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THE VALUE OF ARTS AND CULTURAL ACTIVITIES IN AUSTRALIA: SURVEY RESULTS

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ABSTRACT

This paper reports the results of a survey undertaken by the authors in Australia in 2007 which was designed to test a series of hypotheses about people's economic and cultural valuation of the arts at the present time, both in terms of the value to themselves as individuals and their assessment of the value of the arts to society at large. In the survey, respondents were asked about their own consumption of and participation in the arts, how they valued those experiences, and how much they were willing to pay both for their own benefit and for the benefit of others. The study was particularly aimed at investigating the extent to which economic and cultural valuations are related, and the extent to which they diverge. In this report the survey methodology and the construction of the questionnaire are outlined, and the main results are summarised. Only the raw results are reported here; the testing of specific hypotheses and more detailed analyses will be reported elsewhere.

JEL Classification: Z1

Keywords: Cultural value; arts participation; arts consumption; arts funding

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1. Introduction

Issues of value and valuation of artistic and cultural goods and services have been recurring themes in the economics of art and culture in recent years (Klamer, 1996; Throsby, 2001, 2003; Avrami et al., 2000). Research has been concerned both with the theoretical interpretation of value within economics and beyond, and with empirical methods for the valuation of market and non-market effects of cultural phenomena. Some of this work has focused on a fundamental distinction that can be drawn between the economic and the cultural value of such goods and services, where the economic value, whether arising in real or contingent markets, is measurable in financial terms, and the cultural value is multidimensional and lacking in an agreed unit of account. This ‘duality’ of value, as it is referred to by Barbara Herrnstein Smith (1988), can be recognised not only within economics but also across a wide field of related disciplines, including aesthetics, philosophy, art history, sociology and so on (Hutter and Throsby, 2008).

This paper reports the results of a survey undertaken by the authors in Australia in 2007 which was designed to test a series of hypotheses about people’s economic and cultural valuation of the arts at the present time, both in terms of the value to themselves as individuals and their assessment of the value of the arts to society at large. In the survey, respondents were asked about their own consumption of and participation in the arts, how they valued those experiences, and how much they were willing to pay both for their own benefit and for the benefit of others. The study was particularly aimed at investigating the extent to which economic and cultural valuations are related, and the extent to which they diverge.

In this report the survey methodology and the construction of the questionnaire are outlined, and the main results are summarised. Only the raw results are reported here; the testing of specific hypotheses and more detailed analyses will be reported elsewhere.

2. Aims and method

The purpose of the survey from the viewpoint of the researchers was as indicated above. In presenting the questionnaire to potential respondents, the aims of the survey were explained as follows:

You have been invited to participate in a survey as part of a study of the value of the arts (that is, music, theatre, dance, visual arts, crafts and literature). The purpose of the study is to investigate ways in which people participate in and value the arts and other leisure activities. You do not have to be an arts-consumer or an arts-expert to participate in this survey.

A first draft of the questionnaire was developed by the researchers in light of the survey’s aims and the hypotheses to be investigated. After a tendering process, the survey company AC Nielsen was contracted to carry out the work. The questionnaire was then further refined in cooperation with the survey company and with some further input from another consulting firm,

Environmetrics. Pre-testing of this questionnaire enabled further refinements to be made until a final version for implementation was agreed upon. The final version of this questionnaire is shown in Appendix 1.

A survey such as this can be implemented in several different ways, including by personal face-to-face interview (the most expensive, but potentially yielding the most accurate data), by telephone (less expensive, but with some loss of precision), or over the Internet. In the first of these approaches, sampling would normally be carried out on a locational basis using the electoral roll as the population source. In the case of telephone surveys, random dialling and CATI methods (computer-aided telephone interviewing) can be used. Use of the Internet involves access to an online panel recruited by the survey company.

In the present survey we chose the last-mentioned approach, i.e. carrying out the survey via the Internet. This decision was made for the following reasons:

- **Lower cost:** As there is no need for manual data entry, costs are lower for an online survey compared to a face-to-face or phone survey; however, an online survey creates other costs, namely costs of programming the survey.
- **Increased speed:** An online survey allows a great number of respondents to fill out the questionnaire at the same time, and not consecutively as is the case when interviewers are used. Further, the answers of respondents are automatically entered into a data sheet and therefore immediately accessible and free of data-entry mistakes.
- **More flexibility:** Online surveys are clear and user-friendly in regard to questionnaire design, in that they only show questions a respondent is asked to answer. Questions that are not relevant to a particular respondent are skipped and do not appear on the respondent's screen while navigating through the survey.
- **Respondent convenience:** Respondents can complete the questionnaire when and where it suits them and there is no threat of interviewer influence.

Survey respondents were sampled from AC Nielsen's *Your Voice* Panel. This panel consists of over 100,000 respondents who have agreed to be contacted for research purposes only. AC Nielsen has developed this online panel through a range of recruitment methodologies to ensure that a wide spectrum of respondents is reached (e.g. through flyers and postcard drops, word of mouth recruitment and referral from other panel members, external partners). All panel members are required to maintain a key set of information (demographics, 'webographics', etc.) which allows AC Nielsen to set quotas. Respondents are given an incentive via entries into major prize draws and e-points that are redeemable for gift vouchers, movie passes, etc. These e-points also reflect the length of the survey, so respondents are compensated appropriately for their time. At the end of every completed online questionnaire, completion time is monitored and respondents who completed the survey in an impossibly short time are excluded. This ensures

that panel members complete questionnaires properly, with appropriate thought, rather than rapidly skipping through.

Clearly the use of an online survey is subject to bias in sampling because respondents are restricted not only to people who have access to the Internet but also to those who could be regarded as 'survey-friendly' because they have signed up for a particular panel. However, given the size of the Nielsen panel, and the fact that the company holds data on individual panel-members' sociodemographic characteristics, it is possible to set quotas for certain variables in the sampling procedure to correct for these biases to some extent. In the case of the present survey, quotas were set for gender, age and gross annual household income, to ensure that, in these respects at least, the sample as drawn would reflect the characteristics of the Australian population. Furthermore, as with any sampling procedure, it is possible in the final analysis to weight actual responses according to specific variables in order to generate results as closely representative as possible of the population.

