

ID: _____



University of British Columbia

SURVEY OF HUMAN VALUES ASSOCIATED WITH FORESTS

Dear Participant,

This questionnaire investigates people's values associated with forests and opinions on forest land management. The values and opinions identified in this questionnaire came from interviews conducted with 300 people from diverse backgrounds around the province. The goal of this project is to provide policy makers and forest managers with systematic information about the forest values of British Columbians.

In this questionnaire, we focus on identifying values related to land management rather than simply gathering opinions on land management issues. We do this for two reasons: (1) exposing underlying values will increase understanding about the reasons specific issues are of importance to people, and (2) identifying important underlying values increases the chances of developing innovative and comprehensive solutions to land management problems.

This research is being conducted by Loraine Lavalée (postdoctoral fellow) and Dr. David Tindall of the Department of Forest Resources Management, and Department of Anthropology and Sociology at the University of British Columbia (604) 822-2550. We would like to remind you that your participation in this study will be kept completely confidential, and the answers provided will remain anonymous. To help ensure this, please do not write your name on this questionnaire. Also, please note that the questionnaire is printed on both sides of the paper. Thank you for participating in this study.

SECTION I. IMPORTANCE RATINGS OF VALUES

The following is a list of values associated with forests, communities, work, the economy, the environment, recreation, and science and education. Please indicate the importance of each of the values **to you** by placing a checkmark (✓) in the appropriate box. **Check only one box per value (row).**

	To me, this value is			
	Not Important	Somewhat Important	Very Important	Extremely Important
EXAMPLE:				
Universal access to government services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PROVINCIAL VALUES				
1. Continued existence of smaller cities/towns around the province	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Continued existence of the variety of ecosystems around the province	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provincial government revenues for services, infrastructure, and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Low unemployment in communities and the province	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provincial economic growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provincial economic diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provincial economic stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ECOLOGICAL / ENVIRONMENTAL VALUES				
8. Healthy populations of wildlife and fish species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintaining biodiversity (the diversity of plants, animals, and other living organisms in all their forms and levels of organization)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clean air	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Healthy soils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Wilderness landscapes (e.g., large, unlogged natural areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 1 (CONTINUED). IMPORTANCE RATINGS OF VALUES

	To me, this value is			
COMMUNITY VALUES	Not Important	Somewhat Important	Very Important	Extremely Important
14. Community social stability (absence of large population fluctuations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Community economic diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Community economic stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Community economic growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Outdoor recreational opportunities close to communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VISUAL / AESTHETIC VALUES				
19. The beauty of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The beauty of natural areas surrounding your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The beauty along major transportation corridors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The beauty of natural areas in which people recreate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMPLOYMENT AND WORK VALUES				
23. Physically challenging work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. High paying work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Ability to get ahead (opportunity for promotion to a more challenging position)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Work that provides a variety of job experiences & requires a range of skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Work place where there is a sense of community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Meaningful work (work that gives you a sense of purpose or meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Intellectually challenging work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Working outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 1 (CONTINUED). IMPORTANCE RATINGS OF VALUES

	To me, this value is			
	Not Important	Somewhat Important	Very Important	Extremely Important
RECREATION				
32. Outdoor recreation in wilderness (e.g., large unlogged natural areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Outdoor recreation in large natural, but non-wilderness settings (e.g., areas that have logging activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Outdoor recreation in developed natural environments (e.g., provincial car campgrounds, lakes or beaches with facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Outdoor recreation in highly developed outdoor environments (e.g., golfing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUTDOOR EXPERIENCES				
36. Gaining survival knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Having a sense of competence in the woods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Having a sense of competence in recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Knowing and identifying natural phenomena (e.g., birds, plants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Gaining an understanding of natural systems and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Having a sense of connection to nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Sharing time spent outdoors with friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Having a sense of place (getting to know and feel at home in a particular natural environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CULTURAL VALUES				
44. First Nations traditional beliefs and way of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. First Nations sacred sites and artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Sites and artifacts of Canada's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 1 (CONTINUED). IMPORTANCE RATINGS OF VALUES

