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AUTHOR Orend, Richard J.
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ABSTRACT

This document contains the appendices of a study undertaken to determine the nature of popular interest in and demand for cultural and artistic activities in 13 southern states. The general objective of the study was to provide information to policy makers on public opinion regarding the relative merits of "elitist activities" (high cultural activities such as attending operas and art galleries), and "popular activities" (a broader range of art and leisure-related activities such as camping) to development of policy on the arts. Data regarding current and likely future arts/leisure activities were collected in a self-administered mail survey of a probability sample for 13 southern states. A total of 3,196 questionnaires was delivered to potential respondents and 1,684 questionnaires were returned completed. This summary of leisure participation in the South is presented in four major sections. In Section I, the research study is introduced and the objectives and methodology are discussed. In Section II, results are summarized pertaining to various propositions about the patterns of leisure behavior and the desire to increase participation in various types of leisure/arts activities. Section III offers a summary of analyses of the structure of leisure participation in the South. The final section presents tables of data on the proportion and average of individuals participating in various leisure activities during a 12 month period, strength of desire to increase participation in various activities, reasons for increasing or not increasing activity, and participation clusters. Major conclusions of the study were that the demand for increased participation in each activity generally follows current participation patterns and that historical participation levels are the best predictors of future participation. The document concludes with an appendix which contains a table of contents, a list of tables, and a sample of the questionnaire. (DB)

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Leisure Participation in the South

Volume III — Summary

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Volume III

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Preface

This summary is designed to provide a brief overview of the results of our study of leisure behavior in the South. As is true for any summarization, it does not provide the richness of detail and breath of analysis available in the basic text. What it does provide are highlights of the analysis based on what the author and the sponsor feel are the important dimensions of the study. It is also organized to help the reader follow the objectives and development of the study as it was originally conceived. Of course, any summary also demands selection of "important" and "useful" results. The complexity of the results presented in the basic text required a substantial amount of this kind of selection, and therefore, represent the author's and sponsor's perspectives. For this reason the reader is urged to at least scan the Table of Contents and List of Tables* in the basic text as part of a reading of this summary. This will permit those with more specialized interests to identify areas which they might like to probe in greater detail.

The Summary is organized into three Sections: (I) the Introduction, which provides a brief overview of the objectives and methodology of the study; (II) a summary of results pertaining to seven "Propositions about the Pattern of Leisure Behavior and the Desire to Increase Participation"; and (III) a summary of analyses of "The Structure of Leisure Participation in the South".

* The Table of Contents and List of Tables are reproduced in Appendix I of this volume.

INTRODUCTION

Within the context of a much larger debate about the relative merits of "elitist" versus "popular" approaches to the formulation of policy on the arts, this study was developed to address three basic objectives: (1) to identify the cultural needs of the target population; (2) to examine the factors that influence those needs; and (3) to develop a methodology which will permit the Endowment to make practical decisions about the kind of cultural and artistic activities which should be supported" by its policies. These objectives were reduced to a more specific set of research questions which were designed to focus on the problems associated with addressing the larger issue. These questions included: (a) What types of arts related activities are currently pursued by the general population of the South? (b) What is the degree and type of participation in these activities? (c) To what extent is there a desire to increase participation levels in arts related activities and which activities are most in demand? (d) What factors limit the expansion of activities among those desiring to increase participation, and how can the Endowment respond to those factors? (e) What are the indicators or correlates of current participation and desire for increases? The nature of these questions clearly indicates that this study addresses only one side of the general debate, the nature of popular participation in the arts.

The conceptual approach for this study was to address arts related activity in the context of all leisure behavior. This

approach was taken because of the feeling that leisure decisions are made in the context of all behavior possibilities and that a study which addresses only one area of that process (concerning arts related activities) will obtain an incomplete and inaccurate picture of the significance of those activities.

This approach was operationalized with the identification of a number of dimensions of leisure behavior which would be addressed. These dimensions include: (1) a description of current participation across all types of leisure behavior; (2) the identification of demand for increased participation; (3) a description of historical participation patterns; and (4) the identification of barriers to increased participation in desired leisure activities. Analyses were designed: (a) to describe basic leisure activity patterns with a special focus of arts related activities; (b) to describe historical patterns and relate them to current participation and desire for increased participation; (c) to identify the areas of greatest demand for increased participation; (d) to determine the existence of policy addressable barriers to increased participation in the arts; and (e) to identify predictors of the above factors which might be used to facilitate any desired policy interventions (i.e., SES and demographic factors related to participation and demand for increased participation). In addition, two other basic dimensions of leisure activity were examined. These were active versus passive participation and home versus away from home participation. Our analyses have searched for patterns or leisure style based on these factors as well.

The methodological approach used to collect necessary information was to survey a large probability sample of the adult residents of the 13 Southern states.* These people were selected by Opinion Research Corporation using a random digit dial telephone procedure. They were surveyed using a mailed self-administered survey instruments developed by the author.** A total of 1,684 completed surveys were returned and used in the final analysis. Basic results reported here are based on that number or the number who answered the specific question being addressed. Analyses based on screening type questions, such as those referring only to those respondents who expressed a desire to increase a particular activity, are based on smaller numbers which are dependent on the number of people who express that perspective. The estimate of the sampling error is $\pm 2.4\%$ (at the .05 level of significance) for the full sample assuming a close to perfect return rate. The effective return rate for this study was 52.7%, which means that confidence intervals could be much wider. Results using questions which had smaller N's have lower reliability.

The remainder of the summary will present substantive results. In Section II results bearing on the seven descriptive propositions will be presented. The specific propositions are listed with the results. Section III provides a summary of the results of the cluster analysis of individuals on the basis of similar participa-

*The 13 states are: Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, Kentucky, and West Virginia. The sample included those 18 and older.

**The questionnaire is reproduced in Appendix II of this Volume and as Appendix A in Volume II.

tion and desire for increased participation patterns. These results suggest styles of leisure participation.

II

Leisure Behavior and the Desire to Increase Participation

In this Section we will focus on the seven propositions about leisure behavior that were developed in original conceptualization of this study. Because there is some overlap in these propositions they will be discussed in four groups. First, the relationship between arts-related and nonarts activities will be discussed (Proposition 1). Second, various socio-economic and demographic predictors of both current participation and desire to increase participation will be described (Propositions 2-5). Third, barriers to desired increases in participation and predictors of those barriers will be described (Proposition 6). Finally, the relationship of current participation and desire to increase participation to previous participation will be examined (Proposition 7).

Proposition 1. The level of participation in and the demand for increased participation in nonarts activities will be higher than it is for arts-related activities.

This proposition was based on previous evidence which has suggested that despite rapid increases in participation in many arts-related activities, it is the nonarts activities which still dominate the spare time utilization of people in the South. In addition, the demand for the nonarts activities will be greater, primarily because they are the traditional pursuits of individuals and because the educational and reinforcement patterns for these activities have not radically changed during the recent past.

TABLE 1 shows the participation patterns for arts-related and nonarts activities used in this study. The TABLE represents the proportion of individuals who participated in each activity during the previous 12 months. In the second column is the ranking for that level of participation relative to all other activity groups. The first page lists activities that are considered arts-related in the sense that they correspond to divisions within the National Endowment for the Arts. Although there is a relatively wide range of participation rates, no more than 50% of the (people; adults) in the (South; sample) pursued any of these activities during the 12 months prior to our survey. The highest proportions for visiting craft exhibits (48.7%), touring buildings and museums (47.6%), and listening on the radio or watching on TV classical music, opera, or dancing (49.6%). Lowest proportions are for going to an opera (5.7%), going to a folk dancing performance (8.5%), taking art classes (9.0%), and going to a ballet or modern dance (9.3%). Generally, visual arts and those pursued through the media have higher participating rates than the performing arts. People are also more likely to engage in passive than active arts-related leisure pursuits.

In contrast, only 5 of 22 nonarts activities are pursued by less than 50% of the population. Media related activities (TV, radio, and records) dominate leisure time, although social activities also account for substantial proportions of individuals.

A second perspective for looking at participation levels is presented in TABLE 2. Here activities are divided into two types, those measured in hours of participation per week and those measured

TABLE 1

Proportion of Individuals Participating in Each
Leisure Activity During the Previous Twelve Months

| | % Participating in Last 12 Months | Ranking of % Participation |
|--|--------------------------------------|-------------------------------|
| 17. Going to symphony or chamber concerts. | 16.5 | 38 |
| 18. Going to an opera. | 5.7 | 44 |
| 13. Going to choral concerts. | 40.4 | 23 |
| 25. Singing in or playing for a chorus, choir, or other singing group. | 21.0 | 33 |
| 14. Going to jazz concerts. | 12.5 | 39 |
| 16. Going to folk/ethnic concerts or festivals. | 18.1 | 35 |
| 24. Playing an instrument in a group or for your own entertainment or taking music lessons. | 17.1 | 36 |
| 10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself. | 26.2 | 30 |
| 11. Doing crafts. | 37.7 | 25 |
| 12. Taking art classes in painting, sculpture, graphics, film, or crafts. | 9.0 | 42 |
| 30. Going to a ballet or modern dance performance. | 9.3 | 41 |
| 31. Going to a folk dancing performance. | 8.5 | 43 |
| 26. Going to theater performance. | 25.6 | 31 |
| 27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support. | 5.3 | 45 |
| 2. Writing novels, stories, plays, or poetry, or taking classes in writing. | 16.8 | 37 |
| 7. Visiting painting, graphic arts, photo- graphy or sculpture exhibits. | 33.7 | 28 |
| 8. Visiting craft exhibits. | 48.7 | 20 |
| 9. Touring buildings, etc. for design or historic value or visiting history, science or technical museums. | 47.6 | 21 |
| 20. Listening on radio or watching on TV classical music, opera, or dancing. | 49.6 | 19 |
| 23. Watching performances of jazz on TV or listening on the radio. | 35.5 | 27 |
| 29. Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry. | 38.1 | 24 |
| 3. Taking classes or attending lectures or art history, literature, etc., or belonging to a literature club. | 11.5 | 40 |

