A SOCIOLOGICAL ANALYSIS OF THE BYRON COMMUNITY

Thesis for the Degree of M. S.

Glenn H. Burt

1929

Byron, Mich. - Social
Stat. tests
Social surveys

A SOCIOLOGICAL ANALYSIS OF THE BYRON COMMUNITY

A Thesis Presented for the
Degree of Master of Science

By

Glenn H. Burt B. Sc. in Agri.

THE MICHIGAN STATE COLLEGE
1929

Approved By:

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Head of Dept.

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Chairman of Committee

THESIS

ACKNOWLEDGMENTS

This study could hardly have been made without the many helpful suggestions received from numerous sources. Many suggestions were freely given by several professors of the Department of Sociology of The Michigan State College. The writer is particularly indebted to his professor, Dr. Mumford, whose interest, criticisms, and kind suggestions have been an invaluable help and stimulus. He is also indebted to his students of the Byron High School who have assisted in securing data and information in the community.

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THE PURPOSE OF THE STUDY

For several years the rural community of Byron has been the object of an interesting study. Desire to work out a better community program has led to the making of surveys and an analysis of the groups contributing to the development of such a program. The purpose of this thesis is to find the sociological factors, past and present, which have contributed or are now contributing to the activities and achievements of the community. Such study of a single community may not in itself solve any of the perplexing social problems facing our rural communities; but we do hope to contribute a little more to the fund of knowledge already available and to suggest some tendencies which seem significant.

1. To what extent have the pioneer settlers, with their various customs, traditions, and institutions, created and produced leaders in new customs, traditions, and institutions of the present period? In other words to what extent do influences, standards, and achievements of the pioneers as represented in family and other types of group contributors, influence the activities and achievements of their descendants?

2. What are the other factors which create a community and hold its members together?

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2. What are the other factors which create a community and hold its members together?

3. What effect does the active participation on the part of individuals of the community have on the participants in making them better educated, and more stable citizens? What effect does the participation or lack of it have upon the group life of the community including its various organizations and institutions?

4. Do communities prosper through the common interests and cooperation of the various groups of which they are composed?

5. What changes should be made or what community program is necessary that rural folk may have a higher standard of living?

The historical data has been included not merely because of its own intrinsic interest but rather because through the continuity of group life this historical material is a very real and definite part of the present situation. This means that to understand the community as it is now functioning it is necessary to know the contributing and conditioning factors of its past life.

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Part I

Description of Area Studied

The Byron community comprises the greater part of the township of Burns which is the southeast township of Shiawassee County in the state of Michigan. It includes the village of Byron with about four hundred inhabitants and the surrounding farms with a population of approximately the same number of people giving a total population for the community of about eight hundred.

Burns township is described as township five north, and range four west, and is bounded on the north by Vernon township, on the east by Genesee County, on the south by Livingston County, and on the west by Antrim township.

The surface though in places level and inclined to be wet and swampy, is generally undulating and well drained by the Shiawasse River and its branches, as well as by several artificial water ways. The stream known as the East Branch unites with the Shiawassee River at a point in the east central part of the township. This union furnished an excellent water power, which fact determined the site of a village to be named Byron. There are two small lakes in the township, both of which have outlets that unite and flow into the river. The soil is a fertile sandy loam and ranks well with that of other townships of Shiawassee County. General crop and stock farming predominate in the community although

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there are a few dairy and poultry farms. The main cash crops are beans, wheat, and live stock.

Historical Background

The name of the first white man who came to Burns township, of whom there is any record is that of Whitmore Knaggs who opened a trading station at what is now known as Knaggs' Bridge. Mr. Knaggs came here as early as 1820. He was succeeded by the traders, Grant, Godfrey, and John Knaggs of whom the last mentioned (a son of Whitmore Knaggs) commenced trading on the Indian Reservation in 1832.[1]

Early Social Groups

The Village of Byron: The first man, of whom we have knowledge, to have settled in what is now the village of Byron was Judge Samuel Dexter. He came from Washtenaw County in 1824, through the wilderness, over a crooked Indian trail and located on adjacent quarters of sections 13, 14, 23, and 24 on July 13th of that year. The patent conveying the same to him is dated October 20, 1824. Here, at the junction of the Shiawassee River with its East Branch, he found fine timber, good soil, and everything needed by man. The

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1. Until Sept. 1850, parts of sections 5, 7, 8 and all of section 6 were held as an Indian Reservation; which was granted to the Shiawassee Chippewas in the Saginaw treaty of Sept. 1819 and named the Reservation of Kechewondaugoning. See Map No. 1, in cover.

MAP NO. 1

Burns Township 1859

(In Cover)

Indians had named the river Shiawassee, meaning rolling, sparkling water.

Judge Dexter thought this place, with water power available, would become a large business center, the county seat, and perhaps the capitol of the state. In 1836, Byron was indicated by a dot on the territorial map,[2] although all there was of the place at this date was a grist mill, and two log cabins occupied by the families of Judge Dexter and his brother-in-law Major T. J. Provost.

On the 21st of June 1836, Judge Dexter sold the lands above mentioned to his brother-in-law, Major T. J. Provost, C. Smith, P.L. Smith, and S. S. Derby who formed as association usually known as the Byron Company.[3] On the 28th of August of the same year Wallace Goodin became one of the firm by purchasing a one fifth interest in the undivided lands of the company.

April 28, 1837, the plat of the village was recorded. Sometime before this date three more families had joined the settlement, a Mr. Derby and two men named Smith, with their families. These pioneers built a new dam on the east branch of the river for power and added a saw mill to the enterprise. This business did not prosper and was sold to Bowman Dennis,

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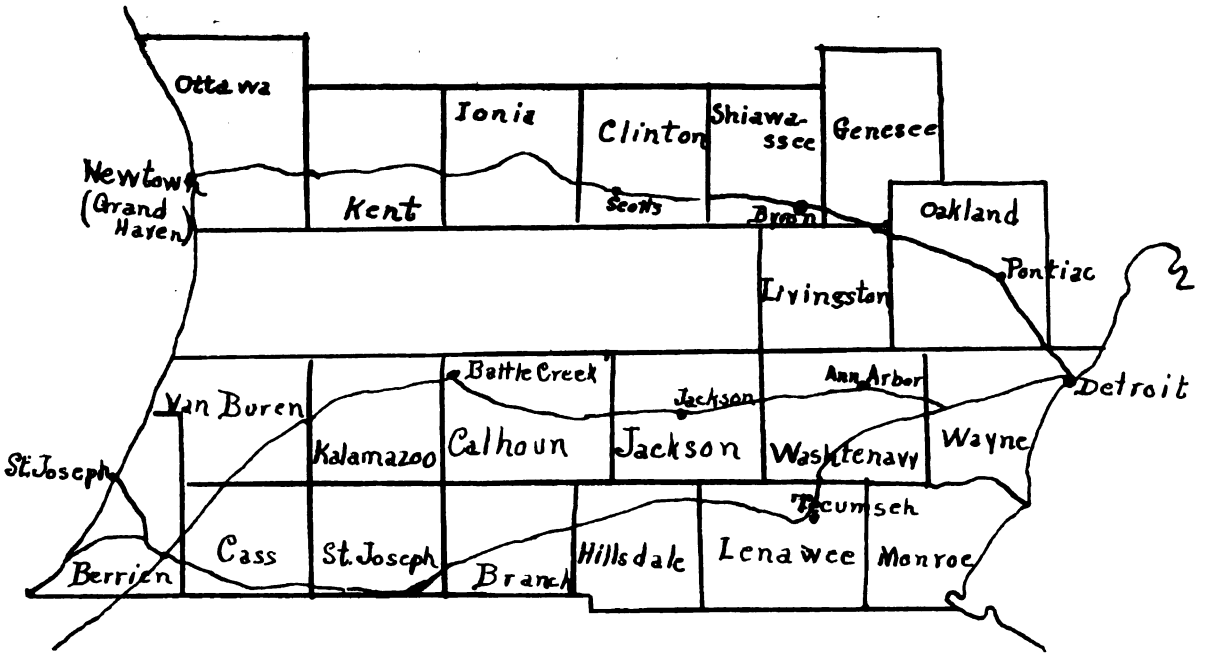
2. Territorial Road Map No. 2, opposite page 13.
3. There are no records or any information available as to how the Byron Company chose its name.

MAP NO II.



Drawn from
Territorial Road Map
of 1828.

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Cemetery

S. R. Kelsey, and C. T. Allen. The new company improved the mills, strengenthed the dam, built homes, and did business for a long period.

Mr. Dennis was from Boston, always wore a silk hat, carried a cane and never lost the Bostonian air or courtesies. His two daughters, Mrs. E. A. Sheldon and Mrs. J. W. Williams, had been educated in the east. They brought refinement and culture, quite unknown to the rural settlement.

Mr. Kelsey became Judge of Probate in after years and moved to Corunna.

Mr. Allen built the home where Harmon Meiers now lives, at that time the best in the village and which has since been owned by L. T. Roberts and family, Isaac Middlesworth and family, E. A. Sheldon, and Martin Comstock.

Major Provost, brother-in-law of Judge Dexter, was the moving spirit of the enterprise. He came from New York to Washtenaw County, Michigan where he married a daughter of Judge Boyden, a pioneer of that county, after whom the locality of Boydens Plains was named. Mr. Provost came to Byron bringing his wife and three children in 1836. He built the log house later owned by George Buel. Mr. Provost's eldest daughter married Capt. David Royce, who was killed in the "Battle of Falling Waters." In the Byron cemetery near the bank of the river stands a small monument in memory of Theodore H., son of F. H. and M. A. Provost, who died March 17, 1837. It dates the first death recorded in the cemetery of Byron. Major Provost left for California in

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1850. His eldest daughter became the wife of Capt. David Royce for whom the local G. A. R. Post is named.

Judge Dexter returned to Washtenaw County, became wealthy, and the village of Dexter is named in his honor. The old colonial mansion in Dexter stands today, a monument to his love of a good home.

Early Settlers Massacred

One of the Smiths, Pierpont Lee Smith, who was one of the Byron Company, came to Byron about 1826. He and his wife and two sons were the only ones whose lives were saved at the time of the Indian raid. The story of this, written by Miss Nona E. Smith, grand daughter of Pierpont Lee Smith, and now living in Burvill, Morgan County, Tennessee, is as follows:

"My grandfather, Pierpont Lee Smith, came to Byron in its very early days, probably about 1826, as he was one of the first settlers in that place. He had a water grist-mill. He brought his wife and two small boys from New York City. My Grandmother's maiden name was Maria Letitia DeGarmo. The only playmates my uncles had were the Chipewas Indian children as their tribe lived nearby.

"An Indian chief while riding his pony by my grandfather's house, was seriously wounded by an enemy and fell from his horse. My grandfather carried him in,

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dressed his wound, put a tent in the yard for him, as he would not stay in the house, and cared for him many days, until he was able to return to camp. A few months later an Indian entered the kitchen of a white man in the settlement and asked for bread. The lady replied that she had none. The Indian said, 'White Squaw lie' and opened the door of the 'Dutch oven' took out a loaf of fresh baked bread. Just at this time the husband entered, saw what was transpiring, took his gun down, and shot and killed the Indian. The tribe demanded that the whites give up the murdered man, which they refused to do. Then the Indians said that unless he was given up by sunrise of the next day, a wholesale massacre would take place. The whites still refused to give the man up, and a swift runner was dispatched to Detroit, the nearest fort, for troops to come and save them. The Indians however, did not wait for sunrise but began their attack in the night. My grandfather, hearing the shots and screams, took his gun and tried to run out to the defense of his friends and neighbors, only to find an armed Indian standing guard at the door. He tried the other door with the same discovery, and soon found that his house was surrounded by Indians who would not let him out. The Indian chief, whose life he had saved some months before, had placed this guard there with orders to protect that man and his family, and not let him go outside. The troops arrived at sunrise only to find Byron in ruins and my grandfather and his family the only

survivors.

"My father who diedlast year at the age of eighty one, would have been able to give you many interesting stories of those early days, as related by his father, if he were living. My grandfather later moved to Marion township, on what is now the Ruttman farm near the Stone schoolhouse. He lived to be eighty two years old, and died in 1887. Of his family of eight children only one is left, Mrs. Chas. Cox of Howell. My brother, Gus Smith of Marion township, and my sister and myself in Tennessee, are the only grand children."

In January 1837, Joseph Layton, a blacksmith, came to the village. The company offered him two lots in a good location and lumber for a shop as an inducement to settle here. Mr. Layton accepted and moved his family from Washtenaw County in May of the same year. He built the first frame building of the village which was occupied later by Dr. F. E. Sluth. Mr. Layton built the first blacksmith shop of the village.

The village did not grow as rapidly as the founders expected. The formation of new counties from the territory of the Shiawassee ruined the prospect of the projected village. To use the expression of an old settler, Byron "was't one side." The water power and splendid farm land could not over balance this disadvantage. After years of work, the Byron Company was poorer in many ways than when they platted the village. In 1840 Byron contained but five families.

Business

In 1842 Dennis and Kelsey, who purchased the mill and water right of the Byron Company, began operation which contributed a great deal to the village. They built the first flour mill which was completed in 1843 and continued to do business until 1858. The interest of Mr. Dennis was purchased by Owen Goodspeed and the building burned later in the year. A carding mill had been erected by F. J. Provost near the flour mill which also burned at that time. Another was built in the same place and was later turned into a plaster mill, but not proving a success it was soon left to decay.

As has been stated the first merchant was Holden White. He continued in business until 1846 when he went east and remained there. In 1843, Nicholas Gulick came to the village to work in Mr. White's store. He soon bought a stock of goods and branched into the millinery and groceries in connection with dry goods and occupied three store rooms. Jabez Close was a successful merchant, wool and grain buyer, followed by his son W. F. and he in turn by his son, Fred, who is living near here now. J. B. Whitney operated a foundry. Byron Rossiter was his able assistant. A Mr. Sutherland was an attorney-at-law and kept a toy and notion store. Mrs. Sutherland made hoop-skirts and bustles to order. Dad Elliot was s shoemaker; Charles Lemon was a dry goods merchant; H. L. Cook was a hardware dealer. E. B. Welch and Norman Leland were partners in the drug business in the first brick block

built in Byron. Frank Van Tyle and Orville Fuller also sold drugs.

Owen Knapp was a pioneer cabinet maker and undertaker. He made the coffins of black walnut, first going to the home of the deceased and taking measurements. Frank Savage succeeded Mr. Knapp in the undertaking business and his son-in-law, Herbert Whitehead, is now doing this service in the village.

The first physician who located in Byron was Dr. Abner Sears. He came in 1838 and died soon afterwards. Dr. Henry Rowland came in 1841. He afterward married a daughter of Robert Crawford. Dr. Rowland died in 1850. Doctors Guthrie, Webster, Sluth, Austin, Fox, Colwell, Stevens, Knapp, Seymour, Ruggles, Orr, and Robert Fox have been practicing physicians in Byron since that time.

Hotels: The first tavern was erected near the mills on the spot where Mr. Wenk has his new home. It was intended for a boarding house for the mill hands. When Mr. Sadler took possession of this cabin he hung out a sign "Cottage Inn", which continued until 1847.

In 1841 Wallace Goodin put up a small building which he named the "Byron Hotel," where Mr. Chapel and family now live. Mr. Goodin sold it to Freeborn Joslin and it was afterwards bought and enlarged by Harvey Lee, later by Uncle Billy Smith. The last landlord was Andrew Williams. The building was burned in 1848.

Ferdinand Downer, in 1860, built another public house on the east side of the street where the Community

Hall now stands. This was called the Eagle Hotel.

Communication and Transportation

In May 1837 the minutes of the road from Genesee County, entering Burns just south of the East Branch of the Shiawassee River, were entered on the records of the township. It was located a few days previous as was also the river road leading north west from Byron. In the same month the road leading north from Livingston County, passing the residence of Thomas P. Green on Section 32, to the N. W. corner of the township was established. On the ninth of August, the east and west road passing the Moss Hotel and the Chaffee school house, was established. Then the one passing the school District No. 8, and the residence of Isaac S. Barnum was located. These roads were laid out by Thomas Green, Wallace Goodin, and Rufus C. Rathburn, commissioners of highways. In 1840 the State Road from Byron to Owosso was established. A map of the township published in 1858[a] illustrates the roads at that date. Several plank road companies promised to build in Shiawassee County but all failed. All freight and mail came to Gaines[4] and was hauled across the five miles of poor roads, two miles west on the town line and three miles south to Byron. There were several men whose business was teaming. Mosley Royce and Mr. Miner were professional teamsters who made two trips to Gaines per day, rain or shine.

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a. See Map No. 1, in cover.
4. See Map No. 4, in cover.

Post Office and Weekly Mail: A letter from New York cost twenty five cents. Major Provost was the first post-master, in 1840. Prior to this date the mail was brought from Holly, but not at regular intervals. At first the mail was carried on horse back but in June a stage line was established from Pontiac to Ionia, by which the mail was brought to Byron. Major Provost was succeeded by Holden White who came to Byron in 1842. Mr. White opened the first general store in the village. Soon afterward Mr. White was followed as post-master by George C. Holmes, Nicholas Gulick, G. C. Royce, E. Lemon, F. E. Sleeth.

Railroads: No railroad company saw fit to build through this section in an early day. This injured every branch of business and slowly the dirrerent firms moved to more advantageous locations.

Before 1850 the Detroit and Milwaukee railroad was laid five miles north east of Byron. A stake was set and a side track built, after which the village of Gaines sprang into existence. It was the first intention of the company to build through Byron. The people of the village felt so sure that the road would have to be built through the place that they asked an unreasonably high price for the right-of-way; the result being that the railroad was built to the east bringing into existence later the village of Durand and at the same time blasting all hopes of Byron ever becoming a city.

Next came the Detroit, Howell and Linsing road,

drawing largely from the patronage to the south and southwest of this place breaking up our wool and grain market.

The Chicago and Lake Huron railroad was completed in 1876 and an agent appointed at Durand in that year. With the building of this road, Bancroft, seven miles to the north and west and Durand eight miles north of Byron began to win their share of Byron's trading area.

The Ann Arbor railraod was built through Byron in 1885. The citizens of Byron saw the previous mistake and pledged a bonus of $15,000 and the right of way for this road, but it was too late to make Byron the center it should have been.

Byron Newspaper: The first newspaper of Byron was published weekly, by James Sleeth, editor and owner, and was called the "Byron Herald." The first issue appeared Nov. 6, 1885. The publisher was a man of broad interests as the following advertisements taken from Volume I, Number I of the Herald indicates:

"James Sleeth

Attorney-at-law, Solicitor in Chancery, Justice of the Peace, and Notary Public.

Office at Herald Office

Byron, Michigan."

From 1885 until his death the Herald appeared every week. William McDonald, a son-in-law, carried on the work for some years later. Then the paper was discontinued. Since that time Byron has been without a newspaper.

The Township Organized

Burns was organized as a separate township with its present name and limits by an act of the Legislature of Michigan approved March 11, 1837, which also directed the first meeting of the electors to be held at the office of the Byron Company (which was in the house of James Provost). On the third day of April 1837 the meeting was called with the following named electors present:

Ezra D. Barnes	Francis J. Provost
Thomas P. Green	Robert Crawford
Amos Foster	John Burgess
Peter Kanouse	Wallace Goodwin
Rufus C. Rathburn	Alonzo Woods

All the voters who attended this meeting received one or more offices. Francis J. Provost was elected to four offices, Thomas P. Green and Ezra D. Barnes each to three, while several received two offices each.