	To me, this value is			
	Not Important	Somewhat Important	Very Important	Extremely Important
EQUITY VALUES				
47. Rights of future generations (inter-generational equity).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Rights of non-human plant and animal species to exist in their natural habitat (regardless of their use to humans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Rights of First Nations to resources on their traditional territories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Equity between resource communities and large cities in the province	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Equity among different resource communities of the province.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCIENCE AND EDUCATION				
Scientific information and education about:				
52. - the functioning of natural ecosystems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. - the habitat needs of wildlife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. - growing trees and tending plantations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. - forest pests and diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. - the effects of different timber harvesting methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. - First Nations' traditional knowledge and use of natural products and areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. - British Columbians' values associated with forests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WELL-BEING AND QUALITY OF LIFE VALUES				
How important are the following values for your sense of well being and quality of life?				
59. Being able to provide for yourself / your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Having close friends / family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Having a personal sense of achievement in work / life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Being wealthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Spending time outdoors in natural places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Contributing to the well-being of other people, your community, or to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 1 (CONTINUED). IMPORTANCE RATINGS OF VALUES

COMPANY / INDUSTRY VALUES

The following is a list of possible qualities of companies or industries. Please rate how important each quality is in your view.

Companies or industries that	To me, this quality is			
	Not Important	Somewhat Important	Very Important	Extremely Important
65. - generate local economic spin-off activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. - provide stable levels of employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. - are profitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. - produce high value-added products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. - are unionized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. - are innovative and adaptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. - are labour-intensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. - are capital-intensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. - have employment opportunities for women and people from minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. - are locally owned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. - are small-scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. - are globally competitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. - invest in research and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. - are socially responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. - are environmentally responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2. CULTURE AND IDENTITY VALUES

This section examines cultural values. Please indicate with a checkmark (✓) whether, in your view, the items listed down the left side of the page are important for (1) Canadian culture and identity, (2) your own identity. If you feel that an item is not relevant, leave the column blank. You can check one, both or neither column.

ITEMS	CANADIAN CULTURE & IDENTITY	YOUR OWN IDENTITY
EXAMPLE: Ice hockey	✓	✓
1. Wilderness		
2. Forests		
3. Wildlife		
4. Salmon		
5. Mountains		
6. Scenic beauty		
7. Working in the woods		
8. Outdoor recreation		
9. The Forest Industry		
10. Logging		
11. Hunting		
12. Fishing		
13. Ranching		
14. Mining		
15. Forest Management		
16. Environmentalism		
17. Visual art of wilderness landscapes and of wildlife (e.g., paintings of the Group of Seven; Wildlife photography)		
18. First Nations' art (e.g. totem poles, masks, baskets, paintings)		
19. First Nations traditional beliefs and way of life (e.g., use of traditional medicines, reliance on hunting & fishing for food)		
20. Urban lifestyle (e.g., living in a large city)		
21. Rural lifestyle (e.g., living in small communities)		
22. Traditional logging lifestyle (e.g., living in a forestry community)		
23. Living in balance with nature		

SECTION 4. EXPERIENCES AND ENVIRONMENTS

The following is a list of experiences that may or may not be linked to your time spent outdoors. Please indicate by placing a checkmark (✓) in the appropriate box whether you have these experiences more in natural environments, more in human constructed environments (e.g., homes, cities), or equally in both types of environments.

	For me, this experience occurs....				
	More in Natural Environments	Equally In Both Environments	More in Constructed Environments		Does Not Apply To Me
EXAMPLE:					
Enjoying the experience of having sun on my back and breathing fresh air.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
PHYSICAL HEALTH AND WELL-BEING					
1. Gaining a sense of physical fitness & well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2. Having a sense of physical challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3. Gaining physical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4. Gaining physical strength & stamina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
STRESS RELIEF AND RELAXATION					
5. Peace of mind, stress reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
6. Rejuvenation, reinvigoration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
7. Gaining perspective on life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
8. Relaxation, sense of calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
ENJOYMENT FROM NATURAL BEAUTY					
9. Experience of pleasure from beautiful scenery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
10. Experience of pleasure from nice smells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
11. Experience of pleasure from nice sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
INTELLECTUAL EXPERIENCES					
12. Mental challenge, intellectual stimulation, satisfying intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
13. Having a sense of discovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
14. Sharing knowledge and discovery with others (e.g., children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
15. Opportunity for reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
16. Gaining knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

