ABSTRACT
This project began as a study of whether arts participation varies by demographics of parental status, race, and religious participation. The analysis uses the 1998 wave of GSS data. Interpreting preliminary findings triggered questions about attitudes toward childhood, and led to adding “desired qualities in children” as an additional variable mediated by parenting, race, and religious practice. Descriptive statistics, bivariate analysis, and the elaboration method reveal weak correlations and statistically significant relationships between attitudes toward childhood and each of the three demographics of parenting, race, and religious practice. Results show that while all respondents agree that thinking for oneself is the primary quality desired in children, the distribution across the second-most chosen quality by respondents in each demographic reveals a divergent spread: blacks desire obedience as a close second, while other groups have different and more distant second most important qualities. The compelling differences in attitudes about child qualities merits further analysis to identify implications of cultural needs, experiences, and value commitments. The findings suggest that arts-based research may be an appropriate method of collecting data from and with a target demographic of African American children in a Christian context.

I. Main Questions:
   a. What factors explain variation in participation in the arts?
   b. Will a drama-based method be robust for collecting data at my dissertation sites?

II. Methodology
   a. Quantitative Analysis using Stata
   b. Code / create variables that reflect:
      i. Emergent statistical observations
      ii. Ethnographic studies
      iii. Previous research

III. Primary Sources Grounding the Poster
      i. Key Arts + Religion questions asked in 1998 haven’t been asked since
      ii. Children of those respondents would be decision-making adults today
   b. Survey of Public Participation in the Arts 2012 – National Endowment for the Arts
      i. Data identify lack of income, time, or companionship as barriers to participating in the arts (NEA 2012), and simultaneously identify cultural heritage as motivation to participate in the arts.
   c. Theories and Core References
      I reviewed literature surrounding the GSS in relation to other arts surveys (Tepper); literature describing decolonized strategies for retaining the child voice in research with children (Swadener and Soto); child drama literature regarding the contexts for arts-based research with children (Heathcote; Smedley); and literature discussing a range of impacts of arts participation, such as how the arts stimulate economy and employment (Leroux and Bernadska; Wrappe). Additionally, I examined the most recent (2012) arts participation survey results available, and then noted how articles in popular periodicals presented and
interpreted those results (*American Theatre* magazine, the *New York Times*), plus how state and federal sites shared the results (Arizona’s [www.azarts.gov](http://www.azarts.gov), the NEA [www.arts.gov](http://www.arts.gov)). A common thread that I encountered in the literature responding to the most recent results reflected a general (though not complete) progression towards more inclusive interpretation of “arts” in the studies overall, with more specific questions identifying specific accesses to arts.

IV. Analytical Approach

a. Hypotheses
   i. *H1*: Parents participate in the arts more often than non-parents.
   ii. *H2*: Respondents with more religious participation participate in the arts more often than those with lower religious participation.
   iii. *H3*: Black respondents participate in the arts in a religious setting more often than non-black respondents.

b. Expected Outcome: Though 2012 SPPA respondents report that they cannot afford to attend the arts, lack time and transportation to engage the arts, and decline to attend alone, each of those barriers are less likely to exist when the art occurs in within the community of free worship, within a time frame already set aside in the respondents’ schedules.

V. Findings

a. Attitudes toward Childhood emerged compellingly and redirected emphasis

b. The same three factors that I expected to impact Arts Participation all mediate Attitudes Toward Childhood:
   i. Parenting
   ii. Religious Participation
   iii. Race / Ethnicity

c. Bivariate Analysis of Race by Most Important Child Qualities shows
   i. The relationship is significant
   ii. The correlation is weak
   iii. While all respondents chose Think for Self as the most important quality, Black respondents selected Obey almost as frequently as they selected Think for Self, and almost twice as much as White and Other parents selected Obey as the most important.

VI. Future Directions

a. Generate measures of cultural, ethnic, or denominational interpretations of literalism and feelings about the bible.

b. Expand variables of attitudes toward childhood.

c. Unpack how the updated General Social Survey and the Survey of Public Participation in the Arts define arts participation (i.e. include or exclude various youth arts contexts) and the role of economic impact of the arts in valuing arts participations.
Works Cited