

**T H E S I S**

---

**AN HISTORICAL, FINANCIAL AND STATISTICAL STUDY  
OF  
WINDSOR CONSOLIDATED SCHOOL  
WINDSOR, COLORADO**

---

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**STATE AGRICULT'L COLLEGE**  
FORT COLLINS, COLO.

Submitted by

**F. E. C. Williams**

In partial fulfillment of the requirements

for the Degree of Master of Arts

Colorado Agricultural College

Fort Collins, Colorado

Aug. 5, 1931

COLORADO AGRICULTURAL COLLEGE

GRADUATE WORK

193

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER  
MY SUPERVISION BY F. E. C. WILLIAMS  
ENTITLED AN HISTORICAL, FINANCIAL AND STATISTICAL STUDY OF  
WINDSOR CONSOLIDATED SCHOOL, WINDSOR, COLORADO.  
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## ACKNOWLEDGMENTS

The writer wishes to express his sincere thanks for the kind and valuable assistance of many friends in the preparation of this paper:

To Mr. W. E. Williams of Denver, Colorado, and Professor R. S. Dickey of Windsor, Colorado, who gave information regarding the early history of White Hall and Windsor districts.

To Mr. L. E. Aspinwall, teacher of vocational agriculture, Fort Collins, Colorado, Mr. L. E. Verhusen, teacher of vocational agriculture, Windsor, Colorado, and Mr. L. R. Davies, state supervisor of agricultural education, Fort Collins, Colorado, for valuable data concerning the course in vocational agriculture in the Windsor High School.

To Mr. E. C. Hickman, secretary of the school board of Windsor Consolidated School District, for valuable time in obtaining data from the school records.

To Mr. Joe Chick of Windsor, Colorado, for the information concerning the basketball champions of the Windsor High School.

To Mr. G. S. Klemmedson, associate in rural economics, Colorado Agricultural College, Fort Collins, Colorado, Mr. N. Elmo Woodard of Fort Collins, Colorado, and Mr. L. I. Weigand, superintendent of Timmath Consolidated School, Timmath, Colorado, who were so kind in allowing quotations from their data regarding consolidation, prices of school supplies and costs of transportation.

To Mr. F. A. Ogle, superintendent of schools in Weld County, Colorado, and his assistant, Mr. W. C. Schlosser, who were so helpful in giving access to all available information contained in records and reports on file in the county superintendent's office.

To Professor A. C. Cohagan, superintendent of Windsor schools, and to Mr. L. W. Howard, the principal of the Windsor Junior High School, for the valuable information concerning the Summer School for Beet Workers.

To Professor C. G. Sargent, state director of vocational education and professor of rural education, Colorado Agricultural College, Fort Collins, Colorado, for helpful suggestions and valuable criticisms during the preparation of this paper.

**PREFACE**

The Windsor Consolidated School is a fine school and is the second largest in Weld County. It is often mentioned favorably by those who write concerning different phases of secondary education. Nothing, however, has ever been done along the line of gathering together the data from the different sources and making an historical survey of those districts which combined to form the consolidated district of Windsor.

When "An Historical, Financial and Statistical Study of the Windsor Consolidated School" was suggested as the possible subject for a thesis, the writer was very much interested. This interest was partly due to the fact that as a boy he attended school at White Hall District, which is now a part of Windsor Consolidated School District. His first outside work was as janitor of that little schoolhouse. The writer's father, Mr. W. E. Williams, was president of the White Hall school board for 11 years and of Windsor school board for 7 years. During the gathering of the data and the writing of this paper, it was interesting and gratifying to note the growth and development of these schools through the years.

## PROBLEMS AND OBJECTIVES

The object of this paper has been first of all to cover the history of Windsor, White Hall and New Liberty districts, which later combined to form the consolidation. Though the information was very meager in some cases, every source from which facts could be gained was investigated and whatever was authentic was used.

The school budgets and enrollments were followed down through the years. There was an effort made to compare each ten-year period for the purpose of noting the growth and progress.

No effort was made to go into the different courses of study and the methods of teaching used in the school. This in itself would be a subject for another paper.

Such special features as the Summer School for Beet Workers and the vocational agricultural work of the school are dwelt upon quite fully. A discussion of consolidation in general and its relation to possible further consolidation of the Windsor school with several other districts has been gone into with more or less detail.

More space is given to the championship basketball team than is usual for such items, but this team won not only the State and Inter-mountain Championships in 1923 but the State and National Championships in 1924. This fact reflects credit not only to Windsor but to the whole state of Colorado.

The records at the school and at the office of the county superintendent of schools were often very meager. In fact the school has very little in the way of permanent records. Records for five years (1913-1918) were missing at the county office.

There are two outstanding figures among the teachers of the Windsor school. Mr. R. S. Dickey came to the school in 1884 and by 7 consecutive years of effort was able to give the school a very fine start toward what it is today. Not only was he teacher and later principal, but was for a number of years a member of the school board after retiring from the principalship. To him is due much of the progress during the earlier years of the Windsor school.

The other man who has done much for the Windsor school is Professor A. C. Cohagan who came to Windsor in 1918 just before the consolidation took place. The senior high school building was just in progress of erection. During these 13 years Professor Cohagan has seen the consolidation of the three districts (Nos. 4, 51 and 70) into one; the erection of the junior high school building, the building of a fine teacherage, the establishment of vocational agriculture in the high school course, and the organization and development of the Summer School for Beet Workers. It can well be said that Professor Cohagan is the father of the Summer School. It was with regret that the school board received Professor Cohagan's resignation at the end of the 1930-1931 school year.

At the end of this paper there are several conclusions and recommendations which have grown out of the study made of the school and its conditions. It is hoped that these may prove of some value to the school.

## HISTORY OF DISTRICTS PREVIOUS TO CONSOLIDATION

## Earlier History of Windsor District (No. 4)

When an attempt is made to gain information regarding the earlier history of this school it is found that the facts contained in the records or to be obtained from those who aided in the organization and the development of the school are very meager. In this story of the fourth district organized in Weld County the facts have come from the records found in the office of the county superintendent of schools at Greeley and from information furnished by several of the older residents of the town of Windsor, and by Professor Robert S. Dickey, who for seven years was teacher in the Windsor school.

Organization of the District.- It is not clear from the records just when and how the district was formed, but there is a statement to the effect that there was a district in 1873 with boundaries as given on the map of the district. In 1874 the school board consisted of the following men: Mr. A. S. Eaton, president; Mr. T. S. Whitney, secretary and Mr. John Cobbs, treasurer. The first schoolhouse, a frame building, was erected in 1875 at a cost of \$590, and was situated on the farm of Mr. Whitney about one and one-half miles south of Windsor. This frame building was later moved to town and used as a restaurant for a number of years and is now used as a residence.

Changes in the Boundaries of the District.- To show the changes in the boundaries of the district, the following is quoted from Records of the Organization of School Districts of Weld County:

"Nov. 1, 1873 the boundary of the district was, beginning at the N.W. corner of Sec. 18, thence east to the N.E. corner of Sec. 16,

thence south to the township line, thence west to the county line and thence to point of beginning."

Feb. 27, 1874: "One-half section was added all along the eastern line of the district, from the north line of Sec. 15 to the south line of Sec. 34, thus adding two sections to the district."

April 12, 1883: J. A. Williams, James Newell and H. M. Teller sent in a petition asking for the boundary to be moved another half mile to the east, so that the boundary of the district would be extended to the N. E. corner of Sec. 15 on the north, and to the S. E. corner of Sec. 34 on the south. There being no objections, the petition was granted. The boundaries of District No. 4 then became, "Beginning at the N. W. corner of Sec. 18; thence east 4 miles to N. E. corner of Sec. 15; thence south 4 miles to the township line; thence west to the county line, and thence to the point of beginning."

April 30, 1883: "Sections 7, 8, 9 and 10 of T. 6 N. of R. 67 W. were added to District No. 4."

Nov. 26, 1887: "T. S. Wilson, J. N. Cullison, J. W. Thompson, Heidel, J. O'Hara, Joe Fallon and Kendrick petitioned to be set off from Dist. 51 and added to Dist. 4. This was signed by the majority of voters and asked for sections 6, 5, 4 and 1/2 of 3 in T. 6 N. of R. 67 W. to be added to District No. 4."

April 1, 1893: "Acting on the petition of residents in the territory, sections 14, 23 and north half and S. W.  $\frac{1}{4}$  of Sec. 26 were transferred from Dist. 17 to Dist. 4."

April 5, 1898: "District No. 22 was organized and sections 31 and 32 of T. 6 N., R. 67 W. were transferred from Dist. 4 to Dist. 22."

Oct. 11, 1902: "Upon petition of Scheffield and after full inves-

tigation, the N. E.  $\frac{1}{4}$  of Sec. 32, T. 6 N., R. 67 W. was transferred from Dist. 22 to Dist. 4."

April 10, 1905: "Upon petition of Kern, Briggs, Eaton and Thompson, and after due investigation, the north half of sections 4, 5 and 6 of T. 6 N., R. 67 W. was transferred from Dist. 4 to Dist. 51."

Year 1906: "Upon the organization of District No. 70,  $\frac{3}{4}$  of Sec. 14, all of Sec. 23, S.E. $\frac{1}{4}$  of Sec. 22,  $\frac{3}{4}$  of Sec. 26,  $\frac{1}{2}$  of sections 27 and 34, all of T. 6 N., R. 67 W. were transferred from Dist 4 to Dist. 70."

Aug. 20, 1912: "Upon petition of George Law, N.W. $\frac{1}{4}$  of Sec. 23 was transferred to Dist. 4 from Dist. 70."

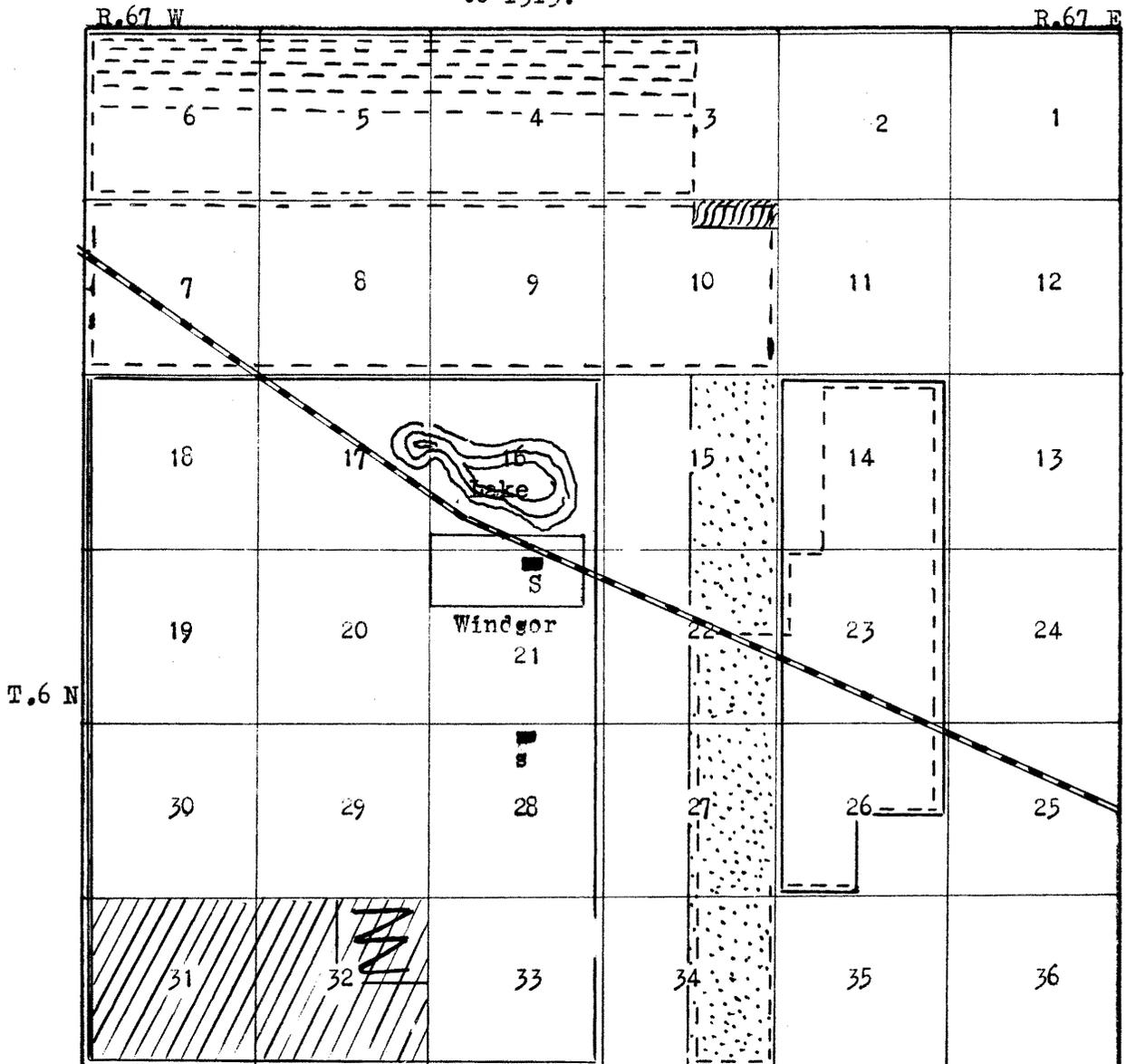
Sept. 5, 1916: "Upon the petition of F. Finley, the north half of N.E. $\frac{1}{2}$  of Sec. 10, T. 6 N., R. 67 W. was transferred to the territory of Dist. 52." \*

The minor changes in the boundaries of the district made in 1912 and 1916 were evidently due to the desires of one family in each case. The law is such, that for no real good reason the parties concerned may petition and obtain permission to change unless there are objections from one of the districts concerned. The county superintendent of schools has the right to object, but he is not likely to do so when there are no other objectors.

In 1887 all of sections 6, 5 and 4 and one-half of section 3 were taken from District No. 51 and added to District No. 4. This was done because of a quarrel over the location of the White Hall schoolhouse.

\* Records of the Organization of School Districts of Weld County in the office of County Superintendent of Schools, Greeley, Colorado.

9.  
 Figure 1. - Map of School District No. 4, from 1873  
 to 1919.



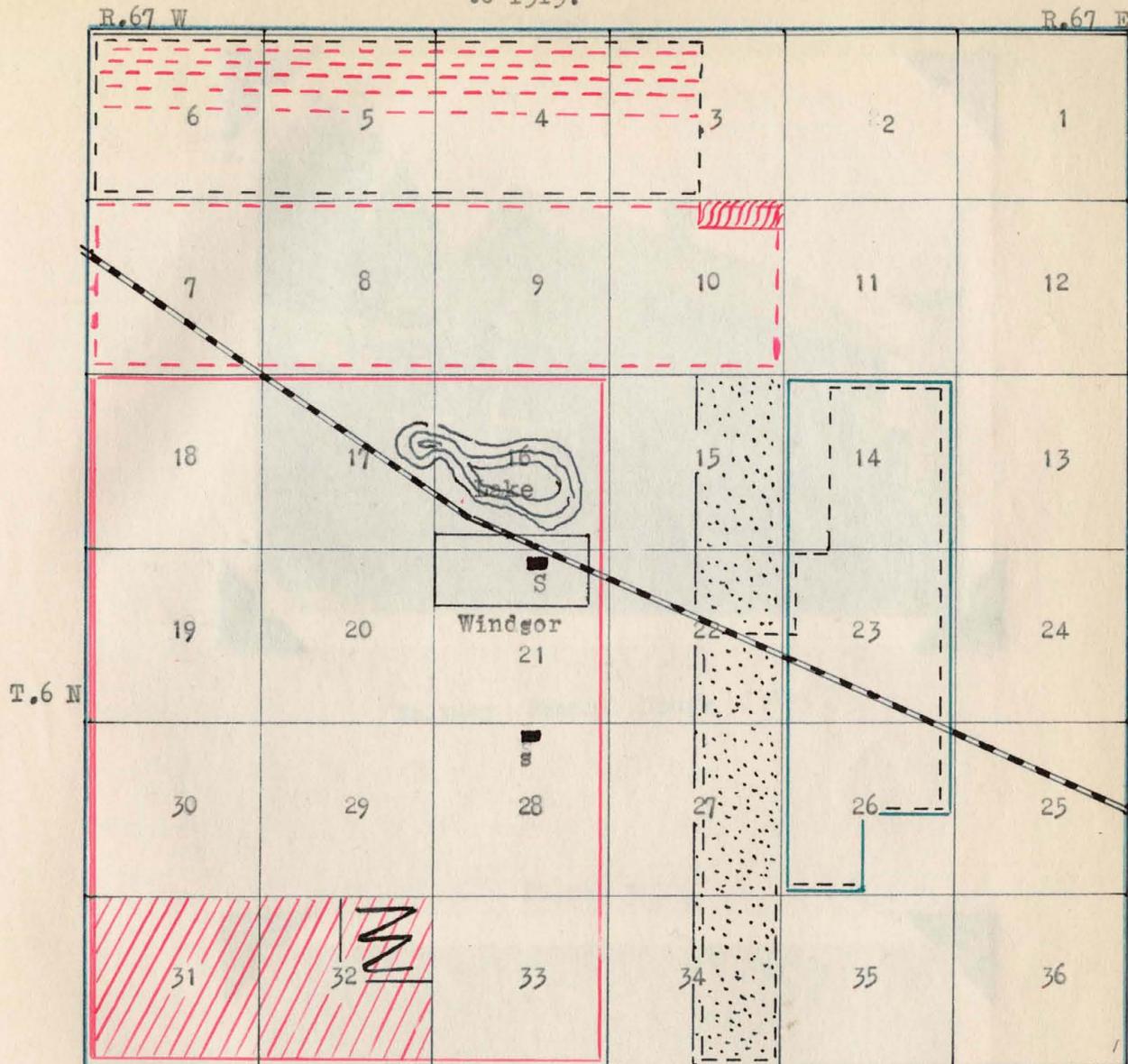
Legend

-  Boundary of district in 1873
-  Added to district in 1874
-  Added to district in 1883
-  Added to district in 1883
-  Added from Dist. 51 in 1887
-  Added to Dist. 4 in 1893

Legend

-  To Dist. 22 in 1898
-  Returned to District 4 in 1902
-  Returned to Dist. 51 in 1905
-  Given to Dist. 70 in 1906
-  Returned to Dist. 4 in 1912
-  Given to Dist. 52 in 1916

9.  
 Figure 1. - Map of School District No. 4, from 1873  
 to 1919.



Legend

-  Boundary of district in 1873
-  Added to district in 1874
-  Added to district in 1883
-  Added to district in 1887
-  Added from Dist. 51 in 1887
-  Added to Dist. 4 in 1893

Legend

-  To Dist. 22 in 1898
-  Returned to District 4 in 1902
-  Returned to Dist. 51 in 1905
-  Given to Dist. 70 in 1906
-  Returned to Dist. 4 in 1912
-  Given to Dist. 52 in 1916

10.

Figure 2.



Whitney School House (1875 )

Figure 3.



Primary Building (1902 )

used for  
Summer School

10.

Figure 2.



Whitney School House (1875 )

Figure 3.



Primary Building (1902 )

used for  
Summer School

The change in 1905 which returned three and one-quarter sections to District No. 51 was accomplished after the parties concerned in the quarrel over this territory had moved away from the districts. (See History of District No. 51, p. 12.)

Early Development of the School.- The first annual report on record for this district was made in 1875. At this time there were 30 districts in Weld County, which means that within two years after Windsor District was organized there were 26 more school districts formed. This report gives pupil enrollment as 23, of whom 14 were boys. There was only a 6 months term and the school was taught by a man teacher who received \$40 per month. The total for the yearly budget was only \$366.