SECTION 4 (CONTINUED). EXPERIENCES AND ENVIRONMENTS

	For me, this experience occurs....				
STRONG PSYCHOLOGICAL AND EMOTIONAL EXPERIENCES	More in Natural Environments	Equally In Both Environments	More in Constructed Environments		Does Not Apply To Me
17. Sense of adventure, exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
18. Experiencing the new and unusual, having imagination provoked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
19. Adrenaline rush, emotional high, sense of excitement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
20. Experience of being exposed to risks or dangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
21. Sense of losing one's self in an experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
22. A sense of solitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
23. Sense of connection with friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
24. Profound joy, ecstasy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
SPIRITUAL EXPERIENCES					
25. Sense of awe, wonder, mystery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
26. Sense of humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
27. Sense of connection to ancestors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
28. Sense of connection to spirit world, God, super natural realm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
PERSONAL DEVELOPMENT					
29. Gaining self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
30. Gaining a sense of self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
31. Overcoming fear, pain, vulnerability, adversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
32. Having a sense of accomplishment, achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
33. Gaining self-understanding (personal insight/self-knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
34. Gaining a sense of cultural identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

SECTION 5. ENVIRONMENTS BY EXPERIENCES

This section examines the extent to which certain types of environments are associated with the kinds of experiences people have. For each of the 7 environments listed down the left side of the page, please rate the extent to which they provide the opportunity for each the experiences listed across the top of the table. These experiences correspond to the experience categories you rated in the previous section. When making these ratings, use the following scale: 0 = environment provides no opportunity for this experience, 1 = environment provides some opportunity for this experience, 2 = environment provides high opportunity for this experience. If you have not experienced the environment listed, check not applicable.

0 = environment provides no opportunity for this experience

1 = environment provides some opportunity for this experience

2 = environment provides high opportunity for this experience

	Physical health & well being	Stress relief and relaxation	Enjoyment of natural beauty	Intellectual experiences	Strong emotional experience	Spiritual experiences	Personal development	Not Applicable
EXAMPLE: Disneyland	1	1	0	0	1	0	0	

1. WILDERNESS AREA								
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- Unlogged
- Little evidence of human use
- No motorized use

2. SEMI-WILDERNESS, NON-MOTORIZED AREA								
--	--	--	--	--	--	--	--	--

- Large natural area
- Previously logged/second growth forest
- Area accessible by logging road
- Visible patches of recent logging
- No off-road motorized vehicle use

3. SEMI-WILDERNESS, MOTORIZED AREA								
------------------------------------	--	--	--	--	--	--	--	--

- Same natural environment as above
- Off-road motorized vehicle use

4. POPULAR NATURAL CAMPING AREA								
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- Medium to small natural area
- Accessed by paved road
- Campground with facilities
- High use by people

5. FORESTED LANDS NEAR OR IN CITIES								
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- (e.g., interpretive community forests, or large forested urban parks)
- Medium to small natural areas
- Accessed by paved road
- High recreation use by people
- No camping

6. URBAN PARK								
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- Small areas
- High use by people
- Highly modified environment (e.g., few native plants, gardens, playgrounds)

7. CITIES								
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SECTION 5. (Continued) ENVIRONMENTS BY EXPERIENCES

As in the previous section, please rate the extent to which each of the physical environments listed below provide the opportunity for the experiences listed across the top of the table. When you are making these ratings, assume the environments have the level of development (e.g., wilderness area, urban park) you most enjoy for outdoor recreation. If you have not experienced the environment listed, check not applicable.

0 = environment provides no opportunity for this experience

1 = environment provides some opportunity for this experience

2 = environment provides high opportunity for this experience

	Physical health & well being	Stress relief and relaxation	Enjoyment of natural beauty	Intellectual experiences	Strong emotional experience	Spiritual experiences	Personal development	Not Applicable
8. Oceans, beaches, shoreline								
9. Fresh water lakes and beach areas								
10. Marshes, bogs, wetlands								
11. Rivers, streams, riparian areas								
12. Alpine and mountain areas								
13. Grasslands								
14. Deserts								
15. Temperate coastal rainforests (e.g., along the Pacific Coast)								
16. Temperate interior rainforests (e.g., around Nelson, Revelstoke)								
17. Dry interior forests (e.g., around Williams Lake, Kamloops, the Okanagan, the East Kootneys)								
18. Spruce forests (e.g., around Smithers, Prince George, Quesnel)								
19. Northern mixed wood forests								
20. High elevation conifer forests Subalpine fir and Mountain Hemlock								
21. Places with unique or rare natural features (e.g., waterfalls, hot springs, tidal pools)								
22. Places with First Nations cultural artifacts								
23. Places with historical sites & artifacts of Canada's early history								

SECTION 6. OUTDOOR ACTIVITIES

Please indicate all the outdoor activities that you like to do by placing a checkmark (✓) in the box beside the activity.