TABLE 1 Continued

| | % Participating in Last 12 Months | Ranking of % Participation |
|---|--------------------------------------|-------------------------------|
| 4. Watching regular TV programs day and night except sports and news. | 89.8 | 3 |
| 21. Listening to radio broadcasts of all other music. | 85.2 | 4 |
| 22. Listening to recordings. | 76.9 | 7 |
| 15. Going to rock of country and western or rhythm and blues concerts. | 35.8 | 26 |
| 19. Going to fairs and carnivals. | 62.7 | 14 |
| 28. Going to the movies. | 70.9 | 12 |
| 6. Watching sports on TV or listening on radio. | 75.8 | 9 |
| 32. Going to watch sports in person. | 52.4 | 16 |
| 35. Playing competitive sports. | 23.3 | 32 |
| 37. Jogging, weight lifting or other exercise program. | 46.4 | 22 |
| 33. Camping, hiking, back-packing, hunting, fishing, etc. | 56.9 | 15 |
| 40. Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure. | 78.0 | 6 |
| 42. Playing with your children. | 50.1 | 18 |
| 36. Playing indoor activities or games with friends and/or family. | 67.5 | 13 |
| 41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc. | 92.4 | 2 |
| 34. Going to church or doing other church-related activities. | 74.1 | 10 |
| 44. Playing with pets. | 52.1 | 17 |
| 1. Reading (fiction books, periodicals, and nonfiction). | 82.2 | 5 |
| 5. Watching news and information programs on TV or reading in newspapers and news/magazines. | 93.1 | 1 |
| 43. Do-it-yourself activities or hobbies. | 76.9 | 7 |
| 45. Sitting and thinking—day-dreaming. | 71.6 | 11 |
| 38. Charity, volunteer, social service, or political organization activities. | 29.8 | 29 |
| 39. Fraternal organization or club activities. | 20.8 | 34 |

TABLE 2
Average Level of Participation for Each
Leisure Activity During the Previous 12 Months

| | Mean # of Hours Per Week | Ranking of Hours Per Week | Mean # of Times Per Year | Ranking of Times Per Year |
|--|--------------------------------|---------------------------------|--------------------------------|---------------------------------|
| 17. Going to symphony or chamber concerts. | | | .49 | 15 |
| 18. Going to an opera. | | | .09 | 21 |
| 13. Going to choral concerts. | | | 3.37 | 5 |
| 25. Singing in or playing for a chorus, choir, or other singing group. | .79 | 22 | | |
| 14. Going to jazz concerts. | | | .38 | 17 |
| 16. Going to folk/ethnic concerts or festivals. | | | .43 | 16 |
| 24. Playing an instrument in a group or for your own entertainment or taking music lessons. | .90 | 21 | | |
| 10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself. | 1.09 | 18 | | |
| 11. Doing crafts. | | | 8.23 | 2 |
| 12. Taking art classes in painting, sculpture, graphics, film, or crafts. | | | .52 | 14 |
| 30. Going to a ballet or modern dance performance. | | | .22 | 18 |
| 31. Going to a folk dancing performance. | | | .19 | 19 |
| 26. Going to theater performance. | | | .89 | 12 |
| 27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support. | | | .18 | 20 |
| 2. Writing novels, stories, plays, or poetry, or taking classes in writing. | .57 | 23 | | |
| 7. Visiting painting, graphic arts, photo- graphy or sculpture exhibits. | | | 1.28 | 11 |
| 8. Visiting craft exhibits. | | | 2.11 | 7 |
| 9. Touring buildings, etc. for design or historic value or visiting history, science or technical museums. | | | 2.02 | 8 |
| 20. Listening on radio or watching on TV classical music, opera, or dancing. | 1.95 | 15 | | |
| 23. Watching performances of jazz on TV or listening on the radio. | | | 2.37 | 6 |
| 29. Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry. | 1.78 | 16 | | |
| 3. Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club. | | | .59 | 13 |

TABLE 2 Cont.

Average Level of Participation for Each
Leisure Activity

| | Mean # of Hours Per Week | Ranking of Hours Per Week | Mean # of Times Per Year | Ranking of Times Per Year |
|---|--------------------------------|---------------------------------|--------------------------------|---------------------------------|
| 4. Watching regular TV programs day and night except sports and news. | 14.73 | 1 | | |
| 21. Listening to radio broadcasts of all other music. | 9.38 | 2 | | |
| 22. Listening to recordings. | 4.57 | 8 | | |
| 15. Going to rock or country and western or rhythm and blues concerts. | | | 1.60 | 9 |
| 19. Going to fairs and carnivals. | | | 1.45 | 10 |
| 28. Going to the movies. | | | 6.56 | 3 |
| 6. Watching sports on TV or listening on radio. | 3.92 | 9 | | |
| 32. Going to watch sports in person. | | | 4.96 | 4 |
| 35. Playing competitive sports. | .91 | 20 | | |
| 37. Jogging, weight lifting or other exercise program. | 1.68 | 17 | | |
| 33. Camping, hiking, back-packing, hunting, fishing, etc. | | | 9.37 | 1 |
| 40. Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure. | 2.50 | 12 | | |
| 42. Playing with your children. | 6.18 | 4 | | |
| 36. Playing indoor activities or games with friends and/or family. | 2.08 | 14 | | |
| 41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc. | 5.60 | 6 | | |
| 34. Going to church or doing other church-related activities. | 3.11 | 11 | | |
| 44. Playing with pets. | 2.17 | 13 | | |
| 1. Reading (fiction books, periodicals, and nonfiction). | 5.63 | 5 | | |
| 5. Watching news and information programs on TV or reading in newspapers and news/magazines. | 7.82 | 3 | | |
| 43. Do-it-yourself activities or hobbies. | 5.04 | 7 | | |
| 45. Sitting and thinking—day-dreaming. | 3.37 | 10 | | |
| 38. Charity, volunteer, social service, or political organization activities. | .93 | 19 | | |
| 39. Fraternal organization or club activities. | .47 | 24 | | |

TABLE 3
Strength of Desire to Increase Participation
in Each Activity

| | % with small desire | % with moderate desire | % with strong desire | ranking of activities on basis of % with strong desire |
|--|---------------------------|------------------------------|----------------------------|---|
| 17. Going to symphony or chamber concerts. | 12.5 | 5.3 | 3.4 | 32 |
| 18. Going to an opera. | 8.7 | 3.6 | 2.8 | 35 |
| 13. Going to choral concerts. | 19.0 | 7.5 | 5.7 | 22 |
| 25. Singing in or playing for a chorus, choir, or other singing group. | 11.5 | 4.6 | 5.8 | 20 |
| 14. Going to jazz concerts. | 11.7 | 4.2 | 2.8 | 35 |
| 16. Going to folk/ethnic concerts or festivals. | 15.9 | 3.8 | 2.6 | 38 |
| 24. Playing an instrument in a group or for your own entertainment or taking music lessons. | 10.9 | 8.6 | 10.8 | 10 |
| 10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself. | 14.6 | 11.6 | 8.4 | 14 |
| 11. Doing crafts. | 20.4 | 14.2 | 11.9 | 8 |
| 12. Taking art classes in painting, sculpture, graphics, film, or crafts. | 13.0 | 7.3 | 6.3 | 18 |
| 30. Going to a ballet or modern dance performance. | 11.1 | 4.3 | 2.7 | 37 |
| 31. Going to a folk dancing performance. | 13.3 | 5.2 | 1.4 | 45 |
| 26. Going to theater performance. | 20.6 | 11.3 | 7.1 | 15 |
| 27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support. | 6.7 | 4.0 | 4.4 | 29 |
| 2. Writing novels, stories, plays, or poetry, or taking classes in writing. | 9.0 | 4.3 | 4.6 | 27 |
| 7. Visiting painting, graphic arts, photo- graphy or sculpture exhibits. | 22.6 | 8.1 | 3.8 | 31 |
| 8. Visiting craft exhibits. | 24.9 | 9.5 | 5.0 | 25 |
| 9. Touring buildings, etc. for design or historic value or visiting history, science or technical museums. | 27.1 | 12.2 | 6.2 | 19 |
| 20. Listening on radio or watching on TV classical music, opera, or dancing. | 13.9 | 6.3 | 3.0 | 34 |
| 23. Watching performances of jazz on TV or listening on the radio. | 10.8 | 4.4 | 1.8 | 43 |
| 29. Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry. | 14.4 | 6.2 | 2.4 | 40 |
| 3. Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club. | 13.4 | 4.4 | 2.6 | 38 |

TABLE 3 Continued

Strength of Desire to Increase Participation
in Each Activity

| | % with small desire | % with moderate desire | % with strong desire | ranking of activities on basis of % with strong desire |
|---|---------------------------|------------------------------|----------------------------|---|
| Watching regular TV programs day and night except sports and news. | 17.6 | 5.6 | 2.1 | 41 |
| 21. Listening to radio broadcasts of all other music. | 20.2 | 7.8 | 5.4 | 23 |
| 22. Listening to recordings. | 22.5 | 12.5 | 6.4 | 16 |
| 15. Going to rock or country and western or rhythm and blues concerts. | 20.9 | 11.2 | 9.2 | 13 |
| 19. Going to fairs and carnivals. | 26.2 | 10.3 | 4.5 | 28 |
| 28. Going to the movies. | 28.4 | 16.4 | 12.0 | 7 |
| 6. Watching sports on TV or listening on radio. | 13.7 | 5.9 | 4.9 | 26 |
| 32. Going to watch sports in person. | 25.0 | 13.8 | 9.8 | 12 |
| 35. Playing competitive sports. | 11.9 | 7.2 | 5.8 | 20 |
| 37. Jogging, weight lifting or other exercise program. | 21.5 | 12.1 | 10.7 | 11 |
| 33. Camping, hiking, back-packing, hunting, fishing, etc. | 20.7 | 18.5 | 22.8 | 1 |
| 40. Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure. | 32.3 | 19.2 | 11.3 | 9 |
| 42. Playing with your children. | 11.2 | 10.5 | 16.8 | 2 |
| 36. Playing indoor activities or games with friends and/or family. | 27.0 | 12.2 | 5.1 | 24 |
| 41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc. | 27.7 | 16.0 | 12.5 | 6 |
| 34. Going to church or doing other church-related activities. | 22.3 | 15.2 | 14.1 | 4 |
| 44. Playing with pets. | 14.5 | 5.2 | 3.3 | 33 |
| 1. Reading (fiction books, periodicals, and nonfiction). | 32.5 | 13.9 | 15.1 | 3 |
| 5. Watching news and information programs on TV or reading in newspapers and news/magazines. | 27.6 | 12.0 | 6.4 | 16 |
| 43. Do-it-yourself activities or hobbies. | 24.8 | 18.8 | 14.1 | 4 |
| 45. Sitting and thinking—day-dreaming. | 10.0 | 4.0 | 2.1 | 41 |
| 38. Charity, volunteer, social service, or political organization activities. | 19.8 | 6.1 | 4.0 | 30 |
| 39. Fraternal organization or club activities. | 8.8 | 3.5 | 1.7 | 44 |

in the number of times an activity was pursued in the entire 12 month reference period. The contrast between arts and nonarts activities is again sharp. None of the six relevant arts-related activities are pursued for an average of more than two hours per week, while there are 14 such activities in the nonarts area. The difference is not as large for activities measured in times per year, but it is still substantial. If doing crafts were not included in the group of arts-related activities the pattern would be substantially the same as for the activities measured in hours per week.