The survey was online from February 26th 2007 until March 9th 2007. A total of 925 respondents completed the survey in the first three days. By the end of the survey period, a total of 1502 people had completed the survey, 50 percent more than the target number of 1,000. The reason for overfilling the initial sample is that about one third of those who completed the survey were ineligible for one or more of the following reasons. First, in order to fill out the questionnaire respondents had to answer three filter questions (*gender, age, income*); 52 respondents did not answer at least one of the filter questions and therefore were not able to continue with the survey. Second, 48 respondents did not finish answering all the questions in the questionnaire. Third and most importantly, 396 people filled out the questionnaire but did not meet the quota criteria needed for the sample to be representative of the Australian population. After elimination of ineligible respondents, the final total sample size obtained was 1006 respondents.

The characteristics of the sample according to the sociodemographic variables of gender, age, income, education and occupation are shown in Appendix 2 in comparison with the corresponding characteristics of the Australian adult population. It can be seen that the frequency distribution of the sample by age, gender and income are very close to the frequencies in the population; this is because, as noted above, quotas were set for these variables. It can be seen that there are slightly more people with tertiary education in the sample and more professionals, managerial employees and skilled workers but all in all, the sample appears to be well representative of the Australian population.

3. Results

We provide here an overview of the findings under three headings: the cultural and economic value of individual arts consumption; the cultural value accruing to active arts participation; and the cultural and economic value of the arts to society at large as perceived by the survey respondents. Summary tables are given below, with detailed tabulations of the raw results for all questions reported in Appendix 3.

3.1 *Cultural and economic value of arts consumption*

A principal hypothesis that this survey is designed to test is whether or not it is possible to disaggregate the multidimensional concept of cultural value into component parts, such that judgements can be made as to the relevance or strength of these components. Following Throsby (2001), it can be suggested that cultural value can be disaggregated into the following elements:

- aesthetic value
- symbolic value
- spiritual value
- social value
- historical value
- educational value
- authenticity value

In the questions probing respondents' perception of cultural value to themselves from three types of arts consumption—attending an art gallery (Q4), attending a live music performance (Q5) and attending a live performance of drama (Q6)—the statements put to them clearly relate to aesthetic value ('I get pleasure from the beauty...'), social value ('...helps me understand other people...'), spiritual value ('...has spiritual meaning for me...'), and educational value ('...educates me about the arts...'). The important aspect of symbolic value—the capacity of art to convey symbolic messages and reveal meaning to the viewer/ listener—is more difficult to pin down, but can at least be discerned to some extent as motivating responses to the statements '...inspires my creativity...', '...helps me understand myself better...', and '...gives me new ideas to think about.'

Bearing these considerations in mind, we present in Table 1 a summary of responses to these propositions for the three types of arts consumption. The numbers shown in the table represent means calculated assuming a simple linear scale in coding the responses, ranging from 1 (strongly disagree) to 5 (strongly agree), with 3 indicating neither agreement nor disagreement. It is apparent that aesthetic value is the component that elicits the strongest response (apart from the overall summary of enjoyment contained in the last proposition in the table). Also reasonably positive on average are assessments of the symbolic value of new ideas, and the educational value of the arts consumption. Indeed, given that a mean value of 3 indicates not a negative response but neutrality, it would appear that all the elements of cultural value included were recognised to some extent; only relatively small proportions of the responses on any item of cultural value gave a strongly negative reaction.

Table 1: Mean values for aspects of cultural value for different types of arts consumption

	Art Gallery (Q4)	Live music performance (Q5)	Live drama performance (Q6)	Arts in general (Q4, 5, 6)
I get pleasure from the beauty...	4.10	4.36	4.00	4.15
...inspires my creativity.	3.43	3.39	3.26	3.36
...helps me understand myself better.	2.81	3.02	3.05	2.96
...helps me understand other people in our society better.	3.25	3.20	3.34	3.26
...has spiritual meaning for me.	2.95	3.09	2.90	2.98
...educates me about the arts.	3.70	3.41	3.58	3.56
...gives me new ideas to think about.	3.70	3.40	3.59	3.56
...is an enjoyable experience for me.	3.97	4.40	4.10	4.16

It might be thought that different components of cultural value might be of differing importance across the three forms of artistic consumption under study. However, the results of Table 1 indicate broadly similar orderings of perceptions amongst the cultural value elements specified.

The economic aspects of individual consumption behaviour studied in this survey relate to willingness to pay for own consumption for various types of artistic experience (Q8) and likelihood of consumption at zero price (Q7). Table 2 summarizes these results. Responses to Q7 were coded according to a scale ranging from 1 (I would definitely NOT go if offered a free ticket), to 5 (I would definitely go), with 3 again indicating neutrality. When offered a free ticket to an event, respondents on average are most likely to attend a musical or a circus and least likely, on average, a ballet performance or an opera (see Table 2).

A rock concert is the event that respondents are on average willing to pay most for, followed by a musical. The least amount of money people are willing to pay is for an exhibition at an art gallery and a cricket match; this result for art galleries may reflect the fact that for public galleries in Australia, admission to the general collection is mostly free of charge.

In general the correlation between willingness to accept a free ticket (indicating level of interest in the given type of event) and willingness to pay is evident in Table 2. Also it can be noted that the willingness-to-pay results reflect to some extent expectations about typical admission prices—headline rock concerts, for example, have much higher prices than most sporting events.

Table 2: Mean values for how likely respondents would attend an event if offered a free ticket and how much they are prepared to pay for buying a ticket

	Likelihood of going if offered a free ticket (Q7) ^(a)	Most prepared to pay (Q8) (\$) ^(b)
A classical play (Shakespeare, etc.)	3.66	37.26
A ballet performance	3.47	42.50
A rock concert	3.78	63.60
A symphony concert	3.73	43.49
A modern play	3.90	40.25
An opera	3.37	44.99
A musical	4.16	55.63
A circus	4.04	33.44
An exhibition at an art gallery	3.95	19.26
A cricket match	3.53	26.04
A football match	3.70	26.69
mean value over all events	3.75	39.38

Notes: (a) Question 7 was measured on a scale ranging from 1 (I would definitely not go) to 5 (I would definitely go).

(b) Mean values calculated including zeros.

