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A SURVEY OF THE LEISURE TIME ACTIVITIES
OF NORTHERN MONTANA PUBLIC
SCHOOL TEACHERS

By

JOHN BAIER, JR.

B. S. Montana State College, 1950

Presented in partial fulfillment of the requirements
for the degree of

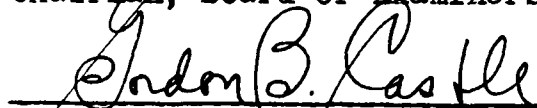
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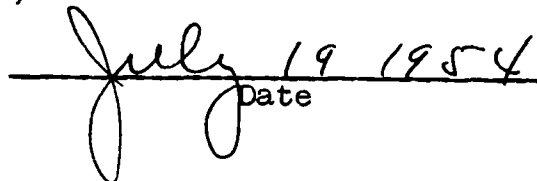
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J. B.

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CHAPTER I

INTRODUCTION TO THE PROBLEM AND REVIEW OF RELATED LITERATURE

Teachers of all areas seem to have full schedules of work during the academic year. Informal conversation among teachers seems to bring forth a question of what to do in order to find time for the things that must be done. Leisure time activities are important to everyone in developing socially, physically and mentally.¹

In order to determine the status of Montana teachers in regard to leisure time activities, this study was made in conjunction with three other teachers of Montana, each concerned with a different geographical division.

I. THE PROBLEM

Statement of the Problem. The purposes of this problem are to: (1) discover if Northern Montana teachers have a general pattern to their leisure time activities; (2) compare teachers of the western part of this geographic division with those in the eastern part; (3) compare men and women teachers to determine if they have many related interests; (4) discover if teachers contacted feel they have sufficient leisure time in periods of their concentrated activity. The purpose of this study

1

S. R. Slavson, Recreation and Total Personality, New York Association Press, 1948, page 73.

is not to determine whether teachers use their leisure time wisely or to arouse the public in condemnation of how the leisure time is spent.

Delimitation of the Problem. This study is concerned with only those teaching in the public schools of northern Montana. Northern Montana for the purposes of this study shall be referred to as that area of the state bounded on the north by the Dominion of Canada, on the south by the Missouri River, on the west by the Continental Divide, and on the east by the state of North Dakota. Later in the dissertation a comparison will be made between western and eastern teachers of this area. The division point for this comparison has been arbitrarily set at Chinook, Montana, because the eastern and western areas of the total survey area are nearly equal.

For this study, leisure time shall be referred to as that part of the day which may be spent as desired. It is free time not relating directly to school work or the contracted teaching position. The assumption is made that leisure time activities are so large and varied that no single term would include all of them as Braucher affirms.²

Because of the nature of the methods used in contacting teachers, and the tremendous number of teachers to be contacted, a time limit of two weeks was set for the

²Howard Braucher, "And What Are Leisure Activities?" Recreation, 27:497, May 20, 1934.

period of the survey. The time used in this survey was from 8 a.m. November 1, to 12:00 midnight November 14, 1953, inclusive. This time was selected, because the hope was held that it would give a more accurate picture of the leisure time activities of all teachers, since both outdoor and indoor activities would not be limited due to seasonal weather conditions. This time allowed the outdoor enthusiast to participate in hunting, fishing, picnicing, and in some areas even skiing. The more passive indoor forms of leisure time activity are considered to be of the year around type.

Importance of the Problem. This study should be of interest to communities and their school boards who have had difficulty in keeping teachers of whom they were fond. It may show them some of the shortcomings of their community's facilities for leisure time enjoyment. It should enable the teacher to evaluate their job, their location, as well as themselves in relation to leisure time and how it is used. Administrators may find some facts that they should investigate concerning teacher candidates before selecting them for positions in their school systems.

II. REVIEW OF RELATED LITERATURE

In reviewing literature related to adult leisure time activities, the dominance of the more passive types of activity seems evident. The moving picture, automobiling,

and watching competitive sports are the chief activities participated in by most of the adults in the United States.³ With the advent of television, since Steiner's book was written, an assumption may be made that one more passive activity has taken its place with those previously mentioned.

Allard surveyed 486 teachers in the Long Island area and found their activities to be indoor and individually passive with little or no participation in group activity of the creative nature. Outdoor activities, with the exception of walking, were not participated in to any extent by her survey group.⁴ Allard found that the results of her study were similar to studies that have been done for other teacher groups.⁵

The National Recreation Association made a study in 1933 of a two and one-half month period, from May 15 to August 31, inclusive. The number of people involved totaled 5,000 and the total activities relating to the use of leisure time were 126,442. Each person averaged

³Jessie Frederick Steiner, Americans at Play, New York: McGraw Hill Book Co., 1933, pp. 5-10.

⁴Lucille Allard, "A Study of Leisure Time Activities of Certain Elementary School Teachers of Long Island," Teachers College, Columbia University Contribution to Education, No. 779, New York: Bureau of Publications, Columbia University, 1939, pp. 102-103.

⁵Ibid, pp. 101-105.

twenty-five activities, twelve of which were indoor passive; the remainder were considered outside activities.⁶ The most frequently mentioned activities in this study were indoor passive and included: reading, listening to the radio, conversation, auto riding for pleasure, visiting or entertaining others, attending movies, swimming and writing letters.⁷

At the time of this study, no television stations were operating in northern Montana and information could not be obtained on this phase of leisure activity, and how it would affect leisure time.

⁶National Recreation Association, "The Leisure Hours of 5,000 People," Report of a Study of Leisure Time Activities and Desires, New York: The Association, 315 Fourth Avenue, 1933, pp. 1-2.

⁷Ibid, page 185.

CHAPTER II

DESCRIPTION OF METHODS USED IN RESEARCH PROBLEM

Source of Data. Survey results determined by a questionnaire are not always considered to be entirely reliable. The scope of this study was so large that a questionnaire was the only practical means of contacting a large number of teachers. The personal interview was employed wherever it was possible. The interview was conducted from the questionnaire. A questionnaire was compiled from several different examples from similar studies. There was no attempt made to group the activities, because the total status was the main problem of the study. The number of questionnaires sent out totaled 1,220. There were 720 teacher replies.

Method of Procedures. In order to contact as many teachers as possible in the geographical area of the study, a letter was sent to all County Superintendents of Schools. A listing of all teachers in their county was requested. All superintendents complied.

A mailing list of teachers was then compiled and an explanatory letter inserted in each folder with the questionnaire. The teachers were assured there would be no violation of privacy or confidential information so that identities could be determined. Included with the other data was return postage.

The mailing date for all questionnaires was arbitrarily set for October 22, 1953. The assumption was made that this would allow sufficient time for any further questions from teachers who did not fully understand instructions on the questionnaire. The date on which questionnaires were mailed was close enough to the time of the study to prevent many of the teachers contacted from forgetting to participate in the study. In several instances, questionnaires were sent to schools in groups for distribution by administrators. This method did not prove as successful as the method of mailing questionnaires directly to the teachers.