The first ten years saw many changes in teachers and seldom did any teacher stay more than a year until Mr. Robert S. Dickey came in 1884. In that year there was an enrollment of 50 pupils, four of whom were in the ninth grade. The salary was \$50 per month and the total budget was \$682. Mr. Dickey was the only teacher and was obliged to teach all nine grades.

Mr. Dickey was teacher and later principal of the school for 7 consecutive years (1884-1891) and was principal again for a year in 1901. By 1901 the student enrollment had increased from 50 to 100 and there were 3 other teachers to help with the work. A four year high school was not developed because the pupils would not stay on through the four years.

A brick building was erected to take the place of the frame building on the Whitney farm. It is not clear when the brick building was erected but it must have been about 1886 or 1887 for at that time

there was a bond issue and tax levy to cover \$4,000. From that time the annual reports showed a four room building for the Windsor school. There was little in the way of equipment even in 1897-98, when the writer attended the two-year high school. In the 1898 report, \$1950 is given as the salary for the four teachers, which was just \$50 more than the salary for the principal of the junior high school in 1931.

Rapid Growth and Development of the School.- The rapidly increasing enrollment of students made it imperative for the school board to arrange for the erection of another building. In 1902 a two room brick building was placed across the street and a little west of the old brick building. At that time there were 156 pupils, but by the next year the enrollment had increased to 277. It took 8 teachers to take care of this increasing number of pupils. By the years 1908 and 1909 there were nearly 500 pupils enrolled in the school and the budget had increased to \$10,000, of which sum \$7,000 to \$8,000 was for the salaries of the 13 teachers. It was at this time that \$22,000 was provided for the tearing down of the old brick schoolhouse and the building of a new stone structure on the same site. The cause for the great increase in pupil enrollment was the coming of so many families at the time the Great Western Sugar Factory was built in the town of Windsor.

Between 1911 and 1919 the school records were very meager and it was particularly difficult to get any reliable data for the year 1915.

New Senior and Junior High Schools.- The district purchased about 3 acres two blocks west of the old west corner of the town and on the north side of Main Street. Here, in 1919, the new senior high school building was erected at a cost of about \$80,000. Upon Professor A. C.

Cohagan's arrival, he found this building nearing completion and many items quite unsatisfactory. The gymnasium was to be too small, the assembly room was wrongly situated, and several of the rooms were too small. It was with great difficulty that any changes were made. Even now the entrance to the assembly room is not good and both the vocational agriculture classroom and the manual training shop room are too small.

#### History of White Hall District (No. 51)

For several years prior to 1885 families had been taking up homesteads on several sections in township 7 north of Windsor. The parents considered it too far to send their children over the rough roads and through all kinds of weather the four to six miles to the Windsor school and began to consider the advisability of forming a new district. The following record copied from the files in the county school superintendent's office tells the story of the organization of the district.

Organization of District No. 51.- "On Jan. 21, 1885 three copies of a notice were posted, one at the place of meeting, calling the electors residing in the below described territory to vote upon the question of organizing, and, if the vote should be in favor of so doing, to organize a school district to include the territory described as follows, that is:- commencing at S.E. corner of Sec. 3 of T. 6 N. of R. 67 W. and running thence north to the N.E. corner of Sec. 22 of T. 7 N. of R. 67 W.; thence west to the county line; thence south to the S.W. corner of Sec. 6 of T. 6 N. of R. 67 W.; and thence east to the place of beginning. In pursuance of this notice the electors of the

above described territory assembled at the house of G. W. Kendrick at 2 o'clock P. M. of the 30th day of Jan. A. D. 1885, and, after electing a chairman and secretary, proceeded to ballot on the question whether the proposed district should be organized. The ballot box was open for votes until 5 o'clock when it was found that 10 ballots had been cast, all of them in favor of organization. A board of directors was then elected by ballot. The elections were, G. W. Kendrick for President, G. W. Hill for Secretary, and J. W. Thompson for Treasurer.

"A report was made to County Superintendent. It was apparent that the proceedings had been all regular and according to the requirements of the law, only that the northeast section of the district as described, was already included in another district.....Joint District No. 39. Also the day after organization recorded above, another district was organized, now known as No. 52. The report of the two organizations reached the County Superintendent at the same time.

"Consultation with the trustees of the two districts showed that though both districts had included a portion of territory the same--namely, sections 22, 27 and 34 of T. 7 N. of R. 67 W. and Sec. 3 of T. 6 N. of the same range. Both districts would cheerfully consent to a division of these sections between them. This district was therefore recognized as District No. 51 with boundaries as follows:-beginning at the middle of the north line of Sec. 22 of T. 7 N. of R. 67 W. and running south four miles to the middle of the south line of Sec. 3 of T. 6 N. of R. 67 W.; thence  $3\frac{1}{2}$  miles west to S.W. corner of Sec. 6 of same T. and R.; thence north three miles to N.W. corner of Sec. 30 T. 7 N. of R. 67 W.; thence east one mile to N.E. corner of same sec-

tion; thence one mile to N.W. corner of Sec. 20 of same T. and R.; and thence east  $2\frac{1}{2}$  miles to the point of beginning.

H. K. Packard  
Supt. of Schools, Weld County  
Greeley, Colorado.  
Feb. 2nd, 1885."

The following changes in boundaries of the district are worthy of study for the purpose of illustrating how petty misunderstandings and selfish desires result in such transfers.

Changes in Boundaries of District No. 51.- "On Nov. 26, 1887 all that portion of the district south of the township line between townships 6 and 7 N. of R. 67 W. was transferred to Dist. No. 4. (See the record of this same transfer in the notes on District No. 4.)

"Sept. 20, 1893, F. Jay Smith and others petitioned for the north half of sections 20 and 21 and N.W. $\frac{1}{4}$  Sec. of Sec. 22, T. 7 N. R. 67 W. to be transferred from Dist 51 to Dist No. 101.

"Aug. 23, 1900, the transfer of W. $\frac{1}{2}$  of N.E. $\frac{1}{4}$  of Sec. 27 T. 7 N. R. 67 W. was made from Dist. No. 52 to Dist. No. 51.

"Sept. 30, 1903, the transfer of S.E. $\frac{1}{4}$  of Sec. 22 T. 7, R. 67 W. was made from Dist. No. 52 to Dist. No. 51.

"March 1, 1905, the E. $\frac{1}{2}$  of N.E. $\frac{1}{4}$  Sec. 27 T. 7 N., R. 67 W. was transferred from Dist. No. 52 to Dist. No. 51.

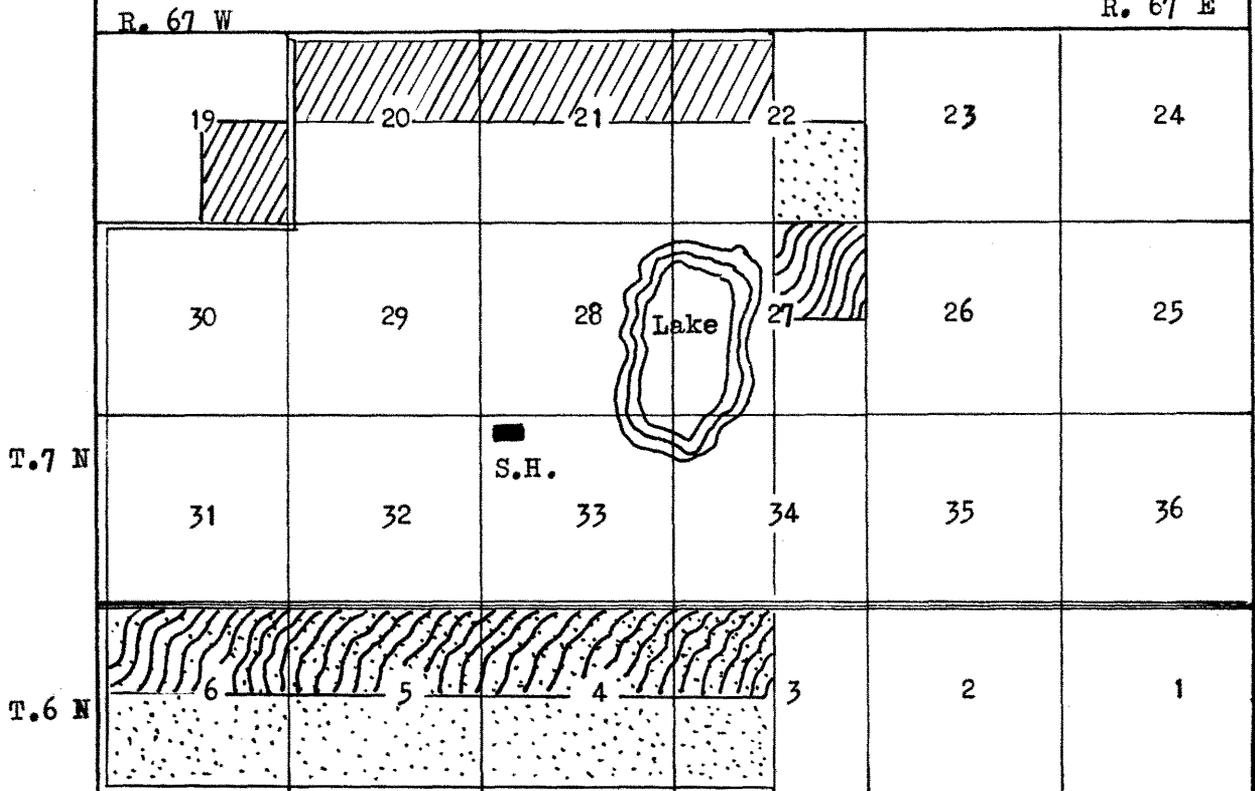
"April 10, 1905, upon petition of Kern, Briggs, Eaton and Thompson and after due investigation, the north half of sections 4, 5 and 6 of T. 6 N., R. 67 W. was transferred from Dist. 4 to Dist. 51.

"April 8, 1908, the S.E. $\frac{1}{4}$  of Sec. 19, was added to Dist. No. 51."\*

May 3, 1920, District No. 51 was consolidated with District No. 4.

\*Weld County School Record Book, office of County Superintendent of Schools, Greeley, Colo.

Figure 4.-Map of School District No. 51, from 1885 to 1920

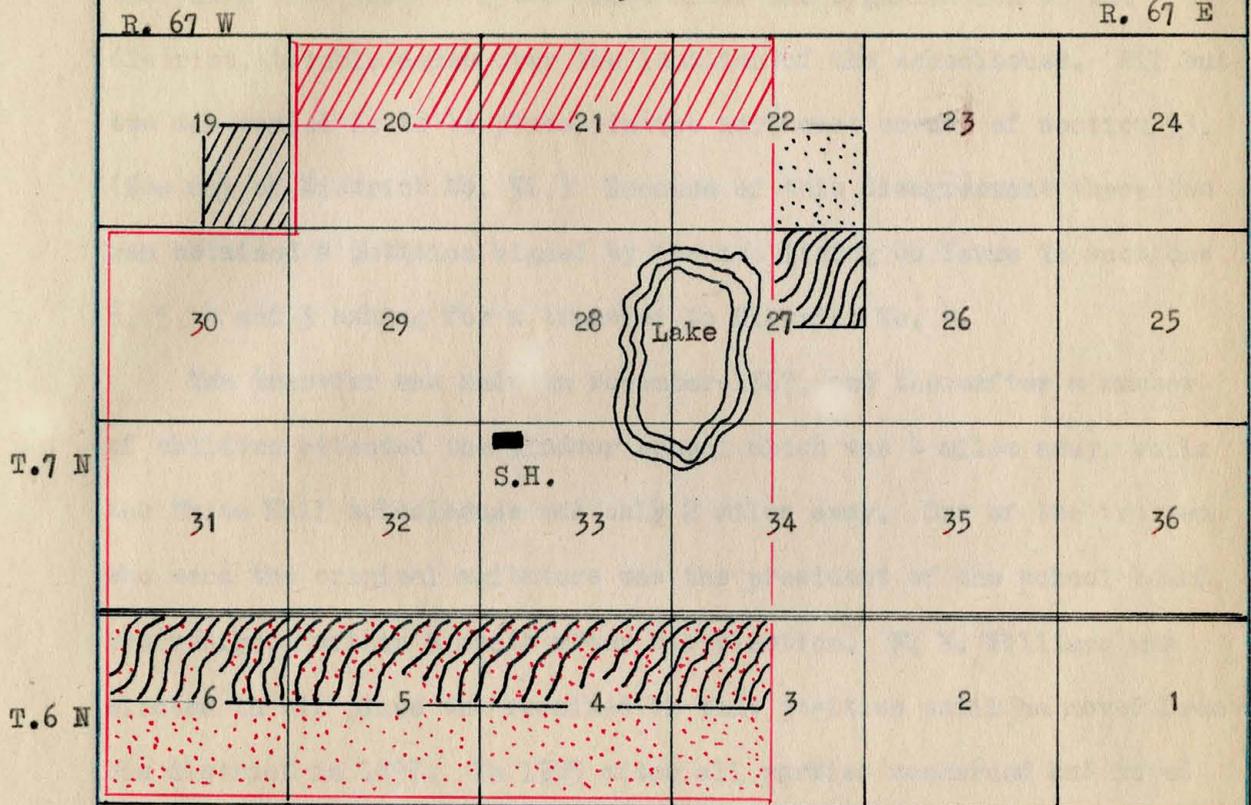


Legend

- S. H. ... School house of District No. 51
-  ... Original boundaries of District No.51 ( 1885 )
-  ... Portions from Dist. 51 to Dist. 4 ( 1887 )
-  ... Portions from Dist. 51 to Dist. 101 ( 1893 )
-  ... One quarter section to Dist. 51 ( 1908 )
-  ... Portion from Dist. 52 to Dist. 51 ( 1903 )
-  ... Portions from Dist. 52 to Dist. 51 ( 1900 & 1905 )
-  ... Returned from Dist. 4 to Dist 51 ( 1905 )

Scale ... 1 inch ..... 1 mile .

Figure 4.-Map of School District No. 51, from 1885 to 1920



Legend

- S. H. ... School house of District No. 51
-  ... Original boundaries of District No. 51 ( 1885 )
-  ... Portions from Dist. 51 to Dist. 4 ( 1887 )
-  ... Portions from Dist. 51 to Dist. 101 ( 1893 )
-  ... One quarter section to Dist. 51 ( 1908 )
-  ... Portion from Dist. 52 to Dist. 51 ( 1903 )
-  ... Portions from Dist. 52 to Dist. 51 ( 1900 & 1905 )
-  ... Returned from Dist. 4 to Dist 51 ( 1905 )

Scale ... 1 inch ..... 1 mile .

There were six changes in the boundaries of the district during the years from 1885 to 1908. Just after the organization of the district, trouble arose over the location of the schoolhouse. All but two men wanted it to be placed in the northwest corner of section 33. (See map of District No. 51.) Because of this disagreement these two men obtained a petition signed by the men living on farms in sections 6, 5, 4 and 3 asking for a transfer to District No. 4.

The transfer was made in November 1887, and thereafter a number of children attended the Windsor school which was 4 miles away, while the White Hall schoolhouse was only 2 miles away. One of the two men who were the original agitators was the president of the school board, but resigned within a month after his election. W. E. Williams was elected in his place and remained in that position until he moved from the district in 1897. In 1905 after all parties concerned had moved away from the district, the north half of sections 3, 4, 5 and 6 were transferred back into District No. 51. The law that allows such freedom of action regarding transfers from one district to another was made for use and not for abuse. It, however, does not prevent foolish bickering and changes being made to comply with the whims of certain selfish individuals. These many changes resulted in hardship for the district which was made smaller by the transfer.

Building of the White Hall Schoolhouse.- The men of the district made several trips to the Stout stone quarry west of Fort Collins. They brought stone and laid the foundation for the 20 feet by 40 feet building. A Greeley contractor sent the frame work for the building all cut in lengths ready to put together. Even back in those days of 1885 it was possible to make and ship a knocked down building. Seven

wagons, driven by fathers of pupils, were loaded with this material as it was taken from the freight car in Windsor, and carried it to the building site. It took the carpenters only a few days to have the schoolhouse ready for school work.

The \$900 needed for the erection of this schoolhouse was borrowed from Mr. Cheeseman of Greeley upon the personal notes of several of the members of the school board. \*

The debt of \$900 was afterwards met by a tax levy upon the land owners in the district. During the early years it was a struggle to carry on the school and meet the expenses. The salary for the teacher was small and there was very little in the way of equipment. The writer of this paper attended White Hall school from 1888 to 1896 and can well remember that the equipment consisted of a globe, blackboards, one map, a chart for beginners, a stove, desks and an organ. The grounds were never cleared of cacti and we played ball as best we could, dodging between the cactus beds. The pupils cleared enough space to have a croquet court.

Though the school room was much crowded and the teacher could give but little time to each of the eight grades, there were no funds available for an addition to the schoolhouse as many of the families were poor and lived in homes like the one shown in the photograph on page 19. (The home was that of W. E. Williams in which the writer lived from 1883 to 1896.)

Development from 1890 to 1920.- The range of enrollment of pupils for the first 20 years was from 11 to 52, with an average enrollment of

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\* Interview with W. E. Williams, 1623 South Washington Street, Denver, Colorado.

19.

Figure 5.



White Hall Dist. 51 ( 1885 )

Figure 6.



Home of White Hall Pupil ( 1883 - 1896 )

19.

Figure 5.



possible to make for White Hall Dist. 51 ( 1885 ) during the 33  
years of the existence of the school. The record for 1883 ( the year  
before consolidation with District No. 49 shows a total enrollment  
of 24 girls, total \$1,250.00 of which \$1,000.00 was from the State

Figure 6.



Home of White Hall Pupil ( 1883 - 1896 )

30, and an average attendance of only 16. The salary range for the one teacher was from \$40 to \$65 while the range of total expenditure was from \$400 to \$800. Funds to the amount of \$1200 were used for the building and repairs, with but about \$600 for equipment. \*

There were 17 different teachers during this first 20 year period. Only one teacher stayed 3 years and there was one change in midyear. Most of the good teachers would stay but a year and the poor and inexperienced ones were seldom asked to return. The terms were from 7 to 9 months in duration.

There are few records for the next 5 years, from 1910 to 1915, and from 1913 to 1918 there are no records at all. This makes it impossible to make comparisons for this second period during the 35 years of the existence of the district. The record for 1919 (the year before consolidation with District No. 4) shows: student enrollment, 47 boys, 34 girls, total 81; total budget of \$3,868, of which \$1500 was used for the salaries of two teachers. The school building had been somewhat enlarged between 1900 and 1914, as shown in the photograph which was taken in 1914. Then another addition was made at some later time.

The knowledge of conditions in this district and the study of like conditions in others leads one to conclude that rural one room schools have many problems. Surely none of us would wish to go back to those conditions after having had experience in well organized and well equipped consolidated schools.

\* Annual reports from the districts, in the office of the county superintendent of schools.

### History of the New Liberty District (No. 70)

In 1904 and 1905 the Windsor school had 325 to 350 pupils crowded into the old brick building of 4 rooms and the new 2 room primary building. The families who lived 4 to 6 miles to the east and south-east of Windsor desired to form a new district for their more than 30 children of school age. Their petition was granted after due consideration as shown by the following record from the office of the superintendent of schools of Weld County:

Organization of District No. 70 in 1906.- "Upon the petition of 38 parents and guardians of Districts No. 17 and No. 4 a new district, to be known as District No. 70, was organized.