3.2 Active arts participation

Respondents were asked whether they had been engaged in active artistic participation over the last twelve months, including activities such as writing poetry or a novel, acting, playing a musical instrument etc. A distinction was made between engaging in these activities for leisure or private enjoyment, or for work. Three-quarters of respondents had been involved in some creative activity over this period for leisure or private enjoyment; the majority (71 percent) had not undertaken any such activity for work.

Many respondents had engaged in multiple specific creative activities in the last year. Table 3 shows the proportions who had been involved in different numbers of activities.

Table 3: Number of arts activities engaged in by respondents in last twelve months (Q9) (percent)

No. of different types of activity	Done for leisure or private enjoyment	Done for work
0	25	71
1–5	49	25
6–10	20	3
More than 10	6	1
Total	100	100
<i>n</i>	1006	1006

Respondents were asked to nominate the creative activity they enjoyed most, and were then asked how much their involvement cost them, and whether or not they received any payment. Table 4 summarises these results, with the various specific activities condensed into major groupings of writing, visual art etc. The detailed results (see Appendix 3) indicate that the arts activities enjoyed most are photography (n=177), singing or playing a musical instrument (n=126) and sewing or knitting (n=88). On average, 61 percent of respondents have spent money on their most-enjoyed arts activity and 9 percent of respondents have received payments. The most money was spent by respondents whose most-enjoyed arts activity was writing non-fiction, composing music, designing, making computer art/ web design, furniture-making and wood crafts, making a creative film or video and programming computer games. The highest payments on average were received by respondents who wrote non-fiction, sang or played a musical instrument, made computer art/web design, crafted glass, made a creative film or video and programmed computer games.

Table 4: Money spent and payments received on favourite arts activity

Q10 (most enjoyed arts activity)	<i>n</i>	Cost you money?				Receive any payments?			
		Yes (Q12)	How much? (Q13)			Yes (Q14)	How much? (Q15)		
			<i>n</i>	mean	median		<i>n</i>	mean	median
				(%)	(\$)			(\$)	(%)
Writing	69	33	23	1,339	200	7.2	5	9,850	500
Acting, dancing	62	53	33	684	200	3.2	2	275	275
Music	131	66	86	785	200	9.2	12	2,980	1,100
Visual arts (incl. sculpture)	79	80	16	1,098	200	19.0	15	1,623	500
Photos	177	82	145	918	500	6.2	11	6,186	600
Film, video, computer art/ design	79	65	51	1,428	500	12.7	10	13,940	8,500
Crafts	163	88	144	473	250	8.0	13	408	200
Total	760	61	545	851	300	9.0	68	4,745	500

Active involvement with the creative arts can be expected to generate personal artistic and cultural benefits for people. Using the same dimensions to cultural value as applied in Table 1 above, we show in Table 5 the scores for the various components as indicated by respondents in regard to their most-enjoyed artistic activity. It is apparent that the stimulus to self-expression and creativity are the most strongly felt artistic benefits enjoyed through active arts participation.

Table 5: Mean values for aspects of cultural value in regards to the respondents' most enjoyed arts activity

	Most enjoyed arts activity (Q11) ^(a)
...makes me more aware of beauty.	3.87
...inspires my creativity.	4.25
...helps me understand myself better.	3.62
...helps me understand other people in our society better.	3.31
...has spiritual meaning for me.	3.26
...educates me about the arts.	3.34
...gives me new ways of expressing myself.	4.29

Note: (a) Question 11 was measured on a scale ranging from 1(strongly disagree) to 5 (strongly agree). A value of 3 indicates that respondents neither disagree nor agree.

3.3 Cultural and economic value of the arts to society

The arts are an example of a ‘mixed good’, i.e. a good having both private-good and public-good characteristics. The benefits bestowed upon individuals by the arts as private goods, both through consumption and active involvement, were considered in the previous sections. Now we turn our attention to the public-good benefits provided by the arts. Respondents were asked about both their perception of public good effects arising from the creative arts and their attitude towards public expenditure in support of artistic and cultural activities. Responses were sought in terms of the strength of agreement or disagreement with a series of statements, both positive and negative about the arts’ role in society. Table 6 lists the statements in descending order of strength of agreement, the latter measured as the mean of responses coded according to a simple cardinal scale ranging from 1 (strongly disagree) to 5 (strongly agree). The table also shows the mode (most frequent response) for each statement.

Table 6: Mean and mode values for strength of agreement with statements about the arts in general

Q16^(a)	Mean	Mode	<i>n</i>
It is important for school children to learn music, painting, drama etc. as part of their education.	4.45	5	999
The arts should not be allowed to die out.	4.36	5	997
It is important to keep the arts alive for future generations.	4.35	5	998
I would like the arts to continue in case I or my children would like to attend at some time in the future.	4.17	4	999
The arts have an important role in creating our national identity.	4.12	4	996
The arts help people to appreciate beauty.	4.09	4	994
The success of Australian artists (actors, musicians, writers, painters, etc.) gives me a sense of pride in Australian achievement.	4.07	4	1000
The arts inspire creativity in people.	4.06	4	994
The arts are important for the tourism industry.	4.04	4	992
The arts are an important means for expressing the culture of Aboriginal Australians.	4.00	4	989
The arts contribute to contact between different cultures in our society.	3.98	4	990
I would like to live in a community that values the arts.	3.98	4	998
Government should financially assist the arts.	3.95	4	990
The arts create employment and incomes in the economy.	3.91	4	990
The arts help people to understand Aboriginal culture better.	3.87	4	992
The arts provide spiritual experiences for people.	3.69	4	978
Being surrounded by art galleries, theatres, etc. makes me feel creative.	3.39	3	996
Knowledge in the arts makes people feel superior.	2.93	3	976
The arts only benefit those who attend or participate.	2.66	3	989
The arts are only for wealthy people.	2.25	2	994
The arts have no relevance to everyday life.	2.16	2	992
In general, artists are bludgers.	2.07	2	983
The arts harm our society by being too critical of our way of life.	2.00	2	971

Note: (a) Question 16 was measured on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). A value of 3 indicates that respondents neither disagree nor agree.

It is noteworthy that although the strength of agreement/disagreement differs between different statements, there is universally more agreement than disagreement for all the positive statements about the arts, and more disagreement than agreement about all the negative statements. The strongest levels of approval relate to the educational and long-term benefits arising from the arts.

