife closer together:

EA,35 I'm really grateful for my summers off. It allows me to change my attitude, and the kids to see some things instead of spending their time in day care.

EA,41 We use our vacation time for very selfish reasons--to just regroup--and really try to make the most out of it. I keep telling my husband, it's the therapy I need instead of having myself on medication all the time or having a bed at the hospital that I just go and relax in. Too many of my friends are sometimes just

mentally and emotionally bogged down where they don't deal well with things in their life. I don't want to get to that point.

EA,42 Travel enhances my relationships with my family. We've had that shared experience. We always have a New Year's Eve party at our house, and we always talk about what's happened that year. That always includes the vacation--what they liked, what they didn't, and what they'd change. We keep talking about it so they don't forget what they've done.

MA,43 I would say we definitely have more communication time...and I think the other part is to have family memories to reflect back on. Travel...makes me appreciate what I have....you sometimes get bogged down in the day-to-day rut, and you don't have true appreciation for what you have. The quality of life that you have in this state and the educational system we have here and a lot of that we take for granted.

MA,47 ...my husband and I, it makes us closer. The more places we see together, the more we have in common. We are best friends as well as husband and wife. We travel very well together. Travel is good, I'm sure, for our marriage. We travel some with his family, and we always have fun when we do that. We took a trip to Europe--he has two brothers and their wives and his mom and dad. That, again, cemented the family. We became closer as a larger family because of that.

MA,55 I guess that also we probably travel and do some of the things we do to get a change of pace, to brighten one's outlook, to change scenery and kind of be restimulated, and have kind of a new start. I know we do that.

Summary Overall, the quality and meaning of the women's lives were enhanced through travel. Belenky et al. (1986) purported that women develop knowledge they value that is personal, particular, and grounded in firsthand experience. Travel provided the women in this study an opportunity to develop first-hand knowledge. Specifically, women increased their knowledge, understanding, and tolerance of different geographic locations, cultures, and individuals. They gained a variety of experiences by eating different foods and by interacting with people who hold different beliefs and values rooted in race, religion,

education, economic levels, and ways of living everyday life. They increased their level of self-confidence by learning to rely on themselves, to allow time for fun and adventure, and to return to stressful situations with renewed energy and a broader world view.

Through travel, personal relationships with travel companions, memories, and family histories of informants grew in strength, sentiment, and salience. In addition, the satisfaction or dissatisfaction with each trip, and the management skills and knowledge gained in the process of planning, involvement in, and discussion of the trip, become part of the life structure. These findings support Proposition I of Levinson (1978, 1986) that primary components of a life structure are a person's choices of, and participation in, leisure-time activities and significant relationships with others.

#### Changes in travel objectives and habits through time

Life-span theory (Levinson, 1978, 1986) and the family life-cycle construct (Wells & Gubar 1966) purport that individuals and families progress through a predictable series of stages that are defined by unique combinations of socioeconomic and demographic variables. These stages are defined by the age, marital status, employment status of the household head, and by the age of the youngest child. The second and third propositions of Levinson (1978, 1986) are supported by the findings reported in this section.

Proposition 2 states that adult life alternates stages of relative stability with periods of transition. Travel with spouse or family members is included in stages of stability, whereas travel to keep in

touch with distant friends or family, to return to roots, or less travel during time devoted to advanced educational degrees is characteristic of travel during transitions from student to career or single to married and with children, from external demands of society to internal focus on self, and from one career to another or career advancement.

The third proposition states that development can be thought of as "seasons" that follow one another. This section also illustrates the first six stages in the family life cycle as stated by Wells and Gubar (1966): Bachelor; Newly Married; Full Nest I, II, III; and Empty Nest I.

The informants in this study described some of their travel objectives, goals, and habits in the different stages of their lives. The youngest informants contrasted their present travel experiences as single adults (Bachelor stage) or as married without children (Newly Married stage) with their travel experiences in high school or college:

EA,25 I think when I was in high school...all I really wanted to do was go skiing or not go very far. The older I get, the more I want to go further....I've only been a travel agent for three years. [Travel] started changing a lot then to the different types of trips I was taking....I'd like to continue to travel. I would like to see as many places as I can. If I ever have children, I'd like to take them to all the states and see something important in each spot.

EA,25 I think when you're a kid, you don't think about (getting away) as much as you do when you get older. Now when you're working and going to school, you realize that you really do need that time away to relax. When you're a kid, it's just a family vacation. Going out with Mom and Dad. You look at it a little differently the older you get, but the purposes are still the same....Five years ago I was in college. You don't think about travel then because you don't have the money. I wasn't married. You're thinking only of school. Now that I'm almost out of [college] and I'm married, I want to travel a lot more. I'd like to see more of the country.

EA,29 I probably am more selective in where I travel. I do travel for business once-in-a-while, which I didn't used to do. Most of the time now I'm traveling to see friends that I haven't seen for a while. When you're growing up and prior to college, all your friends are pretty much in one place. So now through college, I get to see my friends in their home environments and just visit them and see how their lifestyles are a little bit different than ours or whatever. There's probably a little more educational emphasis put on travel, I think, for myself. I like to go and see different things once I get to an area. Or just see out-of-the-way places. I don't like to just see the touristy spots....Doing more international travel is one thing I would like to do as I get a little bit older. Just see as much of the world as I can.

Home ownership changed one informant's responsibilities and travel objectives:

EA,31 Now having the house, that has been a major change. Part of it is always having to find somebody to care for things. Like my flowers aren't looking too well because I've been gone for the last 3 1/2 weeks ....That certainly changed my feeling about...I don't feel as free. And also because I enjoy being in my home and doing those kinds of things more than apartment living.

Married couples described their trips with infants and pre-school children (Full Nest I) as limited in number and duration and "a lot of work." Travel at this stage was often to visit relatives: "When we lived in Maryland, my parents lived in Pennsylvania, so a lot of our travel with young children was to visit my parents." Financial constraints such as low income or low discretionary income and the cost of child care while the couple traveled as well as job responsibilities during this stage of their lives also influenced their travel:

EA,35 ...as far as travel habits change, the last time we went was [date]. She was born in [date]. That shows you right there how that's changed. Both of us have full sets of ski equipment that have sat upstairs for eight years now.

EA,35 We don't travel too much because I work in town and then I do the bookwork for the farm. My husband can't leave the farm business....when we go we have to arrange for someone to stay with the kids. It takes a lot of effort so we haven't done too much in

the past....I just want to relax but that's hard when you have the kids at your inlaw's cabin and you're always wondering what's going to get ruined next....I don't like to take children that are young on a trip because it's not memorable and it's not pleasant....Now that they're old enough to remember it...we take the kids with us (for) an educational experience....We have to save for our extended trips and we haven't taken too many.

As their children entered elementary school (Full Nest II), parents included them in the trip planning process, especially in suggesting activities. The older children were included in trip destination decisions. Then planning around the children's summer activities became a major consideration. When parents' or a single parent's preferred activities differed from those of their children's, parents often put their interests on hold to accommodate their children, to provide an educational emphasis, and to increase their children's trip satisfaction. Traveling with school-age children was more pleasurable for informants than traveling with pre-schoolers. Financial constraints and work schedules continued to be major considerations for the informants in this stage:

EA,33 Because of the children's ages, we try to include the children now because it's more fun to them because they understand what's going on more. We may plan places that are of interest to the whole family rather than maybe just to he and I. It's pleasurable because the kids are able to help pack their stuff and take care of their things, pick up when we're ready to go....So it's more pleasurable than it was five years ago--not having to drag diapers and little toys to entertain them on the ride....

EA,41 I think we take more trips with the children than we did. We've talked about Disney World because it's in Epcot. At his stage--a lot of their friends have gone----it is a really costly vacation. We feel that if we wanted to spend that much money on a trip, we think that there are better places that we could choose to go. We would prefer to take them to Hawaii. They'd get to see the terrain and something really different. Of course they keep pestering us, but we've not made that commitment. And if we ever did go, I think that we should wait until my son's older--he's just

6--so that we could get the benefit of both Disney World and Epcot and go to the space center. Rather than when he's small and may not remember or get the educational value of some of the places that you go to see.

EA,38 Work schedules are the priority. Definitely....but since my husband's job doesn't allow him to be away from the office too long at a time, we really haven't taken very long trips....When we went to [state], we didn't take the kids with us....What I enjoy is a lot different than what the kids enjoy. Right now what I enjoy is pretty much on hold because we tend to do things that the kids want to do. (My husband) and I would go to museums a lot more. Or we would maybe take longer...hikes. We can't do that with the kids at their ages....We like to travel in Iowa because we feel that it's important for the kids to know what's around here....The main problem with working in trips is, I think, financial.

During the Full Nest III stage wives often returned to work.

People in this stage did more traveling than they did earlier with their young children (Wells & Gubar, 1966). This stage does not account for married and single mothers in this study who have always worked. The women in this study in Full Nest II travel about as much as those in Full Nest III. This stage also does not include women who travel for work. This is a stage of heavy expenditures on travel:

EA,41 Our vacations now seem to be more family-oriented. We don't take his girls. His girls live with his ex-wife. But we do take my son. So we try to plan it around places where when he goes along, he can have something to do. Worlds of Fun or Adventureland or a baseball game or something that's going on for him. It's a little bit different for child activities. He's almost a teenager....I think that my goals have changed. It used to be--for years I couldn't afford to go any place other than just the tent. I guess the places where I've gone are different, too. When I was tent camping. it was just important to go away, set up the tent, go swimming and maybe help my son fish. That was it. We just stayed right there. We didn't go to a restaurant and eat or go bowling or do anything special. We stayed right at the campsite. I think I used to go primarily because I thought it would be a good experience for him. Sometimes I didn't want to go. It's a lot of work as a single parent to pack up that stupid tent, get all that food ready, etc. 'Oh, we're going to have fun now, (son). We're going to camp out and cook our hamburgers on the grill.' And you're saying, 'Oh, I don't want to be here, but I know he'll have fun and

remember this someday.' And you want to be the perfect single parent, so you do all those things. Now it's much more relaxing for me. We go and either stay in a camper or in a motel. I don't have to spend all my time setting up the tent and cooking. I get to go and do some recreational things. I do it now so I can see different places. We like to scout around and see other places. I guess also it is a time to get away....I would say at this stage in my life, finances is not a major factor. It was before I was married. We don't have gobs of money now; but we have two incomes, and that has made a big difference.

MA,45 I have two children ages 10 and 12. So they're at a good age where they enjoy seeing different places....vacation travel, we see this as a time to spend doing activities with energetic children. We spend a lot of time in their activities, but not necessarily in family activities. So this is time just to spend together. But we also may take longer trips....I travel probably two or three times or more to [area] a year related to professional activities....(international travel two or three times a year also) for trips up to two to three weeks of duration.

Married couples with college-age children (Empty Nest I) described their travel lives, one with few dollars to spend on travel, the other with dollars she earns to spend on extensive travel:

MA,43 A lot of our travel plans are superseded by family plans....until kids are through college and at least out of high school and we have those activities to revolve around, there's just not the time or the dollars to do a lot of that....And for them, extended vacations mean being away from friends for long periods of time, and I don't know if I can survive this, and that kind of thing. But again, they like to see and do new things. They certainly were different than the kind of things we would do now because we had little kids and we could stop and picnic....We would probably stop at a restaurant and eat....Normally we're taking a fast trip. You go somewhere, you do it, and you come home. I would like to do foreign travel, but there's so much I want to see in the United States yet.

MA,44 Right now, our youngest son has decided to go to college this fall, which we're pleased about. But obviously that's going to make a difference in our finances, too. So I guess finances would make a difference. and the family, too. My working has enabled us to do a lot of traveling.

When their children no longer live at home (Empty Nest I) and no longer travel with them, restaurant and lodging are less expensive for

the informants. However, some informants have more money to spend now than ever before so they take more trips, buy souvenirs for themselves, and don't have to be as concerned with dollars as they once were. Trips have changed in intensity from quite hectic to more relaxed for some informants in MA. Two informants said that "...genealogy is beginning to seem a little interesting to me....travel in connection with that."

Several informants said that this is the best time of their lives:

MA,47 I don't think we spend as much money as far as doing things. Ten years ago we had three teenage children. Even if we went to [state], they would want to do the things they don't here at home. You would eat out more. It's a lot less expensive for two people to go out to dinner than it is for five...And of course, the lodging. When the kids were smaller, we'd put them in the back of the car and drive all night. But I would say probably we take less expensive trips as far as food and lodging, but more expensive as to what we might buy as a souvenir because it would be something for us. We would spend it other ways. It would be easier to go (out) to have a sandwich and buy something that you could bring home as a souvenir. Whereas before, you'd think the kids each want something to bring home and they have to have this and they have to have that....This may seem funny, but I don't really think I have that many goals as such. Other than at the stage of life that I'm in right now, I'm happier than I've ever been. I'm doing what I want to do. I have the freedom to come and go as I please. The children are all settled and all working. I don't have grandchildren, so I'm not tied down with that responsibility. I'm pretty much free to come and go. Financially things are a little bit easier. Even though I'm not working and I do miss the income, there's still some money there....I guess I'm happier now than I've ever been. And part of that is the traveling. I look forward to trips. I will be on my way home from a trip, and I'll be thinking about the next one. I won't be planning it; I won't be thinking what can we do and where can we go and that kind of thing. But I will be thinking in June we're going to go and that kind of thing. I do like to travel.

MA,47 But our travel is much different now than it was. Just because of the nature of our jobs now. Before, a trip was really a special, special thing that we planned for, then afterward went over when we got home. Which is neat. That's the way it should be....I think we're slowing down. I think we're doing more trips to relax. When we were first married and before I was in the travel business, we traveled. But, boy, we ran a tight itinerary

on a vacation. We wanted to see this and this and this and this. Now we go to a destination and just like to read a book--we each like to read. Maybe spend two or three days just reading and doing nothing. Stay in the same place. Whereas when we were younger, we wanted to just move around and see as much as we could as fast as we could....I end up spending all the money I make on travel. Just because it's a little easier to travel as a travel agent. We go much more....This thing now is interfering with our travel. This was a lot more expensive than we wanted it to be. We remodeled this house. But when this house was just a little farm house, we just left all of our stuff here and took off.

MA,53 Well, as a young adult, of course I never traveled anywhere. I grew up in a very poor family, but I never traveled. When we were first married, of course, we were in the same boat, so. But we were from Wisconsin originally and moved here to Iowa, so our only travel was basically back to visit family in Wisconsin. And that remained that way for a number of years while our children were very little. And then as they got a little older, then we started going to [state] in the summertime. We'd spend a week to two weeks at a cabin up there. So that basically was our vacation kind of thing. And then when....Our daughter would have been a ninth grader and our son was probably sixth grade. My husband belonged to the campus safety association and would travel to different meetings at different universities. And they were having a meeting that summer at the [university]. So that was our first really big, big trip....the kids worked so that they could have some money. And we got special rates on airlines....We spent probably a week to ten days as I recall. And then, I didn't really do much traveling with my husband until after the kids were out of high school. And since then, my travel with meetings plus we get fortunate enough to take some other pleasure trips....Oh, I think we're probably at the best...I think this is the best age of all of the times in our life. Well, because both our children are grown and they seem to be getting along just fine. We're going to be grandparents now. And we have built ourselves up to where we can financially do the things and go to the places we want to and really enjoy life. And we have a lot of good, close friends that we have a lot of camaraderie with. We have family that we enjoy being with. So it's really a good time. And I think a lot of people say that. That this is probably one of the better times of your lives because you feel like everything has fallen into place and it's all worked out really well.

One informant, who is in a transition period (Levinson, 1986), described her travel life now:

EA,40 ...there was a time where I changed my job about every two years or every three years. Now I have a real feel for wanting to

be more rooted. Maybe that goes along with the fact that I don't feel as compelled to do longer term traveling as I would shorter term traveling. I have less opportunity, time, or money to travel now than I did five years ago.

Several informants who went back to work after their children left home as well as some who took time out to get advanced degrees are currently traveling more for business and professional development than they did when they had children at home or were doing graduate work:

MA,49 Traveling for professional development. Where ten years ago it was more for total relaxation. Just go some place and unwind. But before that, we were spending almost every summer in summer school finishing up degree work. So that really inhibited (travel)...We look forward to our next trip...we intend on continuing, is traveling. And I could see looking forward to more traveling when we are retired. Two good trips a year anyway. And thinking how much fun it would be to go when I'm not so exhausted. Last summer particularly I'd had a very exhausting schedule before, and it seems like I end up working until 2:00 or 3:00 in the morning the weeks approaching the trip. Then the trip is exhausting.

MA,57 We each have a lot more conventions than we used to. Because of [high-school] teaching, it was not always conducive to [travel]. Now that I have a part-time position and being at the university, we've had more breaks in between the times for other things...More free time, yes...I would say we've taken more shorter trips and gone more. When I was teaching full time, we were lucky to get away for a weekend to Omaha or State Fair or something like that.

In the stage after the children have left home but the parents are still working (Empty Nest I), some informants traveled to visit their grandchildren and adult children. As one informant said, "The goal has really not changed in that we travel together as a family to enjoy each other. Now we have to travel to see each other." Sometimes they planned to meet their children and their families at a resort for a family get-together. Other informants took trips with their adult children:

MA,57 Twenty years ago, the only place we went was to this national meeting each year with this other couple. This was something we planned on each year. Because both the other gentlemen were very active in the [professional organization]. And I guess probably because [husband] said one day, "I will be president." And he was. Then we traveled.... But the girls and I have taken some grand trips since they got married. And their husbands are very congenial, too....there are very few places in the last 40 years we haven't been that we want to go to....I think the only running around I want to do now is go watch those eight grandkids play ball. They are all going to be doing that, and they're just an hour away.

MA,59 ...the last two years I would say there has been some change. Now we have taken vacation twice with our children. They're all married, so we have arranged to go to a vacation place. Like we went to [state] last year after Christmas and they and the grandchildren came. So we did a little cross-country skiing, hiking and just playing games and so forth. So, yes, I guess they have changed somewhat. They used to travel with us. Now we get together because they live far apart. So that's a little change....When I still had children at home, I didn't travel nearly as much; and I wasn't nearly as involved in professional organizations. Also, we've had foster kids. So that kind of curtailed a little bit what I might have done otherwise. Also aging parents have made a difference.

Summary of travel management Changes occurred in the informants' travel objectives and habits through time. Travel objectives changed as women progressed through the stages of the family life cycle described by Wells and Gubar (1966). Habits were influenced by observing others and habits changed with accumulated experience. Women in this study also illustrated the stable stages and transition periods of Levinson (1978, 1986). The fact that women worked during Full Nest I and Full Nest II was not accounted for in the family life-cycle theory. Also work-related travel for women in all six stages of the family life cycle and both EA and MA should be included in a theory on travel.

## Purchases of Souvenirs

At the start of this study a souvenir was defined as a tangible object whose presence helps to define and situate in time a travel experience the owner wishes to remember (Gordon, 1986). During the interviews of this study, the informants consistently expanded the definition of souvenirs to include gifts for others. As a result, the expanded definition is used in the following discussion.

All of the women participated in shopping experiences during their travels. As three informants summed it up, shopping for souvenirs means:

EA, 29 ...something that you do for yourself. When you're shopping for a souvenir, you're looking for a remembrance of some place. That's probably the main thing that shopping for souvenirs means. It means also a chance to find something unique--something that maybe no one else will have. Especially if you're buying it from a long way away. Something that kind of reflects your mood at the time you were traveling. Where you were at. You want to buy a certain remembrance of a certain place.

MA,49 Selecting memories. Picking out memories to take home. Things that will trigger the good feelings or a good memory or special idea or special scene or a special day or a special experience.

MA,57 The jade in China tells you, or the oriental cut silk rugs, or a painting tells the story of what the people are. It leaves a lasting impression....It just brings you a great deal of pleasure to have these things. It's just a rewarding thing to have them around. And that's one way of sharing with other people. People come in and eat from your China dishes. Or you get a picture and it leads to conversation. It gives you an opportunity to share.

These women purchased souvenirs that served as reminders of travel experiences that they desired to savor. Shopping for souvenirs and discovering a "one-of-a-kind" item meant a "thrilling" experience for them. When the price was acceptable, women purchased the items. Other times they enjoyed the "hunt," but did not make purchases.

The following section addresses shopping experiences that formed a repertoire of memorable conversation topics for the women in this study: (1) their shopping experiences; (2) reasons for purchases of souvenirs; (3) their purchase styles; (4) the types of products they purchased; (5) the costs of products they purchased; and (6) the changes in their souvenir purchases through time. Purchases made by each informant are summarized in Appendix IX, with details in Appendix X.

### Shopping experiences

The data for this study were collected from 42 interviews lasting approximately two hours each. This study differs from previous research because of the numerous and varied themes generated from the qualitative data. When the women in this study traveled, shopping was an activity that provided entertainment, adventure, and discovery of unusual objects. Women discussed their shopping experiences in relation to: (1) shopping sites; (2) interactions with shopkeepers and crafts producers; (3) shopping companions; and (4) time spent shopping.

Shopping sites The informants frequented a wide variety of shopping sites. During their travels, women in both age groups browsed and made purchases in malls and in specialty stores including tourist shops and craft areas. Twelve of the women in EA cited malls, grocery stores, and drug stores as places to shop, whereas only nine women in MA did. In contrast, specialty shops (which included gift, antique, coffee, and linen shops and art galleries) were cited by more MA women (18) than by EA women (15). Seasonal tourist shops (which included craft areas,

artist communities, co-ops, specialty souvenir shops, and open markets) also were mentioned more frequently by MA women (16) than by EA women (11). Four women in MA preferred "out-of-the-way" shops in obscure locations compared to two women in EA. Thirteen women stated that they shop only when stores are conveniently accessible (EA=6,MA=7).

Interactions with shopkeepers and crafts producers Many of the women in this study appreciated shopkeepers who visited with tourists, showed special souvenirs, and were knowledgeable about crafts and souvenirs produced in the area. Women's interactions with shopkeepers and crafts producers were woven into their stories of memorable experiences during trips. Some women tourists (EA=2,MA=5) enjoyed "...visiting with the different shopkeepers over the years." Women who had fun interacting with salespeople sometimes got "...carried away in the moment and purchased...." a souvenir:

MA,44 The shopkeepers were friendly....Many of the [shopkeepers] went to the door to see [our license plates, to determine] where we were from. One antique shop...the [shopkeeper] was outside. He said, 'Oh, you're from Iowa. Do you know where [city] is?' And we said, 'Oh, yes. That's not too far from where we live.' And he said, 'Well I used to work there.' And he asked if we knew so-and-so. He was just delighted to see someone from Iowa, and he had such good memories of it and really missed it. It was fun. Now, I don't know if that was his ploy to sell. Of course, we bought something there. It worked....

MA,52 The fellow that owned the store [allowed] me behind the counter to look at all these spectacular Indian pots. The reason they were behind the counter and behind glass is because they were a quality that was not the kind that just sat out where anybody could pick up and touch. So he said if you want to start a serious collection of Indian pottery, I have a piece of pottery that is made by the famous potter, Maria.....It was made by Maria and Santanna. So he showed it to me and we talked about it and this went on for...about 45

minutes...I just decided well, if I'm going to start a pottery collection, I think I'll buy that.

MA,57 The experience of the interaction with the salespeople. I remember once in [country]...I decided that I had to have a piece of lace....I couldn't speak the language. The lady looks at me and I look at her and I said I want that....How much? I didn't know how to tell her, so I took the bolt of material and I held it up to the door, and I pulled it off and measured it. I bought a piece as tall as the door....She smiled and gave me a hug, and [I] went on my way. So that was a neat experience.

As part of the shopping experience, some women (EA=5,MA=8) found pleasure in observing artisans who demonstrated batiking, basket weaving, throwing pots, wood carving, and wood burning. Littrell et al. (1993) and Littrell (1990) found that observing the production of crafts was integral in the definition of souvenir authenticity, especially for Urban-Entertainment tourists and women who were shopping oriented. Others in the present study (EA=2,MA=5) took time to watch as craftspeople created the souvenirs they would purchase. When tourists observed craftspeople, the souvenirs took on special meaning. Several tourists spent more money on souvenirs made by craftspeople and artists with whom they became acquainted during their trips:

EA,38 ...we talked to the guy who actually forged it, he showed the kids how he forged it, and talked to them a little bit about it....So we tended to spend more money there because we were talking to the people that made it, and that had some meaning to us....

MA,57 ...you are always invited to her workshop; and you get to watch her do her etchings and her watercolors. And you get to see what she has in the hopper. She wants your ideas, too.

MA,57 I could see him make this...right in front of us. Then he had a smaller shop that was set up on the fairgrounds where he carved the names. I thought it was neat that we could see it being made.

MA,60 He was sanding one of the ducks I bought. I had to wait for him to finish sanding it. Oiled it down. And he told me to continue to oil it down when I got it home....

Shopping companions Differences in shopping experiences resulted from the presence or absence of shopping companions. At different times women shopped by themselves (EA=11,MA=12), with friends (EA=7,MA=12), with their husbands (EA=8,MA=15), with their children (EA=8,MA=6), and with other family members (EA=4,MA=0). Women who shopped by themselves didn't want to be distracted by shopping companions. They wanted time to discover unusual and unique souvenirs. They also felt independent and self-sufficient, "I shop by myself. I don't have any problem....I just take my map and jump in the car and go."

Some women preferred shopping with the friends who are their traveling companions, "...my friend and I do a lot of shopping," or with friends they have made in places they are visiting, "...I would shop with someone from that country who knows where these little nooks and crannies are, or someone from here who has been there and knows those areas."

Women also shopped with other family members, "...[daughter] and I went together to see this place where she had been buying sweaters for herself, for me, and for others..." and "...I was with my mother...and there was a real small, leather-woven [purse]...on sale for \$45, so I bought it." Other women were surprised that their husbands would be shopping companions on trips, "[Husband] usually goes with me. He's pretty good." Women smiled and recalled singular moments when their husbands purchased "special" souvenirs for them.

Time spent shopping Individuals' definitions of shopping differed, and so the reported time spent in shopping varied greatly with the informant. To some women shopping meant "...browsing in bookstores, tourist shops, and bakeries." To others shopping meant "...a search for unique items to purchase if the price was right." And to still others shopping meant only buying souvenirs. As one informant explained, "I don't shop, I just buy."

The women in this study were grouped based on the perceived amount of time they spent shopping. There were two distinct groups. The "light" shoppers did not shop or shopped less than an hour each day of their trips (EA=8,MA=7). When asked how much time they spent shopping or browsing, "light" shoppers typically responded, "Not very much. We're terrible shoppers," or "Maybe half an hour at the most...right before you go home, go into the gift shop," or "It's not real high on my list." Some of those who said they did not buy very much did not want to be perceived as "materialistic." Also when they traveled with their children, some informants overtly focused on tourism activities other than shopping, although most women helped their children shop for souvenirs.

The "heavy" shoppers typically responded, "I'm a good shopper. Lots of time. Too much time, my family would say. I'll say 'You go ahead, I'll catch up.'" The heavy shoppers shopped an hour or more each day of their trips (EA=10,MA=6):

MA,52 [We spend] lots of hours, maybe a third of the time just browsing around and looking in shops. And that's really kind of enjoyable, just to wander up and down, in and out of the shops, look around and see what's there and maybe come

back three or four times if something kind of catches the eye....We love to stop at the local handicraft co-op. For example, weavings or pottery....