"The following sections and parts of sections were taken from Dist. No. 4; E $\frac{3}{4}$  of Sec. 14, all of Sec. 23, S.E. $\frac{1}{4}$  of Sec. 22, W. $\frac{3}{4}$  of Sec. 26, E. $\frac{1}{2}$  of Sec. 27 and 34; all in T. 6 N., R. 67.

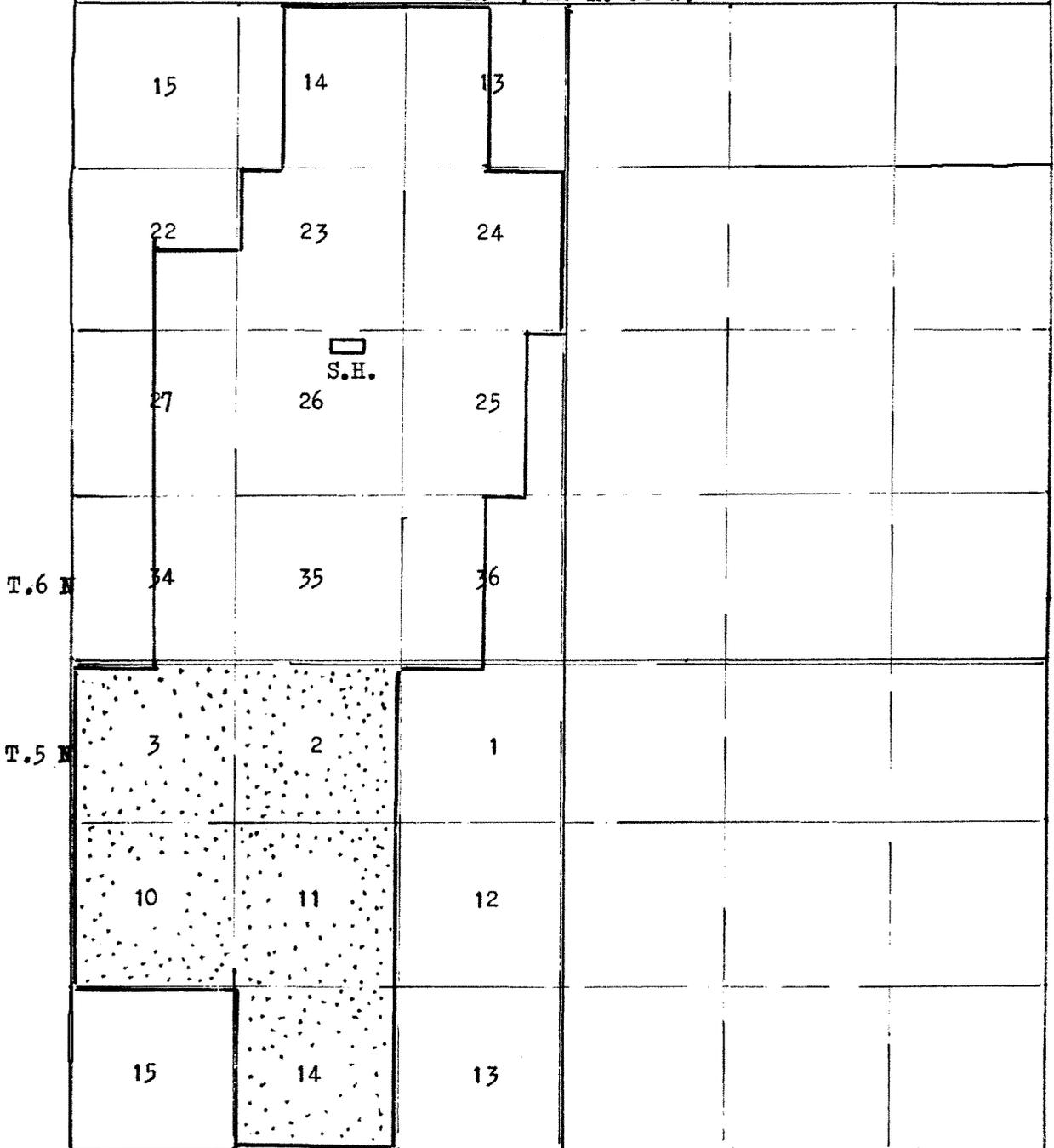
"The following sections and parts of sections were taken from Dist. No. 17 to form the new district: W. $\frac{1}{2}$  of Sec. 13, all of Sec. 24, W. $\frac{3}{4}$  of Sec. 25, E. $\frac{1}{4}$  of Sec. 26, all of Sec. 35, and W. $\frac{1}{2}$  of Sec. 36, all in T. 6 N. of R. 67.

"The following sections were taken from land in no district: all of sections 2, 3, 10, 11 and 14 in T. 5 N. of R. 67.

"Aug. 20, 1912, upon petition of George Law, N.W. $\frac{1}{4}$  of Sec. 23 was transferred to Dist. 4 from Dist. 70.

"Upon the organization of Dist. No. 79 in the year 1909, sections 2, 3, 10 and 14 of T. 5 N., R. 67, were transferred from Dist. No. 70 to the new district No. 79.

Figure 7. - Map of School District No. 70, from 1906 to 1920  
R. 67 E. R. 66 W.

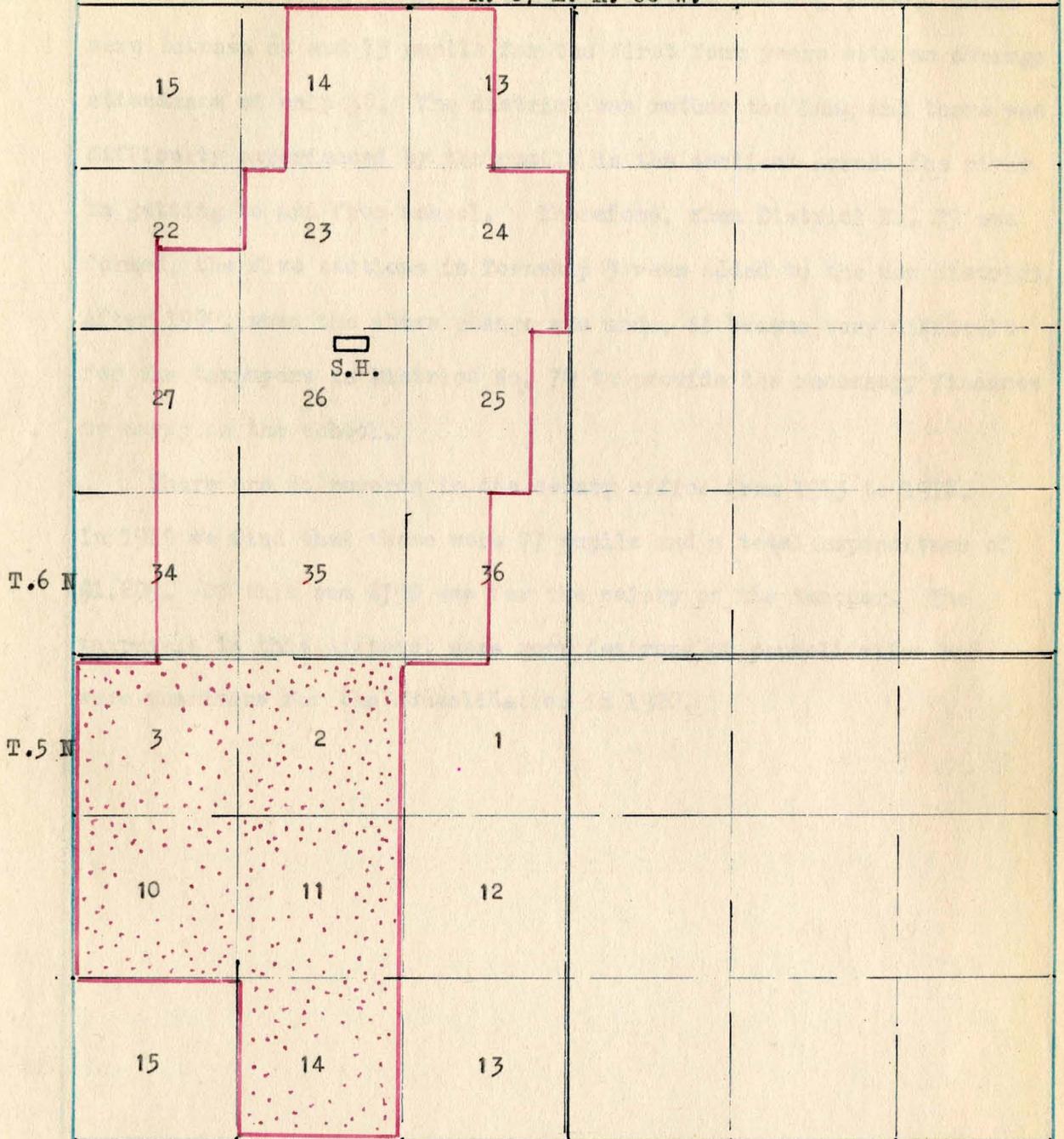


Legend

- S. H. .... Location of School House for the District.
-  .... Boundary of District as organized in 1906 .
-  .... Sections of District given to District No. 79 when it was organized in 1909

( Scale of miles .... 1 inch .... 1 mile.)

Figure 7. - Map of School District No. 70, from 1906 to 1920  
R. 67 E. R. 66 W.



Legend

- S. H. .... Location of School House for the District.
- .... Boundary of District as organized in 1906 .
- .... Sections of District given to District No. 79 when it was organized in 1909

( Scale of miles .... 1 inch .... 1 mile.)

"On May 3, 1920, Dist. No. 70 was consolidated with Dist. No. 4."

In 1906-1907 a brick building was erected costing \$2600. There were between 60 and 75 pupils for the first four years with an average attendance of only 30. The district was rather too long and there was difficulty experienced by the pupils in the sections across the river in getting to and from school. Therefore, when District No. 79 was formed, the five sections in Township 5 were added to the new district. After 1909, when the above change was made, it became very difficult for the taxpayers in District No. 70 to provide the necessary finances to carry on the school.

There are no records in the county office from 1913 to 1918. In 1919 we find that there were 77 pupils and a total expenditure of \$1,209. Of this sum \$750 was for the salary of the teacher. The taxpayers in this district were very desirous of consolidation and were unanimous for the consolidation in 1920.

\* Weld County School District Record Book, office of Superintendent of Schools, Court House, Greeley, Colorado.

**WINDSOR, WHITE HALL AND NEW LIBERTY DISTRICTS CONSOLIDATE**

Prices of land and agricultural products were at the peak in 1920. School boards everywhere were talking of consolidation. Educational men were studying the situation and recommending consolidation as a partial cure for the inadequate training given to many of the pupils in grades as well as high school in rural school districts. Here and there districts were uniting and setting a much higher standard of work given to the pupils, though of course at much increased cost.

The school boards of districts No. 4, No. 51 and No. 70, after several conferences, both separately and collectively, voted for the consolidation. Districts No. 22 and No. 79 were asked to come in but after consideration decided not to enter the consolidation.

The following is the record of the authorization of the consolidation as given in the records of the county superintendent of schools of Weld County:

"May 3, 1920, School Districts Nos. 4, 51 and 70 on request of consolidation as authorized by Sec. 5909, Revised Statutes of 1908 as amended by Chapter 203, Session Laws 1911. Question carried by a big majority in every and all districts. On May 26th, a union meeting was called for the purpose of perfecting the organization, at which time the following officers were elected for one year: G. H. Fry, President, G. I. Richards, Secretary, and G. F. Kern, as Treasurer.

"Inasmuch as the above meetings were regularly and legally called, the proceedings are hereby approved and for the purpose of legal designation the consolidated district shall be known as Consolidated District No. 4. School Districts No. 51 and No. 70 are hereby annulled

and Mr. T. C. Philips, County Treasurer, has this day been notified to transfer all funds after the payment of outstanding obligations, belonging to the said districts to District No. 4.

"Done at the office of County Superintendent of Schools at Greeley, Colorado, this the 26th day of June, 1920.

C. W. Martin  
Co. Supt. of Schools." \*

Condition of Schools at Time of Consolidation.- The year ending May 31, 1919 gives the following reports for the school districts participating in the consolidation:

Table 1.

Dist.	Pupils in Grades			High School			Teachers		Total Expended
	Boys	Girls	Total	Boys	Girls	Total	No.	Salary	
4	360	328	688	40	40	80	22	\$19,000	\$76,024
51	47	34	81				2	1,500	3,868
70	40	37	77				1	750	1,209
Total	447	399	846	40	40	80	25	\$21,250	\$81,101**

After consolidation, the school building in District No. 51 was used part of the year for a residence. The schoolhouse in District No. 70 was sold to a man in Windsor, who removed it to town and rebuilt it into a residence. The form was so changed that it did not seem best to take a photograph of it for the present paper.

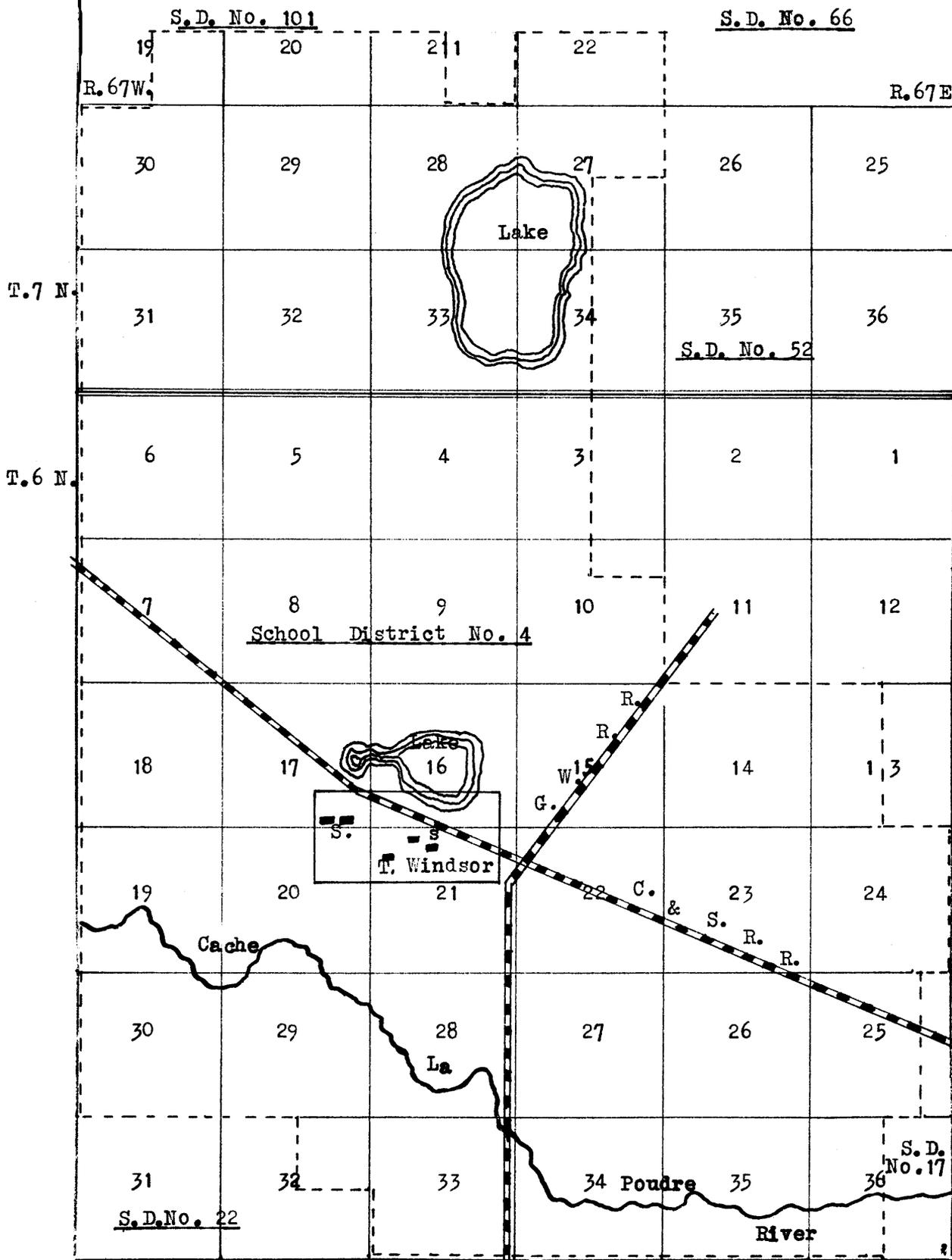
A bonded indebtedness of \$273,000 was necessary to cover the expense of the buildings, grounds and equipment and the establishing of a transportation system of buses for the new district.

\* Weld County School Districts' Record Book, office of Superintendent of Schools, Greeley, Colorado.

\*\* Compiled from the Annual Report of School Districts filed in the office of County Superintendent of Schools, Greeley, Colorado.

Figure 8.

Map of Consolidated School District No. 4

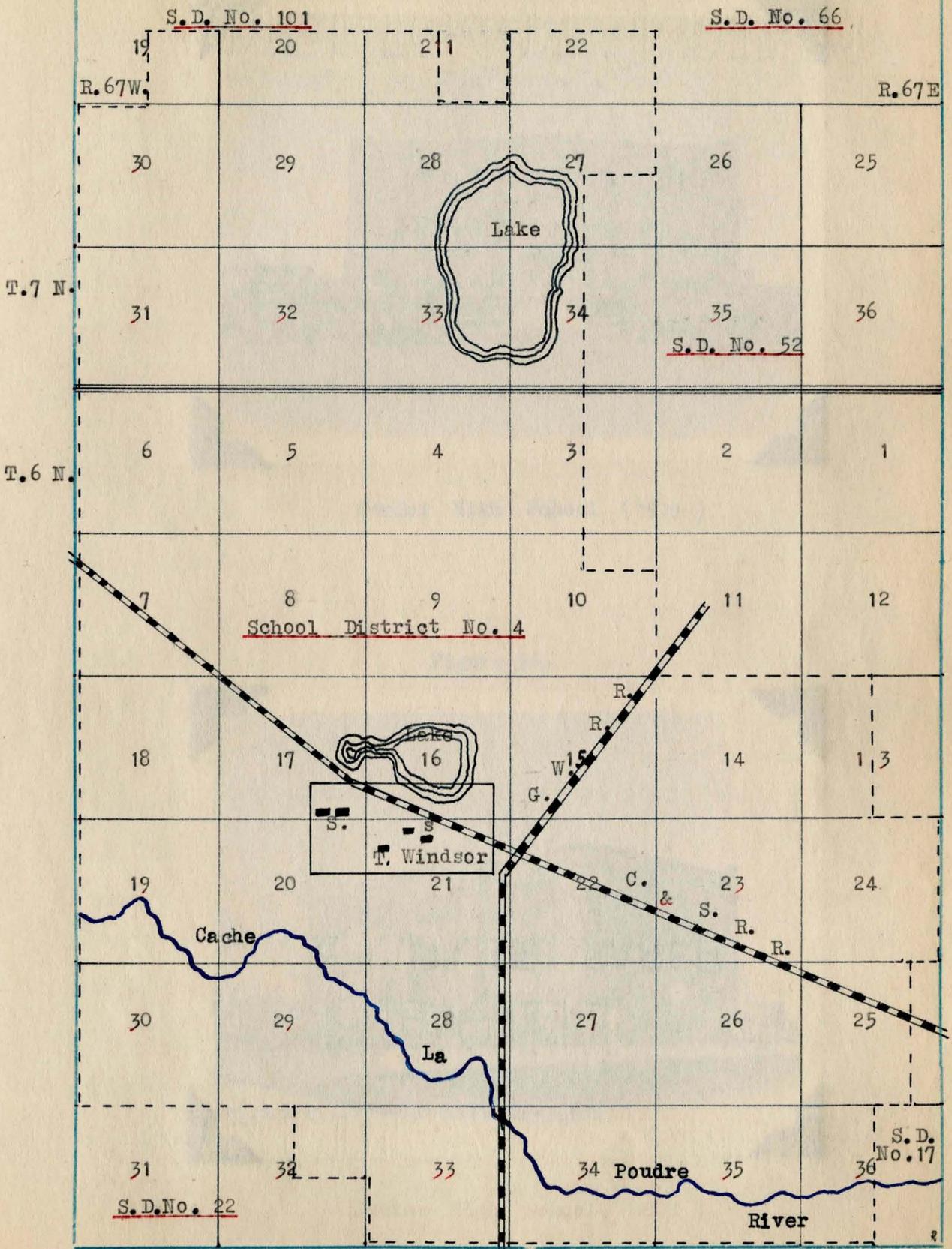


Legend. S.H. - Schoolhouses  
 T. - Teacherage

S.D. No. 79

Figure 8.