Regarding the economic/cultural value distinction, the results show that direct market benefits from the arts are recognised but that non-market demand for bequest and option values are more strongly expressed. In conjunction with these aspects of economics value, the cultural-value dimensions of (in descending order) educational, aesthetic, symbolic, social and spiritual value are clearly perceived.

Respondents clearly believe that increased funding should be provided in the two main areas of government cultural expenditure: support for the arts and cultural heritage, and public service broadcasting (ABC and SBS). Two-thirds of respondents advocated an increase in spending in both of these areas, with only 6 to 8 percent favouring a redistribution over present levels of funding. Indeed respondents advocated an average four-fold increase in spending on the arts and a doubling of expenditure on public service broadcasting (see Table 7).

Table 7: Public expenditures on arts and cultural heritage and on public service broadcasting

	Current spending (as given in Q17)	Indication of Change (Q17)	How much should be spent? (Q18 and Q19)		
	(\$)	mean	mean (\$)	median (\$)	<i>n</i>
Arts and cultural heritage	40	3.90	159	70	740
Public service broadcasting	70	3.91	150	100	766

Note: Question 17 was measured on a scale ranging from 1 (decrease a lot) to 5 (increase a lot). A value of 3 indicates that respondents would like the expenditures to stay the same.

The reasons for favouring an increase in arts spending are related to both the cultural and the economic contribution of the arts to Australian society, with cultural reasons receiving the strongest endorsement (94 percent of favourably-disposed respondents regarding the arts contribution to our cultural life as an ‘important’ or ‘very important’ reason for support. The majority of people advocating a reduction in government spending on the arts did so on the grounds that the arts should be able to survive on their own, without government assistance (81 percent of unfavourably-disposed respondents regarding this reason as ‘important’ or ‘very important’).

4. Conclusion

Overall the results of this survey provide a snapshot of the arts consumption and participation habits of Australians and of their perceptions of the economic and cultural benefits of the arts both to themselves and to the society at large. Contrary to stereotypes of Australians as being only interested in sport, the results indicate significant levels of attendance at arts events and of engagement in creative activities, and a capacity to gain artistic and cultural benefits from their experiences. Furthermore the respondents in the survey indicated solid approval for public-sector involvement in supporting the arts and a strong preference for increased expenditure on both on the arts and on public service broadcasting.

The raw results do not of themselves cast much light on the underlying issue of the economic/cultural value distinction. Analysis of these and other questions that can be addressed using these data is currently underway.

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APPENDICES

Appendix 1: The questionnaire

Introductory text

Survey on involvement and attitudes towards the arts

This research is being conducted by Professor David Throsby and Anita Zednik of the Department of Economics, Division of Economic and Financial Studies, Macquarie University (tel 02-9850-8474; survey2007@efs.mq.edu.au).

If you agree to participate, you will be asked to answer questions about your involvement in the arts and about your opinion towards arts-related issues.

Question 1a: Firstly, to ensure we are speaking to a broad cross section of the community can you please tell us your gender?

Male	<input type="radio"/>
Female	<input type="radio"/>

Question 1b: What is your age?

18-24	<input type="radio"/>
25-34	<input type="radio"/>
35-44	<input type="radio"/>
45-54	<input type="radio"/>
55-64	<input type="radio"/>
65-74	<input type="radio"/>
75-84	<input type="radio"/>
85 or older	<input type="radio"/>

Question 1c: Can you also please tell us what your annual gross household income is?

Nil to \$19,999	<input type="radio"/>
\$20,000 to \$39,999	<input type="radio"/>
\$40,000 to \$69,999	<input type="radio"/>
\$70,000 to \$99,999	<input type="radio"/>
\$100,000 or more	<input type="radio"/>
Prefer not to say	<input type="radio"/>

Question 2: Thinking about things you can do for entertainment and leisure, when, if ever, did you last do each of the following for your own interest or pleasure?

	in the last 12 months	more than 12 months ago	never
Visit an art gallery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a novel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a professional sporting event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to the movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend an opera, musical or dance performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to a live performance of classical music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to a live performance of rock, jazz or popular music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 3: How many times in the last 12 months did you...
(Activities the respondent answered 'never' to in Question 2, were not listed)

	Once	2-3 times	4-5 times	6-10 times	11-20 times	21 times or more	don't know
Visit an art gallery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a novel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a professional sporting event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to the movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend an opera, musical or dance performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to a live performance of classical music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to a live performance of rock, jazz or popular music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 4: Thinking about your own experience of looking at pictures in art galleries, to what extent do you agree or disagree with the following?

(This question was not shown to respondents who indicated in Question 2 that they have not ever visited an Art Gallery)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I get pleasure from the beauty...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...inspires my creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...helps me understand myself better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...helps me understand other people in our society better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...has spiritual meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...educates me about the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gives me new ideas to think about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is an enjoyable experience for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 5: Thinking about your own experience of going to a live performance of music (classical and/or popular), to what extent do you agree or disagree with the following?

(This question was not shown to respondents who indicated in Question 2 that they have not ever attended a live performance of music)

Answering list same as Question 4.

Question 6: Thinking about your own experience of going to a live performance of drama (theatre, opera, musical, dance), to what extent do you agree or disagree with the following?

(This question was not shown to respondents who indicated in Question 2 that they have not ever attended a live performance of drama)

Answering list same as Question 4.

Question 7: If you were offered free tickets (including free transport) for yourself and a companion to each of the following events, which of the following describes how likely you would be to go? If Necessary: Imagine these events are first-class standard in their category.

	I would definitely go	I would probably go	I might go	I would probably not go	I would definitely not go
A classical play (Shakespeare, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A ballet performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A rock concert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A symphony concert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A modern play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An opera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A musical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A circus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An exhibition at an art gallery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A cricket match	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A football match	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 8: What is the most you would be prepared to pay for a ticket for yourself to go to each of the following events?

A classical play (Shakespeare, etc.)	\$_____
A ballet performance	\$_____
A rock concert	\$_____
A symphony concert	\$_____
A modern play	\$_____
An opera	\$_____
A musical	\$_____
A circus	\$_____
An exhibition at an art gallery	\$_____
A cricket match	\$_____
A football match	\$_____

Question 9: Thinking of things you might do for private enjoyment, leisure or work, which of the following have you done in the last 12 months?