ACTIVITIES	✓	ACTIVITIES	✓	ACTIVITIES	✓
EXAMPLE: Rollerblading	✓	HUNTING\GATHERING		BOATING	
		21. Hunting for food		43. Canoeing	
NATURE STUDY		22. Hunting for sport		44. Kayaking	
1. Drawing / painting / photography		23. Gathering plants, berries etc. for food		45. Underwater diving (skin or scuba)	
2. Gathering/collecting				46. Sailing	
3. Scenic viewing		WINTER ACTIVITIES		47. Rafting	
4. Wildlife viewing		24. Telmark skiing, ski touring in the backcountry		49. Windsurfing	
FISHING		25. Snowshoeing		50. Other boating	
5. Freshwater sport fishing		26. Dog sleding			
6. Saltwater sport fishing		27. Downhill skiing			
7. Fishing for food		28. Cross country skiing		OTHER ACTIVITIES	
				51. Horseback riding	
CYCLING		CAMPING / SWIMMING		52. Hang gliding	
8. Cycling		29. Car camping (tent)		53. Caving	
9. Mountain biking		30. Car camping (with RV)		54. Meditating	
10. Bike touring		31. Picnicking			
		32. Swimming			
HIKING / JOGGING		33. Beach activities		WORK ACTIVITIES	
11. Walking		34. Skin/scuba diving		55. Trapping	
12. Day hiking		35. Surfing		56. Ranching	
13. Jogging/running				57. Timber harvesting	
14. Trail running		MOTORING		58. Commercial fishing	
15. Overnight backpacking		36. Motor cruising		59. Guiding / outfitting	
16. Mountaineering		37. Water skiing		60. Running lodges	
17. Rock climbing		38. Trail biking		61. Other tourism work	
18. Orienteering		39. ATV use		62. Doing scientific research	
19. Heli-hiking		40. Snowmobiling		63. Forestry work	
20. Hiking/back country camping using plane drop off		41. Touring (driving the highways or backroads for the purpose of enjoying the scenery)			
		42. Driving motorized off-road (four-wheeling, all terrain vehicles – ATV)		64. LIVING IN NATURAL AREAS	

SECTION 7. USE AND AVAILABILITY OF ENVIRONMENTS

About how often do you use the environments listed below? Please indicate by placing a checkmark (✓) in the appropriate box. **Check only one column per row.**

	Every day	At least once a week	At least once a month	Several times a year	Once a year or less often	Never	Don't Know
1. Wilderness areas							
2. Semi-wilderness areas, NO motorized use							
3. Semi-wilderness areas, motorized use							
4. Natural camping areas							
5. Forested lands in or near cities							
6. Urban parks							
7. Oceans, beaches, shoreline							
8. Fresh water lakes and beach areas							
9. Marshes, bogs, wetlands							
10. Rivers and streams							
11. Alpine and mountain areas							
12. Grasslands							
13. Deserts (e.g., around Osoyoos)							
14. Temperate coastal rainforests (e.g., the Pacific Coast)							
15. Temperate interior rainforests (e.g., around Revelstoke, Nelson)							
16. Dry interior forests (e.g., around Williams Lake, the Okanagan, the east Kootneys)							
17. Spruce forests (e.g., around Smithers, Prince George, Quesnel)							
18. Northern mixed wood forests							
19. High elevation conifer forests (e.g., Subalpine fir and Mountain Hemlock)							

SECTION 7 (CONTINUED). USE AND AVAILABILITY OF ENVIRONMENTS

For the types of environments listed below, please indicate how you feel about the current amount of land in B. C. set aside for public recreation and for conservation purposes by placing a checkmark (✓) in the appropriate box. **Check only one column per row.**

	Definitely <u>not</u> enough	Probably <u>not</u> enough	Probably enough	Definitely enough	Unsure
20. Wilderness areas					
21. Semi-wilderness areas, NO motorized use					
22. Semi-wilderness areas, motorized use					
23. Natural camping areas					
24. Forested lands in or near cities					
25. Urban parks					
26. Ocean shoreline and beaches					
27. Fresh water lakes and beach areas					
28. Marshes, bogs, wetlands					
29. Rivers and streams					
30. Alpine and mountain areas					
31. Grasslands					
32. Deserts (e.g., around Osoyoos)					
33. Temperate coastal rainforests (e.g., the Pacific Coast)					
34. Temperate interior rainforests (e.g., around Revelstoke, Nelson)					
35. Dry interior forests (e.g., around Williams Lake, the Okanagan, the east Kootneys)					
36. Spruce forests (e.g., around Smithers, Prince George, Quesnel)					
37. Northern mixed wood forests					
38. High elevation conifer forests (e.g., Subalpine fir and Mountain Hemlock)					

