

SOUTH CAROLINA STATE SURVEY
FALL 2009
SUMMARY FINDINGS FOR THE
SOUTH CAROLINA ARTS COMMISSION

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Background

THE SOUTH CAROLINA STATE SURVEY is a cost-shared random probability survey of citizens age eighteen and older living in the State of South Carolina that is conducted biannually by the University of South Carolina's Institute for Public Service and Policy Research. The South Carolina State Survey allows policy makers, researchers, and other interested organizations an opportunity to gather reliable data in a timely and cost-effective manner.

Questionnaire Design

The substantive questions in the survey are constructed by the participating groups with the assistance of the South Carolina State Survey staff. The demographic questions and other technical aspects of the questionnaire are the responsibility of the South Carolina State Survey staff.

Before the questionnaire was finalized it was pretested to determine whether or not the questions could be easily understood by respondents, if the order of the questions seemed logical to the interviewers and respondents, or if it contained other identifiable weaknesses. Problems were detected and corrected. No major problems persisted into the actual conduct of the survey.

Sampling

A dual sampling frame approach, one based on landline telephone exchanges and the second based on cell phone telephone numbers, was used in selecting respondents for this study. For the landline component, respondents to be interviewed were selected from a random sample of households with telephones in the state. Respondents in the cell phone sample were randomly selected from a list of cell phone exchanges in South Carolina. Each of these numbers was called by the survey interviewers. Numbers that were found to be businesses, institutions, not-in-service, or

otherwise not assigned were ineligible for the survey. The remaining numbers, when called, resulted in contacts to residences in the landline component and with individuals in the cell phone component. When contact was made with a residence in the landline component, a respondent, 18 years of age or older, was randomly chosen from the household's occupants. When contact was made with an individual in the cell phone component, they were asked a series of questions to determine eligibility, including confirming that the number reached was for a cell phone, that the individual who answered was 18 years of age or older, and that they were a resident of South Carolina. Those contacted by cell phone who also had a landline telephone in their household were not interviewed.

To avoid biasing the sample in favor of households that can be reached on multiple landline telephone numbers, each case from the landline sample was weighted inversely to its probability of being included in the sample and adjusted for differences in probability of selection due to the number of individuals age 18 or older living in the household. The data are also weighted to correct any potential biases in the sample on the basis of age, race, and sex (see the Appendix, Note 1).

Interviewing

The interviewing was conducted by the interviewing staff of the Institute for Public Service and Policy Research. Prior to the actual fieldwork (interviewing), the interviewers and interviewing supervisors received one day of specialized training for this survey. The interviewing was conducted from the Institute's offices on the University of South Carolina Columbia campus. Many of the interviews were monitored to insure that instructions were being followed. Calls were made from 9:00 AM to 9:30 PM Monday through Friday, from 10:00 AM to 4:00 PM on Saturday, and 3:00 PM to 8:00 PM on Sunday. The main survey period was from October 20 to November 21,

2009. In the landline component of this study, a total of 660 fully completed interviews and 13 partially completed interviews were conducted, while the cell phone component consisted of 145 completed interviews and 10 partially completed interviews. The response rate for the landline component was 40.5% and for the cell phone component it was 27.5%. The overall response rate was 37.2%.

Interviews were conducted using the Institute's computer-aided telephone interviewing facilities. After the interviews were completed, the open-ended questions were coded. Following this coding, analysis was conducted using the Statistical Package for the Social Sciences (SPSS). Organizations participating in this survey receive the frequency counts for their questions and cross-tabulations of these questions with seven demographic items.

Sampling Error

The South Carolina State Survey, like all surveys, has a potential for sampling error due to the fact that not all residents of the state were interviewed. For all questions that were answered by eight hundred (800) or so respondents the potential for error is +/- 3.5%. Results for questions answered by significantly fewer than 800 respondents and results for subgroups of the population have a potential for larger variation than those for the entire sample.

Summary Findings for the South Carolina Arts Commission

As part of the Fall 2009 South Carolina State Survey, the South Carolina Arts Commission (SCAC) asked a series of questions designed to measure public participation in the arts, public perceptions of the value of the arts generally and their role in education, and public support for the arts. Included in this survey were items on whether respondents had participated in the arts in the past year, including donating to the arts and purchasing original art; ratings of their community as a place to pursue artistic activities, the importance of arts events to the community, and their importance in education, and the most important benefit of arts; and support for government funding for the arts in general and for education. This report provides a summary of the findings for this survey. In addition to presenting the major findings for the complete sample, comparisons across demographic subgroups are provided in order to identify significant differences in opinion on these issues. Significant differences across subgroups (determined as $p < .05$) are highlighted in bold on the tables. A number of these items have also been asked in previous State Surveys. Where appropriate, comparisons with the results from previous years will be provided in order to assess how public perceptions of the arts in South Carolina have either changed or remained the same over time.

Involvement in the Arts

The first area of interest in this study concerned the public's involvement with the arts, with involvement including participation in the arts, donating to the arts, or purchasing original art. Participation in the arts was broadly defined. In order to provide respondents with a common definition of this view of participation in the arts, respondents were read the following question:

“Participation in the arts may include a wide variety of activities including attending music concerts and live performances of dance or theatre; attending a performance or play at a child’s school; visiting museums and galleries; reading literature or attending a book club; singing in a church choir or acting in community theatre; creating art yourself, such as painting, writing poetry, or playing a musical instrument; or serving as a volunteer or board member for an arts organization or arts event. During the last twelve months, approximately how many times have you participated in the arts in any way?”

The average South Carolina adult has participated in the arts in some way approximately 14 times in the past twelve months, roughly the same level of participation reported in 2007. As was the case in 2007, there is considerable variation in terms of participation, with about one-third of those interviewed having not participated at all and 7.2% having participated in some type of arts activity 97 or more times in the past year.

In order to examine participation among subgroups, responses to this question were divided into the following categories: (1) not at all; (2) 1 – 5 times; (3) 6 – 15 times; and (4) more than 15 times. As shown in Table 1, 33.2% had not participated in any arts activity in the past 12 months, 26.2% had participated 1 – 5 times, 21.2% had participated from 6 – 15 times, and 19.3% had participated in arts activities more than 15 times in the last year.