Some women (EA=1,MA=5) were "light" shoppers on some trips and "heavy" shoppers on other trips. Which style dominated depended on their mood, the purpose of the trip, their life-cycle stage, and the time for shopping. Shopping companions, other than children, typically increased the time spent and the overall satisfaction of shopping experiences.

Summary More women in EA (EA=12,MA=9) shopped in malls and grocery stores, whereas more women in MA shopped in specialty shops, seasonal tourist shops, and obscure places. About one-third of the women in both age groups shopped in stores or markets that were conveniently located to their overnight accommodations.

Some informants liked interacting with shopkeepers and craftspeople. Women who enjoyed shopping, and who took time to watch craftspeople at work, cultivated their travel careers (cf. Pearce, 1988). These informants enjoyed learning from shopkeepers about souvenirs for sale, such as types of pottery, local soapstone for making sculptures, and natural fibers for making fabrics, and about local artisans who created the souvenirs. The informants in this study who interacted extensively with retailers were not accompanied by children, with one exception.

Interactions with shopkeepers and craftspeople add variety to women's life structures (cf. Levinson, 1978, 1986). Educational demonstrations, such as batiking, pottery making, and wood burning, by skilled craftspeople offered the informants the opportunity to use their

visual mode, to interact with people, and to develop trustworthy knowledge (Belenky et al., 1986).

Whether women shopped by themselves or with companions varied with the circumstances of each trip. Even though more women in EA than in MA were heavy shoppers, more women in MA took time to experience interactions with shopkeepers and observe craftspeople demonstrate their skills as well as produce souvenirs that the women purchased. As women move into the MA stage, they appear to be more flexible in the amount of time they spend shopping. However, the purpose and duration of the trip influenced the time they spent shopping.

#### Reasons for purchases of souvenirs

Informants stated reasons why they purchased souvenirs and why they considered specific souvenirs special. Some women always brought home souvenirs as reminders of each trip and especially of first trips. Other women only purchased items that they would have purchased anyway had they been at home and not traveling, i.e., items that they considered useful. Still others purchased only souvenirs that they perceived as unique in design characteristics, unique in representing their heritages or places they had lived, or unique in having a special interest in or desire for the item.

Reminders of trips      Some of the women purchased souvenirs to represent where they have traveled and where they have lived. Souvenirs sometimes represented the traveler's heritage. Several women always bought souvenirs to represent first trips and trips outside the U.S.A.

because those trips were "more important." Souvenirs serve as reminders of special places where informants have traveled:

EA,38 When we went down to [island], we got a [fabric] map of the island that has all the different [symbols] on it....that would be pretty memorable that we can keep and frame and have to locate where we've been.

EA,41 [A very meaningful souvenir] would probably be a sweatshirt, which sounds really strange. It was our first trip to [area], and I still have it. It was our first time that we went up to that part of the country, and it just gives you fuzzies when you think about it. It was the first trip actually that [my husband] and I took together, so I think that's why.

MA,53 We also have a [ceramic] collection....Probably one of the things that was neat was when we went to [country]. We purchased [ceramics] there....Our whole family is 100 percent [nationality].

MA,57 ...the llama on the bell. That was purchased in [country]. I like bells....That was when we did international travel....That was a very meaningful one and one that's very important. It's been sitting up there on that shelf every since. [It is] a souvenir from a travel that we went out of the United States. It was the first time that we had ever been outside the United States.

Uses Utility was frequently a motivation for a variety of purchases. Women bought as souvenirs housewares they could use in the kitchen; furniture; linens for bedroom, bath, and table; books to read; and Christmas decorations. The variety of functional souvenirs purchased by informants reflected their needs and wants. Functional items helped travelers keep trips in mind and recall special times with special people:

EA,41 Mugs or glasses or things that we can use in the home. Then when we use them, we'll say, 'Remember when...' Or, 'Remember when we got this?'

The women in this study (EA=19,MA=20) showed and talked about textile purchases that were "special," that were "favorite souvenirs," and that "held special meaning." The informants enjoyed wearing and using these items because they were conversation pieces and sources of compliments:

EA,33 I got a beautiful linen tablecloth on one of the islands....I use my tablecloth all the time. Not for everyday; but when we have special things, I love to have it out because it's real pretty. So I'd say probably the tablecloth...is my most special souvenir....I've had a lot of comments on it. It is handmade. It's embroidery. This place that we went to was just beautiful. All they had was tablecloths. It was called the Linen Shop. Something handmade like that, you appreciate all the work they went through. There were many [colors] to choose from, and this just kind of fit in with what I had in the house. And then our shirts that we got on all the trips. The kids wear theirs and my husband wears his and I wear mine. It brings back memories of the trip. [I] think of where [I] got it and what we were doing.

EA,37 [The most memorable souvenir that I purchased outside Iowa was] the Kente cloth, which was woven by a male....because it is uniquely done by men....Because it was sentimental and it was a male doing it....That's a feminine characteristic to me. A male to do that in a male dominated culture is unique....I jog, so I'll enter a race to get a t-shirt. So I have enough shirts to wear to jog in.

EA,38 ...my [country] blanket [is my most meaningful souvenir]. It's down on my couch; I just love it. It's on the back of my couch, and it just matches my couch perfect. Nobody uses it. It's just decoration and reminder...of where I got it.

EA,40 [A meaningful souvenir] that comes to mind is a [type of] bag. I have a couple of them from [country]. That's a tribe [name]. Maybe that's because I lived in the communities, and I saw women all over [country] making them. They wove them as they walked on the highways and as they waited for buses and as they carried their children. It was fascinating for me to watch them make them....They use no tools or instruments. It's just their fingers weaving them. Then they would take them maybe to the shoe maker... and have leather handles put on....I brought back a couple of bags. I

still use them; they're very durable....I also recall talking to a woman in an airplane one day. I said, 'Oh. You have a [type of] bag. Where did you get it?' She looked at me dumbfounded because she bought it in a department store and she didn't know what I was talking about. But I think the reason that it's memorable is because I know more about how it was made and the work and the effort that went into it. I'm very proud of the fact, too, that a lot of those women found some relative success in marketing their product. [The bags] are very functional. I can use them as an overnight bag; I can use them for carrying groceries; I can carry school books; I can do many things with my bag...women in [country] carry them with the leather straps across their forehead and the bag down their back with coconuts in them or whatever. I guess that's kind of an important item to me, although I spent very little money to buy it.

Personal interests Souvenirs reflected women's interests. Some women purchased hand-crafted items because they also made them and wanted them for ideas or because they were different from what they made. One woman purchased embroidered wall hangings that depicted folk dancing and children playing games or sports because of her professional interest in these topics.

EA,37 In the western part of [nation], men do some of the weaving, and they still practice weaving. For instance in [country], men weave Kente cloth. So I was able to buy a piece that a young man had made....He was an apprentice, so I bought a piece of fabric that he made....And it's woven in six-inch strips by so long....it was sentimental [because] it was a male doing it.

MA,59 My Ph.D. dissertation was comparing children's attitudes towards play as affected by levels of modernization in the [country]. I looked at the people who lived in the lowlands, in the more developed city area where we lived, and people way in the interior of the mount and then midway. So I professionally had an interest in children's play. So we bought this. It's needlework. It's people in various kinds of play. Beautiful work, isn't it? I'm sure it's all hand done. So this whole arrangement is children's play in different Asian countries....The one framed in bamboo we got in [country]. Those are different children's games. This one is from [country]. We've never been to [country], but this was given to us by a visiting professor who

stayed....These are Japanese. It's kind of three-dimensional....When we lived in [country], our children did that little blow up paper doll....It's a children's holiday festival in Japan. That's the moon festival. And this is some kind of festival, too. This is a masquerade. This is fireworks. That's kite flying.

Some women said that it was important to buy something special for themselves when they were on trips. Sometimes they purchased souvenirs because they "always wanted one" or because they "love jewelry" or other items, and because they had enough money to make a large expenditure for a special anniversary or self gift:

MA,45 I had never been in [area] before....[my most special souvenir was] some silk that I had made into a skirt....I think that, first of all I don't buy very large souvenirs, and it was [one] of my larger expenditures in terms of money. Also that I made an effort to get something that would be very different. I don't buy textiles like that very often.

MA,47 ...I'm a P. Buckley Moss lover....She comes to Iowa and visits. She does a lot of Amish paintings. And I have several of her paintings. I would say I've traveled to [3 towns] to see her. So I would say some of her works [are among my most memorable souvenirs]. Just because I like her work and it's something that I buy just for myself.

Uniqueness When informants found an unusual, one-of-a-kind souvenir, it became a favorite souvenir. In this way, it served to differentiate the informant from others (Furby, 1978; Csikszentmihalyi & Rochberg-Halton, 1981; Belk, 1988; and Wallendorf & Arnould, 1988). The unusual souvenirs were noticed by others and were sources of compliments:

EA,25 I picked up a t-shirt in [state] that says, 'Bring me more tourists. The last ones were delicious.' There's a place called Bear Country out there, and it's a couple bears sitting there with bones in their mouth. That's probably my most special souvenir. I really enjoy that t-shirt. I've had a lot of compliments on how cute it is.

EA,41 The snowman was the best. We were looking at this shop in [country], and I couldn't believe it. Here was this

Hummel snowman. It doesn't snow there....So that's my favorite souvenir from the trip.

EA,41 It's a pretty big-sized woolen scarf that I wear with my coat. I really like that, and that is from the Amana Colonies ....I would say that's probably my favorite.

MA,52 This is quite an interesting set, and I really treasure it. It's wooden blocks, and it's beautifully made. There are little turrets and things with it....And the toys up there are folk art things....I like that wall hanging a lot....I also buy jewelry when I go. This is one of my favorite pieces. This is some amber jewelry that I got in the [country] on our first trip....This is worth a lot of money today. I haven't seen anything like this. I'm real pleased and proud of this purchase because it certainly has grown in value over the years....We have a collection of....wooden, lacquerware dishes. I've got soup bowls and plates and cups. So, often when we have parties or entertain, we'll get out some of those....Some of the table linens with hand embroidery on them I get out quite often.

Summary Informants purchased souvenirs: (1) as reminders of their heritage, of first trips, and of international trips; (2) to use, such as mugs, clothing, and food; (3) because they represented personal interests; and (4) because they were unique individual items or unique additions to collections. Informants also purchased souvenirs to give as gifts.

Thus, souvenirs differentiate travel experiences from those of everyday life, recall authentic images of other cultures, amplify self-definition, and heighten aesthetic pleasure. These findings support those of Csikszentmihalyi and Rochberg-Halton (1981) that special souvenirs confirm uniqueness of the owners. These special souvenirs also define social status and actual levels of consumption (Davis, 1945).

#### Souvenir purchase styles

Two themes emerged from the data that described how women differ and are similar in their souvenir purchase behaviors. Some women in both age

groups made planned purchases (EA=4,MA=9), others made unplanned purchases (EA=10,MA=3), and still others did both (EA=7,MA=9) (see Figures 2, 4).

Planned Planned souvenir purchases ranged from a general intention to buy something, often for gifts, to a specific intention to purchase particular things, such as items for established collections, desired textiles and ceramics, things unique to a region, and appropriate gifts for others. Women who planned souvenir purchases knew, prior to a trip, that they "...would probably be buying," and planned to "...purchase something." Another had "...done enough shopping for Danish things that I know exactly what I'm looking for and what I will use." Still another informant used specific criteria for selecting items to be added to a teacup collection: "It had to be violets; it had to not have writing on it; it had to be violets that I thought were pretty; and it had to be under \$7."

Planning for the purchase of souvenirs included knowing "... when I bought it, what I'm going to do with it, or why I want it. I have this spot, or it brings me a good deal of pleasure." Sometimes planning meant, "I look for things as gifts for other people when we travel..." or "...we spent the whole time trying to get these lists together so that we could bring all this stuff back to people." Planning also meant:

MA,37 In Iowa I'd probably be looking for something that's unique to that particular [place]. Like if I go up to Dubuque, I would want something that would represent Dubuque. Or if I go to the Amanas, then I'm more interested in having a woolen blanket or a piece of fabric to make something. Going to Dubuque and buying the candy because I know it's made by the monks.

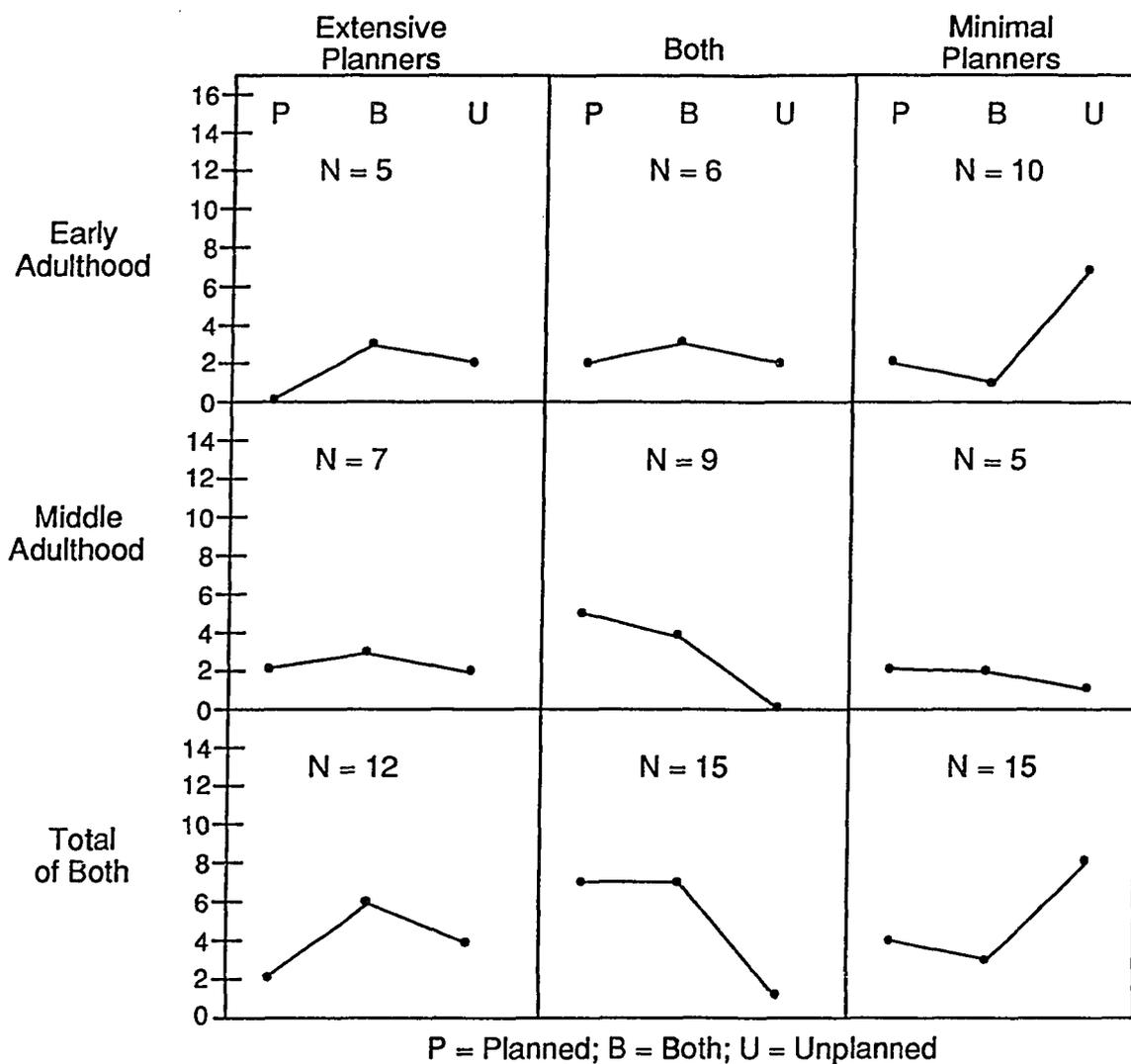


Figure 4. Souvenir-purchasing orientations of informants in early and middle adulthood based on planning styles

MA,57 If you have some idea of what you're going to buy, then when you see it, it's easier to purchase it. Whereas if you don't have something in mind, then you're buying stuff. So I think that's part of the first step of planning your trip....you probably should be thinking about what you would buy.

Another informant purchased Iowa souvenirs for gifts to present to friends, both in-state and out-of-state:

MA,59 In Pella I purchased some little blue Delft things that I took to some friends at another convention. And I've purchased a lot of Iowa's products to take to [country] and give as gifts. We had our 25th anniversary meeting here, and I bought a lot of things to give to the governor's wife, who came from [country]....I also bought a lot of Iowa products at a store in Valley Junction. We also took a lot of those things to [country] with us. Not major things, but little things either from the university or from Iowa. ...you don't know who exactly they're going to be for. So you have to get kind of generic things. And because you take quite a few, you don't spend a whole lot on one. And take up a small amount of space. And not breakable, or at least that you can pack them easily.

Unplanned Unplanned purchases typified general buying habits of some informants. When asked how they decide what souvenirs to buy, those women who made unplanned purchases typically responded: "I guess whatever just catches my eye..." "Usually it's when I see something and I like it, I'll buy it. It's not like I shop for something." Unplanned purchases sometimes were considered "special" because of their instant appeal. On the other hand unplanned purchases often lost their appeal and disappeared at "garage sales."

Both Some of the informants (EA=6,MA=9) used extensive planning for some trips and minimal planning for other trips. These women appeared to be adaptable. They either planned souvenir purchases (EA=2,MA=5) or pursued a style of both planned and unplanned purchases

(EA=3,MA=4). Only one of the 15 informants who was flexible in her travel planning made only unplanned purchases (EA=1,MA=0).

Summary Souvenir purchase styles were related to tourist planning styles in EA and MA. Unplanned purchases were more common than planned purchases in the younger minimal planners (EA=7,MA=1). Only the minimal planners in the EA era appear to have a clear preference toward unplanned purchases (see Figure 4). As people move into the MA era, they appear to be more flexible in making both planned and unplanned souvenir purchases. However, overall, the MA group appears to be more likely to make planned purchases than unplanned purchases. This is congruent with the observation of Levinson (1978, 1986) that changes in the developmental work from era to era cause evolution of the life structures.

#### Categories of products purchased

Tremendous variety characterized the products obtained as souvenirs by the informants during the previous three-year period (see Appendix III and Table 7). Categories of souvenirs proposed by Gordon (1986) can be generalized into four major groups: (1) pictures, logos, or books; (2) natural local items; (3) icons or abstract graphic symbols; and (4) local products. All of these groups were present in the souvenirs purchased or collected by the informants. However, these souvenirs often represented more than one of Gordon's groups (see Appendix X).

One objective of this study was to describe the status of textiles and clothing within the broad category of souvenir purchases. A useful approach for this study was to group souvenir purchases into four major

Table 7. Types of souvenirs purchased by informants

		NONTEXTILES					
USES:		DISPLAY	FUNCTIONAL	EDIBLES	TOYS/GAMES	UNPURCHASED	DISPLAY
M E T H O D O L O G Y	H A N D C R A F T S	Pottery <sup>133</sup> Carved Items <sup>1330</sup> Sculpture <sup>1338</sup> Paintings <sup>134</sup> Cornhusk Dolls <sup>135</sup> Wood Items <sup>136</sup> Stained Glass <sup>137</sup> Xmas Items <sup>152</sup> Painted Thimble <sup>1337</sup> Rosemall <sup>1337</sup> Handmade Crafts <sup>1332</sup>	Designer Note Cards <sup>127</sup> Pottery Mugs <sup>133</sup> Baskets <sup>1331</sup> Wrought Iron <sup>1338</sup> Wood Furniture <sup>136</sup> Wood Jewelry <sup>136</sup> Jewelry <sup>149</sup> Pottery Jewelry <sup>149</sup> Ethnic Jewelry <sup>1532</sup> Candles <sup>1332</sup>		Ethnic Toys <sup>147</sup>		Quilts <sup>1336</sup> Quilt Bears and Porcelain Dolls with Dresses <sup>1337</sup> Wall hangings <sup>137</sup> Xmas Items <sup>152</sup> Ethnic Costumes <sup>153</sup> Stuffed Animals <sup>147</sup>
	C O N S T R U C T I O N	M A S S P R O D U C E D	Prints & Photos <sup>140</sup> Maps <sup>142</sup> Posters <sup>143</sup> Calendars <sup>1440</sup> Coins & Stamps <sup>1490</sup> Crystal <sup>150</sup> Figurines <sup>150</sup> Plates <sup>150</sup> Spoons <sup>150</sup> Bells <sup>150</sup> Other e.g., Mugs <sup>150</sup> Xmas Items <sup>152</sup> Antiques <sup>153</sup>	Memorabilia <sup>1400</sup> Personal Photos <sup>140</sup> Books, Cookbooks <sup>141</sup> Postcards <sup>144</sup> Christmas Cards <sup>152</sup> Ink Pens <sup>146</sup> Perfume <sup>1480</sup> Jewelry <sup>149</sup> Watch <sup>149</sup> Key Chain <sup>149</sup> Charms <sup>149</sup> Coasters <sup>150</sup> Candles <sup>150</sup> Glassware <sup>150</sup> Pottery <sup>150</sup> China <sup>150</sup> Music Instrument <sup>151</sup> Tapes, Records <sup>151</sup> C.D.'s, Videos <sup>151</sup> Ethnic Items <sup>1532</sup> Sports Team <sup>204</sup> Lamps <sup>221</sup> Furniture <sup>221</sup> Stationery <sup>144</sup> Kitchen Wares <sup>150</sup> Soap <sup>150</sup> School Supplies <sup>149</sup>	Nuts <sup>145</sup> Chocolates <sup>145</sup> Candies <sup>145</sup> Cheese <sup>145</sup> Jellies, Jams <sup>145</sup> Fruit <sup>145</sup> Salmon <sup>145</sup> Lobster <sup>145</sup> Condiments <sup>145</sup> Spices <sup>145</sup> Coffee & Tea <sup>145</sup> Beers <sup>145</sup> Wine, Rum, Whiskey <sup>145</sup> Syrup <sup>145</sup> Locally produced <sup>210</sup>	Cards <sup>147</sup> Dice <sup>147</sup> Frisbee <sup>147</sup> Helicopter <sup>147</sup> Wood Blocks <sup>147</sup> Yo-Yo's <sup>147</sup> Golf Balls <sup>147</sup> Kites <sup>147</sup> Board Games <sup>147</sup> Disney Toys <sup>147</sup> Sling Shot <sup>147</sup> Football <sup>196</sup>	Matchbooks <sup>159</sup> Ticket Stubs <sup>159</sup> Table Favors <sup>159</sup> Bottles <sup>159</sup> Sea Shells <sup>156</sup> Menus <sup>159</sup> Brochures <sup>159</sup> Wildflowers <sup>1531</sup> Rocks <sup>157</sup>

Note: The superscripts correspond to the numbers on the coding guide (Appendix VI)



ed by informants

NONTEXTILES				TEXTILES		
EDIBLES	TOYS/GAMES	UNPURCHASED	DISPLAY	APPAREL	OTHER FUNCTIONAL	
		Ethnic Toys <sup>147</sup>		Quilts <sup>1336</sup> Quilt Bears and Porcelain Dolls with Dresses <sup>1337</sup> Wall hangings <sup>137</sup> Xmas Items <sup>152</sup> Ethnic Costumes <sup>1532</sup> Stuffed Animals <sup>147</sup>	Leather Jewelry <sup>1334</sup> Leather Belts, etc. <sup>1334</sup> Jackets <sup>148</sup> Aprons <sup>138</sup> Sweaters <sup>148</sup> Designer T-shirt <sup>148</sup> Scarves <sup>148</sup>	Afghan <sup>1333</sup> Ethnic Blanket <sup>1333</sup> Rugs <sup>1333</sup> Table Cloth and Linens <sup>137</sup> Woven Fabric <sup>138</sup> Bags <sup>148</sup> Woven Place Mats <sup>137</sup> Sachets Bookmarkers <sup>138</sup>
Nuts <sup>145</sup> Chocolates <sup>145</sup> Candies <sup>145</sup> Cheese <sup>145</sup> Jelly, Jams <sup>145</sup> Fruit <sup>145</sup> Salmon <sup>145</sup> Lobster <sup>145</sup> Condiments <sup>145</sup> Spices <sup>145</sup> Coffee & Tea <sup>145</sup> Beers <sup>145</sup> Wine, Rum, Whiskey <sup>145</sup> Syrup <sup>145</sup> Locally produced <sup>210</sup>	Cards <sup>147</sup> Dice <sup>147</sup> Frisbee <sup>147</sup> Helicopter <sup>147</sup> Wood Blocks <sup>147</sup> Yo-Yo's <sup>147</sup> Golf Balls <sup>147</sup> Kites <sup>147</sup> Board Games <sup>147</sup> Disney Toys <sup>147</sup> Sling Shot <sup>147</sup> Football <sup>196</sup>	Matchbooks <sup>159</sup> Ticket Stubs <sup>159</sup> Table Favors <sup>159</sup> Bottles <sup>159</sup> Sea Shells <sup>156</sup> Menus <sup>159</sup> Brochures <sup>159</sup> Wildflowers <sup>1531</sup> Rocks <sup>157</sup>	Fabric Map <sup>142</sup> Sombreros <sup>148</sup> Patches <sup>149</sup> Stuffed Animals <sup>147</sup>	Coats <sup>148</sup> Sweaters <sup>148</sup> Hats <sup>148</sup> Dresses <sup>148</sup> T-shirts <sup>148</sup> Sweatshirts <sup>148</sup> Underwear <sup>148</sup> Shoes <sup>148</sup> Sandals <sup>148</sup> Purse <sup>148</sup> Ties <sup>148</sup> Sports Team <sup>204</sup> School Clothes <sup>148</sup>	Travel Bag <sup>148</sup> Plastic Raincoat <sup>148</sup> Fabrics <sup>1530</sup> Hand Towels <sup>1533</sup> Place Mats <sup>150</sup> Rugs <sup>221</sup> Blankets <sup>221</sup> Hammock <sup>221</sup>	

ie numbers on the coding guide (Appendix VI)



categories (see Table 7): (1) textiles that were mass-produced (TM); (2) textiles that were handmade (TH); (3) non-textiles that were mass-produced or naturally occurring (NM); and (4) non-textiles that were handmade (NH) (see Appendices VI and X). Mass-produced textiles (TM) included clothing items such as t-shirts, caps, neckties, bags, purses, shoes, and jackets; linens such as tablecloths, napkins, placemats, and blankets; fabric by the yard; rugs; and stuffed toys. Handmade textiles (TH) included embroidered wall hangings and tablecloths; hand-woven fabrics, clothes, blankets, and rugs; hand-knitted items such as sweaters, hats, scarves, and afghans; and quilts. Nontextile items that were mass-produced or natural (NM) included printed items such as books, postcards, and photos; foods and beverages; toys and sports equipment; jewelry and watches; decorative items such as plates, spoons, china, glassware, and bells; music tapes, records, and instruments; Christmas ornaments; antiques; and natural items such as rocks, shells, and sand. Nontextiles that were hand crafted (NH) included pottery, original pictures, wood items, stained glass, wood carvings, metal sculptures, baskets, and hand-painted items.