	Done for leisure or private enjoyment	Done for work
Writing fiction	<input type="radio"/>	<input type="radio"/>
Writing a play or film script	<input type="radio"/>	<input type="radio"/>
Writing poetry	<input type="radio"/>	<input type="radio"/>
Writing non-fiction	<input type="radio"/>	<input type="radio"/>
Acting	<input type="radio"/>	<input type="radio"/>
Directing a play	<input type="radio"/>	<input type="radio"/>
Dancing	<input type="radio"/>	<input type="radio"/>
Circus activities	<input type="radio"/>	<input type="radio"/>
Singing or playing a musical instrument	<input type="radio"/>	<input type="radio"/>
Composing music	<input type="radio"/>	<input type="radio"/>
Drawing	<input type="radio"/>	<input type="radio"/>
Painting	<input type="radio"/>	<input type="radio"/>
Designing	<input type="radio"/>	<input type="radio"/>
Sculpting	<input type="radio"/>	<input type="radio"/>
Photography (including photographic printing)	<input type="radio"/>	<input type="radio"/>
Print-making (lithography, etching, etc.)	<input type="radio"/>	<input type="radio"/>
Making computer art / web design	<input type="radio"/>	<input type="radio"/>
Making pottery and ceramics	<input type="radio"/>	<input type="radio"/>
Making textiles	<input type="radio"/>	<input type="radio"/>
Making jewellery	<input type="radio"/>	<input type="radio"/>
Furniture-making and wood crafts	<input type="radio"/>	<input type="radio"/>
Glass crafts	<input type="radio"/>	<input type="radio"/>
Sewing, knitting	<input type="radio"/>	<input type="radio"/>
Making a creative film or video (incl. home movies)	<input type="radio"/>	<input type="radio"/>
Programming computer games	<input type="radio"/>	<input type="radio"/>
None of the above	<input type="radio"/>	<input type="radio"/>

Question 10: Which of the arts activities you mentioned in the last question is the one that you enjoy most? Please choose only one.

Answering list contains only arts activities the respondent ticked in Question 9. If respondents ticked 'none of the above' in Question 9 for both sections 'done for leisure' and 'done for work', Questions 10 to 15 were skipped.

Question 11: Thinking about your own experience of [*insert arts activity from Q10*], to what extent do you agree or disagree with the following?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
...makes me more aware of beauty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...inspires my creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...helps me understand myself better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...helps me understand other people in our society better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...has spiritual meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...educates me about the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gives me new ways of expressing myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 12: Has it cost you money to pursue [*insert arts activity from Q10*] (e.g. paying for classes, buying equipment, etc.)?

Yes	<input type="radio"/>
No	<input type="radio"/>

Question 13: About how much have you spent on [*insert arts activity from Q10*] over the last 12 months?

\$_____

Question 14: Do you receive any payment from [*insert arts activity from Q10*]?

Yes	<input type="radio"/>
No	<input type="radio"/>

Question 15: About how much have you received from [*insert arts activity from Q10*] over the last 12 months?

\$_____

Question 16: The following list contains statements that people have made about the arts in general in our society. To what extent do you agree or disagree with each statement? By the arts we mean theatre, opera, dance, music, literature, etc.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
The success of Australian artists (actors, musicians, writers, painters, etc.) gives me a sense of pride in Australian achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to live in a community that values the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being surrounded by art galleries, theatres, etc. makes me feel creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like the arts to continue in case I or my children would like to attend at some time in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to keep the arts alive for future generations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts have an important role in creating our national identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts are an important means for expressing the culture of Aboriginal Australians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts help people to understand Aboriginal culture better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for school children to learn music, painting, drama etc. as part of their education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts harm our society by being too critical of our way of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts contribute to contact between different cultures in our society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts provide spiritual experiences for people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts help people to appreciate beauty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts should not be allowed to die out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts only benefit those who attend or participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts inspire creativity in people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts create employment and incomes in the economy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts are important for the tourism industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government should financially assist the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, artists are bludgers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts are only for wealthy people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in the arts makes people feel superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts have no relevance to everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 17: On average, the Australian Federal Government collects about \$11,000 in taxes per person every year. These taxes are used for services such as social security, health, education, defence, transport, etc. The following table shows some typical examples of how the average person's taxes were spent in the year 2004/5:

Social security and welfare	\$4,800
Defence.....	\$830
Public order and safety.....	\$140
Public service broadcasting (ABC, SBS).....	\$70
Arts and cultural heritage	\$40
National estate and parks.....	\$10

Considering this information, do you think the government should increase or decrease the amount spent on:

	Increase a lot	Increase a little	Stay the same	Decrease a little	Decrease a lot
Arts and Cultural Heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Service Broadcasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 18: You said you thought the government should (*insert according response from Question 17 for Arts and cultural heritage, e.g. decrease a little*) the amount of \$40 per person they spent on arts and cultural heritage. Assuming your total taxes would stay the same, how much do you think the government should spend on arts and cultural heritage per person every year?

\$ _____

Question 19: You said you thought the government should (*insert according response from Q17 for Public service broadcasting, e.g. increase a lot*) the amount of \$70 per person they spent on public service broadcasting. Assuming your total taxes would stay the same, how much do you think the government should spend on public service broadcasting per person every year?

\$ _____

Question 20: You said earlier that you thought governments should financially assist the arts in Australia. How important do you think the following reasons are in justifying such assistance?

(This question was only shown to respondents who ticked 'agree' or 'strongly agree' for the statement 'Government should financially assist the arts' in Question 16.)

	Very important	Important	Neither important nor unimportant	Unimportant	Very unimportant	Don't know
The arts' role in the economy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts' contribution to our cultural life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 21: You said earlier that you do not think governments should financially assist the arts in Australia. How important do you think the following reasons are in justifying such assistance?

(This question was only shown to respondents who ticked 'disagree' or 'strongly disagree' for the statement 'Government should financially assist the arts' in Question 16.)