As the breakdowns presented in Table 1 demonstrate, a number of statistically significant group differences in participation were found, and several of these were substantial. The largest differences were across education groups. The percentage of those with less than a high school education who reported no participation in the arts in the past 12 months was 59.7%. This percentage decreased to 43.8% among those with a high school diploma, 31.6% for those with some college, and 16.5% among those with a college degree.

TABLE 1
PARTICIPATE IN THE ARTS
BY DEMOGRAPHIC CHARACTERISTICS

	<u>None</u>	<u>1-5</u>	<u>6-15</u>	<u>16 or more</u>	<u>N</u>
TOTAL (2007)	38.2	24.0	18.7	19.1	793
TOTAL (2009)	33.2	26.2	21.2	19.3	777
SEX					
Male	36.1	27.5	17.1	19.3	374
Female	30.6	24.9	25.1	19.4	402
RACE					
Black	38.8	29.1	16.0	16.0	206
White	30.0	25.1	23.4	21.5	530
AGE					
18 – 29	35.9	27.6	17.6	18.8	170
30 - 44	17.9	32.1	24.8	25.2	234
45 - 64	33.2	24.6	23.3	19.0	232
65 and Over	55.6	17.9	14.5	12.0	117
EDUCATION					
Less than High School	59.7	19.4	14.5	6.5	62
High School Diploma	43.8	27.4	14.4	14.4	208
Some College	31.6	25.9	22.7	19.8	247
College Degree	16.5	28.0	27.6	28.0	243
INCOME					
Under \$25,000	48.6	27.7	12.7	11.0	173
\$25,000-\$49,999	31.5	26.1	21.2	21.2	184
\$50,000-\$74,999	15.9	31.9	19.5	32.7	113
\$75,000 and Over	16.9	26.6	33.9	22.6	177
TYPE OF AREA					
Urban	30.0	26.7	21.1	22.2	180
Suburban	27.3	27.0	26.0	19.7	300
Rural	39.5	26.0	16.4	18.1	281
REGION					
Upstate	33.7	24.5	22.0	19.8	323
Midlands	36.2	27.1	20.5	16.2	229
Lowcountry	29.0	27.2	21.4	22.3	224

Respondents with a college degree were more likely to report a high level of participation, with 28.0% of this group having participated in some type of arts activity more than 15 times in the past year, compared to 19.8% of those with some college education, 14.4% of those with a high school diploma, and 6.5% among those with less than a high school education. Overall, there is a substantial relationship between education and participation in the arts.

Across income groups, there was a sharp distinction between respondents with family incomes below \$50,000 and those with incomes above this amount. In the two groups with incomes below \$50,000, the percentage who had not participated in any arts activities in the past twelve months was 48.6% and 31.5%, respectively; in the two groups with family incomes of \$50,000 or more, the corresponding percentages were 15.9% and 16.9%. A much higher percentage of those with incomes in the \$50,000 - \$74,999 range reported participating in the arts 16 or more times in the past 12 months, while those in the highest income group (\$75,000 or more) were more likely to have participated between six and 15 times.

The significant difference across age groups is due largely to the distinct character of those age 65 or older and, to a lesser extent, those ages 30 to 44. More than half (55.6%) of those age 65 or older had not participated in any arts activities in the past 12 months; the group that has the next highest "no participation" percentage was 18 to 29 year olds, 35.9%. Those age 65 or older were also least likely to have participated in the arts 16 or more times. Those in the 30 to 44 age group reported the highest level of participation, with only 17.9% of this group indicating that they had not participated at all, and 25.2% having participated in 16 or more activities.

Differences between blacks and whites were also statistically significant. A higher percentage of black respondents than whites (38.8% to 30.0%) said they had not participated in

any arts-related activities, while whites were more likely to have participated 6 - 15 times (23.4% to 16.0%) or 16 or more times (21.5% to 16.0%).

Women were slightly more likely than men to report participation in arts activities, with 30.6% of women – compared to 36.1% of men – reporting no participation and a higher percentage of women than men (25.1% to 17.1%) participating in the arts 6 - 15 times. Across types of areas, a higher percentage of those living in rural areas reported no participation in the arts in the past 12 months, and this group was less likely than those from either urban areas or the suburbs to have participated in arts 6 - 15 times. Differences in participation across regions of the state were not statistically significant.

The second type of involvement with the arts examined in this study was contributions to the arts. Respondents were asked if they had donated funds or their personal time to any arts or cultural activities. The results for the complete sample and broken down by subgroups are provided in Table 2. These data indicate that about 44% of South Carolina adults have contributed in some way to the arts in the past year, with 10.2% having contributed money, 13.4% having given their time, and 20.3% giving both. The percentage contributing to the arts is slightly higher than the 38% that reported making a contribution in 2007.

Previous surveys have demonstrated the dramatic effect that socio-economic status has on contributing to the arts, and this relationship is also evident in the current data. Across income groups, the percentage who had not contributed to the arts in the past year was 73.0% among those with family incomes under \$25,000, 53.4% for those with incomes in the \$25,000 to

TABLE 2
DONATED MONEY OR TIME TO ARTS
BY DEMOGRAPHIC CHARACTERISTICS

	<u>Yes - Funds</u>	<u>Yes - Time</u>	<u>Yes - Both</u>	<u>No</u>	<u>N</u>
TOTAL (2007)	7.9	12.8	16.9	62.3	788
TOTAL (2009)	10.2	13.4	20.3	56.1	803
SEX					
Male	9.4	13.5	18.8	58.3	384
Female	10.7	13.4	22.0	53.9	419
RACE					
Black	8.0	15.1	22.2	54.7	212
White	11.3	12.9	19.5	56.3	549
AGE					
18 – 29	8.4	17.9	16.2	57.5	179
30 - 44	8.9	16.1	23.3	51.7	236
45 - 64	11.7	12.1	22.6	53.6	239
65 and Over	13.0	4.9	17.9	64.2	123
EDUCATION					
Less than High School	13.8	6.2	4.6	75.4	65
High School Diploma	6.1	15.0	12.1	66.8	214
Some College	11.5	12.6	19.8	56.1	253
College Degree	12.3	15.0	33.2	39.5	253
INCOME					
Under \$25,000	5.6	10.1	11.2	73.0	178
\$25,000-\$49,999	12.7	14.3	19.6	53.4	189
\$50,000-\$74,999	4.2	21.7	25.0	49.2	120
\$75,000 and Over	17.6	12.6	30.2	39.6	182
TYPE OF AREA					
Urban	12.4	16.1	22.6	48.9	186
Suburban	11.7	14.3	19.9	54.1	307
Rural	7.5	11.0	20.2	61.3	292
REGION					
Upstate	8.8	18.9	18.3	54.0	328
Midlands	11.9	7.2	23.7	57.2	236
Lowcountry	9.8	12.3	19.6	58.3	235