Nontextiles Nontextiles encompass far more categories than textiles. Nontextiles (see Table 7) included: (1) items purchased for display (aesthetics) or for collections; (2) functional things, such as housewares, that would have been purchased anyway or that were memorabilia for trips; (3) edibles; (4) toys and games that made a trip more enjoyable or were gifts for those at home; and (5) unpurchased souvenirs obtained as memorabilia (see Table 7). Littrell et al. (1992)

found that versatility in use was the most common reason for purchasing regional crafts by 53 women. Versatility also was important for the informants in this study, who purchased a wide variety of products with many uses.

Textiles Overall, 28 percent of the reported souvenir purchases by the informants were textiles. Overall, fewer purchases of textiles (518) were recorded than for nontextiles (1311) (compare Figures 5, 6, 7). Textiles purchased as souvenirs comprised only a few categories (see Table 7) that included: (1) apparel, particularly t-shirts; (2) items for display; and (3) other functional objects.

T-shirts dominated all categories of textile purchases. Informants of all ages purchased t-shirts, and most wore them: "We always get t-shirts for the kids, and usually my husband and I buy one if we really like it." Informants also gave t-shirts as gifts: "...we brought back some t-shirts for our nieces and nephews with Russian lettering on them."

Women discussed design features they preferred such as "...it does have to say the event or where we were..." and "...a t-shirt with the Aborigine art on it." They also indicated the t-shirt displays in shops, and t-shirt qualities and prices they looked for:

EA,25 I like little shops that have the t-shirts all displayed. Real neat-looking shops. Sometimes you go into some of the stores, and they have 1000 t-shirts, and they're all the same, and they look like they just did them in about 15 minutes. I look for real good, quality t-shirts because I want them to last. I don't want to get home and somebody washes them three or four times and they're gone. But I don't want to spend \$30 on a t-shirt either.

EA,40 Souvenirs that I have purchased [are] functional or semi-functional, like a t-shirt, and that somehow identifies you with being in a place at some point.

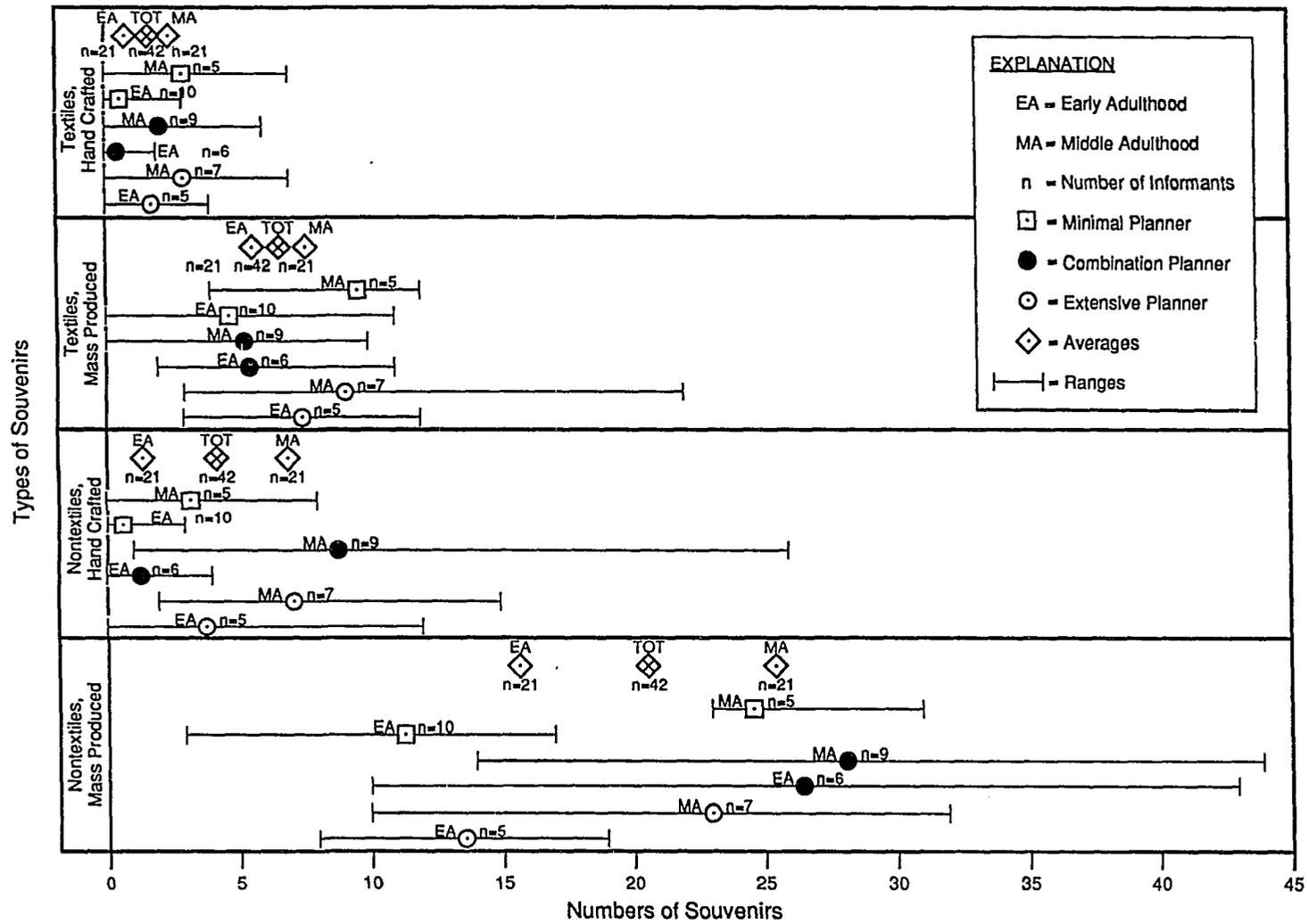


Figure 5. Types and numbers of personal souvenirs purchased by informants

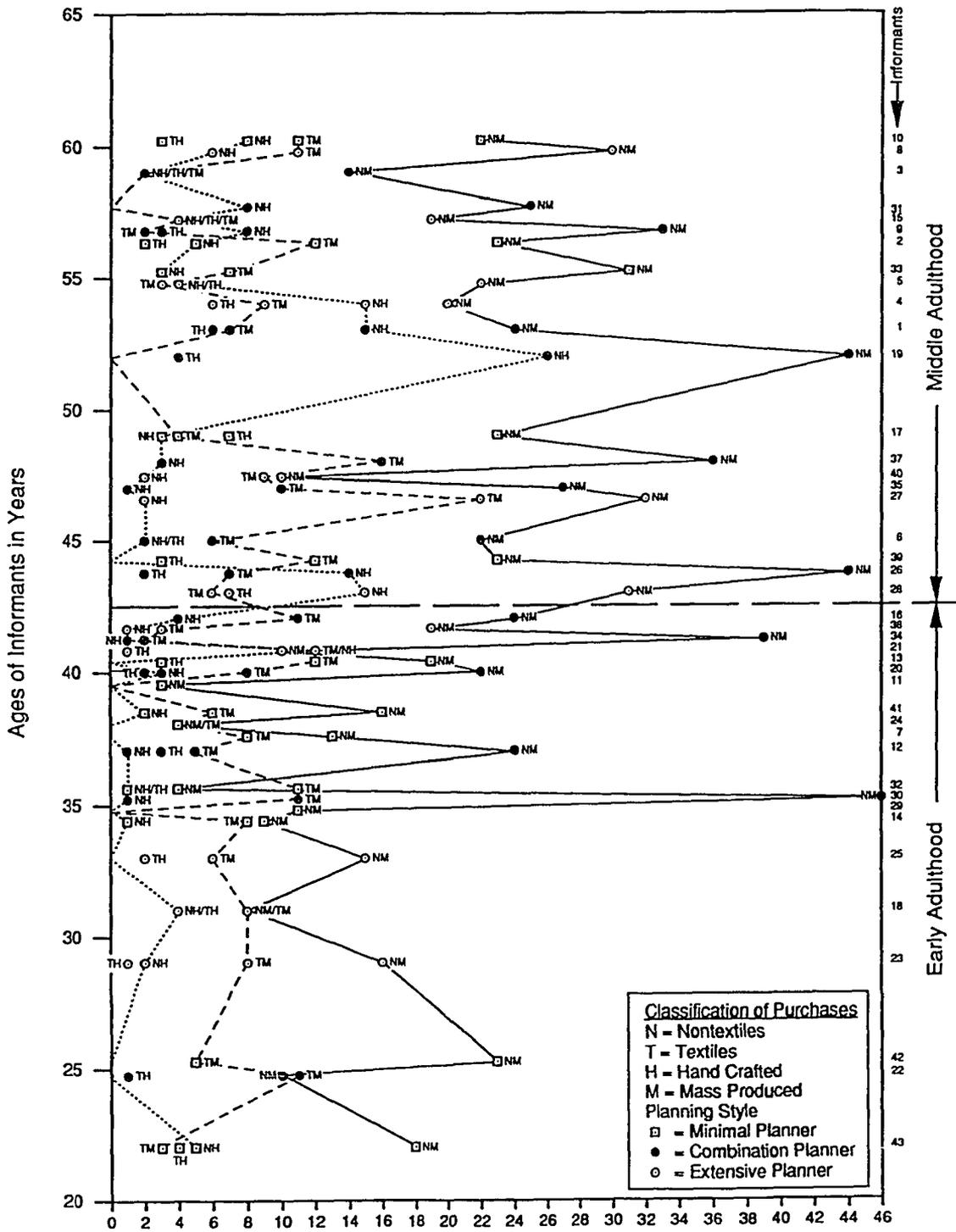


Figure 6. Numbers of personal souvenirs purchased in each major category as noted by informants

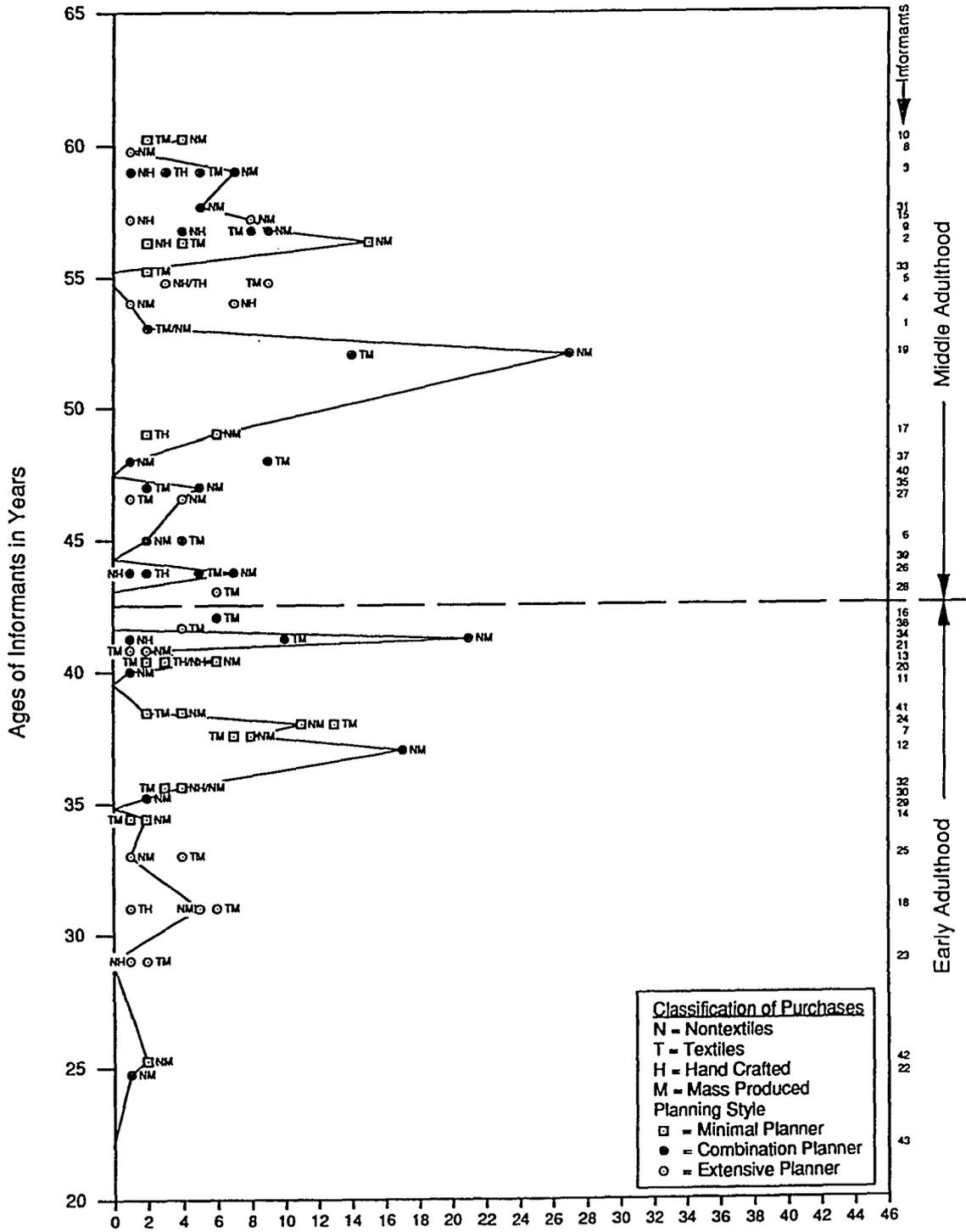


Figure 7. Numbers of gifts purchased in each major category as noted by informants

MA,57 Now, I think t-shirt buying has become a real flair.... My son has a collection of t-shirts that's overwhelming. That's an inexpensive gift, but it's still worthwhile because you wear it. There's some value in that item.

MA,59 T-shirts are shirts that we give to our sons or grandchildren that kind of appeal to us or maybe represent where we have been. Crafts sometimes just because we admire the work in them. Hand embroidered things.

Women also purchased apparel other than t-shirts as souvenirs, such as hand-knitted sweaters: "...we've always purchased Amana sweaters over the years, and I bought one for our granddaughter." Decorated sweatshirts also were popular purchases, in part because they drew attention to the informants as a conversation piece. Some women purchased fabrics. Outlet stores were often cited as places to shop for mass-produced apparel:

EA,29 We went to several outlet shops that were in Washington and picked up a lot of material to make things with. I was needing some bows and different things for blouses for work, and we were able to find some things there. My mom found some beautifully hand-painted sweatshirts out there. She went into one of the outlet stores and picked up quite a few of the Christmas-type sweatshirts and different things like that.

EA,29 ...a lot of times when I go somewhere, I like to get a sweatshirt. I like the really nice heavy sweatshirts. I'm really particular on the weight of a sweatshirt. I don't like a cheap sweatshirt. Generally I like a sweatshirt that either has unique colors in it, or I kind of like the more modern graphic designs on the sweatshirts. Just because they tend to fit in well with a lot of my shorts and casual clothes. I think those are probably the things I like most about them. Of course having sayings on there where you bought it. Like Victoria Canada. I guess I like the big designs. When I was in Canada, I wanted just a plain red sweatshirt with a big white maple leaf on it. I couldn't find one. When I was in Colorado, I got a real graphic design sweatshirt that just said "Club Colorado" on it. The one I have from Okoboji is real abstract sailboats. I also like to buy--when I was in Arizona, I bought just an Arizona State sweatshirt. I like college

sweatshirts. I tend to go more for the graphic designs than I do for the scene or something like that.

EA,35 I looked at [I. Magnin] purses, and there was this really neat woven leather purse....It was \$600....I remember that, and two years later perhaps I was walking in a mall with my mother out there, and there was a real small, leather-woven, the same kind of weave as that on from I. Magnin, on sale for \$45. So I bought it; and I still carry it....I usually try to stock my wardrobe when I'm outside of Ames. When I was in Las Vegas, I bought some black loafers that are pretty unique....Apparel.... Hats for my husband. He's got a collection of hats, so I try to get him a couple of those.

EA,41 They have lots of outlet stores in [city], so we went to an outlet store. Each of us got an outfit that was sort of not necessarily cheap, but reasonably priced. That was our souvenir. That wasn't the typical souvenir; it didn't say [city] on it. But we knew. And that's the kind of stuff we like. Practical things.

MA,47 That purse I carry every day. We got t-shirts, a swimsuit cover-up, things that we really use. I'm always looking at their dish towels or things....Purses, coats. I bought a leather coat in [state] once as a souvenir. I've bought other purses in other places as souvenirs. Wearing apparel other than t-shirts that might be indicative of an area or that might represent an area. I got one of those plaid skirts from [country]. Once I was in [city], and I bought a dress... Things like that that would remind you of an area. It's fun to have a souvenir that you can wear, and then just you know that it's a souvenir but nobody else does.

MA,55 Another article of clothing that I have from [country], for example, is a pair of lambachas which are a big, baggy, loose kind of pants that the gauchos wear....that is my costume for going out to birthday parties or occasions where you never know what to wear anyway....I wear it because I enjoy wearing it, because it's comfortable, because it's kind of a classy kind of outfit, and I don't have to go buy something new just to wear here or there.

MA,60 Then I bought myself a sweatshirt because I was cold.... actually I bought two sweaters. One is for me and one is for my sister....I had definitely planned on buying wool in New Zealand. I did buy myself a sweater coat and a vest and a couple of sheepskins.

Some informants purchased textiles for display only, whereas other informants purchased the same or similar items for use. For example, some informants bought rugs and displayed them on walls, whereas other used their rugs on floors. Slaybaugh et al. (1990) identified four criteria for purchases of Hmong crafts that might be generalized for use with items purchased for display and use:

(1) fine workmanship:

MA,49 I bought three or four of those beautiful Irish sweaters--those gorgeous knitted sweaters....I bought those sweaters for the girls. I bought some interesting shirts with some unusual detailing for my sons.

(2) support of emic craftspersons:

MA,52 Then we got the...print. It's a Finnish designer who does these bright, fabric graphics and has a shop in downtown Helsinki and has shops here in the U.S.

MA,55 We have quite a lot of art work at home in the way of paintings and sculptures and weaving that shows some aspect of art. And to me that's a good example of cultural contributions of the country that we visit.

(3) color emphasis:

EA,29 I like to buy blankets or like the hand-woven throws or something along those lines....If it's unique or if the colors match what you've got.

EA,41 We did buy a real pretty [country] lace tablecloth in [country], which was all hand embroidered and colored.

(4) function emphasis:

MA,43 There's just large, large department stores with all these fabrics--beautiful fabrics from crocheted pieces to the linens to the perma-press, easy-care fabrics. I [spent] so much time trying to decide which of those I was going to purchase for both our parents, then we also had a family member that was getting married....when we were in Ireland, I brought back a lot of Irish linen. I do like fabrics...and I purchase them....I spent all my money on tablecloths for all my families.

Iowa souvenirs Souvenirs such as food, clothing, and products that specifically represent Iowa commonly were purchased by the informants. Some informants (EA=3,MA=5) compared shopping for souvenirs in other states or countries to shopping for souvenirs in Iowa. Their typical response was: "In general, I think I probably look for the same things in both Iowa as well as out...." Fully half of the informants (EA=10,MA=12) indicated significant pride in local products, for example, "In Iowa I look for something that represents Iowa.":

EA,31 Some food items and things like that...are very distinctly Amana and Iowa. That's part of my buying. I certainly have things in my home. Part of it, like the one pot up there, I wanted to make sure that I had some things from...local artists.

EA,37 In Iowa, I'd probably be looking for something that's unique to that particular (place). If I go to the Amanas, then I'm more interested in having a woolen blanket or a piece of fabric to make something...Going to Dubuque and buying the candy because I know it's made by the monks.... Like if I saw something that says 'P. Buckley Moss', which I know the paintings and I know that she does them of Iowa.

MA,44 The fact that they're made in Iowa. Local craftsmen....And they would have to be quality because I think that's one thing that we stress in Iowa.

MA,52 [We buy] Iowa books, Iowa calendars....We may get pencils with the Heart of Iowa or pins that say Iowa or the Hawkeyes or the Cyclones. Or an ear of corn. We took some sweatshirts with Iowa State or Iowa on them.

Only seven informants (EA=4,MA=3) did not recall purchasing souvenirs of Iowa for themselves or as gifts, "...because we live here, it wouldn't be unique." Iowa is known for its agricultural products. Steaks, chops, pop corn, cheese, apples, candies, jams, and jellies were typical Iowa products selected as souvenirs and gifts. Clothing and memorabilia from the state universities as well as Iowa-produced crafts

were also popular as souvenirs. Of the 35 (EA=17,MA=18) women in this study who did purchase Iowa souvenirs, 18 (EA=8,MA=10) frequently gave Iowa products as gifts to relatives, friends, and dignitaries when traveling and when hosting:

MA,55 A lot of what we purchase is because it's representative of Iowa and we're giving it away, and I'm not sure that there's anything about it that would cause me to buy it somewhere else....

MA,57 You go to New York, you expect to find something frivolous and a little wild. But in Iowa, you expect us to be homespun, apple pie, jelly and syrup and all of that. In Iowa, I would send a corn doll or a corn pen or something that is really Iowa. I often send pork chops to my cousin in New York for Christmas. So I think those are special things from Iowa.

MA,57 We have a lot of people from other countries who visit our home. And I think it's especially nice to have something made in Iowa to give to them. And since we are involved in agriculture, I guess I tend to think of that as a possibility of a gift. Frequently the people who visit us are also interested in agriculture; that's one of our common bonds. So I think they, too, would enjoy that aspect of a gift from Iowa....Things that have corn on them. Things that have something about cattle or hogs....Paper products. Even napkins with things like that on them....Or Christmas-tree ornaments that have something about Iowa.... something made in Iowa or something typical of Iowa or from Iowa State [University] is an important kind of gift for me to select and take to those individuals that I work with.

MA,59 We sent steaks to my sister and brother-in-law. That was very much appreciated. And bakery goods from Pella. I bought a glass hanging with etched design of the map of Iowa with the rose and the bird. We usually take some caps, too, like ball caps. We had one with the shape of Iowa--the outline map of Iowa--on it.... that had Iowa on them, i.e. mugs, or these little ceramic shape of Iowa--someone in Iowa loves you with the state flower and you set it on one of those little holders. I also bought a lot of Iowa products at a store in Valley Junction. We also took a lot of those things to [country] with us. Not major things, but little things either from the university or from Iowa....We had our 25th anniversary meeting here, and I bought a lot of things to give to the governor's wife, who came from [country].

MA,60 In Amana, they make beautiful woolen items and wooden things. There's a lot of talent in Iowa. A lot of people do a lot

of wonderful things here. It's not just raising corn. I guess that's why I feel they're unique gifts.

Numerous clothing items that were noted as souvenirs had logos of special events and places in Iowa. Informants who participated in Ragbrai usually bought t-shirts: "The Ragbrai shirts that I have liked the very best, on the back will show the state of Iowa and the towns where they spent the night." Okoboji t-shirts, sweatshirts, and hats, were popular tourist souvenirs. Other informants were "...avid Iowa fans (who) like Iowa State when they're not playing Iowa," and didn't "...want lots of things that say Iowa on them, other than the sportswear that you might wear at a Hawkeye football or basketball game." Other t-shirts that represented Iowa were purchased by informants and given as gifts:

EA,31 There's the little t-shirt, "Somebody in Iowa loves you." My parents and I have sent those to her children. Last year for Christmas we gave them four Iowa State sweatshirts for the four of them.

Two informants shared insights and suggestions for producing unique Iowa souvenirs:

MA,44 It might be nice to have an Iowa trademark. I don't know if the Iowa industry does have a trademark. We have a 4-H one; but I don't think there's an Iowa trademark....We picked up some Amana apple butter in a crock and the crock said Amana on it. You could pick that up anywhere that said that region. But I think people think of home cooking. Apple butter is home to me and that kind of thing. So, 'homey.' Quality....A unique idea. However, if you're looking for something that reflects Iowa, it may not be unique....I like the idea of the baskets with Iowa produce in them. Those always make nice gifts, and those would be things that we typically might give for gifts. If I were not an Iowa person and I were traveling through Iowa, what I would pick up would be some walnuts and some of the craft items made out of walnut. I haven't seen many local wood carvers, though. That might be something they could promote out of Iowa. Some of the wild flowers and wildlife, whether it be reflected a lot in art work that comes from the beauty that's here. We may not see it because we live here, but that reflects that hominess.

MA,<sup>45</sup> If I could find souvenirs that incorporated or had the attributes of showing people outside the state that this is an Iowa product, I would buy those....That could be a food product, particularly if it shipped easily....We have sent meat products-- the Iowa chops. We subscribed to the Iowan, and in October or November they often have an insert on Iowa manufacturers that you can use for shipping things. Maytag, cheese, or something like that. Something that is identified....Or something from the Amana Colonies. Identified by location.

Numbers of purchases in each category related to age groups and planning styles Older tourists bought more souvenirs than younger tourists did. Numbers of purchases in each category (see Figures 5, 6, 7) represent minimums rather than precise frequencies. Singular items were counted as one; plural, as two; "lots" as three; and "sinful amounts" or "lots and lots," as five. During analysis of the data of this study, the need for more rigorous quantitative data in future studies became apparent.

More purchases were reported by each informant (see Figures 5, 6, 7) for personal souvenirs than for gifts in each major category (TH, TM, NH, NM). Possibly this difference results from clearer recollection of purchases seen regularly than of those purchases given to others. This situation is well illustrated by one informant who said she bought mostly presents for others, yet her recollection of purchases showed a clear dominance of personal souvenirs over gifts.

For most informants, purchases of mass-produced nontextiles as personal souvenirs outnumbered purchases in other categories of personal souvenirs recollected (see Figure 6). Although these data are not rigorously quantitative, they do suggest a distinct pattern in that 39 of the 42 informants reportedly purchased more souvenirs classified as

nontextiles that are mass produced (NM) than souvenirs in any other category, and this pattern is consistent for both age groups. Purchases of mass-produced nontextiles for gifts generally also exceeded purchases of other categories for gifts, but the dominance is not as marked, with exceptions for 12 informants.

Total purchases by informants appear to increase with age. Total mass-produced nontextile purchases of personal souvenirs by all but two informants younger than age 40 are less than the total mass-produced nontextiles purchased by all but two informants older than age 40. A similar but less marked pattern of more purchases in later years is apparent for hand-crafted nontextiles (NH), in this case with a distinct increase after age 42.

Differences in numbers of purchases of mass-produced textiles (TM) by each age group were slight. Twenty MA informants reported 207 purchases of mass-produced apparel compared to 184 purchases by 19 EA informants. MA informants reported 29 purchases of mass-produced household textiles, whereas EA informants reported only 17.

Purchases of hand-crafted textiles (TH) for personal souvenirs were so low overall that no pattern based on age is apparent. Four MA informants reported 12 purchases of hand-crafted apparel compared to 6 purchases by 3 EA informants. MA informants reported 50 purchases of hand-crafted household textiles, whereas EA informants reported only 20.

The number of total purchases appears to increase rather abruptly after age 40, so that gradual accumulation through the preceding three years, covered by this survey, cannot account for this observation.

Possible explanations include: (1) more available annual family income (12 MA = \$75,000; 5 MA = \$50,000; whereas 6 EA = \$75,000; 2 EA = \$50,000); (2) evolution in buying habits in MA (despite more years to accumulate possessions, purchases for self, including collections, are higher in MA); this could reflect a shift from purchases of homes and cars and expenses of children, to more emphasis on personal satisfaction as proposed by Wells and Gubar (1966); or (3) different lifelong buying patterns, with emphasis on material possessions by those MA who grew up during the Great Depression, World War II, and the possessions-oriented 1950's, compared to members of the age of Aquarius (EA) who may have less affection for personal possessions (cf. Davis, 1945).