The second part of this proposition suggested that demand for increased participation would also be greater for nonarts activities. TABLE 3 shows the proportion of individuals who would like to increase their participation level in each of the 45 leisure activity groups. While the desire to increase nonarts activities is still greater, the difference between these two basic types of leisure pursuits is much smaller than it was for current participation.

The TABLE also presents differences based on the strength of desire to increase participation. In order to account for responses that expressed little more than curiosity about an activity or a kind of vague interest in the activity primarily because someone had asked a question about it, respondents were required to specify the strength of their desire to increase participation levels. We have assumed that, other things being equal, those with a strong desire are more likely to increase participation than those with a small or moderate desire. If this assumption is correct, then the best indicator of likely participation increase is the proportion in the third column

of the TABLE. While there is little relative change in the position (ranking) of activities when overall desire and high desire percentages are compared (see TABLE 3.1 in the text for the comparison figures), there are several substantial individual changes which suggest that looking at strong desire categories would provide a substantially different interpretation of the likelihood of future behavior change. For example, approximately the same proportion of people desire to increase participation in "doing craft" (46.5%) as desire to tour historical buildings and museums (45.4%), but almost twice as many (11.9% to 6.2%) have a strong desire to increase doing crafts. Another aspect of desired increase examined in the test was its relationship to historical participation patterns. Very generally, substantially larger proportions of current participants wanted to increase participation in arts-related activities than non-current participants or those who had never participated. (See TABLE 3.15). For high desire to increase participation the relationship was even stronger. (TABLE 3.16). An average of 2.7% of those with no previous participation had high desire to increase arts-related activities, while an average of 11.5% of the current participants had a high desire to increase participation in arts-related activities. This suggests that proportionally most increases will come from current and possibly previous participants.

Given the statistics presented in these three tables, how does one answer the proposition they were generated to address? Clearly, nonarts activities are pursued by a greater proportion of the population of the South than are arts-related activities. Similarly, the nonarts leisure activities command a much greater proportion of

people's time. Finally, there is generally a greater demand for increases in leisure time spent on nonarts activities. However, this does not necessarily mean that arts-related activities are an unimportant part of the leisure lifestyles of people in the South. Both in terms of current participation and desire for increased participation, arts-related activities are significant parts of many people's leisure time. Our figures suggest that about 16% of the adult population of the South attended some kind of symphony or chamber concert during 1978 and that over 20% of this population would like to increase their participation in these activities. These numbers represent millions of people who have an interest in just one small area (and far from the most popular area) of arts-related leisure activities. They also suggest that attention should be paid to why participation levels are not what people seem to want them to be, i.e., desire to increase participation outstrips current participation.

Proposition 2. Participation and desire to increase participation in different leisure activities are related to socio-economic status (SES) and demographic characteristics of individuals, particularly education, age, and income.

Proposition 3. Individuals living in smaller communities will have lower participation in arts-related activities, and lower desire for increased participation.

Proposition 4. Race will be related to the types of leisure activities chosen and interest in increasing participation.

Proposition 5. Occupation grouping will predict leisure choices!

The four propositions presented above represent a kind of summary of previous empirical research on who engages in what kind of leisure activity, particularly arts-related activity. This kind of analysis is important because it helps to divide people into meaningful categories which suggest (1) some possible causal factors which might explain leisure behavior and (2) specific approaches to and targets of subsequent policies (i.e., market segments are indentified). The four propositions are presented together because they all relate to SES and demographic characteristics which are often the primary focus of analysis in marketing-oriented studies.

Results from our data show that education is the single best SES predictor of both current leisure behavior and the desire to increase leisure behavior. For a majority of arts-related activities, higher education levels almost always indicate higher participation levels. (See TABLE 2.27 in the text.) The same relationship is, however, true for many nonarts activities as well. It appears that in addition to predicting activity selection, education is also a predictor of general participation levels. People with less education do not seem to have as wide a variety of leisure pursuits.

A similar relationship exists for the desire to increase participation, but it is not as strong (TABLE 3.28 in text). People with more education generally are more likely to want to increase participation in arts-related activities, but not to the extent reflected in current participation. For nonarts activities the relationship is even weaker. A continued attenuation of the relationship is demonstrated in the analysis of strong desire to increase participation (TABLE 3.29 in text). While there are some activities for which the

strong desire to increase participation is associated with education level, these are far fewer in number than was true for general desire to increase participation. This result suggests that policy makers need to examine activities one at a time. It also suggests that education might play a smaller role than originally anticipated in the future increase of participation in arts-related activities.

The effects of age present some interesting contrasts to the effects of education. Generally, age is not a particularly good predictor of the proportion of participants in arts-related leisure activities. The only activities which seem to show a constant relationship are the more active pursuits, like playing an instrument, singing, painting, taking art classes, and writing (but not crafts), in which participation is generally higher for younger groups. Passive activities do not exhibit these differences. (TABLE 2.22 in text.) A similar pattern exists for nonarts activities. In terms of desire to increase participation, however, the situation is somewhat different. Except for attending symphonies, operas, and choral concerts, and enjoying arts-related media activities at home, people in the younger age groups are more likely to want to increase their participation levels than are people in older groups. (See TABLE 3.20 in text.) This pattern generally applies to those with a strong desire to increase participation levels as well, although there are some exceptions, such as going to the theater and touring buildings and museums, where the oldest group has the highest proportion who have a strong desire to increase participation (See TABLE 3.21 in text.).

The results of the age group analysis suggest that leisure patterns become more fixed with age and there is parallel lessening of desire to do more or different things. As people get older their general activity level also seems to decrease and there is much greater emphasis on passive activities. Even those people at retirement age, released from the incumbrances of jobs and many family obligations, do not seem particularly interested in pursuing a wide variety of new activities.

Income is often thought to be an important factor in leisure participation for a number of reasons, including the high cost of certain types of leisure pursuits, its association with both education and age, and certain ascribed social obligations that are thought to interact with both occupation and income. Income analyses done in this study fail to strongly confirm any of these relationships. (See TABLES 2.28, 3.30, and 3.31 in text.) While there are a few arts-related activities which show increases in both participation and desire with increased income, none of the relationships are very strong. Where such relationships do exist they tend to occur as step level functions, with changes at breakpoints across income categories. For example, the proportion of people who attended symphonies increase significantly at about \$20,000 per year. Opera, ballet and theater attendance increase significantly at an income level of \$30,000 per year. For these activities the pattern is similar for the general desire to increase activity level, but not for strong desire, where those in the lowest income group are as likely to show a strong desire. This exception may be due to the presence of a significant number of students in this group.

In general, there is some relationship between income and attendance at certain performing arts activities, but only at relatively high income levels. These activities are, however, among those with the highest participation costs. Other activities with relatively high costs, like attending folk or jazz concerts, do not display this relationship. One explanation for this failure is the confounding of age and income as factors in the selection of certain leisure activities. Younger people, who generally earn less money, are more likely to attend both jazz and folk concerts. It is a question of choice rather than price.

Another explanation for the failure of income (money) to exert a powerful influence on the choice of leisure activities is that many of the arts-related activities are not cost intensive. Media activities (radio, TV, and recordings), most visual arts activities, and many forms of the more active pursuits can be enjoyed at relatively low cost. This suggests that other factors should be expected to explain differences in participation rates and desire to increase current participation levels.

One of the factors thought to play a significant role in the selection of leisure activities is the size of the community in which individuals live. The results of our analyses show that both current participation and desire to increase participation are lower in smaller communities. (See TABLES 2.26, 3.25 and 3.27 in text.) As was true for income, the results do not show a consistent decrease for each change in community size. Many of the differences are most pronounced for small towns and rural areas. Some separate very large

cities from all other types of communities. The only exceptions to this pattern for current participation are going to choral concerts (a pursuit as strongly associated with religious activity as with art activity), playing an instrument, doing crafts, acting, and taking classes or attending lectures on art history, literature, etc., or belonging to a literature club. All of these leisure pursuits are active and often associated with small town or rural leisure environments.

There are a variety of possible explanations for this particular pattern of both participation and desire to increase participation. The most popular explanation for the failure of small town and rural people to participate is that many of the activities are not available. Both the types of activities which do not show the community size relationship and later results on barriers to increased participation suggest that availability does indeed have a negative impact on participation rates in small communities. However, differences in the proportions who desire to increase participation suggest that other factors are also at work. First, lower desire in small communities may mean that leisure preferences are simply different. The absence of many arts-related activities from rural areas may have precluded the development of any interest in this type of leisure pursuit. Second, people living in small town and rural areas are theoretically making a free choice. Some could be selecting this kind of a living environment because they are just not interested in the "advantages" of big city life. Third, both education and income levels are generally lower in small town and rural areas in the South. Insofar as these factors exert a causal influence on leisure choices,

they could help to explain differences in our results.

The efficacy of any or all of these explanations has important implications for policy decisions. If lack of availability both inhibits those who desire to increase participation and prevents the development of interest among others, then putting more arts-related activities in those communities should have a significant influence on increasing participation and promoting positive attitudes toward the arts. For people who live in these areas because they just don't care about the availability of arts-related activities, the injection of new possibilities to participate will make little difference. If the selection of arts-related leisure activities is more dependent on long range factors, like education or historical participation patterns, then simply increasing availability is not likely to have much effect either. Finally, if one or more of the above are also related to other SES conditions, like cost, then a multi-level approach would be necessary.

The third proposition in this group concerns the effect of race on leisure activity choices. It was anticipated that differences would exist between Blacks and Whites for both current participation and desire for increases. Such differences were found; however, it is difficult to determine if they are purely racially linked or the product of other differences in the socio-economic and demographic characteristics of the two groups. Whites are more likely to attend performing arts activities and visual arts activities. (TABLE 2.25 in text.) Blacks, on the other hand, are more likely to attend choral concerts, sing, go to jazz concerts, and participate in arts-related

performing arts activities through the media. Whites are no more likely to desire to increase participation in any arts-related activity except going to symphony concerts and folk dancing performances. (TABLE 3.24 in text.) They are less likely to desire an increase in activities where they participated less and in all active leisure pursuits. Thus, Blacks seem to have a stronger interest in changing current participation levels.