In 1838 the township board voted to pay fifty dollars for building a bridge across the Shiawassee River. This was the first bridge constructed by the township. It crossed the River on the Reservation in the N. W. corner of the township near the cabin of John Knaggs, from which it later got its name. It lasted only a short time.

April 3, 1843 the township voted to raise $100 to build a bridge across the river at Byron. This was to be on the road leading west of Byron below the Byron Hotel. Later this was replaced by an iron bridge which cost $1500. At

the present time a bridge is being constructed on the same spot at a cost of $75,000.

The following statement shows the total amount levied for various purposes for the year 1860, not including school tax:

1860

State tax	$212.22
County tax	1168.18
Township tax	690.00
Highway tax	72.28
Miscellaneous	684.19
Total	$2826.87

It may be of interest to compare this with the amount levied in 1928 which is as follows:

1928

State tax	$4631.98
County tax	$10366.49
County raod tax apportioned	2413.44
County raod at large	6752.63
Reassessed taxes	659.68
Drain tax apportioned	1111.76
Drain tax at large	261.57
Township contingent tax	1200.00
Highway imp. tax	4000.00
Road repair tax	1000.00
Town hall tax	1200.00
School taxes	17000.57
Redmond road	500.00
Excess of roll	142.94
Total	$51241.06
Tax rate per thousand valuation	29.00

The following are names of some township offices with dates of their term of office:

Date	Supervisors	Township Clerks	Treasurers
1837	E. D. Barnes	F. J. Provost	Remah Cole
1838	F. J. Provost	A. C. Foster	Remah Cole
1839	E. D. Barnes	P. L. Smith	Remah Cole
1840	F. J. Provost	R. C. Crawford	Remah Cole
1841	E. D. Barnes	H. Rowland	Henry Wiltsie
1842	J. K. Tyler	H. Rowland	W. H. Chaffee
1843	J. K. Tyler	H. White	W. H. Chaffee
1844	J. K. Tyler	H. White	W. H. Chaffee
1845	S. R. Kelsey	W. W. Kelsey	H. White
1846	Nicholas Gulick	H. White	H. Rowland
1847	Nicholas Gulick	F. G. Lee	Roger Haviland
1848	Nicholas Gulick	F. G. Lee	J. W. Wendell
1849	B. W. Dennis	G. C. Holmes	J. W. Wendell
1850	S. R. Kelsey	H. L. Drake	Roger Haviland

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1870	Roger Haviland	N. P. Leland	A.J. Cole
1872	Roger Haviland	Nicholas Gulick	John Kitson
1874	T. M. Euler	Gilbert S. Lewis	John Kitson
1876	N. K. Potter	Gilbert S. Lewis	John Kitson
1878	T. M. Euler	Gilbert S. Lewis	G. H. Eddy
1880	N. K. Potter	Gilbert S. Lewis	H. L. Cook

Population Change: The following table shows the population change in Burns township and village and adjoining towns, and villages from 1850 or date of incorporation to 1920.[b]

Table Number I

Population Change

	Villages			Townships			
Date	Byron	Gaines	Bancroft	Burns	Gaines	Antrim	Cohoctah
1845				488	156	167	418
1850				717	286	282	544
1860				1065	760	895	857
1870				1557	1316	992	1176
1880	355	344		1576	1782	1190	1276
1890	413	304		1467	1735	992	1286
1900	432	240	528	1563	1619	1287	1340
1910	427	238	543	1332	1467	1031	1152

The above table shows a general decline in population of these communities during a period of years. The adjacent towhships and villages indicate the same trend as that of Burns township and the village of Byron.

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b. The table was compiled from figures in the U. S. Census reports.

Village Incorporation: The village of Byron was incorporated April 1, 1873. The first election was held on the eighth day of the same month, the following officers being elected:

President---------- --Charles H. Lemon

Recorder----------James Sleeth

Assessor---------- --Jabez Close

Marshal----------D. M. Tallman

Trustees----------Chauncey Wells

Wellman F. Close

Orlando Lee

A. B. Welch

Adam Betterly

Isaac Barnum

Social Life

Mrs. Della M. Tubbs of Howell, Michigan formerly a Byron girl, in an article which she read at the occasion of Byron's Centennial Oct. 16th and 17th, 1925, spoke regarding the Eagle Hotel and the social life of Byron as follows:

"This building contained all the accessories that the times required___ a ball room for dancing and home talent shows. Once in a while a donation was held in this hall for the ministers whose contract included a donation with his salary. There was a large dining room on the first floor and a bar in the basement where men quenched their thirst.....

"Of the dances in the '70's and early '80's I have a fond recollection. They started in early and the musicians never stopped playing until morning. At midnight a supper was served that would astonish the young people of today, and would certainly be called 'some feed'. Those were wonderful times. Long cold rides with horses and sleighs were enjoyed. The dances were money-musk, quadrilles, heel and toe polkas, Virginia reel, Scottische, ripple, and others. Not many waltzed in those days. Frank Roberts, violinist, a picola player, and an organist, and sometimes a dulcimer made the finest harmony in the world. We fortunate ones, who took part in these pleasures, wonder if the 'fox trotters' get as much real fun out of dancing as we did.

"There were many would-be Jeffersons, Barretts, Booths, Bernharts, and Jenny Linds in the casts of the home dramatics and no doubt if the authors could have been present they would have enjoyed the plots and acting, called it good work and not have recognized the play as anything they had ever heard of."

Rise of Neighborhoods

The year 1836 marked the immigration of farmers into the township. They settled in more or less clusters forming the basis of at least three distinct neighborhoods at this time.

Chaffee Neighborhood: The following families who came to Burns township located in the south central portion;

Ezra D. Barnes,[5] Tioga County, New York, came to Burns in April 1836 and settled on Section 34. He brought a wife and two boys, one of whom was killed later by falling from a fence.

In the spring of 1836 Dyer Rathburn with his wife and seven children reached the township and located in the S. E. quarter of Section 20. With the helpof Rufus, his eldest son, he built a cabin which was afterwards used as a tavern. Mr. Rathburn brought two yoke of oxen and a span of horses with wagon, implements, and household goods. He sowed wheat that fall and planted corn the following spring.

In March 1836 Robert Crawford came here and located on the south side of the river on Section 15. Mr Crawford came from Oakland County, Michigan, moving there in 1826 from Canada. He moved to Canada from New York in 1820. As soon as his cabin was completed Joseph Leonard, his son-in-law, with his wife came to the new home of their father. Her younger brother and sister came at the same time and the rest of the family came in June.

The first knowledge any of the three above mentioned families had of each other or the location of their homes was brought about accidently. The Rathburn family heard a rooster crow one morning to the north and east of them. They knew there must be a white family living in that direction and setting out to look them up, found the Crawford family comfortably located in their cabin. Probably before this incident

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5. The geneaology of those pioneer families who have continued in the community to the persent time is given at the close of the topic. See page 44.

Mr. Rathburn and his son, Rufus, were exploring on the west side of what is now Kanouse Lake. One motioned to the others to come around the lake and on meeting found Mr. Barnes. They were each just building their cabins at the time, and their meeting resulted in exchanging work in completing their homes.

The first white child born in the township was Adelaide Crawford, the daughter of Mr. and Mrs. Robert Crawford, on Nov. 2, 1836. Wallace Goodwin, who with F. J. Provost was trying to make a city of Byron deeded this child (in commeration of the event) two lots which were later owned by Nicholas Gulick. She became the wife of Rev. Sprague, a Methodist minister, who later moved to Galesburg, Kalamazoo County, Michigan.

The next settler was John Burgess who located on the south west quarter of Section 23. He brought a wife and daughter named Lauretta. After building a log house he sold to Capt. John Laurie, and then located on a part of the farm now owned by Mrs. Seward Chaffee. Mrs. Burgess died soon after and was buried on this farm.

John B. Barnum, who in June, 1836, settled on the N. W. quarter of Section 28, was probably the next settler. He built a log house and after about a year and a half traded it to Wm. Baulch for part of the S. W. quarter of Section 26. The first farm located by Mr. Barnum was purchased by S. S. Wiltsie in 1843. He had a wife and four children and

a half brother known as "Uncle Tommy." John B. Barnum died Feb. 5, 1865. His wife, Urena, died May 24, 1848. His second wife died in Feb. 1880. His son, Isaac S. Barnum, married Amelia, daughter of Robert Crawford. They lived on Section 26 near the sight of the old homestead.

Peter Aanouse came to Burns in the summer on 1836. He was a blacksmith and brought a kit of tools with him. He settled on the south line of Section 27 and was soon ready for business. His was the first blacksmith shop in the township. The next one was started at Byron by Joseph Layton. The blacksmith shop was no doubt the first business enterprise in this neighborhood which helped to develop a neighborhood consciousness.

Amos Foster located forty acres in Section 22 in May 1836. Mr. Foster acted as guide to numerous land seekers who at that time began to flock into the township. He built a log cabin in which Wm. Chaffee is supposed to have taught the first school in the township in the winter of 1838-1839, while Mr. and Mrs. Foster were absent on a trip to the East.

In the summer of 1836 William Chaffee located the South half of Section 22. The first school[6] in the township was built on this farm and was taught by William Chaffee.

With the establishment of this institution which was known as the Chaffee School the boundaries of the

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6. See Early Schools in the Township, page 77.

neighborhood became well fixed and the foundation was laid for educational and social groups. Out of this interdependence of neighbors we have the rise of what has always been known as the Chaffee neighborhood.

The following family names whose families settled later and contributed to the building of this neighborhood are: Wiltsie, Foster, Barnum, Wolcott, Eddy, Joslin, Arthur, Rorabacher, Steffey, and Swick. The social life will be discussed later in connection with the social life in the neighborhoods.[7]

The Green's Corners Neighborhood: Thomas P. Green came in August, 1836 after a trip of twenty one days. Mr. Green was born in the state of Connecticutt in August 1805. The family moved to New York in 1807. On March 25, 1829 he married Ann Sprague who was born in New York May 7, 1807. On their way to Burns, he stopped in Livingston County where he met D. F. Rockwell, who located land in Burns on Sections 32 and 33. Of him, Mr. Green bought one hundred acres. The Green Corners Church, which is still standing, was built on the corner of his farm. A school named in his honor is now located across from his farm in Livingston County. This no doubt was the second neighborhood in the community.

Mr. Green helped locate many of the first roads in the southern part of the county. The Indians called him "Che-Chemokeman" meaning "Big White Man." At this time it was necessary for him to go three miles beyond Brighton---

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7. See page 37.

a distance of thirty miles, to mill. The nearest post office was at Howell, fifteen miles away. At the first town meeting Mr. Green was elected Justice of the Peace, Assessor, and Commissioner of Highways. In politics he was Republican.

Among the earlier settlers, Nicholas Braden who came in 1836, should be included. He was born in Germany, lived in England then in New York. From there he came to Michigan. He bought the northwest quarter of Section 32, built a cabin, lived there for eighteen months, and shook with the ague the most of the time. One day while he was sick, an Indian came and sat down near the house. Mr. Braden, hearing the dogs bark, looked out of the window. The Indian said;

"Sick?"

Mr. Braden replied in the affirmative.

"No squaw?", asked the Indian.

Mr. Braden said that he had none.

This, to the Indian, was an extreme misfortune, and he went away groaning in sympathy.

The name of Peter Kanouse[8] should be mentioned as one of the pioneers of this neighborhood, although he is mentioned as owning the first blacksmith shop in the Chaffee neighborhood. With the formation of school districts his land was located in the Green's Corners District, which factor no doubt caused the Kanouse family to form their neighborhood associations in the Green's Corners territory. Mr. Kanouse's shop served for both neighborhoods due to the fact that it was located near the boundary between the two.

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8. See page 52.

No doubt it was through the influence of the families mentioned above that the Green's Corners neighbors came to have an interdependence which created this neighborhood.

The church and the school which were established through the influence of these families were instituions around which the neighborhood consciousness developed and carried on inter-relationships with other neighborhoods.

Other families whose names should be mentioned as contributing to the neighborhood life are: Gulick, Rathburn, Watts, Wixom, and Fuller.

North Ireland Neighborhood: The northern part of the township which was afterward called North Ireland, was first settled by Daniel Kitson, who was a shoemaker by trade. He located the S. E. quarter of Section 11. The south west quarter of Section 11 was entered by Roger Haviland in 1838. Mr. Haviland was born in Londonberry, Ireland, Dec. 12, 1812. His brother, Bernard, was born in the same place Feb. 2, 1808. They were both apprenticed to a shoemaker and served seven years at the trade. They came to Philadelphia in Oct. 1833, from there they moved to Canada and remained two years. They came to Washtenaw County in April, 1836. In the fall they sold their farm there and came to Burns. Roger Haviland married Miss Catherine Perry from Connecticut Feb. 16, 1837. Her parents, both of whom were natives of Ireland, moved to Michigan in 1832.

Mr. and Mrs. Haviland had no children of their own, but five orphan children have borne their name by adoption.

Mrs. Frank Sheldon and Mrs. Robert Cummins were the two adopted daughters and are still living in the township. Later Mr. Haviland had large business interests in Corunna, being president of the First National Bank of that place, and president of the Mutual Fire Insurance Company of Shiawassee County.

The name "North Ireland" was given that section of the township due to the fact that so many of the early settlers were of Irish descent. The Kitsons, Wellmans, Runyans, Hunts, Cummins, McKinneys, O'Kiefs, McCaughnas, Shonts, Badgeros, McDonalds are the families that comprised the group.

Through the leadership of Mr. Haviland a school[9] was built on his farm, he being the first member of the board of education. The school was the only institution in this neighborhood. It was through the school that social consciousness in a group manifested itself and determined the physical and social boundaries of the neighborhood.

Neighborhoods of Later Date

The Knaggs Bridge Neighborhood: Although Whitmore Knaggs established a trading post in the N. W. part of the township as early as 1820,[10] the formation of a neighborhood came later. It was nearly twenty years afterward (when a dam was built which furnished water power for a grist mill and later a carding mill) that the neighborhood was formed. The school district was formed and a school was started at

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9. District No. 1, see Early School on page 78.
10. See page 11.

at Knaggs' Bridge about 1840 (the records are not available to give the exact date.) A store and blacksmith shop were opened soon afterward.

The neighborhood as a distinct social group does not become evident until 1873 when the Grange[11] organized here. No doubt the Grange and school were the important factors in integrating the forces which made this a distinct neighborhood. No one man or family appears to stand out as leaders in this section but the following families made up the neighborhood groups: Knaggs, Yanson, Gaylord, Cole, Gulick, Taylor, Davis, Burgess, Shields, Wests, and Martenus.

Union Plains Neighborhood: The western part of the township known as Union Plains had a rather distinct group formed around the school and a cemetery association. There were only a few families in the Union Plains district which probably accounts for the few activities to show neighborhood life. The Coles, Drakes, Bakers, and Taylors were among the families who settled in that portion of the township.

Other Neighborhoods: Outside of the township are neighborhoods which played an important part in the community. Those that should be mentioned are Deer Creek, Cohoctah, and West Cohoctah.[12] These centers lie in Livingston County along the south of Burns township.

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11. See Farmer Organizations; page 67.
12. Map No. 4 in cover shows the location of these neighborhoods.

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11. See Farmer Organizations; page 67.
12. Map No. 4 in cover shows the location of these neighborhoods.

It is safe to conclude for this community that those neighborhoods which lie fartherst from the community center continue the longest and are most active. These are too far away to give up their local institutions. They have their churches and their schools which furnish their social contacts. The appear to resent the idea of being a part of the larger group----the community.

Social Life in the Neighborhoods

Through conversation with older families in the neighborhhods, it has been learned that interesting activities took place in their district schools and homes in the pioneer days. Among the earliest events was that of helping a new settler to erect his cabin. Sometimes the neighbors would help to hew the logs and then, when ready to be put into place for the new home, families would often come together to build the home. The neighbors were eager to learn from the new comers any news from the east. When the frame buildings were constructed later on, this social event became known as a raising. Families came from miles around and put up the frame of the new building. Tables were set in the yard and meals were served to a large company.

A few husking bees were held during the fall. The corn was gathered in, and the young people met and husked corn until the red ear was found which happened occasionally in the corn raised at that time. If a girl found the ear

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each boy was privileged to kiss her while if a boy found it he might kiss all the girls present. And occasionally, we are told, the same ear appeared more than once. Fried cakes and cider were usually served. After the corn was cleared away, all enjoyed the old time dances.

Later the paring bees became popular when the peaches and apples were ready to be cared for. Drying was the only way of preserving the fruit, and the young people met evenings and pared and cut the fruit into quarters or halves and strung them on strings ready to be hung on frames to dry.

Maple sugar making was an important event in the spring. When the syrup was ready to sugar-off many a social evening was spent by inviting in a few neighbors to eat warm sugar.

Spell-downs and debates were inter-neighborhood events. They were often held between the Chaffee and the Haviland districts. The river had a rather keen dividing influence socially as well as physically. The Irish on the north usually gave way to the Chaffee neighbors in a spell down, but they refused to be defeated in ther debates which doubtless sometimes solved the undebatable questions such as: "Resolved that fire is more important than water," or "That woman was less important than man."

The neighborhood boundaries were closely related to those of the school districts which no doubt played an important part in determining the size and groupings of those neighborhoods. Map No. 3 bears out this relation.

The early life is well described in these further quotations from Mrs. Tubb's article previously mentioned:

MAP NO. 3

BURNS TOWNSHIP SCHOOL DISTRICTS AND NEIGHBORHOODS

(IN COVER)

"Some of the arts and crafts of the housewife of seventy and eighty years ago will not be understood by the young women of today, and perhaps some of the older ones will just remember. Before carding-mills were introduced the wool for yarn was prepared at home by hand. Women took the wool as it came from the sheep, washed, picked, and carded it into rolls and made it ready to spin. Nearly every family had the necessary equpment to do this work. It was a matter of no clothes if the women could not spin, knit, and weave. They spun the yarn for dresses, for cloth, and for all the family hosiery. They made the beautiful dates, woven in plain and clear. People are today to get one of these masterpieces of the pioneer weaver's art. Those who have inherited them prize them highly.

"There were no sewing machines. All garments for men, children, and for the whole family were made by hand. Piecing quilts of all kinds was an art as was braiding rugs and sewing rags for carpets. Lovely samplers were made by little girls, with name and date in cross stitch. Much embroidery was done in white for bride's chests.....

"Making soap was a topic of conversation but there was only one recipe. They set up a leach, placed a barrel filled with ashes on a slanting platform with a wooden trough below to catch the lye tha was produced by pouring water on ashes for several days. When sufficient lye was saved a big

iron kettle was placed on some stones, a fire built, a proper amount of cast off f t of various kinds stirred in and boiled for hours. Thus the year's supply of soap was made. Every family did this each spring as surely as spring came.

"Making candles was a fall task and it was a tedious one. Only a few could be poured at the same time and must harden well before being taken from the mould. Most families had no other light and many candles were needed for the long winter nights.