Although this discussion uses age 42 to separate EA from MA, age 40 provides as good a separation of the buying patterns in most cases, and a better subdivision in some cases, such as the abrupt increase in purchases of mass-produced and hand-crafted nontextiles. Only after assessment of the causes of the different buying patterns will it become clear if the age of separation will remain in the early 40s or increase or decrease in the future.

This study spotlights types of purchases and planning styles that appear to be significantly different for EA and MA, and thus defines areas for future concentration for quantitative data: (1) Purchases of hand-crafted nontextiles appear to be significantly more common for MA than for EA, overall and in each of the three planning subgroups (see Figure 5, Table 8). (2) Purchases of mass-produced nontextiles show a moderate increase for MA compared to EA, but this is true in detail

Table 8. Types and numbers of personal souvenirs purchased by informants, with ranges and averages, classified by planning style

		EARLY ADULTHOOD				MIDDLE ADULTHOOD				(AVG.)	
		Minimal Planners n=10	Combination Planners n=6	Extensive Planners n=5	Total (Avg) n=21	Minimal Planners n=5	Combination Planners n=9	Extensive Planners n=7	Total (Avg) n=21	Grand Total n=42	
TYPES OF PERSONAL SOUVENIRS PURCHASED BY INFORMANTS	N O N T E X T I L E S	MASS PRODUCED	3-17 (11.3)	10-43 (26.3)	8-19 (13.6)	3-43 (15.7)	23-31 (24.6)	14-44 (28.1)	10-32 (23.0)	10-44 (25.5)	(20.6)
		HAND CRAFTED	0-3 (0.6)	0-4 (1.3)	0-12 (3.8)	0-12 (1.4)	0-8 (3.2)	1-26 (8.8)	2-15 (7.1)	0-26 (6.9)	(4.2)
		AVERAGE	(6.0)	(13.8)	(8.7)	(8.6)	(13.4)	(18.4)	(15.0)	(16.2)	(12.4)
	T E X T I L E S	MASS PRODUCED	0-11 (4.7)	2-11 (5.5)	3-12 (7.4)	0-12 (5.6)	4-12 (9.6)	0-10 (5.3)	3-22 (9.1)	0-22 (7.6)	(6.6)
		HAND CRAFTED	0-3 (0.6)	0-2 (0.5)	0-4 (1.8)	0-4 (0.9)	0-7 (3.0)	0-6 (2.1)	0-7 (3.0)	0-7 (2.5)	(1.7)
		AVERAGE	(2.6)	(3.0)	(4.6)	(3.3)	(6.3)	(3.7)	(6.0)	(5.0)	(4.2)

Note: Numbers of souvenirs reflect purchases recalled by informants. The time period was mainly for the three years 1988-1990. Accuracy varies with each informant's ability to recall such purchases. Thus, some error is inherent, but the aggregate results are still useful for comparisons among the four categories of souvenirs and with other variables in this study.

only for the minimal planner (MP) and extensive planner (EP) subgroups, whereas no significant difference is noted for purchases of the combination planner (CP) subgroup. (3) Purchases of hand-crafted textiles appear to be more common for MA than for EA overall, but this is true in detail only for the minimal-planner and combination-planner subgroups, and the low numbers of purchases recorded make the conclusion tentative. (4) Purchases of mass-produced textiles show no major differences overall or in two of the three subgroups, but may be greater for minimal planners in MA.

The number of nontextile crafts purchased, both hand-crafted and mass-produced, was associated with planning styles. Minimal planners in MA purchase fewer hand-crafted nontextile souvenirs than extensive planners or combination planners in MA. Extensive planners in EA purchase more hand-crafted nontextile souvenirs than minimum planners or combination planners in EA and slightly more than minimal planners in MA. Combination planners in EA purchase more mass-produced nontextiles than minimal planners or extensive planners in EA, and close to the average for MA.

Summary The purchase, use, and enjoyment of souvenirs by women travelers in this study support findings of previous studies. The informants engaged in self-definition when they purchased hand-crafted souvenirs, antiques, and items that represented places they had visited or events in which they had participated (cf. Belk, 1988; Csikszentmihalyi & Rochberg-Halton, 1981; Furby, 1978; Wallendorf &

Arnould, 1988). They purchased food, apparel, and other products that represented Iowa.

Mass-produced and hand-crafted nontextiles and textiles were purchased as souvenirs by informants. Nontextiles included display items and collections, functional things, edibles, toys and games, and unpurchased souvenirs such as matchbooks or sea shells. Textiles included apparel, particularly t-shirts, display items, and other functional objects such as rugs or table linens.

Overall, more personal souvenirs than gifts were purchased by the informants. More mass-produced nontextiles were reportedly purchased by thirty-nine of the 42 informants for themselves and for gifts than souvenirs in any other category. Extensive planners in both age groups purchased more hand-crafted nontextile souvenirs than minimal planners. Combination planners in EA purchased more mass-produced nontextiles than minimal or extensive planners and close to the average for MA.

Total souvenir purchases by informants appeared to increase with age. The MA informants expected to purchase souvenirs as a part of their travel. More informants in MA than in EA bought both hand-crafted and mass-produced nontextiles as well as hand-crafted textiles (see Table 8). More extensive planners than minimal planners in MA purchased hand-crafted nontextiles. They bought more gifts than the EA women, and fewer of them reported no gift purchases whatsoever (EA=4,MA=2). One possible explanation for this is that the social focus during the formative years of the MA informants was on maintaining relationships involving attachment, whereas the focus for the EA informants has been on

relationships that allow for more separateness and individuality (Levinson, 1978, 1986).

Souvenir purchases reflected informants' atmosphere and levels of living and consumption, as predicted by Davis (1945). Informants in MA were highly selective in their souvenir purchases, and chose high-quality and sometimes expensive souvenirs of lasting value, to be used for display, investments, or heirlooms. In contrast, not all EA informants had developed their tastes as fully.

#### Dollars spent on souvenirs

Informants estimated amounts they spent on individual souvenirs for themselves; gifts for spouses, adult relatives and friends; and children (see Table 9). Points were plotted at the upper limit of each range of amounts spent (see Figure 8). The scale for the average amount spent on individual items in Figure 8A differs from the scales for Figure 8B,C,D. Based on the interviews and observations of the personal souvenirs in the home, "no limit" and "lots" were interpreted as \$2,000 or more and as \$500, respectively. With four exceptions (EA=3,MA=1), the amounts spent for individual gifts did not exceed \$50 for any of the recipients. Amounts spent for gifts by women in the EA and MA stages are similar.

The average amounts spent for individual gifts for a relative (child) and for an adult friend have a modal value of \$11-20 (see Figure 8B,D). In the case of gifts for a spouse or adult relative, the mode for EA is also between \$11 and \$20, whereas the mode for MA increases to \$21 to \$30. Four MA informants spent more than the mode (\$41 to \$50) on individual gifts. One informant in MA responded "lots."

Table 9. Average amounts spent by informants on personal souvenirs and gifts

Dollar or Price Range	Early Adulthood n=21 Frequency	Middle Adulthood n=21 Frequency	Total Sample n=42 Frequency
•Souvenir or remembrance of the trip for yourself	Mean=\$142 Range=\$1-2000	Mean=\$225 Range=\$10-2000	Mean=\$184 Range=\$1-2000
0	1	0	1
1-20	6	4	10
21-40	5	1	6
41-60	5	6	11
61-80	0	1	1
81-100	2	3	5
500	0	3	3
2000	1	1	2
did not divulge	1	2	3
		"1=Lots" 1="No Limit"	
•Gift for a child relative	Mean=\$21 Range=\$3-100	Mean=\$20 Range=\$10-50	Mean=\$20 Range=\$3-100
\$ 1-10	6	5	11
11-20	8	8	16
21-30	5	5	10
31-40	0	0	0
50	0	1	1
100	1	0	1
did not divulge	1	2	3
•Gift for spouse or an adult relative	Mean=\$27 Range=\$10-100	Mean=\$28 Range=\$15-50	Mean=\$28 Range=\$10-100
\$ 1-10	1	0	1
11-20	9	6	15
21-30	7	8	15
31-40	1	0	1
41-50	1	4	5
100	1	0	1
"Lots"	0	1	1
did not divulge	1	2	3
•Gift for an adult friend	Mean=\$24 Range=\$10-100	Mean=\$20 Range=\$10-30	Mean=\$22 Range=\$10-100
\$ 1-10	4	5	9
11-20	8	8	16
21-30	5	7	12
31-40	0	0	0
50	1	0	1
100	1	0	1
did not divulge	2	1	3

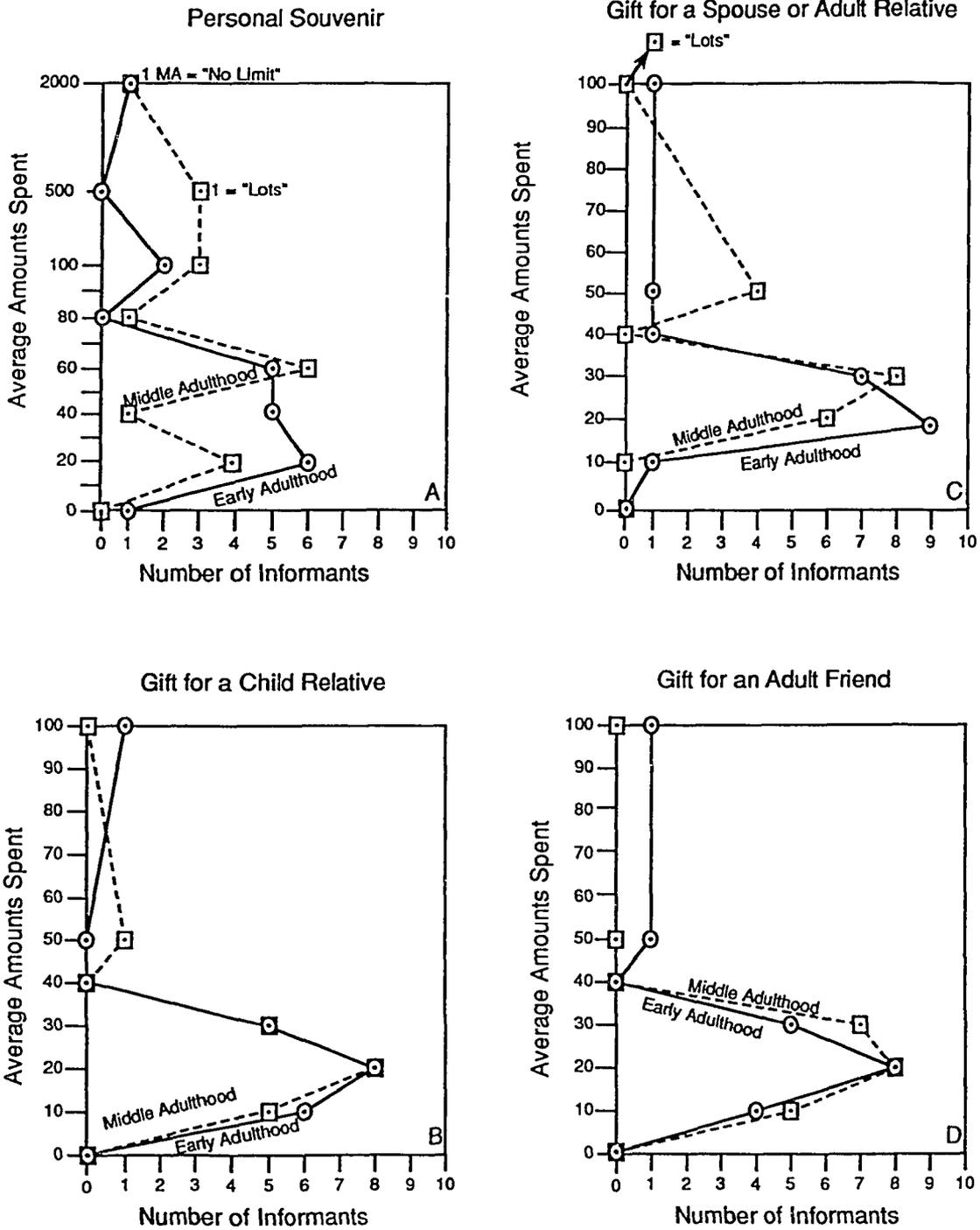


Figure 8. Average amounts (U. S. dollars) spent on personal souvenirs and gifts by informants in early and middle adulthood

Extensive travel planners in both EA and MA spent a higher (average) amount on personal souvenirs than minimal planners in EA and MA (see Table 10). In all three categories of gift purchases, combination planners in EA averaged higher expenditures than both minimal and extensive planners in EA. In contrast, minimal planners in MA averaged the highest expenditures for all three categories of gift purchases.

In summary, the informants in both EA and MA spent the most money for personal souvenirs, an intermediate amount for spouses, and the least for gifts for children and adult friends. This suggests that women may treat themselves extravagantly on trips. Half of the informants spent more than \$40 for personal souvenirs, which was at least twice the mode they spent for gifts. Whereas only four informants (EA=3,MA=1) spent \$100 or more for gifts, nine (EA=2,MA=7) informants spent that amount for personal souvenirs. Five spent from \$500 to \$2,000 (or more) on personal souvenirs.

Product choice was affected by the informants' knowledge and economic circumstances in terms of spendable income and attitudes toward spending (cf. Kotler, 1988). Souvenirs, such as apparel and pottery, reflected informants' levels of living and of consumption (cf. Davis, 1945).

#### Changes in souvenirs purchased

There were two areas in which the informants described changes in the ways that they purchased or evaluated souvenirs: (1) purchase behavior; and (2) perceptions of souvenirs previously purchased.

Table 10. Amounts (U.S. dollars) spent on souvenirs by minimal, combination, and extensive trip planners for self, gifts for children, gifts for spouses or adult relatives, and gifts for adult friends

	EARLY ADULthood				MIDDLE ADULthood				(AVERAGE) GRAND TOTAL			
	MINIMAL PLANNERS	COMBIN-ATION PLANNERS	EXTENSIVE PLANNERS	TOTAL (AVG)	MINIMAL PLANNERS	COMBIN-ATION PLANNERS	EXTENSIVE PLANNERS	TOTAL (AVG)	<u>MINIMAL</u>	<u>COMBINATION</u>	<u>EXTENSIVE</u>	<u>ALL</u>
FOR SELF	10-50 (28.5) n=8	10-2000 (370.8) n=6	20-100 (50.0) n=5	10-2000 (142.3) n=19	30-100 (60.0) n=5	10-500 (118.6) n=7	20-500 (128.0) n=5	10-500 (104.1) n=17	10-100 (40.6) 13	10-2000 (235.0) 13	20-500 (87.0) 10	10-2000 (124.3) 36
GIFTS FOR CHILDREN	3-25 (15.9) n=9	10-100 (30.8) n=6	10-25 (18.0) n=5	3-100 (20.9) n=20	15-50 (26.0) n=5	10-30 (17.5) n=8	10-25 (18.3) n=6	10-50 (20.0) n=19	3-50 (19.5) 14	10-100 (23.2) 14	10-25 (18.2) 11	3-100 (20.5) 39
GIFTS FOR SPOUSE OR ADULT RELATIVE	15-30 (22.5) n=10	15-100 (37.5) n=6	10-40 (23.8) n=4	10-100 (27.3) n=20	15-50 (38.0) n=5	20-25 (22.9) n=7	15-45 (26.7) n=6	15-50 (28.3) n=18	15-50 (27.7) 15	15-100 (29.6) 13	10-45 (25.5) 10	10-100 (27.8) 38
GIFTS FOR ADULT FRIEND	10-25 (17.8) n=9	10-100 (31.7) n=6	10-50 (26.3) n=4	10-100 (23.9) n=19	10-30 (20.0) n=5	10-30 (19.4) n=9	10-30 (18.3) n=6	10-30 (19.3) n=20	10-30 (18.6) 14	10-100 (24.3) 15	10-50 (21.5) 10	10-100 (21.5) 39

Note: Categories with no purchases indicated by informants were omitted. Averages are shown in parentheses, beneath the ranges.

Changes in purchase behavior Souvenir-purchase behavior of many of the informants changed throughout their travel careers. Most women reported that they purchased more souvenirs during their recent trips compared to fewer purchases during trips taken five and ten years ago. These women gave several reasons why they increased the number of souvenir purchases through the years:

EA,22 I guess I've traveled more outside Iowa in the past five years, so I have more souvenirs....[You] buy when you're on...an exciting, fun-filled trip.

EA,25 Now I'm spending my money, where ten years ago I was spending my parents' money....it has changed. Now I can buy what I want without feeling bad about asking them for money.

EA,31 I have never purchased as much as I purchased in [state]. [state] was obviously a highlight...establishing a home...has brought some different priorities for wanting things to grace the home and to serve as memories when I return. And...having a little bit more space for some of the things you bring back.

EA,41 Five years ago....I felt that every time we went away, I needed to bring something home for the kids. I have since changed that philosophy.

In contrast, two informants (EA=2,MA=0) reported that they bought fewer souvenirs now than in the past. "I'm not buying as many souvenirs. Or perhaps they're smaller--smaller items or smaller in cost." This informant was employed in the past, but quit her job and returned to graduate school. Because her income had decreased considerably she not only bought fewer souvenirs but also made fewer trips now than five or ten years ago. The second informant said, "I think probably the first few trips I took, I bought more things. That was because I was traveling with someone and everybody expected you to bring all this stuff back."

Most informants made changes through the years in the types and "quality" of souvenirs that they purchased. The items added to collections, such as angels, snowmen, and hatpins, became more unusual. One informant said, "...I think quality-wise, [my taste] has refined considerably. I think that's just an aging process. As you see more, you discern more." Other informants realized that "You get into this whole feeling while you're there. Then you get things home, and you think, 'Why did I buy this?'" One informant said, "Sometimes I buy pens when I'm somewhere, and I wonder why I did that because I never use them." This evaluation process led to the idea of "becoming a little more selective:"

EA,40 I'm getting better at it. I have a couple boxes of pending gifts....I think that I am now buying things that are a little bit more flexible in terms of who I can give them too.

EA,41 It has changed somewhat over the years. I don't buy quite as much of the little stuff. I always tell myself if I'm going to buy something that's really nice that I want to keep....after several years of just kind of bringing home all this stuff and then wondering why you have it, you try to limit yourself and just bring home more quality things that you really want to keep....more quality than just trinkety stuff.

#### Changes in perceptions of souvenirs previously purchased

Several informants felt that specific souvenirs had gained in sentimental value and had become more important. Through the years some souvenirs became traditions. Other souvenirs gained in monetary value, and, as collections grew in size, they became more important. These changes correspond with the observations of Csikszentmihalyi and Rochberg-Halton (1981), Stewart (1984), McCracken (1986), and Belk (1988), who outlined several reasons for establishment of collections, such as control of a

part of one's life, definition of self, and integration with and differentiation from others. These changes are exemplified by the following quotes:

EA,29 I've gotten a collection built up of probably 130-140 different spoons from all over the United States, and basically all over the world. It certainly gains in sentimental value.

EA,35 ...over the years as I've enjoyed the prints and their significance to me, I've planned some of my color schemes around the colors in the prints.... Instead of picking out colors for my bathroom, I've got this print of these flowers in the window. Now I'm going to do the bathroom according to the print. They've increased in significance, and I really enjoy them. I look at them all the time.

MA,49 This is one of my favorite pieces....This is some [raw] amber jewelry that I got in [country] on our first trip....This is worth a lot of money today. I haven't seen anything like this. I'm real pleased and proud of this purchase because it certainly has grown in value over the years. I didn't spend a great deal for it at the time, and it would be worth a great deal now. Just earrings now cost more than this cost at the time. And you don't see pieces like this, so it's a scarce commodity....[It] was polished into little round beads. To me, the little round beads all finely carved and milled made it look like plastic to the uneducated eye. It was too perfect. I was attracted to this; it was the only one I saw like at the time because of its rough-cut nature. That it was natural and unpolished. I like the asymmetry involved.

MA,55 But when we've traveled internationally when the kids were little, I bought things that would go on a Christmas tree. And then I used them; I still get them out. They were certainly not Christmas ornaments, but they were things that would work on a Christmas tree....like a little swan with the back of it...that makes a little basket. And I think you put an egg in that. I think they are Malaysian, and they were used I think actually in weddings or something. But they're awfully cute, and they work on our Christmas tree.

On the other hand items decreased in importance for some women for several reasons, including:

EA,41 When we were in Paris...we bought these wonderful rice dishes....But now you can buy them in one of the oriental stores in Des Moines.

MA,47 ...when you...go out for dinner in the evening and everyone has a mu-mu on, so you buy a mu-mu and your husband buys a shirt to match....We no longer want those....When you go to [city] and you see all this leather stuff. We bought some luggage, and it wasn't worth the leather it's made of....We bought copper one place, and at the other house I did have lots of copper. I no longer have that here. Everything's brass now. Clothes that don't fit or are out of style.

Summary Informants changed the types and quality of souvenirs purchased. The women who purchased more souvenirs during their most recent trips did so because they traveled more outside Iowa, they spent their own money rather than their parents' money, they were purchasing for themselves now rather than for their children, or they were purchasing items for their homes. Some informants reported making fewer purchases due to decreased incomes and increased selectivity. Through the years some souvenirs gained in sentimental and monetary value or collections grew in size and variety, whereas other souvenirs decreased in importance. Textiles were cited by some informants as favorite souvenirs because they were beautiful, expensive, fit into their home decor, and were sources of compliments. These examples support the findings of Davis (1945) that standards and actual levels of living and consumption change as individuals and families define and redefine themselves in relation to age, family size, needs, values, income, attitudes, and economic and societal conditions.

## CHAPTER 5. PROFILES OF IOWA WOMEN AS TOURISTS

The previous chapter of results fulfilled the first two stages of classifying tourists in consumer research (van Raaij, 1986). Relevant travel behaviors were identified, described, and analyzed for similarities and differences. This chapter continues the analysis by "segmenting" tourists based on noticeable differences in their travel behavior, and then describing these "segments" (groups). Van Raaij (1986) argued that the most successful segmentation often is based on tourist behavior. With behavior described, marketing strategy can then be addressed to exploit existing behaviors or to change them in a desired direction. This final, validation stage of van Raaij (1986) was satisfied by the constant-comparative method of the grounded-theory approach (Strauss & Corbin, 1990) used in the present study (see Chapter 3). This classification scheme and the characterization of the groups fulfill the second and third objectives in Chapter 1.

## Classification of Tourists

The informants in this study were well educated and well traveled, and each one had a personal income that supported a variety of travel. In these ways, the informants were similar. However, the informants in this study were segmented into five behavioral groups. The criteria were differences in their: (1) travel-planning styles (see Appendix VIII); and (2) souvenir-purchasing styles (see Table 11, Appendix XI). Two levels of planning styles, minimal trip planning and extensive trip planning, and a combination of these two planning styles were used to segment the informants into three groups. Two levels of souvenir-purchasing planning

Table 11. Tourist groups

Tourist Groups:	Group I Low- Involvement Travelers	Group II Laid-Back Travelers	Group III Centrist Travelers	Group IV Goal- Attainment Travelers	Group V Eclectic Travelers
Number in each group	8	7	5	8	14
Life-span era					
EA (22-43)	7	3	3	3	5
MA (44-60)	1	4	2	5	9
Planning styles					
Minimum planning	8	7	0	0	0
Pre-planning	0	0	4	7	0
Site-planning	0	0	0	0	0
M/P	0	0	1	0	8
S/M	0	0	0	0	1
P/S	0	0	0	1	0
M/P/S	0	0	0	0	5
Purchasing styles					
Planned	0	4	0	1	7
Unplanned	8	0	5	0	0
Both	0	3	0	7	7
Numbers of souvenirs purchased for:					
Self					
Nontextiles	4-28	3-34	12-36	12-46	10-70
Textiles	4-15	0-15	3-11	7-22	0-16
Gifts					
Nontextiles	0-17	0-6	0-1	0-9	1-27
Textiles	0-13	0-2	0-4	0-9	0-14
Annual income					
<10,000	1	0	0	0	1
10,000-25,000	1	0	0	1	1
25,000-50,000	2	2	1	3	3
50,000-75,000	0	0	2	1	4
>75,000	4	5	2	3	5
States visited	9-40	20-49	20-45	12-50	10-46
Countries visited	0-6	0-10	1-10	3-19	0-32
Travel orientations					
Activity	0	2	0	0	0
Observation	1	1	0	1	2
People	0	0	0	1	0
A/O	3	1	4	0	2
A/P	1	0	0	0	0
O/P	2	1	0	3	5
A/O/P	1	2	1	3	5
Tourism styles					
Active-urban	1	1	0	1	0
People-ethnic	0	1	0	0	5
History-art-parks	0	2	1	0	2
A/E	1	0	0	0	1
E/H	2	2	3	5	4
A/E/H	4	1	1	2	2
Number of children					
0	2	0	2	2	4
1	1	0	0	1	1
2	1	2	2	2	3
3	1	1	0	0	0
4	2	0	0	0	0
[Adult]	1	4	1	3	6
Marital Status					
M	7	6	5	6	11
U	1	1	0	2	3
Occupation					
Business-related	1	4	2	2	5
Service-related	4	3	1	3	3
Education-related	3	0	2	3	6

styles, planned and unplanned, and a combination of these two styles were used with the trip-planning styles to further segment the informants into five groups. Discussion of the levels of planning styles is followed by the levels of souvenir-purchasing planning styles.

Minimal planners tended to be in EA and single or with young children. They travelled for work, made repeat trips to visit relatives, repeated trips to annual vacation spots, disliked planning, or took trips with others who did the planning. Minimal plans often were made for short trips involving few people. Minimal plans also created spontaneity, so that travel events evolved and provided surprises. Skeletal plans permitted time for adventure and exploration of unfamiliar territory. Repeat trips made plans routine and rote. Only minimal plans were required when trips were planned by others, such as spouses, parents, friends, or travel agents. Among the older informants (in MA), only half as many used the minimal-planning style, for the same reasons as above. Most who used minimal planning also made extensive travel plans for other trips, and so were combination planners (see Figure 2). Minimal planners in MA purchased few hand-crafted nontextiles, but were more likely to purchase textiles.

Extensive planners tended to be in their thirties or older, and either single or with children in middle school or beyond, who enjoyed planning, who made trips to new destinations, or who planned trips for others. Extensive plans often were made for long trips and for coordination of plans with several people. Detailed plans permitted travelers to see and do as much as possible on a trip, not only the usual

tourist attractions but also the local culture. Pre-trip planning was a source of entertainment that encouraged curiosity, anticipation, and excitement for the trip. Pre-trip planning reduced the stress of decisions during the trip, and made the trip more worthwhile and thrilling as the informants experienced what they had only seen in the media before. Extensive planners in EA purchased more hand-crafted nontextile souvenirs than other kinds of souvenirs, and extensive planners in EA and MA purchased more mass-produced nontextiles than minimal planners did.

Unplanned purchases were made more often by EA informants with incomes of \$50,000 or above, who, on average, were the least widely traveled. Informants who made unplanned purchases bought souvenirs on impulse. They made the fewest purchases for themselves, and seldom bought gifts. Souvenirs, when purchased, often were textiles. These informants typically used their travel for physical activities such as skiing and cycling, were observers of scenery and local culture, and liked to browse through souvenir shops without making many purchases (passive shoppers). Possibly, trips planned around activities left less time or opportunity for shopping. High incomes may have provided sufficient discretionary income for spending on a regular basis that satisfied needs for variety, uniqueness, and aesthetics, so that the purchase of souvenirs on trips was not as appealing or compelling.