\$49,999 range, 49.2% in the \$50,000 to \$74,999 group, and 39.6% for those with incomes of \$75,000 or more. Similarly among education groups, the percentage who had not made a contribution of either time or money to the arts in the past 12 months declined consistently from 75.4% among those with less than a high school education to 39.5% for those with a college degree. As income or education increased, the percentage that reported contributing both time and money to any arts or cultural activities increased, with the percentage who said they had given both time and money ranging from 11.2% among those with family incomes under \$25,000 to 30.2% of those with incomes of \$75,000 or above, and from 4.6% of those with less than a high school education to 33.2% among those with a college degree.

The relationship between age and contributing to arts or cultural activities is significant but is not as straight-forward as those for income or education. A higher percentage of respondents in the two middle (30 to 44 and 45 to 64) age groups contributed in some way to arts or cultural activities than those under age 30 or age 65 and above, and those in the two middle age groups were more likely to have given both time and money. Older people were more likely to have given funds, but not their time, while the opposite was true for younger people. Overall, people in the two middle age groups were slightly more likely to contribute to arts and cultural activities.

Differences in contributions to arts and cultural activities were significant across regions of the state. These differences were not due to the percentage of people who had contributed to the arts, but rather in the pattern of these contributions. The percentage who reported some type of contribution to arts or cultural activities in the past 12 months was 46.0% in the Upstate, 42.8% in the Midlands, and 41.7% in the Lowcountry. Residents of the Midlands were more

likely than those in the other two regions to report contributing both time and money and less likely to have contributed only time.

Differences in contributions to the arts by type of area in which respondents lived, between men and women, or between blacks and whites were not statistically significant.

The third way in which involvement with the arts was measured in the current study was purchase of original art. As shown in Table 3, 13.3% of respondents had purchased any original art in the past 12 months, while 86.7% had not, a slight but not statistically significant decline from the results for this question in the 2007 survey.

The influence of socio-economic status is again evident in these figures. Across income levels the percentage who had purchased original art increased from 6.2% of those with incomes under \$25,000, to 13.8% of those in the \$25,000 to \$49,999 income range, 18.5% of those in the \$50,000 to \$74,999 income category, and 20.4% among those with incomes of \$75,000 or more, while among education groups this percentage went from 3.1% to 7.9%, 10.8%, and 24.2% as education level increased.

One other significant difference on this question, which was also significant in the 2007 survey, was found across regions of the state. Residents of the Lowcountry (17.6%) were more likely than those from the Midlands (14.8%) or from the Upstate (8.8%) to have purchased original art in the past 12 months.

Overall, South Carolinians involvement in the arts and cultural activities as measured by these three items is similar to that found in 2007. The relationship between socio-economic status and involvement in the arts remains strong, with those from higher income families or with more education more likely to have participated in some type of arts-related activities, to have donated

TABLE 3
PURCHASED ORIGINAL ART IN LAST 12 MONTHS
BY DEMOGRAPHIC CHARACTERISTICS –2009

	<u>Yes</u>	<u>No</u>	<u>N</u>
TOTAL (2007)	15.1	84.9	796
(2009)	13.3	86.7	800
SEX			
Male	11.8	88.2	382
Female	14.8	85.2	419
RACE			
Black	10.4	89.6	212
White	14.3	85.7	545
AGE			
18 – 29	10.6	89.4	179
30 - 44	15.3	84.7	235
45 - 64	15.6	84.4	237
65 and Over	9.7	90.3	124
EDUCATION			
Less than High School	3.1	96.9	64
High School Diploma	7.9	92.1	215
Some College	10.8	89.2	250
College Degree	24.2	75.8	252
INCOME			
Under \$25,000	6.2	93.8	178
\$25,000-\$49,999	13.8	86.2	188
\$50,000-\$74,999	18.5	81.5	119
\$75,000 and Over	20.4	79.6	181
TYPE OF AREA			
Urban	14.1	85.9	184
Suburban	14.7	85.3	307
Rural	12.0	88.0	292
REGION			
Upstate	8.8	91.2	328
Midlands	14.8	85.2	237
Lowcountry	17.6	82.4	233

time or money to the arts, or to have purchased original art. While some differences in involvement with the arts were found among age groups or across regions of the state, these distinctions were relatively small and not as systematic as the effects of family income or education.

Perceptions of the Arts

The second area of interest in this study was the public's perceptions of the arts. In this survey, this was measured by four questions: (1) "How would you rate the community in which you live as a place to pursue artistic interests ... excellent, good, fair, poor, or very poor?" (2) "How important do you feel it is to have quality art events available in your community ... would you say it is extremely important, very important, somewhat important, not too important, or not at all important?" (3) "Some people feel that education in the arts is an important part of basic education for children in elementary and high school. Others feel that education in the arts is not that important. How about you ... do you feel that education in the arts is an extremely important, very important, somewhat important, not too important, or not at all important part of a child's basic education?" and (4) "In your view, what is the most important benefit of having the arts in your life and in your community? Is it the satisfaction of your own creative activity; the enjoyment you get from experiencing works of art; the contribution of the arts to the education of children; the economic impact that the arts have in your community; or do you feel there is no real benefit to having the arts in your life and in your community?"

The results for the question on rating the community as a place to pursue artistic interests are presented in Table 4. As these figures demonstrate, the public's view of their community as a place to pursue artistic interests is quite similar to that found in 2007, and South Carolinians

generally feel positively about their communities in this regard. A majority of respondents rated their community as either excellent (17.3%) or good (41.8%), with 23.2% rating it as fair, 12.0% feeling it was poor, and 5.7% believing it was very poor.