This conclusion is reinforced in an examination of the proportions in each group with a strong desire to increase participation. (TABLE 3.25 in text.) Blacks are much more likely to express a strong desire to increase participation than Whites. In six activities--going to choral concerts; singing; going to jazz concerts; playing an instrument; painting; etc.; and doing crafts, -- more than 10 express a strong desire to increase current participation levels, as compared to only two areas for Whites. Four of these areas are active leisure pursuits and one is the church-related choral concerts. This suggests a very different leisure activity orientation than is exhibited by Whites. So does the fact that Blacks are also much more likely than Whites to have a strong desire to increase media related (radio and TV) arts activities. While Blacks do not ignore the performing and visual arts away-from-home activities, they do not seem to be as important as other types of leisure activity. A possible explanation for these results is that Blacks may not be as likely to select activities where there are predominantly white audiences. As we cautioned above, however, results and conclusions should be tempered by the strong possibility that other interactive factors to have influenced decisions.

The final variable examined in this group of hypotheses is occupation. Seven occupational categories were created for purposes of this analysis: white collar, blue collar, farm, service, housewife, retired and student. Proportions of each group who participated in the activity or desired to increase participation were determined and comparisons were made across the groups. Because this procedure created a large number of categories that were not hierarchical, as in other multicategory variables, a concise summary of results is difficult. However, some general observations are possible. (See TABLES 2.29, 3.32, and 3.33 in the text.) Students have the highest participation rates in 19 of 22 arts-related activities. Retired persons are less likely to engage in active pursuits (as were elder people in the earlier analysis of age). White collar workers, then housewives, are the groups next most likely to participate in arts-related activities. Housewives show the highest participation in craft-related areas. Blue collar and service workers fall in the middle in participation for most arts-related activities.

Desire for increased participation follows the current participation pattern. Students are highest, retired persons and farmers are lowest. In a ratio developed to compare the average level of desire to increase arts-related vs. nonarts activities, it is housewives who are most arts oriented and farmers who are least arts oriented.

There are obviously many more individual comparisons which could be made using the occupation data; however, the comparisons which are made in the text do not suggest any strong overall patterns. If occupation exerts an independent influence, beyond the impact of its correlates - income, education, age, and sex - it is difficult

to identify and seems unlikely to apply across a wide range of activities.

The varied nature of the arts-related activities makes it difficult to develop an overall summary of the impact of the SES and demographic variables. The cluster analysis, discussed in Section III of this Summary, suggests that there are a number of different styles of pursuing arts-related activities. These styles are based both on the substantive and approach (home/away, active/passive) dimensions of arts-related leisure activity. This variety of styles seems to create a diversity in causal possibilities that transcends the limited number of potential explanatory variables available for this analysis. Clearly, the SES and demographic variables described here and those additional variables analyzed in the text cannot account for a very large portion of the variance. As we have pointed out, however, they do provide some interesting clues to where these explanations might be found. Our next proposition concerns barriers to increased participation, which is itself a possible key factor in explaining participation rates.

Proposition 6. Perceived barriers to desired increases in participation are an important key to understanding current participation rates, and selection of specific barriers is related to other SES and demographic characteristics of respondents.

As in introduction to the issue of barriers to increased participation, TABLE 4 presents a list of the barriers identified in the study and the mean proportion of respondents who cite the barrier as the most important reason for their not increasing participation levels in a desired leisure activity. From this table it is evident

TABLE 4

Proportion Who Cite Each Reason for not
Increasing Activity As Most Important
Across All Activities *

| Reasons for not Increasing Participation | Mean Proportion Who Cite as Most Important |
|---|--|
| My family and friends are not interested (Family/Friends) | 11.61 |
| It is inconvenient, no way to get there, too far or unsafe to attend (Inconvenient) | 3.06 |
| The quality of performances or players is not very good (Quality) | 1.81 |
| I don't like to get dressed up to go out (Clothes) | .95 |
| The facilities are not very good (Facilities) | 2.06 |
| The crowds are too large (Crowds) | 2.49 |
| I don't like the programs they present (Programs) | 2.13 |
| It costs too much (Cost) | 9.49 |
| I like doing other things more, I don't have the time, not interested (Time) | 38.26 |
| They are not available in my area (Availability) | 10.74 |
| I am too old or physically handicapped (Handicaps) | 2.42 |
| Because of the children (Children) | 4.12 |
| Other | 5.06 |

*All TABLES in this Chapter refer to participation during the 12 month period immediately preceding response to the questionnaire.

that a substantial proportion (38.26%) of the barriers are equivalent to the desire to do other things more. While this conclusion somewhat over simplifies the processes which may go on in people's minds, the behavioral result and implications for behavior change seem clear. If other, more tangible factors are not inhibitions to participation, then behavior change is contingent on the individual's change in perspective. Unless we understand that perspective, it is unlikely that a change can be brought about through policy action. Therefore, changes that do occur among these people are, from the policy maker's perspective, more or less random.

There are, of course, other factors, accounting for almost half of the most important barriers, which are subject to policy manipulation. Most important among these are availability, cost, and convenience, which together total over 28% of the reasons cited as most important for not increasing participation. Other considerations, like quality, clothes, facilities, crowds, and programs, are much less likely to be most important barriers, although they may play roles as secondary factors.

Because of the large number of barriers and activities, analyses were carried out using collapsed activity categories. These analyses showed that different barriers are likely to inhibit different types of leisure behavior. TABLE 5 presents a summary of these results for arts-related activities. Time is by far the most important barrier for arts-related activities designated as Home pursuits (columns 1 and 2). Cost is most likely to be cited for Active pursuits (columns 2 and 4) and, surprisingly, somewhat less likely to be

TABLE 5 Proportion Who Cite Each Reason for not Increasing Activity as Most Important for Arts Related Activity Types

| Reasons for Not Increasing Participation | (1) Arts Related Home Passive | (2) Arts Related Home Active | (3) Arts Related Away Passive | (4) Arts Related Away Active |
|--|----------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Family/Friends | 20.70% | 5.73% | 15.75% | 8.36% |
| Inconvenient | 1.67 | 5.56 | 14.25 | 9.48 |
| Quality | 1.97 | .85 | 2.86 | 1.40 |
| Clothes | 0.00 | .05 | 1.39 | .78 |
| Facilities | 1.37 | 2.30 | 2.27 | 2.22 |
| Crowds | .03 | .20 | 2.65 | .78 |
| Programs | 4.33 | .33 | .96 | 1.00 |
| Cost | 1.10 | 18.28 | 9.60 | 13.36 |
| Time | 40.63 | 45.38 | 18.69 | 27.80 |
| Availability | 16.03 | 5.18 | 23.48 | 10.02 |
| Handicaps | 1.00 | 2.98 | 1.85 | 2.84 |
| Children | 3.63 | 3.40 | 1.95 | 3.92 |
| Other | 5.57 | 7.53 | 2.83 | 6.62 |

(1) Radio or TV classical music, opera or dancing
Radio or TV jazz
Radio or TV plays

(2) Doing art
Doing crafts
Writing fiction plays or poetry
Playing instrument

(3) Going to choral concerts
Going to classical concerts
Going to opera
Going to jazz concerts
Going to folk concerts
Going to ballet
Going to folk dancing
Going to theater
Visiting art exhibits
Visiting craft exhibits
Visiting museums and historic buildings

(4) Singing in group
Taking art classes
Acting in plays or dancing in group
Taking classes in art history or literature
Playing instrument in a group

cited for Away Passive activities (column 3) which are often expensive. The interest of family and friends is an important barrier for Home and Away Passive activities (columns 1 and 3). Availability is the most cited barrier to Away Passive activities (column 3) and an important barrier to increased participation in Home Passive activities (column 1) as well. As might be expected, inconvenience is a more important barrier to Away activities (columns 3 and 4) than Home activities.

The figures in TABLE 5 suggest difficulty in bringing about substantial changes in arts-related leisure activity behavior because of the relatively small proportion of people who cite directly actionable barriers. For example, only 16% of those interested in increasing Home Passive activities (media oriented) are likely to be most affected by a change in availability. Over 60% cite barriers (family/friends, time, and children) which do not lend themselves to policy manipulation. Home Active activities are by their very nature difficult to affect. The largest group, both in terms of the number of activities and number of people who might be affected, is the Away Passive group. This group includes the passive visual and performing arts and it is the subject of much of the institutional support provided by the National Endowment in its current programs. On the basis of these figures it is perhaps the activity area in the South which is most amenable to Endowment action, particularly since over 35% of the primary barriers are concerned with putting the activity nearer to its potential audience.

Confounding any policy program is the question of where to direct particular actions. The analysis of SES and demographic characteristics

of those who cite particular barriers is designed to alleviate some of this problem. (See TABLES 4.7 through 4.14 in the text.) Because of the limitations of sample size, analyses presented in the text were limited to a comparison of the most frequently cited barrier by each of the group categories. For example, men were most likely to cite time as the most important barrier to increasing desired attendance at symphony concerts (27%), while women were most likely to cite family/friends as the major barrier. Interestingly, this is one of the few times that men and women disagreed on the major barrier. Generally, women were more likely to cite availability and cost than men. For men the major barrier was time in 18 of 22 arts activities and for women it was most important 12 times.*

Differences based on age categories focus mainly on the perceived extent of availability as a barrier to increased participation. Those in the youngest group (18-29 years old) are most likely to cite availability. Race provides some sharp contrasts in the identification of perceived barriers. Blacks are much less likely to find time as the most important barrier and much more likely to cite family/friends or cost for not increasing participation in arts-related activities.

As expected, availability becomes increasingly important as the size of the community in which an individual lives decreases. The differences center around performing arts and those visual arts that are likely to be done away from home.

* Readers should keep in mind that time is usually the most frequently cited barrier for all categories. The summarization focuses on the extent to which other barriers appear among the categories of each SES or demographic characteristic.

Differences based on education level take a different form. First, education is a much less useful predictor of barrier selection than it was for predicting current participation and the areas in which increases were desired. Second, a different set of barriers distinguish between the various education levels. In this instance, family/friends is more likely to be cited by those with less education, and time is more likely to be cited by those with more education.

There is an expected difference in the citation of cost as the most important barrier across income groups, although the differences are not large. Generally, those who earn less are more likely to cite cost as the most important barriers. Among occupation groups there are three categories which have substantially different patterns, farmers (who are most likely to cite availability), retired persons (who are most likely to cite handicaps), and housewives (who are most likely to cite the lack of interest of family and friends). For white collar workers, blue collar workers, service workers, and students, time and availability are cited as the most important barriers to increased participation in arts-related activities more than 90% of the time.

The description of barriers across SES and demographic categories has helped to pinpoint some action areas and raised problems for others. Increasing availability in small towns and rural areas is an obvious refinement in the specificity of one possible policy action. However, that Blacks and housewives are more likely to find family and friends' interests a barrier does little to alleviate policy dilemmas if these are the target groups. A careful examination

of the tables in the text will further help to focus policy on specific types of activities, but it will also create problems in areas where there seem to be no actionable solutions to overcoming barriers to increased demand.

Proposition 7. The single best predictor of current participation and the desire to increase participation is previous participation.