Organizing Replies. As replies were returned, they were sorted, so that a grouping for tabulation would be accomplished swiftly and easily. The method used for sorting also enabled a simple method of rechecking. Each reply was placed according to the postmark on the envelope in either western or eastern division. The two divisions were later tabulated and sorted into men and women classifications. A road map was used to circle the area or post office the reply came from. A follow-up letter was sent to all areas where questionnaires had not been returned. A letter acknowledging all replies was sent.

CHAPTER III

THE STATUS OF MEN'S LEISURE TIME ACTIVITIES IN NORTHERN MONTANA

Interpretation of Data. After the data were tabulated and the information categorized, the results could be ascertained on men's leisure time activities. A total of 219 men teachers responded to the survey. The average teaching experience for those who responded was five years. The average age of the men teachers was 33. The facts above may lead to the assumption that the men teachers would be more active than the women teachers of the area, because of the differences in average ages and average teaching experience. More information on this data will be included in a later chapter.

Men's Activities. As can be affirmed by Table I on men's activities, there were no men participating in the following activities: golf, handball, ice skating, sewing, visitations to art galleries or museums, needlework, tennis and swimming. Needlework and sewing are usually considered feminine pastimes, so lack of participation by the men was not unusual. In the cases of the other activities, the men contacted listed on the questionnaire that the lack of facilities hindered their participation. In the geographical area of the survey the situation as stated is known to be true. The fact that these activities might be engaged in but for the lack of facilities undoubtedly

TABLE I
NORTHERN MONTANA MEN'S LEISURE ACTIVITIES*
IN FREQUENCY OF HOURS SPENT

Activity	Number Responses	Hours Spent	Activity	Number Responses	Hours Spent
Reading, all kinds**	219	2985	Bowling	24	138
Hunting	129	1350	Fishing	33	138
Radio	135	1014	Concerts	39	96
Automobiling	159	823	Group singing	30	94
Conversation	108	732	Professional courses	18	87
Visiting friends	99	588	Chess or checkers	15	84
Dining with friends	120	577	Walking	27	75
Entertaining friends	141	534	Boating	15	60
Resting	69	510	Cocktail parties	18	60
Camping	30	495	Cabarets	18	60
Arts and crafts	16	480	Painting	15	45
Other hobbies	33	375	Lectures	9	42
Playing cards	132	348	Archery	9	39
Movies	90	331	Country Club parties	12	39
Watching Athletics	90	321	Amateur dramatics	3	30
Playing musical instruments	45	303	Baseball	9	18
Listening to records	69	291	Cultural courses	9	18
Hiking	27	276	Horseback riding	9	18
School parties	66	264	Roller skating	9	15
Basketball	54	231	Picnics	6	9
Writing letters	114	207	Pool or billiards	3	3
Dancing	54	198	Volleyball	3	3
Cooking for fun	21	141	Total hours		14,435

* Golf, handball, ice skating, museums and art galleries, needlework, sewing, swimming, and tennis were not included because of no participation by men.

** Includes reading of books, both fiction and non-fiction, magazines and newspapers.

distort the picture for some of the men involved. The only exception to the above statement would fall in the category of the museum and art gallery visitations. Some women visited these in the area, so an assumption must be made that none of the men responding were interested in this activity.

The leading ten activities for men as seen in Table I were, in the order of hours spent: reading, hunting, radio listening, automobiling, conversation, visiting friends, dining with friends, entertaining friends, resting and camping. Of these ten leading activities, only two would be considered active. They are camping and hunting. One other activity that could be considered to be in the same area of these two, fishing, was listed as 26th. There are two reasons for this being ranked so low; (1) a large part of the survey area is not fertile for game fishing and (2) hunting captured the sportsman interest at the time the survey was made. This fact was verified by most of the comments on the questionnaires.

Of the 219 men responding to the survey, no more than 20 percent participated in any active or competitive leisure time activity.

Reading as an Activity. Reading was the leading activity for men. In Table II, the magazines that were read most are listed. Not all men responding read magazines. Magazines occupied 159 men for 864 hours of the leisure they

TABLE II
MAGAZINES READ DURING SURVEY PERIOD
IN ORDER OF FREQUENCY

Title	Occurrence
Life	66
Saturday Evening Post.	48
Time	42
Newsweek	33
Colliers	30
Montana Education.	27
N. E. A. Journal	27
Reader's Digest.	24
American	15
Sports Afield.	9
Coronet.	9
Popular Mechanics.	9
Pathfinder	7
Popular Science.	7
True	6
Argosy	6
U. S. News and World Report.	6
Look	6
Outdoor Life	5
Redbook.	5
Esquire.	4
Field and Stream	3
Christian Advocate	3
Saga	3
Better Homes and Gardens	3
The Instructor	2
National Geographic.	2
Photography.	1
Womens Home Companion.	1
Ladies Home Journal.	1
Homecraftsman.	1
Motor Trend.	1
National Elementary Principal.	1
Clearing House	1
Good Housekeeping.	1
Harpers.	1
Journal of Geography	1
Scientific American.	1

had. This is 5.43 hours per man for magazine reading. Not all men were newspaper readers. Some listed the reason, as no daily newspaper available. The average hours spent reading newspapers was 5.13 hours per man. Books occupied 5.01 hours per man in the field of fiction and in non-fiction 5.05 hours per man. The reading activities of the men are shown below.

<u>Reading Activity</u>	<u>No. Readers</u>	<u>No. Hours</u>
Newspapers	177	918
Magazines	159	864
Books, fiction	120	606
Books, non-fiction	114	597

In Table I, reading of all kinds by 219 men totaled 2,985 hours. The average time spent reading for the men was 13.63 hours per man. The total leisure hours for men was 14,435, giving each man about 66 hours leisure time for the survey period of two weeks. Reading, therefore, occupied approximately 20 percent of their leisure time.

Hunting as an Activity. Hunting as leisure activity is being examined in detail for two reasons: (1) it is the second leading activity, and (2) it is considered to be of the active category, while reading is considered passive. This is the last activity to be treated with simple statistics. In Table I, hunting is shown to occupy 129 men for a total of 1,350 hours. During the survey period hunting occupied each man for an average of 14.65 hours per man. Hunting, therefore, occupied over half the men surveyed for about 22.2 percent of their leisure time.

Supplementing Income. In the questionnaire, the 219 men surveyed all responded to the question pertaining to supplementing their income. There were 111 men who do other work. This is slightly over half the men surveyed. In Table III, these are shown in order of frequency.

TABLE III
METHODS OF NORTHERN MONTANA MEN TEACHERS
FOR SUPPLEMENTING THEIR INCOME

Method	Frequency
Clerking or selling.	27
Farming.	21
Wife works	18
Officiating athletic contests.	7
Federal Crop Insurance Adjuster.	6
School Bus Driver.	6
Mechanic	6
Insurance Salesman	4
Service Station Attendant.	3
Private Music Lessons.	3
Montana National Guard	2
Clerk of Another School District	1
Pastor.	1
Carpentry.	1
Livestock Rancher.	1
Adult Classes	1
Marketing Christmas Trees.	1
Janitor.	1
United States Army Compensation.	1
Total.	111

In all 111 cases of men supplementing their income, the teaching salary was below \$4,200. The lowest income listed was \$2,700, the highest was \$6,500. The fact that over half the men supplement their income could mean that without exception our salary schedule does create a

hardship on a large portion of Montana men teachers. Every man surveyed who works to supplement his income is married and has other dependents.