Map of Consolidated School District No. 4



Legend. S.H. - Schoolhouses  
 T. - Teacherage

S.D. No. 79

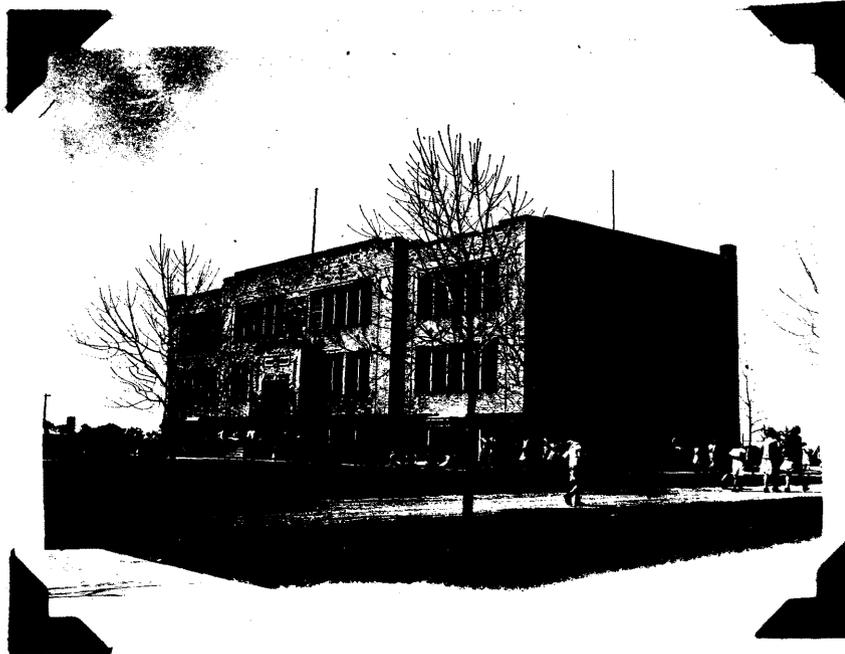
27.

Figure 9.



Senior High School ( 1919 )

Figure 10.



Junior High School ( 1921 )

Figure 9.



Senior High School (1919 )

Figure 10.



Junior High School (1921 )

The Teacherage.- Of the 38 teachers employed in Windsor schools at the present time only 6 are men. There must, then, be suitable places for these 32 women to live during the school year. The homes could not provide suitable accommodations for so many teachers. During the early years when there were only a few teachers, the problem was not so acute, but with the coming of the sugar factory and the increased number of pupils and teachers, the problem was more serious each year. The factory workers obtained the best places before the teachers arrived in the fall and there were often not enough good places for the teachers. Many teachers would not return the second year for this reason and not a few left during the year. It was impossible for teachers to be satisfied and do their best work under such conditions.

From the time Professor Cohagan came to the school in 1918, he urged the establishment of a teacherage. In 1923-1924 a fine brick teacherage capable of housing 29 teachers was erected by the district at a cost of \$50,000. This building is called Cohagan Hall and is situated in a fine residential part of town. It is convenient for all the teachers, being about half way between the grade and high school buildings.

There is ample provision for boarding as well as rooming facilities as there is a large dining room and kitchen as well as a comfortable living room and parlor. The building is well furnished, lighted and heated. The one objection to the structure is that there are not enough single rooms.

Cohagan Hall is a building of which Windsor may well be proud.

Figure 12.



Daily Lineup of School Buses

Figure 13.



Cohagan Hall

Figure 12.



Daily Lineup of School Buses

Figure 13.



Cohagan Hall

## SCHOOL TRANSPORTATION

Since consolidation (1920) the Windsor school district has transported all rural pupils attending the school. In 1930, 270 of the 991 pupils were carried by the buses to and from the school. The district owns the buses, hires a mechanic to keep them in repair and hires the drivers. The mechanic, who is also a driver, spends his summer in overhauling the buses and putting them into excellent condition for the next season. Though the buses have run for 11 seasons, they are in fine condition.

There has never been a depreciation charge made against the buses in the transportation account; therefore, some day there will be need for a special tax levy for the purchase of new buses. At that time there will be raised the question of whether or not the school should continue to provide transportation for the rural pupils.

The following are items of data concerning the transportation system:

Number of buses and bus drivers.....	6
Total number of daily bus miles.....	196
Total number of days buses are used in the year.....	180
Total number of yearly bus miles.....	35,280
Average number of pupils hauled daily.....	270
Number of high school students included.....	50
Total operating cost, seven year average.....	\$5,160
Total operating cost for year ending May 1931.....	\$5,095
Cost per bus mile.....	\$0.144
Cost per pupil per year.....	\$18.87
Cost per pupil per day.....	\$.1004
Salary of mechanic driver, per month.....	\$135.00
Total monthly salary for 5 student drivers.....	\$100.00

It is difficult to make a comparison with other pupil transportation studies. The Timnath Consolidated School transportation operating cost per mile for the present year was \$0.176 as against \$0.144 for

Windsor. \*

In Utah the rate is from \$23.30 to \$50.40 per pupil per year, but in many cases the number of pupils is small for each route. The average for the state in 1927-28 was \$25 and for 30 states in 1924-1925 it was \$26. Though there is no statement regarding depreciation, no doubt such has entered into the operating costs for these schools.\*\*

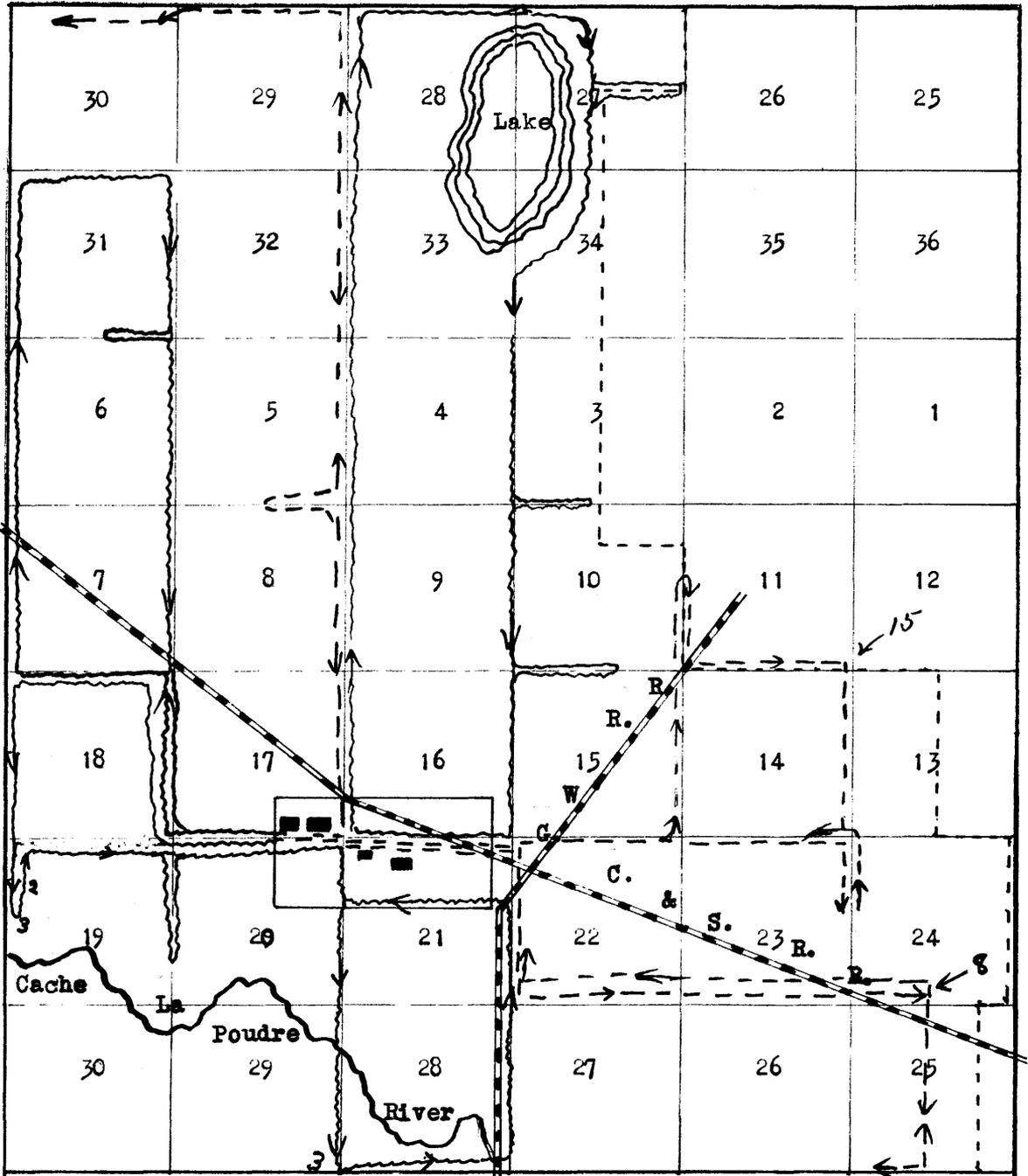
A study of the bus routes on page 32 shows that there are places where the bus is required to go in on the crossroad from one-half to three-quarters of a mile to pick up pupils. In one case, though the bus line is within one-half mile of the house, the bus is required to go around the section to the other side and into the edge of another district in order to take three pupils whose father insists that his children do not need to walk the half mile. This requires the bus to go an extra 4 miles each day. There are other pupils who insist upon being carried though they live within less than a mile of the school buildings. Many of the parents are tenants who do not feel the burden of the tax and seem only to wish to get all out of the school that is possible.

If bus No. 4 did not take 15 high school pupils who come from the Severance school, and No. 6 did not take 8 pupils from Bracewell, there would be a chance to combine these two routes into one, thus saving \$200 on a driver's salary and about \$800 on fuel and upkeep for one bus.

\* L. I. Weigand. Timnath Consolidated School Transportation Annual Report.

\*\*C. N. Jensen. A Study of Transportation in the Schools of Utah (1928). State Dept. of Public Instruction. p. 44, Table VIII; p. 45, Table XII; p. 48, Table XVI; and p. 49, Table XVIII.

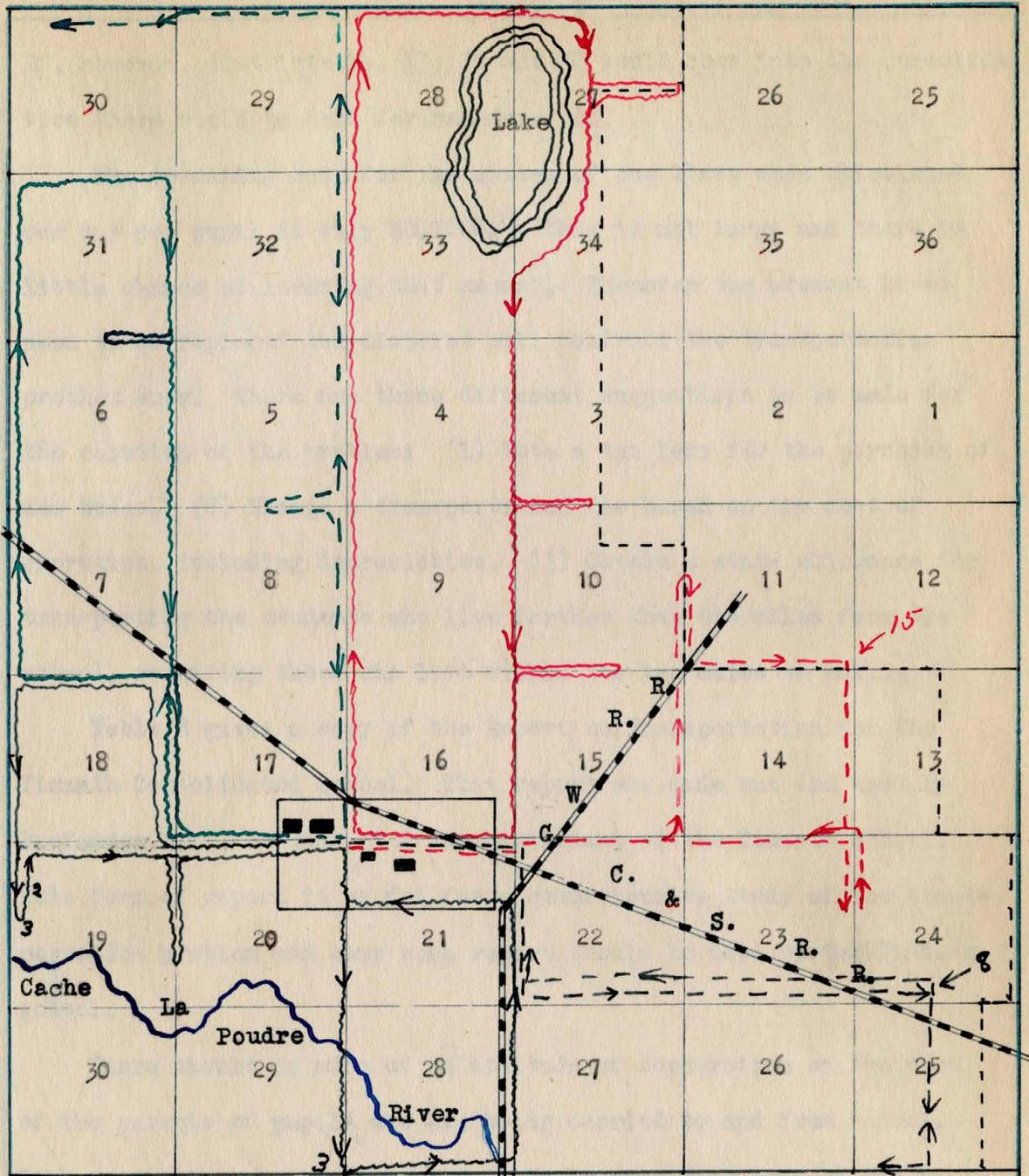
Figure 14.- Map of Windsor Consolidated School Bus Lines



District Bus Lines

<u>Bus No.</u>	<u>No.</u>	<u>Miles</u>	<u>No.</u>	<u>Students</u>	<u>Bus No.</u>	<u>No.</u>	<u>Miles</u>	<u>No.</u>	<u>Students</u>
~	1	.....	13	.....	---	2	.....	15	.....
~	3	.....	20	.....	---	4	.....	14	.....
~	5	.....	17	.....	---	6	.....	19	.....
Total Miles 98					Total Students 270				

Figure 14.- Map of Windsor Consolidated School Bus Lines



District Bus Lines

<u>Bus No.</u>	<u>No.</u>	<u>Miles</u>	<u>No. Students</u>	<u>Bus No.</u>	<u>No.</u>	<u>Miles</u>	<u>No. Students</u>
	1	13	40		2	15	55
	3	20	55		4	14	50
	5	17	35		6	19	35
Total Miles 98				Total Students 270			

If, however, districts No. 17, 79 and 22 would come into the consolidation there would be need for one more bus.

The operating cost for the system of bus lines when calculated per day per pupil is only \$0.1004. This is not large and there is little chance of lowering that amount. Whenever the present buses need to be replaced the district will confront the transportation problem anew. There are three different suggestions to be made for the solution of the problem: (1) Vote a tax levy for the purchase of new buses. (2) Charge a transportation fee based on the cost of operation, including depreciation. (3) Obtain a state allowance for transporting the students who live farther than two miles from the school, requiring those who live within the two miles to walk.

Table 2 gives a copy of the Report on Transportation for the Timmath Consolidated School. This report was made out and used by Professor L. I. Weigand, the superintendent of the Timmath School. This form of report is useful for a comprehensive study of the transportation problem and some such report should be used by the Windsor school.

There should be more of an attitude of cooperation on the part of the parents of pupils who are being carried to and from school. Such an attitude would do much to help in requiring less of the buses and would in the end cut down the costs. Bus No. 3 carries the whole load to the corner of section 28 and on the morning trip goes empty to that same corner. If this bus could stay all night at a place prepared at the northwest corner of section 28, there would be a saving of 10 miles a day which would be 1800 miles a year. This would be a saving of \$250 after the interest on the garage was paid.

Table 2.

## Annual Report for Transportation

Timnath, Colorado, Consolidated School. Year ending May 22, 1931

Driver	Days 173									
Items	Bus No. 1 Amt. Cost	Bus No. 2 Amt. Cost	Bus No. 3 Amt. Cost	Bus No. 4 Amt. Cost	Total Cost					
Gasoline, Gals.	489 \$71.73	513 \$75.47	575 \$84.07	546 \$79.59	\$310.86					
Oil, Quarts	45 13.13	56 16.32	61 19.44	82 23.85	72.74					
Grease Pounds	4.50	3.50	4.00	4.00	16.00					
Tires	9.56	9.56	48.50	9.55	77.17					
Tubes	....	....	6.40	....	6.40					
Repairs	32.31	22.89	23.49	15.39	94.08					
Maintenance	225.00	225.00	225.00	225.00	900.00					
Depreciation	317.88	....	433.35	....	751.23					
Driver's Salary	225.00	225.00	225.00	225.00	900.00					
Insurance	65.70	65.70	65.70	65.70	262.80					
Annual Overhaul- ing Charge	32.13	103.41	11.34	151.18	298.06					
Glycerin			.65		.65					
<b>Total Costs</b>	<b>\$996.94</b>	<b>\$746.85</b>	<b>\$1146.94</b>	<b>\$799.26</b>	<b>\$3689.99</b>					
Average route mileage	19.6	19.34	31.69	24.30	94.93					
Total miles	3401	3349	5820	4192	16,762					
Total pupils carried	14,064	10,068	10,822	10,771	45,725					

## Summary:-

Average cost per mile to operate buses, based on  
operating costs..... \$ 0.176  
Daily cost per pupil based on operating costs.... 0.130  
Daily cost per pupil including depreciation..... 0.163  
Daily cost per pupil-mile including depreciation. 0.0067

L. I. Weigand

Superintendent, Timnath School.

## STRIKING FEATURES OF WINDSOR SCHOOL PROGRAM

### Summer School for Beet Workers

About 1915 when superintendent of a school in Oklahoma, Professor A. C. Cohagan went to inspect a certain cotton plantation. On his way back he noticed an old negro near a log cabin with about a dozen little negroes around him. Professor Cohagan asked the negro why he and the children were there and received the following reply from the old man:

"I is holdin' a summer school fo dese here cullid chillens. Dey works in de cotton fields and can't go to school like de res, so I is giben em some book larnen to make up for what dey miss."

All the way home Professor Cohagan thought and thought about the idea. The result was that he organized his whole school with a summer school session and a vacation for all when the cotton work was at its height. This procured a much better attendance for the whole year and helped to solve the problem of absences and of retardation.