The final proposition examined in the study is that history is the best predictor of future behavior. In a variety of analyses described in the text, the basic outcome was always the same: If you know about individuals' previous participation patterns, you are much more likely to be able to predict their current participation pattern. (See TABLE 2.15-2.20 in the text.) If you know about previous and current patterns, you will be much better able to predict the areas in which desire to increase participation will exist. (See TABLES 3.15-3.17 in the text.)

Finally, in the analysis of historical participation patterns, and the perception of barriers to increased participation, the usefulness of the historical model breaks down. (See TABLES 4.5 and 4.6 in the text.) Knowing people's historical and current participation histories does not help to identify reasons for not increasing participation in desired areas. Participants are no more likely to identify a particular barrier than are non-participants. Thus, while the historical analysis probably does most to help us explain current behavior, it does little to directly reduce the policy problem of how to overcome barriers to increased participation. Its

indirect contribution is to suggest that an appeal to previous participants is the most likely approach to achieve increased participation (if that is the goal).

III

The Structure of Leisure Participation

In this Section we will describe what we have called the structure of leisure participation. This discussion focusses on groups of individuals who exhibit similar leisure behavior and desire to increase leisure participation patterns. The analyses are based on factor analytic and cluster analytic statistical techniques.* The clustering outcomes suggest styles of leisure behavior both in terms of the substance of the activities and in terms of modes of participation in leisure behavior. Such patterns are important to our understanding of leisure choices and our ability to choose appropriate policy interventions.

TABLE 6 shows the proportion of the sample which fell into each of the 10 participation clusters identified in the analysis. The names of the clusters indicate the kinds of leisure activities that are the primary pursuits of cluster members. The first cluster, with about half of the total sample, is an undirected cluster, which means that these individuals (and the approximately half of the adult

* Factor analysis was used to group activities in terms of the level of participation and the desire for increased participation. A factor is composed of activities whose participation or desired increase rates vary together across the entire sample of respondents. For example, those who attend symphonies are more likely to attend operas and the concerts. Therefore attendance at symphonies and operas are likely to be in the same factor.

Cluster analysis groups individuals whose activity patterns are similar. Thus, those people whose prime leisure activity is sports will be in the same cluster. The two processes are related in this report in that the cluster analysis of individuals is based on their position on the various activity factors.

TABLE 6

Participation Clusters

| Short Name Cluster | Proportion of the Population in Cluster* | Active/ Passive | Home/ Away |
|---|--|--------------------|---------------|
| 1. Undirected | 50.5% | - | - |
| 2. Performing art attendance | 2.7 | P | A |
| 3. Active music/ performing arts | 1.1 | A | H/A |
| 4. Television | 11.1 | P | H |
| 5. Plays/poetry on radio, records and TV; popular music | 1.1 | P | H/A |
| 6. Active sports | 3.2 | A | H/A |
| 7. Visual arts | 4.9 | P/A | A/H |
| 8. Home media, family and friends | 3.1 | P/A | H |
| 9. Folk | 5.9 | P | A |
| 10. Active individual and family activities | 15.9 | A | H |

population of the South which they probably represent) do not specialize in a particular type of leisure activity. They may participate in a wide variety of activities or in a limited set of rather diverse (unrelated) activities.* There is, however, no indication of the amount of time spent on leisure activity implicit in belonging to this cluster.

Belonging to this cluster also does not mean that individuals do not do activities represented in the remaining, more focussed, clusters. It means that, if these other activities are pursued, they are more likely to be done sporadically. The remaining clusters suggest much more intensive participation in a more limited set of leisure activities. Again, intensive participation in a smaller set of activities does not necessarily suggest the amount of time spent in those activities, only that it is focussed. However, it seems likely that most people in these clusters do participate extensively in the activities included.

There are five clusters, 2, 3, 5, 7, and 9, which are arts-related. Clusters 2, 3, and 7 (performing arts attendance, active music, and visual arts) account for 8.6% of the population, which is in effect saying that this proportion of the population of the South has a heavily arts-oriented leisure behavior pattern. An additional 7.0% of the population pursue activities which are both arts and non-arts

* This applies only to the structure of leisure activities identified in this analysis. It is possible, perhaps likely, that very small groups of highly specialized people are also included in this group. These groups are simply too small to have been identified in the analysis done here. They would represent less than 1% of the population, as the figures for the remainder of the clusters suggest.

(in that they include more popular activities country and western and popular music) related, clusters 5 and 9, and therefore can be described as marginally arts related. Thus 15.6% of the population has an arts oriented leisure behavior pattern.

Cluster 2 identifies people likely to attend symphony concerts, the opera, the theater, and dance performances. They are also somewhat more likely than others do go to art exhibitions. This cluster is characterized by a passive away-from-home leisure activity style. Cluster 3 members focus most heavily on active music participation, playing an instrument or singing, and marginally on attending performing arts events. These people differ from those in the second cluster in that they are much more likely to be active participants rather than passive observers of the arts-related activity.

Cluster 5 is more marginally arts related. The primary activity is listening to/watching plays or poetry on radio, TV or records. Other activities are more popular culture oriented, like attending rock and country and western concerts or listening to popular music on the radio.* Again, this cluster represents people with a largely passive orientation to leisure participation.

The largest purely arts-oriented group is represented in cluster 7. These people pursue visual arts activities, visiting art and

* It has been suggested that this cluster may have been formed as a result of misreading of the original question on watching or listening to plays and poetry. Since there is no way to actually determine how many people, if any, misperceived the intent of the item we are reluctant to simply dismiss the cluster on the basis of a possible misreading. Therefore, we will assume its relevance with the added caution that there exists a possibility of low reliability.

craft exhibits, going to museums, painting, etc., doing crafts, and taking art classes. They are a little less intensive than the performing arts cluster members and their activity schedule is more likely to include active as well as passive activities, although the latter dominates their participation pattern. What is perhaps most interesting about these clusters, particularly 2 and 7, is that there is virtually no overlap in the groups. Visual arts and performing arts-oriented people form distinctive leisure participation elements in the population. This is not to say that there are not people who exhibit the broader pattern which includes both performing and visual arts. This group, however, may have been too small to show up as a separate cluster or, more probably, may have such a diverse leisure pattern that they were not separated from the broad undirected cluster of individuals.*

The folk cluster, 9, represents individuals who focus their activities on folk/ethnic festivals or concerts, folk dance performances, and fairs and carnivals. Again, this group is largely passively oriented and, as in cluster 5, its arts orientation is not as pervasive as in clusters 2, 3, and 7.

* This example illustrates a situation which could exist for many activity types, i.e., many individuals participate in a variety of activities moderately and therefore do not appear in an activity cluster. Participants in any activity are made up of those who do it intensively and those who may do it fairly often, but also pursue many other activities as well. The clusters, with the exception of cluster 1, represent intensive focussed participants not occasional participants who could, in fact, constitute the majority of total participants. Opera audiences, for example, may be composed largely of those who attend once or twice a year rather than those who attend 5 or 10 times a year. The former group would be unlikely to be in an "opera" cluster.

The remaining focussed clusters are directed toward non-arts activities and include some of the popular activity groups, such as television and sports, that intuition might have predicted. These clusters account for a much larger proportion of the population than the arts-related clusters, which provides some additional evidence of the participation dominance of non-arts over arts activities in the South.

This dominance, in terms of the proportion of focussed participation in the population, is much less in evidence when one examines the clusters representing desire for increased activity (TABLE 7). Whereas strongly and moderately arts-oriented clusters make up about 15% of the participation clusters, the arts-oriented clusters (2, 4, 5, 6, 8 and 9) account for over 35% of the population when analyzed in terms of desire to increase current participation levels. Respondents were also less likely to take an unfocussed position in their expressed leisure to increase participation (29.8% to 50.5%). These results indicate: (1) that other factors intervene between the amount of arts-related leisure participation people do and what they would like to do; and (2) that when one thinks about doing leisure activities the likelihood of focus (substantive consistency) is much greater for all activities, i.e., many people are not doing what they would "really" like to be doing. Our discussion of barriers to increased participation addresses these issues more directly and attenuates this conclusion by identifying the apparent free choice being made in selecting leisure activities. The hypothetical selection of a systematic leisure activity pattern is not necessarily reflected in the real

TABLE 7

Desire for Increased Participation Clusters

| Short Name Cluster | Proportion of the Population in the Cluster | Active/ Passive | Home/ Away |
|--|---|--------------------|---------------|
| 1. Lack of specialized increased participa- tion interests (undirected) | 29.3% | - | - |
| 2. Performing arts concerts | 6.0 | Passive | Away |
| 3. Home media (TV, radio, records) and sports | 9.1 | Passive | Home |
| 4. Jazz | 5.6 | Passive | H/A |
| 5. Participatory music, religion | 5.6 | Active | A/H |
| 6. Visual arts | 9.4 | A/P | A/H |
| 7. Family (non-arts, non- sports) centered | 13.5 | Active | A/H |
| 8. Service/performing arts/TV | 3.0 | A/P | A/H |
| 9. Popular/folk/visual arts exhibits | 7.4 | Passive | Away |
| 10. Sports/outdoor | 10.6 | A/P | Away |

choices people make. The linkage between real behavior, expressed choices and reasons for not participating requires a considerably greater understanding of leisure behavior decision processes than can be generated from these data. It is particularly important to explore the meaning of "not enough time" and "like doing other things more".

As was the case for individual activities, analyses of the relationship to various SES and demographic predictors was done for cluster membership. These analyses produced results similar to the individual activity results. The following is a variable-by-variable summary of the relationships found:

Sex - For both current participation and the desire to increase participation, women were more involved with arts-related activities than were men; women both do more and would like to increase their participation more. (See TABLES 2.6 and 3.6.) The only exception to this rule is for the desire to increase jazz-related activities. Men, on the other hand, were more likely to appear in the unfocused cluster than women. They were also more likely to be interested in sports and the sedentary home activities, like watching TV. This could reflect differences in non-leisure activity patterns among men and women, i.e., men coming home from work looking for relaxation and women looking to get away from the home environment after being there all day.

Age - Age outcomes are somewhat mixed. While older individuals are somewhat more likely to be in the undirected cluster (with the exception of those 65 or over), there is a strong difference for the desire to increase participation with younger people clearly more

likely to have a focussed desire for increased leisure activity. The older people get, the less likely they are to want to focus increased leisure participation. (See TABLE 2.7 and 3.7.) Age is positively related to the desire to increase participation in the performing arts cluster (2) and negatively related to increased participation in the visual arts cluster (7), although there is virtually no relationship between age and these clusters in the current participation cluster. These relationships apply consistently to results across all age groups, so the focus is not simply on the very old (65 +) or young (18-29 years old).