Social and Fraternal Organizations. Only 42 of the men surveyed did not belong to any organization in their community. Lions, Masons, American Legion and Veterans of Foreign Wars were the organizations of a social nature that had the largest memberships. Church groups had the largest membership of any community organization. They are not strictly social, as are the other organizations, but they seem to provide many of the teachers with necessary enjoyment and relaxation. Over half of the survey group belonged to a church group. Below are the organization memberships as listed on the survey questionnaire.

Eastern Star	9	Church Groups	111
Masons	33	American Legion	54
B.P.O.E.	9	Lions	33
V.F.W	27	Moose	0
Commercial Club	15	Jay Cees	12
Rotary	0	Kiwanis	6

Organizations that were listed in space provided on the questionnaire for other organizations membership were Odd Fellows, Parent-Teacher Association, S.P.E.B.S.Q.S.A.*, Sportsman Club, Phi Delta Kappa, Drama Societies, United Commercial Travelers, and Amateur Radio Club.

Educational Background. None of the men responding

* The Society for the Preservation and Enjoyment of Barber Shop Quartet Singing in America.

to the survey had advanced degrees beyond the Master of Arts or Master of Education. The distribution of degrees among the men is shown below.

2-year Normal	42
3-year Normal	9
AB., BA., or BS.	112
MA. or ME.	<u>56</u>
Total.	219

Teaching experience for the men ranged from one to 35 years. The people having the most experience tended to be less active in the type of activities occupying their leisure time. There were 78 elementary teachers, 30 of them rural, and 141 secondary teachers, responding to the survey. The older teachers had more experience in the system in which they were teaching. The highest number of years in any system was 21. The men in the lower bracket of educational background, with only four exceptions, indicated by comment on their responses that they were working for higher degrees.

Summary of Data. Northern Montana men teachers follow a similar pattern of the teachers studied by Allard.⁸ Allard's study showed the leading activities were of a passive nature. In two cases, the Montana survey group differed. Hunting and camping were the only activities

8

Lucille Allard, "A Study of Leisure Time Activities of Certain Elementary School Teachers of Long Island," Teachers College, Columbia University Contribution to Education, No. 779, New York: Bureau of Publications, Columbia University, 1939, page 185.

that were not in the leading ten activities in Allard's survey. These activities in Montana are seasonal, so that the passive type of activity is dominant for the men teachers. The Montana group in this survey were identical in leisure pastimes in the other leading activities. Both groups reported reading as their leading activity.

The fact that over half the men must supplement their income is another reason for a passive type of activity. Two jobs lead to a physical tiredness that would be a restraint upon participation in the more competitive, active type of leisure.

The reading habits of the men could not be strictly interpreted. The survey shows, however, that the men prefer something that could be finished in one sitting. In the order of preference, newspapers and magazines lead. Books, both fiction and non-fiction are last. Many of the men do not read any books.

In all, the men participated in 46 activities. No activity had only one participant. In the activities listed under Social Organizations the men, as a group, belonged to 18 different organizations. Moose and Rotary were the only organizations that no one belonged to. There were 19 different jobs held for supplementing income. In answer to the questionnaire as to whether enough leisure time was had by those contacted, the responses were:

Yes	108
No	102
No answer	9

One point of the survey was to find out if the men budgeted leisure time. The results were:

Yes	63
No	131
No answer	25

In trying to determine to some extent whether leisure time, or the lack of it, caused dissatisfaction, the question asking whether the person would change jobs because of limitations, was answered as follows;

Yes	57
No	156
No answer	6

The community sometimes expects a teacher to join activities that might take some of their leisure time. The results of the question directed at this phase of the problem were:

Yes	60
No	132
No answer	27

From the preceeding information, the following statements could be made. (1) It is probable that the majority of men teachers of the survey area are well adjusted to their communities. (2) Most of the men are confident they have sufficient leisure time. (3) There is a wide variety of interests in the group contacted. (4) Probably the men use their leisure time as they see fit.

These four statements point to a good situation for the men teaching in Northern Montana.

CHAPTER IV

THE STATUS OF WOMEN'S LEISURE TIME ACTIVITIES IN NORTHERN MONTANA

Interpretation of Data. The data for women responding to the survey were treated in the same manner as the data received from the men. There were 501 responses to the questionnaire by women teachers. The average teaching experience for the women in the survey was 12 years. The average age for those answering was 42. The number of women teachers answering the survey was nearly twice that of the men. This could be a more true representation of the problem than the study of the men.

Women's Activities. Table IV lists the women's activities in frequency of hours spent. The leading ten leisure activities for women were all passive. The fifteenth activity listed in frequency was the first activity in the list considered to be active. The next active leisure pastime is walking, which occupies the nineteenth place. None of the women participated in golf, handball, ice skating, skiing, swimming, tennis, archery, basketball, pool or billiards. This is understandable from the standpoint of the type of activity they are, with the possible exceptions of skiing, swimming, golf, and ice skating, largely of the masculine type of leisure. Those exceptions are understandable because they are, in Montana, a seasonal activity.

TABLE IV
 NORTHERN MONTANA WOMEN'S LEISURE ACTIVITIES*
 IN FREQUENCY OF HOURS SPENT

Activity	Number Responses	Hours Spent	Activity	Number Responses	Hours Spent
Reading, all kinds**	501	6534	Concerts	87	204
Radio	318	5758	Hunting	39	204
Entertaining friends	315	1764	Lectures	60	181
Conversation	321	1743	Group Singing	63	166
Automobiling	264	1661	Painting	51	166
Visiting friends	282	1518	Amateur dramatics	9	136
Resting	192	1449	Watching athletics	33	99
Dining with friends	327	1428	Cocktail parties	30	81
Writing letters	381	1308	Bowling	15	57
Movies	270	1085	Hiking	27	57
Professional courses	84	945	Picnics	24	54
Playing cards	183	885	Country Club parties	12	39
Cooking for fun	171	822	Cabarets	9	24
Needlework	147	616	Chess or Checkers	9	21
Dancing	114	585	Camping	9	21
Playing musical instrument	126	522	Fishing	6	18
Sewing	171	516	Roller skating	3	15
Listening to records	159	442	Baseball	9	15
Walking	108	381	Boating	3	12
Arts and crafts	96	318	Museums and art galleries	6	9
School parties	105	309	Volleyball	3	9
Other hobbies	39	261	Horseback riding	3	6
Cultural courses	33	216	Total hours		31,581

* Golf, handball, ice skating, skiing, swimming, tennis, archery, basketball and pool or billiards are not included because of no participation by women surveyed.

** Includes reading newspapers, fiction and non-fiction books, and magazines.

The number participating in dancing as the most popular active leisure for women was 20.96 percent of the total responding to the survey.