A number of significant differences across subgroups in the assessment of their community as a place to pursue artistic interests were evident in the current survey, and these were also consistent with the differences reported in 2007. Respondents with incomes of \$50,000 or more were more likely to have a positive view of their communities as a place to pursue artistic interests, with 26.1% of those with incomes between \$50,000 and \$74,999 and 22.6% of those with incomes of \$75,000 or more rating their communities as excellent; a higher percentage of those with family incomes below \$50,000 rated their community as either poor or very poor as a place to pursue artistic interests.

While the differences on this item among education groups were not as large, they did exhibit a similar pattern, with those with more education rating their communities more positively than did those with less education. The percentage who rated their community as either excellent or good was 45.1% among those with less than a high school education, which increased to 51.7% of those with a high school diploma, 62.3% of those with some college education, and 67.3% of those with a college degree. Older people were more positive in their assessments of their community as a place to pursue artistic interests: 22.8% of those ages 45 to 64 and 22.6% of those age 65 or older rated their community as excellent, compared to 15.4% of those ages 30 to 44 and 10.1% of those under age 30. A higher percentage of those age 65 or

TABLE 4
 RATE COMMUNITY AS A PLACE TO PURSUE ARTISTIC INTERESTS
 BY DEMOGRAPHIC CHARACTERISTICS

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>N</u>
TOTAL (2007)	19.1	35.3	26.8	11.7	7.1	768
(2009)	17.3	41.8	23.2	12.0	5.7	784
SEX						
Male	17.2	40.5	25.7	10.6	6.1	378
Female	17.4	43.0	20.9	13.3	5.4	407
RACE						
Black	10.6	30.9	28.5	16.9	13.0	207
White	20.0	47.8	19.6	9.9	2.8	536
AGE						
18 – 29	10.1	34.8	21.9	23.0	10.1	178
30 - 44	15.4	44.0	26.5	9.0	5.1	234
45 - 64	22.8	40.9	22.4	8.6	5.2	232
65 and Over	22.6	51.3	16.5	8.7	0.9	115
EDUCATION						
Less than High School	14.5	30.6	30.6	14.5	9.7	62
High School Diploma	8.3	43.4	25.4	14.1	8.8	205
Some College	18.9	43.4	20.5	13.3	4.0	249
College Degree	23.8	43.5	21.0	8.1	3.6	248
INCOME						
Under \$25,000	6.4	39.2	26.9	14.6	12.9	171
\$25,000-\$49,999	13.9	40.1	24.1	17.6	4.3	187
\$50,000-\$74,999	26.1	47.1	16.8	5.9	4.2	119
\$75,000 and Over	22.6	45.2	22.6	7.3	2.3	177
TYPE OF AREA						
Urban	24.2	32.4	20.9	12.1	10.4	182
Suburban	17.9	48.0	21.5	9.9	2.6	302
Rural	12.1	42.6	25.5	13.8	6.0	282
REGION						
Upstate	18.4	44.4	21.9	9.4	5.9	320
Midlands	12.6	42.4	24.2	13.9	6.9	231
Lowcountry	20.6	37.8	24.0	13.7	3.9	233

older rated their community as good, while those between the ages of 18 and 29 were much more likely to rate their community as either poor or very poor as a place to pursue artistic interests.

Differences in the perceptions of white and black respondents on this item were rather stark, with whites expressing a more positive view of the artistic opportunities in their communities than blacks. Among whites, 20.0% rated their community as excellent and another 47.8% rated it as good; the corresponding percentages among blacks were 10.6% and 30.9%, respectively. Conversely, the percentage of blacks who rated their communities as very poor (13.0%) or poor (16.9%) was much higher than the percentage of whites who had a negative view of their community as a place to pursue artistic interests.

Those living in rural areas also had less positive views of their community as a place for artistic opportunities, although a higher percentage of those from urban areas rated their community as very poor. The percentage who rated their community as excellent was 12.1% among those from rural areas, compared to 17.9% of those living in the suburbs and 24.2% of those from urban areas.

Table 5 provides the results for the item on the perceived importance of having quality arts events available in the community. The data for the complete sample indicate that the perceived importance of such events has declined significantly since this question was asked in 2000. In the current study, 13.2% of those surveyed said that it was extremely important to have quality arts events in the community and 32.8% felt it was very important; in 2000, 25.9% thought this was extremely important and 42.8% said very important. The largest shift in responses has been to the “somewhat important” category, with 40.6% of respondents in the current survey giving this response, compared to 21.3% in 2000.

TABLE 5

IMPORTANCE OF QUALITY ARTS EVENTS IN THE COMMUNITY
BY DEMOGRAPHIC CHARACTERISTICS – 2009 STATE SURVEY

	<u>Extremely Important</u>	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Too Important</u>	<u>Not At All Important</u>	<u>N</u>
TOTAL (2000)	25.9	42.8	21.3	6.5	3.5	823
(2009)	13.2	32.8	40.6	9.0	4.3	800
SEX						
Male	10.7	30.2	43.8	9.6	5.7	384
Female	15.6	35.3	37.6	8.4	3.1	417
RACE						
Black	16.1	33.2	39.3	8.5	2.8	211
White	12.0	32.7	41.1	9.3	4.9	548
AGE						
18 - 29	15.6	25.7	41.3	11.2	6.1	179
30 - 44	13.9	32.9	44.3	4.6	4.2	237
45 - 64	12.2	37.0	37.4	10.5	2.9	238
65 and Over	9.8	34.4	39.3	10.7	5.7	122
EDUCATION						
Less Than High School	15.6	21.9	35.9	20.3	6.3	64
High School Diploma	7.9	31.3	44.4	8.9	7.5	214
Some College	11.5	30.0	43.9	11.1	3.6	253
College Degree	19.5	40.2	34.3	4.4	1.6	251
INCOME						
Under \$25,000	12.4	18.1	50.8	14.7	4.0	177
\$25,000-\$49,999	14.8	34.4	41.3	6.9	2.6	189
\$50,000-\$74,999	10.7	38.8	41.3	5.8	3.3	121
\$75,000 and Over	17.6	35.2	35.7	7.1	4.4	182
TYPE OF AREA						
Urban	23.4	35.9	31.0	6.0	3.8	184
Suburban	13.3	34.7	40.3	7.1	4.5	308
Rural	6.5	29.1	46.9	12.7	4.8	292
REGION						
Upstate	14.7	29.4	41.6	10.1	4.3	327
Midlands	13.1	33.9	40.7	8.1	4.2	236
Lowcountry	11.0	36.9	39.4	8.5	4.2	236

As with the previous items, education and family income were significantly related to perceptions of the importance of having quality arts events in the community. The largest differences, however, were found by type of area in which respondents lived. A higher percentage of those living in urban areas (23.4%) than in the suburbs (13.3%) or in rural areas (6.5%) felt that having quality arts events in the community was extremely important. Those living in rural areas were more likely to say that such events were not too or not at all important.