SECTION 8. POLITICS AND DECISION MAKING

1. Please rank order the following political arrangements in terms of your preference by placing a (1) in the space beside your most preferred, a (2) beside your middle choice, and a (3) beside your least preferred.

_____ Representative democracy (electing representatives who make government decisions with limited public consultation).

_____ Direct democracy (each citizen has a vote on all important issues).

_____ Participatory democracy (elected representative consult widely and routinely with citizens on important issues; citizens can effectively influence government decisions).

In your view, how important is it that forest land managers make decisions based on the following. Please indicate the importance by placing a checkmark (✓) in the appropriate box.

Government forest managers should make decisions about forest land management based on	Not Important	Somewhat Important	Very Important	Extremely Important
2. - their own knowledge and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. - the advice of scientists and technical specialists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. - the views of the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate the statement with which you most strongly agree by placing a check (✓) in the space beside the statement. **Please check only one statement.**

Decision making about public forest lands should be based

_____ more on the views of local people than the views of British Columbians as a whole.

_____ more on the views of British Columbians as a whole than the views of local people.

_____ equally on the views of local people and the views of British Columbians as a whole.

SECTION 8 (CONTINUED). POLITICS AND DECISION MAKING

The following is a list of land-use stakeholder groups. In your view, to what extent should each group have input into decision making about public forest lands. Please indicate this by checking (✓) the appropriate box.

	No Input	Some Input	Large Input	Don't Know
6. First Nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Scientists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Government foresters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The provincial government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Municipal governments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Environmental groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The forest industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Recreation groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Labour unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Naturalist groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Chambers of commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ranchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Trappers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Forestry advocacy groups and associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Commercial tourism guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The mining industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe):				
23. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 9. OPINIONS ABOUT FOREST MANAGEMENT ISSUES IN BRITISH COLUMBIA

INSTRUCTIONS: Below are listed a series of statements pertaining to different views about forest land management and related issues. These statements represent a selection of opinions offered during interviews by a diversity of people throughout the province. For each statement please place a checkmark under the column that best describes your opinion about the statement -- e.g., the extent to which you agree or disagree with the statement. If you don't feel that you have enough knowledge to respond to a particular item or don't have an opinion, place a check in the final column.

Check only one column per statement.

	Strongly Agree	Mostly Agree	Partly Agree/Disagree	Mostly Disagree	Strongly Disagree	Don't Know/No Opinion
EXAMPLE: More effort needs to be given to preventing forest fires in B.C.			—			
1. The AAC (Annual Allowable Cut) in B.C. is too high.						
2. Small independent mills in B.C. are disadvantaged because of limited access to logs.						
3. Increased access to wilderness and other forested areas (e.g. via logging roads) is having a negative effect on wildlife populations.						
4. The forest practices code should be relaxed because it has made timber harvesting economically inefficient.						
5. The forest practices code should be maintained and rigorously enforced regardless of fluctuations in the price of timber.						
6. Working in forestry is a lifestyle as well as a job.						
7. Most small communities in B.C. are over-reliant on resource industries like forestry.						
8. Small communities need to diversify their economies.						
9. Large forestry corporations are unconcerned about the welfare and sustainability of forestry communities.						
10. There is a growing gap in wealth and influence between the larger urban centers of the province and smaller resource communities.						
11. Forestry communities do not receive their fair share of government resources compared to urban centers.						
12. There should be more community forest tenures.						
13. The forest industry needs to focus more on value-added uses of wood.						
14. Stumpage fees in British Columbia are fair.						
15. Too much animal habitat has been lost due to forestry.						
16. The Forest Practices Code has created unnecessary red tape for forest companies.						
17. The Ministry of the Environment has been given inadequate resources and power to properly protect forest resources in British Columbia.						
18. First Nations are unlikely to manage forests any better than non-First Nations.						
19. First Nations use of traditional knowledge and traditional management systems will lead to better resource management on traditional territories after treaties have been settled.						
20. First Nations have not been given their fair share of jobs in the forest industry.						