	Very important	Important	Neither important nor unimportant	Unimportant	Very unimportant	Don't know
The arts should be able to survive without government funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Governments have no role in the cultural life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Socio-demographic questions:

What is the highest level of education you have completed?

Primary School	<input type="radio"/>
Junior Secondary School	<input type="radio"/>
HSC or equivalent	<input type="radio"/>
Post-secondary diploma, certificate, etc.	<input type="radio"/>
Bachelors degree	<input type="radio"/>
Postgraduate degree	<input type="radio"/>

Which of the following categories best describes your current occupation (or former occupation if you are retired)?

Professional	<input type="radio"/>
Managerial, executive	<input type="radio"/>
Self-employed	<input type="radio"/>
White collar	<input type="radio"/>
Skilled/semi-skilled	<input type="radio"/>
Unskilled	<input type="radio"/>
Serviceman/ servicewoman/ police	<input type="radio"/>
Artist	<input type="radio"/>
Home duties	<input type="radio"/>
Unemployed	<input type="radio"/>
Other	<input type="radio"/>

Where do you live?

Capital city or suburbs	<input type="radio"/>
Regional city or town	<input type="radio"/>
Semi-rural area	<input type="radio"/>
Rural or remote area	<input type="radio"/>

Are you of Aboriginal or Torres Strait Islander origin?

No	<input type="radio"/>
Yes, Aboriginal	<input type="radio"/>
Yes, Torres Strait Islander	<input type="radio"/>

Appendix 2: Socio-demographic statistics

Gender (percent)

	Valid sample (%)	Australian population (%) [†]
Male	49	49.4
Female	51	50.6

(n=1006)

Age (percent)

	Valid sample (%)	Australian population (%) [‡]
18 - 24	13	12.4
25 - 34	19	17.7
35 - 44	19	19.5
45 - 54	18	18.3
55 - 64	14	14.5
65 - 74	15	17.5
75 - 84	2	
85 or older	0	

(n=1006)

Annual gross household income (percent)

	Valid sample (%)	Australian population (%) [§]
Nil to \$19,999	11	20
\$20,000 to \$39,999	33	24
\$40,000 to \$69,999	27	27
\$70,000 to \$99,999	16	16
\$100,000 or more	13	13

(n=1006)

[†] ABS (2006), Age by Indigenous Status by Sex, 2006 Census of Population and Housing, cat. no. 2068.0.

[‡] ABS (2006), Age by Indigenous Status by Sex, 2006 Census of Population and Housing, cat. no. 2068.0.

[§] ABS (2006), Household Income and Income Distribution, Australia 2003-04, cat. no. 6523.0, Table 2; percentages for Australian population relate to percentage of households in the Australian population, and not percentage of persons.

Highest level of education completed (*percent*)

	Valid sample (%)	Australian population (%)**
Primary School	1	8
Junior Secondary School	13	8
HSC or equivalent	27	40 ^{††}
Post-secondary diploma, certificate, etc.	34	27 ^{‡‡}
Bachelors degree	17	13
Postgraduate degree	9	5 ^{§§}

(n=1006)

Current occupation (or former occupation if you are retired)? (*percent*)

	Valid sample (%)	Australian population (%)***
Professional	19	12
Managerial, executive	13	8
Self-employed	9	13
White collar	14	21
Skilled/semi-skilled	14	9
Unskilled	3	11
Serviceman/ servicewoman/ police	2	N.A.
Artist	1	0.5
Home duties	12	11
Unemployed	4	3
Other	10	11

(n=1006)

** ABS(2006), Census of Population and Housing, Highest year of school completed by age and sex, cat. no. 2068.0; ABS(2006), Census of Population and Housing, Non-school qualification: Level of education by age and sex, cat. no. 2068.0; *Income*: ABS (2006), 2006 Census of Population and housing, cat. no. 2068.9;

†† Includes Australian residents aged 15 years and over whose highest year of schooling is either Year 12, Year 11, Year 10 or equivalent, minus Australian residents who have completed a non-schooling qualification;

‡‡ Includes advanced diplomas, diplomas and certificates;

§§ Includes postgraduate degrees, graduate diplomas or graduate certificates;

*** ABS (2006), Census of Population and Housing, Occupation (major groups) by sex, cat. no. 2068.0; ABS (2007), Persons not in the labour force, cat. no. 6220.0; ABS (2006), Census of Population and Housing, Occupation (sub-major groups) by sex, cat. no. 2068.0; ABS (2008), Labour Force Australia, cat. no. 6202.0; ABS (2007), Forms of Employment, cat. no. 6359.0; It should be noted that the percentages for the Australian population are approximations only, as data was taken from several publications and merged to generate the statistic.

Area of living (percent)

	Valid sample (%)	Australian population (%)^{†††}
Capital city or suburbs	59	87
Regional city or town	29	
Semi-rural area	9	3
Rural or remote area	4	1

(n=1006)

Aboriginal or Torres Strait Islander origin (percent)

	Valid sample (%)	Australian population (%)^{†††}
No	98.8	97.6
Yes, Aboriginal	1.1	2.4
Yes, Torres Strait Islander	0.1	

(n=1006)

^{†††} ABS (2001), Population Growth and Distribution, cat. no. 2035.0, Table 1.6.

^{†††} ABS (2006), Age by Indigenous Status by Sex, 2006 Census of Population and Housing, cat. no. 2068.0.