When the percentage of extremely important or very important responses are combined, this combined percentage increases as both education and family income increase, from 37.5% for those with less than a high school education to 59.7% among those with a college degree, and from 40.5% of those with incomes under \$25,000 to 52.8% for those with incomes of \$75,000 or more. Respondents with less than a high school education and those with incomes under \$25,000 were more likely to feel that having quality arts events available in the community was not too or not at all important.

Differences between men and women in the perceived importance of having quality arts events available in the community were also significant. A higher percentage of women than men believed that such events were either extremely important or very important, while men were more likely to feel they were somewhat important.

The percentage who felt that having quality arts events in the community was extremely important declined between 2000 and 2009 in every subgroup examined, except one. Moreover, this decline tended to be steepest among those with a college degree, who had been most likely to feel that such events were extremely important. Among those with a college degree, the percentage who thought such events were extremely important declined from 43.6% to 19.5%

while among those with less than a high school education this percentage increased slightly, from 10.4% to 15.6%.

On the question of the perceived importance of the arts as part of basic education for children in elementary and high school, the results presented in Table 6 indicate that while the public's perceptions have changed since 2000, the decline in perceived importance is not nearly as sharp as that found for the question on having quality arts events in the community. The differences between the results for this question in 2009 and those from 2000 are a decline in the percentage who thought that education in the arts was extremely important – from 35.8% to 30.0% – and an increase in the percentage who felt such education was somewhat important. Overall, however, a large majority of the public believes it is extremely important or very important to include education in the arts as part of a child's basic education. More than 70% of those interviewed felt that this was either extremely important or very important and another fourth of the respondents said it was somewhat important; only 4.0% thought that education in the arts was either not too or not at all important.

Although several significant group differences were found for this item, these are largely distinctions in the percentages of various groups who believe that such education is extremely important as opposed to very important, and only a small percentage of each group examined felt that arts education was not important. Among education groups, for example, the percentage who thought that it was extremely important to include arts education as part of a child's basic education increased as education level increased, ranging from 17.5% among those with less than a high school education to 37.5% of those with a college degree. Respondents with less education were more likely to feel that arts education was very important. Similarly across age groups, the

TABLE 6
 IMPORTANCE OF THE ARTS AS PART OF BASIC EDUCATION
 BY DEMOGRAPHIC CHARACTERISTICS – 2009 STATE SURVEY

	<u>Extremely Important</u>	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Too Important</u>	<u>Not At All Important</u>	<u>N</u>
TOTAL (2000)	35.8	42.1	18.6	1.4	2.1	826
(2009)	30.0	41.3	24.9	2.8	1.2	801
SEX						
Male	31.4	37.4	25.1	3.7	2.4	382
Female	28.7	45.0	24.4	1.9	0.0	418
RACE						
Black	34.3	47.9	17.4	0.0	0.5	213
White	28.3	38.7	27.7	3.9	1.5	545
AGE						
18 - 29	38.8	39.9	18.0	3.4	0.0	178
30 - 44	32.6	40.3	24.6	0.8	1.7	236
45 - 64	28.0	39.3	29.3	2.5	0.8	239
65 and Over	17.9	48.0	26.0	5.7	2.4	123
EDUCATION						
Less Than High School	17.5	50.8	27.0	4.8	0.0	63
High School Diploma	22.3	43.3	30.2	1.9	2.3	215
Some College	33.6	39.9	22.5	3.2	0.8	253
College Degree	37.5	38.2	21.5	2.0	0.8	251
INCOME						
Under \$25,000	24.3	42.9	27.7	4.5	0.6	177
\$25,000-\$49,999	32.3	43.4	22.2	1.6	0.5	189
\$50,000-\$74,999	31.9	47.1	18.5	0.8	1.7	119
\$75,000 and Over	35.0	34.4	26.1	3.3	1.1	180
TYPE OF AREA						
Urban	29.9	42.8	25.1	1.1	1.1	187
Suburban	30.8	43.2	22.1	2.6	1.3	308
Rural	29.9	37.8	27.1	3.8	1.4	291
REGION						
Upstate	28.4	40.9	26.5	3.0	1.2	328
Midlands	33.1	41.9	22.0	2.1	0.8	236
Lowcountry	28.9	41.3	25.5	3.0	1.3	235

percentage who believed that education in the arts was an extremely important part of basic education for children in elementary and high school decreased as age increased, declining from 38.8% among those ages 18 to 29 to 17.9% of those age 65 or older; while those age 65 and older were more likely than those in the younger age groups to feel that arts education was not too or not at all important, only 8.1% of this group expressed these views.

Differences in perceptions between black and white respondents were also significant. Blacks were more likely than whites to feel that education in the arts as part of basic education for children in elementary and high school was extremely important (34.3% to 28.3%) or very important (47.9% to 38.7%), while a higher percentage of whites believed this was somewhat important (27.7% to 17.4%). Although the differences between men and women on this item were statistically significant, they are largely due to the higher percentage of females who said that arts education was very important, and there are only minor differences in the overall perceptions of men and women on this question.

The results for the question on the most important benefit of having the arts in your life and in your community are presented in Table 7. As these figures indicate, a majority of respondents – 54.5% – believed that the most important benefit of the arts is the contribution they make to the education of children. Following this, 22.4% felt that the personal enjoyment they received from experiencing works of arts was the most important benefit. Slightly less than ten percent felt that the economic impact was the most important contribution of the arts, and a similar percentage believed it was the satisfaction of their own creativity. Only 5.7% felt that there was no real benefit to having the arts in their life or in their community.