"Drying fruit of all kinds was the only way of keeping it for winter use. Corn, apples, pumpkins, squash, and all kinds of berries were prepa ed in this way. Canning was unheard of. The Ball Brothers have changed all this and the process is easy in comparison.....Wives of the pioneer men of Byron and Burns thought no hardship too severe to keep them from the side of their husbands when they came into the unbroken forests to make a home. Without complaining, they with their children, rode in w gons across streams that had to be forded as thay traveled, until they reached the spot chosen for the new home. Trees were hastily felled, a cabin was built, and the new home was a reality.....

"The mother was expected to furnish three meals a day with everything produced from the raw materials and the cooking was done over a fireplace that was a trial in itself. She did not spend the afternoon at a bridge party or the opera, or at a woman's club, with a chance to stop

at the delicatessen shop, buy a few eats, hurry home with two ot three articles in cartons, switch on the electric stove, or, gas, make a pot of coffee and the evening be ready to serve.

"The pioneer woman was on the job all day, baking and boiling, with a few outside interests. The times today demand that women belong to well organized clubs, and we know tha an up-to-date woman is of great influence for good if she does belong to literary clubs, and she is enabled to help her children and husband by understanding the current topics and being able to advise on all questions of importance both at home and socially.

The world was dark
The garden was wild,
And man, the pioneer, smiled,
When woman smiled."

Decline of Neighborhoods and Community Awakening

The neighborhoods had their rise in a self sufficing agricultural life; they made their own colothing, soap, carpets, and candles, dried their own fruits, canned their vegetables, and depended almost wholly on their nearest neighbors for other physical and social needs. It is a question whether the neighborhoods declined as a result of better roads, automobiles, consolidation of schools, and

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the awakening of community consciousness or were some of these factors the result of the decline? No doubt the competition between neighborhood social and educational advantages and the village institutions caused the merging into the larger organizations. Nevertheless we find the akenening of the community consciousness which shows itself in the development of business, social, and educational institutions; the automobile and good roads made possible wide contacts, and more frequent communication between the towns people and the neighborhoods. Thus the town area established a new town-country relationship.

With the consolidation of schools[13] in 1922, the Chaffee and North Ireland neighborhoods lost their last and only institution which held them intact as groups. The Green's Corners Church has been closed for five years, and at present the School Board has decided to close its school and to transport their children to the Byron school. There is no longer an institution in this neighborhood around which the social life centers.

Knaggs' Bridge still has its grange and school. The social life in the Grange has a wider interest than the neighborhood, drawing its membership from over the greater part of the community and adjoining communities. The only remaining social group that might be identified as such is found here. This neighborhood is located between the communities of Bancroft[14] and Byron which in part accounts for its continued existence. The one room school continues to function, the high school students come to Byron, while

13. See page 81.

the trading and community social life is divided between Bancroft and Byron. Of the many neighborhoods mentioned thus far Knaggs' Bridge is perhaps the only one the younger people could name should they be asked.

The neighborhoods on the south, Deer Creek, Cohoctah, and West Cohoctah each have their one room school and church. The churches are perhaps the stronger factors in preserving these as neighborhoods. Part of the pupils after passing the eighth grade come to Byron or go elsewhere for high school. West Cohoctah sends very few pupils away to high school.

In our study of the various areas as shown on Map No. 6 it will be seen that the churches in Byron are still on a neighborhood basis; their areas are small, and their membership and influence do not reach over the community area represented by school and trade. This accounts in part for the lack of interest, and partly explains why the church has not been a strong factor in community building.

The leadership in the neighborhoods has now become a part of the leadership in the larger community life as we shall see in the study of the pioneer families that have been continuous in the community.

Pioneer Families Continuous in the Community

The early settlers with their descendents, carried the responsibility of organization and handed to the present generation the institutions of our community. Our religious,

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Pioneer Families Continuous in the Community

The early settlers with their descendents, carried the responsibility of organization and handed to the present generation the institutions of our community. Our religious,

fraternal, educational, and civic groups have their foundations in, and have been largely sponsored by the third and fourth generation families. A study of the first five families who settled and remained here shows their active participation in social life. Many of their contributions will be overlooked but those listed below will suffice to show the tendency. Of the many who have been born and reared here, only those who spent their lives in this communiy will be mentioned.

Barnes Family (Chaffee Neighborhood)[15]

First Generation:

Ezra D. Barnes and family

A successful farmer

Grower of short horn cattle

Grower of choice fruits

Manufacturer of prize cheese

Organizer of Shiawassee County Fair

President of Fair Association

Helped to organize Mutual Fire Insurance Co. of Shiawassee County, held office in same

Member of I. O. O. F., officer in same

Member and builder of Presbyterain Church

Father of 17 childred; 10 boys, and 7 girls

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15. See Map No III-Neighborhoods. In cover.

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Second Generation:

1. Omar Barnes and family

   Cleared large farm near old home

   Successful farmer

   Officer in I. O. O. F.

   Held various township offices

   Taught school several years

   Father of two boys

2. L. W. Barnes and family

   A successful farmer

   Stock grower of pure bred hogs and sheep

   Director of Central Michigan Fair and Mich. State Fair

   Member of Board of Education

   Member of Maccabees

   Officer of F. and A. M., and of Eastern Star

   Listed in "Men of Michigan" as agriculturist and breeder of improved live stock

   Father on nine children

   Living in Byron at present time.

3. Oscar Barnes and family

   Partner on farm with L. W., his brother (Their farm was rated as third best in the state)

   Charter member of Maccabees

   Stock breeder

   Successful farmer

   Father of two boys

4. Ira Barnes

General farmer

Financially well-to-do

Member of I. O. O. F.

No children

5. Frank Barnes

Business man of Howell for a time

Farmed near Fowlerville for a time

Came back to homestead and remodeled farm buildings

Stock farmer

Officer of F. and A. M.

Member of O. E. S.

School officer

Father of four boys

Third generation:

Three of the sons, Earl, Alfred, and Milan, and L. W. Barnes until recently have been farmers in the community and have taken an active part in social affairs.

Three of the sons of Frank Barnes, Millard, Oscar, and Raphael are now living on and working the original land taken up by their grandfather. They are very good farmers and are taking an active part in community life. Oscar is the present supervisor of the township. They are members of the church, belong to the F. and A. M., and to the O. E. S., and are considered leaders in the community groups to which they belong. Their children are attending the Byron

2.

School and promise another strong Barnes generation for the Byron community.

Braden Family (Green's Corners Neighborhood)

First Generation:

1. Nicholas Braden and family
   Born in Germany 1808
   Settled in Burns 1836
   A staunch Methodist
   Successful farmer
   Owned 600 acres of land
   Father of five children
   Mrs. Braden was instrumental in organizing a class which later resulted in a Methodist Church at Green's Corners

Second Generation:

1. Luther L. Braden
   Born in 1848
   Officer of F. and A. M.
   Good business man
   Improved the original farm

2. Franklin Braden
   Born in 1851
   Owned part of original farm
   A successful farmer

Third Generation:

1. Guy Braden, son of Luther

   Born 1873

   Built Green's Corners M. E. Church

   Deacon in M. E. Church

   Master of F. and A. M. No. 80, Byron for 7 yrs.

   Supervisor of Burns township five years

   Treasurer

   Supt. of Sunday School

2. Carl Braden, son of Luther

   Born 1880

   Mason ond offider of order

   Good farmer

   Living here has business at Flint

3. Clifton Braden, son of Franklin

   A successful farmer, and living on original farm

4. Mildred, daughter of Franklin

   A successful farmer's wife now liwing in the community

Fourth Generation:

There are eight childred of the fourth generation now living in the community. Some have graduated, one is teaching, others are in school.

Chaffee Family (Chaffee Neighborhood)

First Generation:

1. William Chaffee

Settled in Burns 1836

School located on his farm

Taught first school in township

Treasurer of township in 1842-'44

Justice of Peace one year

School farmer

Father of four children--one boy, three girls

Second Generation:

1. Seward Chaffee

Born in 1848

Successful farmer on father's farm

Pure bred stock man

Charter member of Maccabees and Woodmen

Built, owned and operated Byron Elevator

Taught school

Father of six children

Third Generation:

1. David Chaffee

Successful farmer

Living now in Detroit

Mrs. Seward Chaffee is still living with her daughter on the farm. Although there are eleven great

grand children in or near Byron, the Chaffee name dies with this generation, but will live in the hearts of those who were a part of the Chaffee neighborhood.

Barnum Family (Chaffee Neighborhood)

First Generation:

1. John B. Barnum
   Born in 1798
   Settled a large farm in Burns in 1836
   Successful farmer
   Father of four children

Second Generation:

1. Ella Barnum married L. W. Barnes
   Worked the farm ten years
   Now living in Byron
   Active worker in community
   Member of several organizations
   Mother of nine children

Third Generation:

1. Alfred Barnes
   Farmed the old homestead for a few years
   Raised family of children and is now living in Flint

Kanouse Family (Green's Corners Neighborhood)

First Generation:

1. Peter Kanouse

Born in New Jersey 1790

Settled in Burns in 1836

First blacksmith in township

Commissioner of Highways 1839

Father of four children

Second Generation:

2. Jacob Kanouse

Born in 1840

Married 1840--first wedding in township

(double wedding)

Founder of Baptist Church in Byron

Deacon of Probate 1876-'76

Good farmer

2. Edmond Kanouse

Born 1810

Good farmer

Active in business

Father of four children

3. Peter Kanouse

Born 1822

Farmer on the old farm

Father of four children

Third Generation:

1. Luther, son of Jacob Kanouse
   Good farmer
   Active in G. A. R.
   One of the last commissioned officers in
   Custer Brigade
   Representative one term, 1901
   Master of F. and A. M. Lodge
   Name appears in book, "Men of Michigan"

2. Winifred, son of Peter Kanouse
   Married and lived in Wisconsin for a time
   Now living on a farm in the neighborhood

3. Philip, son of Peter
   Good farmer and citizen of community
   Not married

4. Sarah, daughter of Peter
   Graduate of University of Michigan
   Successful teacher
   Now keeping house for Winifred and Philip on farm

5. Irving Lewis, son of Edmond
   A good famer and citizen
   Living on the old homestead
   Never married

Fourth Generation:

1. Birney, son of Luther

   An active farmer

   Has held township offices

   Master of F. and A. M.

Fifth Generation:

1. Marvin, son of Birney

   Now living in Lansing

This completes a brief and incomplete outline of some of the pioneer families with their descendents who were born, reared, and died in the community, or are still living and contributing to the welfare of the community.

In contrast to these families, with their contributions, two other pioneer families should be mentioned. They took up small farms, worked as little as possible, and have been opposed to all progressive enterprises. Their meager standards were satisfied by fishing, hunting, and trapping. Their names do not appear on the township records as holding any offices. No organization claims their membership, no name is found on the records as having graduated from high school. They continually caused trouble to their neighbors and a number of their names appeared on police records. They opposed progressive movements of the past and stood solid against the consolidation of schools. More than once have their families received public aid from the township or

local organizations. Their children and grand children have given more or less trouble among others of their age group. Such is the general outline of the history of non-participating families in the community.

This chapter tries to show that through the history of the stable families, the foundations have been laid for an organized progressive social life and through active participation,[15] whether forced or voluntary, the individuals and families have found themselves as cooperative members of a greater group, building and growing together towards something better. They have made mistakes but these should only be used as stepping stones by those who have taken up the work and not charged against them, for the present generation may be found very imperfect when it comes to be viewed from the distant future.

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15. By forced participation is meant those economic and political activities in which each person had to cooperate in order to make a successful administrative body.

PART II

History of the Organizations

The purpose of studying the organizations is to determine the tendencies, to see if there is a social balance of organizations for the community, and to find the needs and direction for social expansion. A study has been made of all the formally organized groups that have, or have had officers. The types found are religious, social, fraternal, economic, educational, civic, and junior groups.

The Life History of Organizations: The life history of the organizations is shown in the following diagrams. The bar graph on the next page shows the beginning of the seperate organizations, and how some have merged into others; it also shows those that are inactive, and the present existing organized groups.

The second graph, Figure No. 2[a] illustrates the membership change during its history. It indicates that the older organizations have the greater number of members.

Religious Groups

Christian Church: The first organized society in the community was that of the Christian Church. During the years 1838-'39 several families living in Burns and Argentine held religious meetings conducted by William Cummings, an ordained

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a. Figure No. 2 in cover.

Life Periods of Organizations Having Officers.

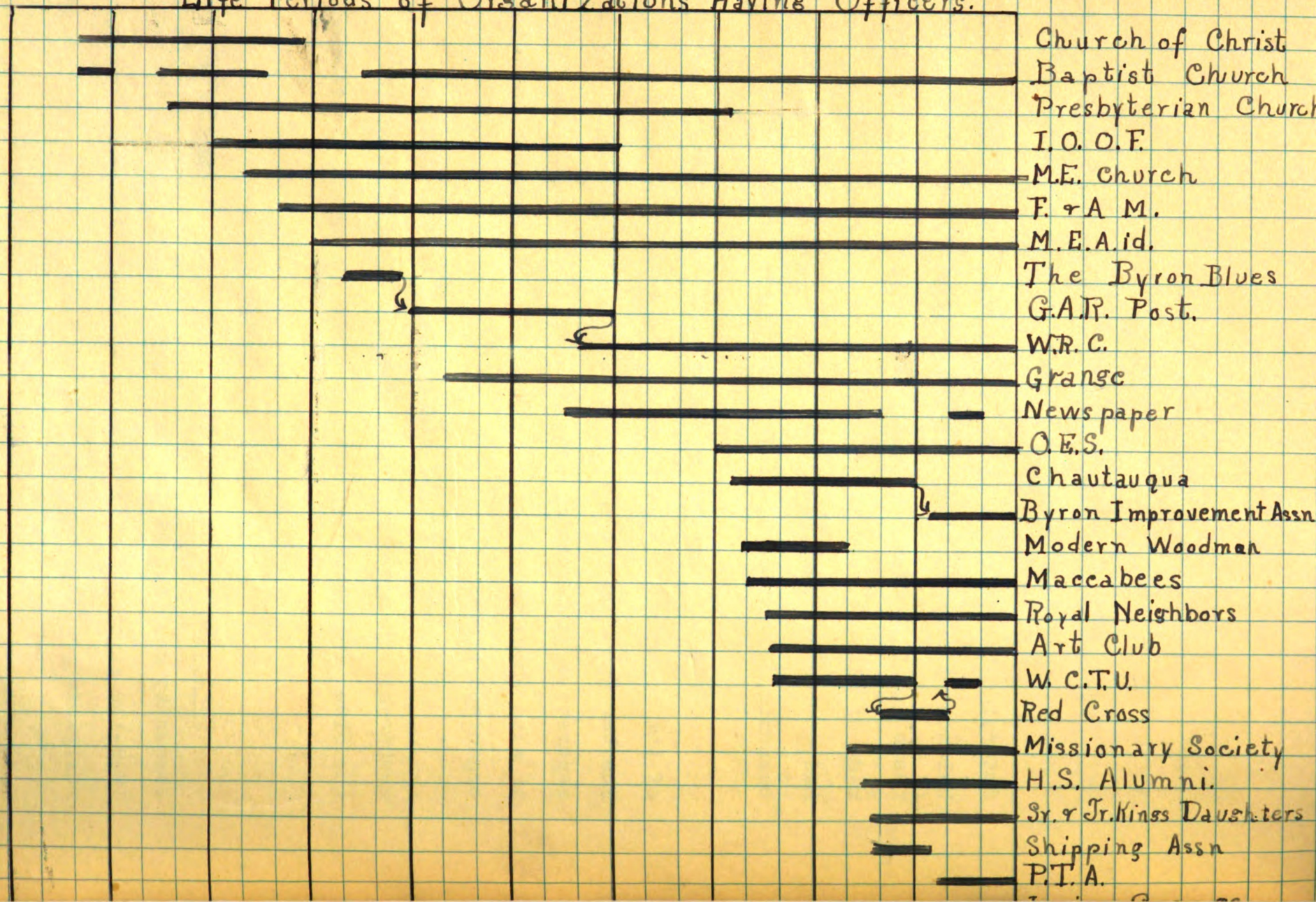

Fig. No. I.

PART II

Figure II: Life History and Membership of Organizations to Present Time

(In Cover)

minister. These families had been connected with this church in New York before coming to Michigan. A house of worship was built in 1842-'43 in the village of Byron. The growth of the organization was gradual until one of its members joined a secret order in 1849, and the society, having previously voted to ordain him as a minister, then refused, and in consequence, several of the prominent members withdrew. The society gradually declined and after that time the Methosist Episcopal organization occupied the building which had been built by the society of Christians.

Methodist Episcopal Church: Although the Byron circuit was not organized until 1853 it is probable that meetings were held quite early. In 1836, Rev. Washington Jackson made a circuit of t e settlements in the vicinity and organized the Shiawassee Missions, which embraced the Flint River District. The circuit included an area extending from Fenton on the East, to Rochester Colony on the West, and to Ann Arbor on the south making a circuit of one hundred miles to be traveled once in four weeks. In 1898 a new stone building was erected in Byron which is in good condition at present and is occupied by the same organizations.

Shortly after the organization of the church was completed, the M. E. Ladies Aid was organized. At first there was no definite plan of membership but every lady who became a member of the church was considered a member of the Aid. At present the organization is very strong

with the membership made up af all the ladies of the community who are interested in the church, whether members or not, unless affiliated with some other denomination. A large part of the financial support of the church is assumed by this organization, the money being raised largely from sales, suppers, fairs, etc.

Presbyterian Church: The first Presbyterian Church was organized in the village of Byron by Rev. Seth Hardy, June 24, 1845, at which time the following persons desired to be organized as a church: Joseph Wendell, Eliza Wendell, Phoebe W. Wendell, Nancy Hathaway, Peter Kanouse, G. B. Runyan and wife, Samuel Lovejoy, Mary B. Lovejoy, Emily Kelsey, Sarah C. Kanouse, Joseph Royce, and Sally Royce.

The first motion made after completing the organization was to the effect that the members should neither use nor traffic in intoxicating liquors which was unanimously carried.

The meetings were held in the school house of the village until the church was built at a cost of two thousand dollars. It was dedicated in 1859. In 1879 the society had thirty eight members. Later the organization declined and in 1898 the building was sold, to be used as an opera house. It burned in 1910.

Baptist Church of Byron: On Oct. 6, 1866 the friends and supporters of the Baptist faith met at Green's Corners school house. The following people were present: Jacob

Kanouse, Henry Wiltsie, Mabel Kanouse, Lorilla Kanouse, Eliza Sheldon, Elder Wm. White, and T. H. Shelton. The meeting resulted in the organization of the "Religious Association to be known as the Baptist Conference of Burns and Cohoctah." A church was built at Green's Corners. The association formed at this time was the beginning of the present Baptist Church of Byron.

August 31, 1872, at a meeting it was resolved: "to build a place of worship the coming fall." The site of the present Baptist Church was chosen and the edifice was completed at a cost of $3000 and was dedicated Nov. 30, 1873. In 1979 the church had a membership of ninety.

At present the Methodist and Baptist organizations are the only religious groups having buildings in the village, although a holiness organization holds monthly meetings in the village homes and protracted tent revivals during the summer.