Number of Children - The number of children in the family does surprisingly little to explain current participation patterns (TABLE 2.8). Those differences which do exist are inconsistent in that they do not apply across all categories (0, 1, 2, and 3 or more children). Neither watching television nor going out to performing arts performances is strongly related to the number of children in the home. The desire to increase activity levels, however, does seem to be somewhat related to the number of children (TABLE 3.8). Increases in performing arts and jazz activities are more likely to be desired by those with fewer children than two children.

Increases in family-centered activities and TV/popular media/sports activities are more likely to be desired by those with two or more children. It appears that family size influences desires in that respondents take on the family interests, i.e., their personal preferences may change as they have more children. This hypothesis

gains support when one examines barriers to increased participation. While children are more likely to be cited as barriers to increased participation as their number increases, they never become a dominant element, even in activity areas where the number of children is generally thought to be an important factor, e.g., going to the theater or a symphony concert.

Race - Among arts related activities, Whites are more likely to focus activity in active music and visual arts/choral music clusters than Blacks, while Blacks are more likely to be in the media art/popular music/home-family cluster. There is little difference in membership in performing arts attendance (although specific activities could differ) and folk/fair clusters (TABLE 2.9 in text.) Whites are also more likely to be in performing arts attendance and popular/folk/visual arts show clusters with regard to desire for increased participation. But Blacks are more likely to want to focus increased participation in the areas of jazz and active musical participation. The relatively high percentages (over 10% of the total Black respondents) in the latter two areas suggests considerable intensive interest in this group and the existence of substantial barriers (TABLE 3.9 in text).

Among nonarts clusters, current participation in the television cluster shows that about 1/5 of all Blacks spend much or most of their leisure time watching television, while just over 1/10 of Whites occupy the same pattern. Whites on the other hand, are about 20% more likely to have an undirected (diverse) leisure pattern than Blacks.

Community size - Participation cluster membership for arts-related activities is generally lower in smaller communities.

However, desire to increase participation clusters does not have as consistent a pattern (TABLES 2.10 and 3.10). Both visual arts and active music clusters show no community size related differences in the proportion of cluster members. This is not to say that demand for increased participation is the same across community size. That issue was discussed for individual activities. What it does mean is that the proportion of individuals in a particular increased participation cluster is not different in different community sizes. Roughly the same proportion of individuals belong to the visual arts cluster in cities of 1/2 million or more as belong to this cluster in towns of 2,500 to 10,000. The focussed interest in visual arts is high, possibly due to the craft activities, while the focussed interest in performing arts is very low in smaller towns.

Education - Generally, the results for both current participation and increased participation cluster membership by education follow the pattern suggested in the individual activity analyses (TABLES 2.12 and 3.12). The higher the education, the more likely that a respondent will belong to an arts-related cluster. Thus, both doing arts activities and being focussed on arts activities in a leisure activity pattern is related to the amount of education an individual has had. Focussing seems to be especially true for desire for increased participation where those with higher education are much less likely to belong to the unfocussed cluster than those with lower education.

Income - As was true in the individual activity analyses, income provides the least clear indicator of cluster membership

(TABLES 2.13 and 3.13). While there are some isolated instances where expected income impact may be seen, e.g., those who earn over \$30,000 per year are much more likely to be in the performing arts cluster by both current participation and desire to increase participation, there is generally no way to predict cluster membership by knowing income level.

Occupation - The diversity of occupational outcomes almost defies summerization. Professionals generally look like people with a higher education. Housewives follow the pattern of females in the sex analysis. Service and blue collar workers look more like those in the lower education groups. The desire for increased participation provides much more distinctive differences than current participation cluster membership, possibly because of the relationship between education and occupation. An attenuated result for housewives suggests that "working" women in the South have both a different participation pattern and different desires than "non-working" women.

Conclusions: Two general conclusions with regard to the structure of leisure activity were offered in the text. These are:

(1) The structure of desire to increase participation is generally more clear than it was for current participation. Factor analysis results showed groups with greater internal substantive similarity and cluster analysis results had fewer undirected and more focussed individuals. The substance of factors, i.e., the activities with the highest loadings, were similar for current

participation and desire for increased participation. The pattern of these differences and similarities suggests: (1) that the pattern of current participation only partially reflects the desired participation of most people; and (2) that most people think about leisure activities in a substantively organized way, but that other factors intervene between desired participation and actual participation. Another outcome of the cluster analysis is the identification of a substantial number of arts related clusters. This suggests that people may make finer distinctions among the arts than among other types of leisure activities. However, this conclusion must be tempered because of the methodological problem created by the greater specificity of arts activities in the survey.

(2) Most people pursue an undirected leisure activity pattern, with no particular small group or set of activities dominating. As far as the present data permit, the most reasonable explanation for this seems to be the availability of specialized activities, historical patterns, and a general habitual pattern of leisure activity which is not focussed or intensive. To pursue this interpretation, it appears that people may "fall into" leisure activities rather than pursue them with special purpose. Many people may have a variety of "interests" which they pursue only occasionally. The remainder of the time they stay home dividing time between TV, family, friends and some do-it-yourself pursuits. These are always the available leisure activities. This interpretation is obviously extended beyond available results and requires further testing using more detailed data.

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Appendix II

Questionnaire

80

The National Endowment for the Arts

Leisure Activities Survey

Form Approved
OMB No.
128-S78003

Human Resources Research Organization 300 N Washington St Alexandria, Virginia 22314

61

PART I

In this section of the questionnaire we are interested in finding out the kinds of things you do during your leisure time. Below is a list of leisure activities. For each activity there are four questions across the top of the page. You should READ THE QUESTION AT THE TOP, THEN ANSWER IT FOR EACH OF THE ACTIVITIES ON THAT PAGE BY WRITING IN OR MARKING THROUGH THE APPROPRIATE BOXES. When you have finished one question on a page go on to the next question. You will be answering down each column rather than across. Continue to do this until you have answered all questions for that page, then go on to the next page. These questions form a major part of our study, and IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS FOR EACH ACTIVITY.

We also realize that not all possible leisure activities are mentioned on our list. Sometimes only general categories are included, along with several examples of the type of activity we think would fit in that category. You should be able to fit all of your leisure activities into these categories, however, if you cannot, space has been provided at the end of the list for your own additions.

NOTE THE EXAMPLE BELOW:

EXAMPLE

| | A | B | C | D |
|--|--|---|--|--|
| | How often was this activity available in your area (within 30 miles) during the past 12 months? - Never available - Available every once in a while - Available regularly or seasonally - Always available - Don't know if it was available | Did you ever do this activity before you were 18 years old? - No, never - Yes, some times - Yes, often | Have you done this activity since you were 18 years old? - No, never - Yes, but not in last 12 months - Yes, only in last 12 months - Yes, both before and during last 12 months | About how much time did you spend on this activity in the last 12 months? Answer either in average hours or parts of hours per week OR in numbers of times per year, which ever is listed for that activity If you did not do the activity in the last 12 months, answer 0 |
| 1 Reading (fiction books, periodicals, and nonfiction). | | No Sometimes | No Yes before 12 months Yes during last 12 months | <u>3</u> Average Hours Per Week |
| 2 Going to symphony concerts | Never Regularly Always Don't know | No Often | No Yes before 12 months Yes during last 12 months | <u>4</u> Times in Last Year |
| 3 Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club (not book buying) | Never Sometimes Regularly Don't know | No Often | No Yes before 12 months Yes during last 12 months Yes both | <u>1/2</u> Average Hours Per Week |
| 4 Watching regular TV programs day and night except sports and news | | No Sometimes | No Yes before 12 months Yes during last 12 months | <u>14</u> Average Hours Per Week |
| 5 Going to jazz concerts. | Never Regularly Always Don't know | No Often | No Yes before 12 months Yes during last 12 months Yes both | <u>2</u> Times in Last Year |
| 6 Watching sports (such as football, basketball, auto racing etc.) on TV or listening on radio. | Never Sometimes Regularly Don't know | Sometimes Often | No Yes before 12 months Yes during last 12 months | <u>1</u> Average Hours Per Week |

EXAMPLE

| | A | B | C | D |
|---|--|---|--|---|
| | How often was this activity available in your area (within 30 miles) during the past 12 months? --Never available --Available every once in a while --Available regularly or seasonally --Always available --Don't know if it was available | Did you ever do this activity before you were 18 years old? --No, never --Yes, some times --Yes, often | Have you done this activity since you were 18 years old? --No, never --Yes, but not in last 12 months --Yes, only in last 12 months --Yes, both before and during last 12 months | About how much time did you spend on this activity in the last 12 months? Answer either in average hours or parts of hours per week. <u>OR</u> in numbers of times per year, which ever is listed for that activity. If you did not do the activity in the last 12 months, answer 0 |
| 1. Reading (fiction books, periodicals, and nonfiction). | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 2. Writing novels, stories, plays, or poetry, or taking classes in writing (all types). (Circle appropriate activities). | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 3. Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club (not book buying). | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 4. Watching regular TV programs day and night except sports and news. | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 5. Watching news and information programs on TV (e.g., nightly news shows, Meet the Press, 60 Minutes, etc.) or reading in newspapers and news/magazines. | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 6. Watching sports (such as football, basketball, auto racing etc.) on TV or listening on radio. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 7. Visiting painting, graphic arts, photography or sculpture exhibits. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 8. Visiting craft exhibits (such as pottery, weaving, macrame, jewelry, quilting). | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 9. Touring buildings, gardens, or neighborhoods for design or historic value or visiting history, science or technical museums. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself. (Circle those which apply) | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 11. Doing crafts such as ceramics, weaving, wood-working, making quilts or afgans, whittling, etc.). | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 12. Taking art classes in painting, sculpture, graphics, film, or crafts. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 13. Going to choral concerts (by religious and non religious groups) such as choir, gospel, barber shop, etc. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 14. Going to jazz concerts. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 15. Going to rock or country and western or rhythm and blues concerts | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 16. Going to folk/ethnic concerts or festivals | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |
| 17. Going to symphony or chamber music concerts. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Times in Last Year |