Planned purchases for self and for others were made more often by MA informants who traveled widely. Iowa souvenirs often were planned purchases used as gifts for friends and relatives who lived elsewhere.

Some informants who planned their purchases had low average incomes, but purchased numerous souvenirs. Possibly they compensated for lower incomes by becoming expert bargain seekers and by saving to spend on souvenirs.

Each group had other distinguishing characteristics that were not anticipated prior to clustering of the informants into the five behavioral groups. The descriptions that follow highlight the characteristics that distinguish each group from other groups. Narrative examples illustrate the meaning of travel and souvenirs to members of each group. Each of the five groups is named and discussed separately in the following section.

#### Characteristics of Shoppers and Their Souvenir Purchases

##### Group I

Group I consists of eight women tourists who had low involvement in planning, and were casual in their approach to travel and to purchases. Accordingly, the group was labeled Low-involvement Travelers. All of these informants were minimal planners of trips, and all made primarily unplanned souvenir purchases. With one exception, these informants were in early adulthood (EA=7, MA=1). Five of these informants had children at home. The only two informants in this study with four children at home, and one of the two informants with three children still at home, belong to Group I. The members of the Low-involvement group were the least widely traveled. The average numbers of states ( $\bar{m}=23.6$ ) and of foreign countries ( $\bar{m}=3.1$ ) visited were the lowest of any group. One of the three informants in this study who had visited no foreign countries is in this

group. The average number of purchases for self ( $\bar{m}=25.5$ ) was lower than for any other group, yet the average number of purchases of gifts for others was second highest ( $\bar{m}=11.6$ ). Two informants in Group I, out of four in the entire study, reported more textile souvenirs purchased than non-textile souvenirs.

In other characteristics, the informants differed little from those in other groups (see Table 11). Seven were observation-oriented, seven exhibited a people-ethnic tourism style, seven, a history-arts-parks style, and six, an active-urban style. Reported family income varied from \$75,000 or above to less than \$25,000.

The following narratives illustrate Low-involvement Travelers, who made minimal trip plans and mostly unplanned souvenir purchases:

EA,41 I don't like to plan trips. We usually plan it on the way there. We're not very good planners. [We like] the actual experience of being there...giving us time with the kids alone ....[On one memorable trip] We did a lot of kids' things...like we did the water slides, we did [National monument] twice--at night and during the day. When we're on a trip, especially when we're in the camper where it's more relaxed, it's a lot easier to travel that way than it is to travel in the car. You just have them by yourself....It makes the kids be friends with each other. That's probably our major goal is to have memories with the family. Also to educate them. Let them see different experiences....The one thing I hate about travel is souvenirs. It's really hard to keep them [the kids] from buying stuff, and so much of it is junk. When we were up in [state] at [National monuments], I was really impressed with the quality of souvenirs at both....They had really nice souvenirs. In fact, there were things there I wouldn't have minded buying...we don't mind buying books....we went into a lot of stores that weren't craft-oriented. T-shirt stores, novelty stores. Just looking for something that's a little bit unique. I love those Christmas stores. If there's something that's really unique or cute, we will get it....I guess it's just part of every trip. I would say price is a definite thing. Just like it would be anywhere else. I'm not going to spend hundreds of dollars on an item, especially when we're

spending hundreds of dollars on a trip....We mainly bought things for the kids...like arrowheads or sling shots or something. I know we bought a wallet for my one son because he still has that and uses it a lot. I think everything else was kind of junky stuff. I did buy some [state] honey....I would say virtually any other time we travel [except for work-related travel], it's just for fun.

EA,35 When we went to [resort], the only thing we really purchased was t-shirts....I got these [wooden] fish for my kids, and I got the gal that stayed with the kids for a week a bigger fish....I bought a silly sweatshirt down in [resort] for I think \$35. It's just a very basic, bright, fluorescent sweatshirt. I thought that was a lot of money, but I wanted it....We had a really neat trip to [city] last summer for our anniversary. It was like 24 hours....Everything was gorgeous. The plaza shopping area has wonderful stores....I brought back some things....Clothes....Usually when we leave the kids, we always tell them we'll bring them something....I did bring back some clothes. [Son] wanted a Ninja turtle. I got [daughter] some clothes and cups and little things like that....I always love t-shirts. I don't know why. Depending on where you go, of course. I always love mugs....They're not real big items, but it is something to remember the trip by....If it hits me. For instance a clothing item. If I try it on and I really like it, I'll buy it....I don't know how to explain it other than it hits me that I like it.

## Group II

The Laid-back Travelers, Group II, were more widely traveled than members of Group I. These informants were easy-going in their trip planning but involved in their souvenir-purchase planning and therefore named Laid-back Travelers. Group II consists of seven women tourists (EA=3,MA=4) who also shared the minimal-planning style, but four planned purchases and the other three either planned purchases or did not, based on circumstances. The selectiveness of these informants is apparent in the low average numbers of purchases for self ( $\bar{m}=27.9$ ) and for gifts ( $\bar{m}=2.7$ ), despite rather high reported family incomes, with five informants at \$75,000 or above, and none below \$25,000. None in Group II purchased more textile souvenirs than non-textile souvenirs. They had

visited an average of 29.4 states and 4.7 foreign countries, fewer than informants in Groups III, IV, and V. One of the three informants who had visited no foreign countries is in this group. None were in education-related careers, whereas four were in business-related careers and three were in service-related careers.

In other characteristics, the informants differed little from those in other groups. Each had two or three children, all at home for the three in EA, none at home for the four in MA. Six were observation-oriented (one predominantly), four, activity-oriented (one predominantly), three, people-oriented, and two had all three orientations. Five exhibited a history-arts-parks tourism style (two predominantly), four, a people-ethnic style (one, predominantly), two, an active-urban style (one predominantly), and only one used all three styles. One was unmarried.

The following narratives illustrate the Laid-back Travelers, who made minimal travel plans but made planned purchases of souvenirs:

EA,35 We packed all the food we needed; we got the last room available in a hotel...so we stayed Saturday night; and it was right on the river....we had chili for supper in the room....For breakfast we had cereal. It was just so nice that you didn't have to go to a restaurant, and we didn't have to worry about anybody's schedule, about who was hungry when. So it was just a trip without any outside forces. Very leisurely. Drive up and down the river to [state park]. And it was during the Fall, so the leaves were peaked. It was a really neat time....I buy a gift for [the kids] for the first day of school so when they came downstairs on the first day of school--they've now come to expect it--on their table setting is their gift to start off the school year. And it's usually a remembrance from a travel they've had during the year. They just don't know I bought it. Last year we went to [city], and we went to...a children's science museum. I bought t-shirts there without them knowing it; so I gave it to them in September....I usually try to stock my wardrobe....I work nine months out of the year. When I was in [city], I bought some black loafers that are

pretty unique. I haven't seen them around here. So it's important for me to gather some things that are maybe a current kind of happening on the coast or somewhere else. I can wear it back here and be a little unique....I don't like just buying knick-knacks. I have enough. In fact, too many. So I would rather be able to wear it, to use it, or give it as a gift. I guess that doesn't include the collection items, because I would buy those. Although I do wear my sunglasses. Some of them. And I do have the kids play with the yo-yos occasionally....[Husband] and I have a real good memory of going to the winery in [city]. We bought wine and a corkscrew. Now I'm real anxious to go back out, and I'm hoping to ship a case home because you can't get it here....I usually don't buy a t-shirt in Iowa....I want people to see me in my t-shirt where I've been away from Iowa when I wear it here.

MA,60 I belong to [club], and I was the only one available at the time to be a delegate at the international convention. It was in [city]. As part of the trip, we could take these tours around. We ended up in [country]. So that's why I was there. It was an excuse to get there....I wish I weren't working sometimes so I could just go. But I have family in [state] and [state]. Sometimes they're in [state] and sometimes they're in [city] and what have you. And I might just take off Friday evening and come home Sunday....I do have some business I take care of in [state]. So I go out there once or twice for that....I think I enjoy the foods. I enjoy just seeing the countryside. I enjoy talking to the people. I do shop. I enjoy shopping away from the tourist areas....When you to to [country], you have to buy something that's made of wool....The reason I buy souvenirs, I guess, I enjoy having something remind me where I've been. [City] in [country] is the gem capital of the world....I went there deliberately to buy something. These are just garnets. They're not terribly expensive. But I thought they were pretty. I wear them. I have little earrings that go with them. I bought some other peices of jewelry there, too....I [bought] a piece of Waterford glass in [city]....That's why when I'm in [city], for example, at the market I might buy craft items now that are made by [local] people. And the salmon fish that we can't get here. It's much more fun, I think, from the area. If I go to [state], I buy a lot of grapefruit. And they have some wonderful different jellies and that sort of thing that we don't see around here in the markets....Scarves are another fun thing to buy. Especially hand painted scarves. And quite often I have found that the museums--the art museums--are wonderful places to buy local craft items. I bought a couple of scarves in [country] for gifts. My bird came from the art museum....I always buy candy every place I go.

Group III

Group III, the Centrist Travelers, were more widely traveled than the Low-involvement and Laid-back Travelers but less widely traveled than those in Groups IV and V. This intermediate characteristic was the basis for their name. Group III consists of five women tourists characterized by their pre-planned trips but unplanned purchases. Nearly half were in each age category (EA=3,MA=2). All five had a history-arts-parks tourism style (one predominantly), four had a people-ethnic tourism style, and all had both activity- and observation orientations to travel (one also was people-oriented). The average number of states ( $\bar{m}=33.6$ ) visited was nearly as high as Groups IV and V. Not only did they purchase the fewest average number of gifts ( $\bar{m}=1.6$ ), but two reported that more gift purchases were textiles than nontextiles. The average of purchases for self ( $\bar{m}=31.4$ ) was nearly as low as those of Groups I and II. Possibly the low numbers of overall purchases, and especially gifts, reflected the unplanned nature of purchases and the high emphasis of members of this group on activities, with a corresponding low emphasis on people. Two had no children, and the one child of one woman was grown, so that little emphasis on family may have existed.

In other characteristics, the informants in Group III differed little from those in other groups. Annual income for the four fell into three categories, with two reporting family incomes of \$75,000 or above, two reporting \$50,000 plus, and one reporting \$25,000 plus. The number of foreign countries visited ( $\bar{m}=6.6$ ) was intermediate between the highs of Groups IV and V and the lows of Groups I and II. All purchased more

nontextiles than textiles for themselves. One of the four was unmarried. Two were in business-related careers, two were in an education-related career, and one was in a service-related career.

The following narratives illustrate the Centrist Travelers, who usually preplanned their trips but not their souvenir purchases, and liked varied activities:

EA,29 You always have a main purpose as to what you're going to do when you get there. And you usually don't travel with the idea that we'll just get in the car and go somewhere and see where we stop....I go away a lot on business, and I go a lot of different places....My family all lives outside of Iowa for the most part. I guess I'm the type of person who likes to go to different places and get away from it all for a while. Usually I feel like I do that better up in the mountains....My aunt has a cabin up in the [canyon]....I go up there quite a bit....when we go skiing, there's an emphasis to why we're going to a certain area....that's what you gear your plans for....I do a lot of traveling....I think the thing I enjoy most is the anticipation. It's always fun to think, 'Gosh, it's not too long and I'm going to be going on vacation. I'm going to go here and do this and this.'...when I travel I'm meeting somebody, and it's the anticipation also of seeing them and talking with them about our plans of what we're going to do while we're there. I think that's probably the most fun....last year when I went up to [resort] for a couple days. I met some friends from [city] there, and we just had a motel on the beach, and we all went boating....We played sand volleyball and went out for nice meals....Buy something special for yourself while you're vacationing....I tend to go more for quality than quantity....It's always fun to go to little hidden places and to talk to people and say tell me where there's a good place to go to find something unique from your area. I think that's something I like about shopping is getting off the beaten track and finding something that's just you....I bought my little niece a headband that was made in Iowa. It was kind of a ticking stripe wrapped around this headband, and it had Holstein cows in the ticking stripe. Then the bow on the headband was a stuffed Holstein cow head. And it was so adorable. Just things like that that you see that are just unique that you don't see anywhere else. Those are the types of things I'm likely to pick up for gifts.

MA,60 I think planning [a trip] is a lot of fun. And the fact that it works out. When we got back from Europe and got into the Des Moines airport, I said, 'Well, we did it....'We spent five weeks driving to [state] and back....And we've gone to [county]

several times....I have probably purchased things that would generally be considered souvenirs and given them as gifts. But my extent of gift-giving doesn't go real far....We started buying soapstone when we were in [state]....On my European trip...we bought cameos....I'll buy a t-shirt from an event...there were a lot of interesting fabric things. The first time I saw old linens being used to make stuffed animals...was there. I think that's a real neat use of an embroidered pillowcase, for instance. It's a doll's dress.. I don't particularly buy something from any particular state or location. I don't particularly look for that kind of thing. I guess whatever just catches my eye...

#### Group IV

The women in Group IV, the Goal-attainment Travelers, knew what they wanted, set goals, and made plans to fulfill them. These qualities were the inspiration for their name. Group IV consists of eight women tourists who pre-planned their trips and, with two planning-only exceptions, made both planned and unplanned purchases. Half were in each age category, (EA=4,MA=4). All eight were either observation- or people-oriented or both. Three also were activity-oriented. Seven had both people-ethnic and history-arts-parks tourism styles, and three of the seven also had an active-urban emphasis, whereas the other member of this group was exclusively active-urban. The average number of states ( $\bar{m}=33.9$ ) visited by informants was nearly as high as those of Groups III and V, and the average number of foreign countries ( $\bar{m}=9.5$ ) visited was nearly as high as those of Group V. The only two informants who visited all the states belong to this group. The average number of purchases for self ( $\bar{m}=38.9$ ) was exceeded only by those of Group V. Unlike Groups I, II, and V, half purchased more textiles than nontextiles as gifts.

In other characteristics, the informants differed little from those in other groups. One had no children, the children of four were grown,

and the other three had one or two children at home. Two informants were unmarried. Service- and education-related occupations each employed three informants. The other two were in business-related occupations. The average number of gifts purchased ( $M=7.5$ ) was intermediate among the five groups. All income levels except less than \$10,000 were represented.

The following narratives illustrate the Goal-attainment Travelers who preplanned their numerous trips and made many planned as well as unplanned souvenir purchases:

MA.43 We do go a lot as far as day trips...Whatever is around the area, I would say we usually take advantage of it...a couple times we've met friends in [city]...We stayed in bed and breakfasts over there...We spent three days, and the history in that place is fabulous. I can't wait to go back there...We have a time when our friends from [city] will be coming over. So some of our trips, we stay in each other's homes and do trips out of there...We never take a real leisurely trip because we always have to be doing something ...We've gone to different parts of [state] as a family vacation for the last 12 or 13 years...I think sharing those times are more special than being with people that you never will be with again...the times that you have to spend with the teenagers become more important...And more planned out...When we talked about what we were going to do on our trip this year--what do you want to do more of. They [teenagers] said more hiking and...go on boats...do some shopping. They have some restaurants we kind of know...We always buy salt-water taffy...The [great] amount of t-shirts that we have bought as souvenirs. It's almost like the girls plan when we go on vacation...to buy a t-shirt from that area...I would say almost everything that we have gotten has a story that goes with it that makes it fun...I would say it's a memory thing. It's a visual to brain that says we had a good time, it was satisfying, and I feel good about it. And I stash it away so that when I get old, I'll have lots of things to reflect on. I do buy a lot of antiques. We have a lot of different types of collections, whether it's blue crock bowls or butter molds...I certainly spend less money [locally] so that I can have additional money for buying souvenirs...The girls are the same way...I've always planned for when we went on trips that I would purchase something...I spent all my money on tablecloths for all my families. I also brought back...some of the Royal Dalton pieces...as gifts for our families at Christmas time. I bought some Wedgwood...I brought back a lot

of Irish linen...coral...shells ....a brick that says (town)....And as always, a crafted piece....I got some of the split oak baskets that were being made....I'm a good shopper....I like the search. I would look for off-beaten places. I suppose I think that's the adventure of it.

#### Group V

Group V consists of 14 women tourists who were highly involved in travel, eclectic in their planning styles, and loved variety in activities and purchases. Group V was labeled Eclectic Travelers because they chose the most varied travel plans and souvenirs from diverse sources. All of these informants were minimal planners of some trips and extensive planners of other trips. Eight used both minimal and pre-planning, one used both minimal and site planning, and five used all three planning styles. Half made mainly planned purchases, and half made both planned and unplanned purchases. About twice as many members were in MA (9) as in EA (5). The average number of states ( $\bar{m}=34.2$ ) and the average number of foreign countries ( $\bar{m}=10.3$ ) visited were the highest of any of the groups. The two informants who had visited the highest number of foreign countries (31 and 32) and one of the three informants who had visited no foreign countries belong to this group. The average numbers of purchases for self ( $\bar{m}=43.3$ ) and of gifts ( $\bar{m}=12.7$ ) were the highest of any of the groups.

In other characteristics, the group members varied widely. All were observation-oriented, plus ten were people-oriented and seven were activity-oriented. Twelve exhibited a people-ethnic tourism style, eight, a history-arts-parks style (two predominantly), and three, an active-urban style. Six were in education-related careers, five, in

business-related careers, and three, in service-related careers.

Reported family incomes included every category.

The following narrative illustrates the diversity of travel experiences of the Eclectic Travelers:

MA.52 [My husband] has been to [country] nine times, and I've been there four times. This last summer was the first time that we had traveled as private tourists to [that country]. We visited our friends in a suburb of [city]. That was quite special to be in their home and stay with them and do ordinary things with them...that you wouldn't do if you were just a tourist....we did stumble on a... rededication of a...church that had just been newly painted and refurbished. The high patriarch of the church from [city] was there, and the patriarchs from [two other countries'] churches were there....The service was quite a moving experience....Then go shopping at the market and see how little there was....to see first hand the lines that they cope with. One day we went to one of the supermarkets, and there was a long line snaking out the door.....a shipment of detergent came in from [country], so people were in line to buy ordinary laundry detergent. But warm hearts. A wonderful evening sitting around the piano. That was one of the special nights there. I played the piano [at a teacher's house]. She's quite an interesting woman....she has pictures of [that country's] ballerinas up in her apartment that she knows personally. Then she had wonderful music. One of the best things that we did is she had a book of American Negro spirituals. It was things that we knew. So here we were in the middle of the [country] with a woman who speaks no English...and singing these Negro spirituals late at night....We sang some [of that country's] folk songs. So there were just a group of us singing around a piano, and music was the international language that was quite special. An unforgettable evening, really. But the friends were really what made it. They've been here in our home and stayed with us six weeks, and we've visited in their home about three times....The [country] trips, in a way, are memorable because a lot has been fitted in. It's meeting memorable people and seeing new sights. So in a sense, it's kind of sensory overload. But at the same time, some of our trips I've enjoyed for different reasons. We've gone to a cottage on the coast of [state] four different times, I think. We've just kind of sat for a couple weeks and watched the waves come in....[Husband] bought a painting....It's a scene of the ocean. There was a lighthouse. Every once in a while you see it in a commercial on television. It's quite a striking place with the rocky coast of [state] and this lighthouse out on this rocky point. This is about three or four miles up the shore from where our cottage was.

### Implications

The findings suggest that women travelers can be segmented into distinctive groups based on their planning and purchasing styles for travel. This finding is significant in that it indicates that the women represented a collection of target markets, each with its own planning and purchasing styles. These findings help lay the foundation for a variety of marketing strategies that could enable marketers to design advertising themes and to select prices and new products for specific target markets instead of producing programs to fit an array of general needs and wants.

The unpredictability of purchases by members of Groups I and III suggests that targeting them as tourists should include creative use of billboards and of interesting, eye-catching displays or storefront demonstrations at stores in malls to encourage spontaneous purchases, especially of gifts for others. Specialty stores may target members of Groups IV and V by stocking a number of varied, unique items for these heavy shoppers, or by providing knowledgeable salespersons or even artisans to discuss the construction of crafts. Less specialized stores may gain the patronage of these discerning shoppers by stocking useful items of high quality and reasonable price, especially textiles, for times of unplanned purchases. Marketing strategy could incorporate the fact that members of these two groups make the greatest number of purchases of mass-produced apparel. Targeting of members of Group II should concentrate on items for personal purchases, and so perhaps should stock mostly quality nontextiles of moderate to moderately high price,

with emphasis on utility as well as uniqueness. The low number of purchases typical of this group suggests that the preferences of the other groups should be emphasized in stocking inventories.

The informants in this study were interested in purchasing a variety of Iowa products. Retailers should stock Iowa food products that may be easily packaged for shipping and offer shipping service. State symbols could be designs on t-shirts, mugs, calanders, and stationery. Retailers might display and sell locally reknown products such as Amana sweaters, and Maytag cheese. Illustrations of Iowa scenery that include the four seasons should be available in books, posters, framed wall hangings, calanders, and t-shirts. Items displaying college logos such as clothing, blankets, mugs, pens, key chains, and other memorabilia could be available. Pottery, jewelry, hand-woven items, quilts, paintings, sweaters, t-shirts, books and other items produced by resident artists may be stocked by retailers. To provide outlets for an abundance of Iowa-produced merchandise as well as items that represent Iowa, a chain of IOWA stores might be developed and located in major cities throughout the state. The shopkeepers also should promote their shops as sites where Iowans who plan to travel could purchase state-related gifts for their hosts.

## CHAPTER 6. CONCLUSION

The purpose of the research for this dissertation was to determine how Iowa women tourists differ in their travel behaviors and souvenir purchases and to describe the status of textiles and clothing in the souvenir market. Objectives were to: (1) describe sociodemographics of tourists interviewed; (2) classify these tourists into behavioral groups; (3) relate their ages to classification groups; (4) describe importance of textiles in their overall souvenir purchases; (5) propose hypotheses for further research; and (6) make recommendations for marketing souvenirs in Iowa. The findings of this research, based on these objectives, are summarized in the following sections.

#### Summary of Conclusions and Tourist Profiles

Conclusions of Chapter 4 and tourist profiles of Chapter 5 are presented below, integrated with the first four objectives of this study. The presentation follows sequentially the objectives outlined in Chapter 1.

#### Objective 1

The first objective was to describe women tourists who reside in Iowa in terms of personal and travel characteristics and products purchased.

Demographics Detailed interviews were used to profile travel and purchasing characteristics of 42 Iowa women informants who had taken at least three trips in the previous three years. Half of these informants were 22 to 42 years of age, within the early-adulthood (EA) era of Levinson (1986), whereas half were 43 to 60 years of age, within

his middle-adulthood (MA) era. The women were well-educated. Fourteen had completed college, and an additional 14 had at least some post-graduate education or advanced degrees. Thirty-five were married, ten had no children, and 15 had grown children. The women had a variety of careers. One-third had business-related careers, one-third had service-related careers, and one-third were involved in teaching, education administration, or as students. Reported family incomes ranged from less than \$10,000 to over \$75,000, with 35 informants at \$25,000 or above. The informants were national and international travelers. All but two had visited at least ten states within the U.S.A., and 19 had visited more than five foreign countries.

Tourism styles/travel orientations Travel decisions and planning were guided by personal interests of the informants. Three major orientations emerged: (1) people-oriented: interactions with friends, relatives, and locals; (2) activity-oriented: exploring the outdoors and participating in sports; and (3) observation-oriented: enjoyment of visual stimuli. Most informants had more than one travel orientation. Only one informant was principally activity-oriented (A), only one was mainly people-oriented (P), and six were mainly observation-oriented (O), whereas 10 were A/O, 11 were O/P, one was A/P, and twelve were A/O/P. Those in MA (EA=14,MA=10) were somewhat less likely to be activity-oriented. With few exceptions, this cross-section of tourists showed no clear relation of travel orientation to age, planning style, or other variables.

Shopping behaviors/souvenir-purchase styles Several of the informants were keenly aware of their personal predilections on most occasions to make either unplanned or consciously planned purchases. Unplanned purchases dominated only among EA minimal planners, whereas most other informants made both planned and unplanned purchases. Unplanned purchases were more common in EA (EA=10,MA=3), whereas planned purchases were more common in MA (EA=4,MA=9). Those who planned purchases typically: (1) sought personal souvenirs; or (2) selected souvenirs characteristic of a certain place (often Iowa) as gifts for friends who lived elsewhere. The tendency of more informants in MA to make planned purchases may relate to having more money available and a clearer definition of self as their children become adults (Empty Nest I of Wells & Gubar, 1966).

Travel management: goals, planning, and outcomes The informants wanted to have successful travel experiences. Even the minimal planners did not leave travel entirely to chance.

Goals: All informants had to coordinate travel plans with multiple obligations that included schedules of spouses, children, other traveling companions, and co-workers, and arrangements for the care of relatives and pets. Only three informants in MA, all younger than 46, had children at home, whereas fourteen in EA, nearly five times as many, had to incorporate plans for children at home. Some objectives for travel were general, such as education, self-improvement, to have fun, and to have new experiences, whereas others were specific, such as to visit all the states in the U.S.A. Further study is needed to address in detail which

family members mainly coordinated travel plans with the family's multiple obligations.

Types of planning: The goals and experiences of travel outcomes strongly influenced the informants' types (styles) of planning. Those who did minimal pre-planning and minimal site planning: (1) desired spontaneity, adventure, or less stress prior to departure; (2) made the same trips, by rote; or (3) had their plans made by others. Those who did extensive pre-planning desired: (1) pre-trip entertainment; (2) an optimal itinerary to heighten the enjoyment of the trip; (3) coordination with others' schedules; (4) reduction of stress during the trip; or (5) special situations existed such as status as leader of a tour. Extensive site planning resulted from: (1) insufficient time for planning prior to departure; or (2) unique availability of information at the destination. The use of only minimal planning was twice as common for informants in EA as for those in MA (EA=10,MA=5). Furthermore, combination planners, who used both minimal and extensive planning, were more common among those in MA than those in EA (EA=6,MA=9). Planning style was a major criterion for definition of the tourist profiles.

Travel outcomes: Successful trips (1) promoted personal insight and maturity; (2) increased personal knowledge, awareness of alternative lifestyles and circumstances, and tolerance for others; (3) provided fun and adventure; or (4) refreshed and restored the informant's sense of well being. Informants in both age groups reported that all trips they discussed were successful. Although each was asked to describe the most memorable trips for business or pleasure in the past three years,

unpleasant experiences would also qualify as memorable. Several indicated displeasure with parts of trips, such as long delays at airports, or logistics in packing or preparations, yet none reported unsuccessful trips despite a specific question to elicit that response.

Changes in travel objectives and habits through time Changes in the work and family situations of the informants in this study led to evolution of their travel objectives and habits. Informants' recollections of their travel lives prior to having children focused on friends and activities, whereas the advent of home ownership or pre-school children added new planning and financial constraints related to travel. When children entered school, parents often emphasized their children's activities and needs in travel objectives. As the children became adults, discretionary income probably increased due to fewer total travelers and availability of senior discounts, so that travel objectives could become more extensive, yet the personal stress and intensity of coordinating schedules and goals during and prior to travel decreased. Some in both age groups were traveling more for business and professional development. In MA women visited or traveled with their grandchildren and adult children. The changes in travel objectives and habits of most of the informants followed the sequence of life-cycle stages recognized by Wells and Gubar (1966).