The church attendance which is made up of about one half farm people varies somewhat depending on the leadership. When ministers change there is a change in attendance. The church that has the more active participating program has the larger attendance. The stronger leadership draws the larger congregation. To one who is studying the over-churched situation, competition is very noticable between the churches.

W. C. T. U. and Red Cross: The Women's Christian Temperance Union was first organized in Byron between the

years of 1900 and 1905. During the Local Option and Prohibition Campaign, work was accomplished in securing speakers and making drives for funds. The organization did not increase in membership, and ceased to function at the beginning of the World War when the Red Cross became strong in membership and activity. All effort of the women were turned to the Red Cross work. Soon after the war, the local meetings of the Red Cross were discontinued.

In 1926 the W. C. T. U. was organized with twenty members, increasing to thirty five during the next year. Due to lack of interest and leadership, on motion of Mrs. Charles Schweikert the group disbanded in July 1928.

Woman's Home Missionary Society: The Woman's Home Missionary Society was organized under the auspices of the M. E. Church in 1914 with an initial membership of eleven. In 1919 its membership reached a total of thirty four. Since them its membership has gradually decreased, numbering eighteen at present. The work of this organization has been directed toward raising funds to support the work of home missions. Meetings are held monthly in the homes of the members.

King's Daughters: The Senior Circle of King's Daughters was organized in 1917 at the home of Mrs. Mary Fox by Mrs. Ferguson of Vernon. Its purpose is philanthropic in nature, contributing to the local needs of the community.

Through banquets, suppers, etc. the organization has raised money to purchase a piano, chairs, and other equipment for the Community Hall. Giving flowers to the sick, food and clothing to the poor, and fitting up homes of those who have lost their personal goods through fires, sewing for hospitals, and donations to the Dorcas Home for children constitute a part of the work of the organization. In 1924 it had a membership of ninety four, the largest in its history. At present the Circle has eighty five members.

Fraternal Groups

Byron Lodge No. 43 I. O. O. F.[1] A dispensation was granted by the Most Worthy Grand Master, Benjamine Follett, on July 2, 1849 to B. W. Dennis, F. J. Provost, George C. Homes, Isaac R. Middlesworth, C. C. Mills, W. W. Wixom, J. S. Curtis, James Botsford, Wm. S. Joslin, and J. M. Van Alstine and on August 9th following, District Deputy Grand Master Charles D. Little assisted by the Worthy Grand Marshall George H. Hazelton instituted "Byron Lodge No. 43, I. O. O. F. The following were the first officers: Francis J. Provost, Noble Grand; J. M. Van Alstine, treasurer; three candidates were initiated the same evening making a membership of thirteen.

During its existence the Lodge initaited about four hundred candidates. In 1880 the membership numbered eighty one in good standing who ranked among the best citizens of

1. History of Shiawassee and Clinton Counties, page 207.

the community. The Lodge owned the building which cost $3000.

Byron Encampment No. 15, I. O. O. F. was instituted at Byron June 9, 1864. The following were charter members; B. W. Dennis, C. H. Lemon, Frank Karres, A. Crippen, Mathias Cummins, Henry Croop, and A. H. Clark.

After the year 1880 the I. O. O. F. organization gradually declined due to competition with the Masonic order, which grew rapidly at the time, and in 1890 gave up its charter.

Byron Lodge No. 80, F. and A. M. On January 10, 1856 a charter was granted by the Grand Lodge of the State of Michigan authorizing the organization of Byron Lodge No. 80, F. and A. M. In 1890 the Lodge had a membership of fifty six. It owned its hall which was well furnished. The officers were: Theodore Euler, W. M.; Orlando Lee, S. W.; Robert Fox, J. W. ; George Cosgrove, Secretary. Due to efficient leadership the Masonic Order grew rapidly from 1879 for a period of ten years, absorbing the strength from I. O. O. F. organization. From 1890 the Masonic order has had a gradual growth until, at present, its membership numbers over two hundred.

Eastern Stars: The Eastern Stars were organized in 1897 as an auxiliary to the Masons. The organization had a steady growth and an increasing membership until recently when a decline in the membership caused by dropping the names of members who had moved away and ceased paying dues.

People seem to enjoy formality. This characteristic is rather apparent in all their social activities and is the only way in which we can explain the growth of the organization. The order sends flowers to its sick members, serves suppers on special occasions and occasionally gives a party.

Maccabees: The organization of Maccabees claimed the greatest membership in the community. It was organized in 1891 with a membership of fourteen and increased rapidly until 1910 when it had a total membership of 295. The dues were then increased by the state organization and from that time on the membership has rapidly decreased, until at present there are only twenty, most of whom are charter members.

Modern Woodmen and Royal Neighbors: The Modern Woodman was organized in Byron in 1894 with a membership of sixteen. Meetings were held quite regularly until 1910 but there was no great increase in membership. At present there are twenty two members but local meetings are not held.

The wives of the members of Modern Woodman organized the auxiliary, Royal Neighbors, which, until recently, met once a month at the homes of members.

Civic Groups

The Byron Blues, Post, and W. R. C. At the outbreak of the Civil War there was organized in Byron a company which was given the name of the "Byron Blues." There were about

one hundred and fifty men who were members, most of whom engaged in the war.

In 1870 about ninety Civil War Veterans organized the G. A. R. Post. This group took an active part in special day celebrations. Sham battles were fought on the 4th of July, and Decoration Day Programs were made a great event in the community. The Post naturally had to pass out of existence by the death of its embers and the organization was discontinued after 1888. Of the ninety members, James Goff, now living in Florida, is the only one surviving.

The W. R. C. was organized in 1887 under the name of the Woman's Veteran Relief Union by Mrs. James Goff who had been previously sent to Cleveland to be initiated, and to learn the work. Later the name was changed to Woman's Relief Corps. The first officers of this organization were;

Mrs. James Goff--------President
Mrs. Marion Tower------Vice Pres.
Mrs. Minnie Telling----Treasurer
Celia Gibbs----------Chaplian
Jane Savage----------Conductress
Mary Shonts----------Secretary
Nellie Shonts----------Outside Guard
Mrs. Rust----------Inside Guard

At first the Corps had only twenty members but increased to seventy four the first year and in 1897 the total membership had reached 150. At present there are fifty members. Mrs. Jennie Welch of the village who held the

office of president for twenty one years, is the only living charter member.

The W. R. C. organization has been responsible for carrying on the work of the Post, and to the present time the Decoration Day Program, under their supervision, makes the day a home-coming to the older citizens of the community.

Byron Improvement Association: An organization grew out of the effort on the part of the business men of the town to maintain a program which would draw trade to the village. At first they organized for the purpose of financing a chautauqua . The chautauqua was held each summer for five or six years. With the coming of good roads and the automobile the men discontinued the chautauqua, and put on free moving picture shows each Saturday evening during the summer months, which owing to lack of interest were discontinued after 1922.

In 1924, after the completion of the Community Hall, the group re-organized as the Byron Improvement Association which undertook some definite work in organizing town teams in basket ball, base ball, and indoor base ball. The association, in cooperation with the school, hired a band which played evenings on the street during the summer.

The Byron Improvement Association deserves credit for helping to get young people to express themselves in organized groups of athletics. The value of such activity can be measured only when one sees its influence in decreasing the number of public dances, pool-hall patrons, and other

questionable group and gang activities in the community. With the uniting of the Improvement Association with the Community Council, which will be discussed in Part IV, a definite program for the community will be made possible.

Farmer Organizations

Grange: The next definitely organized group to appear in the community was the Grange, which was organized at Knagg's Bridge in 1873 with twelve members.

Although through financial losses due to economic investments of the organizations the interest was checked temporarily, it has been the only farm organization that has continued a steady growth and held the farmer's interest. This no doubt is due to the type of program which makes each member feel that he is a part of the organization. Shortly after the Grange was organized the members built a hall which is used for monthly meetings, dinners, all day programs, and the Junior organization.

At present the Grange has a membership of 130. Mrs. A. Reevers now past 90 years of age is the only living charter member of the order.

Farm Bureau: During the World War, as a result of a Farm Bureau drive, a large number of local farmers joined the organization. At the colse of the war, because of economic losses, most of the farmers let their membership drop. At present the Farm Bureau has eighteen members in the community.

A few of the members are only interested in so far as they act as middle men in handling goods and insurance for the organization.

When a comparison is made between the Grange and Farm Bureau in this community, one is led to believe that the primary group is the unit of successful organization, and that the group, to be successful economically, must have for continued existence an expressive social program in which the local members take the initiative.

Byron Shipping Association: Between 1915 and 1916 the local farmers organized a shipping association for selling live stock. The organization existed about three years, but through poor management and growing competition with individual buyers the farmers interests were broken up and they disbanded.

Educational Groups

Parent Teacher's Association: The Parent Teacher's Association was organized in 1922 under the leadership of Superintendent W. D. Wallace. Meetings are held monthly during the school year with the exception of September and June. The program of the organization is largely entertainment, with occasional discussions. Through the Parent-Teacher relation a spirit of understanding has been created which tends to iron out difficulties that may arise. The membership has decreased during the past year or two due to

carelessness in collecting dues but the average attendance is around one hundred.

Home talent plays under the direction of the P. T. A. have not only been successful in themselves but give an opportunity for expression; fine entertainments which were patronized and financially successful have become a part of the community program. From the receipts an initial student fund has been created which may be used by students who wish to go on to college.

Art Club: The Art Club has a membership of twenty women. It was organized in 1901 by Mrs. Ezra Cross, wife of the M. E. minister, at the home of Lettie Wolfin Nichols. The purpose of this organization is to study art in the home. Through the Art Club and School, exhibits have been held in the community hall, which have had a part in creating wants for the better things in life.

High School Alumni Association: The High School Alumni Association was organized by Superintendent Crawford in 1915. The organization meets once a year in the Town Hall for a banquet, and to renew memories of high school days. It has no other function.

Junior Organizations: The Junior Circle of King's Daughters is made up of girls of high school age. Their work is made similar to that of the Seniors except that

they look after the wants and needs of children and those of their own age. Each year they plan to send one or more girls to some lake where they enjoy an outing at the State Camp for a week, which is conducted under the auspices of the King's Daughters of the state. At present the organization has about fifteen members.

As one studies the life history of the organizations of this community he finds a goodly number of adult groups, more perhaps than can be supported adequately. This is especially true of the women's organizations. But when we find so little organized activities for the young people we do not wonder that gangs and Hallowee'n pranks are common.

With this need in view the Boy Scouts and Girl Reserves were recently organized. While these organizations are only beginning, with the Scouts now numbering ten and the Reserves about thirty, it is hoped that some of the needs of the children will be met through these group activities. However, one important question still confronts the community: What can we do in the way of organization for the boys from sixteen to twenty years of age?

The following map[2] shows the organizations represented on each farm in the community having children in school. The symbols represent the organizations (as indicated in the legend) of which the families on the farms are members.

Farms without symbols are either vacant or the family living on the farm belongs to no organization, or they have no children in school.

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2. See Map No. 4 in cover.

MAP NO. 4

ORGANIZATIONS IN COMMUNITY

(In Cover)

A study of Map No. 4 shows an interesting tendency. The farmers in the Chaffee neighborhood[3] have families who belong to a considerable number of organizations. In connection with this fact most of the pioneer families[4] who were leaders in neighborhood and community life settled there and are still living in that section. The map shows that the influence of those pioneers still exists and is a contributing factor toward community development.

Group Interest: There is a continual shifting of interest from one generation to another, depending on the program of the organization. The one undertaking a definite project, which makes possible active participation and requires active doing on the part of a large number of people, soon becomes the center of interest and attracts folks. When the project is completed (which may be a play, fitting up a community hall, or decorating the church) people gradually lose interest and the organization soon finds its people interested in the activities of another group.

This constant shifting does not show itself readily in increasing or decreasing membership within the changing groups, bit it may be noted in attendance and finance in groups whose members belong to both organizations. To illustrate: The King's Daughters and Aid Society are made up of practically the same people with nearly the same leadership. When one organization has a definite project under way the other is apparently dormant. This is due

3. See Map no. 3 in cover.
4. Pioneer families, page 44

to a need of a problem or the leadership interest is focused on another group activity. There is a continual shifting of interest in attendance within groups.

One could prophecy that a definite well planned program of participating activity, involving large numbers, would be the key to a strong organization whether it be church, lodge, or business groups. The factor of activity has played an important part in the life of all the organizations. It is the group that is doing something that claims attention. The best way to kill an organization is for the leaders as well as the members to cease working. The more actively the members of a group participate in its program the wider the spread of its influence, the more it draws from other groups, and the greater power it exercises in the community.

Inter-Group Factions: There are many local criticisms of one group by another. Remarks from the church such as: "People will go to lodge and not to church", "The lodge takes people from the church," "The school has all the nights so the church aan't have the young people," and "There are too many organizations outside the church." That the above remarks have no foundation is illustrated by the following: within the past month the Masonic order put on a play which included nearly one hundred characters. They practiced three times, and put on the play the two evenings following. Sunday was to have seen an empty church according to the criticisms, but there was an increase of nearly 30%, most of whom were

Masons or their families. So far as could be ascertained, other factors were the same as the Sunday preceding.

This statement was made by the Superintendent of the Sunday School last June: "Now that school is out and they will not have anything going on, let's see if we can't double our attendance at Sunday School." Instead there was a 40% decrease during vacation.

In answer to the criticism that the young people had too many organizations outside the church, the High School undertook to help the situation by re-organizing its orchestra under the auspices of the church. Within a period of six weeks the organization due to lack of encouragement had vanished. The Girl Reserves and Boy Scouts were organized in the same church. Within a few months the school took over the Scouts to keep it going and the organization of thirty girls has become inactive. The sad part of the story is that only two or three of the church people who were interested in the organizations, ever missed them. The Girl Reserves might have been a good project for an Aid Society which is too often concerned in raising funds to keep turning the wheels of an empty machine.

Conflicts Within the Group: No doubt every organization of any size has members who are glad to support the program so long as it is their program, but when they find they didn't suggest the thing to be done, they line up with the opposition. Continued active support of members is conditioned upon their participation in a program of constructive work. If they are left idle they are apt to

transplant strife or friction from some outside source into the group. Members must feel that they are a necessary part of a group before they really exert themselves to attain the goals of an organization. Division has caused no new organizations to come into existence although is has caused two or three to become inactive by its arising within the group. Only with a minimum of friction can the maximum amount of work be accomplished for the best interest of any group.

Tendencies: Owing to the different types and purposes of the organizations one cannot draw definite conclusions. If we group the organizations on the basis of religious, social, fraternal, economic, educational, civic, and junior groups tendencies of importance appear.

1. The religious organizations are the oldest.

2. Organizations making the most change have continued to the present.

3. Economic organizations have had problems with leadership.
   a. They have few functions.
   b. There is little participation in meetings.
   c. The attendance is small.
   d. The chief characteristic of the meeting is the business session.

4. Educational organizations are well attended.
   a. There is a high percentage of attendance.
   b. They have many changes.

c. There is a high percentage of participation.

d. They have three to five functions.

e. Their programs are planned in advance.

5. The Junior groups are of short duration.

a. They make few changes.

b. They have no plans for the future.

c. Membership and leadership are the two most important problems.

It should be noted first that the junior organizations are made up of rapidly changing young people. In a short period of time the same type of program fails to make the appeal it once did, owning to individual change. Young people care little for the addition of new members of a younger group, with the result that the group has out-grown its fixed program, and the organization becomes inactive. Secondly, activity plays an important part on the life of young people, therefore a program, to make its appeal, must be a doing program. This gives rise to the need of meeting place, fitted for hard knocks, whic is to seldom found or allowed in rural communities.[6]

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6. Kolb, J. H. and Wiledon, A. G.---"Special Interest Groups in Rural Society." Wisconsin Agri. Station, Research Bulletin 84-1927.

PART III

Education

Early Schools in the Township: The first school in the township of Burns was held in the unoccupied log cabin built by Amos Foster on Section 22. The records differ as to the exact date and first teacher. Probably the first teacher was William Chaffee followed by Andrew Huggins who taught during the winter of 1838-'39. The following summer, several schools were taught in the township although the districts were not organized until 1843.

The officers of the first school were Freeborn Joslyn, moderator; and Joseph Joselyn, director. Three months of school were held in winter and four in summer. Each pupil was required to furnish one half cord of wood.

The town board of school inspectors met in the spring of 1840 and divided the entire township into school districts, with the exception of the Indian Reservation.[1] In 1842 the board met and apportioned the primary money as follows:

District[2] No. 3, Byron District----------$8.64

District No. 5, Chaffee District-------- 6.72

District No. 4, Green District---------- 2.88

The first call for a school meeting on the north side of the river was addressed to Robert Crawford on the date, Nov. 14, 1842. It was stated that this meeting would be held at

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1. Map No. 1. Part I, in cover.
2. Map No. III. Part I, in cover.

the Crawford home but the place was changed since Mr. Crawford did not live in District No. 1, for the benefit of which district, the meeting was called. On May 6, 1843, the school board addressed Mr. Crawford as follows: "Mr. Robert Crawford, you are hereby commanded to notify every qualified voter in the above district, No. 2, either personally, or by leaving a written notice at his residence, that a school meeting will be held at the house of Hamah Cole, on the 18th at one o'clock P. M."

The next action of the board was "To examine Andrew Huggins and Sarah E. Stoddard, candidates for teaching." Both candidates received certificates.

In district No. 2 a log house was built soon after the above mentioned meeting had been held. It was used until 1856 when the present structure (known as the Cole school) was built.

In district No. 1 the first school meeting was held at the home of Edward Peck, April 24, 1847. R. Haviland was appointed Chairman and the following officers were elected: R. Haviland, director; Edward Peck, assessor; Daniel Kitson, moderator. The next year these officers were re-elected. At a school meeting in Sept. 1848 the district voted to raise $75.00 to build a school house which was completed the next year.

District No. 8 was organized in 1854 being formed from other districts. S. S. Tower in 1854 , was elected director and John B. Barnum, assessor.

The following statements show the apportionment of the Primary School Fund for the year 1880:

District	NO. Pupils	Amount
No. 1	21	$10.58
No. 2	51	25.73
No. 3	97	48.95
No. 4	65	32,79
No. 6*	20	10.08
No. 7	41	20.68
No. 8	27	13.61
No. 10	20	10.08

The following also shows the amonnt of money expended in each district of the township in 1879 and in 1928.

District	Amount in 1879	Amount in 1928#
No. 1 Fractional	$262.36	$844.28
No. 1	159.56	
No. 2	127.48	2152.78
No. 3	802.74	10881.75
No. 4	100.17	
No. 5	216.58	
No. 7	134.73	1263.25
No. 8	53.96	350.00
NO. 10	163.14	1103.00

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* Districts 1 and 5 at present are a part of Dist. No. 3.

\# River divided District No. 6, later it was absorbed by Districts 1 and 5.

Village Schools: The first regular school meeting in the village was held Dec. 6, 1843 in the Byron Hotel. There had been several terms of school taught previous to this date in the homes of villagers. The first school house was built in 1845 and cost $200.00. The Union School building was erected at a cost of $3500.00, the Primary School building cost $800.00

The report for the year showed the number of pupils in the district of school age as 147 and the total amount of money expended was $802.74. The brick building, which is a part of the present structure, was built in 1899.