Reading as an Activity. The magazine reading of the women is shown in Table V. Reading was the leading leisure activity for women. The specific reading activities are:

<u>Type of Reading</u>	<u>No. Readers</u>	<u>No. Hours</u>
Newspapers	417	1,800
Magazines	396	2,082
Books, non-fiction	225	1,320
Books, fiction	195	1,332

The average time spent on newspapers by 417 women was 4.31 hours per woman. The average time spent on magazines by the women was 5.26 hours per woman. Non-fiction books occupied 225 readers for an average of 5.87 hours. Fiction book readers, of which there were 195, averaged 6.83 hours. The average reading time by all the 501 women responding to the questionnaire was 13.04 hours. The total leisure time for women totaled 31,581 hours. The average leisure for the women responding for the two week period of the survey was 63.04 hours per person. Reading occupied about 20 percent of the women's time.

Other activities. As previously mentioned in this chapter, the women did not have an active leisure pastime in the first ten activities listed in order of frequency. Some of the leading activities listed most frequently by women over-lap. Rating in third and fourth place for women

TABLE V
MAGAZINES READ BY NORTHERN MONTANA*
WOMEN TEACHERS

Magazine	Occurrence	Magazine	Occurrence
Reader's Digest	123	Montana Farmer	7
Saturday Evening Post	96	Holiday	7
Life	90	Consumer Guide	7
McCall's	87	Omnibook	6
Time	66	School Arts	6
Ladies Home Journal	60	Normal Instructor	6
N.E. A. Journal	57	Vogue	5
Montana Education	51	New York Times	5
Women's Home Companion	48	Country Gentleman	5
The Instructor	42	Living	5
Colliers	30	Pathfinder	5
Redbook	30	Harpers	5
Better Homes and Gardens	28	Seventeen	4
Coronet	27	American Home	4
American	24	Today's Health	3
Grade Teacher	22	Charm	3
Newsweek	21	Junior Arts	3
Look	20	Nature	3
Good Housekeeping	20	Christian Advocate	2
U. S. News and World Report	11	Literary Digest	2
Catholic Digest	10	Christian Herald	2
National Geographic	9	Farmers Wife	2
Atlantic	8	Upper Room	2
Children's Activities	8	Home Economics Magazine	2

* other magazines listed by only one teacher are: Argosy, National Elementary Principal, Catholic World, Ranch Romances, Boy's Life, Grit, Alaska Sportsman, This Day, Home Garden, The Flower Grower, Design, A.A.U.W. Journal, Educational Leadership, My Sunday Visitor, Parent-Teachers Magazine, Ideal Farmer, Bible, American Childhood, Parents.

were entertaining friends and conversation. Only 114 women participated in the leading active leisure pastime, dancing. These participants spent an average of 5.13 hours dancing. This was only 22.7 percent of the total responding to the survey. The next highest active leisure activity was walking. This activity had only 108 participants for 381 hours. Only 20.1 percent of the total women contacted in the survey participated in this activity for an average of 3.53 hours per person. In the highest ten activities, more than 33 percent of the total teachers answering the questionnaire were participants. The most significant point about this fact is that all these activities are passive in nature.

Supplementing Income. All the women contacted answered the questionnaire in respect to supplementing their income. There were 114 women teachers that have some means of aiding their teaching income. This amounts to about 22.7 percent of the women surveyed, who have other forms of income. The married women do more to aid the incomes of the families than do the single teachers. There were 87 married teachers that had a job to enlarge their teaching incomes. In all cases where women, or both husband and wife work, the women's salary was below \$3,100. In this case, we again meet the problem of the over worked teacher. The lowest income listed for women teachers was \$2,350; the highest was \$4,300. The methods of

supplementing incomes are shown in Table VI.

TABLE VI
METHODS OF NORTHERN MONTANA WOMEN
FOR SUPPLEMENTING THEIR INCOME

Method	Occurrence
Husband Farms	45
Husband Works	26
Clerking	21
Private Music Lessons.	9
Writing.	6
Sewing	3
Adult Classes.	2
Post Office Clerk.	1
Northern Plains Art and Craft Shop	1
Total.	114

Educational Background. No women contacted in the survey had advanced degrees beyond a Master of Arts or a Master of Education. The distribution of degrees is shown below.

2-year Normal	287
3-year Normal	51
AB., BA., or BS.	142
MA. or ME.	21
Total	501

The range of teaching experience for the women was from one to 40 years. The older women are less active in their leisure pastimes. There were 90 teachers who were rural elementary responding to the questionnaire. This could not be considered accurate since 15 teachers did not answer the question. The number of teachers found to be elementary, other than the rural, was 312. There were 84

teaching at the secondary level. The highest total years of experience in one system was 37 years. Less than one-tenth of the women indicated they were working on advanced degrees.

Social and Fraternal Organizations. There were 114 women who did not belong to any organization. The organization membership is shown in Table VII.

TABLE VII

ORGANIZATION MEMBERSHIP OF
NORTHERN MONTANA WOMEN

Organization	Membership
Church Groups	291
Eastern Star	81
Parent-Teacher Association	51
American Legion Auxillary.	42
Montana Education Association Local	36
Delta Kappa Gamma.	27
Womens Club.	24
Business and Professional Women.	21
American Association of University Women	18
Home Demonstration Club.	15
Veterans of Foreign Wars Auxillary	13
P. E. O.*.	11
Elks	9
Rebecks	8
Daughters of the American Revolution	7
Square Dance Club.	7
Eagles	6
Degree of Honor.	6
Farmers Union.	5
Montana Institute of Arts.	4
Commercial Club.	3
Moose.	3
Jay Ceens.	3
League of Women Voters	2
White Shrine	1
Pi Omega Pi.	1
Saddle Club.	1

* A secret order of Eastern Star. Title known only to members.

It is of some note that all the married women belonged to some organization. Less than one-third of the single teachers belonged to some organization.

Summary of Data. Women teachers of Northern Montana are very similar in their activities and uses of leisure time to those surveyed by Allard.¹⁰ All of the ten leading activities participated in by the surveyed group were passive and required a minimum of physical exertion. The average age of the group surveyed could be one of the reasons for the group being more passive than active in use of leisure time.

The survey could not establish strict reading habits of the women, but does point up the fact that reading of the quick and less detailed type is preferred.

The women participated in 45 activities. No activity had only one participant, although several activities were not participated in at all. The Social Organizations that had no women members were Masons, Rotary, Lions, and Kiwanis. This is understandable because these organizations are limited to men only.

In answering the question as to whether sufficient leisure time was had, the responses are shown on the following page.

10

Lucille Allard, "A Study of Leisure Time Activities of Certain Elementary School Teachers of Long Island," Teachers College, Columbia University Contribution to Education, No. 779, New York: Bureau of Publications, Columbia University, 1939, page 185

Yes	243
No	222
Varies	6
No answer	30

The results of the question asking for those who budget leisure time were:

Yes	132
No	342
No answer	27

The responses on the question asking the teachers whether limitations placed on their leisure time would cause them to seek another position showed:

Yes	69
No	411
Maybe	1
No answer	20

Results of the question asking teachers if the community expected them to join in various activities that might take some of their leisure time were:

Yes	99
No	327
No answer	75

In summary of the preceeding data, the following conclusions are probable: (1) The women teachers of northern Montana are very dominantly passive in leisure pastimes. (2) Sufficient leisure time for the majority of the teachers is no problem. (3) There is a high tendency toward the social activity of visiting and talking. (4) Many of the women rely heavily upon Social or Fraternal Organizations for their leisure. (5) There is a wide variety of interests in the group surveyed. (6) The majority of the women use their leisure time as they wish.