Professor Cohagan takes no undue personal credit for organizing the Windsor Summer School. In the course of the interview he said, "Of course it was the natural thing to do, to organize and carry on a summer school here for the pupils who work in the beet fields." \*

Organization of Windsor Summer School.- This school for the beet workers was organized by Professor Cohagan in the summer of 1918 with an attendance of 210 pupils. Most of these were from the first to the sixth grade. Before the summer school was organized those who worked in the beet fields went to school through compulsion up to the sixth grade or until they were 16 years old. These pupils could not be ex-

\*Secured through an interview with Professor A. C. Cohagan, May 1931.

pected to take an interest in further schooling because when they returned to school after the beet harvest the others were so far ahead in the work. These pupils were out of school so much that it was difficult for the teachers to even know them by name.

There were several objectives in view: To comply with the attendance law, to gain a better attendance thruout the year, to lessen the retardation, and to create a real interest in education which would result in the pupils staying longer in school.

When first proposed the parents were not at all enthusiastic over the plan and even the teachers and school board did not think it feasible. The school board was willing, however, to have the plan tried; and the teachers became enthusiastic as results began to show.

The Plan of the Summer School.- In sections where there are enough beet worker pupils, school begins in July and continues on until the time when the vacation is given for the beet harvest. The rest of the school assembles for the fall term as usual. By the time the beet harvest is over the pupils who attended from September on are at the place in their school work where the beet workers are when they go to the beet harvest.

The teachers who have charge of these sections have their vacation when the pupils go to the beet fields for the beet harvest. This plan has been so well liked that teachers have been on the waiting list wishing to have charge of the summer school sections rather than the other sections in the school.

During the past year (1930) there were 13 sections which began school July 15 and then had their seven weeks vacation when the beet harvest began. At this session there were 325 pupils and one extra

teacher was employed to act as principal of the summer session. Heretofore the principal of the junior high school had acted as the principal of the summer session. It is necessary for the vocational agriculture instructor to give his time to the lads who take vocational agriculture both in the summer and in the fall. He takes up certain jobs with the pupils in summer school and then repeats those jobs for the lads who are not workers in the beet fields.

Even though there is an extra expense for the time of the vocational agriculture teacher and for a principal, the money saved in not having heated 13 rooms for those seven weeks in the late fall more than offsets the extra expense for the instruction.

The following is a statement made by Superintendent A. C.

Cohagan:

"This plan enables pupils to attend school for nine months and also to give assistance during the beet harvest. By retaining the same class organization thruout the year, other grades were not disturbed by the entrance or withdrawal of students. The same standard of work is required in the early term as is required any time during the year. The only variation from the usual order is the absence of special supervisors until this last year, when a principal was employed.

"The results of this plan may be summarized as follows:- The average attendance per pupil has increased from 45 in 1917 to 162 in 1923. The enrollment 210 in 1917-18 has increased to 501 in 1923. In 1917-18 there were no pupils doing work above the fourth grade. Graduation was a matter of reaching the age of sixteen. Neither parents nor pupils considered school worth while. There was a continuous demand by the parents that the "kids" be allowed to stay home and work.

"Now both parents and children are interested in the school. Very few requests are made to keep children out of school. As a rule, the children do not want to leave school until they finish the eighth grade. Twenty-four of the beet working children finished the eighth grade in May of this year and received their certificates. Several of these will arrange to enter high school in September.

"We feel that the efforts put forth to meet the condition are now appreciated and that the plan has been very successful in this community.

"With some modification to meet the local conditions, we see no reason why this plan may not be operated successfully in other communities." \*

For the past two or three years, including the summer of 1930, even the tenth grade has been called for and all twelve grades will soon need to be carried on in the summer school.

#### What Others Have Said of the Summer School.-

"Plans were made for 125 children in the 1925 Summer School. Attendance is 300. Children out of the district to work beets are back for school. A fine tribute to the system. The Superintendent reports that more beet-working children are attending the High School this year (1925-26) than ever before in the history of the school.....

"Of 244 who were out to work, 227 were out less than two weeks, while 17 were out more than 9 days..... Eighty-three percent of the absence for work in the Windsor schools was for 5 days or less, a little less than 10 percent for 5 to 9 days, and 7 percent for an absence of 10 days or more.

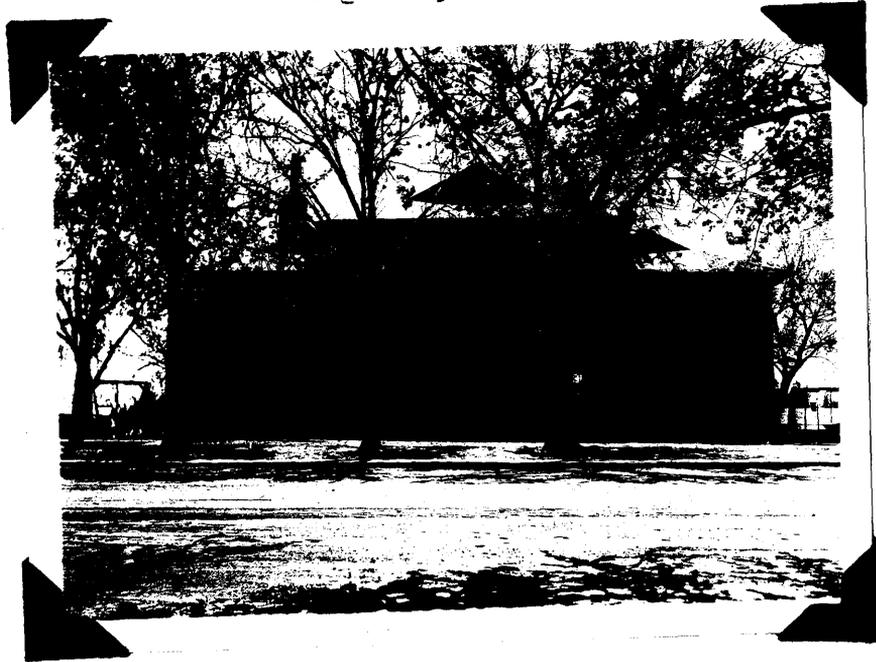
"We find that the total retardation in many schools and the beet-worker retardation in almost all the schools is greater than in the Windsor schools.

"Due to some cause or other, the beet workers in the Windsor schools are getting along better in the school. The relation of the beet vacation, and the small percentage of long time absence for work; the general efficiency of the system, all have something to do with the results. We may not be sure of the causes; we do know that in the Windsor system, for some reason, the conditions are favorable. All of which suggests that the Windsor System be studied with care." \*\*

\* A. C. Cohagan. A statement written in a Great Western Sugar Company bulletin, 1924.

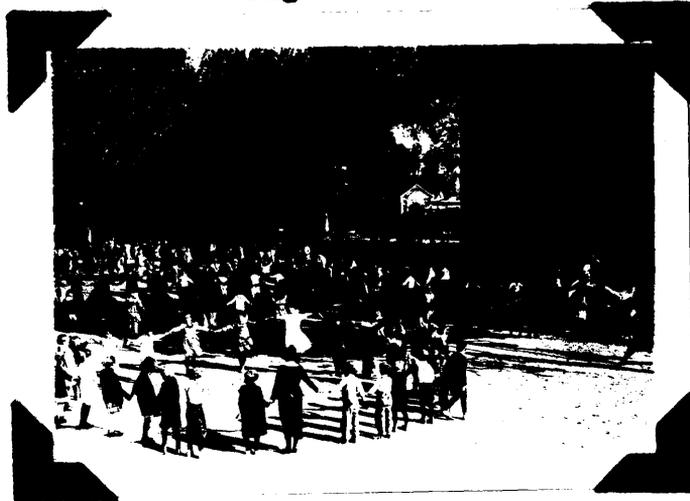
\*\*Professor B. F. Coen, Wilbur E. Skinner and Dorothy Leach. Children Working on Farms in Certain Sections of Colorado. Colorado Agricultural College Bulletin, Series 27, No. 2, pages 151-153. (Nov. 1926)

Figure 15.



Grade Building  
used for Summer School

Figure 16.



Play Time  
in  
Summer School

Figure 15.



Grade Building  
used for Summer School

Figure 16.



Play Time  
in  
Summer School

A study of the pupil percent of attendance of the enrollment shows that in 1919 before the Summer School was well under way, the attendance was 75 percent and from then on there was a gain until 91 percent was reached in 1930.

After these 13 years of work in the summer school with the fine results that have come about, it would seem strange that anyone would still object to carrying on such a school. There are those who do object and who say that it is waste of money and time to carry on such a school. The superintendent of the Windsor schools, the principal of the junior high school, the principal of the high school, and the school board are high in their praise of the school for the pupils who are obliged to work in the beet fields, and these men are more than glad that a solution has been found to the problem which was for so many years before them.

From time to time the Great Western Sugar Company has given prizes to pupils attending the summer school when such prize days were held by the school. The officials have always been very cordial and very helpful in every way and seemed to appreciate the effort that was being made on the part of the school authorities.

We see that other factories and large companies not only do what the sugar company has done, but even more. Some of them even finance schools which are being carried on for the children of their employees. The beet-workers are not employed directly by the factory but are here because of the factory and its work. The land owners on the one hand pay a large sum in taxes for the support of this school and is it not fair to expect the sugar company to help financially. Some will bring up the argument that the company owns land in the district and thus

helps. Even so, a great deal of money is taken from the district by this same company and it would be only fair for the Great Western Sugar Company to pay each year a certain sum of money toward the support of the Windsor schools.

There is one drawback to having the beet-workers in separate sections and taught separately. They do not have the association of the other pupils in class work as they should. Sometimes there are more in a section than is wise, and an effort is made to make some adjustment. This is difficult, for parents complain when their children are placed in the section with the beet-workers. This should not be, especially here in America. We see then a problem of race and class in the same school where there is an honest effort to make it possible for the children of the whole district to gain an education worthy of an American citizen.

Would it be possible then to have the sections rearranged for the second term of the school year? In this case the beet-workers and those that are not might be placed together and the result would be beneficial to both.

One other consideration from the sugar company would be much appreciated, and that is the time of the beet harvest should be known several weeks before, which would give the teachers an opportunity to adjust all programs to fit in with the harvest time. Some years it has been possible to know in plenty of time and at other times this was not true.

In this study of the Windsor school system, the Summer School for the pupils who are obliged to add to the family income by working in the beet fields has been one of the most interesting features. No words

of praise are too great for those who have fostered, worked for, been interested in, and taught in this school.

Surely in the years ahead when these very pupils are farmers, merchants, teachers, etc., they will in their turn repay those who have given so generously of their lives by giving themselves for the solution of any problem that then exists not only in the school but in the community. These pupils will make far better American citizens because of the school opportunities that have been theirs.

Would that other schools situated where there are beet workers would in some way satisfactory to all concerned solve the educational problem for these pupils who are carrying their share of the economic burden of the community.

When a certain superintendent was approached on this subject, he replied that a solution could be reached if only the parents in the school district were willing. In the writer's opinion, in this certain district there should be a summer school for the whole school and then a vacation for the whole school at the time of the beet harvest. This cannot be done because of objections on the part of parents and even the school board.

Is it possible that here in America where we pride ourselves on giving free education, we are not willing to do everything we can to provide for the best possible education for each child? Are we so much better than others that we shall be the privileged ones and they be left without what is their due? Wherever the proper opportunity of education for all is neglected there will come a day when we shall regret that such opportunity was not provided.

The county-unit plan would, if in force, help out this situation

as it would also help out many other situations. May we taxpayers and voters hasten the day when we shall usher in this county-unit plan which will help us to solve many of our school problems in the right and proper way.

Vocational Agriculture  
in  
Windsor High School

Vocational agriculture was first introduced into the Windsor High School for one year in 1921. The course was started again when Mr. L. I. Aspinwall came to the school in 1924. During his six years of work in Windsor much was done to interest the pupils and their parents in the vocational agriculture side of the school course. The superintendent of the school always cooperated with the new department.

Three students of this department have won the Union Pacific scholarship prizes for the best record of project work done in the schools of Weld County. Arthur Sorrels won the prize in 1927-1928, but could not attend college. This allowed the scholarship to go to an Eaton boy who had won second place. In 1929-1930 David Greenwalt was the winner, and in 1930-1931 Adolph Winder captured the prize once more for Windsor. Much credit is due the vocational agriculture instructor as well as to the boys who won the prizes. Both of these lads will attend Colorado Agricultural College in the fall of 1931.

At present Mr. L. E. Verhusen has charge of the vocational agriculture classes. This year 25 of the 83 high school lads have been taking vocational agriculture class work. Of this number 15 must work in the beet fields. This makes it necessary for the teacher to give certain jobs just to the boys in the summer school and then to the other ten when the beet vacation is on in the fall. Because of the time required for the working of beets it is difficult for the boys to carry on projects with adequate scope. Even so, each boy has some kind of project. The boys are given Crops one year and Animal Husbandry the next. Farm Shop comes on alternate days along with the other part of

the course. All boys who do not take the vocational agriculture are required to take a course in vocational guidance.

The vocational agriculture class room and the farm shop are too small and there is not adequate equipment. Both shop and class room have been arranged by the instructor to use the materials at hand to the best possible advantage.

The following table shows the range and scope of the projects of this year's class in vocational agriculture:

Number of projects	Kind and scope
6 .....	$\frac{1}{4}$ acre of intensive gardening
5 .....	Poultry (25 to 50 hens)
4 .....	Hampshire gilts
1 .....	5 sows and pigs
2 .....	150 chicks to be grown out
1 .....	6 ewes to breed and care for thru lambing
1 .....	4 goats
1 .....	5 acres of popcorn
1 .....	5 acres of beets
1 .....	2 pure bred Guernsey cows (feed and milk) *

Several project stories from the two winners of the Union Pacific prizes will illustrate what has been done and the value of this sort of work.

\* L. E. Verhusen. Report to Supervisor of Vocational Agriculture for the State.

## STORY OF POULTRY PROJECT

By  
Adolph Winder

"I had carried a poultry project during my first two years of Vocational Agriculture and had raised several fine Buff Orpingtons, which included the first prize pullet and hen and second prize cockerel at the Weld County Poultry Show. At the Windsor F. F. A. (Future Farmers of America) fall show, not one placing was lost by my stock besides the winning of two sweepstakes.

"After having a good start in poultry, I decided to carry a minor poultry project along with the major onion project. My aim was to get experience in mating hens and in producing high quality hatching eggs.

"Early in January, I mated five pens of Buff Orpingtons, two of which were choice exhibition hens and the other three were pullets closely culled for egg production and other exhibition type. These females were mated to five large, healthy and good-type cockerels.

"I started keeping records on the first day of February of all feed, labor, equipment and receipts. All birds were fed and cared for and not crowded too hard for production in order to secure higher fertility of the eggs. I fed a commercial laying mash, oyster shell, scratch grain in a litter of straw and green feed twice a week. The buildings were kept clean and I had no trouble with any disease or death loss.

"About half of the eggs were sold to local customers and the rest used for hatching at home. The eggs were over 85% fertile and hatched large healthy chicks. All eggs were used for hatching, except those produced during the later part of June and July.

"I closed my project on the thirty-first day of July and found that the breeding of pure poultry is very interesting as well as profitable. During the six months the average production per bird was 65 eggs, bringing a net profit of \$0.85 per bird, or \$0.65 an hour for my time spent on the project."

#### ONION PROJECT STORY

By  
Adolph Winder

"Although we had grown onions on our farm for two years and had satisfactory yields, (210 and 220 bags per acre respectively), I felt that by increasing the amount of manure, by applying water, and re-furrowing after each irrigation the yield could be increased greatly.

"On March 19th I applied 20 tons of sheep manure per acre, and then plowed the field. As soon as I finished manuring and plowing the field, I finished preparing the seed bed by harrowing, floating and rolling. On March 26th I planted, using five pounds of seed per acre. This is more seed than is usually planted in this community but I wished to be certain of a perfect stand.

"On April 12th I harrowed in order to break the crust and give the small plants a chance to grow. Also the harrowing served to retard the growth of weeds. I cultivated the crop twice, on May 29th and on June 5th, using a beet cultivator. Shortly after this I furrowed them and irrigated. From June 26th to August 23rd I irrigated the field weekly, using a large head and scattering it well over the field. The first few times the irrigations were light, but as the plants grew and the ground packed I irrigated them heavily, letting the water soak completely across the rows.

"Reditching after each irrigation not only stirred up the ground but also checked the weed growth and simplified the next irrigation. Neighbors and visitors, during the latter part of the growing season, warned me against applying too much water, saying that all onions would be bottle-necks. They drew their conclusions from the fact that the onions were so large and were growing so rapidly the necks showed unusual size.

"The onions were pulled on Sept. 8th and piled on the 12th, and topped and sacked on the 18th. They were hauled to the storehouse where they were sorted and sold. Immature onions, scullions, and bruised bulbs were left in the field, in order to save the expense of topping, sacking and hauling.

"When the onions were sorted using a two inch sorter, my field showed only 1% culls per sack. The usual amount of culls varies from 8% to 25% per sack. It cost me 34 cents per sack to produce these onions and I sold them for an average price of 59 cents per sack, making a net profit of 25 cents per sack. The average cost of production of onions over the state is 43 cents.

"Since I have finished my onion project, I have drawn the following conclusions. Onions are an easy and profitable crop, providing:-

1. Clean ground is used.
2. Manure is applied heavily, (not as a top dressing).
3. Ground is plowed 8 to 10 inches deep in the fall or early spring.
4. Seed bed is thoroughly prepared.
5. Seed is planted early, and at rate to insure a good stand.
6. Crust is broken so tiny plants can come through the ground.
7. Field is kept free from weeds.
8. Water furrows fairly deep, and water is applied frequently.
9. Plants are kept growing at all times." \*

\*Adolph Winder's Project Record Book. Office of Instructor of Vocational Agriculture, Windsor High School, Windsor, Colo.

Union Pacific Scholarship Prize Winners  
Figure 17.



David Greenwalt ( 1929 - 30 )

Figure 18.



Adolph Winder ( 1930 - 31 )

Union Pacific Scholarship Prize Winners

Figure 17.



David Greenwalt (1929 - 30)

Figure 18.



Adolph Winder (1930 - 31)

There are so many important items in these two prize winning projects that it is difficult to select one or two and not recount others. From David Greenwalt's project book three items are worthy of special mention; (1) A letter of commendation from the Supervisor of Agriculture of the Union Pacific Railroad Company; (2) corn project story; (3) project cost accounting sheet.

Under date of April 4, 1930, R. A. Smith, Supervisor of Agriculture for the Union Pacific System, writing to L. R. Davies makes the following statement: "I agree with you that the project record of David Greenwalt, of Windsor, was the best I have ever seen, and I certainly hope this young man will take advantage of his scholarship and enroll at the College. He should be heard from someday".

#### CORN PROJECT STORY

By  
David Greenwalt

"In connection with the three acres of my potato project I decided to raise 10 acres of registered corn, from the standpoint of making a profit and because I am interested. I secured my seed at 10 cents a pound from Raymond Condon, one of the state's best corn raisers.

"During the growing season the corn was slightly hailed but not enough to cause any great loss. Aside from being blown a little from wind and rain, the growth was rapid. I had not planned on irrigating more than once but due to the good water rights we had, I was able to irrigate three times, which helped a great deal during August drought when other crops suffered a great deal.

"The corn was caught by an early frost which prevented it from being as mature as it might have been.

"The field averaged 80 bushels to the acre, a fairly good average in my community, and I lay this success partly to my understanding of the different operations before I undertook them.

"If I were carrying on this project again I would pay more attention to seed bed preparation, for a good seed bed is half the crop. I would also change my rate of planting and cut down the distance between the hills.