The First High School: The records fail to give any information regarding the establishment of a high school before consolidation, in 1922, when the Rural Agricultural School was established. Soon after 1879, however, the records show some ninth and tenth grade subjects were being taught, and other grades and subjects were added later. At a regular meeting of the school board on May 28, 1906, "It was moved by Dyer and supported by Walker that Vera Mattison having completed the tenth grade should be presented with a diploma some time after the close of the school year."

In 1907 another teacher was added to the school making a total of five. The first record of a four year high school course being offered was in 1914. Although no eleventh or twelfth grade subjects were credited to pupils, there were 48 enrolled in the upper four grades. Five full

time teachers were employes in the school with salaries ranging from $50 to that of the superintendent, Fred C. Byron, which was $82 per month. At this time the enrollment was 101.

Credits were given for eleventh and twelfth grade subjects for the first time in 1915.

The Present High School: A. T. Hagerman was employed as superintendent during the years 1919-1921 at an annual salary of $1800. No doubt it was through his iniation that the consolidation of districts 1, 3, 5, and 8 was introduced. At a meeting of the school board on Feb. 2, 1920 the following action took place. "A apecial meeting of the legal voters of school district No. 3 in the township of Burns, Shiawassee County, and state of Michigan will be held for the purpose of voting on the question of consolidating the territory of said district with that of contiguous school districts,[3] in order that a Rural Agricultural School may be organized as provided an Act 226 of 1917 as amended." "All ayes."

Signed: J. A. Foster---Secretary.

District No. 5, Chaffee, at a special meeting voted to "Join District No. 1, 3, and 8 for the purpose of organizing a Rural Agricultural School, for which there were 20 votes cast, 17 for and 3 against--------carried."

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3. See Map No. 3 for Districts 1, 3, 5, and 8. District No. 3 is Byron School District.

At a meeting of the board on June 22, 1920 on a motion made by Wm. Savage the tuition was raised to $75 for high school pupils and to $50 for grade pupils.

In 1921 consolidation of the above mentioned districts was completed and the district then bonded for $25,000 to build an addition to the three story brick structure then in use. The building was completed in 1922-'23 and equipped early in the fall of that year.

The statistical analysis of the school situation at present is well presented ina letter written by the superintendent to the parents in May 1928 which is as follows:

May 1928.

To the Patrons of the Byron High School:

You have maintained a twelve grade school for thirteen years. Your school has graduated ninety seven pupils. The number graduated in the last five years is fifty five. The largest group to graduate is the present class of fourteen. Of the fifty five who have graduated during the past five years, twenty five have entered or will enter college this fall. Your school was placed on the accredited list in June 1924 for the first time. The school was inspected the fourth time in February and accredited until June 1930. The enrollment has increased from 202 to 226 during the past five years, which is an increase of more than 10%. The number of pupils paying tuition has increased from nine in 1924 to thirty

four in 1928. The increase in tuition amounts to nearly $1900.

During the past five years the money raised by the district to support the school has decreased from $15,000 to $12,000, an even 20% reduction in your school tax. The cost of maintaining your school for one year is approximately $24,000. Nearly half the cost comes from outside sources. Your first state aid was received in August 1924. The school received from this source annually $3000. The Smith-Hughes law for Federal Aid in Agriculture and Home Economics made it possible for this school to receive last year the sum of $1285.48

The primary money amounts to approximately- 3000.00

Total amount from outside sources---------- 10000.00

The bonded indebtedness was---------- 25000.00

This is being paid at the rate of $1000 per year plus the interest. There has been paid on bonds $3000. Nearly $4000 has been spent in permanent improvements: tables, laboratory equipment, books, etc. $900.00 has been invested in musical instruments during the past year.

Statistics of the School: The school has a membership of 226 pupils of whom 136 come from the country and ninety from the village. The area of the district is twenty four square miles having a valuation of $877,000. The tax rate is fourteen mills. The bondedness indebtedness in 1928 was $22,000. The tuition for the high school was $75. The

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cost per capita of maintainence and instruction is approximately $90.00

Teaching Force: The following table gives the names and number of teachers, their qualifications, years of experience, salary, and major subject interest.

TABLE NO. 2

Teaching Force

Teacher's Names	Qual.	Yrs. Exp	Salary	Yrs. in this Sc	Subject Int.
G. H. Burt	B. Sc. Life Cert.	11	$3000	6	Sc. Agri.
Ella Phelps	A. B. Life Cert.	16	$1800	6	Home EC. Eng.
W. Weisenberger	Life Cert.	2	$1500	2	Man. Arts History
Zoe Lott	Life Cert.	5	$1250	2	Latin, Art, Music
Kate Norsworthy	B..Sc. Life Cert.	9	$1750	1	Math. Eng.
Cleo Shelp	Sec. Gr. C.	6	$1050	2	5&6 Gr.
Margaret Stowell	Life Cert.	4	$1050	4	3&4 Gr.
Retta Hartwig	Life Cert.	7	$1350	5	1&2 Gr.
A. V. Fleck				Part Time	Band Orchestra

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Transportation Of Pupils: More than one hundred pupils are brought to school from the districts that consolidated with the village school. The following table gives the name of the driver, length of route, number of pupils drawn, and salary of driver.

TABLE NO. 3

Transportation

Name of driver	Length of Route *	No. pupils drawn	Salary
Carl Eddy	6.5 miles	17	$800.00
Albert Aldrich	6.5 miles	17	$850.00
George Eddy	7 miles	19	$850.00
Alva Bemiss	9 miles	28	$1000.00
Dallas Hibbard	8 miles	23	950.00
Total		104	$4450.00

* Distance first child taken on bus, rides to school.

Library and Magazines: The school library has approximately 1,000 volumes, to which is added each year from 50 to 75 books. The school subscribes for twenty five of the leading magazines which gives a considerable amount of reading matter for school use. Less than five per cent of the adults in the community make use of the school library.

Course of Study for 1927-1928

Grade 9

First Semester	Second Semester
English 1	English 1
Algebra	Algebra
Home Ec. (girls)	Home Ec. (girls)
Man. Arts (boys)	Man. Arts (boys)

Grade 10

First Semester	Second Semester
English 2	English 2
Geometry	Geometry
Sociology or Ec.	Physiology or Civics
Mechanical Drawing	Mechanical Drawing
Crops	Crops and Horticulture
Home Ec. (girls)	Home Ec. (gilrs)

Grade 11

First Semester	Second Semester
American Literature	American Literature
Chemistry, Physics, Eng. Lit.	Chemistry, Physics, Eng. Lit.
Animal Husb., or Agri. Ec.	Animal Husb., or Agri. Ec.
Am. or Euro. History	Am. or Euro. History

Grade 12

Same as 11 only Latin has been added.

Credit has been offered for music, typing, and extra curricular activities[4] throughout the high school course of study for the past three years.

School Area: The steady growth of the school in view of a declining population in the township indicates that some of the factors discussed have played an important part in its increase in enrollment.

The influence of the school has been shown in its increasing school area. This is illustrated by the following map,[5] which divides the growth of the school in periods of five years each. The line numbered one represents the boundary of the territory from which graduates came during the years 1914-1919. Line No. 2 shows the territory in which graduates during the years 1920-1924 lived, and Line No. 3 surrounds the territory of the graduates for the years 1925-1929.

The map indicates the directions of growth to the south, west, and north. The lack of extension to the east is due to the consolidated school territory of Gaines.

The small numbers located on farms represent the date an individual graduated, who lived at that place.

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4. Boy Scout, Girl Reserves, Projects in Agri., and Home Ec., and Athletics.
5. Map No. 5 in cover.

MAP NO. 5

GROWTH OF SCHOOL AREA

(In Cover)

Survey of High School Graduates:[6] After consolidation had been in force for six years a survey was made to learn what effect the rural agricultural program was having on the community. A contrast was made of the six year period preceding consolidation of the school during which Byron had maintained a twelve grade school with the following six years of consolidation. During the twelve year period eighty three students had graduated, twenty eight boys and fifty five girls. Twenty four boys come from the farm and four from the village. Thirty two girls lived on farms and twenty three lived in the village.

The following table shows the number of graduates who went to the farm and those who were still on the farm in 1926.

TABLE NO. 4

Survey of Graduates

		Went to Farm		Still Farming	
Date	Total Grad.	No.	Per cent	No.	% of those who went back to farm
1914-'19	30	16	53	9	56
1920-'25	53	10	19	6	60
1914-'25	83	26	36	15	58

6. The survey was made by the Dept of Sociology Michigan Sate College, East Lansing.

The decrease in number of those returning to the farm during the period from 1920-1925 was no doubt due largely to two factors, viz; the agricultural depression following the war and rapid industrial growth of the cities of Flint and Detroit. Nineteen of the fifty three graduates during this period went to one or the other of these cities to do office, factory, or carpenter work.

The question was asked, "Do high school honor students go back to the farm?" The following table shows the total number of honor students, the number and per cent of honor students, from the farm who went back to the farm and the number and per cent still on farms in 1926.

TABLE NO. 5

Honor Students*

		Farm honor students who went back to farm		Honor students still farming	
	Total no. honor students from farm	No.	Per cent	No.	Per cent
1914-'15	5	1	20	1	20
1916-'20	10	5	50	2	20
1921-'25	11	3	27	2	18
1914-'25	26	9	34	5	19

* By honor students we mean those who had an average of B or above.

The following table shows the grades in high school, the number years of advanced education for the separate grade groups, of the eighty three graduates between the years 1914-1925, listing the farm boys, farm girls, town boys, and town girls separately.

TABLE NO. 6

Relation of Marks to Advanced Education

Source	Marks				Total	Advanced Education															
						1 year				2 yrs.				3 yrs.				4 yrs.			
	A	B	C	D		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
F.Boys	2	12	9	1	24	0	5	1	0	0	0	1	0	0	0	1	0	0	0	1	0
F.Girls	4	14	12	2	32	0	3	4	1	3	6	1	0	0	1	0	0	0	1	1	0
T. Boys	0	3	1	0	4	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
T.Girls	0	12	11	0	23	0	2	1	0	0	5	0	0	0	0	0	0	0	0	0	0
Total	6	41	33	3	83	0	10	6	1	3	11	3	0	0	1	1	0	0	1	2	0

The foregoing table shows that the three "A" students who took advanced work were farm girls. They went two years and received a life certificate for teaching. Only one "D" student went to college. He was captain of the high school foot-ball team, but failing to make the college team, dropped out. Thirty six graduates, or 43% started in advanced work. Of the seventeen who took only one year of advanced work, ten took business courses, and three earned a limited certificate for teaching. The table shows that the average student continues his education fartherest beyond high school.

Of the seventeen pupils who completed two years of advanced work, all prepared for teaching. The two who took three years of advanced education taught school. The "C" student in the last column has completed seven years of advance study in medicine. During high school he participated in at least four extra curricular activities.

The following table shows the graduates for the years 1926-1927 and 1928, together with their standings, the number taking advanced work, the number of class offices held and the number of honors won.

TABLE NO. 7

Grades and Leadership

Date	No.	H.	I. Q. Av.	L.	Grades A	B	C	D	No. taking Adv. W. A	B	C	D	No. offices held A	B	C	D	No. honors won A	B	C	D
1926	11	9	2	0	3	3	4	1	2	2	1	0	1	7	6	1	0	2	1	0
1927	11	6	5	0	2	4	4	1	1	2	1	1	2	3	5	0	1	0	2	0
1928	14	6	7	1	4	5	4	1	3	3	1	0	5	4	0	0	1	4	1	0
Total	36	21	14	1	9	12	12	3	6	7	3	1	8	14	11	0	2	6	4	0

From the above we conclude:

1. The students with better grades take advance work.
2. The average student or slightly above the average shows more leadership and wins more honors than those with the highest or lowest standings.
3. That average students (so far as grades are concerned) have a high intelligence quotient.

No doubt we may have a misunderstanding of marking students; the students who do what the teacher wants them to do, or are docile enough to refrain from doing things not listed in the course of study may stand a better chance in winning the high grade. Should conclusion No. 2 be general in secondary education it would seem that our basis of marking would need some adjustment.

The following table shows the number and percent of students who ranked among the upper one third in scholarship that completed advanced work in higher education from 1914 to 1925.

TABLE NO. 8

Honor Students and Higher Education

Source of students	Total Grad.	Scholarship above average		Higher education	
		No.	% of total	No.	% of higher Ed.
Farm Boys	24	6	25	0	0
Farm Girls	32	13	40	13	100
Town Boys	4	1	25	0	0
Town Girls	23	6	26	3	50

The above table might lead one to think that none of the farm boys graduated pursued courses beyond their high school work but ten boys have gone to either college or normal since graduation, though their redords did not place them among those who ranked as the upper

one third. Most of the girls who took advanced work went to Normal College at Ypsilanti to prepare for teaching, although a few attended business college and took up office work.

Most of the boys who, since consolidation, have gone back to the farm to remain have specialized in one or more enterprises on the farm. Their activities in the business life of the community are promising. The following table shows some of the phases of agriculture introduced into the community through their contributions.

TABLE NO. 9

Agriculture and Education

No. specializing	Enterprise taken	Approx. value in 1928
5	Certified beans	$4000.00
9	Certified potatoes	4500.00
7	Registered hogs	2500.00
2	Registered corn	1400.00
3	Poultry raisers	1000.00
2	Registered Cattle	1900.00

The foregoing table not only indicates cheaper and more efficient production of a better quality product, but also many contacts of a high type necessary in the purchasing and efficient management of crops and live stock.

The following table is a study showing the number of farm boys, farm girls, town boys, and town girls who graduated from high school from 1914 to 1925. Also those who went to a four year college and those who graduated from college, together with the number of extra curricular activities in which those who graduated from college participated during their high school years.

TABLE NO. 10

Participation and Education in High School

Source	Total	Grades				Went to 4 yr. C				Grad. fr 4 Yr. C				Av. no. of extra Cur. Act:			
Grades in H. S.		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Farm Boys	24	2	12	9	1	0	1	2	0	0	0	1	0	0	0	4	0
Farm Girls	32	4	14	12	2	0	1	1	0	0	1	1	0	0	3	2	0
Town Boys	4	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Town Girls	23	0	12	11	0	0	1	0	0	0	1	0	0	0	2	0	0
Total	83	6	41	33	3	0	3	3	0	0	2	2	0	0	5	6	0

Only six of the eighty three graduates entered a four year college, two of whom went only one year. One of the two was a "B" student from the country who had been valedictorian and president of the Senior Class; the other was a farm boy with a "C" average who had been captain of the foot ball team.

Growth of Student Activities

From 1915 to 1922 the general high school academic studies had been pursued. In 1922, after consolidation, Manual Arts and Home Economics were introduced followed by a four year vocational agriculture course in 1923. With the introduction of the vocational work and increased attendance, the need for a definite program of extra curricular activities was felt. The first effort in this direction was to establish a good athletic program.

Athletics: Previous to consolidation the high school had a foot ball team in the fall and base ball in the spring, which was conducted largely by the "fans" of the town and not altogether on a wholesome plan. In 1924 the school secured the use of the Town Hall during the winter for athletics. The school joined with the Byron Improvement Association and through their athletic program financed the activity, which cost approximately $250. An Athletic Board was elected by the high school students which later handled all the business of the athletic association including scheduling games and buying equipment.

During the first year a girls' basket ball team, girls' indoor base ball, high school boys team, junior team, town mens basket ball team, and older mens indoor base ball were organized. The Hall was used two evenings each week according to the following program.

TABLE NO. 11

Athletics

Time	Tuesday and Friday Evenings	
6:30-7:15	Junior boys Junior girls	Basket and volley ball
7:15-8:00	High Sc. girls Adult women	Basket and volley ball
8:00-8:45	H. S. boys	Basket ball
8:45-9:30	Town Team	Basket ball
9:30-10:30	H. S. boys Town team	Basket ball scrimmage
10:00-10:45	Older men	Indoor base ball

The games are played on Friday evenings whenever possible. They usually scheduled two on the same date. On Tuesday and Friday, during the day, each pupil, if physically fit is required to take some physical training. Teachers take their groups according to the following schedule.

TABLE NO. 12

Physical Education

Tuesday and Friday Athletic Schedule		
Time	Grades	Activities
10:00-11:00	3 & 4	Drills, folk dancing, etc.
11:00-11:45	5 & 6 boys	Exercises, games, drills, base ball
11:45-12:30	7,8,9 boys	Exercises, games, drills, base ball
1:00- 1:45	5& 6 girls	Exercises, games, drills, folk dancing
1:45- 2;45	H. S. girls	Exercises, games, drills, Volley ball
2:45- 3:30	H. S. girls	Second team practice

During the fall the high school boys play foot ball and the younger boys usually have a second team. The girls have volley and indoor base ball (which is played outside). The school is discouraging girls basket ball owing to the strenuous exercise, and no inter-scholastic games have been played by the girls during the past two years. The spring term athletic program is given over to base ball for the boys and indoor base ball for the girls. The spring program, except for the high school base ball team, is not followed so closely or supervised as thoroughly as in the fall or winter, owing to the time given other activities which will be discussed later.

The following table shows the number of inter-scholastic games played by the teams and the number lost or won during the year 1927-1928.

TABLE NO. 13

Games

Games	Number played	Number lost	Number won
1. Football	6	3	3
2. Basket ball	12	1	11
3. Base ball	11	1	10

One evening each month the Hall is reserved for the use of the boys and girls in the surrounding country school districts. The consolidated school furnishes

leaders to help them in organizing and conducting games. The school sponsors the affair in view of adding tuition pupils to the high school. Districts from one direction unite to compete in their games against districts of another section making an interesting evening for the children. This has not been an entire success owing to the lack of interest on the part of some of the rural teachers.

School Health Program: The demand for a school nurse grew out of the necessity of a physical inspection program. In 1926 the Board employed a part time nurse, through the Michigan Tuberculosis Association, at a cost of $150 for the year, for a one day per month service. This service is now being given for the third year and is rendering itself invaluable to the school and community.

The following is a summarized report of the year 1927-1928. The school had a one day service monthly, making a total of ten days service. The first seven visits were made by Agnes Graff, the last three by Beatrice Ferriby.

Vision tests----------135 average

Hearing tests----------135 average

Physical inspections----------Each child

This includes a dental inspection, adenoids, tonsils, cervical glands, skin, eyes, throat, and hair.

Re-examinations---------- 56

Recommendation slips to parents---------- 37

All inspections, defects, height, normal weight, and actual weights were recorded on the accumulative, permanent records.

Weighed-----Each child in the first six grades was weighed monthly. All children more than five pounds under weight were given advice about food and rest, and in some cases the mother was visited.

Measured-----Each child was measured in September and in January, and his normal weight calculated.

Home calls----------17

For each defect found we try to visit the home and find the underlying cause if possible. We advised parents to consult the family physician about treatment for the child. If the parents cannot afford medical care, we try to provide that through state aid.

Interviews---------- 2

These were with county officers concerning indigent cases.

Corrections: During summer

Refractions (eye corrections) ----------	1
Tonsilectomies and adenoidectomies (tonsil and adenoid operations)----------	7
Dental----------	10

Corrections during the school year:

Dental----------	17
Refractions (eye corrections and glasses)-----	2
Tonsilectomies and adenoidectomies----------	6

Three of these cases were financed by the state. By request the county poor commissioner visited the school. He made arrangements for three tonsilectomies and adenoidectomies to be taken care of

at Ann Arbor.