SECTION 9. (Continued) OPINIONS ABOUT FOREST MANAGEMENT ISSUES IN BRITISH COLUMBIA

	Strongly Agree	Mostly Agree	Partly Agree/ Disagree	Mostly Disagree	Strongly Disagree	Don't Know/No Opinion
21. Public land planning processes (such as LRMPs -- Land and Resource Management Plans) are hurt by the lack of involvement of First Nations.						
22. First Nations communities should not participate in public land planning processes (such as LRMPs) which involve their traditional territory because they should be able to use the land in any way they see fit without input from others.						
23. Forest management currently focuses too much on timber resources and not enough on non-timber values.						
24. Wilderness has been given too much emphasis in provincial land planning processes.						
25. Ecological criteria should be the primary criteria for forest management decision making.						
26. There is too much emphasis on short term economic goals in forest management in B.C.						
27. There needs to be more recognition of the economic costs of managing for non-timber values.						
28. We can not manage for all forest values on every parcel of land.						
29. There is too much influence in forest management by special interest groups.						
30. Too many decision made by the Ministry of Forest are made for political reasons.						
31. If forest lands were privatized they would be better managed.						
32. If forest lands were owned by communities they would be better managed.						
33. Big corporations have too much power and influence over forestry in British Columbia.						
34. Locking up 12% of the land base in protected areas is too much.						
35. More scientific research needs to be done on the impacts of logging.						
36. Government regulations and policy have limited the potential for innovation in forest management.						
37. The Forest Practices Code is not doing enough to protect fish and wildlife.						
38. Special interest groups have had too much influence in public land-use planning processes.						
39. There needs to be a broader cross-section of interests represented at land planning processes.						
40. Loggers should feel proud of the work they do because logging is an important part of B.C.'s economy, and cultural history.						
41. Clearcutting permanently destroys non-timber values such as aesthetic and spiritual values of forests.						
42. Forest plantations do not have the same non-timber values as natural forests.						
43. Selection logging is preferable to clearcut logging.						
44. The Ministry of Environment has insufficient resources to protect wildlife populations in B.C.						

SECTION 9. (Continued) OPINIONS ABOUT FOREST MANAGEMENT ISSUES IN BRITISH COLUMBIA

	Strongly Agree	Mostly Agree	Partly Agree/ Disagree	Mostly Disagree	Strongly Disagree	Don't Know/No Opinion
45. Insufficient resources are being allocated to manage parks in British Columbia.						
46. Hunting and trapping should be allowed in provincial parks.						
47. Culling of certain species is necessary for proper wildlife management.						
48. Setting aside 12% of the provincial landbase is not enough to provide for conservation and recreation in the future.						
49. Human recreation should be the primary purpose of parks.						
50. Conservation of plant and animal species should be the primary purpose of parks.						
51. Some resource extraction (such as logging or mining) should be allowed in B.C. parks for the good of the economy.						
52. Clearcutting should not be stopped just because people think it is ugly.						
53. Visual corridors should not be created just because people think logging "is ugly".						
54. The creation of visual corridors should be discouraged -- because they give a false impression of forest land management by covering up the bad practices of forest companies.						
55. Visual corridors are unnecessary — we should take pride in logging instead of trying to hide it.						
56. Visual corridors are good for tourism.						
57. More attention should be devoted to minimizing the visual effects of logging on the landscape.						
58. Most people can't tell the difference between an "old growth" and a "second growth" forest.						
59. The vast majority of the general public is poorly informed about forestry practices.						
60. More emphasis in forest land planning needs to be given to setting aside wilderness recreation areas.						
61. Use of motorized vehicles in backcountry areas diminishes the enjoyment of other recreation users.						
62. Stumpage rates in B.C. are reducing the ability of forest companies to compete internationally.						
63. The forest tenure system needs to be changed to include the involvement of a diversity of different forest users.						
64. Forest management does not put enough resources into managing second growth forests.						
65. The provincial government is not doing enough to encourage value-added industry.						
66. In British Columbia we are logging too much old-growth.						
67. Forest management does not adequately manage for endangered ecosystems.						
68. Government standards for ecological values should not vary with market conditions facing the forest industry.						