Appendix 3: Descriptive statistics

Question 2: Thinking about things you can do for entertainment and leisure, when, if ever, did you last do each of the following for your own interest or pleasure? (*percent*)

	In the last 12 months	More than 12 months ago	Never	Total	<i>n</i>
Visit an art gallery	36	52	12	100	1006
Read a novel	78	18	3	100	1006
Attend a professional sporting event	45	41	14	100	1006
Go to the movies	80	18	1	100	1006
Attend a play	27	55	18	100	1006
Attend an opera, musical or dance performance	31	48	22	100	1006
Go to a live performance of classical music	15	44	41	100	1006
Go to a live performance of rock, jazz or popular music	39	45	17	100	1006

Question 3: How many times in the last 12 months did you... (*percent*)

	Once	2-3 times	4-5 times	6-10 times	11-20 times	21 times or more	Don't know	Total	<i>n</i>
Visit an art gallery	39	44	9	4	3	1	1	100	362
Read a novel	5	17	16	18	14	28	1	100	789
Attend a professional sporting event	17	36	19	12	10	5	1	100	450
Go to the movies	6	27	25	22	13	6	0	100	809
Attend a play	33	46	9	6	3	1	2	100	276
Attend an opera, musical or dance performance	47	38	7	5	1	0	2	100	309
Go to a live performance of classical music	38	39	13	5	2	2	1	100	148
Go to a live performance of rock, jazz or popular music	32	37	16	8	3	3	0	100	389

Question 4: Thinking about your own experience of looking at pictures in art galleries, to what extent do you agree or disagree with the following? (*percent*)

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total	<i>n</i>
I get pleasure from the beauty...	30	54	11	2	1	1	100	881
...inspires my creativity.	14	32	38	13	2	1	100	881
...helps me understand myself better.	3	14	50	25	7	2	100	881
...helps me understand other people in our society better.	6	35	39	15	4	1	100	881
...has spiritual meaning for me.	6	24	38	23	8	2	100	881
...educates me about the arts.	12	54	25	6	2	1	100	881
...gives me new ideas to think about.	14	52	25	6	2	1	100	881
...is an enjoyable experience for me.	24	53	18	3	1	0	100	881

Question 5: Thinking about your own experience of going to a live performance of music (classical and/or popular), to what extent do you agree or disagree with the following? (*percent*)

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total	<i>n</i>
I get pleasure from the beauty...	44	48	7	1	0	0	100	892
...inspires my creativity.	14	26	43	15	1	1	100	892
...helps me understand myself better.	6	21	46	23	4	1	100	892
...helps me understand other people in our society better.	5	33	41	19	2	1	100	892
...has spiritual meaning for me.	9	24	37	23	5	1	100	892
...educates me about the arts.	9	39	36	13	1	1	100	892
...gives me new ideas to think about.	10	36	39	14	1	1	100	892
...is an enjoyable experience for me.	47	47	5	1	0	0	100	892

Question 6: Thinking about your own experience of going to a live performance of drama (theatre, opera, musical, dance), to what extent do you agree or disagree with the following? (in percent)

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total	<i>n</i>
I get pleasure from the beauty...	25	54	16	3	1	1	100	876
...inspires my creativity.	9	27	44	16	2	2	100	876
...helps me understand myself better.	5	22	47	20	4	2	100	876
...helps me understand other people in our society better.	7	38	36	14	3	2	100	876
...has spiritual meaning for me.	6	17	43	25	7	3	100	876
...educates me about the arts.	11	49	28	9	2	2	100	876
...gives me new ideas to think about.	12	44	33	8	1	2	100	876
...is an enjoyable experience for me.	29	55	12	2	1	1	100	876

Question 7: If you were offered free tickets (including free transport) for yourself and a companion to each of the following events, which of the following describes how likely you would be to go? If necessary: Imagine these events are first-class standard in their category. (in percent)

	I would definitely not go	I would probably not go	I might go	I would probably go	I would definitely go	Total	<i>n</i>
A classical play (Shakespeare, etc.)	5	12	24	29	30	100	1006
A ballet performance	9	17	21	23	30	100	1006
A rock concert	8	10	17	24	41	100	1006
A symphony concert	5	12	23	28	33	100	1006
A modern play	3	6	22	35	33	100	1006
An opera	9	18	23	25	24	100	1006
A musical	2	4	16	30	47	100	1006
A circus	3	7	18	28	45	100	1006
An exhibition at an art gallery	2	8	19	36	35	100	1006
A cricket match	11	14	19	21	34	100	1006
A football match	10	11	17	21	40	100	1006

Question 8: What is the most you would be prepared to pay for a ticket for yourself to go to each of the following events? (*in \$*)

	Mean	Median	Standard Deviation	Minimum	Maximum	<i>n</i>
A classical play (Shakespeare, etc.)	37.26	30	29.2	0	150	1001
A ballet performance	42.50	40	37.2	0	200	1002
A rock concert	63.60	50	49.3	0	200	996
A symphony concert	43.49	40	32.9	0	150	998
A modern play	40.25	40	26.6	0	150	1002
An opera	44.99	40	39.1	0	220	998
A musical	55.63	50	38.0	0	200	1003
A circus	33.44	30	25.4	0	150	1004
An exhibition at an art gallery	19.26	20	16.9	0	100	1002
A cricket match	26.04	20	24.0	0	120	1000
A football match	26.69	20	25.1	0	150	1000

Question 9: Thinking of things you might do for private enjoyment, leisure or work, which of the following have you done in the last 12 months? (*percent*)

Question 10: Which of the arts activities you mentioned in the last question is the one that you enjoy most? Please choose only one. (*percent, last column*)

	Done for leisure or private enjoyment	<i>n</i>	Done for work	<i>n</i>	Enjoy most	<i>n</i>
Writing fiction	17	1006	4	1006	3	761
Writing a play or film script	6	1006	2	1006	0	761
Writing poetry	15	1006	2	1006	3	761
Writing non-fiction	14	1006	13	1006	3	761
Acting	9	1006	3	1006	2	761
Directing a play	4	1006	3	1006	0	761
Dancing	21	1006	2	1006	5	761
Circus activities	6	1006	2	1006	1	761
Singing or playing a musical instrument	36	1006	4	1006	17	761
Composing music	9	1006	3	1006	1	761
Drawing	31	1006	5	1006	4	761
Painting	21	1006	3	1006	5	761
Designing	17	1006	6	1006	2	761
Sculpting	5	1006	2	1006	0	761
Photography (including photographic printing)	54	1006	8	1006	23	761
Print-making (lithography, etching, etc.)	6	1006	2	1006	0	761
Making computer art / web design	27	1006	11	1006	4	761
Making pottery and ceramics	7	1006	2	1006	0	761
Making textiles	7	1006	2	1006	0	761

	Done for leisure or private enjoyment	n	Done for work	n	Enjoy most	n
Making jewellery	14	1006	1	1006	2	761
Furniture-making and wood crafts	17	1006	2	1006	6	761
Glass crafts	5	1006	1	1006	1	761
Sewing, knitting	27	1006	2	1006	12	761
Making a creative film or video (incl. home movies)	19	1006	3	1006	4	761
Programming computer games	10	1006	3	1006	2	761
None of the above	25	1006	71	1006		761