"I won first place on my corn at the Fall Exhibit in Windsor (my town), and third at the Junior Fair at Greeley. I plan to show a sample at the Pure Seed Show at Greeley in January." \*

A striking statement in David Greenwalt's story of his potato project is worth quoting: "By studying the scientific raising of potatoes in school before trying to raise them, I feel I had a big jump. By that I mean, each job that came up, I knew just what to do and when and how to do it, otherwise I would have been at a loss."

"Before planting the seed, I dipped it with corrosive sublimate for  $1\frac{1}{2}$  acres and for the other  $1\frac{1}{2}$  acres I used sem-a-san. I found as a result of my experimenting, a clear skin on the corrosive sublimate dipped plat as against a rougher skin on the sem-a-san dipped plat. From the results I obtained, I would suggest everyone dipping their seed potatoes. It controls diseases a great deal and gives higher yields." \*

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\* David Greenwalt. Project Record Book. On file at the office of L. R. Davies, State Supervisor of Vocational Agriculture.

## " PROJECT COST ACCOUNTING

Kind of Project POTATO PROJECT Name David Greenwalt  
 Scope 3 Acres Total Yield 330 sacks Yield per acre 110 sacks  
 Man hours put on project:- Pupil 77 Hired 39 Total 116  
 Horse hours put on project 201 Tractor hours 16

<u>Costs</u>		<u>Receipts</u>	
1. Pupil's labor .....	\$ 15.40	1. Products sold.....	\$594.00
2. Hired man labor.....	34.30	2. Livestock sold	
3. Horse labor .....	24.15	3. Products used on farm	
4. Rent of land.....	30.00	4. Increase in inventory	
5. Use of equipment.....	15.30	5. All other receipts	
6. Seed... 30 sacks.....	37.50		
7. Interest on investment...	1.80		
8. Overhead (10% of labor and material). ....	4.97		
9. All other costs.....	24.60		
Total cost	<u>\$ 188.02</u>		

## Calculate the Following

Items	Results	Items	Results
1. Total net profit	\$ 405.98	6. Horse hours per acre	53.6
2. Total project income	421.42	7. Receipts per acre	\$198.00
3. Yield per acre	110 sks.	8. Net profit per acre	\$135.33
4. Cost per acre	62.67	9. Income per man hour expended	\$ 3.66"
5. Man hours per acre	38.6		*

\* This Project Cost Accounting sheet was copied from the project book of David Greenwalt, filed in the office of L. R. Davies, State Supervisor of Vocational Agriculture. (Project Acct. Sheet 6).

## Basketball

Story of "Windsor Wizards".— In 1921 Coach Joseph Ryan came to Windsor High School. After two years of hard work he was able to put out a team that won State and Intermountain Championships. Every one of the 60 boys in high school was tried out for the team.

Upon returning from Salt Lake City where they had won the Intermountain Championship, the team was met by the Greeley and Windsor bands. Four school buses loaded with students and about 75 private cars from Windsor were in the parade that formed to welcome the boys and bring them back to their homes. The clubs and business men of Windsor and other towns over the state raised funds to send the team on to take part in the National held at Chicago. Only a few games were won at the National by this team in 1923.

In the spring of 1924 the "Wizards" won the State Championship, stayed home and allowed Greeley to go to the Intermountain, and then after a few weeks of intensive training went to Chicago to again take part in the National contest. Windsor met Yanktown, South Dakota, in the final. Yanktown had amassed a total of 73 to her opponents 59 points. Windsor had won by a larger margin over her four opponents, her total score being 98 to the opponents 67. When the Wizards played the Yanktown boys they just let loose. In this last game they won by a score of 25 to 6. They lived up to their name and outplayed their opponents from the start.

When the news was received that the Wizards had won the National, though it was near midnight, everyone was up and out on the streets. Fireworks were displayed and pandemonium let loose until morning. The Sunday morning edition of the Denver Post had in large headlines across



Figure 19.

## WINDSOR HIGH SCHOOL BASKETBALL TEAM

Chick, Diskerson, Coach Ryan, Law, Mc Curdy  
 Hammerle, Capt. F. Van Matre, Mc. Glynn, A. Van Matre

STATE and INTERMOUNTAIN CHAMPIONS in 1923

STATE and NATIONAL CHAMPIONS in 1924

How Windsor Won the Title

Summary of Games Played by Windsor  
 at

Chicago April 2nd. - 5th. 1924

Windsor	27	Warrensburg, Mo.	22
Windsor	25	Sioux City, Ia.	18
Windsor	21	Panguitch, Utah.	12
Windsor	25	Manchester, N.H.	15
Windsor	23	Yanktown, S. D.	6
Windsor total,	123	opponents,	93



Figure 19.

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Windsor	23	Yanktown, S. D.	6
Windsor total,	123	opponents,	93

the double page of sports the following:

**"WINDSOR PREP WINS BASKETBALL UNITED STATES CHAMPIONSHIP".**

April 8 at 1:30 p. m. the boys were met at LaSalle, Colorado, by a large number of fans from many towns in the northern part of the state. The Colorado Agricultural College Band and a squad of artillery were there as well as the Denver newspapers' representatives. The lads were given the keys to the town of Windsor and such a celebration was seldom seen in that little city.

The next day the team, coach, Principal Tozier and Superintendent Cohagan were driven to Denver as guests of the Denver Post. After a luncheon and reception there was a theater party, followed by a banquet at the Brown Palace Hotel. Individual photographs were taken, enlarged, and may be seen mounted on a panel in the trophy room at the Windsor High School. Below each photograph is a brass plate with name and position engraved.

The following messages by letter or wire to the coach and team show not only appreciation but the sort of playing and spirit the lads displayed.

Part of a letter from Mr. R. R. Macgregor, Secretary of Yanktown Chamber of Commerce:

"To us at home it was, of course, a disappointment when our boys failed in the finals, but when we were told of the splendid ability and, above all, the fine spirit and sportsmanship displayed by your team, we cannot find it in our hearts to envy you the honors which are justly yours."

The following was radioed from Chicago:

"The cleanest, fastest and smoothest basketball ever seen in Chicago." \*

\* The items regarding the team and its games as well as the messages were taken from a scrap book of Joe Chick.

Another editor writes:

"The highest tribute that can be paid to the Windsor team and its coach is that they won the championship by clean sportsmanlike methods. They have demonstrated that it is possible to be victorious and patronize honorable means all the way down the line."

Senator Phipps wired to Coach Ryan the following message from Washington, D. C., on April 11, 1924:

"I was greatly pleased to observe from the press reports that your team won the interscholastic championship at Chicago University. The fact that thirty-nine teams from Atlantic to Pacific coast competed in the event makes your victory impressive and reflects honor on the State of Colorado. Please accept my hearty congratulations and extend same to other members of Windsor team."

Captain Van Matre was named all American guard, Law was named as center on the second team, and McGlynn as the third team forward.

## DISCUSSION OF FURTHER CONSOLIDATION

For many years consolidation of rural school districts has been recommended by educators, talked of by parents, guardians and school boards, voted on by taxpayers, and in many cases actually carried out in many states, counties and districts thruout the United States.

"Educational experts now universally agree that the county should be the unit of local organization for the administration of schools..... This would permit a system of supervision of village and rural schools of the county approaching the excellence that is already worked out in the cities. (Finney and Shafer's text on Village and Consolidated Schools).

"For eighty years or more the educators have known and have pointed out that the little school, even at its best, is an ineffective instrument and ought to exist only where it is impracticable to provide anything better. (U. S. Bulletin No. 41, 1923, by J. F. Able on the subject Consolidation of Schools and Transportation of Pupils).

"By the year 1910 the principle of school consolidation was well established as a sound educational policy for rural as well as urban schools, with transportation of pupils wherever practicable. (Page 17, same bulletin).

"Moreover in 16 of the 20 states that were recently surveyed, the surveyors outlined a plan for and recommended or commended where it was already in good form, the county as a unit school administration and the consolidation of schools, with transportation of pupils wherever practicable. (Page 23, same bulletin)." \*

Although Colorado has never passed a law on the county-unit plan, a number of school districts have been consolidated in the past few years. At present 28 of the 136 districts of Weld County are consolidated. (See map of consolidated schools of Weld County, page 59.)

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\* C. N. Jensen, Superintendent of Public Instruction, Utah. A Study of Transportation in Schools of Utah. 1928. Page 11.

What Districts Should Consolidate with Windsor?- The maps on pages 59 and 62 show the relations in position between District No. 4 and Districts No. 17, 22, 79 and 52. At a glance it would seem reasonable to unite all these into one district. The district would then be quite uniform in shape and would not be too large. It would cover 122 sections of fine farming country in townships 5, 6 and 7 north of range 67 in the western part of Weld County. The district would be only two-thirds as large as Grover District (No. 89) and no part of it would be farther than 14 miles from Windsor.

The figures on page <sup>66</sup>63 reveal that District 52 for the year 1929-30 had 5 teachers and an enrollment of 127 pupils (besides the 15 pupils sent to Windsor High School), a plant valued at \$90,000 and a yearly budget of \$14,000. It is hardly possible that this district would, after having placed so much in a school plant, wish to consolidate with Windsor and scrap their own buildings. It would be much better and quite feasible for the Severance District, No. 52, to consolidate with Districts 101, 66 and perhaps 56, thus forming another good consolidation. This, however, is out of the province of this paper.

The following factors should be considered regarding the consolidation of Districts Nos. 17, 22 and 79 with District No. 4:

1. The Windsor schools with their present buildings, equipment and teaching force could accommodate 150 to 200 additional pupils. (Statement made by Professor Cohagan.)
2. There are a total of 128 pupils enrolled in Districts Nos. 17, 22 and 79.
3. The cost per pupil per year is: District No. 17, \$74; District No. 22, \$167; District No. 79, \$124; and for Windsor \$110. (Windsor's cost includes 180 high school pupils.)
4. The qualifications of teachers in these three districts, judged from salaries, is not as high as for Windsor district. The

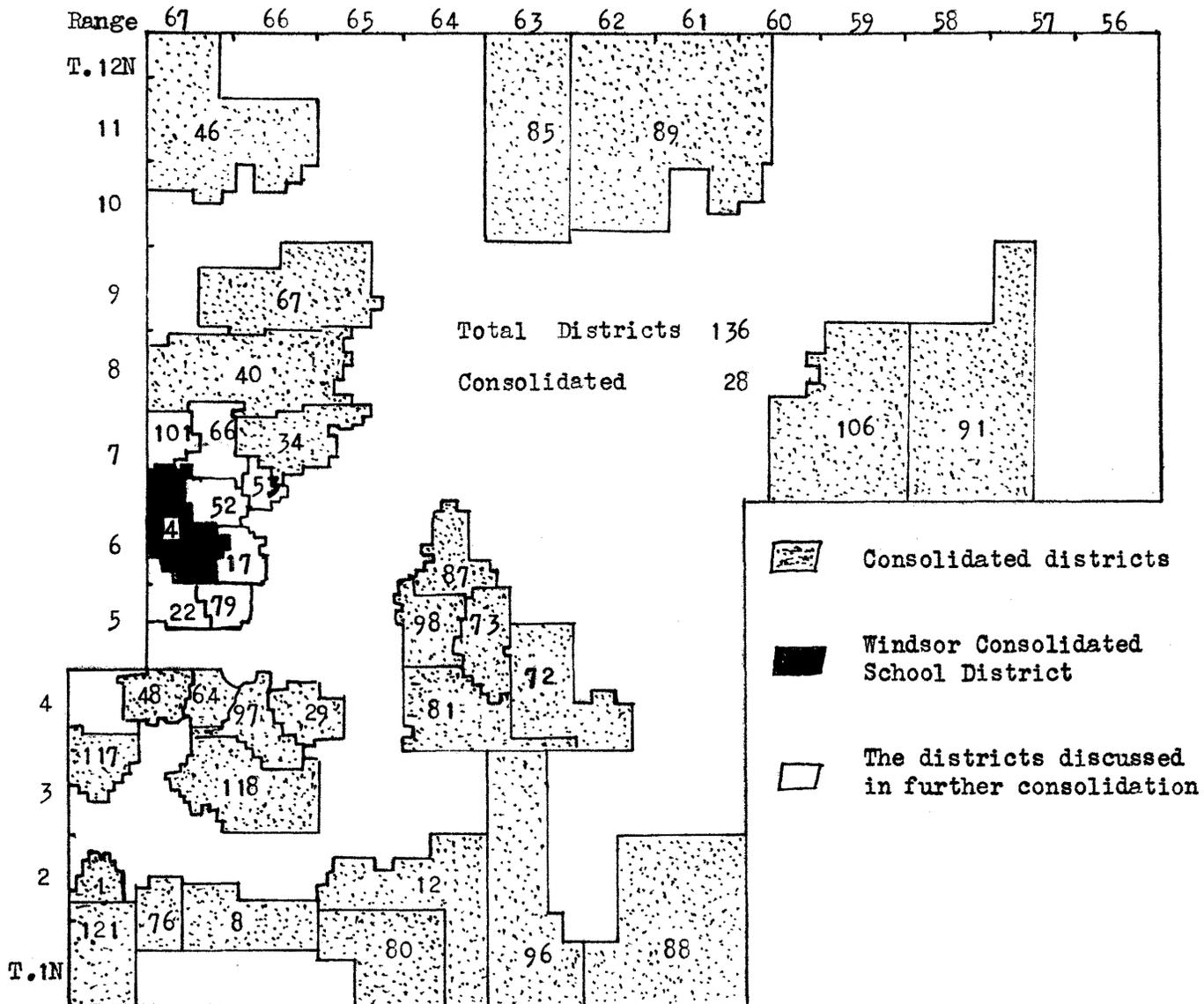


Figure 20.  
Consolidated Districts of Weld County

Taken From Map

Prepared by

F. A. Ogle

County Supt. of Schools

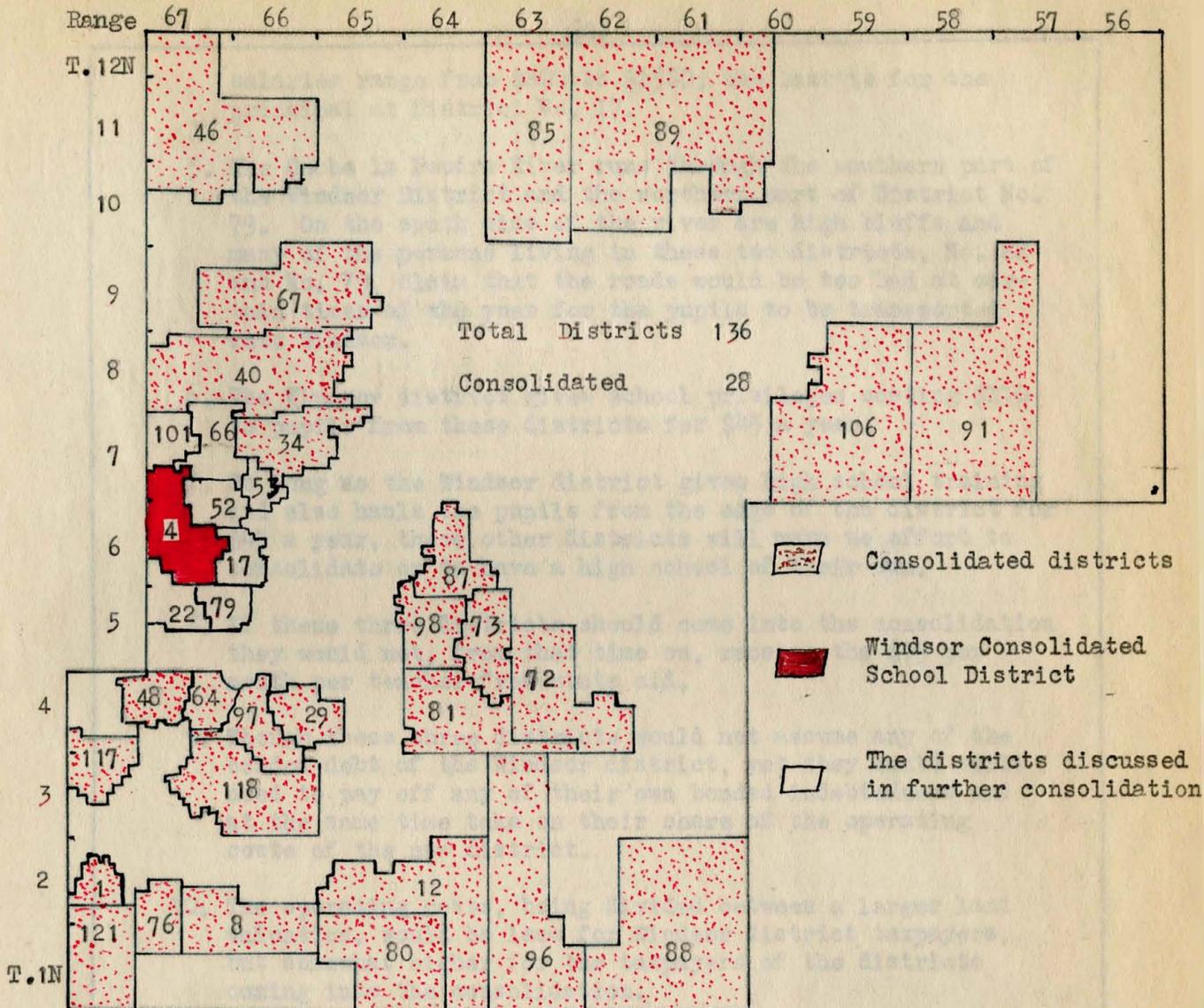


Figure 20.  
Consolidated Districts of Weld County

Taken From Map

Prepared by

F. A. Ogle

County Supt. of Schools

salaries range from \$800 to \$1300; the last is for the principal at District No. 17.

5. The Cache la Poudre River runs through the southern part of the Windsor District and the northern part of District No. 79. On the south side of the river are high bluffs and many of the persons living in these two districts, No. 22 and No. 79, claim that the roads would be too bad at certain times of the year for the pupils to be transported into Windsor.
6. The Windsor district gives school privileges costing \$110 to pupils from these districts for \$45 a year.
7. So long as the Windsor district gives high school training and also hauls the pupils from the edge of the district for \$45 a year, these other districts will make no effort to consolidate or to have a high school of their own.
8. If these three districts should come into the consolidation they would not, from that time on, receive the \$75 per month per teacher from state aid.
9. Though these three districts would not assume any of the bonded debt of the Windsor district, yet they would still need to pay off any of their own bonded indebtedness and at the same time take on their share of the operating costs of the new district.
10. The operating costs, being divided between a larger land valuation, would be less for Windsor district taxpayers, but somewhat higher for the taxpayers of the districts coming into the consolidation.
11. The pupils coming into the new consolidation would attend a far better school, more efficiently taught by better qualified teachers, and have the advantage of the association with a larger number of pupils thruout their grade and high school training.

Should the Districts Consolidate?- There is no question as to the advantages gained by consolidation. However, the costs of public education in such a consolidated school are so high that unless the laws can be somewhat modified there is little chance that under the present depression there will be any move toward such a consolidation. If Windsor would charge what it actually costs to give the high school training, the districts concerned would need to consider whether it is

better to consolidate or to try to carry on a high school of their own.