The county physician brought a doctor with him, and twelve children were examined. He found two children who had questionable tubercular glands. He also examined a child who had crossed eyes. The parents promised to have these children treated during vacation. If the children are not taken care of, we will try to have it done next year.

The tooth drill was demonstrated to the children in the primary room.

Each month a health lesson was given in each room, stressing on the following subjects:

1. Food and its principles.
2. Nourishing breakfasts, good nutrition, poor nutritution.
3. Prevention of disease. Tuberculosis.
4. Milk the builder. A well balanced diet.
5. Cleanliness and care of the skin.
6. Mental hygeine.
7. Getting ready for school.
8. Care of the teeth.
9. Prevention of colds. Fresh air and ventilation.
10. Sleep. Rules for safety.

The Modern Health Crusade was introduced in the primary room.

The Let's Grow Series were furnished for recording their chores.

Student Council: In 1924, after some discussion, a high school boy circulated a petition asking for a government by the student body. The petition was accepted by the faculty and the students proceeded to elect officers. One member was chosen from each of grades 7, 8, 9, and 10, and two from each of grades 11 and 12 to represent the student body. The following students were chosen.

12th grade.....Hortense Orr and Kenneth Smith
11th grade.....Dorris Ball and Leslie Hibbard
10th grade.....Stanley Ball
9th grade.....Katherine Leetch
8th grade .....Auburn Lewis
7th grade.....Vera Carpenter

The secretary, Nelson Graves, was elected by the council. A committee by the council drew up the following constitution which which was accepted after the third reading before the assembly and being posted five days.

CONSTITUTION FOR THE BYRON AGRICULTURAL
SCHOOL STUDENT COUNCIL

We, the students of the assembly, in the interest of student government; the better administration of the different branches of that government do establish this constitution for the Student Council.

ARTICLE I

Legislative Department

Sec. I

1. The council shall be composed of members chosen semi-annually by the students of the assembly.
2. There shall be one representative from the seventh, eighth, ninth, and tenth grades, and two from the eleventh and twelfth grades, respectively.

Sec. 2

1. The representatives shall be nominated by the members of the respective classes and elected by the student body.
2. Representatives shall be elected by ballot.
3. No person shall be a representative who is not doing "C", average work.

Sec. 3

1. A secretary shall be elected by the Council from their own number.
2. The duties of the secretary shall be:

   To keep a record of the proceedings of the meetings of the Council.

   To notify the members.

   To notify committees of their appointment and of business referred to them.

   To take charge of all the records of the Council.

   To make reports as shall be required.

Sec. 4

1. The council shall require the attendance of the members and if a representative is absent from three meetings without good cause, he shall be discontinued and a special election held to fill his vacancy.
2. The majority of the Council shall constitute a quorum to do business.

Sec. 5

1. The Council shall have power:

   To nominate members for the Athletic Board, Literary Board and such committees and boards as are deemed necessary.

   To assume control of the general conduct of students outside of the class rooms.

   To make such rules and regulations as shall be necessary for such control and to further the best interest of the student body.

   To enforce this rule by acting as a jury for the purpose of hearing charges against members of the student body and also by punishing offences as may seem advisable.

ARTICLE II

Executive Department

Sec. 1

1. The executive power shall be vested in a president of the student council. He shall hold office one semester.
2. The president shall be nominated by the Council from its members and voted upon by ballot by the general assembly. The vice-president shall be elected in the

manner.

3. No person who has not completed at least one semester in high school shall be elected for the office of president.

Sec. 2

1. The duties of the president shall be:

To call order and open meetings.

To announce the business of the meeting in the order in which it is to be acted on.

To put to vote all questions which have been regularly moved and supported, and to announce the results.

To preserve order and to decide when referred to all questions in points of order or practice which may aride.

To be responsible for the charge of the assembly room, appointing such people to take charge as he may see fit.

To append his signature when necessary to all orders, and proceedings of the Council.

The ratification of two-thirds of the assembly shall be sufficient for the establishment of this constitution.

BY LAWS

1. The president shall have charge of special meetings in the assembly.
2. No individual shall hold two major offices at the same time.
3. The election of Council officers shall be held during the second week before the close of each semester.

4. The faculty advisor shall have the power to veto any action taken by the Council.

According to the constitution the election for the following year was held in May, one week after nomination. The candidates were Raymond Spangerberger and Leslie Hibbard. Their campaign managers were Nelson Graves and Kenneth Smith.

Work of the Student Council: The following is a copy from the proceedings of one of the weekly council meetings.

"Student Council Meeting, December 21, 1926."

Harold---Reported for general disturbance.

To apologize before assembly.

Ruth K. Ruth T. Beatrice H.	Reported for going to back of assembly room, and causing general disturbance. Ruth K. and Beatrice assigned separate rooms to study alone for one week. Ruth T. absent, left over for next meeting.
Mr. H. (teacher)	Reported for talking aloud in assembly room. Talked with him and decided to let it drop.
Phyllis G. four reports	General disturbance. Sent warning.
Hester H. four reports	Reported for not obeying. Not allowed to speak or leave seat for one week.
Kenneth S.	General disturbance. Seat changed.
Maxine C. four reports	General disturbance. Not obeying. Not allowed to speak or leave seat for one week.
Eva K.	For talking back to person in charge. Put in laboratory store for one week.
Ruth T. 3 reports	Wrote letter to parents.

Aside from the regular meeting, the Council takes charge of several activities in the school. The assembly room seating 102 pupils, is under their supervision. No teacher is in this room throughout the day. A student is appointed to sit at the teacher's desk during his or her study period to answer questions, supervise the room and ring the buzzer for classes to pass. Absent and tardy marks are recorded by a person chosen by the council.

Appointments: Several committees are chosen by the Council to be held responsible for certain functions. The flower committee, whose duty it is to solicit plants in the fall from patrons for the school and to care for them during the winter.

The Social Board consists of three students whose duty it is to arrange school social functions, parties, etc, and has an active part to play in the social life of the school.

A Literary Board is chosen by the student council to take charge of the assembly programs which are held once a week and its duty is to arrange a program for the year and appoint groups to take charge of each program.

The Athletic Board consists of a member chosen from each team, together with secretary and treasurer chosen by the Council, whose duties have been mentioned under athletics.

A flower fund committee, usually consisting of only one person, is chosen by the Council. The duty of this

committee is to collect funds to be spent for cut flowers which are sent to sick pupils or parents or given in case of a death of a patron of the school.

An historian is appointed by the Council to write each year the history of the school and file it with the student council after reading it before the assembly.

Faculty advisors are appointed by the Council for each grade. The grade is responsible to the faculty advisor for class events. The advisor acts as a chaperon on such occasions.

The Council appoints a librarian, (on the advice of the teacher) a student to take charge of magazines, and one to take charge of fire drill.

The Student Council has been rather reluctant in making rules which would be a temptation to pupils to violate, but instead they have formulated, and by vote of the assembly, adopted the following code of ethics.

Code of Ethics: In order that I may give and receive the best in my school I accept the following code of ethics.

1. I will hav self-respect.
   a. I will be pleasant and always remember to smile. I will be friendly to all.
   b. I will be sincere. I will be myself and act as a pretender at no time.
   c. I will be true for the sake of those who trust me. I will be honest at all times.
   d. I will be brave. I will dare to undertake

difficult tasks.

e. I will be strong. I will not allow myself to be weak and dependent on others.

f. I will be pure. I will think clean thoughts, and live a clean life. I will not allow myself to think low of anyone.

2. I will be a good workman.

a. I will be independent and self-reliant. I will not seek help unless the task is greater than my ability.

b. I will be accurate and careful in my work and will not allow myself to work in a careless and slip-shod manner.

c. I will be prompt and determined. I will have my work done on time, believing that now is the best time to work.

3. I will be loyal.

a. I will show true sportsmanship, being a good loser and a generous winner.

b. I will play fair with everyone. I will not take advantage of anyone.

c. I will conduct myself wisely at school.

1. I will be quiet in the halls and assembly room.

2. I will help to keep the school house as clean as possible.

3. I will always try to be on time.

4. I will be courteous in speech and deed.

5. I will avoid confusion between classes by talking as quietly as possible.

4. I will try to add to the spirit of the school by:
   a. Always giving my support to any committee that seeks my help.
   b. Being loyal to my class by doing anything I am asked.
   c. Being generous and helpful whenever I can.
   d. Being lively and showing lots of pep in anything the school undertakes.

I believe that by doing these few things I will help to make a better school and a better self.

The Student Council deserves mention in assisting the teachers in cooperation with the Department of Education of the Michigan State College in adoption of the following Tentative Standards for markding which are used in the school.

TENTATIVE STANDARDS FOR MARKING

The "A" Student

a. Will be dependable for superior preparation of work assigned in neatness, organization, and accuracy.
b. Will on his own iniatiative do work not assigned.
c. Will show a decided interest to contribute his share and more to the class exercises.
d. Will be eager to make up class work after absences.
e. Will show by tests and preparation of assignment a mastery of subject superior to that of the "B" students of the class.

The "B" Student

a. Will be dependable for preparation and accuracy of

work assigned.

b. Will do on his own initiative some work not called for by regular assignment.

c. Will be eager to make up class work after absences.

d. Will volunteer to contribute to the daily recitations, and show a willing interest in all class exercises.

e. Will in tests and assignments show a mastery of the subject matter above the average expected from, and accomplished by the class.

The "C" Student

a. Will prepare the work assigned.

b. Will contribute some to class exercises.

c. Will show a respectable mastery of the subject.

The "D" Student

a. Covers less than the minimum daily assignments. His work will be done in slovenly and indifferent fashion.

b. Undertakes to secure a passing mark by the smallest amount of study possible.

c. Does no supplementary work which is not assigned.

d. Takes indifferent part in class exercises.

e. Masters a meager fund of minimum essentials.

f. His work is below average of the class.

The "E" Student

The mark of E may result from any number of weaknesses which will cause the student to fall short of the minimum requirements as set forth for the work of the "D" student.

The Student Council did not find favor at first with some of the parents. A few went to the Board of Education with the remark: "Have we got to let our children be ruled by those kids?" The Board was optimistic and waited patiently for results. Within a year from the timw the Council was organized it was showing its effect on the community. Business men felt the effect. One is quoted as saying: "The kids don't seem so destructive as they did before they started that Council. They seem to have more respect for other people's property."

Divisions in t e community over local issues have their effect on the Student Council. Some spite work occurs at times by parents setting pupils against other pupils and the Council. This however is growing less than at first. The Board of Education firmly believes in the Council. They feel that student government with its activities has saved practically the expense of an additional teacher.

Music: Two credits are allowed towards graduation in vocal and instrumental music. One teacher with ability in vocal music is employed in high school although not as a music teacher. A Girls' Glee Club and a Boys' Glee Club together make up the chorus for the school. Programs are arranged to use the separate groups a number of times during the year. An operetta is put on in the early spring by the Glee Clubs.

Piano instruction is given privately outside of school and credit is allowed, one credit being given to pupils

who carry ork throughout their junior and senior years. There are forty two pupils in the community working for this credit.

Band and Orchestra: The school has a forty piece band consisting of pupils in grades four to twelve. The school purchased some cheap second hand instruments in 1918 which formed the nucleus around which the present organization was built.

An instructor came to the school from outside, one day each week and conducted the band rehearsals in the beginning, the pupils each paying twenty five cents for their instruction. During consolidation, with new forces, the band, with most of the instruments, disappeared.

In 1923, under new management, the remnants of the band were gathered together, an instructor invited in once a week, and private lessons were given during the day at school while the Board paid for a rehearsal in the evening. The pupils purchased their own instruments. This arrangement workded very successfully for a couple of years, but owing to the fact that the pupils owned their instruments and advanced together in the band no new material was fed into the organization. As pupils graduated from school the band was depleted and again the problem arose as to how the school could maintain the organization.

In 1926 the Board was confronted with the problem of the band and the need of a complete set of band instruments owned by the school. The band director agreed to give group lessons at a discount. In response, the Board voted to purchase the instruments recommended which cost nearly

1000.

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$1000. These instruments were purchased at a liberal discount and checked out to the pupils according to the following contract:

Student's name.....Date.....

I, the undersigned, am in possession of instrument.....

No.....with case.....make.....used.....

new..... and do hereby agree to keep same in as good condition as it was in at the time I received it (at my expense).

I do further agree to relinquish my claim to said instrument on demand of the school band-master or supt.

Signed---------- ---------Parent

O. K. by----------Supt.

Signed----------Pupil

Pupils in the lower grades who appear to have musical ability are encouraged and given the preference in taking instruments. Many parents buy their children instruments as they become more advanced. As pupils graduate their instruments are turned in and checked out to a beginner to start a new group each fall which keeps the organization growing. At present the band has forty members with approximately $3000 invested in instruments.

On special occasions the band is called upon to furnish the music. Decoration Day they were paid $45 with additional tag day receipts which totaled nearly $100. This was placed in the treasury of the band to be used for additional music, repairs, and expenses. Each Wednesday evening during the summer the band gives a free concert on the

streets of the village.

The value of the band to the pupils can be determined only in part. The pupils are interested, all the instruments are used, well cared for and the music enjoyed by the people of the community. The results of the band and orchestra (which is made up from the band with additional pieces) together with other student activities will be summarized at the end of this part.

Class Enterprises: The separate classes, in addition to their class organization meetings, parties, etc. are encouraged to undertake rather definite cooperative activities each year which has a tendency to create a more constructive class spirit through the project enterprises.

Landscape Gardening: The following spring, after the new addition to the building was completed in 1923, the different classes and rooms chose a portion of the school grounds to seed, care for, and beautify. When the grading was completed by the Board, the grounds were raked, seeded, rolled, and watered by groups of students. Fifty dollars was contributed by pupils for shrubbery. Plans for planting were studied and submitted by each group. The pupils having the best plan supervised their section. A committee was selected to purchase the shrubs of a nearby nursery which gave a liberal discount.

A half day was taken for the planting of the shrubs which consisted of:

Five dozen Japanese Barberry.

Two dozen Spirea.

One dozen Honeysuckle.

One half dozen Snow Berry.

Four Boston Ivy.

With more or less criticism on the part of some parents who claimed: "They would all be dead in six weeks, or the kids will tramp them all down," the shrubs grew. Nature did her share in furnishing a cool wet spring. The work was that of the pupils. The made the investment and after five years the shrubs receive much comment and are claimed by the pupils who dah a part in their setting, as their contribution.

The Community School Fair: The Agriculture and Home economics departments have sponsored a local fair which attracts considerable interest in the community. The adjacent district schools are urged to participate. A trophy cup, furnished by the business men of the town, is given to the school winning the most points in the exhibits. Poultry specialists, The Livingston County Agent, and speakers from the State Department and College assist in making an interesting as well as instructive event for the community. The district schools each furnish a part of the program for the evening and a ten dollar prize is offered to the school putting on the best number. This gives an opportunity for children to participate in larger groups which acquaints them with the Byron school.

The pupils take charge of the fair, arranging

exhibits, publicity work, announcing program and introducing the speakers, each selecting a part for which to be responsible.

The expense is met largely through candy, pop corn, and hot dog sales put on by the student body.

The following is a copy of the rules and entries distributed by the pupils to the district schools and patrons in the community.

"To the Schools and Parents:

The Third Annual Community School Fair will be held in Byron on December 7, 1927.

A change has been made in the rules for awarding the trophy cup. This year, each exhibitor whether adult or child can gain points for his district. To allow all who live in the district to compete for the trophy cup, the following rules have been made.

1. Pupils or parents within the district may make entries in any class on enclosed lists.

2. Any group or single pupil may enter an exhibit of any school work.

3. Each exhibit of whatever class will count one point.

4. First prize (blue ribbon)--------3 points.
   Second prize (red ribbon)---------2 points.
   Third prize (white ribbon)-------1 point.

5. The district winning the most points will receive the cup.

6. Any school winning the cup three successive

times will keep same as their own.

The Byron Consolidated School is not eligible to compete for the cup.

PROGRAM

District

The following schools are eligible to compete:

1.	Graham	5.	Pink	9.	Brick
2.	Boyd	6.	Green	10.	Union Plains
3.	Lovejoy	7.	Williams	11.	Knaggs Bridge
4.	Cole	8.	Deer Creek	12.	Houghtelling

A prize of ten dollars ($10.00) will be given to the one of the above schools winning first on the program. Each school will be given a maximum of five minutes for music, drill, folk-dance, song, playlet, etc.

The scoring for the above will be based on:

1. Interest
2. Preparation
3. Originality
4. Educational value

As to entries

Open to all:

1. All entries should be in Tuesday evening Dec. 6th.

2. All poultry, grains, vegetables, sewing, baking, and canning must have been produced by members of the

community.

3. Judging will start at 9:00 A. M.

4. A pen shall consist of two pullets and one cockerel, or two hens and one cockerel.

LIST

Class I----------Corn

a. Ten ears of yellow dent

b. Ten ears of white dent

c. Best ten ears of pop corn

d. Best ten ears (sweep stakes)

Class II ------- Wheat

a. One peck white wheat

b. One peck red wheat

Class III--------Oats

a. One peck oats

Class IV---------Rye

a. One peck rye

Class V----------Barley

a. One peck barley

Class VI---------Beans

a. One peck navy beans

b. One peck red kidney beans

c. One peck brown Swedish beans

Class VII--------Potatoes

a. One peck early potatoes

b. One peck late potatoes

Class VIII---------Vegetables

a. 3 Squash

b. 3 Pumpkins

c. 3 head cabbage

d. 1 peck onions

Class IX--------- Eggs

a. 6 white eggs

b. 6 brown eggs

Class X----------Poultry

a. Pen old leghorns

b. Pen young leghorns

c. Pen old barred rocks

d. Pen young barred rocks

e. Pen young Rhode Island reds

f. Pen old Rhode Island reds

g. Leghorn cock or cockerel

h. Barred rock cock or cockerel

i. Any other breed cock or cockerel

j. Old pen any other breed

k. Rhode Island cock or cockerel

l. Young pen any other breed.

Class XI----------Apples

a. Best plate of any variety

WOMENS EXHIBITS

Class I----------Canned Fruit--------Cold Pack

a. Two cans of berries

b. Two cans of peaches

c. Two cans of pears

d. Two cans of plums

e. Two cans of cherries

Class II---------Canned Fruit------- Open Kettle

a. Two cans of berries

b. Two cans of peaches

c. Two cans of pears

d. Two cans of plums

e. Two cans of cherries

Class III--------Canned Vegetables

a. Two cans of tomatoes

b. Two cans of corn

c. Two cans of string beans

d. Two cans of greens

e. Two cans of peas

f. Two cans of beets

Class IV----------Relishes

a. One can

Class V----------Jellies

a. One glass

Class VI----------Jams

a. One jar or glass

Class VII ----------Baked goods with recipe

a. Tin of raised biscuits, loaf of white bread, loaf of brown bread, loaf of nut bread.

b. Cake: light, dark, sponge, eggless.

c. Doughnuts: plate of doughnuts made with an egg, or plate made without an egg.

d. Cookies:

Plate of light

Plate of dark

Plate of eggless

e. Pies:

One crust

Two crust

Class VIII----------Art Work

Annual Eighth Grade Banquet: Each year, just after the eighth grade examinations in the county, the eighth grade together with the ninth grade Home Economics girls of the Byron high school, give a banquet to the eighth gra e pupils and their teachers from the adjacent country schools. Invitations are made by the pupils, a committee appointed to make arrangements and nearly all the eighth grade pupils come together for the feed.