CHAPTER V

COMPARISON OF NORTHERN MONTANA TEACHERS' LEISURE TIME ACTIVITIES

Treatment of the Data. The material presented in this chapter will be treated in the manner of the previous chapters on men's and women's activities. Each activity is presented in Table VIII according to hours spent. Individual analysis of the leading activity of both groups will be made. A comparison or contrast will be made on both groups' leading active leisure pastime. It will be treated so there will be a percentage of participation shown for both groups according to the total average leisure both enjoyed. A comparison or contrast of other important data from the questionnaire will also be made.

Reading as an Activity. Reading was the most popular leisure activity for both these groups. For men, reading occupied 13.63 hours per person. Women spent an average of 13.04 hours per person. These figures represent approximately 20 percent of the total average leisure enjoyed by both groups. The women listed newspapers as the most popular type of reading, as far as number participating was concerned. For men, magazines were the most popular, considering the number participating. Table IX, shows the top ten magazines listed by both as those most frequently read. In the first three magazines for each group, there are two common to both groups. These

TABLE VIII

COMPARISON OF MEN AND WOMEN'S LEISURE ACTIVITIES*
NOVEMBER 1-NOVEMBER 14, 1953

Activity	No. Men	Hrs.	No. Women	Hrs.	Activity	No. Men	Hrs.	No. Women	Hrs.
Amateur dramatics	3	30	9	136	Lectures	9	42	60	181
Archery	9	39	0	0	Listening-records	69	291	159	442
Arts and crafts	16	480	96	318	Movies	90	331	270	1085
Automobiling	159	823	264	1661	Museums & galleries	0	0	6	9
Baseball	9	18	9	15	Needlework	0	0	147	616
Basketball	54	231	0	0	Painting	15	45	51	166
Boating	15	60	3	12	Picnics	6	9	24	54
Bowling	24	138	15	57	Playing cards	132	348	183	885
Cabarets	18	55	12	24	Playing mus. inst.	45	303	126	522
Camping	30	495	9	21	Pool or billiards	3	3	0	0
Chess or checkers	15	84	9	24	Pro. courses	18	87	84	945
Cocktail parties	18	60	30	81	Radio	135	1014	318	5758
Concerts	39	96	87	204	Reading, all	219	2985	501	6534
Cooking for fun	21	141	171	822	Resting	69	510	192	1449
Country Club party	12	39	12	39	Roller skating	9	15	3	15
Cultural courses	9	18	33	216	School parties	66	264	105	309
Dancing	54	198	114	585	Sewing	0	0	171	516
Dining-friends	120	577	327	1428	Other hobbies	33	375	39	261
Entertain friends	141	534	315	1764	Conversation	109	732	321	1743
Fishing	33	138	6	18	Visiting friends	99	588	282	1518
Group singing	30	94	63	166	Volleyball	3	3	3	9
Hiking	27	276	27	57	Walking	27	75	108	384
Horseback riding	9	18	3	6	Watching Athletics	90	321	33	99
Hunting	129	1350	39	204	Writing letters	114	207	381	1308

* Golf, handball, ice skating, skiing, swimming, and tennis are not included because of no participation by either men or women.

TABLE IX

COMPARISON OF TEN MOST FREQUENTLY READ MAGAZINES
BY TEACHERS OF NORTHERN MONTANA

Magazines Read by Men	No. Readers	Magazines Read by Women	No. Readers
Life	66	Reader's Digest	123
Saturday Evening Post	48	Saturday Evening Post	96
Time	42	Life	90
Newsweek	33	McCall's	87
Colliers	30	Time	66
Montana Education	27	Ladies Home Journal	60
N. E. A. Journal	27	N. E. A. Journal	57
Reader's Digest	24	Montana Education	51
American	15	Women's Home Companion	48
Sports Afield	9	The Instructor	42

magazines are "Saturday Evening Post" and "Life." In the top ten magazines listed by frequency there are six that are common. The men list two professional magazines. They are the "N. E. A. Journal" and "Montana Education." In addition to these two, the women listed a third, "The Instructor." Other duplications are periodicals of more interest only to the participating sex. Magazine reading occupied the men an average of 5.43 hours per person; the women 5.26 hours per person. Other statistical data covering the remainder of the reading activities of both groups is shown below.

	Men's <u>Average Hours</u>	Women's <u>Average Hours</u>
Books, fiction	5.01	6.83
Books, non-fiction	5.05	5.87
Newspapers	5.13	4.31

The Leading Active Leisure Pastimes of the Groups.

Men listed two active leisure pastimes in the top ten activities, whereas women listed none. The leading activity for men was hunting and it occupied the participants for an average of 14.65 hours per man. This amounted to about 22.2 percent of their leisure on an average. The women listed dancing as their leading active leisure pastime. Where over 50 percent of the men participated in their leading active pastime, only 22.7 percent of the women participated in dancing for approximately 5.13 hours average per person. The following shows the comparison of participants and average hours for dancing,

hunting and camping which were the most frequent active pastimes participated in by both men and women:

	<u>Percent of Men</u>	<u>Average Hours</u>	<u>Percent of Women</u>	<u>Average Hours</u>
Dancing	26.9	3.67	22.7	5.13
Hunting	58.9	14.65	7.8	5.23
Camping	13.7	16.50	1.8	2.33

The table shows that a higher percentage of men participated in dancing as an active pastime than did women. Dancing was not among the leading active pastimes of the men as was true among the women of the survey. Other comparisons can be made by referring again to Table VIII.

Supplementing Income Comparison. In previous chapters, the fact that it is necessary for some of the teachers to supplement their incomes has been pointed out. There are a higher percent of men working than women based on the total of the people surveyed. Table X shows the highest five methods employed for boosting teaching incomes. The top three cases for both men and women are the same. The rank of the cases differ.

TABLE X
COMPARISON OF TOP FIVE METHODS
OF SUPPLEMENTING INCOME

Men		Women	
Methods	No.	Methods	No.
Clerking or selling	27	Husband Farms	45
Farming	21	Husband Works	26
Wife Works	18	Clerking	21
Officiating	7	Private Music Lessons	9
Fed. Crop Ins. Adj.	6	Writing	6
Mechanic	6		
School Bus Driver	6		

Generally, the salaries for men exceeded those of the women, in cases where experience and educational background were the same or nearly the same. The salary bracket for women was \$2,350 - \$4,300; for men it was \$2,700-\$6,500.

Organization Membership Comparison. The percent of men not belonging to any organization is lower than that of the women. There were 19.18 percent of the men who had no membership in organizations, and 22.75 percent of the women had no such membership. These percents are based on the total of men and women responding to the survey. Both men and women who are members of organizations, belong to national or widely known groups. There were only a few cases of local organization memberships. They were saddle clubs, sportsman organizations, square dance clubs, and commercial clubs.