TABLE 7
 MOST IMPORTANT BENEFIT OF THE ARTS
 BY DEMOGRAPHIC CHARACTERISTICS

	<u>Own Creative Activity</u>	<u>Experiencing Enjoyment</u>	<u>Education of Children</u>	<u>Economic Impact</u>	<u>No Real Benefit</u>	<u>N</u>
TOTAL	8.5	22.4	54.5	8.8	5.7	761
SEX						
Male	7.5	27.1	47.6	10.5	7.2	361
Female	9.5	18.3	60.8	7.3	4.3	400
RACE						
Black	10.1	18.1	58.3	10.6	3.0	199
White	8.0	24.7	52.8	8.2	6.5	527
AGE						
18 - 29	14.9	23.6	55.2	5.2	1.1	174
30 - 44	6.1	25.1	57.1	9.5	2.2	231
45 - 64	7.0	20.6	53.9	11.0	7.5	228
65 and Over	8.0	18.8	49.1	8.9	15.2	112
EDUCATION						
Less Than High School	8.9	14.3	53.6	8.9	14.3	56
High School Diploma	7.6	22.4	52.9	7.6	9.5	210
Some College	9.9	17.8	58.7	11.6	2.1	242
College Degree	7.9	29.0	53.1	7.1	2.9	241
INCOME						
Under \$25,000	10.2	17.4	58.7	5.4	8.4	167
\$25,000-\$49,999	10.3	19.0	56.0	10.3	4.3	184
\$50,000-\$74,999	11.1	30.8	45.3	9.4	3.4	117
\$75,000 and Over	4.1	25.7	58.5	9.4	2.3	171
TYPE OF AREA						
Urban	8.6	29.1	45.1	11.4	5.7	175
Suburban	7.8	25.1	56.3	6.4	4.4	295
Rural	9.5	15.5	58.8	9.9	6.3	291
REGION						
Upstate	6.3	21.8	57.1	8.2	6.6	317
Midlands	8.8	24.5	52.8	9.3	4.6	216
Lowcountry	11.6	21.8	52.4	8.9	5.3	235

The largest percentage of all subgroups examined felt that the most important benefit of the arts was their contribution to the education of children, with the lowest such percentage – 45.1% – found among those living in urban areas. Beyond this, there were a number of statistically significant differences across groups. Among the largest differences were those found across age groups. The percentage who said that the arts were of no real benefit increased as age increased, although even among those age 65 or older only 15.2% expressed this view. A slightly smaller percentage of those in this oldest age group thought that the most important benefit of the arts was the contribution to the education of children, while those under the age of 30 were more likely to cite the satisfaction of their own creative activity as the most important benefit.

Men and women also differed in their views on the most important benefit of having the arts in their life and community. Women were more likely than men (60.8% to 47.6%) to choose the contribution of the arts to the education of children as most important while more men (27.1% to 18.3%) named the enjoyment they get from experiencing works of art.

Respondents with less than a high school education were more likely to feel there was no real benefit to having the arts in their life and in their community. Those with higher incomes were more likely to mention the enjoyment they get from experiencing works of art. Respondents who lived in urban areas were less likely to name the contribution of the arts to the education of children as most important, while those living in rural areas were less likely than those from urban or suburban areas to feel that the enjoyment they get from experiencing works of art was most important.

Funding for Arts Activities

The final two questions in this series asked about support for funding of art-related activities. The first asked respondents if they felt that the funding which the State and local governments provide to support arts activities should be decreased, kept about the same, or increased; the second asked whether respondents would favor or oppose an increase in funding to strengthen arts education programs in South Carolina's public schools. Each of these questions had been asked in the 2000 State survey. The results for both of these questions show that the South Carolina public is strongly supportive of providing funding for the arts, but the strength of this support has declined slightly since 2000.

The results for the question on government funding for the arts are provided in Table 8. These figures indicate that a majority – 54.7% – of those interviewed believes that the amount of funding that the State and local governments provide to support arts activities should be kept about the same, 37.8% think it should be increased, and 7.9% believe it should be decreased. In the 2000 survey, 45.7% felt this funding should be kept about the same, 46.4% said it should be increased, and 7.9% said decreased.

There were a number of significant group differences on this question, and among the largest of these were those between black and white respondents. Half of the black respondents said that government funding for the arts should be increased, compared to 32.0% among whites, while a much higher percentage of whites than blacks – 59.3% to 45.1% – thought that this funding should be kept about the same as it is now.

TABLE 8
GOVERNMENT FUNDING FOR ARTS ACTIVITIES
BY DEMOGRAPHIC CHARACTERISTICS – 2009 STATE SURVEY

	<u>Decreased</u>	Kept about <u>the same</u>	<u>Increased</u>	<u>N</u>
TOTAL (2000)	7.9	45.7	46.4	726
(2009)	7.5	54.7	37.8	764
SEX				
Male	10.4	48.4	41.2	364
Female	4.7	60.6	34.7	401
RACE				
Black	4.9	45.1	50.0	204
White	8.7	59.3	32.0	518
AGE				
18 – 29	2.3	57.3	40.4	171
30 - 44	6.8	51.1	42.1	235
45 - 64	10.7	53.8	35.6	225
65 and Over	9.1	60.9	30.0	110
EDUCATION				
Less than High School	1.6	55.6	42.9	63
High School Diploma	9.0	52.5	38.5	200
Some College	7.5	55.2	37.3	241
College Degree	7.9	56.0	36.1	241
INCOME				
Under \$25,000	8.0	56.9	35.1	174
\$25,000-\$49,999	6.1	50.8	43.0	179
\$50,000-\$74,999	6.0	57.8	36.2	116
\$75,000 and Over	9.9	53.5	36.6	172
TYPE OF AREA				
Urban	2.8	51.1	46.1	178
Suburban	8.8	57.5	33.7	294
Rural	8.3	54.3	37.3	276
REGION				
Upstate	6.7	59.3	34.0	312
Midlands	8.6	45.9	45.5	222
Lowcountry	7.4	56.5	36.1	230

Differences across age groups were also significant. People under age 45 were more likely to feel that funding for the arts should be increased, while those age 65 and older were more likely to feel that funding for the arts should be kept as it is now. Men were more divided on this issue than women, with a higher percentage of men than women (41.2% to 34.7%) feeling that government support for the arts should be increased, but men also were more likely to say that it should be decreased (10.4% to 4.7%). A higher percentage of women than men (60.6% to 48.4%) felt that State and local government funding for the arts should remain at its current level.