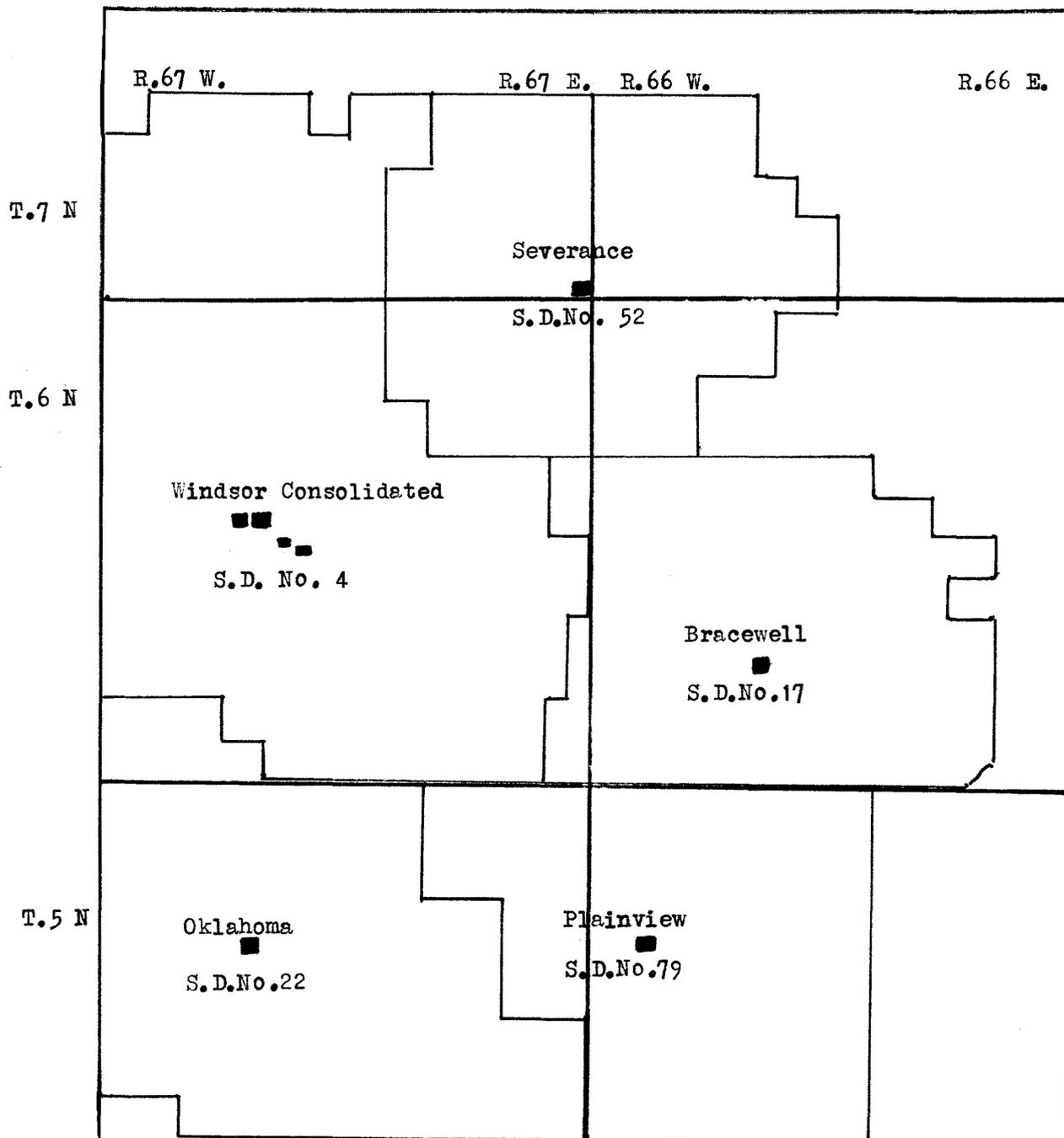
If there could be some scheme by which these three districts could cooperate with the Windsor district for a period of five years, the question of consolidation might more easily be solved. If the law would only allow of such a scheme the following plan might work out to the satisfaction of all concerned:

1. The school funds for operating costs in these three districts be given over to Windsor district for its operating budget.
2. These three districts share in the added transportation costs or provide their own pupil transportation.
3. The same state aid be given to these districts for teacher salary as is given now.
4. Each district continue to pay out on its own indebtedness.

The only difference in the system now and then would be that the pupils would all attend the Windsor schools, and the regular funds for their education would go to the Windsor district rather than to the separate districts. The Windsor school district would be aided in its budget by the amount that is now being used by these three districts for carrying on their separate schools. The three districts would be to no additional expense except the transportation of their pupils to and from school. If some such scheme could be worked for five years it is quite likely that real consolidation would then take place.

This brings us again to the need of the county-unit plan. With this plan would come consolidation wherever it was practicable. The system would eliminate many of the 136 districts of Weld County with their different tax paying rates and would bring into effect a uniform tax levy for the whole county. At most, there would probably be three

Figure 21.  
Map of Districts East and South of Windsor Consolidated

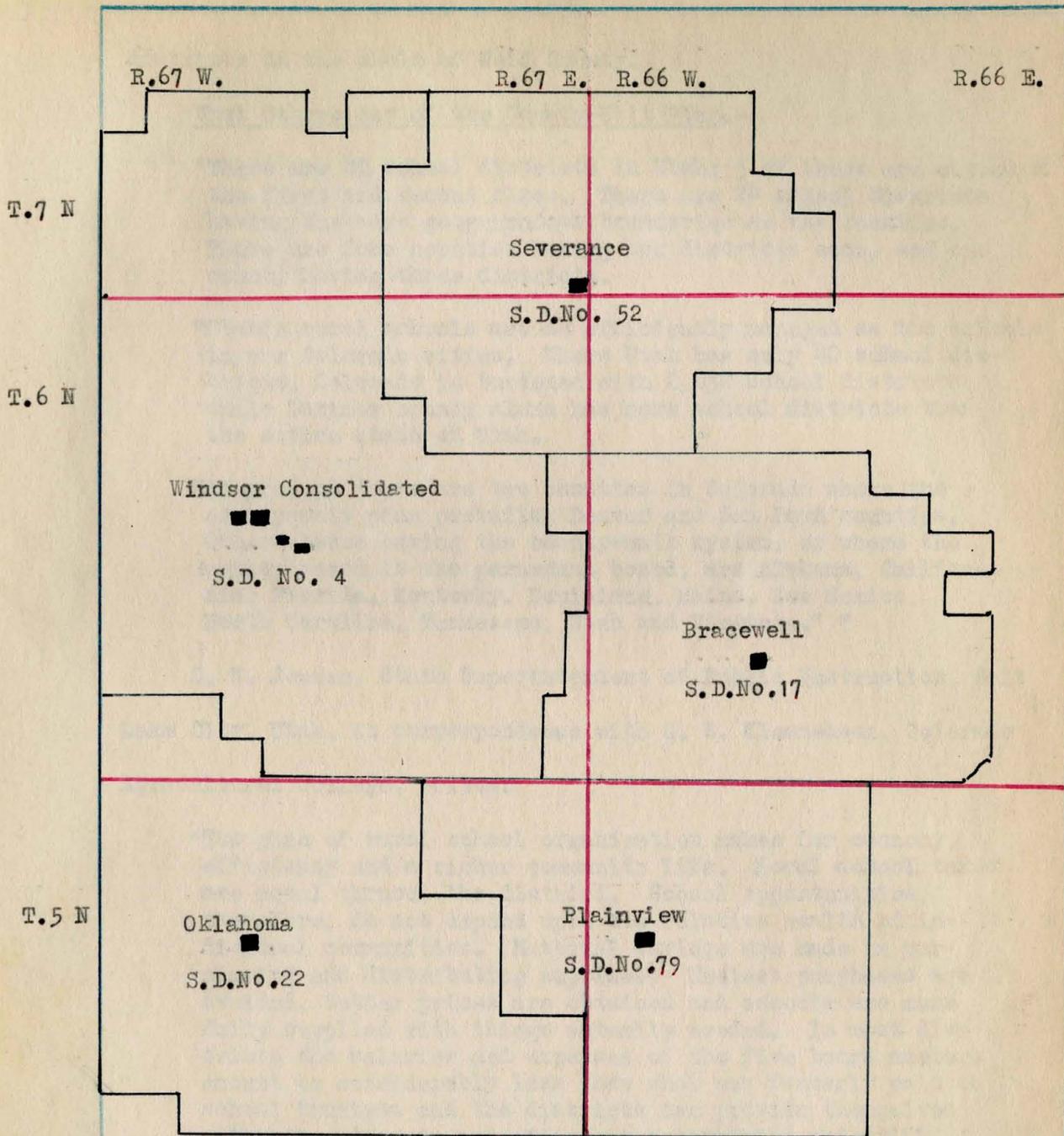


Scale of miles ... 1/2 inch .... 1 mile.

Dist. No. 4 has 37 sections, farthest point 7 miles from Windsor.

Dist. No. 22	"	23	"	,	"	"	11	"	"	"
Dist. No. 52	"	22	"	,	"	"	11	"	"	"
Dist. No. 17	"	20	"	,	"	"	12	"	"	"
Dist. No. 79	"	20	"	,	"	"	14	"	"	"

Figure 21.  
Map of Districts East and South of Windsor Consolidated



Scale of miles ... 1/2 inch .... 1 mile.

Dist. No. 4	has	37	sections,	farthest	point	7	miles	from	Windsor.
Dist. No.22	"	23	"	,	"	"	11	"	"
Dist. No.52	"	22	"	,	"	"	11	"	"
Dist. No.17	"	20	"	,	"	"	12	"	"
Dist. No.79	"	20	"	,	"	"	14	"	"

districts in the whole of Weld County.

What Others Say of the County-Unit Plan.-

"There are 40 school districts in Utah; 5 of these are cities of the first and second class. There are 24 school districts having the same geographical boundaries as the counties. There are four counties having two districts each, and one county having three districts.

"Utah's rural schools are as efficiently managed as the schools in our Colorado cities. Where Utah has only 40 school districts, Colorado is burdened with 2,032 school districts, while Larimer county alone has more school districts than the entire state of Utah.

"At present there are two counties in Colorado where the county-unit plan prevails: Denver and San Juan counties. Other states having the county-unit system, or where the county board is the paramount board, are Alabama, California, Florida, Kentucky, Louisiana, Maine, New Mexico, North Carolina, Tennessee, Utah and Virginia." \*

C. N. Jensen, State Superintendent of Public Instruction, Salt Lake City, Utah, in correspondence with G. S. Klemmedson, Colorado Agricultural College, writes:

"The plan of rural school organization makes for economy, efficiency and a richer community life. Local school taxes are equal thruout the district. School opportunities, therefore, do not depend upon the relative wealth of individual communities. Material savings are made in purchasing and distributing supplies. Useless purchases are avoided, better prices are obtained and schools are more fully supplied with things actually needed. In most districts the salaries and expenses of the five board members amount to considerably less than what was formerly paid to school trustees and the districts can provide themselves with more adequate and efficient supervision and still realize an immediate net saving in administration expense."\*

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\* G. S. Klemmedson. Cost of Public Education From Viewpoint of Agriculture in Larimer County, Colorado. Colorado Agricultural College Experiment Station Bulletin 368, 1930, p. 62 and 63.

"In the last 10 years there has been a tendency for wealth to concentrate in the cities and towns. Comparatively little is left in the country to support public education without a tremendous burden on real estate. In spite of this there has been absolutely no change made in our Colorado school machinery to fit the changing needs and demands. We still cling to the old idea that each community, without regard to its wealth or size, should be left to finance and administer its own schools. As a result hundreds of country boys and girls are being cheated out of a good education. The county-unit plan offers a partial solution of their problem." \*

There should be further consolidation of the Windsor district with other districts to the south and east. It does not seem to be possible at the present time. Until consolidation can be accomplished it is advisable that all concerned for the well-being of the boys and girls of the communities involved should be continually engaged in an educational program regarding the need of the county-unit plan.

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\* Same bulletin as noted on p. 63.

Table 4.

## Consolidated Schools of Weld County

District	Name	Districts Consolidated	Date of Consolidation
34	Ault	77-53-34-3	1920
29	Big Bend		
106	Buckingham		
46	Carr		
121	Erie	14-16-2	1918
8	Ft. Lupton	8-9	1913
76	Frederick	9-14-43	1907
97	Gilcrest	97-26	1916
87	Gill	3-9	1917
89	Grover		
72	Hardin	72-94	1920
1	Idaho Creek	1-48-3	1916
48	Johnstown	48-50-7	1919
80	Hudson		
12	Keensburg		1923
98	Kersey	30-98-68	1923
88	Kiowa		
73	Kuner		1917
117	Mead	33-95	1917
64	Milliken		
91	New Raymer		
67	Nunn		
118	Platteville	35-10-5	1917
40	Pierce	47-40	1920
96	Prospect Valley		
81	Valley View		
85	West Pawnee		
4	Windsor	51-70-4	1920

Note: Information was not available as to districts consolidated and dates of consolidation in all cases.

Table 5.

Annual Statistical and Financial Report  
for  
School Districts Nos. 4, 17, 22, 79 and 52  
1929 - 1930

Items in report	Dist. No. 4	Dist. No. 17	Dist. No. 22	Dist. No. 79	Dist. No. 52
Children between ages 6 and 21	1216	86	42	40	191
Grade pupils					
First grade	112	12	1	4	26
Second "	116	13	1	2	14
Third "	114	22	4	2	10
Fourth "	86	12	2	2	15
Fifth "	105	9	6	2	15
Sixth "	97	11	3	0	21
Seventh "	89	5	3	6	12
Eighth "	107	4	2	0	14
<b>Total</b>	826	88	22	18	127
Graduates from grades	66	3	2	0	14
Number of teachers	38	3	2	2	5
Number of years teachers have been in the school	1-13	new	1-3	2-3	1-17
Range of salary for the teachers in the school	\$1125 3600	\$ 900 1300	\$945 945	\$810 990	\$ 900 2000
Number of pupils in High School (Windsor)	164	8	3	0	15
Value of school prop- erty of each district	\$297,000	\$15,700	\$5,810	\$2,600	\$90,200
Invested per pupil enrolled in school	\$ 295	\$ 178	\$ 264	\$ 144	\$ 635
Number of buildings	4	1	1	1	1
Number of rooms	12 25	3	2	2	5
Kind of heating	h, air steam	steam	stove	hot air	steam
Total yearly income	\$126,367	\$ 6,621	\$2,992	\$2,365	\$15,483
Total expended	\$110,492	6,568	3,674	2,233	14,132
Average per pupil	\$ 110	74	167	124	107
Volumes in school library	2,300	150	120	250	150

\* Taken from the Annual Reports of Districts on file in County Super-  
intendent's office, Greeley, Colo.

## SCHOOL EXPENDITURES

In order to make an adequate study of the expenditures of a school one needs to have access to records covering at least a ten year period. The records of the Windsor School for the past six years are given below. There are only a few general headings under which the expenses are placed. The itemized bills are not available in such a way as to make a detailed study, therefore the following table which represents the funds paid out through warrants is studied in a general way and also in comparison with other schools.

Table 6

Windsor School Expenditures Through Warrants  
from 1925 to 1930

<u>Year ending June</u> <u>Items</u>	1925	1926	1927	1928	1929	1930
Teachers' Salaries	\$49,744	\$50,479	\$55,308	\$57,397	\$55,645	\$55,715
Incidentals	11,830	9,306	10,805	10,638	8,885	9,579
Transportation	5,485	5,762	4,712	3,748	5,182	6,134
Janitors' Salaries	4,702	4,760	4,471	4,853	4,820	4,845
Fuel	2,902	2,286	2,828	1,775	2,999	2,612
Permanent Improvement & insurance	1,724	1,561	1,384	1,306	1,807	1,966
<b>Totals</b>	<b>\$76,387</b>	<b>\$74,154</b>	<b>\$79,508</b>	<b>\$79,717</b>	<b>\$79,338</b>	<b>\$80,851</b>

(In copying, only the nearest dollar was taken.)

\* The figures in the table were taken from the records of E. C. Hickman, Secretary of the Windsor School Board.

Teachers' Salaries.- The total teacher salary budget for the past six years has ranged from 65 percent to 71 percent of the operating expenses of the school, and has been about 55 percent of the total budget including the interest and payments on bonds. This is a large percent of the total expenses of the school, so the question arises as to whether it is possible to lower the total amount of the teacher salary budget.

There are two methods open, one is to lower the individual salary of each teacher, and the other is to increase the teaching load. These points will be taken up separately.

A. Can the Salaries be Lowered?- A study of the qualifications of the present teaching staff will indicate whether or not this same quality of teaching force can be maintained on a lower salary basis.

The qualifications are: 14 have degrees, 26 have normal training, 7 have state life certificates, and 1 has a first class county certificate.

A standard of salaries based on qualifications has been set by the school board as follows:

Grade Teacher Salary Basis.- Lowest basic salary for high grade certificate and 2 years experience is \$1125, with an annual increase of \$60 up to a maximum salary of \$1365. The principal of grades receives from \$1400 to \$1600.

High School Teacher Salary Basis.- With A. B. degree and 2 years experience basic salary is \$1500, with an annual increase of \$60 up to a maximum of \$1740.

Special Teachers' Salary Basis.- Teacher of vocational agriculture \$2100, manual training teacher and coach \$1900, principal of

high school \$1900, high school principal \$2500, and school superintendent \$3600.

It would be difficult to lower the salaries of teachers with such qualifications unless salaries in general are lowered. At a time when the taxpayers are forced to take less for their farm products and with their total income much decreased it is only fair that teachers who receive their salaries from taxes should bear their share of the burden.

Pupil Number Per Teacher.- The 1928 report for Districts 5 and 2 of Larimer County shows the number of pupils per teacher, based on pupil attendance, to be 24.9 and 26.2, respectively, while for the Windsor school the figure was 24.9. \*

Teacher Salary Cost Per Pupil.- In 1928 in these same two districts of Larimer County, the teacher salary per pupil, based on pupil attendance, was \$69.91 and \$61.42, respectively. The cost in Windsor school was \$68. \*\*

The cost per pupil for teacher salary at the present time in Windsor school is but \$61 due to the fact that the same number of pupils are being taught by less teachers on a somewhat less salary.

B. Can a Heavier Teaching Load be Required?- At present the teaching load is stated to be between 20 and 25 periods a week. In private schools with inadequate funds the teaching load is often increased, but it would hardly be expected of teachers in public schools.

If this method of increasing the teaching load could be used

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\* G. S. Klemmedson. Cost of Public Education From Viewpoint of Agriculture in Larimer County, Colorado. Colorado Agricultural College Experiment Station Bulletin 368, Nov. 1930, p. 17, table 3.

\*\*Same bulletin as above, p. 53, table 22.

with an average of 5 hours added load there would be a saving of from 6 to 7 teachers. Taking the average salary for the grades as \$1250 and for the high school as \$1600 and estimating that 5 teachers could be dropped from the grades and 2 from the high school, there would be a saving of over \$9,000 a year. This cannot be expected to be done unless other schools are also increasing the teaching load.

Under the present depression and the necessity of paying off the bonded debt it is worth while for the school board to consider ways and means whereby a saving on teacher salary budget can be made, for it is by far the largest item of expense in the yearly budget.

Incidentals.- This list is too general and includes too many different items. There are large bills for supplies which have been purchased from local firms. It is not likely that these items were purchased at as low a cost as was possible. Other supplies were purchased through the county superintendent at somewhat lower cost, but even these were not as low as the same supplies purchased by other schools.

Taking ten items from a list compiled by the county superintendent of schools and comparing them with costs of the same items as purchased by other schools will illustrate the point.