Educational Background Comparison. There need be no comparison between men and women with advanced degrees beyond a Master of Arts or Master of Education. There was no one responding to the survey who had completed education this far. Below are the percent of men and women based on the total answering the questionnaire as to the degree they had attained.

	<u>Percent of Men</u>	<u>Percent of Women</u>
2-year Normal	19.18	56.29
3-year Normal	4.11	9.58
AB., BA., or BS.	51.14	31.14
MA. or ME.	25.57	2.99

The average teaching experience for the women was higher than the average for the men. Women averaged more years in a single system than did the men. A higher percent of men indicated they were working for advanced degrees than did the women. The percent of men working for higher degrees was 32.19; for women it was 18.87. There was a higher percent of men in the secondary field of teaching than there were women.

Comparison of the Marital Status of Men and Women.

This summarization is definitely not intended as a controversy over the stability of the married life of either sex of those participating in the survey. This information could lead to further research on the marital status of other professions. It could point up some facts concerning the status of teachers in various communities. The marital relationships for the men and women of the survey is shown below.

	<u>Men</u>	<u>Percent</u>	<u>Women</u>	<u>Percent</u>
Married	183	83.6	306	61.1
Single	30	13.7	138	27.5
Widowed	0	.0	39	7.7
Divorced	6	2.7	17	3.4
Separated	0	.0	1	.3

Considering the total number surveyed in each group, the women rate higher than the men in divorce. The men rank higher than the women in percent married. This could account for the higher percent of men being involved in supplementing their income. It could also be a pertinent factor involved in a higher percent of men working on

advanced degrees. Additional research might establish these two points as facts.

Summary of the Data on Comparison of Men and Women.

In leisure activities, men and women tend heavily toward a passive type of activity. The women are the dominant leaders in this tendency. Women of this survey tend to place more emphasis on the social activity than do the men in the ten leading leisure pastimes. Social organization memberships are about equal with the men being a little ahead of the women. In supplementing the family income, the men completely over-shadowed the women, because it was more of a necessity for them than in the cases of the women. The leading activity of both shows a very close relationship as to hours spent and literature read. The slight difference could be due to differences in the number surveyed in each group. Both men and women participated in a near equal number of activities, and both omitted some of the activities from their leisure. Both groups eliminated the active type of leisure from their pastimes, with one or two exceptions. In order to compare the specific answers to questions relating to leisure time, the same methods as those used in chapters three and four will be repeated here.

The responses for both groups concerning the question as to whether enough leisure time was had by all are on the following page.

	<u>Men</u>	<u>Women</u>
Yes	108	243
No	102	222
Varies	0	6
No answer	9	30

Responses on the question asking whether limitations placed on their leisure time would cause them to seek other jobs were:

	<u>Men</u>	<u>Women</u>
Yes	57	69
No	156	411
Maybe	0	1
No answer	6	20

Those who did, or did not, budget their leisure time in both groups are shown below.

	<u>Men</u>	<u>Women</u>
Yes	63	132
No	131	342
No answer	9	27

When asked if the community expected them to join various activities that might take away some of their leisure time, the replies for both groups were:

	<u>Men</u>	<u>Women</u>
Yes	60	99
No	132	327
No answer	27	75

From the preceding information of the summary, the following probabilities might be verified as fact by more detailed research: (1) men and women teachers of northern Montana have definite patterns of similarity in the use of leisure time; (2) generally, both groups are, as a majority, satisfied they have sufficient leisure time; (3) it is necessary for a relatively large portion in both groups to supplement their teaching incomes; (4) both men

and women use their leisure time as they wish, in the majority of cases; (5) both groups have a wide variety of interests and abilities that encourage them in their pursuits during leisure periods; (6) generally, both men and women are very active socially.

CHAPTER VI

COMPARISON OF EASTERN AND WESTERN TEACHERS OF NORTHERN MONTANA

Treatment of Data. The results of the survey for this chapter are treated as the results were treated in the previous chapter comparing men's and women's activities. Where it is practical and more descriptive, percentage tables will be used for the purposes of comparisons. Not every activity will be treated in detail. The leading activity for each group will be compared, because all members of the survey participated in each. The leading active pastime will be compared for the purpose of illustrating the amount of participation of both groups concerned. Table XI shows the detailed information of responses and hours spent by both groups on each activity.

Reading of Eastern and Western Teachers. There were 327 teachers who answered the survey from the western division. In the eastern division, 393 teachers answered. Both groups listed reading as their activity consuming most of their leisure, by choice. The average hours spent in reading were quite close considering average hours spent. The eastern teachers spent a total of 5,310 hours reading. The western teachers spent 4,209 hours reading. For the eastern teachers, this was an average of 13.51 hours per teacher. The western teachers spent an average of 12.57 hours per teacher reading. The leisure hours totaled

TABLE XII

COMPARISON OF EASTERN AND WESTERN MONTANA TEACHERS'*
LEISURE TIME ACTIVITIES IN NORTHERN MONTANA

Activity	Eastern		Western		Activity	Eastern		Western	
	Number	Hours Spent	Number	Hours Spent		Number	Hours Spent	Number	Hours Spent
Amateur dramatics	7	101	5	65	Hunting	37	185	131	1369
Archery	5	26	4	13	Lectures	35	222	34	221
Arts and crafts	51	352	61	446	Listening-record	119	413	109	320
Automobiling	201	1178	222	1306	Movies	246	784	214	632
Baseball	12	24	6	9	Museums-gallery	1	2	5	7
Basketball	31	156	23	85	Needlework	76	313	71	103
Boating	4	26	14	46	Painting	33	101	33	110
Bowling	13	82	26	113	Picnics	10	27	20	36
Cabarets	15	52	15	27	Playing cards	208	856	107	377
Camping	7	81	32	425	Play Instrument	93	443	78	372
Chess-checkers	16	81	8	27	Pool-billiards	1	1	2	2
Cocktail parties	39	128	9	13	Pro. courses	52	521	50	511
Concerts	61	129	65	171	Radio	221	3447	232	3325
Conversation	217	1233	213	1242	Reading, all	393	5310	327	4209
Cooking for fun	101	508	91	455	Resting	132	1035	129	924
Country Club party	13	47	11	31	Roller skate	7	19	5	11
Cultural courses	31	187	11	47	School parties	80	247	91	326
Dancing	112	341	56	362	Sewing	95	281	76	235
Dining with friends	225	1118	222	887	Other hobbies	31	293	41	343
Entertain friends	223	1144	233	1154	Visit friends	193	1074	188	1032
Fishing	5	28	34	128	Volleyball	2	2	4	10
Group singing	52	142	41	118	Walking	62	224	73	235
Hiking	7	22	47	311	Watch Athletics	61	219	62	201
Horseback riding	6	6	6	18	Writing letters	253	809	242	716

* Golf, handball, ice skating, skiing, swimming, and tennis were not participated in by either division.

22,681 for the western teachers and 22,342 for the eastern teachers. The average leisure time for the western teachers was 69.36 hours per teacher. The eastern teachers averaged 56.85 hours per teacher. The eastern teacher spent a larger percent of his time reading than the western teacher did. The western teacher spent more time at other activities than did the eastern teacher. Other reading data are shown below according to the average hours spent per person for the survey period.