Diversity of products purchased: Numbers and kinds of souvenirs purchased and changes in souvenir-purchase behavior Variety characterized the souvenirs purchased by informants. Textiles constituted 28 percent of total purchases reported.

All informants recalled more purchases of personal souvenirs than of gifts, although two stated that they purchased more gifts than personal souvenirs. This discrepancy may result from better recollection of items seen regularly than of items given to others. For personal souvenirs, purchases of nontextiles that were mass-produced or naturally occurring (NM) outnumbered purchases in each of the other three categories (NH, TM, TH) for all but five EA informants. A similar, but less marked, dominance of NM purchases was reported by 23 informants (EA=11, MA=12) for gifts. Even though several MA informants said that they purchased fewer souvenirs than previously, the average number of purchases reported was greater for MA informants than for EA informants for all categories of personal souvenirs. T-shirts were the dominant textiles purchased, with knit sweaters, pullovers, and similar clothing for the cold Iowa winters a distant second. Average and absolute numbers of purchases of NM and NH (mass-produced and hand-crafted nontextiles) for personal souvenirs increased abruptly near ages 40 to 42. No similar increase in purchases with increase in age was noted for gifts.

The abrupt increase in purchases of personal souvenirs with age may result from: (1) greater available income (Kotler, 1988); or (2) evolution in buying habits (Pearce, 1988); or (3) stable but different lifelong buying habits in different age cohorts. If the latter, then a long-term future decline in average numbers of purchases by women tourists may result. Except for mass-produced nontextiles, the average number of purchases of personal souvenirs by extensive planners in EA exceeded those of both combination planners and minimal planners in EA.

In contrast, the average number of purchases of mass-produced nontextiles and hand-crafted nontextiles as personal souvenirs by combination planners in MA exceeded those of both extensive planners and minimal planners in MA, but purchases of mass-produced textiles and hand-crafted textiles as personal souvenirs by combination planners in MA are less than those of both extensive and minimal planners in MA. Comparisons of all the factors discussed above show clear-cut relations of types or numbers of purchases, only to age and to trip planning styles. Because reported income was clearly understated by several informants, no correlations were attempted. With more accurate data, reliable comparisons with the numbers of purchases and dollar amounts spent could be made.

A pattern of change in purchase behavior with age emerged in this study. More informants in the MA (EA=2,MA=11) cohort reported that they bought fewer personal souvenirs than previously. If correct, the sharp increase in souvenir purchases by MA informants implies that they purchased even more in the past. In contrast more informants in the EA (EA=5,MA=2) cohort bought more than previously. These findings support the idea of evolution in buying habits. Most informants have increased emphasis on selectivity and quality.

Purposes of purchases The four major reasons for purchases were: (1) reminders of trips; (2) utility; (3) fulfilled personal interests; and (4) uniqueness. No clear relation of age and reason was noted.

Amounts spent on different kinds of souvenirs Most informants did not spend a lot on individual purchases. Expenditures for individual

gifts to spouses, children, other relatives, and friends typically was \$10 to \$30, and, with four exceptions (EA=3,MA=1), did not exceed \$50. Expenditures for individual personal souvenirs were substantially higher, generally more than twice the amount spent for gifts. Nine women (EA=2,MA=7) spent \$100 or more for personal souvenirs; five of those spent \$500 or more. Typically, more was spent on souvenirs for spouses and adult relatives than on those for children and adult friends.

Changes in perceptions of purchases through time Specific souvenirs increased in esteem, monetary value, or sentimental value through time for several informants (EA=6,MA=13). However, changes in taste, experience, or availability led some informants to decrease the importance of certain souvenirs (EA=13,MA=6). Souvenirs also take on meaning as conversation pieces, sources of pride and compliments. Most informants found the concept of "meaning" of souvenirs difficult to describe.

Shopping for products Shopping experiences for the women were numerous, varied, and sources of adventure. More EA women (EA=12,MA=9) made purchases in malls, grocery stores, and drug stores, whereas more MA women cited specialty shops (EA=15,MA=18) and seasonal tourist shops (EA=2,MA=21). Convenient location was important to some (EA=6,MA=7), whereas others (EA=2,MA=4) preferred "out-of-the-way" shops. Interactions with shopkeepers and crafts producers were valued for: (1) barter and interpersonal experience (EA=2,MA=5); (2) observation of skills of artisans (EA=5,MA=8); and (3) observation of creation of souvenirs purchased (EA=2,MA=5). Shopping with companions was common,

although at times some women shopped alone (EA=11,MA=12). Several (EA=8,MA=7) shopped little on trips, whereas others (EA=10,MA=6) shopped more than an hour a day.

#### Objectives 2, 3, 4

The five behavioral groups of Chapter 5 fulfilled objectives 2, 3, and 4. Objective 2 was to develop a classification scheme for tourists and the souvenirs they buy based on variables of product, travel, and personal characteristics. Objective 3 was to examine in detail the relationships between tourists' ages and the groups of tourists identified in objective 2. Objective 4 was to describe the status of textiles and clothing within the general category of souvenir purchases.

The women in this study were assigned to five behavioral groups based on planning and purchasing styles. Women in Group I, the Low-involvement Travelers, were minimal trip planners, and all made unplanned souvenir purchases. These characteristics may result from having children at home, a result of their generally young age. The average numbers of states and countries visited and of purchases for self were the lowest of any group. Two women in Group I reported more textile souvenirs purchased than nontextile souvenirs. Group II members, the Laid-back Travelers, also were minimal trip planners, but all made planned souvenir purchases--three made unplanned purchases as well. Even though they reported high family incomes, they reported low numbers of purchases for self and gifts. These women were in business- and service-related careers. Women in Group III, the Centrist Travelers, made pre-planned trips and unplanned purchases. They purchased the lowest average

number of gifts, but more gift purchases were textiles than nontextiles. Half were in each age group. Group IV members, the Goal-attainment Travelers, pre-planned their trips, and made both planned and unplanned purchases, except for one who made only planned purchases. They were either observation- or people-oriented or both. Half were in each age group. The only two informants who visited all the states belonged to this group. Informants in Group V, the Eclectic Travelers, were highly involved in travel and were eclectic in their planning and purchasing styles. About three-fourths were in MA. The average numbers of countries visited and of purchases made for self and others were the highest of any of the groups. In other characteristics the informants in these five groups varied widely.

#### Hypotheses and Recommendations

Additional conclusions of Chapter 4 are integrated with the last two objectives of this study.

#### Objective 5

The fifth objective was to propose hypotheses for future research. Several areas that show promise for future research are presented below.

Effects of shopping companions      Probably the presence of women friends increases the frequency and dollar value of purchases of women tourists, whereas the presence of children and relatives may decrease both. All but two women in this study had independent incomes during at least part of their adult lives, so that the effects of shopping with their husbands is uncertain, whereas the women without their own incomes may have limited their purchases more when accompanied by their husbands.

The effects of shopping companions also may differ with context, i.e., whether shopping as nontourists or as tourists. Such information would be valuable to shopkeepers, and could be the basis for future study.

Hypothesis A: Women tourists who shop with women friends spend more money on souvenirs for themselves than those who shop by themselves.

Hypothesis B: Women tourists who shop with their dependent children spend less on souvenirs for themselves than those who shop by themselves.

Hypothesis C: There is no difference in the amount of money spent by women tourists on souvenirs whether they shop by themselves or with their husbands.

Hypothesis D: Women tourists who have independent incomes and no dependent children spend more on souvenirs than women tourists with dependent children.

Hypothesis E: There is no difference between amounts spent and numbers of items purchased during tourist shopping and nontourist shopping due to the effects of shopping companions.

Effects of age cohort It is unknown if the economic and historical context of the two decades of childhood continue to influence buying habits of most women in later years. More women today must work outside the home, whereas many women in their 50s were raised by mothers who did not work outside the home, and women in their 60s also experienced the Depression. A detailed comparison of shopping philosophies of different age cohorts, perhaps by decade, could be made for long-term residents of a major metropolitan area, of a middle-America setting, and of an insular, conservative rural area (such as northern

Utah) that still emphasizes large families wherein the mother does not work outside the home. The results would clarify the cause(s) of the abrupt increase in purchases of personal souvenirs by women in this study between the ages of 40 to 42. The assertion by many MA informants that they buy fewer souvenirs now than previously, and the evidence that they still buy significantly more souvenirs while traveling than EA informants suggests that the age cohort may strongly influence purchasing behavior. Hypothesis A: The economic and historic setting of the two decades of childhood determine one's life-long economic outlook and purchasing behavior; therefore, there is little or no difference in shopping habits among different age cohorts who grew up in a distinct region, such as a major metropolitan area, or a middle-America setting, or a rural area.

Effects of planning styles and income In six of the eight categories of purchases and age groups, extensive planners averaged more purchases than minimal planners. Only in mass-produced nontextiles and mass-produced textiles did MA minimal planners average slightly more purchases than MA extensive planners. Although data on income for this study are general and thus not precise, the reported annual incomes of seven minimal planners in MA average about \$11,000 more than those of five extensive planners in MA, and those of ten minimal planners in EA average about \$5,000 more than those of five extensive planners in EA. Thus, the extensive planners appear to spend more than the minimal planners and to buy more personal souvenirs, in most cases, despite lower average incomes. It would be worthwhile to extend this inquiry to a significantly larger sample, with detailed collection of data on income

and on planning styles, to determine if the observed trends are widespread, and why. One possibility is that extensive planners manage their income, so that they have more discretionary income to spend on travel than minimal planners. Other possibilities are that extensive planners may be more efficient shoppers, or they may have more time for shopping due to efficient scheduling, or they may have higher inherent energy for shopping. Detailed information on travel orientations and tourism styles could be correlated with results from the larger sample, to determine detailed purchasing profiles useful to shopkeepers and purchasing agents in different geographic and economic settings.

Hypothesis A: Extensive trip planners manage their money so that they have more discretionary income to spend on souvenirs, and they also buy more personal souvenirs and spend more money total than minimal planners.

Hypothesis B: Extensive planners schedule significantly more time for shopping, and have more energy for shopping, or make decisions faster than minimal planners.

Effect of independent income In this study, all but two of the informants had salaried jobs, or had held a salaried job until recently. Thus, all but two had the experience of an independent income. Probably this experience influenced the self-view and world-view of these women (cf. Lepisto, 1985). Possibly the minor distinctions for the tourist groupings in the present study resulted from a shared similarity in self-view and world-view of the women selected. To test this possibility, further studies should concentrate on women's life structures by selecting: (1) women who had raised families but had not worked outside

the home; (2) women who had raised families prior to working outside the home; (3) women who had never married or who had no children and had mainly work-related travel; and (4) women who had raised families and simultaneously worked outside the home. The personal travel habits and souvenir-purchase styles of such disparate groups should permit more distinct groupings to emerge, provided major differences do exist.

Hypothesis A: As the children become adults and leave home and as discretionary income increases, travel costs decrease.

Hypothesis B: Trip planning styles depend on women's life structures.

Planning styles and travel careers There is a need for further study of travel management. Specific questions need to define clearly the planning style(s) used for different categories of travel, such as visiting people, short vacation trips, foreign trips or long vacation trips, strictly work-related travel, and combined work- and vacation trips. Interviews in the present study did not focus on such differences, and so the researcher could only generalize about the planning style(s) of each informant. Inclusion of other groups, such as those outlined in recommendation (4) above, would allow comparisons of planning style(s) related to lifestyles, and would further test the hypotheses of recommendation (3) above related to expenditures, income, and planning style(s). This approach also could lead to a basis for defining travel careers (cf. Pearce, 1988).

Hypothesis A: The amount of planning for trips increases as duration, distance, unfamiliarity with the destination, and enjoyment of planning increase.

Hypothesis B: The amount of planning increases as intended expenditures of each trip, the variety of purposes of each trip, and the diversity of personal travel orientations increase.

Hypothesis C: As women make more extensive plans, they also make more purchases of, and spend more money on souvenirs.

Hypothesis D: Travel careers are related to life structures.

#### Objective 6

The sixth objective was to propose recommendations for marketing souvenirs in Iowa. Three recommendations and their related hypotheses are presented below.

Higher expenditures on self than on others The finding that informants spent the most on souvenirs for themselves, and more for gifts for spouses and adult relatives than for children and adult friends warrants further confirmation with a larger sample. If true in general, for a wide cross-section of the population, these findings would be important for merchants who sell souvenirs. There seems to be an upper level of tolerance for price (about \$30) in the souvenir market. Most informants in this study seemed to purchase items priced in a range from \$10 to \$30. More items in this price range may be stocked and sold. Fewer items priced at \$40 and above may be stocked. These items could be unique, one-of-a-kind souvenirs for personal purchases, with higher markups that help to increase profits.

Hypothesis A: Women tourists spend more on themselves and on gifts for their husbands than on gifts for children or friends.

Hypothesis B: There is no difference among age groups and the upper level price paid for souvenirs.

Iowa souvenirs purchased as gifts for out-of-state recipients

Informants searched for gifts that represent Iowa, such as food products, State symbols, locally renown products, pictures of scenery, and college logos. Those Iowa products that they purchased in Iowa for themselves or for others typically were for edibles or for proud display, such as t-shirts, sweatshirts, caps, mugs, and pens, or edibles. Thus, Iowa merchants should: (1) consider the purchase-price criteria, outlined in the preceding section; (2) stock the most popular kinds of Iowa products, outlined just above; (3) offer items that are easily shipped or carried; (4) develop a distinctive Iowa trademark to place on agricultural and other products, especially those that lack an identifying mark at present; and (5) develop distinctive slogans for bumper stickers, billboards, and media, such as, "She who dies with the most Iowa souvenirs WINS!" Effective places to sell such Iowa souvenirs would be campus stores, malls in campus cities, specialty "Iowa" shops in malls at major interchanges on interstate highways that pass through Iowa, bed and breakfast inns, gift shops in large hotels and chain motels.

Hypothesis A: Most purchases of Iowa souvenirs by Iowa women are gifts for out-of-state recipients.

Hypothesis B: A distinctive Iowa trademark and slogans would increase sales of Iowa products and consumer loyalty.

Expansion of the present study Because the present study was limited to 42 informants, all but the youngest of whom were or had been

married, a separate study of the tourism habits of single women who have always traveled primarily as part of their work should be made.

Hypothesis A: Single women who travel primarily for work have higher discretionary incomes and purchase more souvenirs priced higher than \$30 than single or married women who travel primarily for vacation.

Hypothesis B: Single women who travel primarily for work spend fewer total dollars on souvenirs than single women who travel primarily for vacation.

#### Contribution to Tourism Scholarship

The life-span theory, women's ways of structuring their lives, tourist behaviors, and significance ("meanings") of possessions formed the basis for an understanding of women tourists in this study. Levinson (1978, 1986) generalized that there is a great diversity in the kinds of life structures people build and the sequence of their social roles, events, and personality changes. Two eras, EA and MA, and the other three propositions of the life-span theory of Levinson (1978, 1986), discussed below, were used as the framework for organizing information about the development of women's travel lives. The present research extends his framework by explaining how women fit travel into their work and family lives and how travel was related to changes in their occupations and family structures. In a more specific way, women's ways of structuring their lives (Bateson, 1990, Belenky et al., 1986) was integrated with Levinson's general life-span theory to provide insights into how women managed their travel lives along with their family and work lives. Finally, tourism information provided details of life-cycle

behaviors (Wells & Gubar, 1966), the possibility of travel careers (Pearce, 1988), and various tourism styles (Littrell et al., 1990). Specific meanings of possessions included insights about functions of possessions in general (Furby, 1978), about significance of possessions related to age and stages of the life cycle (Csikszentmihalyi & Rochberg-Halton, 1981; and Belk, 1988), and about specific details of crafts and souvenirs as possessions (Littrell et al., 1992).

The life-cycle stages of Wells and Gubar (1966) will be considered relative to the results of previous work and the present study. The limitations of their stages and the small number of informants of the present study in four of their stages were discussed in Chapter 4. Life cycle stages are age-related because common role transitions such as first marriage, childbearing, and retirement tend to occur at similar ages for most people in a given society. The transition from the EA era to the MA era of Levinson (1978, 1986) corresponds with the transition from the Full Nest II stage to the Full Nest III stage of Wells and Gubar (1966) for the informants of the present study. To broaden the discussion, the results of other studies were assigned by the present author to the life-cycle stages of Wells and Gubar (1966) based on their criteria of family composition; for example, the youngest child is six years old for Full Nest II. Where authors' data were not specific, e.g., "older" and "younger," Levinson's more general EA and MA eras were used.

Lawson (1991) found that people in the Bachelor and Newly Married stages had high discretionary incomes, despite rather low total incomes, and that a high percent of their total income went to shopping

expenditures. People in Full Nest I and Full Nest II stages had neither high discretionary incomes nor high shopping expenditures, whereas those in Full Nest III and Empty Nest I stages had high discretionary incomes. Informants in the present study followed the same patterns (see Appendix IX). None in the Bachelor or Newly Married stages had incomes  $\geq$  \$50,000, whereas 75% to 100% in the four other stages did, yet the averages of total souvenirs purchased is nearly the same for the Bachelor and Newly Married stages (33) as for the Full Nest I and II stages (35) despite the much higher average incomes in the latter two stages. In contrast, averages of total souvenirs purchased for the Full Nest III and Empty Nest I stages (53) are much higher than for the other stages, possibly the result of high discretionary income. Anderson and Langmeyer (1982) found that people over 50 (Empty Nest I stage for informants in the present study) spent more money and more time on vacation trips than did younger people, further evidence for high discretionary income of this group.

For travel orientations, Lawson (1991) found the highest emphasis on people orientation among those in the Bachelor, Full Nest I, and the latter two stages of Wells and Gubar (1966), and the highest emphasis on activity orientation among those in the Full Nest II and III stages, with activity orientation lowest in the Full Nest I stage. Levinson (1978, 1986) found an increase in observation orientation among those in the Full Nest III stage, and Levinson, Lawson (1991), and Anderson and Langmeyer (1982) found increased observation orientations among those in the Empty Nest I stage with a corresponding decrease in activity

orientation. Results of the present study did not support these previous results, possibly due to differences in definitions of the orientations in the cited studies and also possibly due to the inclusion only of women in the present study. The informants in the present study had a high emphasis on activity orientation for the Full Nest I and II stages, a lower emphasis for the Newly Married, Full Nest III, and Empty Nest I stages, and little emphasis for the Bachelor stage. They had a high emphasis for observation orientation for all stages. They had a high emphasis on people orientation for the Bachelor, Newly Married, Full Nest III, and Empty Nest I stages, a lower emphasis for the Full Nest I stage, and little emphasis for the Full Nest II stage.

Littrell et al. (1990) identified four tourism styles that incorporated 24 activities common in Midwestern tourism. Age was a significant descriptor of tourists in three of these styles: (1) Ethnic, Arts, and People tourists typically were in MA; and (2) Urban Entertainment tourists and Active Outdoor tourists typically were in EA. In the present study, activities clustered into tourism styles that were similar to three of those reported by Littrell et al. Many informants of all stages, in both EA and MA, ranked high the history-art-parks tourism style and the people-ethnic tourism style. Many informants in Newly Married and Full Nest I stages ranked high the active-urban tourism style, whereas few in other stages did.

Levinson (1978, 1986) suggested that a career-only emphasis or a family-only emphasis typically was chosen by women in EA, usually in their twenties, although other women chose both family and a career. In

the present study, the limited sample of highly educated frequent travelers contained only one informant who had maintained a family-only emphasis. Most in EA emphasized career over family, whereas many in MA previously had a family-only emphasis and began their careers in the Full Nest II stage or later.

Anderson and Langmeyer (1982) noted that tourists in the Empty Nest I stage used travel agents and tours more frequently than those younger than 50. Lawson (1991) found that tourists in the Newly Married stage also used travel agents and tours frequently. In the present study women in both EA and MA used travel agents to help them plan their trips.

Littrell (1990) and Littrell et al. (1993) noted that tourists in EA valued handmade crafts that reminded them of exciting shopping experiences, whereas tourists in MA attached more significance to crafts that brought aesthetic pleasure through contemplation at home. Littrell et al. (1992) found that EA tourists emphasized uniqueness and originality when defining authenticity, whereas MA tourists focused on historic and cultural integrity. In the present study, there were no clear differences for EA and MA informants in criteria for significance and authenticity. All but three talked about favorite souvenirs, and the main theme for significance was the informants' enjoyment of souvenir purchases when they received compliments. Such compliments differentiated the informants from others and amplified their self-definitions (Furby, 1978; Csikszentmihalyi & Rochberg-Halton, 1981; and Belk, 1988).

Proposition 2 of Levinson (1978, 1986) stated that adult life alternates stages of relative stability with periods of transition. His theory includes a transitional period between EA and MA at ages 40-45. In this study a sharp increase in souvenir purchases between ages 40-42 was coincident with the transitional period.

In the present study, the changes in types and quality of souvenirs purchased through time by informants supports Proposition 3 of Levinson (1978, 1986) that an evolutionary sequence exists in each person's life. Informants typically reported that at first they bought souvenirs as reminders of trips or because they liked them. Then they became more discerning about quality and selection, based on their previous experiences both as tourists and in everyday life. Thus, quality and selectiveness were related to past experiences and to the development of tastes. Similarly, more EA informants shopped mainly in malls and supermarkets, whereas more MA informants sought out specialty and artisan shops. Changes in the developmental work from era to era contributed to evolution of the life structures illustrated by women in this study. As they moved into the MA era they appeared to be more flexible in making both planned and unplanned purchases as well as in using a combination of minimal and extensive trip-planning styles. Further evidence that an evolutionary sequence exists in each person's life was the use of all three travel orientations by most informants in EA compared to the use mostly of only two in MA. Travel orientations were related to travel careers (Pearce, 1988) in which tourists at different stages in their lives sought to satisfy changing needs by planning different activities.

Support for Proposition 4 of Levinson (1978, 1986) that movement from one stage to the next is generated by both external events and internal events was evident in this study. Travel was an external event that influenced change in informants. Choosing to travel provided opportunities for informants to reach desired goals such as becoming a better person, having fun, and having new experiences. Choosing to travel enhanced informants' lives by increasing their tolerance of people and circumstances, by overlooking and accepting differences in people, by making new friends and renewing friendships, and by building family ties and memories. Travel was also considered a time for therapy, to regroup from stressful jobs, family situations, and routine. As in the study by Anderson and Langmeyer (1982), women in this study expressed the feeling of coming back refreshed and ready to go again.

The internal events proposed by Levinson (1978, 1986) are exemplified in this study by the satisfaction or dissatisfaction with each trip and the personal development through travel that became a part of the informants' life structures. Personal development included the management skills and knowledge gained in the process of planning, involvement in, and discussions of their trips. "Connected knowing" of Belenky et al. (1986) was illustrated in this study when the informants observed a variety of ways of doing things, such as eating and cooking ethnic foods; browsed through myriad souvenirs and purchased some; and built a variety of experiences that widened their knowledge, deepened their understanding, and broadened their horizons.

Bateson (1990) wrote that women often use "improvisation" to adapt their lives to circumstances by using skills and knowledge in new ways, with keen awareness of situations and of interactions with others. Women in this study used improvisation when they planned trips around work schedules, school activities, and holidays. They also took vacation time from their jobs to coincide with their husbands' work-related travel. They negotiated time off and arranged for someone at work to cover for them, or they did their own work in advance.

A variety of new themes emerged that were not addressed in the literature review. These themes further enhanced an understanding of tourism and of purchases of souvenirs. A major theme was the degree of planning of trips and another was the degree of planning for purchase of souvenirs. Prices paid by informants for individual personal souvenirs were greater than for individual gifts in both EA and MA. Another theme was the persistent level of purchases of textiles in both age groups. Textiles constituted 22% to 35% of all souvenirs purchased by both EA and MA informants, purchased by informants in each life-cycle stage that was represented by at least six informants (Bachelor, Full Nest II, and Empty Nest I; plus the Full Nest III stage), and by all five tourist groups.

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APPENDIX I. TRAVEL RECORD

EXPERIENCE AS A TOURIST FROM 1988 THROUGH 1990 ID# \_\_\_\_\_

1990

A. Trips taken outside Iowa (include trips in the U.S. and abroad):

Where and length of trip \_\_\_\_\_

\_\_\_\_\_

Purposes \_\_\_\_\_

\_\_\_\_\_

Souvenirs purchased outside Iowa:

Additional information:

B. Trips taken in Iowa:

Where and length of trip (number of days, weeks, etc.) \_\_\_\_\_

\_\_\_\_\_

Purposes \_\_\_\_\_

\_\_\_\_\_

Souvenirs purchased in Iowa:

Additional information:

\* \* \* \* \*

1989

A. Trips taken outside Iowa:

Where and length of trip (number of days, weeks, etc.) \_\_\_\_\_

\_\_\_\_\_

Purposes \_\_\_\_\_

\_\_\_\_\_

Souvenirs purchased outside Iowa:

Additional information:

1989 continued

B. Trips taken in Iowa:

Where and length of trip \_\_\_\_\_

\_\_\_\_\_

Purposes \_\_\_\_\_

\_\_\_\_\_

Souvenirs purchased in Iowa:

Additional information:

\* \* \* \* \*

1988

A. Trips taken outside Iowa:

Where and length of trip \_\_\_\_\_

\_\_\_\_\_

Purposes \_\_\_\_\_

\_\_\_\_\_

Souvenirs purchased outside Iowa:

Additional information:

B. Trips taken in Iowa:

Where and length of trip \_\_\_\_\_

\_\_\_\_\_

Purposes \_\_\_\_\_

\_\_\_\_\_

Souvenirs purchased in Iowa:

Additional information:

INTRODUCTORY CORRESPONDENCESample Letter to Participants Confirming Scheduled Interview

[Name and address of participant]

Thank you for your interest in my research project "Female Tourists as Consumers of Souvenirs. My study has evolved from an ongoing regional research project on tourism and craft marketing in Iowa and is funded by the Agriculture and Home Economics Experiment Station at Iowa State University. Tourism is one of the fastest growing industries in our state and has the potential for expanding markets and increasing profits for producers of crafts and other tourism related products. I am interested in learning about your views on travel in general, travel in Iowa, and souvenirs. As a result of this research we hope to identify ways to improve the marketing of Iowa products to tourists.

In anticipation of the interview that we have planned, I would like you to reflect on your travel experiences and the souvenirs or mementos that you purchased during 1988 through 1990. It may be helpful to you to know that by tourist I mean a person who is away from home on non-routine travel. This could include traveling for the purpose of a vacation, non-routine business, attending a convention, or visiting family or friends. By souvenirs/mementos I mean objects that help tourists identify, define, and situate in time travel experiences they wish to remember. These objects might include items such as crafts, t-shirts, books, and food.

Please complete the enclosed travel record prior to our interview. For each year record the trips and the amount of time devoted to the trips, the purposes of the different trips, the souvenirs you purchased on your trips, and additional information that you would like to communicate during the interview.

Your responses in the interview are voluntary and will be kept confidential because your name is not associated with the interview in any way. The numbers on the travel record and the questionnaire are only for record keeping. The interview will be tape recorded in order to insure accuracy of detail in recording your responses. The tape recording will be erased immediately after your responses have been transcribed to a survey form. If you feel uncomfortable with the questions asked during the interview, you may choose not to answer a particular question or withdraw from the interview.