| | A | B | C | D |
|--|---|---|--|---|
| | <p>How often was this activity available in your area (within 30 miles) during the last 12 months?</p> <p>-Never available -Available every once in a while -Available regularly, or seasonally -Always available -Don't know if it was available</p> | <p>Did you ever do this activity before you were 18 years old?</p> <p>-No, never -Yes, some times -Yes, often</p> | <p>Have you done this activity since you were 18 years old?</p> <p>-No, never -Yes, but not in last 12 months -Yes, only in last 12 months -Yes, both before and during last 12 months</p> | <p>About how much time did you spend on this activity in the last 12 months?</p> <p>Answer either in average hours or parts of hours per week OR in numbers of times per year, which ever is listed for that activity.</p> <p>If you did not do the activity in the last 12 months, answer 0.</p> |
| 18. Going to an opera. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 19. Going to fairs and carnivals. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 20. Listening to radio or watching on TV classical music, opera, or dancing (modern or folk). | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Average Hours Per Week |
| 21. Listening to radio broadcasts of all other music, such as rock, western, rhythm & blues, popular, folk, etc. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Average Hours Per Week |
| 22. Listening to recordings (your own records of any type of music. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Average Hours Per Week |
| 23. Watching performances of jazz on TV or listening on the radio. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 24. Playing an instrument in a group or for your own entertainment or taking music lessons. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Average Hours Per Week |
| 25. Singing in or playing for a chorus, choir, or other singing group. (In a nonreligious or religious group.) | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Average Hours Per Week |
| 26. Going to theater performances (by professionals or amateurs) (not high school or grade school shows). | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support (make-up, stagehand, etc.) for either. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 28. Going to the movies. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 29. Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry (e.g., Hamlet, Upstairs - Downstairs, Henry VIII series, etc.) | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Average Hours Per Week |
| 30. Going to a ballet or modern dance performance (not including recitals by your own children under age 16). | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 31. Going to a folk dancing performance by touring international or American folk/ethnic groups or local folk/ethnic groups. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 32. Going to watch sports in person, such as football, horse racing, auto racing, etc. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |
| 33. Camping, hiking, back-packing, hunting, fishing, boating, or other strenuous outdoor activity (such as, snow or water skiing, skating, etc.) | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes before 12 months Yes during last 12 months Yes, both | Times in Last Year |

| | A | B | C | D |
|---|--|---|--|---|
| | <p>How often was this activity available in your area (within 30 miles) during the past 12 months?</p> <p>-Never available -Available every once in a while -Available regularly or seasonally -Always available -Don't know if it was available</p> | <p>Did you ever do this activity before you were 18 years old?</p> <p>-No, never -Yes, some times -Yes, often</p> | <p>Have you done this activity since you were 18 years old?</p> <p>-No, never -Yes, but not in last 12 months -Yes, only in last 12 months -Yes, both before and during last 12 months</p> | <p>About how much time did you spend on this activity in the last 12 months?</p> <p>Answer either in average hours or parts of hours per week <u>OR</u> in numbers of times per year, which ever is listed for that activity</p> <p>If you did not do the activity in the last 12 months, answer 0.</p> |
| 34. Going to church or doing other church-related activities. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 35. Playing competitive sports (such as football, basketball, auto racing, etc.) | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 36. Playing indoor activities or games (such as, ping pong, pool, cards, etc.) with friends and/or family. | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 37. Jogging, weight lifting, or other exercise program. | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 38. Charity, volunteer, social service, or political organization meetings and activities (such as Red Cross, United Way, PTA, Rotary, consumer groups, civil rights groups, political parties, etc.) | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 39. Fraternal organization meetings and activities (such as, Masons, Elks) or club activities (e.g., garden club, card club). | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 40. Picnicking, visits to parks, zoos, nature walks, or driving a car for pleasure (going for a ride). | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc. | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 42. Playing with your children. | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 43. Do-it-yourself activities or hobbies (such as dressmaking, fixing cars, home improvement projects, gourmet cooking, decorating, gardening, stamp collecting, antique collecting). | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 44. Playing with pets (beyond basic feed and clean-up). | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 45. Sitting and thinking—day-dreaming. | | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |
| 46. Other activity. Specify _____ | Never Sometimes Regularly Always Don't know | No Sometimes Often | No Yes, before 12 months Yes, during last 12 months Yes, both | Average Hours Per Week |

PART II

Now we would like to know which of the leisure activities you would like to do more and why you don't do more now. In column E answer how much more you would like to do each activity by writing in the appropriate number.

In column F, for those activities you would like to increase (answered 1, 2, or 3 in column E) write the number of the reason which best shows why you haven't done more of this activity before. Use the list of reasons on the right side of the sheet. If you have other reasons write them at the end of our list and use those numbers in your answers. Do not answer for activities you would not like to increase.

| | E | | F |
|---|---|--|--|
| | <p>On a 4-point scale, how much would you like to increase your participation in this activity?</p> <p>Write <u>0</u> if you would not increase. Write <u>1</u> if you would somewhat like to increase. Write <u>2</u> if you would very much like to increase. Write <u>3</u> if this is one of the 4 or 5 activities you would most like to increase.</p> | | <p>What is the most important reason you haven't done more of this in the past year?</p> <p>Use reasons listed in right-hand column</p> |
| 1. Reading (fiction books, periodicals, and nonfiction). | / | | <p style="text-align: center;">Reasons I have not increased my participation at this time</p> <ol style="list-style-type: none"> 1. My family and/or friends are not interested. 2. It is inconvenient, no way to get there, too far or unsafe to attend these events. 3. The quality of the performers/players is not very good. 4. I don't like to get dressed up to go out. 5. The facilities (place where the activity occurs) are not very good. 6. The crowds are too large. 7. I don't like the programs they present. 8. It costs too much 9. I like doing other things more. 10. They are not available in my area. 11. I'm too old or physically handicapped 12. Because of the children 13. Other reason: _____ 14. Other reason: _____ |
| 2. Writing novels, stories, plays, or poetry, or taking classes in writing (all types). (Circle appropriate activities). | | | |
| 3. Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club (not book buying). | | | |
| 4. Watching regular TV programs day and night except sports and news. | | | |
| 5. Watching news and information programs on TV (e.g., nightly news shows, Meet the Press, 60 Minutes, etc.) or reading in newspapers and news/magazines. | | | |
| 6. Watching sports (such as football, basketball, auto racing etc.) on TV or listening on radio. | | | |
| 7. Visiting painting, graphic arts, photography or sculpture exhibits. | | | |
| 8. Visiting craft exhibits (such as pottery, weaving, macrame, jewelry, quilting). | | | |
| 9. Touring buildings, gardens, or neighborhoods for design or historic value or visiting history, science or technical museums. | | | |
| 10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making quilts or afgans, whittling, etc.). | | | |
| 11. Doing crafts (such as ceramics, weaving, wood-working, making quilts or afgans, whittling, etc.) | | | |
| 12. Taking art classes in painting, sculpture, graphics, film, or crafts. | | | |
| 13. Going to choral concerts (by religious and non-religious groups) such as choir, gospel, barber-shop, etc. | | | |

| | E | F |
|--|--|---|
| | <p>On a 4-point scale, how much would you like to increase your participation in this activity?</p> <p>Write <u>0</u> if you would not increase. Write <u>1</u> if you would somewhat like to increase. Write <u>2</u> if you would very much like to increase. Write <u>3</u> if this is one of the 4 or 5 activities you would most like to increase.</p> | <p>What is the most important reason you haven't done more of this in the past year?</p> <p>Use reasons listed in right-hand column</p> |
| 14. Going to jazz concerts. | | <p style="text-align: center;"><u>Reasons I have not increased my participation at this time</u></p> <ol style="list-style-type: none"> 1. My family and/or friends are not interested. 2. It is inconvenient, no way to get there, too far or unsafe to attend these events. 3. The quality of the performers/players is not very good. 4. I don't like to get dressed up to go out 5. The facilities (place where the activity occurs) are not very good. 6. The crowds are too large. 7. I don't like the programs they present 8. It costs too much. 9. I like doing other things more. 10. They are not available in my area 11. I'm too old or physically handicapped. 12. Because of the children. 13. Other reason: _____ 14. Other reason: _____ |
| 15. Going to rock or country and western or rhythm and blues concerts. | | |
| 16. Going to folk/ethnic concerts or festivals. | | |
| 17. Going to symphony or chamber music concerts | | |
| 18. Going to an opera. | | |
| 19. Going to fairs and carnivals. | | |
| 20. Listening on radio or watching on TV classical music, opera, or dancing (modern or folk). | | |
| 21. Listening to radio broadcasts of all other music, such as rock, western, rhythm and blues, popular, folk, etc. | | |
| 22. Listening to recordings (your own records of any type of music. | | |
| 23. Watching performances of jazz on TV or listening on the radio. | | |
| 24. Playing an instrument in a group or for your own entertainment or taking music lessons. | | |
| 25. Singing in or playing for a chorus, choir, or other singing group. | | |
| 26. Going to theater performances (by professionals or amateurs) (not high school or grade school shows.) | | |
| 27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support (make-up, stagehand, etc.) for either. | | |
| 28. Going to the movies | | |
| 29. Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry (e.g., Hamlet, Upstairs - Downstairs, Henry VIII series, etc. | | |

| | E | F |
|--|--|---|
| | <p>On a 4-point scale, how much would you like to increase your participation in this activity?</p> <p>Write <u>0</u> if you would not increase. Write <u>1</u> if you would somewhat like to increase. Write <u>2</u> if you would very much like to increase. Write <u>3</u> if this is one of the 4 or 5 activities you would most like to increase.</p> | <p>What is the most important reason you haven't done more of this in the past year?</p> <p>Use reasons listed in right-hand column</p> |
| 30. Going to a ballet or modern dance performance (not including recitals by your own children under age 18). | | <p>Reasons I have not increased my participation at this time</p> |
| 31. Going to a folk dancing performance by touring international or American folk/ethnic groups or local folk/ethnic groups. | | 1. My family and/or friends are not interested. |
| 32. Going to watch sports in person, such as football, horse racing, auto racing, etc. | | 2. It is inconvenient, no way to get there, too far or unsafe to attend these events. |
| 33. Camping, hiking, back-packing, hunting, fishing, boating, or other strenuous outdoor activity (such as, snow or water skiing, skating, jogging, etc.) | | 3. The quality of the performers/players is not very good. |
| 34. Going to church or doing other church-related activities. | | 4. I don't like to get dressed up to go out. |
| 35. Playing competitive sports (such as football, basketball, auto racing, etc.). | | 5. The facilities (place where the activity occurs) are not very good. |
| 36. Playing indoor activities or games (such as, ping pong, pool, cards, etc.) with friends and/or family. | | 6. The crowds are too large. |
| 37. Jogging, weight lifting or other exercise program. | | 7. I don't like the programs they present. |
| 38. Charity, volunteer, social service, or political organization meetings and activities (such as Red Cross, United Way, PTA, Rotary, consumer groups, civil rights groups, political parties, etc. | | 8. It costs too much. |
| 39. Fraternal organization meetings and activities (such as, Masons, Elks) or club activities (e.g., garden club, card club). | | 9. I like doing other things more |
| 40. Picnicking, visits to parks, zoos, nature walks, or driving a car for pleasure (going for a ride). | | 10. They are not available in my area. |
| 41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc. | | 11. I'm too old or physically handicapped. |
| 42. Playing with your children. | | 12. Because of the children. |
| 43. Do-it-yourself activities or hobbies (such as dress-making, fixing cars, home improvement projects, gourmet cooking, decorating, gardening, stamp collecting, antique collecting. | | 13. Other reason: _____ |
| 44. Playing with pets (beyond basic feed and clean-up. | | 14. Other reason: _____ |
| 45. Sitting and thinking—day-dreaming. | | |
| 46. Other activity. Specify: _____ | | |

PART III

Please answer the questions following those activities which you have done during the past 12 months. Do Not answer for things you have not done.