	<u>East</u>	<u>West</u>
Books, fiction	1.41	1.65
Books, non-fiction	1.52	1.50
Magazines	6.54	6.01
Newspapers	4.04	3.41

The ten leading magazines read by each group are shown in Table XIII in the order of frequency read by each group. The table is distorted, perhaps, because more women responded to the survey in both divisions of the geographic area. In the eastern division, there were 276 women responding, and in the western division, there were 225 women responding. This fact may account for the dominance of women's magazines and the lack of men's magazines. The magazines of common interest are definitely established. The top four magazines for both groups are identical. It was evident eastern women had more interest or knowledge of the professional journal, "The Instructor." The table showing the ten leading magazines read by teachers in each division of northern Montana appears on the following page.

TABLE XIII

THE TEN LEADING MAGAZINES READ BY TEACHERS
OF EACH DIVISION OF NORTHERN MONTANA

Western		Eastern	
Magazine	Responses	Magazine	Responses
1. Life	80	1. Life	90
2. Saturday Evening Post	79	2. Saturday Evening Post	75
3. Reader's Digest	64	3. Reader's Digest	73
4. Time	54	4. Time	54
5. McCall's	51	5. N.E.A. Journal	52
6. N.E.A. Journal	42	6. Montana Education	50
7. Ladies Home Journal	38	7. McCall's	36
8. Montana Education	33	8. The Instructor	28
9. Newsweek	25	9. Women's Home Companion	24
10. Women's Home Companion	24	10. Ladies Home Journal	22

Comparison of Other Activities of Eastern and Western Teachers. The survey groups had nine of the ten leading activities in common. They were: reading, radio, automobiling, conversation, entertaining friends, visiting friends, resting, dining with friends, and writing letters. The western teachers' other activity was an active pastime, hunting, and was ranked third in hours spent. The other activity for the east was playing cards. This activity was ranked ninth in hours spent by the eastern group. The western group of the survey spent more time at outdoor activities and had a larger percent of participation than the eastern group. More western teachers did more fishing, hunting, camping and hiking than did the eastern group. The availability of more desirable resources for these activities, is the probable reason for this. The

activities that none of either group of the survey participated in are noted at the bottom of Table XII.

Methods of Supplementing Income for the Groups. The eastern teachers responding to the survey listed 93 teachers as working at jobs other than teaching. The western teachers listed 132 teachers working at other jobs. There was a commonality between the two groups in the methods employed in supplementing as shown below.

	<u>Eastern</u>	<u>Western</u>
Farming	27	39
Spouse working	19	37
Clerking or selling	11	26

Two "out of the ordinary" methods of supplementing income listed were, clerk of another school district and janitor of another school. The other methods of earning other money were a scattered distribution of seventeen different types of jobs. The fact that a large percent of western teachers must work to earn more money would need more detailed research to determine the reasons. Several assumptions might be made at present; they are: (1) the cost of living is higher in the western area, (2) salaries are lower in the western area, (3) there were more married people with larger families living in the western area. The salary brackets from the eastern teachers range from \$2,600 to \$6,500. The western teachers ranged in salary from \$2,350 to \$6,240.

Social Organization Membership for the Survey Groups. The eastern teachers belonged to more organizations than the

western group. The eastern group also had a larger percent of people belonging to organizations than did the western group. The eastern group had 41 organizations listed that they belonged to. The western teachers listed 33 organizations to which they belonged. There were 17.84 percent of the eastern teachers that did not belong to any organization. There were 23.43 percent of the western teachers that did not belong to any organization. Both groups listed only saddle clubs, sportsman organizations, square dance clubs, and commercial clubs as being the only local organizations to which they belonged. The balance of the organizations they belonged to were nation wide.

Educational Background for the Groups of the Survey.

The average teaching experience for teachers of the western division responding was ten years. The average teaching experience for the teachers of the eastern survey group was 7.8 years. The average age for both groups was 38 years. A higher percent of western teachers indicated that they were working for an advanced degree than did the teachers of the eastern section. The distribution of degrees by percentage in each division is shown below.

	<u>Eastern</u>	<u>Western</u>
2-year Normal	50.64	38.23
3-year Normal	8.15	7.64
AB., BA., or BS.	33.86	40.06
MA., or ME.	7.35	14.07

There was a slightly higher percent of secondary teachers in the western division than there was in the

eastern division, as indicated by responses on the questionnaire. The western division teachers, based on percentages had a slightly higher average than those in the eastern division possessing Bachelor degrees and Master degrees. No attempt was made to differentiate between the types of Bachelor's and Master's degrees held by those responding to the survey.

Comparison of Marital Status of the Groups. The marital status of the western and eastern teachers is shown below. Again in this table, actual numbers involved in the responses are used to present a clearer picture of the comparison. On the basis of total people responding in each division, the following facts may be verified:

(1) there was a higher percent of married teachers in the western division, (2) there was a lower percent of divorced teachers in the western division.

	<u>Eastern</u>	<u>Percent</u>	<u>Western</u>	<u>Percent</u>
Married	230	58.5	259	79.3
Divorced	18	4.6	5	1.5
Single	128	32.6	40	12.2
Widowed	16	4.1	23	7.0
Separated	1	.2	0	.0

Summary of the Data for the Groups. The teachers of the two divisions of the geographical area follow the comparisons between men and women teachers in a general pattern, concerning their leisure pastimes. Each group tended to be passive. The western group had a slight lead in active leisure pastimes. The reading habits of both

were extremely similar as far as the survey could determine. The number of women responding to the survey in each division may have caused the differences in magazine reading as shown in Table XII. The two groups combined participated in a total of 48 activities, which was slightly higher than either the men or the women when considered separately. The leisure activities that were not participated in by either group were mostly of the active variety.

The results for both groups concerning the question as to whether enough leisure time was had by all were:

	<u>Eastern</u>	<u>Western</u>
Yes	246	105
No	116	208
Varies	5	1
No answer	26	13

Responses to the question asking whether limitations placed on their leisure time would cause them to seek other positions were:

	<u>Eastern</u>	<u>Western</u>
Yes	77	49
No	300	267
Maybe	1	0
No answer	15	11

Those who did, or did not, budget leisure time in both groups are shown below.

	<u>Eastern</u>	<u>Western</u>
Yes	113	195
No	259	473
No answer	21	52

When asked if the community expected them to join various activities that might take some of their leisure

time, the replies for both groups were:

	<u>Eastern</u>	<u>Western</u>
Yes	74	85
No	255	204
No answer	64	38

More detailed research on specific problems might verify the assumptions based on the preceding information.

(1) Eastern Montana teachers are as a group more satisfied with their status of leisure, though it is less than those in the western division. (2) Western communities are more demanding on their teachers for leisure time than the eastern communities. (3) The fact that the teachers outlook or demands of their leisure is due largely to personality differences.