The Home Economics girls serve the banquet, while the local eighth grade class furnish the program. Pupils are

shown through the building, and simple experiments are performed which help to create a desire for a high school education.

Senior Play: The senior class puts on a royalty play toward the close of the school year. Part of the time of their English work is given over to practice and preparation for the class play. The net proceeds from the play are usually used to purchase something for the school as a gift in memory of the class of that year.

Value of Student Activities: It is impossible to evaluate the effects of extra curricular activites upon the lives of the student body. A few striking effects have been noticed. When parents, who are tax payers, were asked what they thought of the expense of maintaining the Hall for athletics the following answers were received:
"Keeps the children at home.
One thing we know where they are.
I wish we had had this when we were young.
Saves the parents a thousand dollars that their kids would spend going other places. My boy likes it, it makes him like school. If my boy was as interested in farming as in this I would have to buy another eighty."

Many more answers were given which indicate that the people feel that it is worth while. Many favorable comments have been received on all the activities of the students.

The Student Council has had a marked effect on the student body. Many comments have been received regarding the freedom of the students, t e responsibility they take in matters of conduct, and the attitude of courtesy toward strangers. Along with these comments came some criticisms by those of t e older school whose experience has been wholly with the autocratic type of training.

Student Council gives the teacher a rich field in the teaching of civics and sociology. The results tend to show growth in the student toward a feeling that he is a part of and a participant in the school environment. There is more freedom yet less destruction, more noise yet more control, more activity yet more order, more interruptions yet more growth, hence more education.

The Code of Ethics grew out of the Student Council in relation to the teaching of Civics. Each member of the class was asked by the Student Council to formulate a code of set of rules to govern the conduct of the student body. The Council asked that each put their work in a positive rather than negative form. The work of the class resulted in the above Code of Ethics.

As result of the Code self appointed committees of two or three have given kind advice to an offending student. Our conclusion is that students will obey the spirit of the Code inasmuch as it is theirs, created by themselves, for themselves.

The Community Fair is one of the broadest projects

that has been undertaken by the school. More contacts of a constructive type were made through the Fair than any other channel; no doubt that was due to the fact that it was community-wide and more than two hundred participated which necessarily made it a success.

The value of student activities cannot be determined accurately but the following table indicates tendencies which, without a doubt, have resulted from the extra curricular activities, and student participation in his school environment.

A study has been made of the community, covering a six year period, to show the relationship of student participation in extra curricular group activities, the number of pupils out of school, problems of discipline, petty thieving, and sexual hygeine problems. The following table gives a summary (in so far as possible to obtain) of the results found.

TABLE NO. 14

Educational Problems

	Total no. pupils enrolled	No. pupils out of school*	Problems in discipline	Stealing in town or school	Sexual hygeine problems
1922-1923	202	14	0	0	2
1923-1924	212	11	6	24	1
1924-1925	214	9	5	9	1
1925-1926	226	9	3	4	0
1926-1927	242	8	1	2	0
1927-1928	246	7	1	1	0

a. Unable to get accurate information.
b. These cases were small children with very poor home environment.
* No. of pupils in district, drawing primary money who have not graduated, but have left school.

From the foregoing table the following conclusions may be drawn. With the introduction of extra curricular activities and student participation:

1. Fewer pupils leave school.
2. Problems in discipline are reduced.
3. Petty thieving is reduced.
4. Social hygeine problems decrease.

Part 4

Community Studies

During the past three years some definite study has been made in the community in view of making possible a better working program. It was found that out of approximately eight hundred people, only about one third participated in any definite way in community life. The non-participants are not only passive to progressive activities, but at times have been very definitely opposed to, and have at times fought against progressive measures.

A record of attendance and participation was kept covering a period of six months, from November to April, of the Lodges and Churches to check on attendance, type of program, number taking part and total attendance. The following table gives a summary of totals and average for the different organizations.

ABLE NO. XV - ATTENDANCE and PARTICIPATION in ORGANIZATIONS.

NAME OF RGANIZATION	TIME	PLACE	UNDER AUSPICES OF	TOTAL ATTENDANCE ADULTS	CHILDREN	FROM TOWN	FROM COUNTRY	TYPE OF PROGRAM	RESIDENT PEOPLE ON PROGRAM	OUTSIDERS ON PROGRAM	TOTAL NO OF MEETING
MASONS	8:00PM	MASONIC	MASONS								
OTAL	37.8 Hrs.	HALL		369	0	136	233	DEGREES	117	9	
ERAGE	3.7 Hrs			36.9	0	13.6	23.3	SUPPERS	11.7	.9	10
ASTERN STAR	8:00PM	O.E.S. (MASONIC)	O.E.S.								
OTAL	25.6 Hrs	HALL		500	49	280	263	REGULAR WORK	264	10	11
VERAGE	2.3 Hrs			45.4	3.9	25.4	23.9	SUPPERS	24	.9	
T. A.	8:00PM	SCHOOL	P.T.A.					EDUCATIONAL			
OTAL	15 Hrs			407	264	369	302	ENTERTAIN-MENT	98	24	6
VERAGE	1.5 Hrs			67.8	44	61.5	50.3	MUSIC	16.5	4	
E CHURCH	10:30AM	M.E.	M.E.								
OTAL	26 Hrs.	CHURCH	CHURCH	969	310	869	400	RELIGIOUS	104	0	26
VERAGE	1 Hr			96	11	33	15		4	0	26
APTIST	10:30AM	BAPTIST	BAPTIST								
OTAL	70 Hrs		CHURCH	2426	811	1530	1608	RELIGIOUS	250	3	
VERAGE	1 Hr.			34.6	11.5	21.5	22.9		3.5	.004	70
SCELLANEOUS	8:00PM	TOWN	SCHOOL					ENTERTAIN MENT			
TAL	164 Hrs	HALL	P.T.A	1903	585	1255	1392		117	65	
ERAGE	3.3 Hrs		OTHERS	100.1	30.1	66	73	MUSIC ATHLETICS	6.1	3.4	19

The above table indicates that the average attendance at Lodges and at Churches does not exceed fifty people. The majority of people who attend Lodge, also attend Church. Although the membership of either is much greater than the regular attendance, the organizations do not draw a very large proportion of the people of the community.

In checking the cost per social contact[1] of one of the above organizations, the M. E. Church was selected. The total budget was divided by the number of meetings held during the year and that by the average attendance per meeting. It was found that on the average for each social religious contact the cost was a little more than thirty cents.

Community Growth

A recent study was made to determine the extent of the growth of the community through business, school, and church areas. Map no. 6 gives the boundaries of the different areas listed in the legend. On roads leading from the village, the fartherest removed homes which make Byron their place of business, school, or church town are indicated and lines drawn connecting these points to show

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1. By social contact is meant one hour social exposure by one person in listening or taking part.

MAP NO. 6

TRADING AREAS

(In cover)

the area served by this town in the respective interests.

A study of Map No. 6 reveals various items of interest which need explanation from the local point of view.

The banking area, located by the banker, includes more than those who do their banking in Byron. The line extends to those homes furtherest removed who do their banking in the village. A study of these far removed homes shows that personal dissatisfaction with the local bank or bankers cause a number of people to go some other community for banking interests. Byron has a state bank, while some of the adjoining centers have private banks. This may partly explain why the bank has the largest area.

The school area has made rapid growth since consolidation in 1922. The changing areas of expansion of the school is better illustrated by Map No. 5. The map shows that little growth in the area has taken place to the east. This is due to the consolidated area of Gaines meeting that of Byron. The westward trend of the boundary is due partly to the fact that Bancroft has had a conflicting group over school matters which removed them from the accredited list for awhile. The senior students, feeling the situation, went to Byron or Durand to complete their high school course. The area has moved to the south and south west due largely to the school program which has been an important factor in the general expansion.

The grocery area has enlarged somewhat since consolidation; parents have a tendency to trade where their children go to school. A chain store which recently

opened in Byron has had an influence in widening the area. The hardware area is quite representative of business. There are two hardware stores which are strong competitors, although they have established no definite extensive service of expansion.

The cream buying area is somewhat smaller than the other business areas. This can be explained from the fact that there is a demand for whole milk from Flint and Detroit. Milk routes on the north and south of Byron take whole milk from these localities. These routes make the boundaries nearer the community center on the north and south.

The Church areas (which were discussed briefly in the Decline of Neighborhoods)[2] as are shown on the map deserve further analysis, It will be noticed that these areas are small and cover practically the same territory. Less than twenty five percent of the people living within these areas belong to either church. A problem faces the religious organizations. The church leadership is either indifferent of does not realize the significance of the situation. When the map was shown to the ministers, the discussion of it was received with only passive interest.

A small percent of the people living outside of the church areas go to church elsewhere in their respective neighborhoods. The four or five Catholic families in the community go to the Catholic Church in Gaines. Probably less than twenty five percent of the people attend church

any place.

The map areas of the church when compared with other areas tend to show that the rural church is still in the neighborhood stage of development. The customs and traditions of the church break down more slowly, and they perhaps have contributed little to the community group development.

Leisure Time Study of Two Hundred Families

The Sociology Department of the Michigan State College made a study of the leisure time of two hundred Byron families. Typical families were chosen from the village and county. One hundred seventeen farm owners, forty six farm tenants, thirty nine village home owners, and eight village tenants were studied. The results of the study are shown in the following tables.

TABLE NO. 16 a

Standard of Living

General information	117 Farm owners	46 Farm tenants	39 Town owners	8 Town tenants
Av. no. yrs. in community	33.2	15.5	25.7	19.5
No. rooms in home (av.)	9.3	8.5	7.7	7.5
% having water piped in home	28.0	3.7	15.0	12.5
% having bath in house	11.1	6.5	7.6	.0
% having toilet in house	11.1	4.3	11.02	.0
% having heating system in home	23.1	13.0	19.0	25.0
% having electric lights	22.2	10.8	89.0	87.0
% having telephone	67.5	47.8	33.3	37.5
No. hours in work day	10.5	11.0	9.0	10.1
Av. no. daily papers per family	1.3	1.0	1.6	1.7
Av. no. weekly papers per family	.7	.6	.38	.0
Av. no. farm papers per family	2.6	1.9	.9	.5
Av. no. juvenile papers per family	.4	.0	.3	.25
Av. no. religious papers per family	.1	.0	.5	.12
Av. no. all other papers	1.3	1.2	2.1	2.5
Nationality	Eng. 1 Can. 1 Am. 115	Ir. 1 Am. 45	Sc. 1 Ir. 1 Gr. 1 Am. 36	Can. 1 Eng. 1 Am. 6

TABLE NO. 16 b

Leisure Time at Home

Leisure time at home	Farm owners hrs. per yr	Farm tenants hrs. per yr.	Town owners hours per year	Town tenants hrs. per yr.
Reading	331.0	309.3	404.3	426.0
Radio	172.4	163.1	73.4	136.0
Card playing	24.9	34.3	19.1	42.6
Sociables	31.0	18.0	7.8	4.5
Singing	20.0	16.6	22.8	9.0
Miscellaneous	72.1	80.1	72.00	50.5
Total	651.4	621.4	599.4	668.6
% leisure time spent at home	45.5	44.9	59.5	59.7

TABLE NO. 16 c

Men: Hours per Year Leisure Time in Organizations

Organizational	Farm owners	Farm tenants	Town owners	Town tenants
Fraternal	12.4	10.9	13.3	19.1
Educational	2.0	.9	4.6	4.5
Church	16.0	6.2	20.1	45.9
Sunday School	6.3	1.4	4.6	12.6
Miscellaneous	4.1	3.5	15.9	49.5
Total	40.8	22.9	58.5	131.6
Percent	3%	1.6%	5.8%	11.8%
Grand total leisure time hours	1371.9	1385.0	1008.1	1118.3

TABLE NO. 16 d

Leisure Time Away From Home

Leisure time away from home	Farm owners hrs. per yr.	Farm tenants hrs. per yr.	Town owners hrs. per year	Town tenants hrs. per year
Movies	10.2	14.3	7.3	8.2
Auto trips	22.6	215.8	57.1	17.8
Auction sales	25.6	23.1	3.0	1.2
Evening visits	51.8	53.1	29.5	34.3
Sunday visits	95.0	129.5	32.4	21.3
Family reunion	11.6	7.7	14.3	6.5
Hunting	14.1	31.9	7.7	.0
Fishing	19.7	23.9	20.7	8.1
Camping	10.2	5.1	18.1	.0
Auto drives	176.0	185.2	350.2	318.1
Miscellaneous	44.9	51.0	39.8	40.6
Total	679.7	740.6	580.1	416.1
% leisure time	49.5	53.5	34.5	28.5

Although many of the farm tenants are related to the farm owner whose farm they work, they have less of the modern conveniences than the owner who is working his own land. The house of the tenant is smaller yet houses in the country were built a number of years ago and in general have an excess of room. The owners working on farms are older on the average than the tenants which accounts partly for their greater number of years in the community.

The leisure time of the families studied range from 1000 to 1400 hours per year, and much of this time is spent in more or less passive ways. Reading occupies the greater part of the leisure time. The daily newspaper is probably the most widely read. Most homes are destitute of reading matter for the children which may account, at least in part, for the absence of the children in the home evenings.

Listening to the radio comes second in method of spending leisure time at home. Many farmers, instead, of going to bed, sit up and listen to radio programs being broadcast over the radio. Although they may receive little constructive help, there is a tendency on the part of the listener to sleep a little later the next morning, which not only cuts down his work day, but by decreasing his production, may help to increase the market price of his produce. We cannot hope for this to have any effect since only a few farmers have radios, but if there were thirty million among the farming people they would help materially in solving the market problems that confront the farmer.

Sunday auto trips and visiting away from home occupy a large amount of leisure time. No doubt the auto drives help a great deal in enabling the people to compare the stock and crops of others with theirs at home and the visiting may be very constructive, but in general people have not learned how to visit constructively, and the day is spent too many times in idle gossip.

A special study was made by Dr. Mumford of

Michigan State College of the 117 farm owners in the above table. They were divided into three groups according to income, and studied to determine the relation of the different degrees of economic success to their standard of life. The following table gives the data for the men and women studied in this farming area.

TABLE NO. 17

Relation of Economic Success to Standard of Life
(Community B[3])

Income classes	No. persons	Av. leisure hrs at home	Av. leisure hrs. away from home	Av. hrs in organ.	Total leisure hrs.	Av. no farm papers	Av. yrs. in school
MEN							
Below av.	19	568	629	27	1224	2.5	6.9
Aver.	72	643	625	38	1316	2.6	8.2
Above aver.	26	725	938	65	1728	2.7	9.4
All classes	117	649	695	42	1386	2.6	8.3
WOMEN							
Below av.	19	613	521	40	1174		
Aver.	72	651	504	42	1197		
Above aver.	26	762	774	81	1617		
All classes	117	670	587	50	1287		

3. "Farm Income and Farm Life"--Univ. of Chicago Press, 1927. Page 138.

The data of this community shows that the highest income class uniformly excels in all the criteria by which the standard of life is measured with one exception which relates to the leisure hours spent away from home. The foregoing study only adds to those already made which confirm the statement that the highest income groups are the people who have the most leisure time, are better educated, read more and maintain higher standards of life.

Talent Survey

The Byron community like other rural communities has too few to take the responsibility of leadership of various organizations and social activities, with the result that a few with initiative take on a greater responsibility than can be handled efficiently; the others become more inefficient, and the social life becomes more and more like an empty machine, running but accomplishing nothing.

To overcome this situation and bring into activity the latent talent, the sociology class of the Byron high school made a talent survey of the community with the idea of finding the talent and bringing it into active participation if possible. The following schedule[4] was used and about seven hundred different individuals were interviewed and the names of those who had participated in one or more activities listed, were placed on the schedule.

The survey revealed a great deal of talent.

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4. See Figure III on page number 139

FIG. III

TALENT SURVEY

PERSON	ADDRESS	AGE	MEMBERSHIP IN ORGANIZATIONS	MUSIC																					SPORT
				VOCAL PART				INSTRUMENT KIND	SPEECH																
									LECTURE				RECITATION												
				SOP.	ALTO	TENOR	BASS		QUIZZES	HISTORY	BUSINESS	FILLER	DEBATE	POETRY	PROSE	MUSIC	DRAWING	PAINTING	SCULPTOR	PLAYS COMEDY DRILLS PAGEANTS CANTATA ETC	FANCY WORK SEWING CONSTRUCTION EMBROIDERY CROCHET	GAMES ATHLETICS SWIMMING SKATING

UNDERLINE ACTIVITIES IN WHICH ACTIVE PART HAS BEEN TAKEN AND ORGANIZATIONS IN WHICH OFFICE HAS BEEN HELD

The following table indicates the kind and number having ability in the functions listed:

MUSIC

Soprano	296	Alto	32	Tenor	116	Base	63
Piano	125	Cornet	10	Clarinet	9	Banjo	8
Ukelele	11	Guitar	3	Drums	7	Trombone	5
Violin	31	Saxophone	9	Harmonica	13	Accordian	4

SPEECH

Politics	9	History	18	Poetry	54
Humor	9	Debate	36		
Prose	25	Business	17		

ART

Drawing	12
Painting	16
Sculptering	4

PLAYS

Pageants	38	Comedy	48
Cantata	28	Drills	41

FANCY WORK

Sewing	181	Construction	30
Embroidery	112	Crochet	41

SPORTS

Dancing	40	Games	90
Skating	71	Athletics	38
Swimming	112		

Those considered were all above ten years of age and had expressed themselves in a public way in the activities listed.

Practice in Participation: The problem which confronted the leadership was to find methods of giving this unused talent an opportunity favorable to expression that it might be brought into action. During the past year a definite effort was made to solve the problem. At the school fair (discussed under Education) methods were devised to exhibit art work, fancy work, sewing and construction work of all kinds under the direction of the P. T. A. A great deal of interest was manifested and about two hundred prize ribbons were distributed among the exhibitors.

The need was apparent for a method of using the vocal talent. The first program arranged for this purpose was given on May 4, 1928. A copy is as follows:

YE BIG CONCERT

and

ADDRESS

Hear Ye! Hear Ye!

at

Ye Big Towne Meeting House

(Town Hall)

on

Fifth Month, Fourth Day (May 4th)

Anno 1928

at

Hight of Ye Clock

Mrs. Ray Vandemark will be the chief time beater

Ye Big Chorus

Ye Girls Glee Club

Ye Band will be heard (the Lord willing)

1. 8:00-8:15 Ye Band
(Ye mothers are desired to bring soothing syrup to quiet ye infants if so they become affrighted when the tune begins)

2. Ye Grande Chorus
(Ye singers will now take a rest to regaine their breathe.)

3. Ye Band (Wherein they have been at great pain in ye preparation.)

4. Ye Girls Glee Club
(It will be mete and proper to smite ye palms together in gladness when ye singers give pleasure.)

5. Ye Negro Spiritualists
(Clap with your hands but do not stomp with your feet, as by so doing ye dust will rise and ye sexton will ask for more stipend.)