I appreciate your willingness to participate in this research. If you have any questions, please contact me at 294-2628 (o) or at 233-6946 (h). I look forward to meeting with you at your home on \_\_\_\_\_.

Sincerely,

Luella Anderson  
Ph.D. Candidate

Mary Littrell, Ph.D.  
Professor

## APPENDIX II. INTERVIEW SCHEDULE

DATE: \_\_\_\_\_

ID# \_\_\_\_\_

TIME OF INTERVIEW: \_\_\_\_\_

The interview will include three parts. First we'll refer to the TRAVEL RECORD and talk about your travel experiences and souvenir purchases within and outside Iowa during the past three years. Second we'll discuss how your travel purposes and experiences have changed over the years. Finally, we'll discuss why you purchase souvenirs and look at some of your favorite souvenirs.

PART I. Travel record

Now that you have done some reminiscing about your travel experiences, I'd like to begin the interview by asking you to tell me about your most memorable trip outside Iowa during these past three years.

1. Of the trips on your Travel Record what was your most memorable trip outside Iowa?
2. Why was it memorable? What souvenirs or travel remembrances did you purchase?
3. Of the souvenirs listed on your Travel Record what was the most special souvenir that you purchased outside Iowa?
4. What makes it special? Tell me about the trip.
5. Again referring to your Travel Record what was your most memorable trip in Iowa?
6. Why was it memorable? What souvenirs did you purchase?
7. What was the most memorable souvenir that you purchased in Iowa?
8. What makes it memorable?
9. I'd like you to think about a meaningful souvenir that you have purchased in the past. Tell me what meaning it held for you at the time you purchased it. How has the meaning of this souvenir changed over the years that you've owned it?
10. You have other trips listed on the Travel Record. What is it about those trips that they aren't as memorable?

PART II. Travel and life during early and middle adulthood

In the second section of the interview we'll be talking about how your travel goals, purposes and experiences have changed over the years. Travel can serve many different purposes for people.

1. What purposes does travel serve in your life? Probe: How are these purposes different from 5 years ago? 10 years ago?
2. What is your travel life like now? Is it hectic/pleasurable? What are your likes/dislikes? Probe: How do you fit travel with the rest of your life activities? Probe: How does your travel life differ from 5 years ago? 10 years ago?
3. Besides personal interests and desires, what are some things in the world that affect your travel? factors such as global conditions, economic conditions, people you travel with, etc.
4. What are the most important parts of your travel life? What part of the process do you like? planning? or the trip itself? talking about it afterwards--memories? What parts of travel do you dislike?
5. What activities do you enjoy most when traveling? Which do you enjoy least?
6. In what activities during your travel do you invest most energy? time? money?
7. What do you really want out of life at this point in time? How does travel affect your relationships with family members? fit with work life? Probe: How do you feel about your life now?
8. How does travel fit with your current life goals? How does travel affect your relationships with family members? fit with work life? Probe: Does travel offer you a chance to be by yourself and away from the telephone and away from family? Does travel offer you a chance to be with your family and away from the usual demands on your time? Probe: Have your life goals changed during the past 5 years? 10 years? Have your travel goals changed during the past 5 years? 10 years?
9. What part of your life would you like to change in the future?
10. What part of travel would you like to change or make more meaningful in the future?
11. Do you anticipate changing the frequency of your travel in the future or keeping your travel about the same? Why?

PART III. Souvenirs

In the final section of the interview we'll be discussing why people purchase travel souvenirs. By souvenir I mean a tangible object whose physical presence helps identify, define, and situate in time a travel experience its owner wishes to remember.

1. Do you buy souvenirs? If so, why? If not, why not?
2. How would you describe your current souvenir buying? 5 years ago? 10 years ago?
3. What are some souvenirs that you have purchased since 1988? Probe:  
 crafts (items that are handmade, not made in a factory)  
 antiques  
 t-shirts, sweat shirts, or other clothes with the name or picture of the location or attraction  
 local foods  
 books about the area, state, people, history, or attractions  
 post cards and booklets about the sites visited  
 additions to collections  
 other  
 What kinds of things do you buy most to bring back as reminders of your trips? Probe: Tell me about the crafts/t-shirts that you purchase. Are there reasons that you do not purchase crafts/t-shirts as souvenirs?
4. What souvenirs have you purchased in Iowa? What made the Iowa souvenirs appealing to you?
5. What do you look for in souvenirs you purchase in Iowa compared to those you purchase elsewhere in the U.S.? compared to those you purchase internationally?
6. What does shopping for souvenirs mean to you? where do you shop? how much time do you spend shopping? who do you shop with?
7. What is it about an item that makes it special and appeals to you to buy it?
8. How do you decide what souvenirs to buy? Probe: What specific criteria do you use to make your souvenir-purchase decisions?
9. What kinds of souvenirs will you plan to purchase in the future?
10. In what ways do you use your souvenirs?  
Probe: Do you buy souvenirs to give as gifts?
11. Have you purchased souvenirs that you later wished you hadn't? What did you do with them? TIME: \_\_\_\_\_

## APPENDIX III. TRAVEL QUESTIONNAIRE

ID# \_\_\_\_\_ TRAVEL ACTIVITIES

Below are activities that tourists might take part in during their travels in the United States. Some of these activities may or may not be important to you as you travel. In the space to the right of each statement, circle the number that best describes how important each activity is to you for a successful trip in the United States.

- Circle 1 if the activity is VERY UNIMPORTANT as you travel  
 Circle 2 if the activity is UNIMPORTANT as you travel  
 Circle 3 if the activity is slightly UNIMPORTANT as you travel  
 Circle 4 if the activity is NEITHER IMPORTANT OR UNIMPORTANT  
 Circle 5 if the activity is SLIGHTLY IMPORTANT as you travel  
 Circle 6 if the activity is IMPORTANT as you travel  
 Circle 7 if the activity is VERY IMPORTANT as you travel

How important is... circle one number

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 1. Reading?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Visiting with local residents?                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Participating in night entertainment such as dancing or nightclubs? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Visiting state or national parks?                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Visiting ethnic communities?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Visiting gardens and urban parks?                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Antiquing?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Attending ethnic or community festivals or fairs?                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Visiting historic homes, historic sites, or history museums         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Attending concerts or the theater?                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Visiting art galleries, art museums, art studios?                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Shopping?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Attending sports events such as baseball, football, or basketball? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Taking photographs?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. Going to recreated villages depicting a past way of life?          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. Camping?   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. Taking a complete package tour?                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. Visiting cities?   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. Hiking, backpacking, or taking nature walks?                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. Meeting interesting people different than myself?                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Swimming, tennis, golf, skiing, bicycling, boating, or sailing     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. Bringing home souvenirs from the trip?                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. Fishing or hunting?  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Visiting recreational theme parks with rides, water sports?        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## SHOPPING FOR SOUVENIRS

Here is a list of reasons for buying souvenirs when you travel. For each reason on the list, write the amount you usually spend on a single item. If a reason does not apply to you, write NA.

- |   | \$ or price range |
|---|-------------------|
| 1. Souvenir or remembrance of the trip for yourself | _____             |
| 2. Gift for relative -- child                       | _____             |
| 3. Gift for a relative -- adult                     | _____             |
| 4. Gift for an adult friend                         | _____             |

## BACKGROUND INFORMATION

Finally, I would like to ask a few questions about yourself to help interpret the results of the study.

Q-1 Your age:

\_\_\_\_\_ YEARS

Q-2 The highest level of education you have completed: (Circle number)

- 1 LESS THAN 12 YEARS
- 2 COMPLETED HIGH SCHOOL
- 3 1-3 YEARS TECHNICAL, VOCATIONAL, OR COLLEGE
- 4 COMPLETED COLLEGE OR UNIVERSITY
- 5 SOME GRADUATE WORK
- 6 A GRADUATE DEGREE

Q-3 Your occupation:

TITLE \_\_\_\_\_

BUSINESS/INSTITUTION \_\_\_\_\_

Q-4 Your gross family income from all sources in 1990: (Circle number)

- 1 LESS THAN \$10,000
- 2 \$10,000 UP TO 24,999
- 3 \$25,000 UP TO 49,999
- 4 \$50,000 UP TO 74,999
- 5 \$75,000 AND OVER

Q-5 Your marital status:

- 1 MARRIED
- 2 NOT MARRIED

Q-6 Number of dependent children living at home:

\_\_\_\_\_

List the age of each of your children:  
Example: Daughter (3)

\_\_\_\_\_

Q-7 How many states in the United States have you visited? Include Iowa in the total.

\_\_\_\_\_ STATES

Q-8 How many countries have you visited outside the United States?

\_\_\_\_\_ COUNTRIES

## APPENDIX IV. TELEPHONE PROTOCOL

ID# \_\_\_\_\_

Hello. This is Luella Anderson from Iowa State University. I am a graduate student in the Textiles and Clothing department. I am conducting a research study to find out about Iowan's views on tourism and what kinds of items tourists purchase that serve as reminders of their travel experiences. Your name was suggested to me by [name] as someone who travels frequently. The questions I need to ask you now should take no longer than 5 minutes. I would be happy to answer any questions you might have about my study. May I proceed?

In order to find out about travelers' views on tourism in Iowa as well as on the national and international scenes, I need to interview people who have taken 3 trips during the past 3 years from 1988 through 1990. Trips may include traveling for the purpose of vacation, business, attending a convention, or visiting family or friends. Have you taken 3 trips during the past 3 years? YES \_\_\_\_\_ NO \_\_\_\_\_

Have you taken one trip in Iowa during the last 3 years? YES \_\_\_\_\_ NO \_\_\_\_\_

During your travels, do you regularly purchase items that serve as reminders of your travel experiences? (crafts, t-shirts, books, local foods, souvenirs, mementos) YES \_\_\_\_\_ NO \_\_\_\_\_

I would like to mail you a short questionnaire that asks about your trips and purchases in the past 3 years and set up an interview that might last 1-2 hours depending on your time frame. I will tape the interview in order to more accurately record the information, but these tapes will be erased and all of the information that you share will be kept confidential.

As a result of these interviews I hope to identify ways to improve the marketing of crafts and other products in Iowa. The results of this research will be made available to craft producers, retailers, state tourism agencies, and communities interested in fostering tourism and craft marketing.

Would you be willing to participate in my study? YES \_\_\_\_\_ NO \_\_\_\_\_  
I would like to reserve a time when we can meet together at your home. What date and time could we schedule an interview with you during the next 3 weeks? \_\_\_\_\_

May I verify your address? \_\_\_\_\_  
\_\_\_\_\_

I look forward to meeting you and learning about your travel experiences. I will be sending you a letter that includes more information about the project, confirms the time of our interview, and includes a short questionnaire. THANK YOU FOR TALKING WITH ME. GOODBYE.

APPENDIX V.

**Information for Review of Research Involving Human Subjects**

**Iowa State University**

(Please type and use the attached instructions for completing this form)

1. Title of Project Female Tourists as Consumers of Souvenirs

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree to request renewal of approval for any project continuing more than one year.

Luella Anderson 3/8/91 Luella Anderson  
 Typed Name of Principal Investigator Date Signature of Principal Investigator

Textiles and Clothing 162 LeBaron 4-8519  
 Department Campus Address Campus Telephone

3. Signatures of other investigators Date Relationship to Principal Investigator  
Mary Littell 3/8/91 Major Professor



4. Principal Investigator(s) (check all that apply)  
 Faculty  Staff  Graduate Student  Undergraduate Student

5. Project (check all that apply)  
 Research  Thesis or dissertation  Class project  Independent Study (490, 590, Honors project)

6. Number of subjects (complete all that apply)  
40 # Adults, non-students      # ISU student      # minors under 14      other (explain)  
     # minors 14 - 17

7. Brief description of proposed research involving human subjects: (See instructions, Item 7. Use an additional page if needed.)  
 See attached sheet.

(Please do not send research, thesis, or dissertation proposals.)

8. Informed Consent:  Signed informed consent will be obtained. (Attach a copy of your form.)  
 Modified informed consent will be obtained. (See instructions, item 8.)  
 Not applicable to this project.

9. **Confidentiality of Data:** Describe below the methods to be used to ensure the confidentiality of data obtained. (See instructions, item 9.)

Names will not be associated with the responses in any way. Code numbers will be used on the instruments and tapes to identify separate responses to the questions. Interviews will be tape recorded. The tapes will be erased upon completion of the study.

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

11. **CHECK ALL** of the following that apply to your research:

- A. Medical clearance necessary before subjects can participate  
 B. Samples (Blood, tissue, etc.) from subjects  
 C. Administration of substances (foods, drugs, etc.) to subjects  
 D. Physical exercise or conditioning for subjects  
 E. Deception of subjects  
 F. Subjects under 14 years of age and/or  Subjects 14 - 17 years of age  
 G. Subjects in institutions (nursing homes, prisons, etc.)  
 H. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A - D Describe the procedures and note the safety precautions being taken.

Item E Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item F For subjects under the age of 14, indicate how informed consent from parents or legally authorized representatives as well as from subjects will be obtained.

Items G & H Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

Last Name of Principal Investigator Anderson

**Checklist for Attachments and Time Schedule**

The following are attached (please check):

- 12.  Letter or written statement to subjects indicating clearly:
  - a) purpose of the research
  - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see Item 17)
  - c) an estimate of time needed for participation in the research and the place
  - d) if applicable, location of the research activity
  - e) how you will ensure confidentiality
  - f) in a longitudinal study, note when and how you will contact subjects later
  - g) participation is voluntary; nonparticipation will not affect evaluations of the subject
- 13.  Consent form (if applicable)
- 14.  Letter of approval for research from cooperating organizations or institutions (if applicable)
- 15.  Data-gathering instruments

16. Anticipated dates for contact with subjects:

First Contact	Last Contact
<u>3 / 18 / 91</u>	<u>6 / 30 / 91</u>
Month / Day / Year	Month / Day / Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

6 / 30 / 91  
Month / Day / Year

18. Signature of Departmental Executive Officer      Date      Department or Administrative Unit

Carolina Sheperd      3/8/91      Textiles and Clothing

19. Decision of the University Human Subjects Review Committee:

Project Approved       Project Not Approved       No Action Required

Patricia M. Keith      3/14/91      PM/Keith  
Name of Committee Chairperson      Date      Signature of Committee Chairperson

## 7. Brief description of proposed research

Problem to be examined The purpose of this research is to advance understanding of tourists as consumers of Iowa craft products--souvenirs. Tourism is currently Iowa's third largest industry. Objectives for the project include: (1) identifying consumers' preferences for souvenirs based on age, and (2) comparing products purchased by tourists in Iowa to products purchased by the same tourists during trips outside Iowa.

Methods used in gathering data The structured interview approach will be used to gather data about purposes and preferences of travel and souvenirs across the life span of women. The researcher will ask the questions using a structured interview schedule that allows the participants to respond freely. To facilitate recall of past trips, informants may refer to the Travel Record that they completed prior to the interview. The interviews will be audio recorded and transcribed. At the end of the interview a written questionnaire will be administered to each informant.

Nature of data to be gathered The interview will focus on the informant's travel experiences during the past three years (1988-1990) and their place in the life span. The questionnaire will obtain information about tourists' travel activities, price range for purchasing souvenirs, and demographic information. The Travel Record is designed to prompt the informant's memory for recalling travel experiences and to focus the discussion.

Method for selecting subjects Forty informants will be selected using purposive sampling techniques to achieve a high degree of contrast on dimensions that are likely to affect their experiences and behaviors with respect to travel and souvenir purchases inside and outside Iowa. Informants will be adult women between the ages of 25 and 60, will have completed a minimum of three trips during the past three years, will have been tourists in Iowa in the past three years, and will have purchased souvenirs regularly as part of their trip experiences. Subjects will be residents of two cities, Ames and Atlantic, Iowa, and the surrounding rural areas. The sample will be obtained through personal and telephone contacts made by the researcher using recommendations of the Extension Home Economics Agents and Travel Agents in the two cities. Interviews will be arranged by telephone. A follow-up letter of confirmation and a Travel Record will be mailed to the informant prior to the interview. The Travel Record may take about 30 minutes to complete. Interviews will be conducted by the researcher at the home of the subject. Time of the interview is anticipated to be 1 and 1/2 to 2 hours. The questionnaire will take about 5 minutes to complete.

Implications This research is designed to further develop the Iowa craft/souvenir market as part of Iowa's growing tourism industry. Outcomes from this research will assist producer and retailers of Iowa craft products in making age- and souvenir-related marketing decisions.

## APPENDIX VI. CODING GUIDE

## I. Purposes of travel

## A. Primary purposes

- 00 1. work-related (integrated with work schedule)
- 01 a. personal (informant travels by herself)
- 02 b. husband (informant and husband travel together)
- 03 2. people-related
- 04 a. family-related
- 05 b. friend-related
- 06 c. learning-related
- 3. vacation
- 07 a. vary routine
- 10 b. get away from
  - 11 (1) work
  - 12 (2) children
  - 13 (3) home
  - 14 (4) telephone
  - 15 (5) community responsibilities
  - 015 (6) Iowa climate
  - 16 (7) stress
  - 17 (8) people

## B. Multi-purpose travel

- 1. work-related/vacation
- 18 a. individual (informant travels by herself)
- 19 b. with husband (informant and husband travel together)
- 20 c. with family (informant travels with family)
- 2. people-related/vacation
- 22 a. with family (informant travels with family for vacation)
- 23 b. with friends (informant travels with friends for vacation)
- 24 3. education/work-related, people-related, and vacation

## II. Travel related to work life and family life

### A. Travel related to work life

- 25 1. work dictates travel schedule; plan around
- 26 2. responsibilities with work

### B. Travel related to family life

- 27 1. responsibilities for family members (children/elderly parents)
- 28 2. independent of responsibility for family members
- 29 3. children's influence on travel plans
- 30 4. limitations to travel other than those related to children
- 31 5. comparison among previous life stages and the present
- 32 a. change in focus
- 32 b. change in quality
- 33 c. change in pace
- 08 d. change in amount of travel
- 34 6. future plans

## III. External factors affecting travel

### A. Economic factors

- 35 1. personal finances income/the economy
- 36 2. discretionary income
- 37 3. prices/attitudes toward prices/spending
- 38 4. exchange rates
- 39 5. help local economy
- 40 6. economic conditions in other countries

### B. Political conditions

### C. Environmental conditions during travel

- 42 1. weather/climate/seasons
- 43 2. scenery/countryside/area/accommodations
- 44 3. natural disasters

### D. Social conditions

- 45 1. crime rates
- 46 2. crowds
- 3. language barriers

## IV. Personal factors affecting travel

## 47 A. Health

## B. Travel management

## 1. preplanned travel

48 a. tour package/travel agent

49 b. self-planned

50 2. travel events evolve

51 3. travel dominant/goal oriented

## C. Time perceptions at time of trip

52 1. time available for travel

53 2. quality of time

54 3. previous travel experience

## V. Travel experiences

## A. Type of involvement in activities and local culture

## 1. observation

55 a. tour

b. sight-seeing

56 (1) natural scenery (from highway, outback, plane)

57 (2) city scape

58 (3) local animals/wildlife

59 (4) people watching/local accents, customs

60 (5) architecture

61 (6) shopping/browsing experiences

62 (7) license plates

63 (8) museums

## c. spectator activities

64 (1) theater/plays/dinner theaters/puppet show/movie

65 (2) professional games/sports events

66 (3) music events

67 (4) rodeo

68 (5) zoo/marine

(6) horse races, dog races

69 d. take pictures

## V. A. 2. participation with locals

- 70 a. eating local foods served local style
- 71 b. visit with locals
- 72 c. visit in homes of locals/boat with locals
- 73 d. attend local religious services
- 74 e. stay in bed and breakfasts
- 75 f. square dancing/folk dancing
- 76 g. attend local festivals/craft shows/open markets

## 3. participation with family/friends

- 78 a. do tourist attractions
- 79 b. organized sports activities (scuba, hiking, biking)
- 80 c. explore outback (go fishing, canoeing, rafting, swimming)
- 81 d. eat out at
  - 82 (1) nice places/interesting/not available at home
  - 83 (2) ethnic restaurants
  - 84 (3) picnic/BBQ/tailgate parties
- 85 e. use available facilities at leisure

## 86 4. alone-time activities

## 91 B. Expected outcomes/anticipation

## 92 C. Singular experiences

## 93 D. Experiences not enjoyed

## 94 E. Generic (trips blur)

## 95 F. Emotional reactions to travel experiences (feelings)

## G. Modes of travel

- 96 1. auto/cab
- 97 2. airplane
- 98 3. cruise ship
- 99 4. bus
- 100 5. motor cycle

## VI. Results of travel through time

## A. Personal education/growth and development

- 101 1. widens knowledge/deepens understanding/broadens horizons
- 102 2. changes in behavior
- 104 3. enhances quality and increases meaning of life through time
- 105 4. time for therapy, to regroup from stressful jobs, family situation, and routine

## B. Effects on building human relationships

- 109 1. make new friends/meet people
- 110 2. renew friendships
- 111 3. build family ties
- 112 4. affirm relationships through gift giving
- 113 5. share travel experiences with others
- 114 a. family/friend reminiscing (talking, view photos, view videos, use souvenirs)
- 115 b. give formal presentations
- 116 c. wear/use things to show off where been and get compliments
- 117 d. tell travel stories as they present gifts to others
- 118 e. influence others/reactions of others

## C. Establish travel skills and traditions

- 128 1. skills
- 128 2. traditions
- 129 a. activities and purchases
- 130 b. return to same place
- 131 (1) annually
- 132 (2) more than once, return trip

## VII. Souvenir purchases for self and others

## A. Types of souvenirs

## 1. purchased

- 1332 a. hand-crafted items
- 133 (1) pottery  
 134 (2) original pictures/art  
 135 (3) Nan cornhusk dolls  
 136 (4) wooden items  
 137 (5) embroidered wall hangings, tablecloth  
 138 (6) handwoven fabrics, knitted clothes  
 127 (7) note cards (area scenes)  
 1330 (8) carvings  
 1331 (9) baskets  
 1333 (10) rugs/blankets/afghans  
 1334 (11) leather  
 1335 (12) Waterford glass  
 1336 (13) quilts  
 1337 (14) hand-painted dolls, fabrics  
 1338 (15) metal sculpture

## b. printed items

- 140 (1) photos/videos/reproduced prints  
 141 (2) books/cook books  
 142 (3) maps (fabric maps)  
 143 (4) posters  
 144 (5) postcards

- 145 c. foods  
 146 d. begin/build collections  
 147 e. toys  
 148 f. clothing  
 149 g. jewelry/watches  
 150 h. mass-produced decorative items  
 151 i. music  
 152 j. Christmas ornaments  
 153 k. antiques

## 2. free

- 154 a. matchbooks  
 155 b. ticket stubs/pamphlets/etc.  
 156 c. shells/beach items

## VII. B. Shopping for souvenirs

## 1. types of shops

- 157 a. malls
- 158 b. specialty shops/boutiques
- 159 c. tourist shops
- 160 (1) traps
- 161 (2) craft areas/artist communities/open markets

## 2. locations of shops

- 162 a. convenience
- 163 b. out-of-the-way places

## 3. interactions with others

- 164 a. shop owners interact with customers
- 165 b. artists demonstrate work
- 166 c. see artist make your souvenir

## 4. planned vs unplanned purchases

- 167 a. planned
- 168 b. unplanned

## C. With whom shop/purchase

- 169 1. self
- 170 2. friend(s)
- 171 3. husband
- 172 4. children
- 09 5. other family members

## D. Time spent shopping/buying

- 173 1. light
- 174 2. heavy
- 175 3. related to family stages
- 176 4. related to emotional mood/other activities/others' interests
- 177 5. not as much time as we'd like

## E. Iowa vs. other souvenirs

- 178 1. same qualities in Iowa products as elsewhere
- 179 2. don't want IOWA written on it
- 180 3. distinctively Iowa/support Iowa
- 181 4. don't remember what I bought in IA
- 1820 5. use Iowa souvenirs as gifts when traveling

## VII. F. Criteria for purchase

- 183 1. quality related to price
  - a. perception of craftsmanship and life expectancy of item
    - 184 (1) media will deteriorate in a few years (paper, fabric)
    - 185 (2) value added as years progress
    - 186 (3) long-lasting
    - 187 (4) well-made/not fall apart/not shrink
  - 1870 b. price/cost/affordable
    - 188 (1) additional costs/shipping, care
    - 189 (2) bargain
    - 190 (3) exchange rate
    - 191 (4) after costs of trip, how much more do I want to spend?
- 2. personal appearance/preference
  - 192 a. aesthetic appeal
    - 193 (1) design/style
    - 194 (2) color
  - 196 b. sport-team affiliation
  - 197 c. things that produce a feeling (emotional)
  - 198 d. selective
  - 199 e. unique
  - 200 f. practical
  - 201 g. a "story" goes with it
- 3. authentic
  - 202 a. represents area/culture
  - 203 b. locally made
  - 205 c. done by an artist well known for producing quality items
  - 208 d. locally grown/produced food products
  - 210 e. identifying markings of the artist
    - 211 (1) signed
    - 212 (2) dated
  - 213 f. original vs print vs reproduction

## VII. F. 4. uses/purposes

## a. consumption

- 214 (1) food
- 215 (2) drink
- 216 (3) celebrate special occasion/holiday
- 217 (4) share at the office
- 218 (5) plants, seeds

## b. home

## (1) decorate

- 219 (a) everyday
- 220 (b) holiday decor/seasonal/special occasions

## 221 (2) furniture

## 222 (3) utensils

## 223 c. wear

## 2240 d. gifts

## 228 e. as travel remembrances

## 230 (1) depict way of life, town, event

## 231 (2) helps to keep trip in the kids' minds

## 232 (3) as morale booster

## 5. size/fit

## 233 a. related to mode of travel

## 234 b. related to person

## G. Change in souvenir purchases through time

## 1. change in meaning

## 235 a. increase in sentimental value

## 236 b. increase in monetary value

## 237 c. lose significance

## 238 d. continued use becomes a tradition

## 239 2. change in number of purchases

## 240 a. more for others than self

## 241 b. less for home more for kids (child rearing years)

## 242 c. more for home

## 243 d. children bought, now I buy

## VII. G. 3. change in focus

- 244 a. prints to originals
- 245 b. random to highly selective purchases
- 246 c. lesser to higher quality items
- 247 d. interesting/crafty to extremely unique
- 248 e. trinkets to fewer trinkets
- 249 f. "made in Japan" to locally made
- 250 g. just t-shirts to other things
- 251 h. practical to humorous (not practical but fun)

## H. Special self purchases

- 261 1. cheaper - more expensive
- 262 2. throwing money away to getting things I know I like, more practical