Opinions on this question also varied across regions of the state and by type of area in which respondents lived. Residents of the Midlands were about 10% more likely than those from the Upstate or the Lowcountry to think that funding for the arts should be increased and less likely to feel that it should be kept at its current level. A higher percentage of those living in urban areas (46.1%) than those from rural areas (37.3%) or the suburbs (33.7%) thought that government funding for the arts should be increased, and those from urban areas were least likely to say that such funding should be decreased.

Table 9 displays the results for the question on increasing support for State funding to strengthen arts education programs in South Carolina public schools. Close to 40% were strongly in favor of such an increase and another 40% favored it somewhat; 21.4% were opposed to such an increase, with 7.8% strongly opposed. In 2000, close to half of those surveyed strongly favored an increase in State funding for arts education programs, while a total of 16.2% were opposed.

TABLE 9
 INCREASE FUNDING TO STRENGTHEN ARTS EDUCATION IN PUBLIC SCHOOLS
 BY DEMOGRAPHIC CHARACTERISTICS – 2009 STATE SURVEY

	<u>Strongly Favor</u>	<u>Somewhat Favor</u>	<u>Somewhat Oppose</u>	<u>Strongly Oppose</u>	<u>N</u>
TOTAL (2000)	48.4	35.3	9.9	6.3	760
TOTAL (2009)	39.1	39.5	13.6	7.8	779
SEX					
Male	39.7	33.5	16.1	10.7	373
Female	38.7	44.8	11.3	5.2	406
RACE					
Black	49.0	37.1	11.0	2.9	210
White	35.1	40.2	15.1	9.6	530
AGE					
18 – 29	42.9	44.6	10.2	2.3	177
30 - 44	41.3	39.6	12.2	7.0	230
45 - 64	39.7	32.1	16.5	11.8	237
65 and Over	29.2	46.0	15.9	8.8	113
EDUCATION					
Less than High School	44.8	41.4	6.9	6.9	58
High School Diploma	33.5	45.1	14.6	6.8	206
Some College	44.2	33.9	16.3	5.6	251
College Degree	38.2	39.8	11.4	10.6	246
INCOME					
Under \$25,000	40.4	38.6	12.9	8.2	171
\$25,000-\$49,999	45.7	36.0	14.0	4.3	186
\$50,000-\$74,999	46.1	32.2	13.0	8.7	115
\$75,000 and Over	34.6	44.1	12.8	8.4	179
TYPE OF AREA					
Urban	46.4	42.5	8.4	2.8	179
Suburban	39.0	37.3	13.0	10.7	300
Rural	35.5	39.7	17.4	7.3	287
REGION					
Upstate	33.4	42.2	17.5	6.9	320
Midlands	45.6	38.1	8.8	7.5	226
Lowcountry	40.1	37.5	12.9	9.5	232

Group differences on this question were similar to those found for the question on government funding for arts activities. Black respondents were more likely than whites (49.0% to 35.1%) to strongly favor an increase in funding to strengthen arts education programs, while a higher percentage of whites (24.7% to 13.9%) opposed such an increase strongly or somewhat. The percentage that strongly favored an increase in funding for arts education programs decreased as age increased, and those age 45 and older were more likely than those under age 45 to oppose such an increase.

About ten percent more women than men were somewhat in favor of an increase in funding for arts education programs, while a higher percentage of men than women (26.8% to 16.5%) were either somewhat or strongly opposed to this increase. Respondents from the Midlands region were more likely to favor strongly an increase in funding for arts education programs, while those from the Upstate were less likely to say they strongly supported such an increase and more likely to oppose it. Those living in urban areas were more likely than those from either the suburbs or from rural areas to voice support for an increase in funding to strengthen arts education programs in South Carolina public schools.

Summary

There is a high level of participation in the arts among South Carolina adults. The average South Carolinian participated in close to 14 arts-related activities in the past year, although approximately one-third of the public did not participate in the arts in any way. Close to 45% of those surveyed have donated either money or their time to arts or cultural activities in the past year, and 13.3% have purchased original art.

The state's residents also generally have a positive view of their community as a place to pursue artistic interests, with a majority rating their community as either excellent (17.3%) or good (41.8%). While the public tends to feel that it is important to have quality arts events in the community, the percentage expressing this view has declined significantly since 2000, with 13.2% feeling such arts events were extremely important and 32.8% believing they were very important compared to 25.9% and 42.8% who expressed these views in 2000.

Although the public's perception of the importance of the arts as part of basic education has also declined slightly since 2000, the drop was not nearly as sharp as that for the question of the importance of having quality arts events in the community. Moreover, South Carolinians continue to believe that the arts are an important part of basic education, with more than 70% saying they are extremely important or very important. Consistent with this finding, a majority of the public feels that the most important benefit of the arts is the contribution they make to the education of children. Only 5.7% of respondents felt there was no real benefit to having the arts in their life or community.

The South Carolina public is strongly supportive of providing funding for the arts, but the level of this support has declined since 2000. Slightly less than 40% believes that the amount of funding that the State and local governments provide to support arts activities should be increased and another 54.7% feels it should be kept at its current level. Approximately 40% of respondents in this survey strongly favored an increase in State funding to strength arts education programs in South Carolina public schools and an additional 40% favored it somewhat.

A number of background characteristics influence participation in and perceptions of the arts. Differences among levels of education and family income were evident across these items,

with those with more education or with higher family incomes more likely to have participated in the arts, contributed to them, and purchased original art. Respondents in the higher education or income groups rated their community more positively as a place to pursue artistic interests and felt it was more important to have quality arts events in the community.