6. Ye Grande Chorus will synge againe.
(If ye know the tune ye may hum at will)

7. Address--Goodman Mumford, Ye Doctor of Sociology, M. S. C.

8. Ye Laste Number--"Home Sweet Home"
America to be sung and played by all present. Ye towne folks who did stay at home will now be sorely vexed that they did not go to ye olde tyme concert.

Admission: Adults 15 cents
School children free
Those on program free

The result of the above program was very satisfactory, nearly one hundred and fifty local people participated.

Piano recitals have been given occasionally during the past ten years which help to give opportunity of expression to those interested in piano work. Children taking piano lessons have put on a program in high school assembly, which as expressed by some parents, "Made it easier to get their hour of practicing done."

A home talent play by the adults of the community sponsored by the P. T. A. was of a good type, well put on and well patronized. It is of interest to note that the seventy fove dollars proceeds was placed in the hands of a committee as a student loan fund, which may be used by graduates of the Byron high school to continue their education.

The school in cooperation with the local Art Club held a two day Art Exhibit in the Byron Town Hall. Pictures were borrowed from the State Library, and the Lansing High School Art Supervisor gave an interesting talk explaining some of the reproductions. This not only gave the local people an opportunity to see reproductions of art, but it has given a vision to the Art Club of what could be done for rural communities along this line.

While a great deal has been accomplished, there is yet much to done in making the opportunity of expression possible to the local people and in having them become a part of the whole of community life.

Adult Education: In October 1927, some of the local people began to feel the need of a definite study of the community as the foundation for a beeter social program which would eliminate waste of money, time, and talent. The school was petitioned to give an evening course to adults on community problems. About thirty people enrolled for the work. The following is a brief outline of the course which was presented.

1. Meaning and problems of socialization.
2. Dangers due to lack of socialization.
3. Measuring the socializing process.
   a. Community score card.
4. Relation of income to standard of life.
5. Need of expression contacts.
6. Labor saving devices as aids to socialization.
7. The importance of using and developing talent in socialization.
8. Agencies of socialization:
   a. The church
   b. The school
   c. Papers
   d. Library
   e. Recreational agencies
   f. Clubs
   g. The home
9. Plan of community organization:
   a. Community council formed and combined with the Byron Improvement Association

b. Leaders elected to direct activities

1. Health-------nurse
2. Play---------director
3. Art----------music and dramatics
4. Education----student leadership
5. Family life--extension classes
6.. Economic life- co-operatives
7. Civic---------special day leadership
8. Social--------Fraternal-Co-operating leaders

A copy of the complete outline with general statements and topics for discussion together with reference material was placed in the hands of each member of the class. The course was conducted by the discussion method which was led by the superintendent of schools. The sociology department of the Michigan State College cooperated with the class in sending two speakers for the meetings during the course. The work was summarized as follows by Miss Ella Phelps, English and Home Economics teacher of the school:

SUMMARY OF COMMUNITY

COURSE STUDY

Byron, Michigan

November 15, 1927--First Lesson

1. Social problems are solved if the right wants are created.
2. Education is gained through expression as well as impression.
3. It is necessary that the community give people opportunities

to express themselves.

4. It is imperative to work together and to think in terms of the whole; all organizations working together to create the right kind of wants and to give opportunity for expression.

November 22, 1927-Second Lesson

1. Criticism shold be constructive with methods of remedying defects and weakneses.
2. Socialization is education in the broad meaning.
3. Religious conversion followed by education and group activity means a successful life religiously.
4. The community needs cooperation and trust which are of slow growth. These may be ofstered by outside influences as Bible in the school, and home training.
5. Christianity is a balanced process.
6. A community presents many problems to be studied. The judging of the social values need consideration.

November 29, 1927--Third Lesson

1. The concept of mental satisfaction must be created among people.
   a. Money is only a device by which to secure mental satisfaction.
   b. A small percentage of people have no concept of mental satisfaction.
   c. The concept is vague to others.
1. Dr. Lumfordb study shows that:

a. Farmers with higher standards compete successfully with those of low standards.

b. Thrifty farmers, heads of typical families, had higher standards of living as shown by the use of books, autos, and organizations and spent less time in the fields.

3. Does our mental satisfaction determine our material income or not?

a. We will never have the spiritual values if we must get the dollar first.

b. Happy medium and a proper balance of wants is called for.

c. The spending of money, not the earning of it may present the most serious problem.

4. The community spends in conservative estimate $30,000 in socialization, $7000 being spent for activities not tax supported. This can probably be administered to give three times as much mental satisfaction as it now brings.

5. The best security for the social stability of any community is a wider utilization of its own talent and culture.

6. Group consciousness is the creation of that "We" feeling.

December 5, 1927-Fourth Lesson

1. There are two kinds of poverty, lack of goods and lack of wants.

2. Lack of socialization brings isolation, idea of self

importance, antagonism to progress and social welfare.

3. There are too few opportunities in this community for the receiving of A type contacts.

4. Our responsibility is to furnis A type contacts in abundance.

December 13, 1927--Fifth Lesson

1. Facts are being presented which will help to answer the question: What changes if any should be made in our organizations in order to increase the A type of contacts?

2. Standard of living refers to money used for development. Standard of life refers to time spent in development.

3. Question raised:

   a. Is it necessary to have money to enjoy the finer things of life?

   b. Should we have the finer things and then get the money?

   c. Should the finer things and money come together?

4. Better living is the end in view in better farming and business.

5. There are evidences that farming is pointing toward peasantry.

6. In the long run any class of producers only get what is consumes.

7. Budget making will help to solve the social problem.

8. Things to be considered:

   a. One half day off for program of fun.

   b. Visiting program to modern home.

De

1.

2

3

4

5

c. Talent survey

d. Study of family history

December 20, 1927--Sixth Lesson

1. The spending of lots of money has nothing to do with the raising of the standards of living.
2. The A type of contact is a give and take proposition which makes us better.
3. Challenge to the community: What shall be done with the 500,000 hours of leisure time in Byron?
4. Women may increase hours by:
   a. Study of work and use of efficient tools.
5. A garden can contribute:
   a. income
   b. mental stimulus
   c. healthful food

January 3, 1928--Seventh Lesson

A member of the class reviewed Ellwood's "Reconstruction of Religion."

1. The new christianity will be more rational taking into consideration both emotional and intellectual nature of man; it will be revitalized and socialized.
2. The church has a social task.
3. There must be a religious revolution which will result in a religion adapted to modern life.
4. Christianity is not a static thing.
5. Obstacles to the social success of christainity:

a. Christianity is being considered a theological doctrine rather than an attitude toward life here.

b. Survival of pagan morals and pagan religions in the traditions of our present civilization.

c. Failure of christianity to appreciate the importance of the material and economic factors in the lives of men.

d. Extreme individualism of Protestant christianity.

e. Unintelligent use which christains have made of the Bible in believing all parts equally inspired.

f. Its failure to ally itself with science.

6. The opportunities of the church life in:

a. Teaching whose practical end is the transformation of human conduct.

b. Creation of public opinion.

January 17, 1928--Eighth Lesson

1. The church has been hindered by:

a. Geographical distances

b. Strife and waste coming from too many denominations, and in a small area.

2. Consolidation has increased in:

a. Schools

b. Churches--29 in Michigan

c. Trade centers and agencies

3. Problem confronting the church--Can the church expand and adapt itself to this changing world?

4. Aloofness and indifference of church toward the community and of community toward the church has brought about:

a. Meager social life

b. Removal of ambitious from the community

c. Rusting of finer social qualities

5. Questions asked--Does the church as well as all institutions tend to encourage blind conformity and to discourage thinking?

6. Church belief seems to be largely a matter of early training and habit.

7. A church may change when tradition clashes with the new; a changed environment means growth and new ideas.

8. A church is on a sound economic basis if the ratio is one church to every 1,000 people.

January 24, 1928--Ninth Lesson

Dr. Hoffer of the Department of Sociology of Michigan State College discussed crime.

1. Crime may be defined as a violation of law.

2. It is one factor in the crime situation that with more laws there are more crimes.

3. The crime situation can be undestood by a study of the roots of human behavior.

4. General principles:

a. Human behavior goes back to heredity and environment.

b. Human behavior is to a great extent determined by the group in which one plays.

5. The community is responsible for the gangs; if they come by chance they are usually bad; if well thought out and planned for, they are usually good.

6. The community has an opportunity and a responsibility to provide activities which give old and young a chance for expression in an elevating environment.
7. The use of leisure time has a definite relation to crime.
8. Help must come through substitution of good for bad activities.
9. Modern methods of putting people in institutions not a remedy for crime because reformation is seldom accomplished.
10. Probation is a method that ought to be extended to small communities.
11. Prevention of crime means constructive activity and good environment.
12. This is a hopeful viewpoint of human behavior-if acts are due to habit we can change the whole situation in a generation or less, but if acts are due to heredity this would be impossible.
13. Capital punishment may be a confession of failure on the part of society.

January 31, 1928--Tenth Lesson

Basis of lesson were studies of the rural church made by Gillette, Carl Taylor, Rev. C. O. Gill, and others.

Gillette's studies show:

1. Causes of decline of the rural church
    a. Number of denominations in one community.
    b. Division of ministerial services among several churches.

c. Shifting and thinning of population

2. The 21,000 closed churches in America present a serious situation.

a. It may be a sign of rural religious decay.

b. It is a sign of religious confusion.

c. The causes:

1. Sectarianism

2. Poorly trained pastors

3. Poor church program

4. Small membership

3. An adequate rural religious program must:

a. Develop ideals in rural life.

b. Provide a church which exercises a moral and religious leadership.

c. Arrange for resident pastors for a number of years.

d. Work in cooperation with other institutions, and agencies.

e. Serve the community and not have as its object the church itself.

4. The ideal church:

a. Will reach all the community.

b. Will reach each class through their interests.

c. Will do what needs to be done.

d. Will have a program which would be missed if taken away.

e. Will compensate in values contributions made

to the church.

f. Will enlist members for christain activity.

February 7, 1928--Eleventh Lesson

Dr. Willard of Michigan State College Extension Department.

1. Answer to question--"Why are we here?"

2. President Butterfield--"To grow,"

   Noah Webster--"Enlarge powers of mind by knowledge,

   multiply rational enjoyments of life."

3. Adults can learn:

   a. Adults learn as fast as youth if they have a definite purpose.

   b. Experiments by Thorndyke prove this.

   c. Degree of prior education is of litte importance.

3. Adult education is a purposeful effort by the student for a definite end; increase of knowledge, skill, and appreciation.

4. Adult education is necessary:

   a. Rapid changes in the world.

   b. Democracy can no longer be run on same basis as it is now because of:

      1. Crime

      2. Extreme rural neglect

      3. Poverty of city.

   c. These problems can be met by consistent education in the give and take process of discussion.

5. Continuing education is a plan by which as soon as one

is out of school there is a place for him.

February 21, 1928--Twelfth Lesson

The School:

1. Opposition to the consolidated school may be due to taxes and to anti-social characteristics.
2. Advantages of consolidation.
   a. Increase in school days
   b. Increase in enrollment
   c. Increase in daily attendance
   d. Increase in number of trained teachers
3. Disadvantages:
   1. Taxes
   2. Little red school good enough.
   3. Long routes
4. Estimated roughly that it may cost $100 per pupil in an ordinary district school Cost in Byron is $87 per pupil.
5. School taxation in future to be based on pupils to be served rather than on land.
6. It is an old view of school that it is an intellectual filling station, but the school is slow to adjust itself.
7. Problem of the school is to help pupils to make the change from external authority to internal. This is necessary because:
   a. The world changes rapidly and ability is needed to make these changes.

b. Judgments

c. Cooperation is demanded by our social life.

8. Modern thought increasingly bases itself upon internal rather than external.

9. "By doing his share in a group an individual learns how and becomes familiar with it and can do it well and thus becomes educated.

March 6, 1928--Thirteenth Lesson

The School:

1. Faults in school system:

a. Supt. does not analyze school failures.

b. Supt. does not know pupils.

c. Teachers lack preparation

d. Teachers do not know rural life.

e. Outgrown course of study

2. Education lags behind industry.

3. School problem is to help pupils make change from external to internal authority.

4. School work can be tested by these questions:

a. Is it constructive?

b. Does it fit the group?

c. Does it make pupils life better?

5. Goal in education:

To think without warp or prejudice.

To decide for himself.

To prefer social good to private good.

March 20, 1928--Fourteenth Lesson

1. Farm papers have drifted from farm life.
2. Cheap motion pictures are secured more easily than good ones.
3. Method of improving unwholesome recreations:
   a. Substitute something more wholesome and more attractive.
   b. Well planned programs of valuable activities will crowd out the cheap.
4. Libraries:
   Law of 1917 provided that the board of supervisors of each county may arrange for a county library system.
5. Possible community activities for which committees might be appointed:
   a. Music
   b. Library
   c. Drama
   d. Calendar of events

Among other things accomplished by the adult class during the course, aside from those conclusions arrived at in the summary was the scoring of the community. The community score card, by Nat. T. Frame of the University of West Virginia[4] was used. The subjects scored in the community and the average percent ages were as follows:

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4. Circular 255: March 1927-Extension Division of University of West Virginia, Morgantown.

A	Community Spirit	63%
B	Citizenship	70%
C	Recreation	68%
D	Health	61%
E	Homes	57%
F	Schools	84%
G	Churches	65%
H	Business	62%
I	Farms	58%
Average		65.33%

The score of each individual was averaged, and the above percentages determined for the entire class. The scoring of an average of less than two thirds perfect had its impression and the question was immediately asked: "What can we do about it?" It pointed out to the individual, weaknesses which had not been seen and opened a new field of opportunity for work.

Near the end of the course a plan of community organization on a functional basis was pictured as follows:

Y CAL COMMUNITY ORGANIZATIONS

FAMILY

SCHOOL

CHURCH

LODGE

VILLAGE OR COUNCIL TOWNSHIP BOARD

CHAMBER OF COMMERCE

CLUBS

GRANGE

AID AND MISSIONARY SOCIETIES.

KING'S DAUGHTERS

MISCELLANEOUS

Central Executive Committee

PRES.
SEC.
TREAS.

SOCIALIZING FACTORS

HEALTH

PLAY

RELIGION

MUSIC AND ART

EDUCATION

FAMILY LIFE

ECONOMIC

CIVIC

SOCIAL-FRATERNAL

ACTIVITIES

SCHOOL NURSE

ATHLETICS

SERMONS

SINGING

GROUP STUDY

FOOD AND SHELTER

BUSINESS.

SPECIAL DAYS

FEEDS

ACTIVITY / SPONSORED BY / CONTACTS / COST / NO. CONTACTS / QUALITY

The community organizations were to work through a central executive committee expressing their function, through the factors of socialization, in which they naturally were interested. To avoid conflict or prejudice in any organization the central committee was made up of people based on function rather than organization affiliation, that is, a representative was not chosen to represent each organization separately. It seemed necessary to have an individual on the council who had a broader interest at heart than just one organization; therefore the members elected were not chosen to represent any one organization.

The Byron Improvement Association which has been discussed under "Organizations" was asked to meet and become a part of this council, keeping their original name. A new president was chosen but the remaining officers were those of the Improvement Association. Leaders were then elected, regardless of the organization or membership, according to the function which they were especially able to carry out. A woman who was a natural leader in music with some experience was elected to take charge of the vocal work of the community. She supervised community singing at public gatherings.

Another who was especially good along the line of dramatics was elected to the council to represent and take charge of that function and the school nurse w s chosen to plan the health activities.

At present the list is not complete but the organization is feeling its way and gradually gaining in strength and with the promise of support it has already accomplished

a great deal.

A social calendar has been made up for the coming year by the council. Each organization will be asked to select its dates of meetings and place them on the calendar as far in advance as possible. These dates will be allowed so far as possible. When a conflict arises arrangements will be made by a committee to adjust the situation. In this way it will be possible to avoid having more than one public meeting on the same date, which too often happens in the community.

The council meets once each month. Anyone interested in the community may come and vote. With the merging of the Improvement Association and Council into one organization it will probably combine as the Improvement Association and will take on more work with broader interests.

Under the direction of the new organization a band has been maintained which has given concerts each Wednesday evening during the summer months. Funds to support the band were raised during one day by selling tags and by gifts from the township board and village council.

As a result of organized effort the above studies were made and a better program has been undertaken. The community council is feeling its way toward the building of a community program, in which each may participate, expressing himself more fully with the result of a better citizenship in the community.

Through the course in adult education, the work of the community council, and the general community program one can see the working out of more important and desirable factors in the community and inter-community relationship. Some of the desirable factors which should result through efficient leadership are:

1. More opportunities for people to express themselves through participation.

2. Cooperation between organizations and institutions.

3. An open constructive criticism of community issues.

4. Sufficient leadership of the various age groups and a cooperative relationship among leaders of the more important organizations and institutions.

5. A variety of growing and vital types of group life, that is organizations to meet the needs of all ages and interests, has resulted.

6. A forward looking program which will conserve the best in the traditions, customs, and achievements of the community while providing effective machinery for the changes necessary to meet new conditions. This will be made possible only by a community council which has regular meetings and good leadership.

7. A progressive occupational life in town and country.

8. A community which will score higher with reference to socialization in all its aspects.

9. The development of open mindedness toward

progress.

10. A stronger community consciousness.

Part V

SUMMARY AND CONCLUSIONS

The following tendencies have presented themselves throughout the study:

1. Those pioneer families who demanded higher standards of life participated in building a better community.

2. Those organizations are the largest and have lived longest that have changed to meet changing conditions in the community.

3. Organizations which have few functions and little participation on the part of members have greater leadership problems and a lower percent of attendance.

4. Organizations which have many functions with a long time program and a greater percent of the members participating have larger attendance and make more changes.

5. The grading of students in high school too often is based on obedience rather than ability.

6. Socializing factors in agricultural education promote efficient production of a better type of product.

7. Extra curricular activities in which students participate decrease problems in discipline, petty thieving, social hygiene, and increase school attendance.

8. With the re-organization of groups (which have come about through changes and the breaking down of neighborhoods) on an interest basis, many of the adults have not been able to adjust themselves to community groups and are not active in local organizations.

9. The leadership of the community is made up of individuals who belong to several organizations, and have made many social contacts.

10. Constructive measures which will help people to spend their leisure time more wisely are necessary in the community.

11. The people with the highest income are those who have more leisure time, are better educated, travel more, belong to more organizations, read more, and demand higher standards of life.

12. People will participate in social activities if an opportunity is provided.

13. Home talent draws larger crowds than foreign or professional.

14. People learn to do by doing, and will do if given tasks within their power.

15. People are interested in studying their community problems.

16. The value of an organization in a community depends on the service rendered rather than net receipts.

17. An organization will cooperate with other groups as it is led to see that it is only one of many groups working toward a common goal.

18. Organizations for young people which make little change to meet the needs of changing youth become inactive.

19. A community consciousness develops through the cooperation of the various groups of which it is composed. With this comes a higher standard of living which results in a prosperous community.

20. "By doing his share in the associated activity the individual appropriates the purpose which actuates it, becomes familiar with its methods and subject matter, acquires needed skill and is saturated with its emotional spirit."

John Dewey.

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