CHAPTER VII

REVIEW OF THE STUDY OF THE PROBLEM AND ITS LIMITATIONS

The interest in this problem was the result of inadvertent comparisons of the leisure activities of other teachers. The problem became of more interest when it was discovered that no previous similar study had been made in Montana. Montana presented an excellent setting because of its size and topographical differences. The size of the state alone has made it difficult for teachers, as a group, to conform to any pattern in methods of teaching or even methods of living from day to day. A teacher might be limited in activity by a specific wish of a community, or even part of a community. This study was not designed to discover what a teacher could not do, but rather what they did do during a specific period.

Proceedures of the Study. These data that have been presented were gathered by the questionnaire method of research. This method of research is not considered to be as accurate as other methods, but was the only reasonable means of conducting this study. A total of 1,220 teachers had to be reached in some manner. The distances to be traveled for personal interview practically eliminated any other method for gathering data. The questionnaire was designed to assure teachers responding that they would remain unidentified. The most common criticism of any

questionnaire is that many are never answered and returned. Approximately 59 percent of the returns on this study was received.

Method of Determining Percent and Averages. The arithmetical process of dividing a small unit or related part by the whole unit was used in computation. If, for an example, the average hours for each participant was to be found, the total number of teachers participating in the activity was divided by the total of the responses to the questionnaire. The same method was used in determining percent.

Tabulations of Data. The tabulations were done individually, question by question, activity by activity. Each tabulation was checked and rechecked. The divisions of the geographical area were tabulated separately.

Limitations of the Problem. The questionnaire method employed in this study did not provide for a follow-up of some questionnaires which were not fully completed. These questionnaires had to be deleted from the study. The interview method, where it was employed, enabled explanation that could not be accomplished through the mails. The larger communities did not cooperate as fully as did the smaller communities. This could have had some bearing upon the results of the study completed in this text. The study was limited in time and would not give a

picture as accurate as the same study made over a year's time.

The more personal data that could be gained from another type of study of a similar nature had to be excluded from this problem. At best only the generalities expressed in this text could be true.

CHAPTER VIII

CONCLUSIONS OF THE RESEARCH PROBLEM

Findings of the Study. Montana teachers responding to this study definitely established these facts:

1. Their use of leisure time was generally the same.
2. They have similar reading tastes in magazines and spend a similar amount of time on the various types of reading as defined in the questionnaire.
3. The teachers of the survey generally tend to be passive in their use of leisure time.
4. Most teachers do not budget their leisure time.
5. Most teachers feel that most communities do not demand too much of their leisure time.
6. Many teachers have a felt need for supplementing their income.
7. A vast majority of teachers belong to several organizations thereby assuring themselves of social contacts outside of the school personnel.
8. Montana communities lack many facilities that would afford a still more varied use of leisure time by their teachers.
9. Western Montana had more facilities than eastern Montana that could be used by their respective teachers.

Problems for Further Research. The study brought forth the following needs for further research: (1) Is

there a relationship between teachers salaries and the way they use their leisure time? (2) Are the teachers influenced by their use of leisure in attitudes toward children and other people of the community? (3) Is the teacher that participates in more active leisure pastimes more desirable to the community. (4) Will the advent of television place a marked increase in passive use of leisure time in Montana? (5) How does this geographical division of Montana compare with the rest of the state?

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APPENDIX

QUESTIONNAIRE FOR PROFESSIONAL PAPER

Subject: A Survey of the Leisure Time Activities of Northern Montana Public School Teachers During the Period from November 1 to November 14, 1953, Inclusive

For the purpose of this survey, leisure time will be defined as that time which is not directly related to school work or your contracted job. The time for the survey is to run from 8 a.m. November 1, 1953 to 12 midnight November 14, 1953, inclusive.

Please check in the space which applies to you. Feel free to answer without reservation because there will be no attempt made to identify you, your school or your community.

Age _____ Male _____ Female _____
Married _____ Divorced _____ Single _____
Children _____ Other dependents _____
How many years have you taught _____
Elementary _____ Grade _____
Secondary _____ Teaching field _____
Years taught in present system _____
Approximate total enrollment, both elementary and secondary, of the school system in which you teach. _____
Salary _____

Degree Held: 2 year Normal _____
AB., BA., or BS. _____
MA. or ME. _____
Ph. D. _____

Organizations or auxiliaries you belong to:
Eastern Star _____ Commercial Club _____ Lions _____
Masons _____ Rotary _____ Moose _____
B.P.O.E. _____ Church Groups _____ Jay Cees _____
V.F.W. _____ American Legion _____ Kiwanis _____
Others _____

Circle correct answer.

- 1. Do you take active part in your organization's activities? Yes--No
2. Does your community expect you as a teacher to join one of these groups? Yes--No

3. Do you assist in any way with a youth group? Yes--No
If so, what group? _____
4. Do you supplement your teacher income during the
school year? Yes--No
If so, in what manner? _____
5. Does your community have a theatre? Yes--No
6. Does your community have a public library? Yes--No
7. Do you budget your leisure time? Yes--No
8. Do you feel you have sufficient leisure time? Yes--No
9. Would you change jobs because of the limitations your
community might place on your use of leisure
time? Yes--No
10. Please give an approximation of the hours you have for
leisure time during the two week period of this
survey. _____

Please make any additions or comments on back of page.

Please place the number of hours you spent in each of
the following activities as a use of your leisure time
during the two week period of this survey. If you spent no
hours please indicate so.

Amateur dramatics- - - - -	_____	Lectures- - - - -	_____
Archery- - - - -	_____	Listening to records-	_____
Arts and crafts- - - - -	_____	Movies- - - - -	_____
Automobiling - - - - -	_____	Museums or art	_____
Baseball - - - - -	_____	galleries - - - - -	_____
Basketball - - - - -	_____	Needlework- - - - -	_____
Boating- - - - -	_____	Painting- - - - -	_____
Bowling- - - - -	_____	Picnics - - - - -	_____
Cabarets - - - - -	_____	Playing cards - - - -	_____
Camping- - - - -	_____	Playing musical - - -	_____
Chess or checkers- - - -	_____	instruments - - - -	_____
Cocktail parties - - - -	_____	Pool or billiards - -	_____
Concerts - - - - -	_____	Professional courses-	_____
Cooking for fun- - - - -	_____	Radio - - - - -	_____
Country Club parties - -	_____	Reading books, fiction	_____
Conversation - - - - -	_____	Reading books,	_____
Cultural courses - - - -	_____	non-fiction - - - -	_____
Dancing- - - - -	_____	Reading magazines - -	_____
Dining with friends- - -	_____	Specify:	_____
Entertaining friends - -	_____		
Fishing- - - - -	_____		
Golf - - - - -	_____		
Group singing- - - - -	_____	Reading newspapers- -	_____
Handball - - - - -	_____	Resting - - - - -	_____
Hiking - - - - -	_____	Roller skating- - - -	_____
Horseback riding - - - -	_____	School parties- - - -	_____
Hunting- - - - -	_____	Sewing- - - - -	_____
Ice skating- - - - -	_____	Skiing- - - - -	_____

Other hobbies- - - - -	_____	Tennis- - - - -	_____
Specify:		Visiting friends- - -	_____
		Volleyball- - - - -	_____
		Walking - - - - -	_____
		Watching athletics- -	_____
Swimming - - - - -	_____	Writing letters- - -	_____