Over time, participation in the arts has remained at about the same level as reported in previous surveys, and a slightly higher percentage of the public made some type of contribution to the arts in the past year. Perceptions of the community as a place to pursue artistic interests also have changed little over time. However, the perceived importance of having quality arts event available in the community has declined significantly since 2000, and the decline was steepest among those with a college degree, the group that was most likely to feel that such events were important. Although public support for government funding for arts activities or for increasing funding to strengthen arts education in public schools has declined slightly since 2000, a large segment of South Carolinians remains supportive of funding for arts activities.

APPENDIX A
QUESTIONNAIRE AND ANALYSIS NOTES

SURVEY RESEARCH LABORATORY
SOUTH CAROLINA STATE SURVEY
Field Version

Questions asked on behalf of the South Carolina Arts Commission

(Note: other demographic questions were asked to determine gender, age, education, race, income, and county, and whether respondent lived in a urban, suburban or rural area.)

Q26. "Participation in the arts may include a wide variety of activities including attending music concerts and live performances of dance or theatre; attending a performance or play at a child's school; visiting museums and galleries; reading literature or attending a book club; singing in a church choir or acting in community theatre; creating art yourself, such as painting, writing poetry, or playing a musical instrument; or serving as a volunteer or board member for an arts organization or arts event.

"During the last twelve months, approximately how many times have you participated in the arts in any way?" (READ CHOICES IF NECESSARY)

RECORD NUMBER: _____

00. NONE

97. 97 OR MORE

98. DK (PROBE: "Just approximately ...")

Q27. "How would you rate the community in which you live as a place to pursue your artistic interests ... excellent, good, fair, poor, or very poor?"

1. EXCELLENT
2. GOOD
3. FAIR
4. POOR
5. VERY POOR
6. DON'T KNOW (PROBE: "In general ...")

Q28. "In the past twelve months, have you donated funds or your personal time to any arts or cultural activities?" (IF YES, PROBE: "Was this donating funds, your time, or both?")

1. YES – DONATED FUNDS
2. YES – DONATED TIME
3. YES – DONATED BOTH FUNDS AND TIME
4. NO
5. DON'T KNOW (DO NOT PROBE)

Q29. "In the past twelve months, have you purchased any original art?"

1. YES
2. NO
3. DON'T KNOW (DO NOT PROBE)

Q30. "How important do you feel it is to have quality art events available in your community ... would you say it is extremely important, very important, somewhat important, not too important, or not at all important?"

1. EXTREMELY IMPORTANT
2. VERY IMPORTANT
3. SOMEWHAT IMPORTANT
4. NOT TOO IMPORTANT
5. NOT AT ALL IMPORTANT
6. DON'T KNOW (PROBE: "In general ...")

Q31. “Do you feel that the funding which the State and local governments provide to support arts activities should be decreased, kept about the same as it is now, or increased?”

1. DECREASED
2. KEPT ABOUT THE SAME
3. INCREASED

4. DON’T KNOW (“Generally speaking ...”)

Q32. “Some people feel that education in the arts is an important part of basic education for children in elementary and high school. Others feel that education in the arts is not that important. How about you ... do you feel that education in the arts is an extremely important, very important, somewhat important, not too important, or not at all important part of a child’s basic education?”

1. EXTREMELY IMPORTANT
2. VERY IMPORTANT
3. SOMEWHAT IMPORTANT
4. NOT TOO IMPORTANT
5. NOT AT ALL IMPORTANT

6. DON’T KNOW (PROBE: “In general ...”)

Q33. “Would you favor or oppose an increase in State funding to strengthen arts education programs in South Carolina’s public schools?”

(IF FAVOR): “Would you say you strongly favor an increase in funding or that you favor it only somewhat?”

(IF OPPOSE): “Would you say you strongly oppose an increase in funding or that you oppose it only somewhat?”

1. STRONGLY FAVOR
2. SOMEWHAT FAVOR
3. SOMEWHAT OPPOSE
4. STRONGLY OPPOSE

5. DON’T KNOW (PROBE: “In general ...”)

Q34. "In your view, what is the most important benefit of having the arts in your life and in your community? Is it ... (READ CHOICES 1 THRU 5)

1. the satisfaction of your own creative activity;
2. the enjoyment you get from experiencing works of art;
3. the contribution of the arts to the education of children;
4. the economic impact that the arts have in your community; or
5. do you feel there is no real benefit to having the arts in your life and in your community?

6. OTHER (SPECIFY) _____
7. DON'T KNOW (PROBE): "What is the main benefit of the arts in your life and community?"

8. REFUSED

Note 1
Weighting Variables Used in Analysis

Several weighting variables for the South Carolina State Survey data have been created and added to each data file. The first is a weight to adjust for households that can be reached on more than one telephone number. This weight has been developed so that such households are not overrepresented in the sample. This weight should be applied to the data whenever households are the desired unit of analysis.

The second weighting variable adjusts for the fact that the sampling unit in the survey was the household rather than the individual respondent. It also adjusts for multiple telephone households. When the individual is the appropriate unit of analysis rather than the household, this weight should be used.

The third weighting variable makes additional adjustments to the individual weight for underrepresentation of various demographic groups in the population due to either nonresponse or to the fact that certain households do not have a telephone. The degree of underrepresentation is assessed by comparing the demographic data from the survey with population estimates provided by the U.S. Census Bureau. This weight should always be used to ensure that a

representative sample for making estimates of the true population figures for South Carolina. It is standard in analyses for South Carolina State Survey clients, unless otherwise indicated.

Note 2
Counties Used in Regional Analyses

<u>Upstate</u>	<u>Midlands</u>	<u>Lowcountry</u>
Abbeville	Aiken	Beaufort
Anderson	Allendale	Berkeley
Cherokee	Bamberg	Charleston
Chester	Barnwell	Colleton
Fairfield	Calhoun	Dillon
Greenville	Clarendon	Dorchester
Greenwood	Chesterfield	Florence
Lancaster	Darlington	Georgetown
Laurens	Edgefield	Hampton
Newberry	Kershaw	Horry
Oconee	Lee	Jasper
Pickens	Lexington	Marion
Spartanburg	Marlboro	Williamsburg
Union	McCormick	
York	Orangeburg	
	Richland	
	Saluda	
	Sumter	