SECTION 9. (Continued) OPINIONS ABOUT FOREST MANAGEMENT ISSUES IN BRITISH COLUMBIA

	Strongly Agree	Mostly Agree	Partly Agree/ Disagree	Mostly Disagree	Strongly Disagree	Don't Know/No Opinion
69. Government regulations and policy undermine the ability of forest companies to engage in adaptive forest management.						
70. The AAC should be increased because the creation of new parks has reduced the land base available for timber harvesting.						

SECTION 10. DEMOGRAPHICS

1. Personal Network: The next question asks about your personal networks. We're interested in the characteristics of your "personal community" and whether you know people in certain kinds of occupations and industries, and people with affiliation in certain types of organizations. If you know anyone in a certain area who is an acquaintance (rather than a close friend or relative) check under "acquaintance"; if you know someone in area who is a close friend, check under "close friend"; if you know someone in an area who is a relative, check under "relative". If the category describes your own work or organizational affiliation check under "myself". As in the example below, you may check off more than one box per line. For example:

TYPE OF OCCUPATION OR ORGANIZATION	TYPE OF RELATIONSHIP			
Do you know anyone in the following areas? Would you classify yourself in any of the following areas?	ACQUAINTANCE	CLOSE FRIEND	RELATIVE	MYSELF
Example 1: secretary ...	✓	✓		
Example 2: commercial salmon fisher	✓	✓		✓

Example 1, would indicate that you know at least one acquaintance and one close friend who are secretaries, but you do not know any relatives are secretaries, and you are not a secretary. Example 2, would indicate that you know an acquaintance who is a commercial salmon fisher, a close friend who is a commercial salmon fisher, and that you are a commercial salmon fisher.

Now please complete for the following:

TYPE OF OCCUPATION OR ORGANIZATION	TYPE OF RELATIONSHIP			
Do you know anyone in the following areas? Would you classify yourself in any of the following areas?	ACQUAINTANCE	CLOSE FRIEND	RELATIVE	MYSELF
Professional Artist (visual arts such as painting and photography)				
Professional Writer				
Sculptor or Weaver				
Local Politician				
Member of a Community Forestry Organization				
Member of the Chamber of Commerce				
Member of a Forest Industry Organizations				
Member of a Local Environmental Group				
Member of a Regional, National, or International Environmental Group				
School teacher (Primary or Secondary)				
Outdoor Educator				
College or University Teacher				
Elected Chief of a First Nation Band or a Hereditary First Nation Chief				
Member of a First Nation Band Council or a Tribal Council				
First Nation Elder				
Administrative or Business Representative for a First Nation Band or Tribal Council				

TYPE OF OCCUPATION OR ORGANIZATION	TYPE OF RELATIONSHIP			
Do you know anyone in the following areas? Would you classify yourself in the following areas.	ACQUAINTANCE	CLOSE FRIEND	RELATIVE	MYSELF
B.C. Ministry of Forests Manager or Employee				
Private Sector Forestry Consultant				
Forestry Sector manager or worker involved in Harvesting (e.g. logger)				
Saw Mill Manager or Worker				
Pulp Mill or Fine Paper Mill Manager or Worker				
Managers or Workers involved in Value Added/Remanufacturing Wood Products (e.g., building wood furniture)				
Reforestation/Silviculture Manager or Worker				
Non-Traditional Forestry (e.g., Horse Loggers) Manager or Worker				
Manager or employee of a Federal Park/ Manager or employee of Parks Canada (Dept. Of Canadian Heritage)				
Manager or employee of a Local Park				
B.C. Ministry of Environment Manager or Employee				
Scientist specializing in plants and trees				
Scientists specializing in animals (e.g., wildlife)				
Scientist specializing in water or soil				
Scientist specializing in ecology				
Member of a Mountain Climbing Club				
Member of an Outdoor Recreation Organization				
Member of a Hunting Organization				
Member of an Angling Organization				
Member of a Birding or Naturalist Organization				
Member of a Local Hiking Group				
Tourism Worker				
Recreation Operator				
Guide (Tourism/Recreation)				
Outfitter (Tourism/Recreation)				
Union Representative (Forest Industry Sector)				
Union Member (Forest Sector)				
Trapper				
Rancher				

Questions about your background

2. How old were you on your last birthday? _____ (Years.)
3. What is your gender? (Circle one of the following.)
 - a. Female
 - b. Male
4. What city, town, village or municipality do you live in? (Write name of place below.)