The items are:

Dennison's crepe paper, per fold .....	\$ .105
Drawing paper, white, per ream.....	1.14
Drawing paper, manila, per ream.....	.53
Pencil sharpeners (C.G.) each.....	1.15
Pen points, per gross.....	.663
Ink (blue-black), per qt.....	.911
Palmer paper regular, per ream.....	.53
Crayon, white, any brand, per gross.....	.47
Paste "Gluey Gummi", etc., per qt.....	.3175
Construction paper, per package.....	.26
Total index.....	6.07

The index for the same list of items taken from Fort Collins and Loveland was found to be \$5.3923, for Loveland alone \$5.464 and for Denver, Colorado Springs and Pueblo combined \$4.8595. \*

These indices are all from \$ .606 to \$1.21 lower than Windsor was able to obtain the same supplies for through the agency of the county office. If time were taken to get bids from several school supply firms over the country, these supplies could be purchased at a much cheaper rate. The county office is a good centralizing agency and it is possible to obtain good and cheap supplies if many schools patronize such an agency. The county office needs to be on the alert to obtain the best prices possible for the schools, which would be a means of influencing the schools to cooperate in this sort of centralized purchasing agency.

Other Items of Expense.- Transportation was discussed in this paper and needs no further comment here.

The item of janitors' salaries is too large and will be smaller due to the reduction of the salaries for the coming year.

The fuel is not a large item considering that there are 39 rooms to heat and that 12 of these rooms are heated with hot air. True, there are seven weeks in the fall when 13 of these rooms are not heated during the "beet vacation". There are no figures obtainable for the period before the summer school and beet vacation, therefore it is not possible to calculate the saving at present. The coal costs the school

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\* N. Elmo Woodard. 1931. Should Centralized Purchasing of School Supplies be More Generally Adopted by the School Districts of Colorado? Thesis for M. S. Degree. (P. 15, table 1; Chart A., p. 16; and Table IV, p. 56.)

but 25 cents more per ton than the mine price and is purchased by a system of bids from the local merchants.

The six years' record on page 67 is all that is available for study and it is too meager to be of much value.

Bonded Indebtedness.- Table 7 gives the amounts of the total bonded debt from year to year after the consolidation. The new plant, consisting of the two high school buildings with their equipment and grounds and the teacherage, are responsible for the total of \$273,000.

During the past ten years over \$135,000 has been paid out in interest and no payments were made on the bonds until 1925. Only \$44,000 has been paid on the debt in the past five years. If the \$135,000 had been paid into a fund before the loan was made, over half of the debt would have been taken care of by this fund at the time of the increase in the plant. This large amount of interest should be considered as a loss and as a warning to the school board and taxpayers in the future.

The present arrangements for the payments on the bonds are: \$50,000 to be paid off within the next four years; the remaining \$187,000 in serial bonds to be paid from 1936 to 1950. These bonds will be paid off each year with a less amount than the yearly interest for the past few years.

At this time when valuations are low and it takes such a high levy to obtain the needed funds and when the produce from the farms is low in price, paying off the bonded indebtedness is almost an impossible task to undertake. However, the district has bravely taken upon itself this task of paying off the whole debt by 1950.

It is quite evident that all possible should be done during the next few years to curtail the operating expenses, at least until economic conditions are better than they are now.

Table 7.  
Statistical and Financial Record of Windsor Consolidated School  
1920 -- 1930

Year	Grade School Pupils						High School Pupils						Att. %	No. Teachers
	Enrollment			Graduates			Enrollment			Graduates				
	M	F	T	M	F	T	M	F	T	M	F	T		
1920	367	325	692	10	16	26	48	41	89	7	10	17	75	36
1921	392	370	762	16	15	31	42	49	91	5	4	9	90	34
1922	451	445	896	22	18	40	54	55	109	3	8	11	88	32
1923	474	453	927	17	34	51	67	60	127	8	11	19	93	35
1924	387	451	838	13	34	47	60	59	119	6	14	20	87	36
1925	469	461	930	23	19	42	61	72	133	11	7	18	81	36
1926	384	394	778	26	35	61	72	69	141	9	13	22	87	37
1927	412	408	820	28	25	53	77	89	166	12	11	23	93	40
1928	420	420	840	17	32	49	73	79	152	8	13	21	85	41
1929	405	401	806	28	39	67	67	84	151	15	10	25	88	40
1930	418	408	826	30	36	66	78	102	180	12	20	32	91	38

Year	Amount available	Bonded debt	Interest on bonds	Building and debt	Teacher salary	Total Expended
1920	\$ 83,461	\$ 98,000	\$ 4,912	<u>Building</u> \$ 40,828	\$ 22,500	\$ 80,057
1921	257,873	237,000	7,503	135,092	43,875	189,966
1922	116,078	273,000	3,852	.....	45,250	117,610
1923	99,474	273,000	13,498	.....	47,582	90,267
1924	105,216	273,000	17,080	<u>Paid on bond indebtedness</u>	47,889	91,085
1925	No report			8,317	49,744	No report
1926	95,407	264,683	14,658	4,000	50,479	94,420
1927	104,408	260,560	15,142	3,000	55,308	102,268
1928	106,056	260,617	14,775	500	57,397	97,205
1929	118,189	250,000	14,871	9,000	55,645	105,690
1930	118,189	237,000	14,106	13,000	55,715	110,492

Compiled from Annual Reports of Windsor District in the office of County Superintendent of Schools of Weld County, Greeley, Colorado.

## SCHOOL STATISTICS

The first available statistics of the Windsor school are to be found in the annual reports of the school districts for the year 1875 on file in the office of superintendent of schools of Weld County.

These files are not complete and there are no reports for several different years and no reports for the entire period from 1913 to 1918. The data for 1915 was finally compiled from partial records of the Windsor school and other material at the county office.

A study of the statistics given in Tables 7 and 8 shows the following facts:

The grade enrollment increased rapidly at the time the sugar factory was built and reached its peak of 930 in 1925. In 1928 there was the same number of boys as girls enrolled, namely, 420 each. From 1920 to 1930 more boys have enrolled and graduated than girls. When the summer school was established the percent attendance of the enrollment was 75 and this gradually increased to 93, but later dropped back as low as 85.

There has been a steady increase in high school enrollment during the past 12 years, from 89 to 180, and this coming fall the estimated enrollment is 200 with 60 in the freshman class. There has been a higher enrollment of girls than boys, and of 235, total number of graduates, there are 25 more girls than boys.

The record of grades and high school expenses are not separated, thus it is impossible to find the cost per pupil per year in either the grades or the high school. It costs more to give instruction to high school pupils than to grade pupils, and, for this reason, it would be interesting and helpful if cost records could be compiled separately.

Table 8  
Report for May 1931

School	Grade	Number pupils	Number teachers	Pupils per section	Graduates
	1st	119	3	39.6	
	2nd	95	3	32	
Grade school	3rd	116	3	38.8	
	4th	108	3	36	
	5th	105	2	52.5	
	6th	105	3	35	
Total	6	648	17	aver. 37.6	
Junior high	7th	92	3	30.6	
	8th	77	3	26	
Total	2	169	6	aver. 28.3	63
Senior high					
Total	4	174	9	19	18

The estimated cost per pupil for this year is \$111, including the interest and payment on bonded indebtedness.

There are 38 teachers of whom only 6 are men. These men occupy the following positions: school superintendent, principal of senior high school, principal of junior high school, instructor of manual training and coach, instructor of vocational agriculture, and the special music instructor of band and orchestra.

What a contrast between the first years and the present! In 1875 there were 23 pupils taught by one teacher in a one room schoolhouse with a total budget of \$366. At the present time there are 4 fine buildings, a teacherage, and good equipment. There are 38 teachers instructing 991 pupils. The total valuation of the school property is \$297,000 and over \$110,000 is set aside for the annual budget.

The school board has planned wisely, parents and taxpayers have sacrificed and the teachers have done their part in bringing about these results.

Table 9  
Number of Pupils, Teachers, Salaries, Total Budget  
in  
Windsor School by Ten Year Intervals  
1875 - 1925  
1930

Year	Pupils enrolled	% Att.	Teachers	Yearly salary	Yearly budget	Remarks
1875	23	50	1	\$ 240	\$ 366	6 months term, new 1-room frame building, cost \$590
1885	52 H.S. 4	58	1	495	845	First 4 pupils in 9th grade in 1884. R.S. Dickey as teacher
1895	107 H.S. 12	63	3	1,500	3,226	R.S. Dickey spent 7 yrs. developing the school. 4 room brick building at \$7,000 erected.
1905	355 H.S. 20	60	9	4,800	9,000	A 2-room brick erected in 1902. Many beet working children attending school.
1915	632 H.S. 46	66	15	10,000	17,000	Old brick building replaced by stone and later enlarged, 1908-09, cost \$22,000
1925	930 H.S. 133	81	36	49,744	92,000	Consolidation of Dists. 4, 51 and 70 in 1920. New H.S. and J.H.S. and teacherage, total cost of \$210,000. Beet worker summer school established
1930	1006 H.S. 180	91	38	55,715	110,492	1918.A.C.Cohagan, Supt. Schools 1918-1931. Voc. Ag. put into course 1924.

Note:

Subtract the H. S. pupils from the number above to get the number of pupils in the grades.

A study of the following page will give facts concerning the cost per pupil per year and budget for the ten year periods showing their relations to 1 as a unit.

In 1889 report, teacher salary budget for 4 teachers was given as \$1950, which was just \$50 more than the salary of the principal of the junior high school at present.

The percent of attendance has been much higher since the Summer School for Beet Workers has been established.

Table 10

**A Study of Enrollment, Budget and Cost Per Pupil Per Year  
by  
Ten Year Periods, and Their Relations to 1 as a Unit**

<b>Years since founding</b>	1	10	20	30	40	50	56
<b><u>Pupils</u> Multiple of first year</b>	1	2	4	12	25	37	43
<b><u>Budget</u> Multiple of first year</b>	1	2	9	25	46	251	300
<b><u>Costs</u> Per pupil per year</b>	\$15	\$16	\$30	\$25	\$27	\$98	\$111
<b><u>Costs</u> Multiple of first year</b>	1	1	2	1.75	1.75	6.5	7.5

The study of these figures and of the table on the previous page causes one to wonder if the present day education is worth 7.5 times what it was 50 years ago. Is it worth 4 times what it was in 1915? These questions are asked by the taxpayer. The training given must result in such character and aptitude of the pupil as will cause the parent to be glad of the fine result and never begrudge the cost of these better facilities and greater opportunities. Then and only then will the heavier tax levy be willingly paid.

The school administration and the faculty can, if they will, bring this ideal condition into being.

ITEMS OF SPECIAL INTEREST  
in  
WINDSOR SCHOOL

**BUILDING, ENROLLMENT, BUDGET**

Plant and equipment.....	\$ 297,000
1929-1930 budget for all grades.....	110,492
Present enrollment: grades.....	817
high school.....	174
(70 percent of the pupils are Russian-German)	
Cost of education per pupil per year.....	\$111

Windsor is second largest school in Weld County.

**INSTRUCTORS**

There are 32 women and only 6 men teachers.

Qualifications are: 14 degrees, 27 life certificates, 26 normal training, 7 limited state certificates, and 1 first class county certificate.

Teaching load averages 20 to 25 teaching periods per week.

**CURRICULAR ACTIVITIES**

Freshman boys not in vocational agriculture are required to take vocational guidance.

Six months typing is required of all high school students. This year there were 60 typing, 24 bookkeeping, and 10 taking shorthand.

Windsor has best Summer School for Beet Workers in state.

Expect 60 freshmen, total 200 high school pupils 1931-32.

**STUDENT ACTIVITIES**

Basketball Championship....	State and Intermountain	1923
	State and National.....	1924
Charter of National Honorary Society received.....		1930
Hi-Y and Girl Reserves organized.....		1931
State Honors in Music...Class C.....		1929
Union Pacific Scholarship won by boys in Vocational Agriculture....		1928, 1930 and 1931.

## CONCLUSIONS AND RECOMMENDATIONS

### General

There is need of some law or regulation to prevent needless and foolish transfer of territory from one district to another.

Need of a non-exemption income tax with a certain percent to go for the aid of public education. This would help to lighten the tax on real estate.

There should be a united common effort made by the schools of a county in getting bids on all supplies and materials used in the schools. This would make for lower prices and mean a great saving to the schools.

County-unit plan might possibly solve consolidation problems and make for a more economic administration of the schools.

### Specific for Windsor School

Try out some plan by which Districts Nos. 17, 22 and 79, using their present funds, may unite with Windsor school in a five year temporary consolidation.

Charge an adequate sum for giving high school training to pupils from other districts. When it costs \$110 a year per student, the small charge of \$45 per student is an injustice to the taxpayers of the Windsor district.

Tho the transportation system is a good one and the operating costs are low, there is need for some good form of report which would enable the school administration to make an adequate study of the costs.

There is need for a depreciation item in the transportation accounting system.

Something should be done toward a new fund for new buses or toward some other plan for transportation as the present buses have been running for 9 and 11 years.

There is need for larger quarters and better equipment for the vocational agriculture and the manual training.

There should be a definite program of educating the parents and the school board concerning the needs and scope of the vocational agriculture in the school.

There should be a course in vocational home economics in this school where there are 90 high school girls.

Summer school sections and the regular school sections should have some way by which the pupils could intermingle in class work for part of the year. The present scheme results in class and even race distinction.

Gain the interest of the Great Western Sugar Company in the Summer School for Beet Workers, with the result that the company will cooperate in carrying on the summer school.

The school expense budget should be more itemized, which would allow for a better study of ways and means of curtailing expenses.

At this time of depression every way possible should be found to lower the expenses of the school.

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S U M M A R Y  
of the  
T H E S I S  
AN HISTORICAL, FINANCIAL AND STATISTICAL STUDY  
of  
WINDSOR CONSOLIDATED SCHOOL

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LIBRARY OF THE  
STATE AGRICULT'L COLLEGE  
FORT COLLINS, COLO.

Submitted by

F. E. C. Williams

In partial fulfillment of the requirements

for the Degree of Master of Arts

Colorado Agricultural College

Fort Collins, Colorado

Aug. 5, 1931

## INTRODUCTION

The main object of this thesis was to cover the history of the three districts which combined to form the Windsor Consolidated School District. Every source from which facts could be gained was investigated and that information which was authentic and useful was incorporated.

Such special features as the Summer School for Beet Workers and the course in vocational agriculture were dwelt upon quite fully. A discussion is given of consolidation in general and in relation to adding other nearby districts to the Windsor Consolidated School District. Studies of the finances and statistics of the school have been made.

## EARLY HISTORY

The Windsor District was organized in 1873. The first schoolhouse cost \$590. In this building one teacher taught 23 pupils for a period of 6 months. From this small beginning the school grew until at the time of consolidation in 1920 there were 688 pupils in the grades and 80 in the high school. There were two buildings for the grades and a fine high school building with a staff of 22 teachers. The total operating budget was \$76,000, of which \$19,000 was paid out for teachers' salaries.

The White Hall District was organized in 1885. During its 35 years of existence the pupil enrollment grew from 11 to 81 and the operating budget from \$400 to about \$4,000. There were 17 different teachers in the first 20 years.

The New Liberty District was formed in 1906 from new territory and several sections of the eastern part of the Windsor District. In

1919 there were 77 pupils enrolled; only one teacher was employed and there was a budget of \$1200.

#### THE WINDSOR CONSOLIDATED SCHOOL

Consolidation.- The Windsor, White Hall and New Liberty Districts were united in one district in 1920. This district comprises 37 sections and is called the Windsor Consolidated School District. It is also known as District No. 4.

Since consolidation there has been a gain of 20 percent in the grade enrollment, while the high school enrollment has doubled. The school budget has made a gain of 38 percent.

At the time of consolidation it was necessary to issue a total of \$273,000 in bonds. In the past 11 years a total of \$135,000 has been paid out in interest. Only \$44,000 of the debt has been paid. Within the next four years \$50,000 worth of bonds will be paid and the remaining \$187,000 in serial bond issues will be paid off by the year 1950.

The problem of further consolidation would be largely solved by the adoption of the county-unit plan.

Vocational Agriculture.- The vocational agriculture work was introduced into the Windsor school for one year in 1921. The work was again resumed in 1924 and was carried on with marked success by Mr. L. E. Aspinwall. At present Mr. L. E. Verhusen has charge of the work and there are 25 of the 83 high school boys attending these vocational agriculture classes. Evidence of the good results is shown in the fact that within the past four years three boys have won the Union Pacific scholarship prizes.

Transportation.- The district owns and operates its own busses for the transportation of rural pupils. This past year these busses

were operated for 14.4 cents per mile and the cost per pupil per year was \$18.87. This compares quite favorably with other schools in Colorado and in Utah.

Summer School for Beet Workers.- A summer session for 13 sections of the school was organized by Professor Cohagan in the summer of 1918. The enrollment has ranged from 210 to 500. The average attendance of the whole school has risen from 75 percent to 91 percent since the summer session was organized. Parents have ceased to ask permission to take their children out of school for work. Instead of attending school through the sixth grade or until they are 16 years old, many of the pupils are remaining for high school work. This summer school for the beet workers is one of the best in the state.

Outstanding Student Activities.- The "Windsor Wizards" won the state and intermountain basketball championships in 1923 and the following year the state and national championships were captured. State honors in music for Class C were received in 1929. A charter for National Honorary Society was granted in 1930, and the Hi-Y and Girl Reserves were organized in 1931. Boys taking vocational agriculture won the Union Pacific scholarship prizes in 1928, 1930 and 1931.

Present Condition of the School.- The present plant includes two good buildings for the grades, fine junior and senior high school buildings, well equipped, and adequate grounds. There is also a very fine teacherage capable of housing 29 teachers. The total valuation of the plant is \$297,000. The enrollment is 1000, of whom 174 are high school students. There are 38 well qualified teachers, of whom 14 have college degrees. The yearly budget of \$110,000 is 300 times what it was 50 years ago and the cost per pupil per year is 7.5 times what

it was in the early years.

At this time of financial depression the paying off of the bonded indebtedness is almost an impossible task. The residents of the Windsor District are to be praised for their sacrificial effort which has resulted in the best consolidated school in Weld County.

### CONCLUSIONS AND RECOMMENDATIONS

#### General

There should be some plan whereby all public school pupils should be required to pay tuition.

There should be some change in taxation which would lighten the burden of taxation on real estate.

There is need for a law or regulation which will prevent needless and foolish transfer of territory from one district to another.

There is need for a centralized cooperative effort on the part of the school districts in purchasing school supplies. Competitive bids and the purchase of large quantities of standard materials would result in a great saving to the schools.

The county-unit plan should be promoted, for if put into force it should help to solve consolidation problems and result in a more economic administration of schools.

#### Specific for Windsor School

Try out some plan by which Districts No. 17, 22 and 79, using their present allotment of funds, may unite with the Windsor school in a five year temporary consolidation.

Charge high school pupils from outside the district an adequate tuition.

The transportation system is a good one and the operating costs are low. However, there is need of a good form of report which would enable the school authorities to make a profitable study of the expenses.

Something should be done looking toward a fund for new busses, or toward some other plan for transportation. (The present busses have been running for from 9 to 11 years.)

There is a need for larger quarters and better equipment for the vocational agriculture and the manual training work.

The school administration should have a definite program for educating the parents, taxpayers and others concerning the needs and scope of the vocational agriculture course in the school.

There are 90 girls enrolled in high school. This condition calls for a good course in home economics.

The Windsor school needs a good system of keeping records. Such records would not only be of interest to those making a study of the school, but would help in the adequate financial management of the school.

The pupils of the different sections of summer school and the regular school should have some way provided, for a part of the year at least, by which they could interchange for class work. The present scheme results in race and class distinction.

Gain the interest of the Great Western Sugar Company in the Summer School for Beet Workers, with the possible result that the company will appropriate a sum of money each year to aid in carrying on the school.

At this time of depression every way possible should be found to lower the expenses of the school.

Inasmuch as the teacher salary budget is a very large item in the yearly budget of the school, the school board should study the whole situation with a view to lowering the salaries of the teachers or increasing the teaching load.