Question 11: Thinking about your own experience of [arts activity from Q10], to what extent do you agree or disagree with the following? (percent)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total	n
...makes me more aware of beauty.	28	39	25	6	1	1	100	761
...inspires my creativity.	41	45	12	2	0	0	100	761
...helps me understand myself better.	21	33	34	10	2	1	100	761
...helps me understand other people in our society better.	13	28	39	17	2	1	100	761
...has spiritual meaning for me.	17	23	34	19	6	1	100	761
...educates me about the arts.	12	32	37	15	3	1	100	761
...gives me new ways of expressing myself.	46	41	10	2	1	0	100	761

Question 12: Has it cost you money to pursue [arts activity from Q10] (e.g. paying for classes, buying equipment, etc.)? (percent)

Yes	72
No	28

(n=761)

Question 13: About how much have you spent on [arts activity from Q10] over the last 12 months? (\$)

Mean	Median	Standard Deviation	Minimum	Maximum	n
851	300	2,589	0	50,000	545

Question 14: Do you receive any payment from [*arts activity from Q10*]? (*percent*)

Yes	9
No	91

(*n*=761)

Question 15: About how much have you received from [*arts activity from Q10*] over the last 12 months? (\$)

Mean	Median	Standard Deviation	Minimum	Maximum	<i>n</i>
4745	500	11214	0	58,000	68

Question 16: The following list contains statements that people have made about the arts in general in our society. To what extent do you agree or disagree with each statement? By the arts we mean theatre, opera, dance, music, literature, etc. (*percent*)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total	<i>n</i>
The success of Australian artists (actors, musicians, writers, painters, etc.) gives me a sense of pride in Australian achievement.	32	46	17	2	1	1	100	1006
I would like to live in a community that values the arts.	30	41	24	3	1	1	100	1006
Being surrounded by art galleries, theatres, etc. makes me feel creative.	15	28	39	14	2	1	100	1006
I would like the arts to continue in case I or my children would like to attend at some time in the future.	37	48	12	2	1	1	100	1006
It is important to keep the arts alive for future generations.	48	40	9	1	1	1	100	1006
The arts have an important role in creating our national identity.	36	43	17	3	1	1	100	1006
The arts are an important means for expressing the culture of Aboriginal Australians.	32	42	19	3	2	2	100	1006
The arts help people to understand Aboriginal culture better.	26	44	21	5	2	1	100	1006
It is important for school children to learn music, painting, drama etc. as part of their education.	54	37	7	1	0	1	100	1006
The arts harm our society by being too critical of our way of life.	2	4	19	40	32	3	100	1006

	Strongly agree	Agree	Neither agree nor disagree	Dis-agree	Strongly disagree	Don't know	Total	<i>n</i>
The arts contribute to contact between different cultures in our society.	22	56	17	2	1	2	100	1006
The arts provide spiritual experiences for people.	16	44	31	5	2	3	100	1006
The arts help people to appreciate beauty.	26	57	13	2	0	1	100	1006
The arts should not be allowed to die out.	51	37	8	1	1	1	100	1006
The arts only benefit those who attend or participate.	5	17	27	37	12	2	100	1006
The arts inspire creativity in people.	25	56	16	1	0	1	100	1006
The arts create employment and incomes in the economy.	17	59	18	4	0	2	100	1006
The arts are important for the tourism industry.	25	56	16	2	0	1	100	1006
Government should financially assist the arts.	31	40	20	5	2	2	100	1006
In general, artists are bludgers.	1	4	25	38	30	2	100	1006
The arts are only for wealthy people.	1	11	21	42	23	1	100	1006
Knowledge in the arts makes people feel superior.	4	24	36	24	8	3	100	1006
The arts have no relevance to everyday life.	2	7	20	45	24	1	100	1006

Question 17: On average, the Australian Federal Government collects about \$11,000 in taxes per person every year. These taxes are used for services such as social security, health, education, defence, transport, etc. The following table shows some typical examples of how the average person's taxes were spent in the year 2004/5:

Social security and welfare	\$4,800
Defence.....	\$830
Public order and safety.....	\$140
Public service broadcasting (ABC, SBS).....	\$70
Arts and cultural heritage	\$40
National estate and parks.....	\$10

Considering this information, do you think the government should increase or decrease the amount spent on (*percent*)

	Increase a lot	Increase a little	Stay the same	Decrease a little	Decrease a lot	Total	<i>n</i>
Arts and Cultural Heritage	31	37	26	4	2	100	1006
Public Service Broadcasting	34	34	24	6	2	100	1006

Question 18: You said you thought the government should (*insert according response from Question 17 for Arts and cultural heritage, e.g. decrease a little*) the amount of \$40 per person they spent on arts and cultural heritage. Assuming your total taxes would stay the same, how much do you think the government should spend on arts and cultural heritage per person every year? (\$)

Mean	Median	Standard Deviation	Minimum	Maximum	n
145.4	70	458.2	0	9000	739

Question 19: You said you thought the government should (*insert according response from Q17 for Public service broadcasting, e.g. increase a lot*) the amount of \$70 per person they spent on public service broadcasting. Assuming your total taxes would stay the same, how much do you think the government should spend on public service broadcasting per person every year? (\$)

Mean	Median	Standard Deviation	Minimum	Maximum	n
137.5	100	241.1	0	5000	765

Question 20: You said earlier that you thought governments should financially assist the arts in Australia. How important do you think the following reasons are in justifying such assistance? (*percent*)

	Very important	Important	Neither important nor unimportant	Unimportant	Very unimportant	Don't know	Total	n
The arts' role in the economy.	35	56	8	1	0	0	100	716
The arts' contribution to our cultural life.	49	46	5	0	0	0	100	716

Question 21: You said earlier that you do not think governments should financially assist the arts in Australia. How important do you think the following reasons are in justifying such assistance? (*percent*)

	Very important	Important	Neither important nor unimportant	Unimportant	Very unimportant	Don't know	Total	n
The arts should be able to survive without government funding.	25	56	14	3	1	1	100	72
Governments have no role in the cultural life.	7	19	56	8	6	4	100	72

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