5. How long have you lived there? _____ (Years)
6. Where did you live during your teenage years? _____ (Name of city, town or municipality.)
7. Most people in Canada think of themselves as Canadians but also partly identify themselves based on the ethnic background of their ancestors. What would you say is the main ethnic background (or nationality) of your ancestors? (E.g., Australian, First Nations, English, Scottish, French, Korean, Slovakian, etc.).
Please write on line below.

8. What is your marital status? (Circle one of the following.)
 - a. married
 - b. living common law with someone
 - c. in a relationship but not living together
 - d. single (never married)
 - e. separated
 - f. divorced
 - g. widowed
9.
 - a. How many children do you have? _____
 - b. How many are living at home? _____
10. What is the highest level of education you have received? (Circle one of the following.)
 - a. part of primary school
 - b. completed primary school
 - c. part of high school
 - d. completed high school
 - e. some college or university
 - f. received a college or technical school certificate. Please specify major or subject: _____
 - g. received a university bachelor's degree. Please specify major or subject: _____
 - h. some postgraduate training. Please specify discipline: _____
 - i. received a postgraduate university degree. Please specify type of degree and discipline:

 - j. other (please state) _____

11. Do you have a professional accreditation? E.g., are you an RPF (Registered Professional Forestry, or an RPBio (Registered Professional Biologist)?

If yes, please specify: _____

12. What is your occupation? (If you are a homemaker or a student please state this. If you are retired, or unemployed please state this and list your former occupation.).

_____ (Occupation.)

13. Please describe your position and the paid (or volunteer) work you do in detail.

14. What does your company (employer /organization do)?

15. What industry or sector do you work in? _____

16. a. Do you work full-time or part-time? (Circle one of the following.)

- a. full-time
- b. part-time
- c. unemployed
- d. other (please specify) _____

- b. If you are employed, how many hours did you work last week? _____

17. Do you work for: (Circle one of the following.)

- a. a government department or ministry
- b. a large company
- c. a small business
- d. an institution
- e. yourself
- f. other (please provide a brief description below)

18. Do you work in the public, private, or not for profit sector? (Circle one of the following.)

- a. public
- b. private
- c. not for profit

19. Would you say you are: (Circle one of the following.)

- a. a business owner
- b. a manager
- c. a supervisor
- d. an employee in a non-management position
- e. other please specify

20. Below are listed several categories of income. Please circle the category that gives the best estimate of your personal income before taxes last year.

- | | |
|-------------------------|---------------------------|
| a. no personal income | l. \$45,000 to \$54,999 |
| b. under \$5,000 | j. \$55,000 to \$64,999 |
| c. \$5,000 to \$9,999 | k. \$65,000 to \$74,999 |
| d. \$10,000 to \$14,999 | l. \$75,000 to \$84,999 |
| e. \$15,000 to \$19,999 | m. \$85,000 to 94,999 |
| f. \$20,000 to \$24,999 | n. \$95,000 to \$114,999 |
| g. \$25,000 to \$34,999 | o. \$115,000 to \$134,999 |
| h. \$35,000 to \$44,999 | p. \$135,000 and above |

21. Using the same categories would you please circle the category that gives the best estimate of your total household income before taxes last year.

- | | |
|-------------------------|---------------------------|
| a. no personal income | l. \$45,000 to \$54,999 |
| b. under \$5,000 | j. \$55,000 to \$64,999 |
| c. \$5,000 to \$9,999 | k. \$65,000 to \$74,999 |
| d. \$10,000 to \$14,999 | l. \$75,000 to \$84,999 |
| e. \$15,000 to \$19,999 | m. \$85,000 to 94,999 |
| f. \$20,000 to \$24,999 | n. \$95,000 to \$114,999 |
| g. \$25,000 to \$34,999 | o. \$115,000 to \$134,999 |
| h. \$35,000 to \$44,999 | p. \$135,000 and above |

To what extent do you feel that this questionnaire included the range of general values important to you? (By general values we mean categories like economic, recreation, community etc., rather than more specific items such as cedar trees, or bear habitat.) Check the most applicable response.

a. Completely ____ b. Mostly. ____ c. Partly ____ d. Not at all ____

What general values have we missed? _____

Please use the space below to add any other comments.

THE END! Thank you very much for your participation.

Would you like an executive summary of this study mailed to you?

a. Yes ____ b. No. ____

If yes, would you like it sent to the mailing address that we used to send this questionnaire to you?

a. Yes ____ b. No ____

If no, please write your preferred mailing address below:

Please mail your completed survey in the enclosed, postage-paid envelope.