## 2590 I. U.S. to international scope

## APPENDIX VII. RELATIVE IMPORTANCE OF TOURISM STYLES TO EACH INFORMANT

Style:	History-Art-Parks						People-Ethnic						Active-Urban										
Q #:	1	4	6	9	11	15	Avg.	% of total	2	5	8	20	Avg.	% of total	3	13	17	18	21	Avg.	% of total	Total	
Inf#																							
# 1	5	4	3	4	3	5	4.00	45	3	4	2	4	3.25	37	-	3	-	3	2	1.60	18	8.85	
# 2	4	4	4	5	2	4	3.83	35	3	4	3	5	3.75	35	4	3	3	4	2	3.20	30	10.78	
# 3	4	3	2	4	3	4	3.33	40	5	4	4	4	4.25	51	-	1	-	-	3	0.80	09	8.38	
# 4	5	5	3	3	1	4	3.50	39	4	3	4	3	3.50	39	3	-	-	3	4	2.00	22	9.00	
# 5	4	3	2	4	5	4	3.67	45	4	3	3	4	3.50	43	-	2	-	3	-	1.00	12	8.17	
# 6	3	3	3	5	3	3	3.33	52	-	4	4	3	2.75	42	-	-	-	1	1	0.40	06	6.48	
# 7	4	4	3	4	5	3	3.83	34	5	4	3	5	4.25	38	3	3	2	3	5	3.20	28	11.28	
# 8	4	4	4	5	4	4	4.17	42	3	4	4	4	3.75	38	1	1	1	3	4	2.00	20	9.92	
# 9	2	3	4	4	4	3	3.33	39	4	4	5	5	4.50	52	-	-	-	2	2	0.80	09	8.63	
#10	4	3	3	4	4	3	3.50	41	3	2	4	4	3.25	38	-	2	2	3	2	1.80	21	8.55	
#11	-	-	-	1	2	-	0.50	07	5	2	3	5	3.75	53	3	4	-	4	2	2.80	40	7.05	
#12	5	4	4	5	4	3	4.17	41	5	5	4	5	4.75	47	-	-	2	4	-	1.20	12	10.12	
#13	4	4	4	4	4	4	4.00	33	5	5	4	5	4.75	39	2	4	3	3	5	3.40	28	12.15	
#14	3	4	5	2	3	1	3.00	33	3	4	3	3	3.25	35	3	4	1	3	4	3.00	32	9.25	
#15	.	2	1	-	-	2	1.00	17	-	1	3	1	1.25	22	5	5	5	4	4	3.50	61	5.75	
#16	2	-	-	1	1	4	1.33	72	1	-	-	-	0.25	14	-	-	.	-	1	0.25	14	1.83	
#17	5	4	4	5	5	5	4.67	53	2	5	4	4	3.75	42	-	-	1	1	-	0.40	05	8.82	
#18	5	5	3	4	5	5	4.50	44	4	5	4	4	4.25	41	-	3	-	3	2	1.60	15	10.35	
#19	4	4	2	5	5	3	3.83	75	-	2	3	-	1.25	25	-	-	-	-	-	0.00	00	5.08	
#20	-	2	2	3	1	3	1.83	28	4	3	3	4	3.50	54	-	2	-	2	2	1.20	18	6.53	
#21	-	3	4	3	1	4	2.67	26	5	4	5	5	4.75	47	3	4	1	2	4	2.80	27	10.22	
#22	5	3	1	3	-	2	2.33	25	3	3	3	4	3.25	36	3	4	2	4	5	3.60	39	9.18	
#23	3	3	2	2	3	2	2.50	28	2	2	2	5	2.75	30	3	4	3	4	5	3.80	42	9.05	
#24	1	-	-	-	-	2	0.50	09	1	-	2	3	1.50	28	4	4	2	3	4	3.40	63	5.40	
#25	5	4	2	4	3	5	3.83	36	5	4	2	5	4.00	38	3	2	2	5	2	2.80	26	10.63	
#26	4	3	4	5	1	4	3.50	33	5	5	5	5	5.00	48	-	4	1	1	4	2.00	19	10.50	

Style:	History-Art-Parks								People-Ethnic				Active-Urban										
Q #:	1	4	6	9	11	15	Avg.	% of total	2	5	8	20	Avg.	% of total	3	13	17	18	21	Avg.	% of total	Total	
<b>Inf#</b>																							
#27	3	4	1	3	-	3	2.33	35	3	3	1	4	2.75	41	-	4	-	4	-	1.60	24	6.68	
#28	4	3	.	5	5	5	4.40	46	4	3	3	4	3.50	37	1	3	-	2	2	1.60	17	9.50	
#29	5	2	3	3	5	4	3.67	60	-	3	1	4	2.00	33	-	-	-	2	-	0.40	07	6.07	
#30	1	3	2	2	-	3	1.63	19	4	5	5	5	4.75	54	4	-	-	5	3	2.40	27	8.78	
#31	5	2	5	5	5	5	4.50	49	5	4	5	5	4.75	51	-	-	-	-	-	0.00	00	9.25	
#32	4	4	3	4	4	3	3.67	34	2	2	3	5	3.00	28	5	3	4	4	4	4.00	38	10.67	
#33	5	5	5	5	5	5	5.00	43	5	3	2	5	3.75	33	2	1	2	4	5	2.80	24	11.55	
#34	5	5	5	5	4	3	4.50	48	2	3	3	3	2.75	29	-	3	-	4	4	2.20	23	9.45	
#35	5	4	3	3	4	3	3.67	37	3	4	-	4	2.75	28	2	5	4	4	2	3.40	35	9.82	
#37	5	5	4	5	4	4	4.50	39	2	4	4	4	3.50	30	-	5	4	4	5	3.60	31	11.60	
#38	5	5	-	3	2	2	2.83	38	3	4	3	3	3.25	43	-	-	-	3	4	1.40	19	7.48	
#39	-	-	-	-	-	-	0.00	00	-	-	-	-	0.00	00	2	1	-	1	-	0.80	100	0.80	
#40	5	4	3	5	4	2	3.83	41	4	4	4	4	4.00	42	-	-	-	4	4	1.60	17	9.43	
#41	5	5	4	5	5	4	4.67	46	3	4	4	2	3.25	32	-	4	-	2	5	2.20	22	10.12	
#42	4	4	3	3	2	3	3.17	33	3	4	1	5	3.25	34	3	2	3	4	4	3.20	33	9.62	
#43	4	5	4	5	5	4	4.50	42	5	5	5	5	5.00	47	-	-	2	2	2	1.20	11	10.70	

NOTES: Little or no interest is shown as a dash (-); no response is shown as a dot(.).

Question numbers correspond to those in the travel questionnaire (see Appendix III).

Percentages for each tourism style are shown in Figure 1.

APPENDIX VIII. FACTORS THAT INFLUENCE TRAVEL-MANAGEMENT STRATEGIES

Management Strategies	Early Adulthood		Middle Adulthood	
Factors	Minimum Planning	Extensive Planning	Minimum Planning	Extensive Planning
Travel Experiences and Goals	<ul style="list-style-type: none"> <li>●Traveled with family when a child</li> <li>●Traveled without their children</li> <li>●Parents planned trips</li> <li>●Little international travel</li> <li>●Travel is not a major priority</li> <li>●Not aware of travel goals other than just to have fun</li> </ul>	<ul style="list-style-type: none"> <li>●Traveled with family when a child</li> <li>●Traveled with children</li> <li>●Children helped plan trips</li> <li>●Some international travel</li> <li>●Travel is a major priority</li> <li>●Multi-goal oriented                             <ul style="list-style-type: none"> <li>-education</li> <li>-meet new people</li> <li>-take at least 1 long trip a year</li> <li>-new experiences w/children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Did not travel much when a child</li> <li>●Sometimes traveled with children</li> <li>●Husband planned trips</li> <li>●Some international travel</li> <li>●Travel is a major priority</li> <li>●Main goal is to relax and escape from everyday life</li> </ul>	<ul style="list-style-type: none"> <li>●Did not travel much as a child</li> <li>●Often traveled with children</li> <li>●Often accompanied husband on his business trips</li> <li>●International travel</li> <li>●Travel is a major priority</li> <li>●Multi-goal oriented                             <ul style="list-style-type: none"> <li>-visit every state in the U.S.A.</li> </ul> </li> </ul>
Travel Orientation <ul style="list-style-type: none"> <li>●Observations</li> <li>●People</li> <li>●Active</li> </ul>	●Single orientation	●Multiple orientations	●Multiple orientations	●Multiple orientations

Management Strategies	Early Adulthood		Middle Adulthood	
Factors	Minimum Planning	Extensive Planning	Minimum Planning	Extensive Planning
Travel Plans	<ul style="list-style-type: none"> <li>● Limited time used for planning due to:</li> <li>-highly flexible work schedule and work responsibilities</li> <li>-few home and child care responsibilities</li> <li>-dislike planning</li> <li>-too much effort required</li> <li>-short or repeat trips required few plans</li> </ul>	<ul style="list-style-type: none"> <li>● Much time used for planning due to:</li> <li>-somewhat flexible work schedule</li> <li>-no husband or children; few home responsibilities</li> <li>-enjoy planning</li> <li>-much planning required to coordinate work and family members' schedules</li> <li>-longer, first trips required more plans</li> </ul>	<ul style="list-style-type: none"> <li>● Limited time used for planning due to:</li> <li>-couple's work schedules are not compatible</li> <li>-work was so demanding that there was no time to plan</li> <li>-dislike planning</li> <li>-routine travel required few plans</li> </ul>	<ul style="list-style-type: none"> <li>● Much time used for planning due to:</li> <li>-couple's work schedules are negotiated to be coordinated</li> <li>-easier to plan when children leave home</li> <li>-enjoy planning</li> <li>-much planning required to coordinate work, travel, home</li> <li>-awareness of importance of planning to meet expectations of the trip</li> </ul>
Travel Purposes <ul style="list-style-type: none"> <li>● work-related</li> <li>● visiting family and friends</li> <li>● vacation</li> <li>● multi-purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Single or 1 main purpose:</li> <li>-visit family and friends</li> </ul>	<ul style="list-style-type: none"> <li>● Multi-purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Single or 1 main purpose:</li> <li>work-related or vacation</li> </ul>	<ul style="list-style-type: none"> <li>● Multi-purpose</li> </ul>
Travel Duration	<ul style="list-style-type: none"> <li>● Most trips last 3 days or less (short)</li> </ul>	<ul style="list-style-type: none"> <li>● Trips commonly last 4 or more days (long)</li> </ul>	<ul style="list-style-type: none"> <li>● Short or long trips</li> </ul>	<ul style="list-style-type: none"> <li>● Many short and long trips</li> </ul>

Management Strategies	Early Adulthood		Middle Adulthood	
Factors	Minimum Planning	Extensive Planning	Minimum Planning	Extensive Planning
Management Options	<ul style="list-style-type: none"> <li>● Travel with parents</li> <li>● Take pre-planned tours</li> <li>● See mainly tourist areas; guided tours</li> <li>● Repeat trips</li> <li>● International travel: <ul style="list-style-type: none"> <li>-study tour</li> <li>-student exchange program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use travel literature <ul style="list-style-type: none"> <li>-brochures</li> <li>-magazines</li> </ul> </li> <li>● Plan own trips <ul style="list-style-type: none"> <li>-to get local flavor</li> <li>-to see tourist areas first, then see things that others miss--explore on own</li> </ul> </li> <li>● Some international travel planned with family and friends</li> </ul>	<ul style="list-style-type: none"> <li>● Prefer package tours or guided tours for first visit to area</li> <li>● Repeat trips</li> <li>● International travel with tours</li> <li>● Upon arrival, read about event in local literature; ask locals for suggestions</li> </ul>	<ul style="list-style-type: none"> <li>● Use travel literature</li> <li>● Have contact people</li> <li>● Ask locals</li> <li>● Make own extensive plans</li> <li>● Plan tours for and with others</li> <li>● Much international travel</li> </ul>





APPENDIX X. DETAILS OF PURCHASES MADE BY EACH INFORMANT  
PART A. EARLY ADULTHOOD

INFORMANT #	43	22	42	23	18	25	14	29	30	32	12	7	24	41	11	20	13	21	34	38	16
<b>SELF</b>																					
NHD	136(1) 150(1)			136(1) 150(1)	136(1) 1330(2) 1337(1)		136(1)		133(1)	136(1)	1334(1)			133(1)		133(2) 134(1)		133(2) 136(4) 152(4) 1330(2)	133(1)	134(1)	152(2) 133(2)
NHF	149(3)													1338(1)							
NMD	140(1) 143(3)	143(1) 150(1)	150(1)	152(2) 140(1) 150(3)	140(1) 143(1)	140(5) 150(1)		140(4)	150(9) 153(17)	150(1)	150(13) 152(2)	142(2) 153(2) 150(1)	140(1) 144(2) 150(2)		140(2) 150(5)	133(2) 140(4) 143(2)		140(3) 150(5) 153(2)		140(2) 150(2)	
NME	145(1) 210(1)		145(6) 210(9)	145(1) 210(2)		145(1)	145(1) 210(1)	145(2)	145(4) 210(8)		145(1) 210(1)	210(2)		145(1)	145(3)	145(1)	210(4)	210(2)	145(3) 210(5)	145(2) 210(9)	145(7) 210(4)
NMF	141(4) 144(1) 149(4) 151(3)	141(2) 144(1) 149(3) 151(1) 1532(1)	133(2) 141(1) 144(1) 146(2)	144(1) 149(4) 221(2) 149(1)	141(1) 144(1) 149(3) 151(1) 1532(1)	144(1) 149(3) 150(1)	144(1) 149(2)	141(1) 144(1)	141(3) 144(1)	144(1) 1480(1)	140(4) 149(2)	140(1) 141(3) 150(2)	144(1) 1400(2)	141(6)		141(2) 144(4) 149(5) 151(2) 221(1)	141(3) 144(2) 149(2)	144(2) 149(2) 151(2)	141(16) 144(2) 150(4)	149(1) 150(4)	141(2) 144(2) 149(1) 150(2)
NMT						147(1)	147(4)	147(3)						147(4)							
NMU			156(1)			156(1)			159(4)	156(1)	156(1)		156(1)					159(2)	159(3)	159(1) 156(2)	156(2)
THA	148(2)			148(2)							1334(1)										
THD		137(1)				137(2)				137(1)	137(1)							152(1)			
THF	148(2)			1333(1)	138(1) 1333(1)						138(1)					148(2)	137(1) 1333(2)				
TMA	148(3)	148(10)	148(4)	148(8)	148(7)	148(6)	148(8)		148(3)	148(11)	148(3)	148(8)	148(3)	148(6)		148(8)	148(12)	148(12)	148(2)	148(3)	148(11)
TMF		221(1)	148(1)		1530(1)				221(8)		1530(2)		221(1)								
<b>GIFTS</b>																					
NHD				136(1)						136(4)								1332(3)	133(1)		
NMD						150(1)					1490(1)	1490(2)						150(2)	1490(1)		
NME									210(1)		210(1)			145(4)				145(2)	210(2)	210(2)	
NMF		149(1)	150(2)		150(2) 149(1) 146(2)		149(1)		149(1)	150(1)	140(5) 141(3) 149(7)		1400(2) 149(8)			150(1)	150(2)		141(18)		
NMT										147(3)		147(6)	196(1)								
NMU							156(1)														
THA				148(1)																	
THF																		1333(3)			
TMA			148(2)	148(4)	148(4)	148(1)				148(3)		148(7)	148(12)	148(2)		148(2)	148(1)	148(10)	148(4)	148(4)	
TMD													148(1)								
TMF																					148(2)

APPENDIX X. DETAILS OF PURCHASES MADE BY EACH INFORMANT  
PART B. MIDDLE ADULTHOOD

INFORMANT #	28	26	39	6	27	35	40	37	17	19	1	4	5	33	2	9	15	31	3	8	10	
SELF																						
NHD	1332(8) 133(1) 135(1) 1330(7) 150(1)	133(1) 135(1) 1330(7) 150(1)	1332(1) 134(1)	1332(2) 134(1)	134(1) 1332(2)	1332(2) 136(2)	134(1) 1332(2)	133(4) 133(3) 133(2) 1332(1) 1332(1)	134(1) 133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)	133(4) 133(3) 133(2) 1332(1) 1332(1)
NHF	1331(7)	1331(4)					1532(1)			150(3)	149(2) 1331(6) 1332(1)	136(2) 221(1)	149(3)	1331(2)	150(1)				136(1)	149(1)		
NHT																					147(2)	
NMD	140(1) 153(9) 150(1)	152(6) 150(4) 153(6) 140(2) 1531(1)	140(2) 150(2)	150(2) 152(6)	145(1) 150(6)		153(6)	150(8)	140(1) 143(2) 150(4)	140(8) 150(3) 153(1)		140(3) 150(5) 152(1)		150(2) 153(4)	140(2) 143(2) 150(1)	143(1) 150(7) 153(3)	142(2) 153(2) 153(7)	140(2) 150(3) 153(7)	140(2) 150(4) 150(6) 152(2)	153(1) 140(4) 150(6) 152(2)	150(1)	
NME	145(1) 210(10)	210(12) 210(2)	145(1) 210(2)	210(2)	210(4) 210(11)	145(2) 210(11)		145(6)	210(2)	210(1)	145(4) 210(3)	145(3) 210(2)	145(3) 210(8)	145(4) 210(2)	145(6) 210(4)	145(2) 210(3)	145(3) 210(3)	145(5) 210(3)	145(2) 210(3)	145(1) 210(3)	145(7) 210(3)	
NMF	141(2) 149(1) 144(2) 1532(2)	141(11) 141(5) 144(2) 149(5)	221(1) 141(5) 144(2) 149(5)	141(4) 144(2) 149(1) 1532(4)	141(9) 144(2) 149(4) 204(2)	141(5) 149(8)	141(2) 150(2)	141(4) 144(2) 149(5) 150(6)	141(8) 144(2) 149(5) 153(1)	141(11) 144(4) 149(4) 151(2)	141(4) 144(4) 149(3) 150(6)	141(2) 144(2) 149(2) 150(4)	141(8) 144(4) 149(5) 150(1)	141(2) 144(4) 149(5) 150(1)	141(8) 144(2) 149(2) 150(1)	141(2) 144(2) 149(1) 151(4)	141(6) 144(2) 149(1) 151(4)	141(4) 144(1) 151(2)	141(2) 144(2) 144(1) 151(4)	141(3) 144(1) 150(9)	141(1) 144(2) 149(6) 150(2)	141(1) 144(2) 149(6) 150(2)
NMT								147(5)		147(3)										147(3)		
NMU	156(2)	1531(2)	156(3)		159(3)	159(1)							159(2)			159(2)	159(2)			156(1)	157(1)	
THA									148(2)				148(2) 1334(2)			148(2)					148(2)	
THD	137(1)	1337(2)								137(2)	137(1)	137(1)		152(3)		152(2)	137(1)			137(2)		
THF	137(6)		138(1) 1333(2)	137(2)					138(3)	137(2)	138(1)	138(2)	1333(1)		137(2)	138(1)	137(1)					137(1)
TMA		148(5)	148(12)	148(2)	148(20)	148(10)	148(9)	148(16)	148(2)		148(7)	148(9)	148(3)	148(7)	148(9)	148(2)	148(4)				148(3)	148(10)
TMD					148(2)																149(8)	147(1)
TMF	1530(6)	1530(2)		1530(4)	148(2)					151(2)					149(3)					148(2)		
GIFTS																						
NHD		1330(1)											136(2) 152(5)	1332(3)		136(1) 1332(1)	134(2) 136(2)					
NHF																				127(1)		
NHT																					147(1)	
NMD		152(2) 153(2)								150(2)	1440(2)				143(2) 152(2)		150(2) 152(2)		150(3)	150(1)	150(2)	
NME		210(4)		210(2)		210(5)				145(2)	145(1)				145(3)	210(2)		145(5)			210(2)	
NMF					149(4)			150(1)	150(2)	141(2) 144(2) 146(4) 150(9) 151(2) 1480(1)	150(1)	149(1)			149(2) 150(2)	149(2) 151(5)	150(4)			146(2) 149(2)		
NMT											147(4)	147(1)				147(4)						

THA	148(2)												
THD	1336(2)											137(3)	
THF													
TMA	148(6)	148(5)	148(4)	148(2)	148(8)	148(12)	148(2)	148(9)	148(2)	148(4)	148(7)	148(5)	148(2)
TMD	221(1)											148(1)	
TMF	1533(1)						1533(2)						

NHD = Nontextile, hand crafted, display  
 NHF = Nontextile, hand crafted, functional  
 NHT = Nontextile, hand crafted, toys/games  
 NMD = Nontextile, mass produced, display  
 NME = Nontextile, mass produced, edibles  
 NMF = Nontextile, mass produced, functional  
 NMT = Nontextile, mass produced, toys/games  
 NMU = Nontextile, mass produced, unpurchased

THA = Textiles, hand crafted, apparel  
 THD = Textiles, hand crafted, display  
 THF = Textiles, hand crafted, functional  
 TMA = Textiles, mass produced, apparel  
 TMD = Textiles, mass produced, display  
 TMF = Textiles, mass produced, functional

NOTES: The numbers correspond to those on the Coding Guide (Appendix VI)

The numbers in parentheses indicate approximate number of purchases as recorded on the Travel Record and in the souvenir section of the transcribed interviews.

See Table 7 for explanation of codes.

## APPENDIX XI. TOURIST GROUPS BASED ON CLASSIFICATION SCHEME

## Group I: Low-involvement travelers

Informant Number	43	42	32	7	24	41	13	2
Age of Informant	22	25	35	38	38	38	41	57
Planning Style	M	M <sup>2</sup>	M	M	M <sup>1</sup>	M	M <sup>2</sup>	M
Purchasing Style	U	U	U	U	U	U	U	U
Travel Orientation	OP	OP	A0	AP	A0	A0	AOP	0
Tourism Style	EH	AEH	AEH	AEH	A	EH	AEH	AEH
Annual Income	<10	10	75	75	25	75	75	25
Number of Children	0	0	3	4	2	4	1	[2]
States Visited	9	15	20	25	25	35	20	40
Countries Visited	3	0	4	2	4	1	6	5
Unmarried	U							
Occupation	E	B	S	S	E	S	S	E
Textiles: Self	7	5	12	8	4	6	15	14
Nontextiles: Self	23	23	5	13	4	18	19	28
Textiles: Gifts	0	0	3	7	13	2	5	4
Nontextiles: Gifts	0	2	8	8	11	4	9	17
Totals: <u>Textiles</u>	7/23	5/25	15/13	15/21	17/15	8/22	20/28	18/45
<u>Nontextiles</u>								
	Percent of purchases that were textiles = 105/297 = 35.4%							

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 Group II: Laid-back travelers
 

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Informant Number	14	29	11	39	17	33	10
Age of Informant	35	35	40	44	49	55	60
Planning Style	M	M	M	M <sup>2</sup>	M	M	M
Purchasing Style	P	P	B	B	P	B	P
Travel Orientation	AOP	A	O	AOP	O	AO	OP
Tourism Style	AEH	H	E	A	H	EH	EH
Annual Income	25	25	75	75	75	75	75
Number of Children	2	2	3	[2]	[3]	[2]	[2]
States Visited	25	22	35	20	20	35	49
Countries Visited	10	3	2	0	4	7	7
Unmarried							U
Occupation	B	B	B	S	S	S	B
Textiles: Self	8	0	0	15	11	7	14
Nontextiles: Self	10	11	3	23	26	34	30
Textiles: Gifts	1	0	0	0	2	2	2
Nontextiles: Gifts	2	0	0	0	6	0	4
Totals: <u>Textiles</u>	9/12	0/11	0/3	15/23	13/32	9/34	16/34
<u>Nontextiles</u>							

Percent of purchases that were textiles =  $62/211 = 29.4\%$

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 Group III: Centrist travelers
 

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Informant Number	23	38	16	40	8
Age of Informant	29	41	42	47	60
Planning Style	P	P	MP	P	P
Purchasing Style	U	U	U	U	U
Travel Orientation	AOP	AO	AO	AO	AO
Tourism Style	AEH	EH	H	EH	EH
Annual Income	25	75	50	75	50
Number of Children	0	2	2	0	[1]
States Visited	45	20	25	45	33
Countries Visited	1	4	10	10	8
Unmarried					
Occupation	B	S	E	E	B
Textiles: Self	9	3	11	9	11
Nontextiles: Self	18	20	28	12	36
Textiles: Gifts	2	4	0	0	0
Nontextiles: Gifts	1	0	0	0	1
Totals: <u>Textiles</u>	11/19	7/20	11/28	9/12	11/37
<u>Nontextiles</u>					
Percent of purchases that were textiles	= 49/165 = 29.7%				

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 Group IV: Goal-attainment travelers
 

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Informant Number	18	25	21	28	27	4	5	15
Age of Informant	31	33	41	43	47	54	55	57
Planning Style	P	P	P	P	PS	P	P	P
Purchasing Style	B	B	B	P	B	B	B	P
Travel Orientation	OP	AOP	AOP	O	OP	AOP	OP	P
Tourism Style	EH	AEH	AEH	EH	EH	EH	EH	A
Annual Income	10	75	25	25	50	50	75	75
Number of Children	0	2	1	2	[2]	[2]	[2]	[3]
States Visited	47	25	25	12	50	50	47	15
Countries Visited	10	3	10	4	6	19	9	15
Unmarried	U	U						
Occupation	S	B	E	S	E	V	S	E
Textiles: Self	12	8	13	13	22	15	7	8
Nontextiles: Self	12	15	22	46	34	35	26	23
Textiles: Gifts	7	4	1	6	1	0	9	0
Nontextiles: Gifts	5	1	2	0	4	8	3	9
Totals: <u>Textiles</u>	19/17	12/16	14/24	19/46	23/38	15/43	16/29	8/32
<u>Nontextiles</u>								
	Percent of purchases that were textiles = 126/371 = 34.0%							

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 Group V: Eclectic travelers
 

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Informant Number	22	20	34	6	19	1	9	3
Age of Informant	25	40	41	45	52	53	57	59
Planning Style	MP							
Purchasing Style	B	B	P	P	P	P	P	B
Travel Orientation	AOP	OP	A0	AOP	AOP	OP	AOP	OP
Tourism Style	AE	E	EH	H	H	EH	E	E
Annual Income	10	<10	25	75	75	75	50	75
Number of Children	0	0	2	2	0	[2]	[2]	[3]
States Visited	10	27	20	46	42	40	36	44
Countries Visited	3	14	2	5	12	5	31	32
Unmarried	U	U						
Occupation	S	E	B	E	E	E	S	E
Textiles: Self	12	10	2	8	4	13	5	4
Nontextiles: Self	10	25	40	24	70	39	41	16
Textiles: Gifts	0	0	10	4	14	2	8	8
Nontextiles: Gifts	1	1	22	2	27	2	13	8
Totals: <u>Textiles</u> Nontextiles	12/11	10/26	12/62	12/26	19/97	15/41	13/54	12/24

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 Group V. Eclectic travelers
 

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Informant Number	30	12	26	35	37	31
Age of Informant	35	37	44	47	48	57
Planning Style	MPS	MPS	MPS	SM <sup>2</sup>	MPS	MPS
Purchasing Style	B	P	B	B	B	P
Travel Orientation	O	OP	OP	O	AO	AOP
Tourism Style	E	EH	EH	AEH	AEH	E
Annual Income	50	25	50	25	75	50
Number of Children	1	0	2	[3]	[2]	[3]
States Visited	32	37	48	25	25	47
Countries Visited	11	20	0	2	5	2
Unmarried		U				
Occupation	B	B	E	S	B	B
Textiles: Self	11	8	9	10	16	0
Nontextiles: Self	47	25	58	28	39	33
Textiles: Gifts	0	0	7	2	9	0
Nontextiles: Gifts	2	17	8	5	1	5
Totals: <u>Textiles</u>	11/49	8/42	16/66	12/33	25/40	0/38
<u>Nontextiles</u>						
Percent of purchases that were textiles	= 176/785 = 22.4%					

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