IN COLUMN "A", please write in the AVERAGE COST of tickets or admission to each of the things you did. Include the cost for you and your family only. If your participation was free, enter "0"

IN COLUMN "B", please write in the approximate average distance (one way) that you travel (in miles) from your home to get to the place where each activity takes place.

IN COLUMN "C", please check the person or persons with whom you most often participated. Check only one box for each activity.

| | A | B | C | | | | |
|--|---|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | AVERAGE COST OF TICKETS OR ADMISSION (EACH TIME YOU PARTICIPATED) | AVERAGE DISTANCE (IN MILES) THAT YOU TRAVELED (ONE WAY) TO THIS ACTIVITY | PERSON(S) MOST OFTEN PARTICIPATED WITH | | | | |
| ANSWER ONLY FOR THINGS YOU DID DURING THE LAST 12 MONTHS | | | Alone | Whole Family | Spouse | Children | Friends |
| 1 Reading (fiction books, periodicals, and nonfiction) | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Writing novels, stories, plays, or poetry, or taking classes in writing (all types). (Circle appropriate activities) | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club (not book buying) | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Watching regular TV programs day and night except sports and news. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Watching news and information programs on TV (e.g., nightly news shows, Meet the Press, 60 Minutes, etc.) or reading in newspapers and news/magazines. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Watching sports (such as football, basketball, auto racing, etc.) | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Visiting painting, graphic arts, photography or sculpture exhibits | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Visiting craft exhibits (such as pottery, weaving, macrame, jewelry, quilting) | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Touring buildings, gardens, or neighborhoods for design or historic value or visiting history, science or technical museums. | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself. (Circle those which apply) | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Doing crafts (such as ceramics, weaving, woodworking, making quilts or afghans, whittling, etc.) | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Taking art classes in painting, sculpture, graphics, film, or crafts. | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Going to choral concerts (by religious and non-religious groups) such as choir, gospel, barbershop, etc. | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 Going to jazz concerts | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 Going to rock or country and western or rhythm and blues concerts. | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 Going to folk/ethnic concerts or festivals | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 Going to symphony or chamber music concerts | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 Going to an opera | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 Going to fairs and carnivals | \$ _____ | = _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 Listening on radio or watching on TV classical music, opera, or dancing (modern or folk) | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Listening to radio broadcasts of all other music, such as rock, western, rhythm & blues, popular, folk, etc. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Listening to recordings (your own records of any type of music. | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Watching performances of jazz on TV or listening on the radio | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A
AVERAGE COST
OF TICKETS
OR ADMISSION
(EACH TIME YOU
PARTICIPATED)

B
AVERAGE DISTANCE
(IN MILES) THAT YOU
TRAVELED (ONE WAY)
TO THIS ACTIVITY

C
PERSON(S) MOST OFTEN
PARTICIPATED WITH

**ANSWER ONLY FOR THINGS YOU DID
DURING THE LAST 12 MONTHS**

Alone Whole Family Spouse Children Friends

| | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 24 | Playing an instrument in a group or for your own entertainment or taking music lessons | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 | Singing in or playing for a chorus, choir, or other singing group. (In a nonreligious or religious group.) | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 | Going to theater performances (by professionals or amateurs) (not high school or grade school shows). | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 | Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support (make-up, stagehand, etc.) for either. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 | Going to the movies. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 | Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry (a.g., Hamlet, Upstairs - Downstairs, Henry VIII series, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 | Going to a ballet or modern dance performance (not including recitals by your own children under age 16). | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31 | Going to a folk dancing performance by touring international or American folk/ethnic groups or local folk/ethnic groups. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32 | Going to watch sports in person, such as football, horse racing, auto racing, etc. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33 | Camping, hiking, back-packing, hunting, fishing, boating, or other strenuous outdoor activity (such as, snow or water skiing, skating, etc.) | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34 | Going to church or doing other church-related activities. | <input type="checkbox"/> | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35 | Playing competitive sports (such as, football, basketball, auto racing, etc.) | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36 | Playing indoor activities or games (such as, ping pong, pool, cards, etc.) with friends and/or family. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37 | Jogging, weight lifting or other exercise program. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38 | Charity, volunteer, social service, or political organization meetings and activities (such as, Red Cross, United Way, PTA, Rotary, consumer groups, civil rights groups, political parties, etc.) | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39 | Fraternal organization meetings and activities (such as, Masons, Elks) or club activities (e.g., garden club, card club). | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40 | Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure (going for a ride) | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41 | Visiting with friends or family members, writing letters, talking to friends on the phone, etc. | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42 | Playing with your children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43 | Do-it yourself activities or hobbies (such as dressmaking, fixing cars, home improvement projects, gourmet cooking, decorating, gardening, stamp collecting, antique collecting) | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44 | Playing with pets (beyond basic feed and clean-up). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45 | Sitting and thinking—day-dreaming. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46 | Other activity. Specify: _____ | \$ _____ | # _____ Miles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART IV

VACATION ACTIVITIES - How we would like to find out how you spent your vacation time during the past year

1 IF YOU ARE WORKING FULL TIME, how much actual vacation time did you take off from work during the past year (since July of 1977)? _____ DAYS

2 IF YOUR SPOUSE IS WORKING FULL-TIME, how much vacation time did he/she take? _____ DAYS

3. In the past 12 months, did you travel away from your home for leisure (not business) trips that took more than one day?

- YES - (CONTINUE) NO - (SKIP TO QUESTION 4)

What was the most important purpose of your longest (in time) trip? (CHECK ONLY ONE)

- Visit friends/relatives Sightseeing
 Camping or hunting Other - (SPECIFY) _____

In the remaining questions we would like to get some information about you and your background.

4. Do you have a physical handicap which would keep you from participating in certain leisure activities you might otherwise enjoy?

YES - What are these handicaps? _____

NO _____

5 How many children do you have living at home who are 16 years old or younger? _____

6 If you have children living at home, about what proportion of your leisure time is devoted either directly to your children or to activities related to their interests (e.g., watching little league games or children's TV programs), rather than to activities you might pursue if you had no children?

- | | | |
|--------------|--------------|--------------|
| 1 0 to 10% | 3. 26 to 50% | 5 76 to 100% |
| 2. 11 to 25% | 4. 51 to 75% | |

7 We would like to find out how you divide your time. The following questions are to determine how you might spend an average week in working and leisure time. When answering these questions, try to think about what a "normal" week might include during any season of the year, not just right now. Do not include holidays or vacation periods in answering these questions.

A typical week may be divided into three parts. (1) time spent sleeping, eating, and in personal hygiene, (2) time spent working at a regular job or at home including shopping, work around house, etc., and (3) time spent in leisure activities. We shall assume that the first part takes about 10 hours per day or 68 hours per week. That leaves 100 hours for work and leisure.

About how many hours do you spend working or doing housework (include going to and from work and necessary home jobs, such as grass cutting, shopping, etc.)? _____ hours

About how many hours do you spend on leisure (spare-time) activities, such as watching TV, visiting friends, playing with your children, hobbies, going out, etc.?
 _____ = of hours spent away from home

_____ = of hours spent at home
 [NOTE: The total leisure and work hours should equal approximately 100 hours.]

8. What is your approximate family income? (Circle the number)
- | | |
|---|------------------------|
| 1 | Up to \$5,000 per year |
| 2 | \$5,001 to 8,000 |
| 3 | \$8,001 to 10,000 |
| 4 | \$10,001 to 12,000 |
| 5 | \$12,001 to 15,000 |
| 6 | \$15,001 to 20,000 |
| 7 | \$20,001 to 30,000 |
| 8 | \$30,001 and over |

9 How much education have you had? Answer for both yourself and your husband or wife if you are married. (Circle the number)

- | Yourself | Your husband or wife |
|----------|----------------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |

10. How would you classify yourself?
(Circle the number.)
- 1 Black, Afro-American, Negro
 - 2 Asian-American, Oriental
 - 3 Spanish origin—Mexican American, Cuban-American, Puerto Rican
 - 4 White, Caucasian
11. What is your religious preference?
(Circle the number)
- 1 Catholic
 - 2 Protestant (Baptist, Methodist, Lutheran, Presbyterian, Episcopal, Orthodox, etc)
 - 3 Jewish
 - 4 Unitarian or similar religions
 - 5 Eastern Religions, (Buddhist, Moslem, etc.)
 - 6 No religious orientation, Agnostic, Atheist, etc.

12 Please check to indicate your SEX. MALE FEMALE

13. What is your AGE? _____ years old.

- 14 What was your employment status over the past year? (Circle all that apply.)
- 1 Worked at a paying job.
 - a Full-time (35 hours per week or more)
 - b Part-time (1-14 hours per week)
 - c Part-time (15-34 hours per week)
 - d Worked most of the time (6-10 months) at a full time job
 - e Worked some of the time (2-5 months) at a full time job
 - 2 Worked at a non-paying full-time job, such as "housewife "
 - 3 Did not work and was not seeking a job. I was:
 - a A full-time student
 - b Retired
 - c Other
 - 4 Worked less than 2 months but I was seeking work.

15 What is your regular job, e.g., plumber, computer programmer, "housewife," student, farmer, lawyer, etc.? (Be specific)

16. Circle the state you live in
- | | |
|----------------|-------------------|
| 1. Alabama | 8. North Carolina |
| 2. Arkansas | 9. South Carolina |
| 3. Florida | 10. Tennessee |
| 4. Georgia | 11. Texas |
| 5. Kentucky | 12. Virginia |
| 6. Louisiana | 13. West Virginia |
| 7. Mississippi | |

- 17 Which best describes the area in which you live? (Circle the number)
- 1 Urban, city of 1,000,000 or larger
 - 2 Urban, city of 500,000 to 999,999
 - 3 Urban, city of 100,000 to 499,000
 - 4 Urban, city of 50,000 to 99,000
 - 5 Suburban, within 30 miles of a city 500,000 or larger
 - 6 Suburban, within 30 miles of a city 100,000 to 499,000
 - 7 Town, not a suburb, from 10,000 to 49,000
 - 8 Town, not a suburb, from 2,500 to 9,999
 - 9 Rural farming area
 - 10 Rural area, not farming